

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 14 May 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 – 12 February 2025 Paper A for approval
5. MATTERS ARISING Paper B for noting
  - 5.1 SEAP Feedback Paper C for information ST
6. CURRICULUM REVIEW & FUTURE CURRICULUM PLANNING Presentation JG
7. STUDENTS' ASSOCIATION REPORT Verbal update KR/AL
8. SPRING 2025 LEARNER SURVEY UPDATE Verbal update ST
9. CURRICULUM & PARTNERSHIPS REPORT Paper D for noting JG
10. STRATEGIC RISK REGISTER Paper E for approval ST
11. LT&Q METRICS Paper F for noting ST
12. DATE OF NEXT MEETING – 27 August 2025, Room K-TO-624, Kingsway Campus



**Learning, Teaching and Quality Committee**

**Wednesday 14 May 2025**

**PAPER A**

**MINUTE OF THE PREVIOUS MEETING**

# 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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Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 12 February 2025 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

**PRESENT:**

Neil Lowden	Kelly McIntosh
Laurie O'Donnell	Simon Hewitt
Helen Honeyman	Kara Ramsay
Stephen Oakley	

**IN ATTENDANCE:** Steve Taylor (Vice Principal / Secretary to the Board)  
Julie Grace (Vice Principal Curriculum and Partnerships)  
Jane Roscoe & Steph Toms (Directors of Curriculum & Partnerships)  
Penny Muir (Board Administrator)

### 1. WELCOME

N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting.

### 2. APOLOGIES

Apologies received from Margo Williamson, Donna Fordyce, Adele Lawrence, Derek Smith, Leann Crichton, and Lee Lappin.

### 3. DECLARATIONS OF INTEREST & CONNECTION

There are no declarations of interest or connection.

### 4. MINUTE OF THE PREVIOUS MEETING – 13 November 2024

The minute of the meeting held on Wednesday 13 November 2024 was approved as an accurate record.

H Honeyman noted that an action point for the performance of Building Services had been omitted. It was agreed that this concern will be captured as an action item and addressed at the next meeting. **S Toms/L Lappin to progress.**

### 5. MATTERS ARISING

#### 5.1 Behaviour Management Progress Update

J Roscoe highlighted the various strands of development and noted the range of CPD events undertaken on Staff Development Day to inform practice and support staff. This included practical training led by the Access & Supported Education Team and the Learner & Community Engagement Team, focused on behaviour strategies and their practical application. Feedback from these sessions had been positive, with staff expressing interest in further sessions.

J Roscoe also noted work progressing with the Colleges Development Network (CDN) on the changing learners programme, including two presentations on how learners have evolved post-COVID, with a focus on trauma-informed practices.

J Roscoe stated that in January 2025, L Lappin and the Learner & Community Engagement Team had supported work on positive masculinity focused on mental health issues, neurodiversity and the use of tools to manage learning challenges across the College, including the introduction of physical activity sessions.

The group tutor role was highlighted as highly valued, with a survey conducted to gather insights. Ongoing work is being carried out with EIS around the Development Review process to further enhance the benefits. Drop-in sessions with group tutors are also being examined to understand their effectiveness to build and enhance their impact.

J Roscoe also highlighted the CDN diagnostic tool, which focused on five key features. This tool identifies existing resources used in the College. Staff engagement sessions are scheduled for March 18th and 19th to further develop awareness.

A pilot programme: Submission Squad, is underway to address the extension submission rate by improving communications to students and encouraging timely submissions.

There is an ongoing review of the charter and support packs for group tutors, aimed at better utilising the charter to create and build more significant impact. While progress is being made, more can be done in this area, including reminding/refreshing awareness of the charter.

N Lowden enquired about the collection of baseline data to obtain solid, actionable information. It was acknowledged that this was difficult as there was no direct measure of impact. J Grace noted visible trends in the data, particularly related to student withdrawals, and emphasised the importance of raising questions based on these observations.

N Lowden thanked J Roscoe for the report.

## **5.2 NQ Review Overview (Highers improvement)**

S Toms presented the paper, highlighting the distinction between completion and attainment rates, with the attainment rate aligning with those of other FE colleges. S Toms emphasised that withdrawals remain a significant challenge, heavily impacting the college's overall outcomes for part-time FE level programmes. Additional data collection and further efforts are underway to better understand and address this issue.

It was noted that NQ qualifications are valued within the community, particularly for those undertaken these qualifications that are aged 20 and above. S Toms expressed concern regarding the need to ensure that both staff and students have adequate access to these courses.

S Toms highlighted that actions have already been initiated to improve outcomes, including a more thorough examination of data and ongoing discussions during "Stop and Reflect" sessions. These discussions also include reviewing recruitment practices and informing students about the withdrawal process to reduce withdrawal rates and maximise retention.

S Toms noted the College has discontinued the delivery of Nat 5 Application of Mathematics due to low enrolment numbers. K McIntosh noted an increase in Nat 5 Application of Mathematics enrolment in schools and raised concerns about how universities handle this qualification and its impact on students who need it for admission.

S Toms confirmed that some universities have agreed to accept alternative level 5 qualifications, but challenges remain.

