

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 12 February 2025 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

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### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 13 November 2024 Paper A for approval
5. MATTERS ARISING Paper B for noting
  - 5.1 Behaviour Management Progress Update Verbal update JR
  - 5.2 NQ Review Overview (Highers improvement) Paper C for information ST
6. CURRICULUM REPORT – ABERTAY AND D&A TRANSITIONS ENHANCEMENT PROJECT Presentation JR
7. STUDENTS' ASSOCIATION REPORT Paper D for information KR/AL
8. AUTUMN 2024 LEARNER SURVEY REPORT Paper E for information ST/JG
9. NEW SECTOR QUALITY ARRANGEMENTS – SELF EVALUATION AND ACTION PLAN (SEAP) Paper F for information ST
10. CURRICULUM & PARTNERSHIPS REPORT Paper G for noting JG
11. STRATEGIC RISK REGISTER Paper H for approval ST
12. LT&Q METRICS Paper I for noting ST
13. DATE OF NEXT MEETING – 14 May 2025, Room K-TO-624, Kingsway Campus





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER A**

**MINUTE OF THE PREVIOUS MEETING –**

**Wednesday 13 November 2024**



# 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)

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Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 November 2024 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

**PRESENT:**

Neil Lowden	Derek Smith
Laurie O'Donnell	Simon Hewitt
Helen Honeyman	Kara Ramsay
Stephen Oakley	

**IN ATTENDANCE:** Steve Taylor (Vice Principal / Secretary to the Board)  
Jane Roscoe, Steph Toms & Lee Lappin (Directors of Curriculum & Partnerships)  
Leann Crichton (Director of Student Experience)  
Penny Muir (Board Administrator)  
Zoe Hargraves (Head of Curriculum & Quality)  
Craig Denham (Curriculum & Quality Leader)

### 1. WELCOME

N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting, including Zoe Hargraves (Head of Curriculum & Quality) and Craig Denham (Curriculum & Quality Leader)

### 2. APOLOGIES

Apologies received from Sally Middleton, Kelly McIntosh, Adele Lawrence, Julie Grace, Margo Williamson and Donna Fordyce.

### 3. DECLARATIONS OF INTEREST & CONNECTION

There are no declarations of interest or connection.

### 4. MINUTE OF THE PREVIOUS MEETING

The minute of the meeting held on Wednesday 28 August 2024 was approved as an accurate record.

### 5. MATTERS ARISING

The matters arising are now closed.

### 6. CURRICULUM REPORT – SHARING GOOD PRACTICE IN LEARNING & TEACHING

L Lappin introduced Z Hargreaves and C Denham and outlined the showcase approach developed for curriculum teams.



L Lappin noted the benefits of sharing knowledge across departments, highlighting new approaches and developments. A schedule for these knowledge-sharing spotlights has been established, with sessions planned throughout the year.

C Denham presented on Animals, Land & Environment, emphasising his role as Curriculum Quality Leader in Animal Care. C Denham focused on developing commercial growth through a diverse range of external and internal courses, including first aid and forklift training. Both staff and students have been actively involved in these initiatives. The Animal Care team has been approved as a delivery centre for veterinary skills training, offering qualifications such as patient care assistant and first aid for cats and dogs, which are expected to gain traction as new legislation emerges. Future planning includes additional first aid courses for progression, animal medicine advisor and veterinary assistant roles.

C Denham highlighted the potential benefits of establishing a closer connection with vet practices in Dundee, expressing interest and collaborating with internal marketing teams to promote the programme. C Denham noted that live animals are being incorporated into delivery through the aviary unit to enrich educational context.

C Denham highlighted the efforts to improve student retention and minimise absences include identifying unaccepted offers promptly to fill spaces and implementing an Absence Action Plan to monitor and support students with low attendance. Weekly tracking and follow-ups aim to provide accountability and support and had resulted in improved student withdrawal numbers. Notably, last year's withdrawals from Introductory Animal Care have dropped to zero this year due to these proactive measures.

C Denham also noted a nurturing approach in practical classes through wellbeing sessions and smaller animal care activities, offering volunteering opportunities. The NC Animal Course at Camperdown Zoo aims to enhance accessibility and bring valuable experiences back to the College. The joinery and engineering students also collaborate on projects to design and create better habitats for the animals.

L Lappin emphasised the importance of changing mindsets, fostering collaboration, and pursuing new partnerships, while S Oakley welcomed the creativity and effective collaboration in teaching practices C Denham had highlighted.

C Denham highlighted the new, emerging, creative approaches, such as making paper-mâché models of animals to support awareness of anatomy and integrating new learning technologies. One specific example involved a Level 4 student who, through a tailored action plan, achieved 100% attendance and engagement. This reflects the department's supportive culture, highlighted through positive feedback from students and student services.

Z Hargraves, Head of Curriculum & Quality, presented on Art and Design, stressing cross-departmental collaboration and community partnerships. She noted illustration students have worked with sports students to install artwork, while photography students have collaborated on initiatives with the V&A, DCA, and local community projects. Partnerships within the industry ensure curriculum relevance, with clients setting briefs and providing feedback to prepare students for their future careers.

Student trips and exhibitions, such as visits to the V&A, have positively impacted retention and provided valuable learning experiences. Guidance tutors serve as the first point of contact for student support, reinforced by successful drop-in sessions and group chats.

Z Hargraves highlighted professional development through staff collaboration and skill-sharing workshops, such as screen printing and noted that the Cashmere experience at Lunan Bay Farm had provides students with firsthand insights into production processes, enriching student projects and learning opportunities.



S Hewitt commended the passion and impact evident in these initiatives, whilst H Honeyman echoed this sentiment, highlighting their broad potential to influence and inspire.

N Lowden thanked C Denham and Z Hargraves for their presentation and hard work.

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

K Ramsay presented the Student's Association report.

She noted the completion of class representative recruitment with a total of 250 class reps, 154 of whom have completed training through 15 sessions. However, there are currently only nine department reps registered, and efforts are ongoing to fill the remaining spots.

Thrive is promoting the collection of winter clothing and plans to gather donations for Christmas boxes while ensuring the food larder is stocked up in preparation for the upcoming Christmas break. K Ramsay stated the Thrive shop at Kingsway has been relocated and will soon reopen.

K Ramsay noted that active inductions have been conducted in two parts, consisting of interactive class sessions and engagement activities focused on learning. There are currently 60 active classes, and outreach efforts have reached 18 departments, with over 1,700 students gaining insights into the services and support available at the College.

As part of the D&A Decade challenges, D&A staff participated in a unique experience known as Freaky Friday, where they stepped into the roles of students for a day. This simulation allowed staff members to adopt student personas, fully engaging with the daily challenges and routines faced by students.

S Oakley highlighted the large student intake, while N Lowden commended the team's efforts, noting a 4.72 out of 5-star student feedback rating based on 671 responses, and extended his congratulations.

S Hewitt enquired about the breakfast clubs and whether participation has remained consistent, to which K Ramsay explained that they continue to be popular, particularly among ESOL students at Gardyne. N Lowden asked about tracking numbers and S Taylor noted that approximately 10,000 students were utilising the service each year.

L O'Donnell emphasised the importance of student support in providing a comprehensive experience that enables students to thrive.

N Lowden thanked K Ramsay for her report.

## **8. 2023/24 PERFORMANCE INDICATOR REPORT**

S Taylor presented the report, highlighting final figures have been submitted to the Scottish Funding Council, with detailed data to be released next calendar year.

S Taylor stated there was a significant improvement in student outcomes, with overall student outcomes up 5% from the previous year. While outcomes during the COVID years varied, results are now back in line with pre-COVID levels. Improvements were noted across full-time and part-time, Further Education (FE) and Higher Education (HE) categories, with a notable increase in part-time HE, covering 418 learners, marking a positive return to expected levels for the College.



The report also indicated that a greater portion of College courses achieved higher outcomes, demonstrating the effectiveness of student engagement and involvement efforts.

Areas performing below the national average, as highlighted in the Successful Outcome Action Report (SOAR), have been reviewed by Directors and discussed at "Stop and Reflect" sessions. It was noted that while performance varied, some areas require more significant targeted support and input.

J Roscoe highlighted that 170 courses met aspirational targets in 2022/23, with an increase anticipated this year. The importance of ownership, retention, and recruitment was stressed, with teams focusing on improvement through the SOAR report's specific action plans.

H Honeyman noted concern over performance in Building Services, with 14 courses not meeting national average and over 50% of building courses falling short. L Lappin explained that additional student interviews are being conducted to ensure the right course fit and a cultural shift is underway, including performance plans, standardisation approaches, and longer student inductions to help students adapt to their courses. Support measures, including DASA involvement, have been implemented. L Lappin confirmed that arrangements were being monitored to ensure that sustained improvement in outcomes was evident.

S Hewitt commended the results, highlighting the two years of financial savings and structural changes. He acknowledged the significant contributions of Directors in achieving these outcomes and noted the evident positive impact of the restructure.

N Lowden welcomed the positive data, reflecting improvement in student outcomes and opportunities at a time that the College was also addressing funding challenges.

The Committee praised the report.

## **9. NEW SECTOR QUALITY ARRANGEMENTS AND THE TERTIARY QUALITY ENHANCEMENT FRAMEWORK**

S Taylor reported on the new Tertiary Quality Framework.

He stated this framework applies to colleges and universities and introduces a new set of engagements. For colleges, this entails significant changes in terminology and processes.

S Taylor highlighted, the previous engagement model with Education Scotland has concluded, and colleges are now working with the Quality Assurance Agency Scotland (QAA) overseeing quality arrangements.

S Taylor noted that, despite the framework and oversight changes, the underpinning requirements and arrangements remain unchanged; focusing on high quality learning and teaching, as well as good support services and a culture of quality enhancement. S Taylor noted that there were six elements to the new framework, with two foundational elements being externality and data.

S Taylor highlighted the reports produced, and the engagements conducted will differ under this framework, although some elements are still pending finalisation. A key focus of the new approach is the annual Self-Evaluation Action Plan (SEAP) which was currently being written.

S Hewitt emphasised the opportunity to reinforce practices within the College. While the framework may appear different in structure and presentation, it aligns with ongoing practices already embedded in the institution.



S Taylor highlighted the importance of using this framework as a means to reassess and reset post-COVID. He noted the opportunity to build the self-evaluation process up, allowing for reflection and integration into the new quality arrangements at team level, rather than developing this on a top down basis. This process involves developing and refining (rather than replacing) current quality arrangements to better align with the TQEF framework.

N Lowden enquired whether an update would be presented to the Board of Management Meeting. S Taylor confirmed his willingness to provide an update if required, acknowledging the significance of the new framework. **S Taylor to progress.**

N Lowden thanked S Taylor for the report.

## **10. CURRICULUM & PARTNERSHIPS REPORT**

J Roscoe presented this report for noting and provided an update on the Respect Campaign, emphasising the strength of the initiative and presenting impressive figures. J Roscoe also reiterated that, although the Scottish Funding Council's new guidance on the calculation of Performance Indicators (PIs) excludes early withdrawals from published performance data, early withdrawal figures will still be recorded and utilised as part of the quality assurance and improvement process.

S Tom discussed the importance of sharing good practices and integrating them within the Curriculum Teams. While not all contributions from staff could be included, several outstanding examples were highlighted. These included the Essential Skills team's efforts to enhance learning experiences, such as organising a theatre visit for students and linking it to their studies. Feedback from this initiative was highly positive.

S Tom also noted the October prize-giving ceremony, which was a high-profile event. The team worked diligently to develop the event, securing new sponsors this year. The positive feedback received from sponsors indicated ongoing support for students. The event had effectively promoted student success and strengthened business engagement.

N Lowden commended the recognition received at national awards, particularly under the four subheadings, and conveyed congratulations to those involved.

## **11. STRATEGIC RISK REGISTER**

S Taylor stated that no changes have been proposed.

## **12. LT&Q METRICS**

S Taylor presented the paper for noting and highlighted the results from the Scottish Funding Council's Student Satisfaction Survey. The College's performance was above the national average, ranking highest in Higher Education (HE) and third equal in Further Education (FE). Overall, the college was noted as the highest-performing institution in the student survey.

The Committee welcomed this feedback and N Lowden thanked S Taylor for the paper.

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Update on the Tertiary Quality Enhancement Framework to be provided to the full Board of Management	S Taylor	13 Dec 2024





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER B**

**MATTERS ARISING**



# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 12 February 2025

### Matters Arising



#### *Paper B for information*

The following actions were noted from the Wednesday 13 November 2024 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
9.0	Update on the Tertiary Quality Enhancement Framework to be provided to the full Board of Management S Taylor	Scheduled for 13 December 2024 but held back due to other agenda priorities. Rescheduled for 17 March 2025	Open

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	Included on agenda	Closed
9.0	Information on total student numbers and 'day one' performance to be shared for Nat 5 and Highers programmes S Toms	Included on agenda	Closed
9.0	Update on activity to improve outcomes for Nat 5 and Higher programme learners. S Toms	Included on agenda	Closed

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





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER C**

**NQ REVIEW OVERVIEW (HIGHERS  
IMPROVEMENT PLAN)**



# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee

Wednesday 12 February 2025

## Overview of National Qualifications Review

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A comprehensive review of the college's provision of National 5 and Higher qualifications has been undertaken, addressing current performance, learner demographics, staff feedback, and actionable improvements.

### Key Findings

#### 1. Performance and national picture

- Completion rates have declined with high levels of withdrawals (overall withdrawal averaged 47%). This impacted the D&A overall FE part time success performance indicator which was 5% lower than the national average.
- Overall NQ pass rates decreased slightly from 71.7% in 2023 to 70% in 2024, however, attainment rates are in line with the national average for FE Colleges.
- National data indicates declining NQ enrolments within Scotland's Colleges since 2019.

