

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee



Wednesday 2 September 2020 at 5.00pm via Teams

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST
4. MINUTE OF THE PREVIOUS MEETING – 29 April 2020 Paper A for approval
5. MATTERS ARISING Paper B for Noting
6. CURRICULUM REPORT - COVID 19 ARRANGEMENTS FOR LEARNING, TEACHING AND ENGAGEMENT OF LEARNERS Presentation JG/KM/LC
7. STUDENTS ASSOCIATION REPORT Paper C for information CM/AM
8. 2019/20 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES Paper D for discussion SH/JG
9. VP CURRICULUM & ATTAINMENT REPORT Paper E for noting SH
10. STRATEGIC RISK REGISTER Paper F for approval ST
11. LT&Q METRICS Paper G for noting ST
12. DATE OF NEXT MEETING – Wednesday 4 November 2020, 5.00pm, via Teams



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER A

**Minutes of the Previous Meeting – 29 April
2020**

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 29 April 2020

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 29 April 2020 at 5.00pm via Microsoft Teams.

PRESENT:	M Williamson (Chair) B Carmichael G Ritchie H Honeyman C Meldrum	G Robertson A McCusker A Monks S Stirling
IN ATTENDANCE:	S Taylor (Vice Principal / Secretary to the Board) J Grace (Director of Curriculum) S McGregor (Head of Sector) M Sanderson (Executive Secretary)	S Hewitt (Vice Principal) K Murphy (Director of Curriculum) S Swinley (Head of Curriculum and Quality)

1. WELCOME

M Williamson welcomed Committee members and S Swinley and S McGregor to the meeting.

2. APOLOGIES

Apologies were noted from Neil Lowden & Steven Mill

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 13 November 2019 was approved as an accurate record.

5. MATTERS ARISING

It was noted that these items were either on the Agenda for this meeting or were discussed at the Board Meeting in December 2019.

6. COVID 19 – IMPACTS FOR LEARNERS AND LEARNING, TEACHING & OUTCOMES

G Ritchie summarised the impact of the COVID 19 pandemic, noting that the College had closed for face to face teaching on 17 March and all buildings had closed due to COVID-19 on 20 March. It was noted that the College was unsure of when it would reopen.

G Ritchie stated that despite the current situation, staff were keeping in regular contact with students and it was hoped that most students would still achieve a positive outcome.

G Ritchie highlighted that there had been a loss of income due to COVID-19 and that the Principals group nationally was in regular contact with the Scottish Funding Council (SFC) and Scottish Government regarding the impact on activities, credit targets, finances etc.

G Ritchie stated that the College was working closely with other colleges in Scotland to look at solutions and to ensure student's continued to receive a good level of learning and teaching.

M Williamson noted the likely impact of the pandemic on the wider economy and asked how quickly the College could react to increasing unemployment rates. G Ritchie stated that a range of scenarios and options were being considered, including arrangements for the start of session 2020/21 and options to enhance work for those made redundant across the economy.

H Honeyman asked if the campuses would be set up differently to implement social distancing measures. G Ritchie noted the team were looking at what was needed for this, including reducing classroom capacity, providing hand sanitisers outside every room, and revising curriculum delivery to suit amended rules.

G Robertson asked if there would be an increased demand and opportunity for online learning. G Ritchie explained some areas of the college were unlikely to be able to accommodate social distancing measures and may need to offer more classes online. S Hewitt added that a commercial element to this would be difficult as many providers were offering free provision.

7. STUDENTS ASSOCIATION REPORT

C Meldrum and A Monks provided a summary of their written report. C Meldrum noted that Class Reps and Lead Reps are keeping in touch with the team and students and are continuing to do "Rep of the Month".

C Meldrum noted that the Student Led Awards had proven popular, with the number of nominations increasing to 312 from 50 in just one week.

C Meldrum provided the committee with an insight into the lockdown lounge, an online Facebook group and explained the team were opening this up to staff to take part. C Meldrum also explained the team are hoping to give student's volunteer awards for helping out with the lockdown lounge.

A Monks highlighted and provided a summary of the Student's Association Newsletter, which has been communicated to staff and students during lockdown. A Monks highlighted that students were reaching out to key workers and residents of a local care home, by sending them letters and pictures to keep in touch.