L O'Donnell noted the value of the NQ offer despite the challenges in terms of pass rates and noted that the focus should be on recruiting students who have a fair chance of passing and investing more in intensive support for students. Discussions included the use of pre-testing to ensure students are adequately prepared.

S Toms commented on the demographic challenges, noting that some students have been out of education for some time, making it difficult to judge readiness. However, teams are highly invested in student success, particularly in English and Mathematics. These teams are committed to doing more to support students, and there have been positive discussions and strong engagement on this topic.

K McIntosh noted the benefit of intensive revision courses and the potential use of Scholar to support this. S Toms agreed that this was worth investigating further

H Honeyman enquired whether the impact on potential pathways through apprenticeships and employment have been explored in relation to Nat 5 match, as this was sometimes a requirement to gain the apprenticeship place and job opportunity. J Grace noted that modern apprenticeships offer alternative qualifications to Nat 5, such as SCQF Level 5 qualifications. These courses can be started at any time and offer continuous access, potentially providing more flexible pathways for students.

N Lowden requested the removal of the term "declining" from the paper and thanked S Toms for the update.

## **6. CURRICULUM REPORT – ABERTAY AND D&A TRANSITIONS ENHANCEMENT PROJECT**

J Roscoe provided an update on STEP (Scotland's Tertiary Enhancement Programme), which follows a 4-year cycle aimed at fostering quality collaboration between colleges and universities through joint projects. The programme emphasises teamwork and networking, with the first discovery day focusing on exploring diverse pathways. The goal is for all participating institutions to collaborate on defined projects, with an emphasis on creating a sense of belonging for students.

STEP is managed through three key groups: the Steering Group, the Topic Leadership Group, and the Network group. Institutions involved in the programme have had the opportunity to contribute, learn, and have an impact on student success.

J Roscoe stated this initiative has brought together Dundee and Angus College and Abertay University to explore ways of better supporting student success as they prepare for transition. J Roscoe raised a critical question regarding student success: should the focus be on institutional deficits, or should it be on reviewing systematic procedures, particularly in the area of student transitions?

J Roscoe highlighted that Abertay University hosted the first session, which brought together key partners and staff, united by a shared ambition for student success. The session focused on identifying challenges and obstacles, and efforts were made to pinpoint and address these blockers to enhance student success.

The first session, held from October to January 2025, explored what could be done to make a difference. The second session involved sharing experiences and identifying strategies such as adjusting start dates, ensuring students receive SAAS payments before matriculating at Abertay, and enhancing communication with the right stakeholders.

Numerous valuable insights were uncovered during these discussions, including enhancing support for staff and students regarding additional funding and placing schemes, shared recruitment approaches, and the integration of meta-skills and AI.

J Roscoe highlighted a mentoring project designed to support the additional funded place students, which will begin in Spring 2025 and continue for three years, aiming to sustain and build upon the lessons learned through the programme.

Looking ahead, future plans include a shared staff development event scheduled for June 2025, a joint publication, and a QAA discovery event workshop in May.

K Ramsay acknowledged the programme as being highly beneficial for future students and noted the input of A Lawrence as the student representative on the STEP project..

L O'Donnell enquired about the nature of the relationships with Abertay University. J Roscoe described the relationship as more collaborative than competitive, noting that the programme values the contribution of the College and the joint responsibility for student success.

S Hewitt stressed the importance of maintaining a realistic approach to ensure the work remains valuable to students while acknowledging the challenges involved, with careful consideration of Abertay University's future strategy and potential competition remains a critical aspect of the process.

K McIntosh recognised the need for balance between support and potential competition for students, recognising that Abertay was the college's largest articulation partner.

N Lowden welcomed the presentation and update.

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

K Ramsay provided an update on recruitment, noting that 248 class representatives have been appointed, with 200 of them having completed training.

Feedback from class reps highlighted a demand for more inclusive events, additional clubs, and more spaces for students to feel engaged and involved. These asks were being progressed.

The Thrive breakfast clubs, which are held up to three times a week, have been well attended. Additionally, the Christmas Box Appeal was a success, with DASA providing 50 bags filled with wellbeing and festive goodies for students.

K Ramsay reported that DASA received an invitation to nominate a student for participation in Scotland's Tertiary Enhancement Programme (STEP), which involves a collaboration initiative with Abertay University, with Adele Lawrence taking up this role.

N Lowden expressed appreciation for the connections made and the work presented in the report, noting a positive feeling about seeing this work firsthand.

## **8. AUTUMN 2024 LEARNER SURVEY REPORT**

S Taylor reported a positive increase in engagement, particularly over the course of the past calendar year. The total responses had increased by around 350 to over 3.5k, with a notable rise in the satisfaction rate and in the volume of comments received. The satisfaction rate increased by 2%, reaching an overall figure of 90%.

The survey results were also broken down across different teams and courses, with satisfaction scores ranging between 86% and 94%, all reflecting positive feedback. Satisfaction with staff was particularly high at 92%.

The number of comments received increased, offering valuable insights into both the scores and the underlying reasons, providing a clearer understanding of student feedback. This data, particularly when utilised by teams for improvement and reflection, adds significant value. The use of this data is regularly discussed during "Stop and Reflect" sessions.

K McIntosh enquired about the range of questions under the various headings.