#### 2. Staff feedback

- Staff emphasise the College's unique position as a regional provider offering face-to-face delivery, which aligns well with learner needs.
- Challenges highlighted include fast-paced courses, balancing life responsibilities, and limited resources for evening classes. Despite this, learners express high satisfaction with teaching quality and support.
- Concerns were raised about potential risks to the college's reputation if the portfolio were reduced, as well as limited awareness of current offerings.

#### 3. Risks and opportunities

- Declining enrolments and performance could harm the College's reputation and accessibility for learners, particularly those with limited alternative options.
- Opportunities exist to enhance marketing efforts, improve engagement with stakeholders, and explore alternative qualifications to meet evolving needs.

### Actions

To address these challenges and opportunities, a range of actions have been initiated or are planned:

#### 1. Short term

- Streamlining delivery: Evening courses have been centralised at Gardyne campus to enhance the learning experience, and Higher Care has been replaced with alternative options for SWAP learners.
- Operational improvements: Enhanced recruitment practices, robust withdrawal process reviews, and promotion of intensive revision courses aim to improve completion rates.



## 2. Portfolio adjustments

- Discontinue Nat 5 Application of Maths and Nat 5 Biology due to low uptake and declining attainment.
- Amend all delivery to face to face modes, eliminating distance learning options.
- Work with Academic Partnerships Team and university partners to secure agreement to accept SCQF credit-rated Maths course as an alternative entry requirement to National 5 Maths for progressing and articulating students.

## 3. Marketing

- Strengthen course marketing efforts and collaboration with schools and stakeholders to raise awareness of the NQ portfolio.

## 4. Longer term

- Conduct a phased review of the NQ portfolio after 2025 exam results, focusing on completion, attainment, and the feasibility of alternative qualifications.

## Conclusion

While the college's NQ performance has faced challenges, actions are being implemented to ensure alignment with national benchmarks and learner needs. Continued focus on recruitment, retention, learning and teaching, marketing, strategic planning, and tailored support for diverse learner groups aims to improve overall completion and attainment. A follow-up review after the 2025 exam results will provide further clarity and direction for sustained improvement.

**Author:** Steph Toms, Directors of Curriculum and Partnerships

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





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER D**

**STUDENTS' ASSOCIATION REPORT**



# Learning Teaching Quality

DASA UPDATE FEBRUARY 2025





# CLASS REPS



Recruitment is open for Class Reps for January starts

- 248 Class Reps
- 201 Trained so far

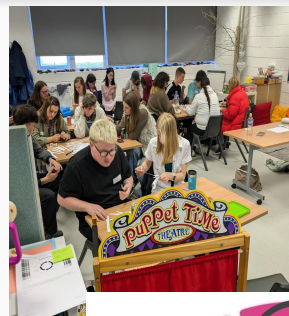
October Task - Student Partnership

November Task - Community & Belonging

December Task - Support & Guidance

January Task - Curriculum

February Task - Resources, Environment & Technologies





A word cloud of student feedback themes. The words are arranged in a circular pattern, with 'class reps' and 'students' being the most prominent. Other visible words include 'group', 'discussions', 'meetings', 'staff', 'classmates', 'approach from students', 'support and class', 'solution', 'students and lecturers', 'students are also free', 'tutor present', 'surveys', 'class time', 'student support', 'class feedback', and 'students about any issues'. The words are in various shades of blue and purple.

A word cloud of student feedback about clubs. The word 'Clubs' is the largest and most central. Other prominent words include 'clubs', 'people', 'students', 'social opportunities', 'student clubs', 'clubs are available', 'class', 'college', 'Clubs and events', 'groups', 'lots of clubs', 'Lunch clubs', 'club is at arbroath', 'Opportunities', 'Different clubs', 'students go to for break', 'Badminton and other clubs', 'D&D club', 'Clubs/Societies', 'Art club', and 'clubs are available'.

A word cloud centered around the word 'opportunities'. Other prominent words include 'college', 'work experience', 'volunteering opportunities', 'skills and experience', 'course', 'experience module', 'experience/volunteering', 'student', 'D&A app', 'hours of experience', 'notifications about opportunities', 'local communities', 'No experience', 'n't had any experience', 'people', 'class', 'experience placement', 'opportunities students', and 'experience on applications'.



# CLASS REPS



## December Task - Support & Guidance

support available help and support disabled students mental health diagnosis to get support available to all students support  
disability services services available support for exams student services support worker support from all staff support services direct students student on campus

financial support mature student student support students get from the college help desk  
available to students cost of living support students support  
free food help with the cost students support  
level of support students and students Bursary soup financial help support available  
financial advise support and access student loan

## January Task - Curriculum

course in general inclusive course headphones course is inclusive suits for all backgrounds encourage engagement  
disability services engagement from student course  
native students student from all backgrounds course  
age groups different backgrounds engagement for all areas lot of the students backgrounds within the class  
Neurodivergent students students and the rest

co ordination class day works well together ether experiences made available work/experience  
party experiences class talk courses  
animal handling question courses  
students and lecturers work shops course work guests and chefs HNC courses  
flavours and dishes appropriate for our course



# FEEDBACK FRIDAY

We have run three Feedback Fridays' so far this Academic Year, getting regular feedback to take action on, help create solutions to any issues and share good practice.

September - Organisation & Management [September 2024 Feedback Friday](#)

October - Community & Belonging [October 2024 Feedback Friday](#)

November - Learning and Teaching Delivery.

Up next - February - Assessment & Feedback





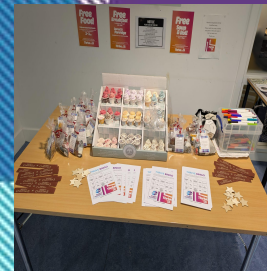
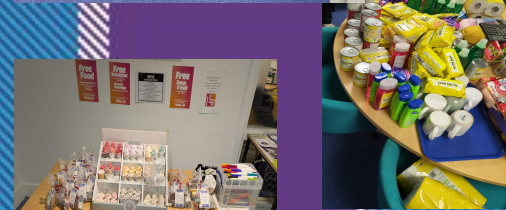
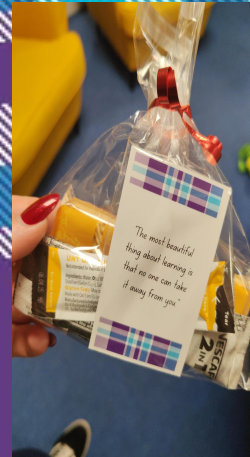
# THRIVE

Breakfast Club is still very well attended at each of the Campuses with particular demand in Gardyne and Kingsway. Each Campus offers the free hot drinks and toast at least three days a week.

Our Christmas Box appeal was a great success with lots of donations and fundraising from different departments to help support the initiative. DASA supplied Student Services with over 50 bags full of wellbeing and festive goodies to give out to students who needed it the most.

Any surplus items went into our Thrive shops to support many more students and staff. All the food larders were stocked up before the winter break to help anyone who may struggle.

We hosted a table at the Thrive events, showcasing everything D&A has to offer and also giving out 'Positivi-tea' bags to promote the DASA team too.

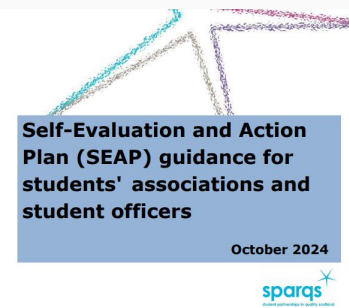
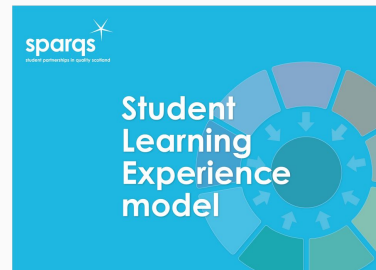




# SPARQS INSTITUTIONAL VISIT

Our key contact from SPARQS Gloria visited Gardyne campus on Monday 18th November to discuss the Student Learning Experience Model [SLE\\_model\\_digital\\_resource.pdf](#) as well as the new Scotland's Ambition for Student Partnership [Partnership\\_Ambition\\_resource.pdf](#) and SEAP Guidance [SEAP\\_Guidance](#) to support DASA and the College in growing more effective Student Partnerships.

This information will also help support us in engaging students in the new Tertiary Quality Enhancement Framework and Review method. Quality manager Michelle Hamilton & Student Experience Director Leann Crighton came along to the session too so we are taking a partnership approach.





# Scotland's Tertiary Enhancement Programme - STEP

We were happy to receive invitation to nominate a student to take part in Scotland's Tertiary Enhancement Programme (STEP), the new national enhancement programme for the Scotland's colleges and universities. Adele has joined the programme as D&A's Student Representative alongside Jane Roscoe as a staff member.

STEP is a four-year cyclical programme in which all colleges and universities will participate in a programme of enhancement activities aligned with the chosen topic. In the first year of STEP, the sector will work together to establish a number of collaborative enhancement projects through a series of Discovery Days facilitated by QAA and CDN.

The first STEP topic is **Supporting Diverse Learner Journeys**. Adele has attended 3 events so far in the programme in Stirling and Inverness as well as online.



[illegible]

**Central Dogma of Molecular Biology**

- Transcription:** DNA → RNA
  - Occurs in the nucleus
  - Requires RNA polymerase
  - Produces messenger RNA (mRNA)
- Translation:** RNA → Protein
  - Occurs in the cytoplasm
  - Requires ribosomes and tRNA
  - Produces a polypeptide chain
- Reverse transcription:** RNA → DNA (dashed arrow)
- Genetic code:** The set of rules by which information encoded in genetic material (DNA or RNA sequences) is translated into proteins (amino acid sequences).
- Protein synthesis:** The process of creating proteins from amino acids.
- Gene expression:** The process by which information from a gene is used to create a functional product.

**Timeline:** DNA → RNA → Protein → Nucleus → Cytoplasm → Mitochondria → Chloroplast

[illegible]

Right to Roam is a board game themed workshop developed by Abertay to have conversations about feeling safe in and around Dundee. This project aims to influence work by Dundee City Council in making Dundee a safer place to live, work and study. We are hosted 5 'games' at Gardyne and Kingsway to ensure our students have a voice in this project.



# Coming soon...

Student Led  
Staff Awards

2025 Student  
Elections

Easter THRIVE  
Fundraising





# THANK YOU

ANY QUESTIONS?





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER E**

**AUTUMN 2024 LEARNER SURVEY  
REPORT**





## Learner Survey – Summary Report

November 2024



## Contents

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## Introduction

The Quality Team compiled the Dundee and Angus College Autumn Learner Survey to ascertain levels of student satisfaction. The survey was open for four weeks in October and November 2024 and was made accessible to learners via a link on MyD&A and was hosted in MS Forms. Group Tutors were asked to promote and encourage engagement with the survey.

Learners were invited to rate their satisfaction from 1 star (Very Poor) to 5 stars (Great). The questions sought feedback in each of the following areas:

- Feeling Welcome and Valued
- Learning Experience so far
- Our Staff
- Places and Platforms for Learning

With a further free text question: If there is one thing we could do to make your experience at college better, what would that be?

- The total number of responses was higher this spring with 4,077 responses in total compared to 3,717 in autumn 2023. 3,646 unique (identifiable) students responded (3,155 in 2023) and could be matched to 3,784 enrolments (3,362 in 2023).
- The response rate among full-time students increased markedly from 55% in autumn 2023 to 67% in the current survey.
- The “One Thing” question received 3,486 responses, meaning that 92% of responses had an answer to this question (up from 87%).
- The average number of text feedback responses per question has increased to 1,542 responses per question from 1,116 responses per question in autumn 2023.
- There was a survey dropout rate of 0%, meaning all respondents scored all questions.
- The overall average score out of five increased to 4.5, from a consistent 4.4 in the preceding spring and autumn 2023 surveys and the spring 2024 survey.