C Meldrum noted that the team have been working closely with the Student Services Team to refer students who were struggling during lockdown and providing them with support. Video calls have also been organised for students who feel lonely to help them to keep in touch.

G Robertson noted the work the team are doing is amazing and paid credit to the team. This was echoed by other Committee members.

8. ENGINEERING CURRICULUM IMPROVEMENT PLANS

K Murphy introduced S Swinley and S McGregor to the meeting and provided the Committee with a summary of opportunities and developments designed to enhance the engineering curriculum and outcomes (copy enclosed). S McGregor provided an overview of the plans and detailed the Tay Cities deal and the proposals for the project.

S Swinley provided an overview of staffing information within the engineering department and summarised work being undertaken to support and develop staff through the use of staff CPD and involve them with various projects and opportunities.

Developments taking place in terms of curriculum planning and transitions alongside changes in approaches to learning and teaching were outlined.

S Swinley stated that there had been some early signs of development in terms of future opportunities and stated that despite a decrease in applications for HN courses, however there has been a huge increase in senior phase pupils applying for programmes.

G Ritchie noted that since S McGregor has taken over responsibility for the sector there had been clear developments in terms of working approaches and curriculum plans.

A McCusker asked if there has been any change in gender regarding applications. S Swinley confirmed there were more females applying and the number of successful modern apprentices had also been female. H Honeyman asked if this information is being used for marketing. S Swinley confirmed there were still only around 5% of female students within the team, but that successes were being publicised to help to improve this.

The developments taking place were noted and M Williamson noted that it would be good to come back at a future point to see how these plans were developing.

9. EDUCATION SCOTLAND PROGRESS VISIT REPORT

The positive report received was noted with interest.

10. 2018/19 PI COMPARATOR REPORT

S Taylor summarised the report, highlighting that overall the 2018/19 outcomes were amongst the best in the sector. It was noted that, despite these declining in some areas, the outcomes for Care Experienced learners were the best within the sector, and those from SIMD 10 and 20 areas, and those for younger learners remained very strong.

A McCusker noted that the outcomes for part-time learners (particularly in HE) were below national average. S Hewitt noted this, and outlined a number of the steps reported to the Committee previously to improve these outcomes.

The report was noted.

11. VP CURRICULUM AND ATTAINMENT REPORT

S Hewitt summarised his report.

12. STRATEGIC RISK REGISTER

S Taylor provided a summary of the paper and the updated Strategic Risk Register. S Taylor noted that there was an additional layer in the risk register to highlight the ongoing COVID-19 situation and the mitigating and monitoring actions being taken. The risk register was discussed, and H Honeyman asked if a full separate COVID risk assessment was planned. S Taylor noted that a COVID-19 recovery plan had been developed and would be worked through over the coming weeks. It was noted that this plan would be brought to the June Board meeting.

The risk register was approved.

13. LT&Q METRICS

The LT&Q Metrics were noted.

14. The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 2 September 2020 at 5.00pm, Room Y150, Gardyne Campus.

<u>Action Point Summary</u>		
Action	Responsibility	Date
No actions recorded		



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER B

Matters Arising

BOARD OF MANAGEMENT

Human Resource and Development Committee

Thursday 17 September 2020

Matters Arising



Paper for information

The following actions were noted from the Tuesday 7 May HR&D Committee.

Agenda Item No	Action	Current status	Open / Closed
	No actions		

The following actions were noted from the Wednesday 13 November 2019 learning, teaching and Quality Committee Meeting.

Agenda Item No	Action	Current status	Open / Closed
11	Outcome of Executive Reviews to be reported to LT&Q Committee to inform Risks	Reported to April 2020 meeting	Closed
12	Thanks to be passed on to staff involved in data gathering for the Post Course Success report.	Completed November 2019	Closed

Author & Executive Sponsor: Steven Taylor, Vice Principal – People and Performance



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER C

Students Association Report

Students' Association

Learner Representative Update

Update – 26th August 2020



1. Summer Festival:

As part of our continued student engagement throughout the summer period, the Students' Association dedicated their efforts on ensuring that our students remained part of their college community and the D&A family. The success of the DASA Lockdown Lounge and the interaction of both the students and talent from the local area, we decided to go one bigger and create a whole weekend full of entertainment and festival activities for everyone, students, staff and our local community. This was a huge undertaking and one of the biggest events in our SA history! The planning began several weeks before the event to ensure that this would be something our students and staff would never forget, as talks and planning developed, we as a Team decided that we would like to give something back to a charity in our local area using the Festival as a vehicle to do so. As discussions and negotiations occurred it became very clear that the focus for us was to enhance the College experience for both our students and our staff at the College and therefore we embarked on creating our very own Pay It Forward Fund.