S Taylor explained that the questions were high level rather than detailed and designed to assess how individuals felt at the time of the survey, with the number of questions kept to a minimum. The first survey looked at how students were settling in, their early experience and a range of services, with the spring survey focusing more on learner and teaching surveys. It was noted that whole-college surveys were part of a larger feedback process.

Other student survey arrangements and approaches were discussed, including alignment with the Students' Association Feedback Friday activities.

H Honeyman observed that one of the most common responses to the question about what could be done better was 'nothing' and noted that this in itself was very positive feedback.

S Oakley noted the lower response rate for Access and Supported Education students and asked whether the format was accessible. It was noted that the format had been reviewed by a group to improve accessibility, with sessions being facilitated in a focus group style. The number of participants in these sessions had decreased, however, other approaches were being discussed to ensure that these students could engage.

N Lowden expressed concern about avoiding disproportionate numbers in the data representation. However, J Grace emphasised the importance of focusing on the qualitative comments from students rather than relying solely on numerical data or league tables.

L O'Donnell suggested that including numbers could be beneficial, though it was agreed that the focus should remain on the value of the feedback.

S Hewitt stated that the level of support and evaluation was ongoing and highlighted that this initiative was one of many efforts to generate and assess feedback.

L O'Donnell acknowledged the work of the team, emphasising the value of the survey results.

S Hewitt reiterated the importance of recognising the Directors' efforts, noting the team's strong investment in gathering and acting on feedback, and suggested that more feedback could help drive further improvements.

N Lowden expressed gratitude to everyone involved in the survey.

## **9. NEW SECTOR QUALITY ARRANGEMENTS – SELF EVALUATION AND ACTION PLAN (SEAP)**

S Taylor provided an overview of the position and role of Self Evaluation and Action Plan (SEAP) within the new tertiary quality arrangements, emphasising that SEAP is a core component of the tertiary quality framework.

He stated the document is designed to summarise the college's current state and inform continuous improvement. The SEAP content is structured around key elements of the quality framework, including data utilisation and the SEAP will evolve annually as part of a reflective review process, with new actions and areas for improvement added each year.

S Taylor stated this is the first iteration of SEAP and similar documents have been produced by all colleges and universities, with variations across institutions. No feedback has been received yet, but input is expected soon from the Funding Council, QAA, and Education Scotland.

S Taylor emphasised that the action plans and key steps have been fully outlined, highlighting the importance of collaboration with the Students' Association in the drafting of the SEAP content on student partnership.

H Honeyman noted the range of actions and asked if these were feasible alongside everything else taking place across the college. S Taylor confirmed that the SEAP outlines active improvements, with some actions requiring longer timeframes (e.g. two to three years) but that all of the actions were live areas of development and improvement. He noted that the SEAP will be a rolling reflection and enhancement tool, reviewed annually to monitor progress.

K McIntosh highlighted the alignment of SEAP with the curriculum's operational plan, noting the importance of presenting it in an accessible format. S Taylor emphasised that SEAP fits into the broader quality arrangements across the college and sector. S Taylor confirmed that the approach and arrangements were different from the school quality improvement arrangements and reporting.

S Hewitt noted that this was the start of the new quality arrangements and that further discussions to ensure that the SEAP evolves into a more meaningful, action-focused tool that supports identification and continuous improvement were planned at a sector level.

S Taylor noted the uncertainty around the approach to be taken by QAA but stressed that the document must hold value for the college, not just be a report for others. Ongoing work will focus on embedding SEAP effectively and reflecting its impact at team level.

S Taylor will report back on feedback from the QAA, the Scottish Funding Council and Education Scotland once received. **S Taylor to progress.**

N Lowden expressed gratitude to S Taylor for the report and the progress achieved.

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

J Grace provided a reflection on recent activities, noting positive outcomes in recruitment and retention, particularly within the full-time portfolio. A whole-college approach to retention is being implemented, with collective efforts focused on re-engaging students. The recent open day was highlighted as a particularly positive event.

Partnership working continues to be beneficial, with ESOL programmes serving as a strong example. Offsite programs were also emphasised for creating nurturing environments, with the physical surroundings having a significant positive impact on how students feel about their education.

Celebrations of success at national awards were also highlighted.

N Lowden congratulated those involved on the national awards, noting that it was great to see such recognition.

## **11. STRATEGIC RISK REGISTER**

S Taylor explained that while there are no changes to the identified risks, updates have been made to the scoring as a result of revisions to the risk management policy. These changes were still to be discussed and agreed upon through the Audit & Risk (A&R) Committee.



N Lowden enquired about enrolment numbers and related factors, asking whether there has been a statistical decline and if this should be taken into consideration.

J Grace confirmed a gradual decline in line with regional demographics. This wasn't expressed as a single risk at the strategic level but was included within the risk around meeting regional need.

The changes were approved.

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

S Taylor provided the update for information and noting.

Regarding the discussion under the previous item and the final metrics on the credit target, S Taylor reported that the college is close to achieving its credit target for the year and expressed no concerns about meeting the target.