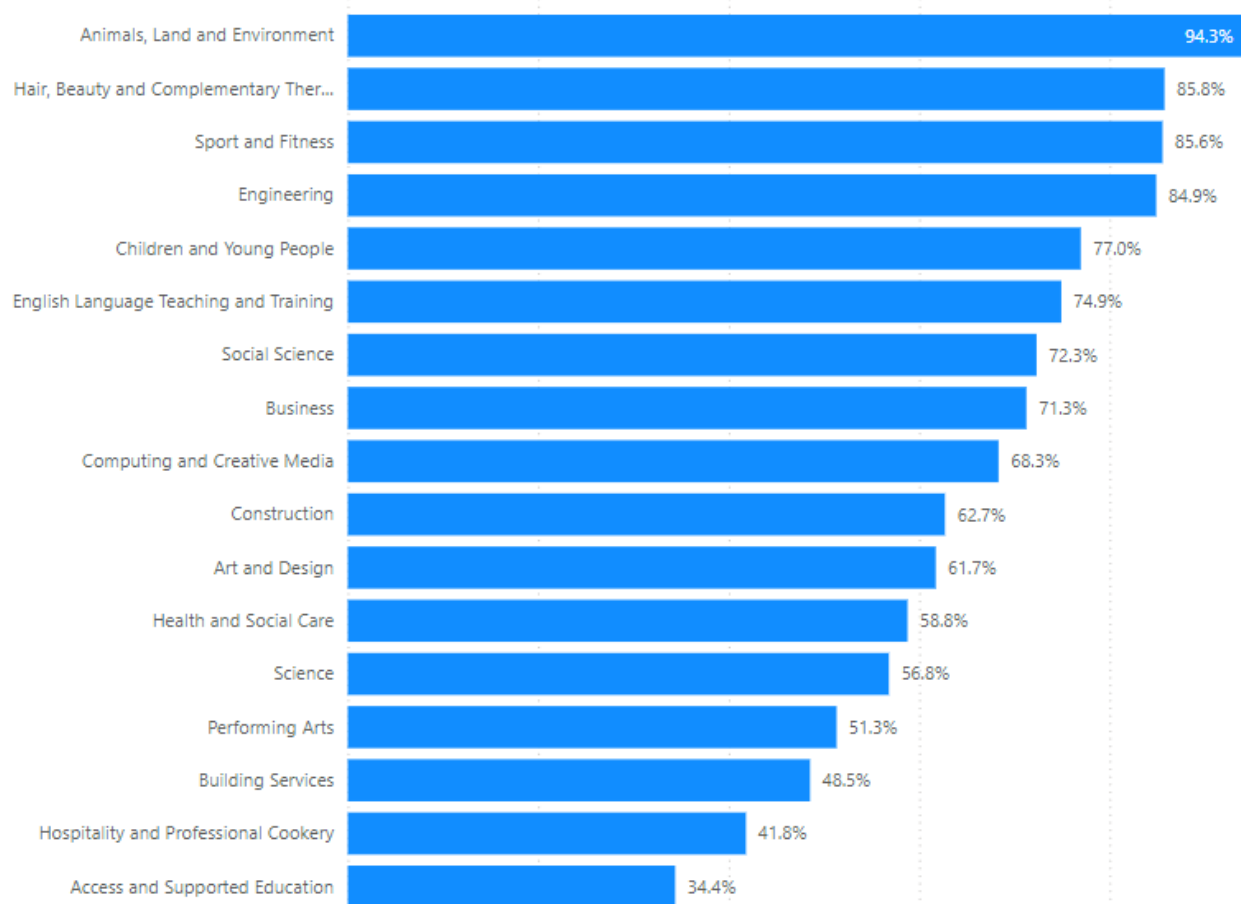
## Survey Participation

Overall participation in the survey has been good with 4,077 responses in total. Of these, 3,646 responses were matched to students with one or more enrolments, resulting in matches to 3,784 enrolments.

47% of the total eligible current student population took part, with 2,732 out of around 4,098 current full-time students responding (66.7%). Uptake by part-time students was much improved at 25.6%.

The full-time learner response rate varies across teams, with the highest response rate from the **Animals, Land and Environment** team at **94.3%** of full-time students, followed by **Hair, Beauty and Complementary Therapies** at **85.8%**.

### Survey Participation Rate by Team (Full Time students)

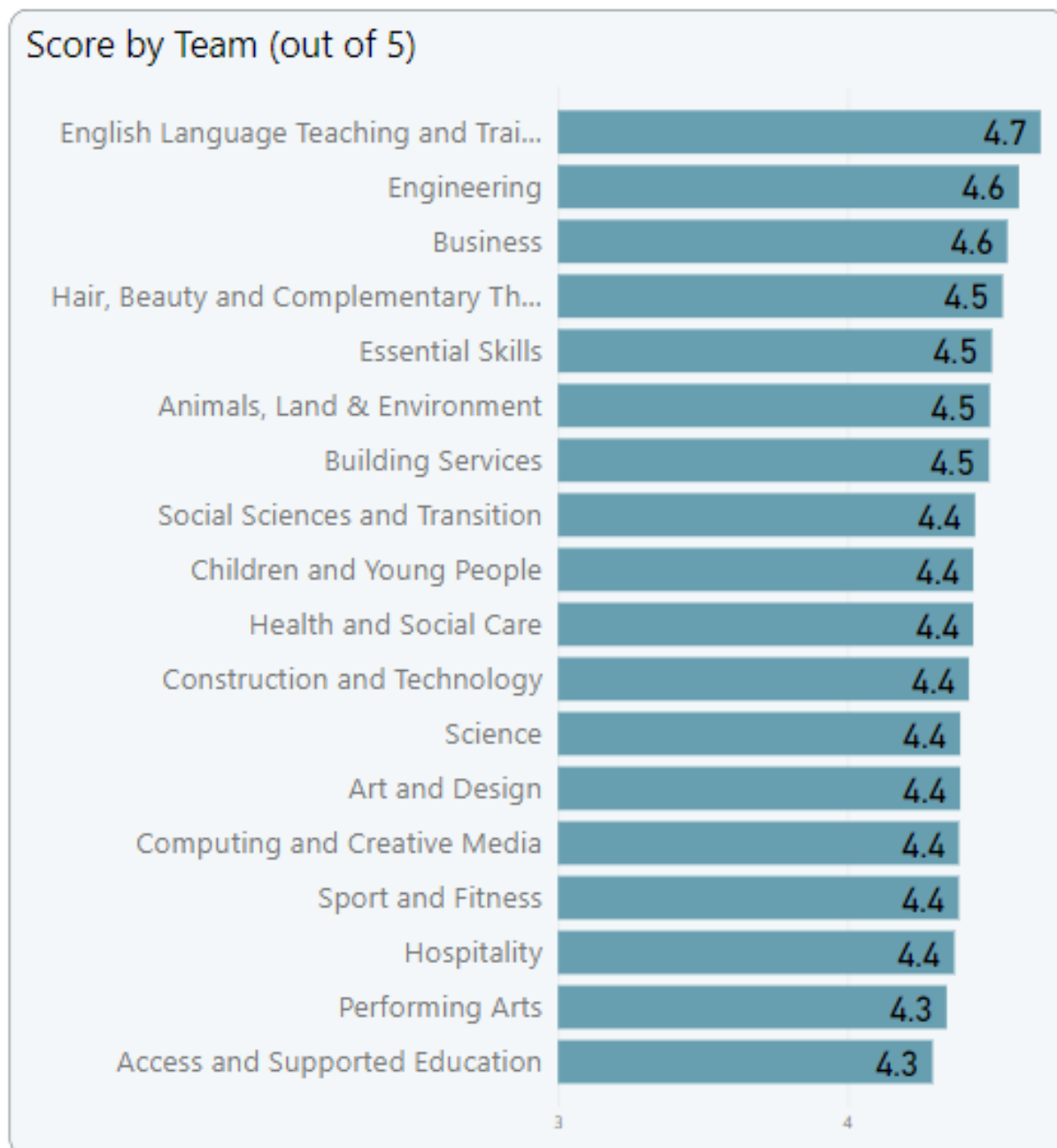




## Overall Results

The average overall score across all questions was 4.5 out of 5. This equates to 9 out of 10, (an increase from the consistent 8.8 scored in the preceding 3 years).

The charts below display the overall satisfaction rating by Department, by Campus and by the count of results by each score (1 to 5):





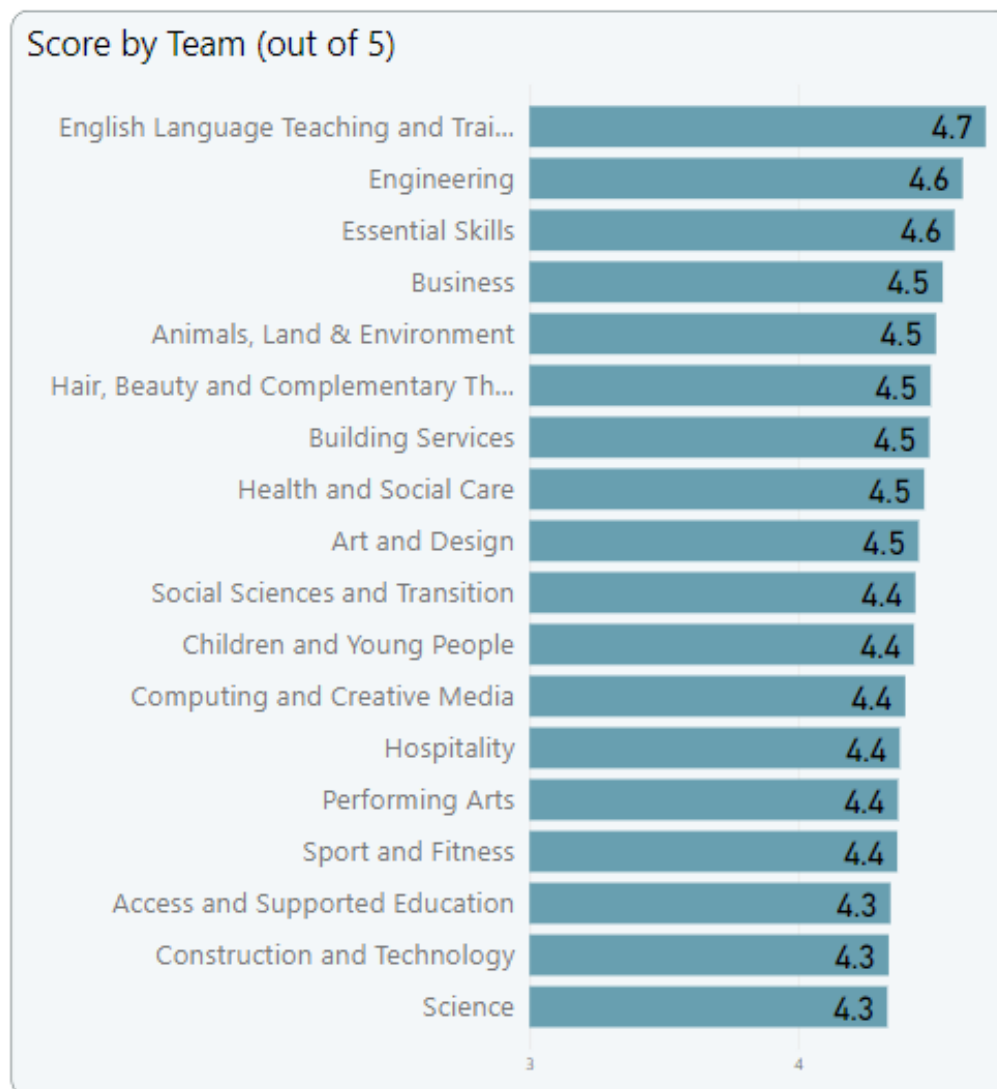
## Results by Question

The average score across all departments by Question:



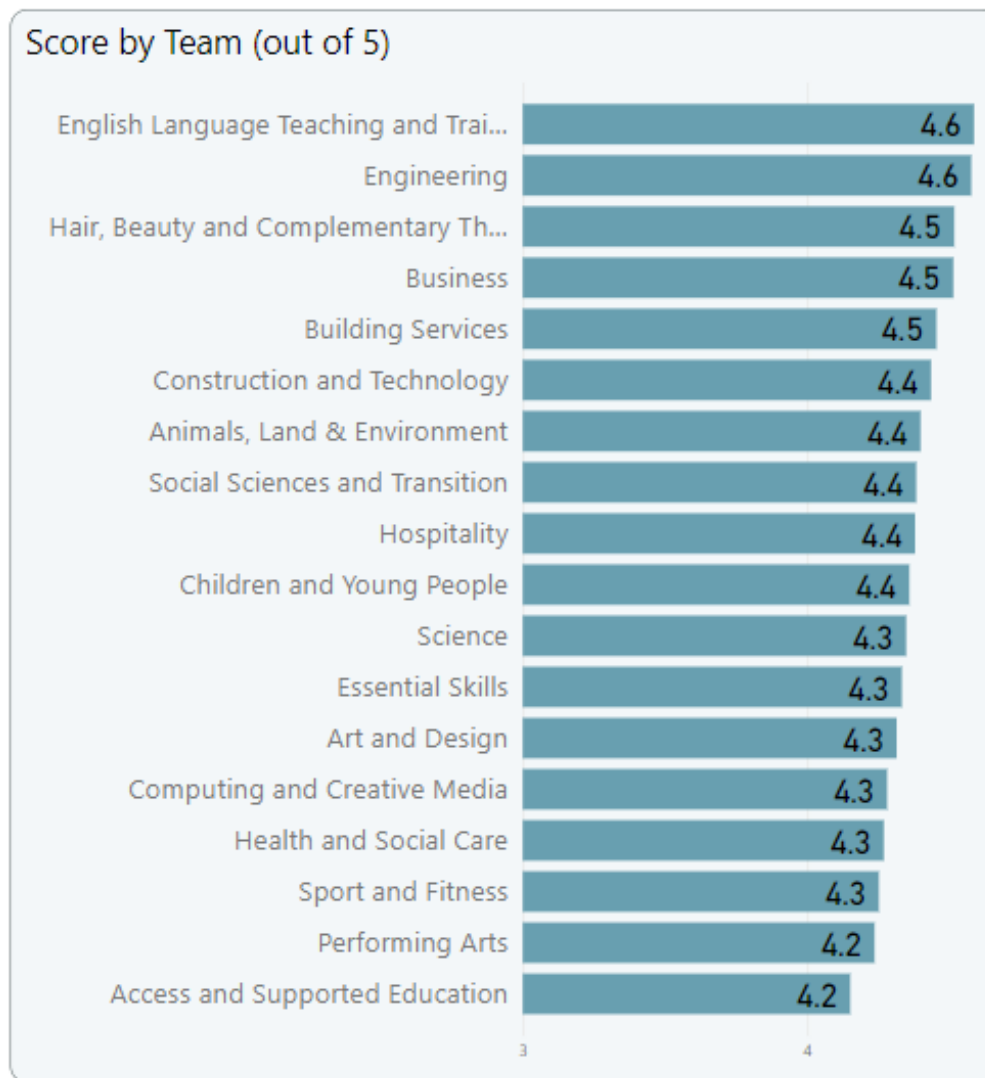
## Results by Question & Department

### Feeling Welcome and Valued



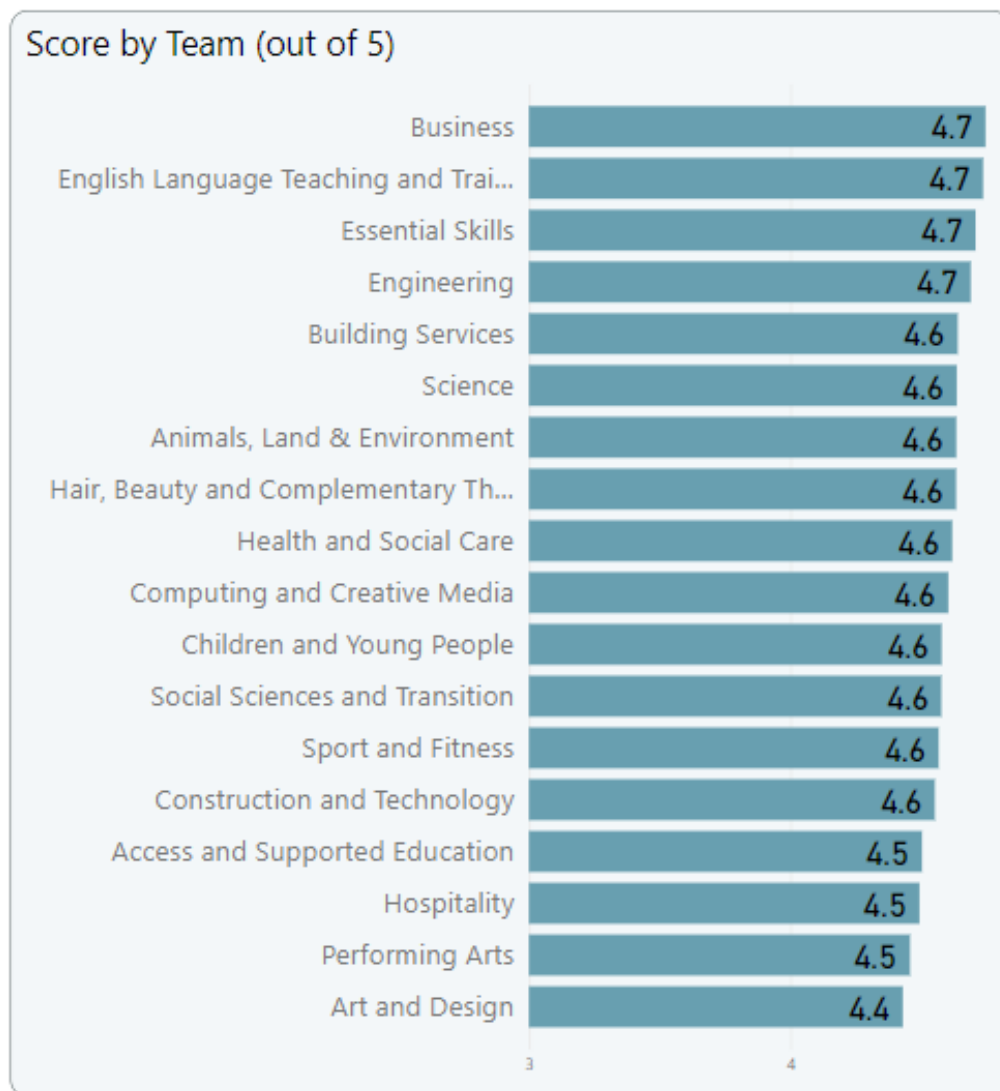


## Your Learning Experience so far



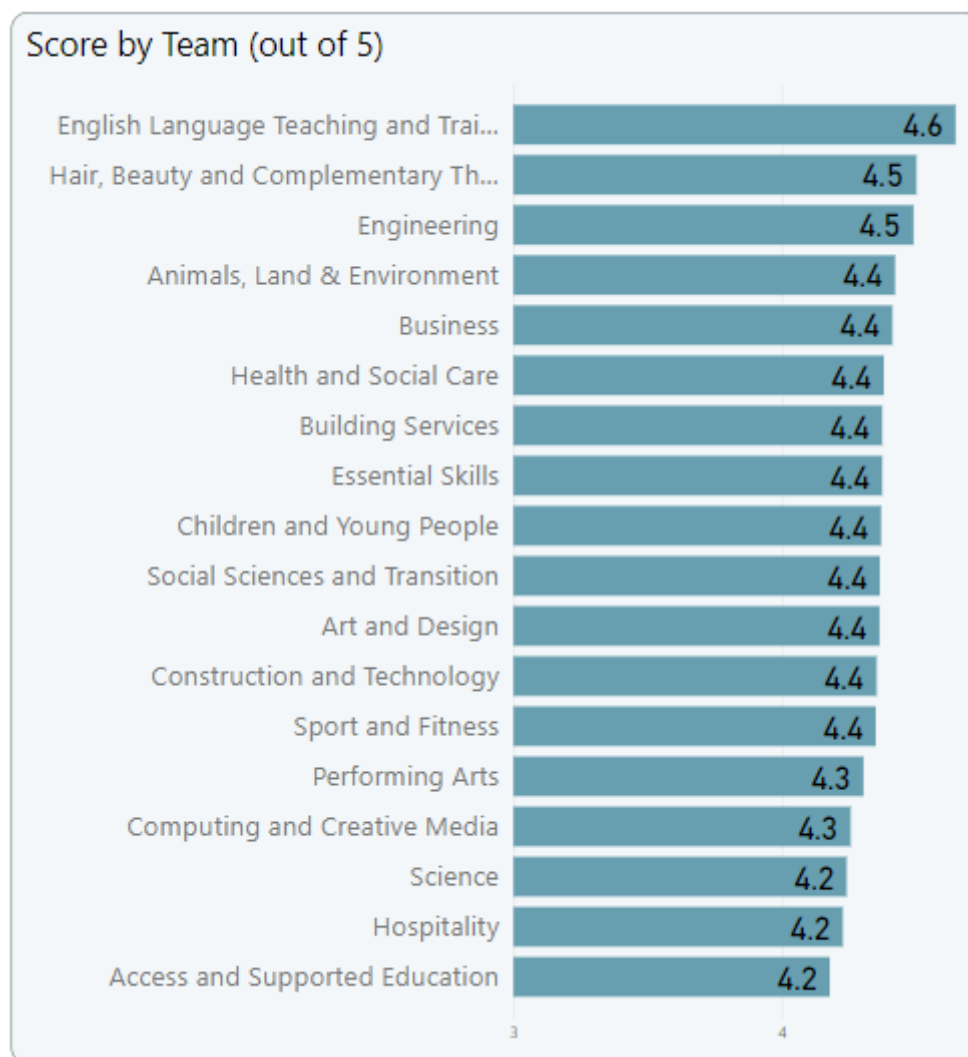


## Our Staff





## Places and Platforms for Learning





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







**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER F**

**NEW SECTOR QUALITY ARRANGEMENTS-  
SELF EVALUATION AND ACTION PLAN  
(SEAP)**





# **Self-Evaluation and Action Plan**

November 2024



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## 1. Introduction and D&A Approaches to Quality

This report details the main outcomes arising from the review of academic year 2023/24, to acknowledge the College's strengths, and to provide an outline of areas for development and resulting improvement actions to enhance the quality of College activities. This report and action plan relates specifically to the enhancement of Learning, Teaching and Assessment; Student Success; Engagement and Partnership with our Students; and our Quality Culture.

This has been developed to meet the quality enhancement needs of the College alongside the requirements of the Scottish Government, Scottish Funding Council and QAA quality reporting and planning under the new Tertiary Quality Enhancement Framework (TQEF).

Underpinning this evaluation is our Stop and Reflect arrangements to support quality culture and developments on a formal basis. Built around professional dialogue, the Stop and Reflect meetings are centrally managed opportunities for teams to discuss key developments in learning and teaching, services, student feedback, retention and attainment information and other relevant points by curriculum or service area. Outcomes and improvements arising from Stop and Reflect discussions are recorded and actioned to drive improvement.

To support the evaluation and actioning in respect of outcomes, the College has adopted a traffic lighting system for Student Outcome performance as detailed below:

<b>GREEN</b>	Set high to <u>reflect the aspirational target of the College.</u>
<b>AMBER</b>	Generally <u>reflects the national average for successful outcome;</u>
<b>RED</b>	<u>Show areas of concern</u> where successful outcomes are below national average levels and clear improvement action plans are required.

Using this approach, the traffic light system for the key performance indicators (PIs) used to assess courses is as follows:

Performance Indicator "Day One" Student Outcome Measure	GREEN %	AMBER %	RED %
<b>Early Withdrawal</b> (withdrawal rate for first 5 weeks or 25% of course)	0 to 10	11 to 25	>25
<b>Further Withdrawal</b> (withdrawal rate for whole course)	0 to 15	16 to 25	>25
<b>Completed Successful</b>	100 to 75	74 to 61	<61

This traffic light system underpins analysis of performance indicators on student retention and attainment at course, team and subject level, and is also used to categorise student feedback received through major surveys and the SFC Student Satisfaction and Engagement Survey. In addition, the Students' Association undertakes a monthly Feedback Friday "temperature check" survey through Class Representatives. Feedback from this is used at class and whole College level.

In quality assurance terms, the College operates an ISO9001 based quality management system incorporating SQA and other awarding body Systems Verification requirement within our quality arrangements to ensure overall compliance with Awarding Body requirements and strong adherence to required academic standards.

In October 2023 the College undertook a highly successful SQA systems verification audit, confirming that the relevant standards were met and with no significant recommendations for action.



## Areas for Development

- a) As the first Self-Evaluation and Action Plan (SEAP) developed under new arrangements, this has been prepared on a more centralised basis than the College would wish. Development during 2024/25 will embed SEAP and wider more firmly within College Quality Arrangements. This approach will further underpin the D&A culture of distributed leadership and embedded quality enhancement.

## 2. Student Outcome Trend & Exception Analysis

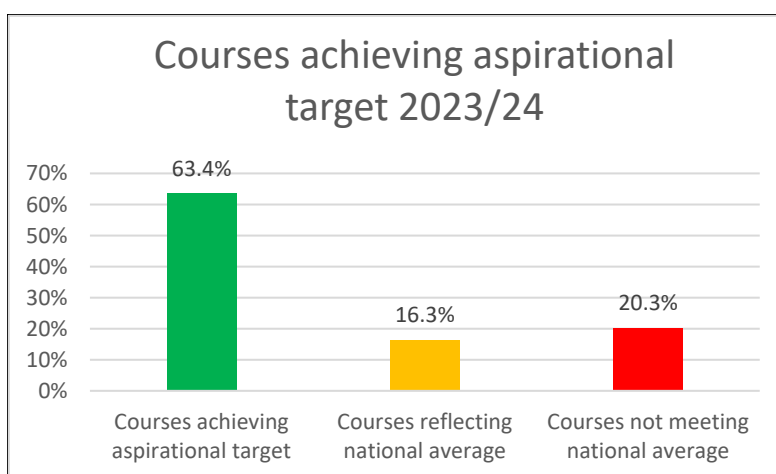
Student outcomes for 2023/24 (provisional) show improvement across all key measures. A trend analysis summary of these outcomes is noted below.

Mode	Successful Outcome					
	18/19	19/20	20/21	21/22	22/23	23/24
All Modes	75.9%	76.9%	80.3%	72.3%	70.9%	<b>75.9%</b>
Full Time – All	70.8%	73.8%	76.5%	72.9%	69.1%	<b>72.2%</b>
Full Time – FE	70.2%	72.3%	73.6%	65.2%	67.5%	<b>71.2%</b>
Full Time – HE	71.7%	76.5%	81.9%	76.4%	72.4%	<b>74.4%</b>
Part Time – All	80.8%	80.3%	84.3%	77.3%	72.4%	<b>79.6%</b>
Part Time – FE	81.4%	80.3%	85.2%	77.4%	72.3%	<b>78.8%</b>
Part Time – HE	75.8%	80.0%	76.0%	69.9%	73.2%	<b>86.4%</b>

The overall Completed Successful rate has increased from 2022/23 by 5 percentage points. Whilst varying over a three year trend it is noted that the intervening outcomes were developed under COVID adoptions based on holistic assessment and are not directly comparable with normal assessment and attendance arrangements. Outcomes for 2023/24 do show improvement from 2021/22 and 2022/23 and are comparable with pre-pandemic outcomes.

SFC data published in June 2024 shows that Dundee & Angus College was Ranked 2<sup>nd</sup> of 17 for HE Full Time and was ranked in the top 5 for Scotland for Disabled students and Care experienced students, for young students and for those from SIMD 10 postcodes. Overall, the D&A successful completion rate has remains significantly above average.

In each of these areas, this performance helps to address the attainment gap within our communities and supports a higher percentage of students from D&A to progress or develop meaningful future careers compared with national averages.





Using the methodology outlined above, the percentage of courses that meet the College's own aspirational targets (significantly exceeding national average) increased by c18% to 63.4% between 2022/3 and 2023/4. Correspondingly the percentage reflecting national average performance dropped from 18.6% to 16.3% while the percentage not achieving national average reduced by 15.6% from 35.9% to 20.3%.

These outcomes reflect our aspiration to be sector leading and underpin our strategic ambition to create [More Successful Students](#). Reflection and evaluation in respect of the activities and quality approaches underpinning these performance outcomes are summarised in section three below.

In developing the SEAP it is recognised that, whilst overall student outcomes are positive, the pattern of high retention and attainment is not spread evenly across all course provision. Where courses return outcomes below national average a Successful Outcome Action Report (SOAR) is completed, detailing the improvement actions to be taken. In each case these actions are reviewed at curriculum directorate level, discussed at Stop and Reflect sessions and actions embedded within the team operational plan.