The new Pay It Forward Fund was created in order to allow our students and staff to nominate individuals from across the college to gain a treat to say thank you for their continued hard work or for going above and beyond. The main purpose of the fund is to allow the student and staff to pay it forward with kindness and bring happiness and joy to other students and staff from across the college throughout each academic year. This allows us to show that the hard work from students and staff from across the College does not go unnoticed. Through the year the Students' Association would run different events to raise money for the fund and leave a



legacy for years to come, with a culture of kindness and thanks. Each nomination from either staff or students would highlight the reasons why they have nominated an individual to receive a gesture of kindness through the fund, which would also allow us another avenue to capture and gain insights into continued good practice and success stories College wide. A committee will be created to

ensure that all funds and nominations are handled on a fair and equal basis to pay forward kindness gestures. The committee will compromise of the following individuals who will meet on a regular basis to ensure that the fund and fund raising maintain an impartial and fair way of working, as well as the sustainability of the fund going forward:

- Students' Association President
- Students' Association Development Officer
- Students' Association Elected Officers
- A member of staff from Student Services
- 4 Students from Student Congress

The Festival itself took place over a whole weekend, from 24th to 26th July 2020 and was a huge success, both in the event and the funds raised towards our new Pay It Forward Fund. 3 days, 33 local music acts and 18 local businesses contributed towards an unforgettable weekend of fun and engagement with our students, staff and local community. The Festival raised an impressive £1013.64 towards the beginning of our Pay It Forward Fund and we are excited to start the committee meetings and nominations towards our kindness initiative when our students return on 21st September 2020. Watch this space!

2. Newsletter, College and SA:

As part of our continued communication and engagement with the student body the Students' Association have continued to produce our monthly newsletter that would provide our students and staff with up-to-date information and celebrate student success. At this time, where the focus is on the doom and gloom of the current epidemic, we think that it is important that we continue to share positive stories with our student body to encourage and motivate them through this difficult time. The newsletter from the SA will continue to provide up to date information from across the College with our students to ensure that we are providing them with the latest information that will affect their



return to College and the new way of working and learning. We are at the moment trying to find new ways of getting the newsletter to our students and staff to ensure that it reaches the maximum number of individuals it possibly can.



The SA Newsletter continues to celebrate our Lead Representative of the month and for the first time, we have continued this throughout the summer period due to the amount of engagement that we have received from a number of our students. This month our Lead Representative of the month will be Shannon Torrie, who is one of our sport students. Shannon has been a beacon of light for our students, being involved with everything that the SA is doing, sharing this with her class, promoting events, points of contact and other information on social media and in her involvement in the Students Congress Teams Page. Shannon is always the first to put herself forward for everything and anything and is enthusiastic to get others involved. Thank you Shannon!

Throughout the summer period the Students' Association has been involved with the Student Engagement Workstream and have been actively involved with all aspects of the new College wide Newsletter in conjunction with all other Support Teams across the College. We have been involved with the content, layout and contributions to the information provided to allow our students an insight into the continued efforts to engage our students over the summer period. This platform has allowed us to ensure that new and returning students know how they can become involved with the SA as part of their student experience. This has been a valuable tool and has highlighted the need to continue these efforts to engage students in a wide range of summer activities and events as a norm going forward, it provides a platform to grow and build upon a successful programme for future year's outwith the COVID19 restrictions.



3. Support Network:

Teams/Facebook Video Calls:

The SA Team have continued to spend time on calls and video calls, often late into the night, with students for a mix of reasons. Often those who are feeling isolated, lonely or a little bit lost throughout this time. These are often just a cuppy and a chat to catch up

on how they are doing and feeling. This is often the only form of human or adult contact that they have as part of their day and has proved to be a positive and welcome addition. We have prided ourselves on continuing to grow the D&A Family and provide the human element to our remote and digital lives.