## **13. DATE OF NEXT MEETING**

Wednesday 14 May 2025 at 5.00pm in room K-TO-624, Kingsway Campus

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Share feedback received on the SEAP document once available	S Taylor	14 May 2025



**Learning, Teaching and Quality Committee**

**Wednesday 14 May 2025**

**PAPER B**

**MATTERS ARISING**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 14 May 2025

### Matters Arising



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#### *Paper for information*

The following actions were noted from the Wednesday 12 February 2025 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
9.0	Share feedback received on the SEAP document once available <b>S Taylor</b>	On agenda	Closed

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 <b>S Taylor</b>	Discussed at BoM 17 March 2025	Closed

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



**Learning, Teaching and Quality Committee**

**Wednesday 14 May 2025**

**PAPER C**

**SEAP FEEDBACK**

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 14 May 2025

### New Sector Quality Arrangements: Self-Evaluation & Action Plan (SEAP) Feedback



#### *Paper for Information*

## 1. Introduction

Following on from information provided to the Committee in November 2024 and February 2025 there was a request for a further report to be brought back summarising feedback and any actions arising from review of the Self-Evaluation and Action Plan (SEAP) document.

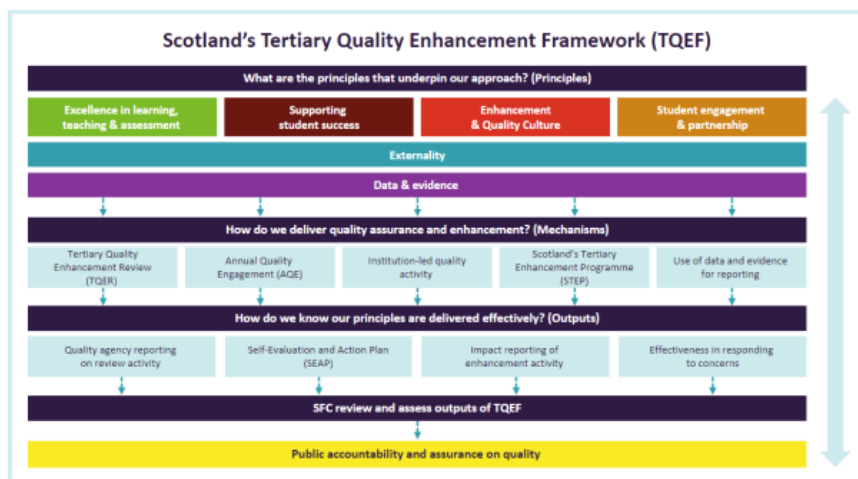
This report outlines the arrangements in place and the feedback received.

## 2. Key Components of the TQEF

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

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

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



### **3. Self-Evaluation and Action Plan (SEAP)**

The SEAP is an annual quality report of c5,000 words to be submitted to SFC, summarising the key quality assurance activities and plans for improvement. The first SEAP (reflecting on AY 2023/24) was submitted to SFC in November 2024 and shared with the Committee in February 2025.

Feedback on the SEAP is twofold.

Firstly the Scottish Funding Council provides feedback in respect of the Quality Learning and Teaching section of the new Outcome Framework and Assurance Model (OFAM) based on the SEAP contents and actions. This feedback is provided by the designated Outcome & Assurance for the College (the SFC allocates a manager to liaise with each College and University).

D&A received feedback on 25 March 2025. This was very high level feedback only, with limited detail and mainly focused on the approach rather than the content/quality elements. Overall the predominant comment was 'it's quite good and no red flags' with the following specifics noted.

- Good evaluation was evident
- Good use of data (but could be built into the evaluation rather than sitting separately)
- Good to see the input from DASA
- Clear on areas for development
- Evidences clear approach to self-evaluation
- Employability and Industry input was clear
- Externality was evident (but could be built into the evaluation rather than sitting separately)
- Was process heavy in some elements, but this was needed as explanation for the first SEAP

The second aspect of feedback on the SEAP is provided by the Quality Assurance Agency (Scotland) (QAA) through the Annual Institutional Liaison Meeting. This meeting was scheduled for 2 May 2025 with the hope that the feedback received could be included in this update. Unfortunately the meeting was cancelled by QAA at the last minute and a rescheduled date is currently being arranged. If possible, a verbal update on feedback received will be provided at the meeting.

### **4. Tertiary Self-Evaluation Toolkit (TSET)**

Separately to this feedback, the College has been approached by the College Development Network (CDN) to assist with the creation of a Tertiary Self-Evaluation Toolkit which has been requested to assist the sector with the implementation of the TQEF and, in particular, the creation of effective Self-Evaluation Action Plans.

It is understood that this request is based on the standard of the SEAP produced and the underpinning culture and approach to self-evaluation and quality improvement. D&A is one of three colleges (along with three universities) invited to support this work.

### **5. Conclusion**

The TQEF represents a significant evolution in Scotland's approach to quality assurance and enhancement in tertiary education and further updates on the new arrangements will be provided as required to future meetings.

## **6. Link to Strategic Risk Register**

The 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.

- 1.1** Failure of College strategy to meet the needs of the D&A Region and/or national priorities (e.g., 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.
- 3.5** Reputational Risk – Loss of reputation with key stakeholders

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



**Learning, Teaching and Quality Committee**

**Wednesday 12 May 2025**

**PAPER D**

**CURRICULUM & PARTNERSHIPS REPORT**



# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

### Wednesday 14 May 2025

## Curriculum & Partnerships Report



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### *Paper for noting*

#### 1. Recruitment 2025/26

Numbers of applications for full-time courses commencing in September 2025 are strong. To date, 10,000 applications have been received, a 27% increase compared to the same time last year. Almost 5,000 offers have been made, and 1,696 candidates are currently undergoing the selection process.