For 2023/4 seventy-seven SOARs have been completed and actions for improvement analysed and implemented.

### **Areas for Development**

- a) Student Outcome performance is below national average in too many instances to deliver fully on College quality aspirations. In a few cases the quality of the SOAR is also not as strong as required and/or the actions adopted have not had the intended impact. In these cases further focus is necessary to underpin the required improvements and address trends that do not show improvement.

## **3. Evaluation of Key Themes and Quality Principles**

The undernoted information summarises the key themes arising from review of evaluation and improvement activities and reports. These are grouped together within the evaluation headings used within TQEF. Action points arising from the evaluation outcomes are summarised relative to each Quality Principle and are outlined in full within the Enhancement Plan 2024/25.

### **3.1 Excellence in Learning & Teaching**

- a) A strong strategic emphasis has been placed on building positive relationships within the classroom and across the wider college in response to post pandemic issues affecting the student population, including social isolation, greater mental health concerns and disrupted learning and social development. College staff and the Students' Association used Service Design events to co-create the Student Charter which identifies the culture and behaviours expected of staff and students in the learning environment. The Charter underpins student induction and is used well throughout the learning process, embedding a culture of enablement and empowerment in learning.
- b) All teaching teams provide relevant opportunities for students to develop industry standard skills and knowledge to enhance their employability and progression opportunities. Employer engagement in the curriculum is strong and industry partnerships are utilised effectively to shape the curriculum content, to contextualise the student experience and to enhance industry-informed teaching and learning practice. In addition, teaching teams regularly include engaging events involving industry to support motivation, participation and engagement. Examples include Robot Wars and Games Jam for computing students and a ceilidh and community events for ESOL students.



- c) Students across the College benefit from valuable technical and meta-skills development opportunities provided through employer briefs; project-based learning; outdoor learning; enterprise activities and competitions. This year, notable competition successes include 7 first place, 2 second place, and 3 third place wins and Overall Outstanding Student Award at the Association of Hairdressers and Therapists Scottish Regional Competition; and first place for a group of multi-disciplinary professional construction students in the Chartered Institute of Building (CIOB) in Scotland Student Challenge 2024.
- d) Student satisfaction is consistently high in learner surveys with a five year trend of c90% satisfaction. Teaching teams routinely analyse and reflect on the student feedback to make in-year improvements to learning, teaching, assessment and the wider student experience. In addition, the Students Association and senior curriculum staff work collaboratively to identify College wide themes and improvement actions using a wide range of feedback mechanisms including Feedback Friday, student focus groups, and class and department representation.
- e) Senior curriculum staff encourage a culture of creativity and innovation in learning, teaching and assessment, which is embraced by staff and efforts recognised at national awards. Recent examples include awards for Community Learning for partnership work with Linlathen Community Project; Employer Connections for bespoke nutrition training for Balhousie Care; Inclusive College for College of Sanctuary; and Skills Development for the Multiply maths and numeracy project.
- f) Curriculum staff successfully deliver engaging and inclusive education to students from some of the most disadvantaged groups in the region. Significant examples include our partnership with Kingspark School to broaden opportunities for students with disabilities by providing practical skills and experience in barista service and horticulture; DFN Project Search in partnership with NHS Tayside to provide young people with learning disabilities and autistic spectrum disorders with employability skills and work experience in the health service; and the LEAP Project, a collaboration between D&A College and Angus Council, which supports disengaged secondary school pupils back into education. These unique projects' informal learning environments and personalised support have enabled students to achieve qualifications and develop essential skills, raising motivation, building confidence and delivering employment opportunities.
- g) Our well established curriculum planning cycle ensures that our curriculum reflects the current and future skills needs of the Tayside region and provides learning and progression pathways into employment and/or further study. This is underpinned by a set of key principles and effectively utilises a range of internal and external data sources to drive data-led decisions that ensure that our curriculum offer is relevant, well planned and responsive to regional economic need.
- h) The Leading Student Experience Forum is used well by promoted curriculum staff to regularly share practice aimed at improving learning, teaching and quality. The forum has been supplemented by the creation of self-managed peer sharing networks to encourage cross-college collaboration between Curriculum and Quality Leaders. Staff have embraced the opportunities to showcase their skills, share ideas and reflect on how good practice can be transferred and embedded within the courses for which they are responsible.
- i) Practitioner-led Special Interest Groups (SIGs) work across a range of topics to advance knowledge, upskill staff, and drive transformative change in the curriculum and classroom experience. SIGs comprise staff with a keen interest in the topic and participants share learning within and across teams to improve the learning experience. Current active SIGs include AI in the Curriculum; Meta skills; Trauma Informed Practice; Sustainability; and Neurodiveristy.



## **Areas for Development**

- a) College accommodation is generally of a high standard, however the Arbroath and Kingsway campuses no longer meet student or curriculum needs (including the impact of RAAC). These learning environments fall below acceptable standards and are failing to keep pace with student expectations or the needs of regional employers. This is having a day-to-day impact on delivery and is a major barrier to the implementation of our strategic and quality aspirations for the region.
- b) Whilst participation and engagement of senior phase learners has improved, further work is required to improve attainment. The Dundee School/College Partnership Standard sets out the quality improvement commitments expected from key staff in both organisations as well as from the young people and parents/carers. These standards will be further developed and broadened out to include Angus schools.
- c) Further work is required to support learners on lower-level programmes to sustain their learning and progress to higher level study. This will include a review of transitions between levels (progressing students) and school/college (SCP and post school), the identification of key factors in successful transitions in addition to a greater focus on project based learning, personal development and resilience and wellbeing.
- d) A previously comprehensive classroom observation cycle was paused due to pandemic impacts and economic restructuring. This supportive and beneficial process will be reintroduced to support more focused individual reflection and evaluation of learning and teaching practice.

## **3.2 Supporting Student Success**

- a) The curriculum, support services, and recruitment profile for the College appropriately reflect the composition and diversity of our region, delivering broad based education and training opportunities that support economic growth and social recovery for of our communities.
- b) College staff and our Students' Association work in close partnership to deliver a holistic induction for all students, providing tailored support in the first few weeks of College that engenders engagement and supports early retention. New arrangements in August 2024 saw the creation of active inductions supported by our Active Campus Coordinator to make induction activities more engaging and interactive. Around 1700 students engaged in these active inductions, with 94% scoring this engagement 5 out of 5.
- c) An extensive range of student support services are in place to create managed transitions and address barriers to engagement in learning for the increasing numbers of students with additional needs. This 'wrap-around' of support covers the full range of needs including: physical and educational disabilities; neurodiversity; academic, social, emotional and behavioural support; complex counselling needs associated with significant trauma; and multiple mental health conditions. This support is essential in the recruitment, transition, success and progression of very significant numbers of students with additional needs and is instrumental in our delivery of consistently sector leading levels of student success.
- d) Increasing student needs and post-pandemic social changes have increased incidents and concerns around student behaviour. This change has been recognised through a strategic focus on positive behaviour management practice and has been enshrined in a clearer whole-College focus on behaviour standards. This has resulted in delivery of major staff development inputs and improved engagement and sharing of good practice on positive behaviour management through the roll out of our D&A Student Charter.



Our Charter dovetails with the approaches being developed within our local schools and provides a consistent focus for improved engagement, discussion and expectations around positive behaviours. Coupled with additional professional development support for staff, this work has reduced concerns and improved staff confidence in managing and de-escalating challenging behaviours for the benefit of both staff and students.

- e) By using active data to target phone calls and Teams chats, our Help Point, Students' Association, and Learner Engagement teams provide practical support to students who have disengaged, facilitating their return to College. The development of an in-house reporting system and our Stay@D&A campaign backed by an online portal with valuable information on the support services available has been instrumental in this process. These efforts have significantly enhanced our ability to proactively address student absences, creating robust and responsive support inputs that make a major contribution to improved student retention and success.
- f) The College delivers high quality outcomes for students across the full range of protected characteristics and SIMD profiles, supporting equality of opportunity and outcomes irrespective of background or barriers to learning. At 66.1% outcomes for full-time SIMD10 students exceed national averages, whilst outcomes for care-experienced students are also above national average.

The College is a corporate signatory to the Who Cares? Scotland Pledge and is actively enhancing the range of opportunities, services and support available for care leavers and care experienced students and staff through our We Care @ D&A initiative.

Close working is in place with Emily Test to support students and help to eradicate gender-based violence. Productive community links with c50 community and third sector organisations assist the College in meeting its specific and general equalities duties as part of our RESPECT equalities strategy. Our October RESPECT month activities were supported by 19 community partners and attended by over 500 students from across all curriculum areas.

- g) We target additional funding opportunities to fund a diverse range of delivery to support both economic and social recovery, including pioneering work aimed at reducing and eradicating Child Poverty through funding secured from the Northwood Trust. This project has engaged with over a thousand disengaged young people since 2019, providing supported pathways into formal education in partnership with our College Community Collaborative (CCC).

We are actively working at the heart of a range of community initiatives to offer access to education and support those disenfranchised from learning. This includes work of national significance within the [Linlathen Project in Dundee](#) - a focused multi agency engagement in the most deprived council ward in the city to transform opportunities and create multi-generational cultural change in attitudes to education. With 100% completion and 70% progressing into mainstream education our work in Linlathen has been a huge success, creating a model of intense holistic engagement that delivers systematic educational change in our most deprived communities.

- h) Significant work by our Academic Partnerships team has seen a growth in formal articulation links with our university partners. Formal links are in place with 11 institutions, offering 330 guaranteed articulation routes for D&A students. In addition, all of our curriculum is underpinned by clear progression pathways and supported by a wide range of career management and additionality opportunities through our multi-award winning D&A Attributes programme.



Through this work, the post course success of our students has remained consistently high, with this improving by 2.6% during 2023/24 to 96.4% of students in sustained work or further study destinations post College. This performance is evidence of our excellent links with local schools and universities and our extensive network of links and beneficial partnerships with business.

- i) In response to the cost of living crisis the College launched its Thrive with D&A initiative in 2022 to provide students and staff with access to a wide range of support aimed at helping to offset the impact of rising costs.

Working to actively remove the stigma of seeking help or financial support, Thrive with D&A has provided a multi-faceted approach to encourage engagement through the provision of free food, advice, financial support, clothing and toys, events, job opportunities, and even Christmas movies.

Delivered in partnership with our Students' Association over the course of past two years we have provided c60,000 free portions of soup and c20,000 free breakfasts as well as free food larders and access to our free Thrive shops on each campus. The Thrive work was picked up by College Development Network as [a case study of excellent practice](#).

- j) In May 2024 D&A became the first College in Scotland to be recognised as a College of Sanctuary for our work to support refugees and asylum seekers to thrive in their new home. This has been a major exercise to support a growing group of over 250 students that have suffered major trauma and threat prior to arriving in the region. Through this work we have created a safe and supportive learning environment that encourages cultural and community integration and dispels the myths around forced migration. This has offered a sense of belonging to these students and resulted in attainment and student satisfaction significantly above national averages.

### **Areas for Development**

- a) The proportion of students requiring additional support has increased significantly in recent years, with this increase being evident in both the number of students requiring support, and in the complexity and intensity of the support needs being presented. This increased demand is putting significant strain on services to support students, resulting in demand outstripping our ability to supply and impacting adversely on student retention and outcomes.

### **3.3 Enhancement & Quality Culture**

- a) D&A College has embedded a culture based on high levels of student success; making visible the positive impact this success has on the life chances of students; and highlighting the direct role played by staff across the College in reducing inequalities and supporting economic development for the region. This culture supports collegiate approaches and staff ownership of 'wrap-around' learning and services that allows students to be more successful. The 2025 More Successful Students strategy exemplifies this ambition and desire to foster improvement throughout all areas of the College for the benefit of our students.
- b) The College has a palpable innovative and student centred ethos and approach to the range of activities that it supports. This encourages partnership, engagement and new and innovative ways of working that directly benefit students and leads to D&A being a regular national award winner. The College is in high demand to share its practice and regularly shares and showcases its successful approaches the wider sector.



- c) A range of clear and well thought out strategies dovetail to provide a context for the College that supports and directs activities and innovations in areas including: curriculum review and development; enhancing learning and teaching; student retention; career management skills; meta skills development; digital competence; career long professional development; and staff and student wellbeing. These strategies provide an integrated approach to the prioritisation of activities and are influential in developing the practices that underpin consistently high levels of student retention, attainment and progression.
- d) The Board of Management has articulated its vision clearly for senior staff and provides a strong element of challenge in respect of the achievement of this through the use of clear outcome based measurement plans and metrics developed for each Committee and the full Board.
- e) Stop and Reflect sessions led by Senior Leaders and supported by Quality Champions and Students' Association representatives are undertaken tri-annually in all curriculum teams to underpin team evaluation and provide support and challenge on outcomes and improvement plans. These enhancement focused engagements underpin effective reflection and evaluation and encourage a clear and sustained focus on the quality of outcomes and services for students.
- f) Teams make good use of a series of interactive data dashboards that provide real-time and transparent access to information and trends on key student data, including applications, enrolments, attendance, retention, attainment, equalities, survey feedback, post course success, and other information. This data supports on-going reflection and good decision making. Multi-team interventions (such as Stay@D&A) are impacting positively on student retention and outcomes.
- g) Supported by a transparent RAG rating system, clear improvement plans are in place for all courses and services that fall below national averages. Where on-going trends in low performance are identified these Successful Outcome Action Reports (SOARS) record and reported on improvement actions being taken. Action is taken to amend and, in some cases, remove, course provision that fails to improve.
- k) The College plays a key role within our communities and is integrated fully within both of our local Community Planning Partnerships (CPPs), economic development forums, employability partnerships and directly with regional employers. This integration within the economic, social and cultural fabric of the region provides clear feedback and co-creation opportunities that impact on the development, delivery and enhancement of our curriculum and services.
- l) External review and engagement activities (such as Education Scotland AEV and MA Review reports) confirm the quality of the College curriculum, services and outcomes and are used to inform quality improvement and enhancement activities. The College plays an active and influential role in many sector groups and development activities including active engagement with SQA, SFC, College Development Network and Colleges Scotland activities.