In addition, our President, Cher Meldrum has interacted through a number of Facebook Live's where the floor is open to allow students to ask questions about the SA and also the College as a whole. This has proved to be a popular addition and will continue to be a platform of engaging our students throughout the academic year. Our other elected officers and SA Assistants will take on our Facebook Live's and we hope to grow this to include other College Teams and members of staff across the College. This will be a growing point from our Meet Me Monday's and provide an interactive version which will be more engaging for our students.

DASA Lockdown Lounge:

Our Lockdown Lounge, our virtual pub lounge, has continued to provide a platform for our students to post how they are feeling and other students and staff in the Students' Association providing a listening ear or a catch up and coffee over Microsoft Teams, the love, care and overwhelming urge to help support each other has clearly shone through and built this community over the past couple of months. We are extremely proud of our students and their commitment to "having each other's backs". Having a platform to comment and contribute towards has provided a support network, where everyone in the community have come together to provide encouragement and support when needed. This has also furthered our collaboration and working alongside other support teams, such as Student Services and the Help Point teams, through referring students between all of these services we have provided information and much needed help to those who require it.

4. Voice of our Students:

Live Q&A's:

We have carried out a number of Live Q&A's with the College Exec and Support Team Managers over the course of the Lockdown and summer period. These have proved to be a very popular and valuable tool for our students. It has provided a platform to allow students to ask questions to the decision makers of the College and get answers live on the Teams feed.

The biggest insight that we have seen from our Live Q&A's are that students have found that seeing the people in positions of power at the College in their normal clothing and within their home settings over the Teams calls has broken down the barriers of what they call the "Fear of the Suits!". Students have found it much easier to ask questions and be engaged within the event due to seeing the Exec and Managers as normal people just like them.

In addition to breaking the barriers of the Suits, the stories and successes that were shared by our Support Team Managers left the students wondering where their College Journeys would lead them in life. The stories shared about the input and gratitude our staff shared about their own College journey and their return to working within the College really inspired some of our students. We agree as a team that celebrating these achievements and highlighting the life changing directions a course or courses at College can have on an individual is definitely something that we should be shouting about.

Feedback:

Throughout this time we have discovered new and different ways of gaining feedback and insights from our students. We have utilised Miro, Padlet and Service Design tools and methods to interact with our students to gain insights into their thoughts, opinions and feelings with regards to a number of different topics and issues facing students at this time. We have been actively engaged in discussions and solution finding engagement surrounding subjects including: graduation, COVID19 solutions; smoking arrangements; empathy walks around the campuses; communications; induction processes; qualification arrangements and the student lead App design and content.

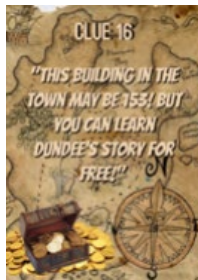
Our students have been delighted to have been so involved in all of these processes and are beaming with pride to have been involved in the creation and fruition of the new My D&A Life App. The engagement and excitement from our students in Student Congress with regards to the App has been tangible and infectious, we are absolutely delighted to have been given the chance to involve our students and work together to bring this wonderful resource to life.

As a result of finding new ways of gaining feedback during this time has sparked a new enthusiasm for thinking of new and creative ways to gain feedback going into this new academic year. We are excited at the prospect of thinking of new ways to get our students attention and engagement in continuous student feedback to enhance and promote the student experience.

5. Community Engagement:

DASA Treasure Hunt:

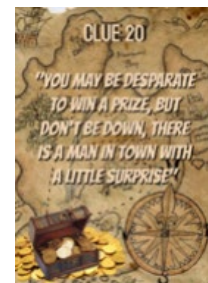
The Students' Association have continued on with their community engagement throughout the summer period through our social media posts and interactions. We have further developed our community engagement with a DASA Treasure