Student funding applications for the 2025/26 academic year are scheduled to open this week. Targeted workshops will be advertised to our current students, and Help Point and Student Services staff have already been visiting ESOL and Supported Education learners to prepare them for funding requirements.

Skills training and career development courses for 2025/26 are now open for bookings. Following employer feedback, a group booking system to enrol multiple candidates has been developed and is in testing, and is expected to go live later this month.

In late April, the first “Keeping Warm” newsletter was sent to all candidates with an offer of a place. This newsletter serves as a Welcome to D&A, highlighting essentials tasks to complete before starting college and provides an insight into the services available to support their learning - [Dundee & Angus College | Welcome Hub](#)

A screenshot of the Dundee &amp; Angus College Welcome Hub website. The header includes the D&amp;A logo and navigation links: Courses, Subject Areas, Studying at D&amp;A, Life at D&amp;A, Businesses &amp; Partnerships, News &amp; Events, and About Us. The main content area features a large banner with the text 'Welcome Hub' and a sub-header 'Home — Studying at D&amp;A — Welcome Hub'. Below this, a message reads: 'Congratulations on being offered a place on a course with us. To help you get started with college life, we've put together this Welcome Hub. Below you'll find everything you need to prepare for joining us in September.' This is followed by a section titled 'Welcome to Dundee and Angus College!' with a video player showing a woman speaking. A sidebar on the right contains a 'Get in touch!' section with a 'Contact Us' button. At the bottom, there is a 'Live Chat' button and a 'Accepting your Offer' section.

Full preparations are underway with curriculum and support teams to welcome the new intake of full-time students to their Connect2D&A days. These taster days are designed to get them ready for college life, meet staff and their peers, view college facilities and ensure they are prepared to start their successful journey with D&A College.

## **2. Modern Apprenticeships**

In April, Skills Development Scotland (SDS) awarded the college a Modern Apprenticeship contract for 2025/26 with an allocation of **221 places**, consistent with last year's contract. This allocation will allow us to continue to grow apprenticeships and work-based learning which is a key priority for the college.

The reporting and compliance requirements of the SDS Modern Apprenticeship contract are highly bureaucratic and time consuming. An internal project was initiated last August to streamline administration burden as far as possible by introducing digital based forms. In addition, all Modern Apprenticeship data held in our student records system has been imported into a reporting and tracking dashboard for use by assessing staff and providing management information. The new dashboard has just been rolled out for use and feedback by staff.

## **3. Trauma Informed Practice: Advancing Support for the Changing Learner**

In March, the College hosted a professional development session for all members of the Leadership Development Forum and a wide range of college staff. Led by Dr. Paula Christie from the College Development Network, the session introduced a diagnostic tool from the [Changing Learner](#) programme, designed to support colleges in responding effectively to the evolving needs of learners.

The tool focuses on five key themes: **leading with empathy, supporting learners and staff, taking direct action on poverty, working in partnership, and creating safe spaces.**

Participants engaged in interactive activities using the digital platform Miro, contributing to the development of a national community of practice around trauma-informed education. The diagnostic findings from the session will be collated into an action plan for consideration by the college, aimed at supporting college's commitment to inclusive, learner-centred practice across all areas of delivery.

## **4. Scotland's Tertiary Enhancement Programme (STEP)**

Scotland's Tertiary Enhancement Programme (STEP) is a national initiative aimed at improving learning, teaching, the student experience, and staff development across Scotland's tertiary education sector. Jointly managed by the Quality Assurance Agency (QAA) and the College Development Network (CDN), STEP encourages collaboration among colleges and universities to create valuable outcomes for the entire sector.

The topic for STEP's first cycle (2024-2028) is **'Supporting Diverse Learner Journeys'** which was chosen based on feedback from staff and students. The topic addresses 4 priority areas: supporting transitions and navigating pathways, strengthening engagement and belonging, developing skills and capabilities for learning, and delivering tailored, personalised support.

During the 2024-25 session, staff and students from Scotland's colleges and universities participated in Discovery Days to establish collaborative partnerships and design projects. These events included networking, teamworking, and CPD activities. Navigation Sessions provided additional support and 8 potential enhancement projects have been devised.

May 2025 will see the conclusion of a short pilot STEP programme, '**Student Success through Institutional Tertiary Alignment**' which is a collaborative initiative between Dundee and Angus College and Abertay University. This project aims to systematically review and enhance how students are enabled to succeed as they transition from college to university.

The project brings together key stakeholders from both institutions, including institutional leadership, curriculum areas, students' associations, student and academic services, recruitment and marketing, and quality enhancement teams. Through a series of meetings, the project team has identified shared goals and challenges, focusing on improving the student transition experience.

Exploring new curriculum opportunities such as 2+2 programs, shared delivery of courses, and the utilisation of shared resources and expertise has been an important focus as well as addressing challenges faced by students, particularly those related to enrolment and finance. One of the key aspects of the project is establishing data transfer agreements to support the seamless transfer of student data, aiding in registration processes and the development of student support plans. Enhancing student engagement through initiatives like Abertay Associate Student status, varsity and sporting connections, and shared activities between students' associations is a crucial part of the project.