### **Areas for Development**

- a) Current Institution Led Quality Review activities are predominantly focused on curriculum teams and outcomes, with further work required to develop and extend these approaches to encompass all support services.
- b) Multiple savings plans and service reconfigurations have resulted in the loss of significant knowledge and expertise, with additional more focused CPD input required to reinstate knowledge, enhance professional practice and inform future quality improvement activities.



### 3.4 Student Engagement & Partnership (co-written with DASA)

- a) The College has a clear and palpable culture of student engagement and involvement in all aspects of the curriculum, learning & teaching, and service delivery it undertakes. This culture is built around equity of standing and is reflected in a non-hierarchical partnership approach to engagement and involvement. This approach encourages genuine teamworking and joint student-staff approaches to improve the quality of services and outcomes. For example, the Students' Association has been a direct co-creator of the D&A values-based Student Charter' and the underpinning 3Rs approach to positive behaviour management.
- b) The Students' Association Officers and staff and Class and Department Representatives have regular and direct access to all senior staff, supporting formal and informal engagement in quality arrangements and outcomes on an almost daily basis. This includes the Students' Association reporting in at Vice Principal level and regular discussions and feedback with the Directors of Curriculum and the Director of Student Experience.

Pizza with the Principals, Cake with the (Board) Chair and online senior leadership catch up sessions support open engagement with senior staff, generate a culture of equity, and helps to break down barriers and encourage positive dialogue and active engagement in improvement planning.

- c) The Chair and Board members are very proactive in supporting Student Board members and the Students' Association to encourage them in their respective roles within the College and College life. Student Board members routinely provide updates and presentations to both the full Board and the Learning, Teaching and Quality Committee. Recent inputs also include Student Representatives leading Board strategic development sessions and activities.
- d) Around 250 active class and department representatives are recruited each year and engage in training built around the SPARQS Student Learning Experience Model to develop the skills and awareness necessary to engage actively in the development, reflection and enhancement of the curriculum, learning and services they experience.
- e) A series of regular Feedback Friday questionnaires are raised by class representatives with students on a rolling basis across the year to give feedback and an on-going 'temperature check' to underpin a rapid reflection and improvement cycle. This rapid feedback route allows issues or concerns to be addressed quickly, delivering improvements in 'real time' and promoting the benefit and value of the class representative role. Recent improvements developed from feedback of this type include the redesign of student induction arrangements.
- f) A wide range of Service Design approaches are supported through the College and by service design trained Students' Association Officers to co-create systems, processes and policies that benefit students. Recent examples include the Student Charter, the re-design of class representative training, the creation of a useful Student Representative Handbook and active engagement in the development of student facing elements of the new student recruitment, records and management system.

A further wide range of co-created events, opportunities and services underpin the operation of the College including recent work to create a refreshed Student Mental Health Agreement and joint student and staff engagement in wellbeing, RESPECT, Thrive fundraising and other events. Through engagement of this type, Students' Association Officers, representatives and volunteers can gain [D&A Attributes](#) adding to their wider achievement and supporting future progression and employability.

- g) Engagement with our twin student satisfaction surveys has remained very strong, with almost 6,500 responses being received during 2022/23 (and increase of c500 on the previous year). Both surveys showed very positive results, and both continued a five-year unbroken run of consistently high (c90%) levels of student satisfaction.



This high level of student satisfaction is also reflected in the [Scottish Funding Council annual survey](#) which shows D&A College students participate well and, with a satisfaction score of 97.1% at FE level and 95.7% at HE, are significantly more satisfied than sector average.

### **Areas for Development**

- a) Whilst extensive work is undertaken to ensure that student facing events, information, operations and activities are accessible for all, it is recognised that further work is required to ensure that opportunities for representation and to hear the student voice are accessible for part-time students (particularly modern apprentices) and for those with educational disabilities or for those with more limited English language skills.
- b) Levels of staff engagement and buy-in on the importance of student engagement and partnership is not consistent across all areas. This has the potential to limit opportunities for engagement and partnership working for some students to the detriment of the overall student experience.

## **4. External Review & Standards Verification**

In addition to the self-evaluation arrangements undertaken for academic and support services, a broad range of external audit and review activities have been undertaken. These include audit and assessment of academic standards and College services and activities by the following bodies:

- Scottish Funding Council: WSum's activity audit.
- Education Scotland: Annual Engagement Visit and Modern Apprenticeship Review.
- Skills Development Scotland: Government contract provision audit.
- Scottish Qualifications Authority (SQA): External and Systems Verification.
- Henderson Loggie: Internal financial/systems audits.
- Forvis Mazars: External financial/systems audit.
- EAL/ECITB and BPEC: Engineering and building systems audits.

In each case very positive audit/review reports were received, with only minor observations/areas for action highlighted. These affirmed the robustness of College systems and highlighted strengths in academic standards, operations, and learner engagement.

The College undertook 120 qualification external verification events in 2023–2024, with outcomes and improvement trends summarised below.

<b>Outcome Achieved</b>	<b>2021–2022</b>	<b>2022–2023</b>	<b>2023–2024</b>
High Confidence	70% (84)	85% (102)	99% (119)
With Recommendations	20% (24)	10% (12)	1% (1)
Non-Compliant	10% (12)	5% (6)	0% (0)

Overall trends show an improvement (+29%) in high confidence outcomes with no standards verification outcomes identifying areas of non-compliance. This provides strong assurance regarding the application of academic standards across the full range of curriculum specialisms and levels offered.

Areas of good practice included the College approach to tailored support for students; the effective use of a range of digital tools to streamline assessment evidence collection; and strong approaches to standardisation, CPD and interim sampling. These good practice approaches are shared widely to inform and support improvement cross-College.



A clear and well supported compliant handling process is in operation with 68 complaints received in 2023/4. [Detailed complaints data is published](#) and complaints outcomes are used to identify improvement needs and enhance ways of working.

### **Areas for Development**

- a) Whilst significant improvement is evident, recent trends highlight the need to ensure that procedural compliance, feedback consistency, departmental alignment, and risk management for higher risk qualifications and cognate groups is more fully embedded in some areas. This will require more focused engagement, targeted CPD, and enhanced emphasis on standardisation practices.

## **5. Conclusions**

Dundee and Angus College has a positive culture of reflection and evaluation and staff at all levels demonstrate an active willingness and capacity to identify and deliver improvement actions that meet student needs and increase successful outcomes.

Overall student outcomes are improved on 2022/23 and are routinely amongst the very top levels of performance for Scotland. This success is built upon a clear quality culture and broad range of strong and effective evaluative practices, backed by a cycle of reflection, evaluation and improvement.

The College has well-developed and mature quality arrangements that support the detailed and transparent evaluation of learning, teaching and (increasingly) service provision and strong evidence exists to highlight positive changes enacted as a result of this evaluation activity. Areas for development are openly identified and effective enhancement actions put in place through a system of real-time evaluation and action planning.

The College curriculum is relevant, dynamic and well matched to regional needs. This is supported by detailed labour market data and an extensive range of productive partnerships that inform and support the wide range of curriculum provision offered. Partnerships and stakeholder engagement inform and enhance College activities and approaches at all levels and the College is recognised within its community as a positive and effective regional partner.

Innovative and exciting learning and teaching is evident throughout the curriculum and where required a strong focus on enhancing the quality of learning and teaching is backed by effective professional development and mentor support.

Services to support learning are of a high quality and a strong culture of cross-college teamworking supports a wide range of innovative approaches to service delivery and the effective integration of services and activities that really benefit students.

Through this report the College has aimed to provide a clear, accurate, and mature reflection on performance to create an action plan that addresses key areas for development and results in improvement in opportunities, learning and outcomes for our diverse student and stakeholder communities.



## 6. Approval

### Statement of Assurance:

*As the Accountable Officer for Dundee and Angus College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023-2024, including the scope and impact of these.*

*I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision.*

*I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.*

Signed



Date 29 November 2024

Simon Hewitt (Principal and Accountable Officer)



## D&A SEAP Action Plan 2024 - 2025

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
1.	Quality Arrangements	Focused support and Continuing Professional Development (CPD) inputs to be provided for course teams and areas where student outcomes show a trend below national average to align student outcomes with College aspirations	Support plans and CPD inputs identified and provided, with improvement actions showing clear improvement via national PI data at appropriate retention and attainment measurement points	September 2025	Directors of Curriculum
2.	Excellence in Learning & Teaching	Enhancement to College campuses and accommodation through continued focused use of capital maintenance funding and progression of the College's ambitious 10 year Infrastructure Vision	<ul style="list-style-type: none"> <li>Annual capital maintenance planning and projects.</li> <li>Progress of infrastructure vision and funding in line with Scottish Funding Council (SFC) Infrastructure Strategy guidance and 'gate points'</li> </ul>	September 2025  Progress reporting to Board and SFC in line with SFC/SG timelines	Principal & Infrastructure Project Board
3.	Excellence in Learning & Teaching	Partnership work with Dundee City Council and Angus Council to establish and enact clear standards for senior phase operation and outcomes	Standards established and improved school pupil outcomes realised	September 2025	Directors of Curriculum, VP Curriculum, Academic Partnerships Manager
4.	Excellence in Learning & Teaching	Improve and develop transition arrangements and outcomes (numbers transitioning successfully) for progressing students in College; progression from senior phase provision into College; and progression from College to university	Revised arrangements in place and an increased proportion of students transitioning evident	November 2025	Directors of Curriculum, VP Curriculum, Academic Partnerships Manager
5.	Excellence in Learning & Teaching	Structured and supportive classroom observation cycle reviewed and reintroduced	System in place and clear rolling (3 year) cycle of observations of learning and teaching enacted	November 2025	VP Support Services & Operations, VP Curriculum, Head of People & OD, Academic Development Lead



## D&A SEAP Action Plan 2024 - 2025

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
6.	Supporting Student Success	Review of student support arrangements to streamline arrangements where possible to improve coverage and better anticipate, and embed support within those curriculum areas with significant / increasing demand	Review completed and specified changes in approach, resourcing or activities enacted	August 2025	Directors of Curriculum, Director of Student Experience
7.	Enhancement & Quality Culture	Develop and extend Institution Led Quality Review and Stop and Reflect quality processes to incorporate all curriculum and support teams	Quality arrangements and processes updated and revised structure and cycle of ILQR activities in place	November 2025	VP Support Services & Operations, Quality Manager, Support Directors
8.	Enhancement & Quality Culture	Develop and implement a clear range of staff CPD inputs to address areas of staff 'learning loss' and improve awareness and engagement in quality activities and outcomes	CPD plan in place and delivery being progressed	November 2025	VP Support Services & Operations, VP Curriculum, Head of People & OD, Academic Development Lead
9.	Student Engagement and Partnership	Review of student engagement arrangements and activities to better meet the needs of part-time students (particularly Modern Apprentices) and for those with educational disabilities or for those with limited English language skills	Review completed and specified changes in approach, resourcing or activities enacted	August 2025	DASA Officers, VP Support Services & Operations, Director of Student Experience
10.	Student Engagement and Partnership	Focused support and engagement inputs to be provided for curriculum areas where engagement and partnership working with the Students' Association are less well developed.	Support and engagement enacted and increased awareness and engagement with the Students' Association arrangements and opportunities	August 2025	DASA Officers, VP Support Services & Operations, Directors of Curriculum



## D&A SEAP Action Plan 2024 - 2025

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
11.		Develop and implement a clear range of Quality Matters CPD and support to improve procedural compliance and ensure rigorous application of awarding body requirements and academic standards	CPD plan in place and delivery being progressed	August 2025	VP Support Services & Operations, VP Curriculum, Quality Manager, Academic Development Lead





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER G**

**CURRICULUM & PARTNERSHIPS REPORT**



# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 12 February 2025

### Curriculum & Partnerships Report



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#### *Paper G for noting*

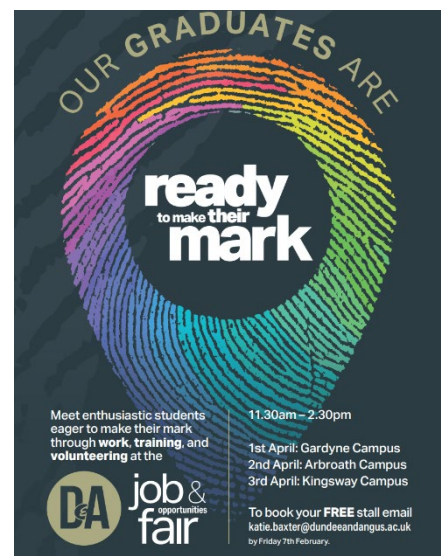
#### 1. Recruitment and Retention 2024/25

Recruitment targets for the January intake have been achieved across all areas, with 345 students enrolled. Attendance and engagement has been positive to date due to the early intervention retention activities which were a key feature of the students' initial College experience.

The September and January course intakes have both achieved the target number of places which indicates that the full-time portfolio is the correct size for the current level of demand. The introduction of the new REMS applications and student records system has presented challenges in the production of credit activity reports, however the overall recruitment and retention figures indicate that there are no concerns in relation to achieving the activity target for 2024/25.