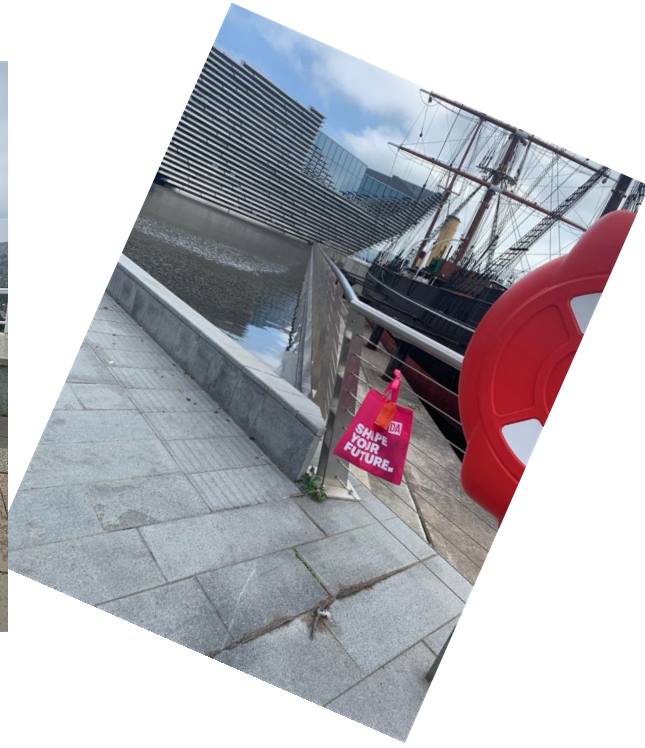


Hunt that was open to everyone in the local community across Dundee and Angus. The Treasure Hunt saw 25 goodie bags with the College logo filled with treats and treasure placed in different locations across the area and clues posted on social media

throughout Wednesday 19th August 2020. In addition to the goodie/treasure bags that we placed around the local area there were four star prize bags which held Amazon vouchers to be claimed through the Students' Association. The Treasure

Hunt gained a lot of social media following and proved to be a success with students, staff and people from the local community who won or found the treasure bags across the area. This was a positive way to advertise both the College and the Students' Association, as well as promote our local landmarks and the positives of getting out and about for exercise.





6. What our students had to say about us:

During this time we have spent some time gaining an insight and feedback from our students with regards to what they think about us. We were absolutely blow away by the positive responses that we gained from the students who took part in our Padlet board. Here is what they had to say:

<https://padlet.com/sarahrennie/SASStudentReview>

7. What staff across the College had to say about us:

During this time we have spent some time gaining an insight and feedback from staff from across the College with regards to what they think about us. We were absolutely blow away by the positive responses that we gained from the staff who took part in our Padlet board.

Here is what they had to say:

<https://padlet.com/sarahrennie/SASstaffReview> Please feel free to add your own thoughts and opinions into our Padlet.



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER D

**2019/20 SQA National 5 and Higher 'Exam'
Outcomes**



SQA Exams Attainment Report 2020

August 2020

Business Intelligence

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Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2019/20 were made available on 30th July 2020 and subject to embargo until 8am on 4th August. This report displays Dundee and Angus College Performance only. Comparison with National pass rates will be available after re-publication of National Attainment Statistics on 31st August.

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

About the Data

Only SQA exams which have been sat by Dundee and Angus College students in 2019/20 are presented in this report and only these exams are compared to previous years' results (i.e. where an exam has been run in prior years but not 2019/20, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were examined for each course. All pass rates and grade rates are subject to forthcoming reviews.

Note that these results reflect the SQA's decision of 11th August to accept Centres' estimates of student bands/grades, therefore supersedes the report issued on 3rd August in which results had been subject to the SQA's moderation process.