Staff development is facilitated through joint training sessions, workshops, and collaborative projects. For example, Dundee and Angus College staff are invited to attend the Postgraduate Certificate in Academic Practice (PgCAP) at Abertay, and D&A staff led a CPD session on the Changing Learner and Metaskills to Abertay academic and support staff. Furthermore, a peer mentoring project is being implemented to support students, starting in spring 2025, with a three-year activity plan funded by the Northwood Trust.

The findings of the project are to be presented at the European Access Network conference and the next STEP Discovery event to share insights and progress with the broader educational community as well as planning to jointly publish as research. By focusing on collaborative projects like the 'Student Success through Institutional Tertiary Alignment,' STEP aims to create a supportive, inclusive, and dynamic educational environment that benefits both students and institutions.

## **5. D&A Partnerships**

### **5.1 Try Curling**

Over the past year, the college has established a partnership with Dundee Curling Club and Curl Dundee to support the development and promotion of curling as part of our broader commitment to sport and physical education. As part of this collaboration, staff have actively participated in club bonspiels, attended a 'Try Curling' session at Dundee Ice Arena, and contributed to the annual dinner as guest speakers. The Sports and Fitness team has worked alongside curling professionals to design projects aimed at

raising awareness, increasing the number of young coaches, and integrating curling into the curriculum.

These activities culminated in the first D&A College indoor curling tournament, engaging over 150 Sports and Fitness students across Gardyne and Arbroath campuses. The event was designed to promote participation in the sport and to contribute to the development of the future coaching workforce. The tournament was supported by HND Sports and Coaching students, who demonstrated strong leadership and enthusiasm throughout.

The Lord Provost of Dundee officially open the event which was delivered in collaboration with Dundee Curling Club, Curl Dundee, Scottish Curling, and Active Schools Dundee. In addition, students received a personal message of encouragement from Hammy McMillan, member of the World Champion Men's Curling Team.



## 6. Curriculum Developments

### 6.1 CECA Scotland Academy

D&A College is one of 6 colleges delivering a pioneering pathway into employment for the civil engineering sector. The 18-week full-time course is supported by the Civil Engineering Contractors Association (CECA), CITB and industry. Students undertake SCQF Level 5 NPA in Construction Operations and are guaranteed an interview with a local civil engineering company on successful completion of the course.

Industry partners have donated resources, supported outdoor learning site set-ups, and contributed to learning outcomes through site visits. Employers who have supported the course include Kilmac Ltd, George Leslie, Balfour Beatty, Global Infrastructure, SSEN, McLaughlin Harvey (MCLH) and SureSafe Protection.





## 7. D&A Community

### 7.1 Sunrise Solutions

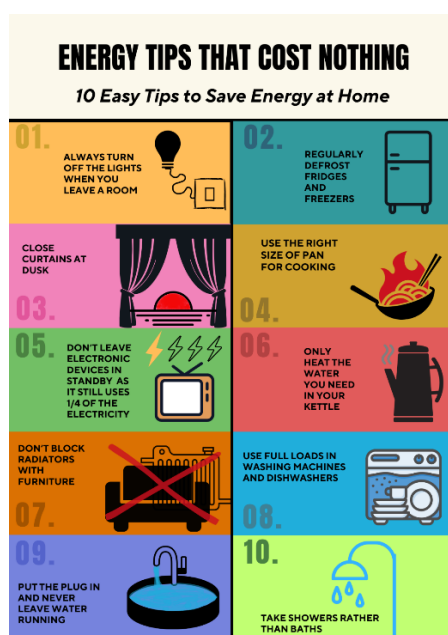
The college was awarded an allocation of £36,880 from the **Scottish Government Climate Engagement Fund** to deliver a project aimed at inspiring learners, staff, and the D&A community to reduce their climate impact by focusing on energy saving and financial health.

The Sunrise Solutions project has been a collaborative effort involving both internal teams including Digital team, the Students' Association, Multiply project, Learner Engagement and Academic Development, and external partners. Students directly involved included BA Hons Dance, HNC Textiles, Level 6 Childcare Academy and Pre-Apprenticeship Plumbers. Staff also benefited from development opportunities with sessions led by Energy Saving Trust and Home Energy Scotland.

Key Highlights:

- 1452 students and 81 staff upskilled
- 4 curriculum groups have embedded project outcomes into assessed course elements
- 400 community members upskilled
- A series of climate conversation with students, staff, and wider community were facilitated demonstrating that the project has influenced the behaviour individuals by encouraging them to adopt environmentally friendly practices such as taking shorter showers, turning off lights, car sharing, and eating more plant-based foods.
- Referrals to Home Energy Scotland

The legacy of the Sunrise Solutions project includes the creation of public resources by students, which will be displayed in public areas of the college.



## **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 May 2025**

**PAPER E**

**STRATEGIC RISK REGISTER**

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 14 May 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 June 2025 Strategic Risk Register is enclosed, with no changes proposed in respect of the risks allocated to the Learning, Teaching and Quality Committee.