Work is ongoing with the new system to send registrations, entries, and results to Awarding Bodies, and discussions are taking place with partners to source a new student funding system for the 2026/27 session.

All curriculum teams have retention plans in place and are working on plans to support this session's attainment. Several teams across the college have been supporting retention phone calls to students since the return from the break, which has resulted in an improvement in retention rates. Planning is underway to hold Job Fairs for successful students at each campus in April.



#### 2. Recruitment 2025/26

At this point in the academic year, the focus moves to recruitment for 2025/26 courses. Applications for full-time courses commencing in September 2025 have opened and a well-attended Open Day on Saturday 18 January 2025 helped to boost application numbers. All teaching departments were represented at the Open Day, showcasing their areas and offering departmental tours, and support services were also available to assist with funding questions and to support people to complete their applications.

Recruitment is encouraging with over 2,000 more applications received compared to the same point last year. This increase may be due to the change in the School Leaver Pledge date, from 31 March to 31st January. Of the applications received, 35% of applicants have already been offered a place at college.



Curriculum staff are finalising the part-time portfolio offer for 2025-26 and initial work is underway with Marketing, ICT and administration teams on approaches to promote the offer and improve the customer experience for business customers and people who want to upskill/retrain. This work will support the achievement of the 2030 strategy objective to increase part-time and work-based learning.

### 3. D&A Partnerships

#### 3.1 Dundee and Angus ESOL Partnership

In December, Education Scotland published their report into their inspection of the Community Learning & Development (CLD) Provision in Dundee. In 2018, a review of the Dundee ESOL Partnership identified that better pathways and transitions were required to support ESOL learners in the city.

The College's English Language Teaching and Training department participated in the recent inspection of the ESOL partnership which found that significant progress had been made. HM Inspectors recognised that *"The Dundee ESOL Partnership is a progressive and empowering partnership between Dundee City Council, Angus Council, Dundee and Angus College and Dundee International Women's Centre."*

The report highlighted that the better partnership working has improved outcomes for ESOL learners and has had a sustained impact on learners, staff and services. The approach has been published as an [example of highly effective practice](#).

#### 3.2 External Engagement – Hospitality and Professional Cookery

The Hospitality and Professional Cookery staff consistently use their industry relationships to effectively motivate and inspire students, particularly when they know motivation can be a challenge for some students. This year they used the first week of semester 2 as an industry week with the theme **'Passion to Profession: Turning Dreams into Reality'**. This included inspirational talks, industry visits to The Peat Inn, Staybridge Suites, Malmaison and The Post House, and masterclasses, workshops and demonstrations, including the delivery of a special lunch with guest Chef Barry Bryson.

The team also hosted the **Springboard UK Future Chef** local final at the Arbroath campus on 8 January with 6 students from local schools participating in the competition. Chef lecturers from the team will provide coaching and mentoring to the winning student in preparation for the regional competition in March.

The chef lecturing team and two SVQ Level 2 Professional Cookery students supported Abertay University with their Home Economics Teachers Upskilling Conference and the team delivered 3 professional cookery workshops to 47 S5 pupils from St Pauls RC Academy to assist them with their upcoming National 5 exams.

In addition, pupils undertaking the Foundation Apprenticeship in Hospitality have been set a project brief by the Head Chef from the Apex Hotel to design, prepare and deliver an afternoon tea on time and on budget. This challenge enables the pupils to apply their learning to practice and supports the development of meta-skills.



The team is also continuing to build on the success of the commercial nutrition courses delivered to Balhousie Care and is now engaging with five additional care homes to deliver the bespoke nutrition course to their staff.



## **4. D&A Community**

### **4.1 RISE House**

The RISE programme relocated to a new area within Kingsway campus in August 2024 and the positive impact on the students learning, wellbeing and self-regulation can now be recognised. Previously, the classroom in RISE was also a social room. This meant it was a challenge for students to recognise the boundaries between class time and breaks and it took longer for the class to settle after breaks and focus on learning.

The move to the RISE dedicated area (RISE house) has given students the clear distinction of social/pastoral care area and the classroom. When students require some time out of class with support, they can move to the nurturing room which provides space to decompress. This has also reduced the issue of many students being aware of incidents or becoming unnecessarily involved. The lecturers have reported that there is greater focus and a structure that helps set expectations with the students, whilst still offering a nurturing environment when needed.

The students have been encouraged to develop ownership of the RISE house, which has helped many students, who historically haven't engaged with education, feel a sense of belonging and willingness to participate again.

## **5. Curriculum Developments**

### **5.1 Pilot - Gateway to Care**

Gateway to Care (SCQF Level 4) was introduced this year as a pilot programme in recognition of the significant number of young people presenting at college with social, emotional, and learning challenges as evidenced in the recent CDN research publication [The Changing Learner](#).

The course incorporates individualised support provided by Group Tutors and teaching staff. By listening to students' needs and offering tailored approaches to complete



assessments, this strategy has effectively managed classroom behaviour and encouraged the development of personal and social coping strategies. Regular updates between teaching staff and Group Tutors, a consistent approach to enhance positive behaviour using Our Charter and the Positive Behaviour Management Policy, has created a supportive learning environment.

Regular team meetings across departments, including Access, Essential Skills, Childhood Practice, and Health and Social Care, have facilitated a cross-departmental approach to communicating course aims and addressing specific student needs. Collaborative opportunities have also been a highlight, with ICT working in partnership with other City and Guilds units to provide necessary evidence for assessments. Positive external partnerships have engaged care students in activities that support their personal aspirations and prepare them for future courses and work settings, such as visits to care homes, a community garden, and a local beach.

Innovative teaching approaches, including group work, research projects, planning outings, and creative methods for supplementary assessment evidence, have been employed in every class. This has led to the development of meta-skills among students and a high proportion of learners receiving conditional offers to progress to level 5 courses in Childhood Practice or Health and Social Care. Notably, one learner has secured progression to a level 6 course in Health and Social Care.

This cohesive approach within departments highlights the positive impact of diverse teaching methods on student engagement and success.

Individual student feedback:

KP

This course has not just helped me academically but it has also helped me with my confidence before this course I used to be very anxious and struggled to control my emotions. the support I have received from the lectures and my peers has been great as I have dyslexia so sometimes I don't understand the work but all of the lectures will take the time to explain it in a different way over all my experiences on that course has been great

NF

Gateway to Care course gave me confidence to go to next level of the course. I want to become a child minder as English is my second language this course helped me understand basic starting guideline of care sector.

The pilot will be fully evaluated in June and learning from it shared across teaching teams and if successful, can potentially be rolled out to other areas facing similar challenges.

## 6. Supporting Staff

### 6.1 CPD: Promoting Positive Masculinity and Wellbeing

The **Changing Learner** was a focus for a staff professional development event involving 4 traditionally male dominated (students and staff) teaching areas – computing, engineering, construction and building services.

The two-day event explored themes around **Promoting Positive Masculinity and Wellbeing** for all. Positive masculinity is a term used to discuss and promote ways of influencing behaviours, specifically in young men, being mindful and aware of our impact



on others. There is a growing body of literature and cultural insight highlighting the need for young men to have a beacon or safe space where they can come together as a community. With social support systems often lacking, many face increased anxiety, isolation, and added responsibilities such as caregiving.

The event started off exploring self-leadership, with presentations and workshops facilitated by internationally renowned coach and former SAS operator, **Jay Morton**, this developed into work with author, **Alan Bissett** around leading culture and influencing others, and finally themes around neurodiversity were explored. All sessions were designed to gain understanding of some of the needs and challenges both staff and students face in male-dominated fields and explore how everyone can promote wellbeing.

This is the beginning of work exploring the changing learners, aligning with the College Charter and promoting positive behaviour across all teams. The event concluded with discussions around the notion that if, as staff, we can embody resilience, openness, and honesty, we'll project that onto our students, who are the future of these industries. Our goal is to create a culture of strength, support, and mental well-being, which is crucial in both professional and personal development, for all staff and learners.



## 7. D&A Celebrates

### 7.1 HIT Scotland Scholarship

Carol Ann Maclean, HNC Hospitality student, has been selected for a fully funded Hospitality Industry Trust (HIT) Scotland scholarship to Switzerland. Carol Ann will attend the **Ecole Hoteliere de Lausanne in Switzerland** in March where she will join 14 other students for a 4-day experience entitled “Creating Value in Service.”



## 7.2 National Awards Success (again)

The achievements at the Green Gown Awards and CDN College Awards were reported at the Board of Management in December. Since then, there has been further recognition and success at national awards:

- The partnership between the College, Dundee Health and Social Care Partnership and NHS Tayside won the **Removing Barriers to Employability Award** for the DFN Project Search programme at the [2024 SURF Awards](#).
- The pioneering work as Scotland's first and only College of Sanctuary was awarded the **Championing Diversity and Inclusion Award** at the **2024 Scottish Public Services Awards** at the Scottish Parliament,

A proposal to showcase the College of Sanctuary and the College Community Collaborative initiatives at a Parliamentary Reception in the Scottish Parliament in April has also been submitted to Colleges Scotland. The theme of the event is how colleges support the economy, communities and individuals.

## 8. 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 12 February 2025**

**PAPER H**

**STRATEGIC RISK REGISTER**



# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 12 February 2025

### Strategic Risk Register Update



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#### *Paper for approval*

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

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

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

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

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

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

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

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

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

The draft March 2025 Strategic Risk Register is enclosed and it is noted that two changes have been made to the scoring of risks allocated to the Learning, Teaching and Quality Committee as follows: Risks 1.1 and 3.1. This has arisen as a result of changes made to the overall Risk Management Policy of the College following on from the audit of spring 2024.

The changes in scoring are a 'technical change' arising through the creation of more detailed guidance on the scoring mechanism, rather than any fundamental change in the areas of activity or mitigations in place in respect of each item. Details of the changes made will be subject to discussion and final approval by the Audit and Risk 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

**2024 - 2025**

As at March 2025



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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.1</b> <b>LT&amp;Q</b>	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	4	1 2	4 ↓ 8	<ul style="list-style-type: none"> <li>Robust monitoring via <b>OF&amp;AM Framework</b></li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/ plans</li> <li>Rolling curriculum review</li> </ul>	Principal & Chair
<b>1.2</b> <b>Board</b>	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> <li>Effective environmental scanning</li> <li>Negotiation/influence at national level</li> </ul>	4	2 3	8 ↓ 12	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	Principal & Chair
<b>1.3</b> <b>Board</b>	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> <li>Ability of the College to meet key regional strategies/objectives</li> <li>Financial loss or unmanageable financial risk</li> <li>Reputational loss</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Effective project/activity management in place</li> <li>Clear governance structures</li> <li>Project/initiative finances clearly incorporated within College financial strategy and plans</li> <li>End of project and exit/contingency planning</li> </ul>	3	2	6 ↔	<ul style="list-style-type: none"> <li>Regular project updates at Executive/Board level</li> <li>Monitoring of project activities, plans and outcomes</li> <li>Clear project Management arrangements in place</li> <li>Budget reporting and management</li> </ul>	Principal, VPCP

**Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood:** Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.



<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural (cont)									

<b>1.4 Board</b>	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	3 4	3 4	9 ↓ 16	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Review of activities/projects and response to new opportunities</li> </ul>	3 4	1	3 ↓ 4	<ul style="list-style-type: none"> <li>Robust monitoring via OA</li> <li>Amendment of strategic direction/plans</li> <li>Rolling curriculum review</li> </ul>	Principal
<b>1.5 Board</b>	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	<ul style="list-style-type: none"> <li>Robust CEAP in place</li> <li>Multiple strands of activity/action</li> <li>Embedding sustainable practices in normal activity and ways of working</li> <li>Clear links between strategy and practice</li> <li>Planned investment in carbon reduction</li> <li>Sustainable procurement</li> </ul>	3 4	2	6 ↓ 8	<ul style="list-style-type: none"> <li>Robust monitoring and reporting of CEAP at SLT and Board level</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Monitoring of scope 3 emissions</li> </ul>	VPSO, DirInf, HoE

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>2</b>	<b>Financial</b>									
<b>2.1</b> <b>F&amp;P</b>	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding	3	4	12	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for amended funding levels or requirements</li> </ul>	3	2	8 ↓ 9 ↔	<ul style="list-style-type: none"> <li>Advance modelling of new funding requirements, methodologies, and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction / plans</li> <li>Financial strategy sensitivities</li> </ul>	VPSO
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC and SG</li> <li>Input to create sector ‘flexibilities’</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	4	16 ↔	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Effective use of sector ‘flexibilities’ to support sustainability</li> <li>Amendment of strategic priorities and timing to align with funding levels</li> <li>Review and amendment of activity and budget planning to address over/under performance against activity (credit) target</li> <li>Detailed monitoring of savings programmes</li> <li>Detailed monitoring &amp; management of CDEL/RDEL risks</li> </ul>	VPSO

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

<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12 ↔	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> <li>Workforce planning</li> </ul>	VPSO
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	3 4	3	9 12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	2 3	2	4 ↓ 6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPSO
<b>2.5</b> <b>F&amp;P</b>	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> <li>On-going dialogue with Foundation Trustees</li> <li>Appropriate bid arrangements in place</li> </ul>	3	2	6 ↔	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	Prin & VPSO
<b>2.6</b> <b>F&amp;P</b>	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	4 3	4 2	16 ↑ 6	<ul style="list-style-type: none"> <li>Multi-year estates strategy and capital planning</li> <li>Lobbying of SFC on capital and backlog maintenance funding</li> <li>Planning for D&amp;A Foundation bids</li> </ul>	4 2	3 2	12 ↑ 4	<ul style="list-style-type: none"> <li>Monitoring of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	VPSO