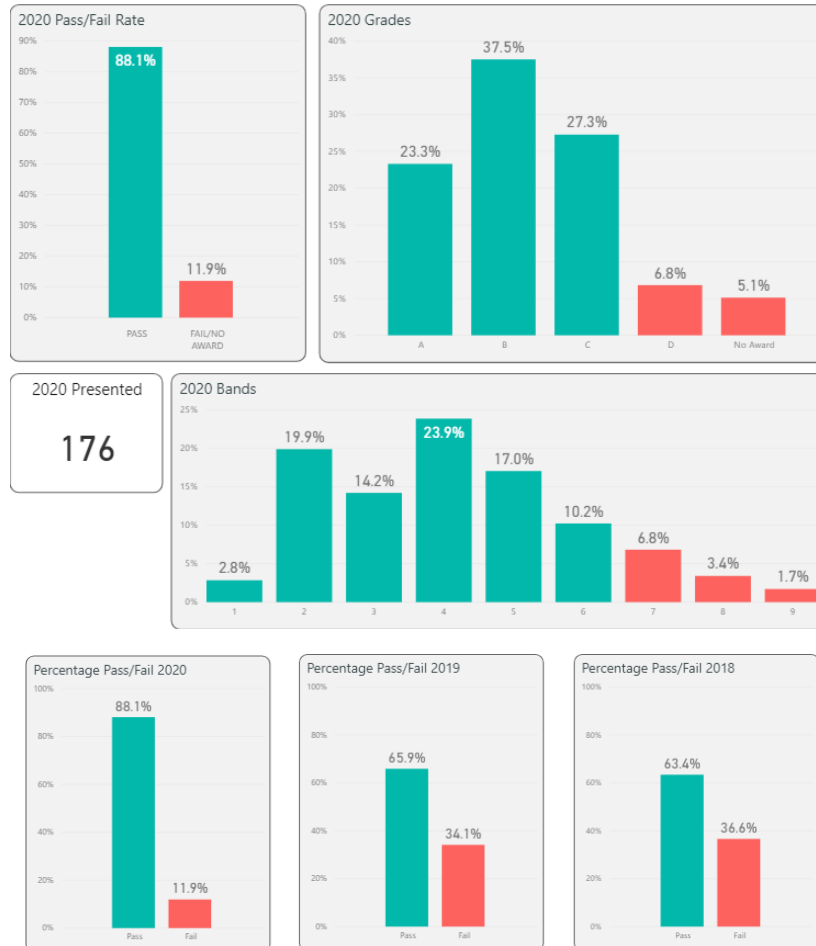
- Higher Awards pass rate: 88.1% v last year 65.9%
- Higher Grade A attainment: 23.3% v last year 16.0
- Higher Grade B attainment: 37.5% v last year 23.1%
- National 5 pass rate: 90.1% v last year 63.7%
- National 5 Grade A Attainment: 33.9% v last year 23.3%
- National 5 Grade B Attainment: 31.4% v last year 25.3%

The tables below shows Higher and National 5 grades awarded, pass rates, a comparison of the 2020 pass rate v 2019.

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	2020 Pass Rate	2019 Pass Rate	Change in pass rate (points)
Higher	Care	16	1	6	4	3	2	11	5	68.8%	51.9%	16.9%
Higher	Chemistry	9	0	6	3	0	0	9	0	100.0%	85.7%	14.3%
Higher	English	56	15	27	13	1	0	55	1	98.2%	88.0%	10.2%
Higher	Human Biology	15	5	6	4	0	0	15	0	100.0%	80.0%	20.0%
Higher	Mathematics	7	3	2	1	1	0	6	1	85.7%	93.8%	-8.1%
Higher	Psychology	73	17	19	23	7	7	59	14	80.8%	46.0%	34.8%

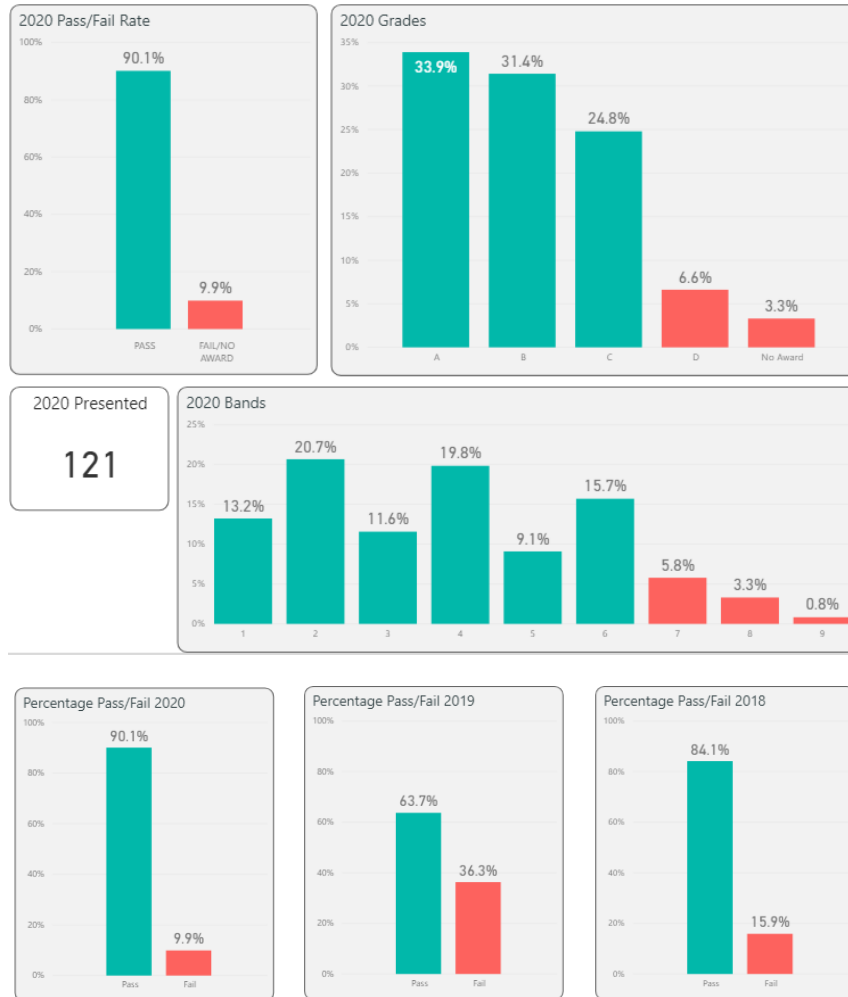
Nat 5	Applications of Maths	44	13	10	15	3	3	38	6	86.4%	75.7%	10.7%
Nat 5	English	10	5	3	2	0	0	10	0	100.0%	100.0%	0.0%
Nat 5	Mathematics	33	13	8	7	5	0	28	5	84.8%	77.2%	7.6%
Nat 5	Psychology	34	10	17	6	0	1	33	1	97.1%	31.1%	66.0%