#### **4. Approvals**

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

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





# STRATEGIC RISK REGISTER

**2024 - 2025**

As at June 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
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	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	4 ↔	<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	8 ↔	<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.

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<b>1</b>	<b>Strategic and Structural (cont)</b>									
<b>1.4 Board</b>	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	3	3	9	<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	1	3 ↔	<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	2	6 ↔	<ul style="list-style-type: none"> <li>Robust monitoring and reporting of CEAP at SLT and Board level</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/plans</li> <li>Monitoring of scope 3 emissions</li> </ul>	VPSO, DirInf, HoE

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<b>2 Financial</b>										
<b>2.1 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 ↔	<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 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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<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	3	9	<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	2	4 ↔	<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	4	16	<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	3	12 ↔	<ul style="list-style-type: none"> <li>Monitoring of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	VPSO

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

<b>3.1</b> <b>LT&amp;Q</b>	Failure to reach aspirational standards in learning, teaching, and service delivery	4	3	12	<ul style="list-style-type: none"> <li>Clear quality arrangements and priority actions</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular classroom observation and learner feedback arrangements</li> </ul>	2	2	4 ↔	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> </ul>	VPCP, VPSO, DirC&A
<b>3.2</b> <b>LT&amp;Q</b>	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> <li>Robust strategic planning and monitoring</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	2	2	4 ↔	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>External review findings</li> </ul>	VPCP, VPSO
<b>3.3</b> <b>A&amp;R</b>	Legal actions; serious accident; incident or civil/criminal breach	4	4	16	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> </ul>	3	2	6 ↔	<ul style="list-style-type: none"> <li>Monitoring and reporting in key areas – eg H&amp;S, equalities, employee engagement</li> <li>Continuous professional development</li> <li>Internal audit programme</li> <li>Staff surveys</li> </ul>	Prin, VPSO, HoE

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

<b>3.4</b> <b>HR&amp;D</b>	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	4	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	2	6 ↔	<ul style="list-style-type: none"> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular union/management dialogue</li> </ul>	VPSO
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4	2	8	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> </ul>	3	2	6 ↔	<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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3	People and Performance (cont.)									
3.7 HR&D	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
3.8 A&R	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
3.9 HR&D	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	8	<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	1	3 ↔	<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	15	<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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<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

**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.

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	DirSE	Director of Student Experience	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
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Risk Number & Committee		POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4 Infrastructure											
4.1 A&R	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure	5	3	15	<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	
4.2 F&P	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none"><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	2	6 ↔	<ul style="list-style-type: none"><li>• Regular review/reporting on milestones, systems effectiveness etc</li><li>• Regular CPD</li></ul>	VPSO, DirInf	
4.3 A&R	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes	4	3	12	<ul style="list-style-type: none"><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	
4.4 A&R	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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Risk Number & Committee		POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure										

4.5 F&P	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	4	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 VPSO
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**Learning, Teaching and Quality Committee**

**Wednesday 12 May 2025**

**PAPER F**

**LT&Q METRICS**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 14 May 2025



### Learning, Teaching and Quality Committee Metrics

#### *Paper for noting*

#### 1. Introduction

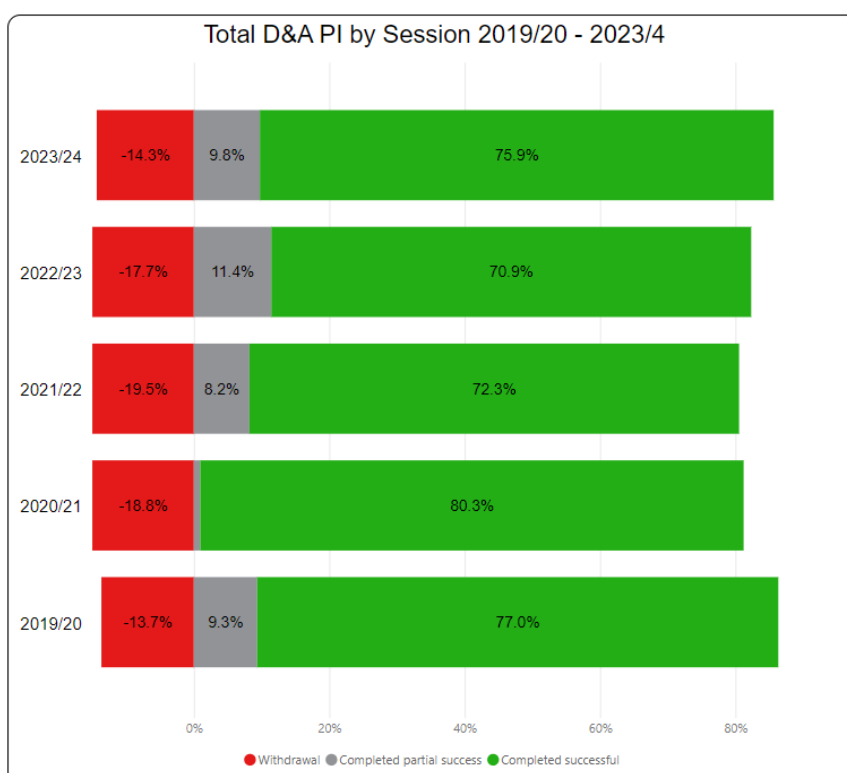
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