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching, and service delivery	4	3	12	<ul style="list-style-type: none"><li>Clear quality arrangements and priority actions</li><li>Continuous self-evaluation and action planning</li><li>Rigorous CPD arrangements in place</li><li>Regular classroom observation and learner feedback arrangements</li></ul>	2  3	2	4 ↓ 6	<ul style="list-style-type: none"><li>Comprehensive monitoring of key PIs and student/staff feedback</li><li>Regular Stop and Review events</li><li>External review and validation findings</li></ul>	VPCP, VPSO DirC&A
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"><li>Robust strategic planning and monitoring</li><li>Effective environmental scanning</li><li>Strong partnerships</li><li>Clear links between strategy and practice</li><li>Concerted demands for increased activity levels</li></ul>	2  3	2	4 ↔	<ul style="list-style-type: none"><li>Effective internal monitoring/review/verification arrangements</li><li>External review findings</li></ul>	VPCP, VPSO
3.3 A&R	Legal actions; serious accident; incident or civil/criminal breach	4	4  5	16 ↓ 20	<ul style="list-style-type: none"><li>Adherence to legislative and good practice requirements</li><li>Positive Union relations and staff communication</li><li>Effective management development programmes</li></ul>	3	2	6 ↔	<ul style="list-style-type: none"><li>Monitoring and reporting in key areas – eg H&amp;S, equalities, employee engagement</li><li>Continuous professional development</li><li>Internal audit programme</li><li>Staff surveys</li></ul>	Prin, VPSO, HoE

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<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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<b>3</b>	<b>People and Performance (cont.)</b>									

<b>3.4</b> <b>HR&amp;D</b>	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	4  3	4	16 ↓ 12	<ul style="list-style-type: none"> <li>Clear and proactive approaches to managing and promoting health, safety, and wellbeing</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular staff and learner feedback arrangements</li> </ul>	3  4	2	6 ↔ 12	<ul style="list-style-type: none"> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular union/management dialogue</li> </ul>	VPSO
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4  3	2	8 ↓ 12	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> </ul>	3  4	2	6 ↓ 12	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Social media monitoring arrangements</li> </ul>	VPCP, DirC&A
<b>3.6</b> <b>HR&amp;D</b>	National bargaining outcomes impact adversely on College operations, activity, and flexibility	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of bargaining outcomes and implementation</li> </ul>	4	3	12 ↔	<ul style="list-style-type: none"> <li>Positive union relations and staff communication</li> <li>On-going discussions with staff</li> <li>Innovation in approaches</li> </ul>	VPSO, VPC&A

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

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<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.10</b> <b>HR&amp;D</b>	College arrangements do not minimise risk associated with Modern Slavery	4	2 3	8 ↓ 12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	3 4	1	3 ↓ 4	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPCP, VPSO
<b>3.11</b> <b>Board</b>	Failure to plan or respond adequately to future pandemic illness.	5	3 4	15 ↓ 20	<ul style="list-style-type: none"> <li>Monitoring and rapid response to WHO and UK/Scottish Government information and alerts</li> <li>Maintenance of COVID-19 good practice approaches to inform future use</li> <li>Effective business continuity planning in place</li> </ul>	4	2	8 ↔	<ul style="list-style-type: none"> <li>Pandemic readiness / response included in business continuity plan reviews and testing</li> <li>COVID/Pandemic Response Group in place</li> <li>Active monitoring and rapid adoption of pandemic guidance / control measures</li> </ul>	Principal

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<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.12 HR&amp;D</b>	Failure to attract, engage, retain or develop appropriately qualified staff.	4	3	12	<ul style="list-style-type: none"> <li>Clear People Strategy and Workforce Planning in place</li> <li>Positive Union relations and staff communication</li> <li>Effective management development &amp; CPD programmes</li> <li>Positive recruitment approaches and monitoring</li> </ul>	4	1	4 ↔	<ul style="list-style-type: none"> <li>Absence &amp; turnover monitoring</li> <li>Exit interviews</li> <li>Regular staff surveys 7 survey responding</li> <li>Monitoring and responding to staff concerns, union issues and employee relations concerns</li> </ul>	VPSO

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<b>4</b>	<b>Infrastructure</b>									
<b>4.1</b> <b>A&amp;R</b>	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure	5	3 4	15 ↓ 20	<ul style="list-style-type: none"> <li>Sound systems of administration</li> <li>Clear fire and disaster recovery arrangements</li> <li>Staff CPD</li> </ul>	5	1	5 ↔	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> </ul>	Principal, VPSO, DirInf
<b>4.2</b> <b>F&amp;P</b>	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes and systems</li> <li>Effective management of ICT arrangements</li> <li>Clear investment plan</li> </ul>	3 4	2	6 ↓ 8	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> </ul>	VPSO, DirInf
<b>4.3</b> <b>A&amp;R</b>	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes	4	3	12	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	8 ↔	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPSO, DirInf
<b>4.4</b> <b>A&amp;R</b>	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none"> <li>Effective infrastructure and systems design and implementation</li> <li>Effective management of ICT arrangements and GDPR compliance</li> </ul>	4	2	8 ↔	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> </ul>	VPSO, DirInf

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>4</b>	<b>Infrastructure</b>									
<b>4.5</b>	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	4	5	20	<ul style="list-style-type: none"> <li>Creation of long-term infrastructure principles and vision</li> <li>Multi-year estates strategy and capital planning</li> <li>Lobbying of SG and SFC on capital and backlog maintenance funding</li> <li>Identification of alternative funding routes</li> <li>Planning for D&amp;A Foundation bids</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Lobbying of SG and SFC on campus vision and needs</li> <li>Prioritization of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	Principal VP SO
<b>F&amp;P</b>			4	16			3	12		

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**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**PAPER I**

**LT&Q METRICS**



# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 12 February 2025



### Learning, Teaching and Quality Committee Metrics

#### *Paper for noting*

#### 1. Introduction

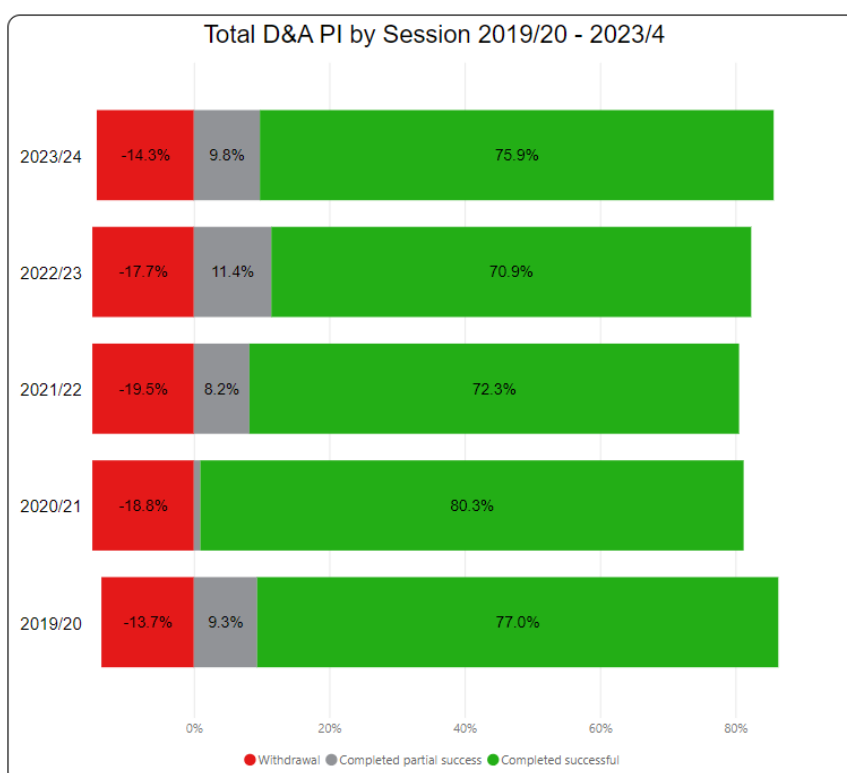
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

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.

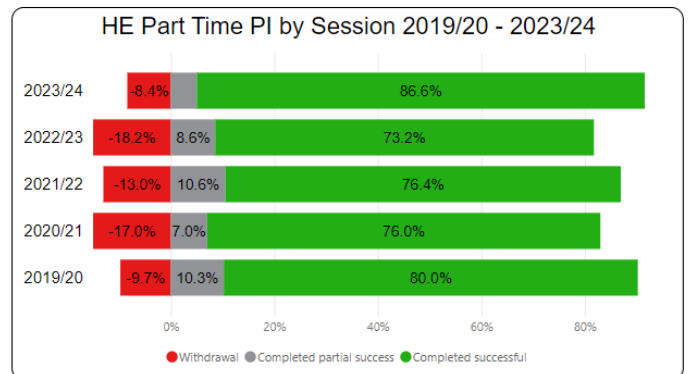
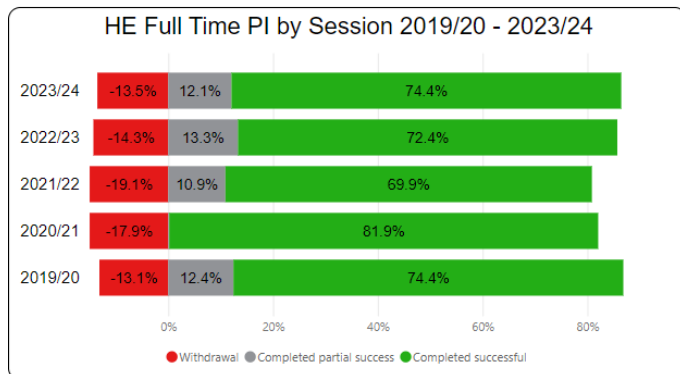
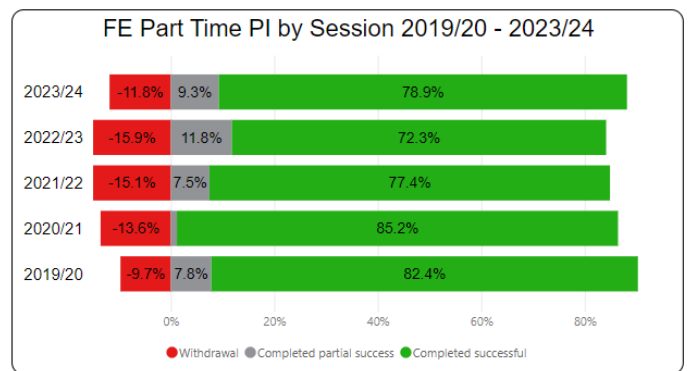
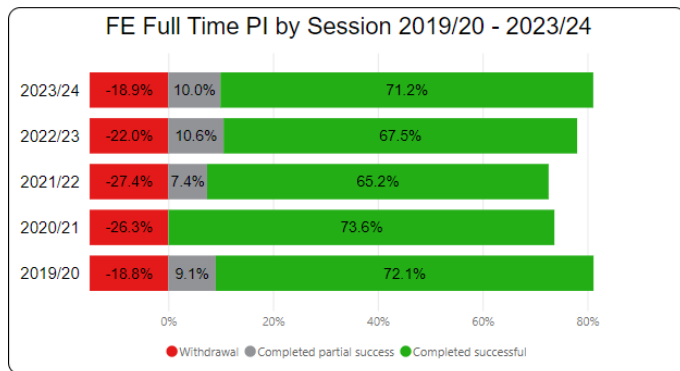
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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%

	2023/24	2024/25
Overall student satisfaction score arising from the November Learner Early Experience Survey	88%	90%
Overall student satisfaction score arising from the March Learning and Teaching Survey	88%	TBC



	<b>2022/23</b>	<b>2023/24</b>
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%

	<b>2022/23</b>	<b>ROA Target 2023/24</b>	<b>Outturn 2023/24</b>
The number of senior phase age pupils studying vocational qualifications delivered by colleges	956	1,300	945

	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>ROA Target 2021/22</b>	<b>Outturn 2021/22</b>
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	<b>51%</b>	<b>53%</b>	<b>64%</b>	<b>59%</b>	<b>60%</b>	<b>61%</b>



	2021/22	2022/23	ROA Target 2023/24	Outturn 2023/24*
SFC Core Credit Target SFC Additional Credit Target	109,301	105,081	98,307	100,791
Total Credit Target	109,301	105,081	98,307	100,791
Percentage of target	99.6%	96.0%		102.5%*

24/25	Applications	Applicants	Offers Made
Full-Time Programmes	13,884	8,120	4,799
Part-Time Programmes	1,437	1,146	758

25/26	Applications	Applicants	Offers Made
Full-Time Programmes	5,080	3,848	1,689
Part-Time Programmes	50	45	9

**Session 24/25 Credits by Programme Modes of Study  
- Summary**

***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	72,785
18/05	Short Full Time	6,903	4,975	5,229
06	Block Release	4,589	5,349	5,673
07	Part Time – Day Release	2,449	3,290	2,401
08	Part Time – Infill	14,051	8,062	7,229
09	Part Time – Evening / Weekend	908	512	507
11	Work Based	5,065	4,591	1,824
12-16	Open, Flexible, Distance	4,009	2,389	1,240
	TOTALS	105,081	100,791	96,898



### 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:** Lauren Mowatt, Data Analyst

**Executive Sponsor:** Steve Taylor, Vice Principal People & Performance





**Learning, Teaching and Quality Committee**

**Wednesday 12 February 2025**

**DATE OF NEXT MEETING:**

**14 May 2025, Room K-TO-624, Kingsway  
Campus**