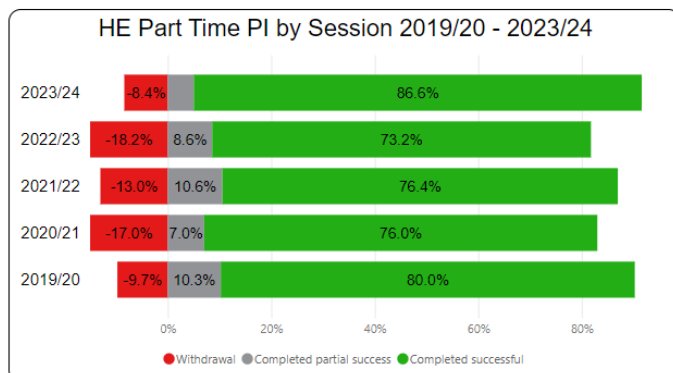
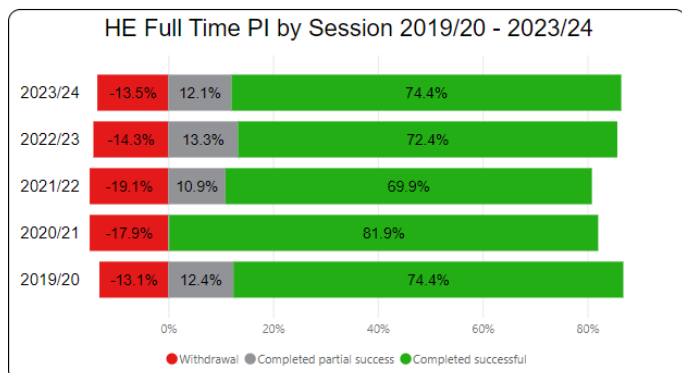
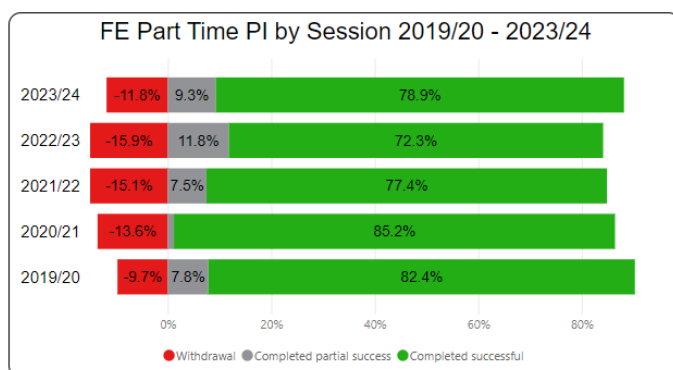
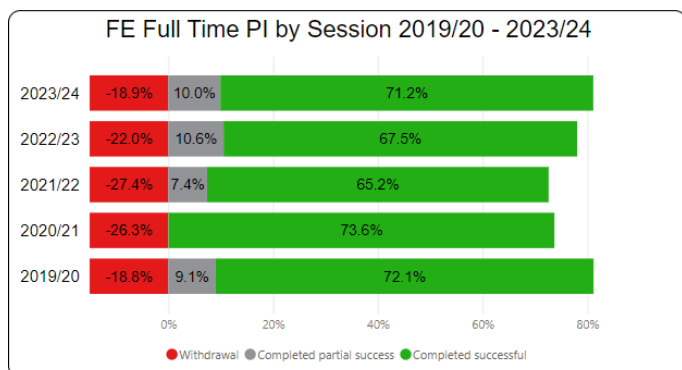
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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

	2022/23	2023/24
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	96.7%	97.2%
National SFC Learner Early Experience Survey Score	93.4%	92.1%

	2022/23	ROA Target 2023/24	Outturn 2023/24
The number of senior phase age pupils studying vocational qualifications delivered by colleges	956	1,300	1155

	2018/19	2019/20	2020/21	2021/22	Outturn 2022/23
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	673	525	554	614	396
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	357	335	329	372	220
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	53%	64%	59%	61%	56%

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

	2022/2023		2023/2024		2024/2025	
	Courses	Streams	Courses	Streams	Courses	Streams
Full Time	193	341	167	297	154	291
Other	843	1633	579	1073	652	1203



24/25	Applications	Applicants	Offers Made
Full-Time Programmes	13,909	8,137	4,668
Part-Time Programmes	1,639	1,316	814

25/26	Applications	Applicants	Offers Made
Full-Time Programmes	10,064	6,658	4,914
Part-Time Programmes	338	271	130

**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	74,942
18/05	Short Full Time	6,903	4,975	5,517
06	Block Release	4,589	5,349	5,670
07	Part Time – Day Release	2,449	3,290	3,683
08	Part Time – Infill	14,051	8,062	8,232
09	Part Time – Evening / Weekend	908	512	851
11	Work Based	5,065	4,591	3,188
12-16	Open, Flexible, Distance	4,009	2,389	2,509
	<b>TOTALS</b>	<b>105,081</b>	<b>100,791</b>	<b>104,592</b>

### 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 May 2025**

**DATE OF NEXT MEETING:**

**27 AUGUST 2025, ROOM K-TO-624,  
KINGSWAY CAMPUS**