- The Higher Pass rate has increased substantially by 22.8 points from 65.3% in 2019 to 88.1% in 2020. This change is mainly due to the exclusion of Higher Sociology in 2020 and a marked improvement in the Higher Psychology pass rate (from 46% to almost 81%) resulting from actions taken by the college to address attainment in this subject, by allowing a large number of candidates to undertake an NPA as opposed to an NQ. All Highers except Higher Maths saw substantial increases in pass rates from 2019 to 2020. The Higher Maths pass rate dropped by 8.1 percentage points from 93.8% to 85.7%.



- Higher passes at Grade A have increased by over 7 points from 16.0% to 23.3%, while Grade B increased from 23.1% in 2019 to 37.5%.
- The percentage of Grade D fails has decreased by 11.6 points from 18.4% in 2019 to 6.8%. The overall fail rate has decreased by over 22 points from 34.1% in 2019 to just 11.9% in 2020.

- The National 5 Pass rate has increased significantly by over 27 points from 63.7% in 2019 to 90.1% in 2020. This is due to increases in the pass rate in all N5 subjects except English which remained at 100%. The National 5 Psychology pass rate increased by 66 points from 31.1% to 97.1%. This is partly due to actions taken by the college to address attainment in this subject, by allowing a large number of candidates to undertake an NPA as opposed to an NQ.



- National 5 passes at Grade A have increased from 2019 (23.2%) to 33.9% while Grade B has increased from 25.3% to 31.4%.
- The percentage of “No Awards” decreased from 19.2% in 2019 to 3.3% in 2020.
- The percentage of Grade D awards has decreased significantly from 17.1% in 2019 to 6.6% in 2020.



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER E

VP Curriculum and Attainment Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 2 September 2020



Curriculum & Attainment Report

Paper for noting

1. Introduction

Whilst dealing with the impact of COVID-19 pandemic has occupied a significant amount of time and energy, the Curriculum Directorate have tried, where possible, to ensure 'Business as Usual' in regards to the planning and implementation of a range of projects which will benefit our learners. The following paper summarises key projects and recent activities currently being progressed.

2. Business Continuity – COVID 19

As Committee members would expect, there has been significant input required across all areas of the College to support the Business Continuity activities in response to the COVID-19 pandemic. Progress has been made in a number of key areas throughout the College, with a particular focus on the following:

- a. Communications & Engagement – As a senior team we made an early decision to prioritise regular, timely and clear communications. Over the course of the past few months we have communicated in a variety of different methods with both staff and students. These have included video messages, student and staff Q&As, daily briefings with Trade Unions, all staff emails, a dedicated mailbox, a confidential feedback facility plus engagements in a variety of team meetings and discussions. This has been valued by both staff and students and is something we will continue to prioritise.
- b. Health & Safety – A significant amount of time has been spent supporting both individuals and whole departments to better understand their personal and collective responsibility in adhering to the newly developed Health & Safety guidelines and requirements. The College has produced a robust set of procedures, processes, guidance and documentation, including a College wide risk assessment, individual risk assessments and department risk assessments.
- c. Remote/blended delivery – Both academic and support departments have been working closely to support the transition of courses to remote/blended delivery. The Learning & Digital Resources team, working alongside ICT Services, have provided a wealth of materials, support, guidelines and bespoke training. The ICT Services team have purchased, imaged and rolled out laptops for all staff and have also enhanced current systems and platforms to provide a better digital experience for our learners

and staff. Solutions have also been put in place to support learners facing digital poverty and challenges with access to technology.

- d. *Economic & Social Recovery* – Whilst the College's immediate key priority is business continuity management and dealing with the impacts of the current pandemic, it is also vital that we plan accordingly for the challenges that the region will face over the coming months. Given our reach and standing within the region, the College must be right at the heart of economic and social recovery. It is vital to work collaboratively with regional partners to identify how we can best support both businesses and individuals to upskill, reskill and generally be better supported through these challenging times. The College plan to develop a comprehensive recovery plan that will be informed by a variety of regional partners and stakeholders.

3. National Update

The College has been playing an active/leading role in a number of different groups nationally and has been instrumental in developing new approaches, plans and solutions at a national level. Some of these include:

- a. *VP Curriculum Group* – The College chairs the newly formed VP Curriculum Group with a specific remit for collectively supporting the sector in the delivery of the curriculum in the academic year 20/21. This group has already worked collaboratively with Education Scotland, SQA, SFC, SAAS and other key agencies to provide support and advice for key approaches to supporting the sector throughout 20/21.
- b. *SQA Review* – The Scottish Government has requested a review into the handling of the immediate events following the cancellation of the 2020 exam diet. The review will be led by Professor Mark Priestley and the College is one of two Colleges asked to represent the views of the sector and provide a response to the review. The final report of findings and recommendations is expected on 30 September.
- c. *Scenario Planning Group* – The College plays a Vice Chair role in the newly established Scenario Planning Group which is tasked with supporting the sector in the safe reopening of campuses for the 20/21 academic year. The group has worked collectively with Scottish Government to produce guidance, solutions and a joined up approach to ensuring the sector is well represented with national agencies and bodies.
- d. *Digital Ambition SLWG* - The College plays a Vice Chair role in the newly established Digital Ambition Short Life Working Group. The group was originally tasked with establishing the long term direction of the sector's digital ambition, however given the immediate challenges with digital poverty etc., the group has also helped support the response to the immediate challenges of access to technology, staff skills and availability of digital content.
- e. *Investable Propositions* – The College has played a leading role in providing a selection of Investable Propositions which were presented to Scottish Government in a bid to inject additional funding into the sector.

4. SFC Review

On 10 August the College provided a response to first phase of the SFC review. The

submission reinforced the importance of the role of Colleges and the vital part they play in supporting their communities. It also suggested ways in which the historic challenges within the system could be addressed, including improving articulation pathways, streamlining of qualifications and awarding body processes and a review of how Colleges and Universities are funded. The College also reinforced the importance of enhancing partnerships both locally and nationally to ensure a more coherent, joined up, seamless journey for learners. The output of the first phase will be presented to Scottish Government Ministers on 28 August with high level recommendations expected late September.

5. Partnerships

- a. Senior Phase** – A significant amount of time has been spent working with Local Authority partners to plan how we continue to provide the best possible experience for our Senior Phase pupils in the wake of the current situation. Joint collaborative planning on ensuring safe delivery, robust health and safety plans and effective risk management has ensured that senior phase pupils were back on site from 17 August.
- b. ENABLE Scotland** – Following the initial planning stages of the STV Appeal funded project, we are now in a position to welcome the first cohort of students undertaking Digital Skills training to the newly developed, bespoke learning space on the Gardyne Campus. A formal launch will take place on 21 October.
- c. SDS** – A joint Tayside planning session will be hosted by SDS and held on 27 August which will focus on how educational partners can collectively look at a joint response to economic and social recovery. Engagement in this workshop will help the College to better understand the full range of challenges the region will face.
- d. Others** – Work continues to progress with the Michelin Scotland Innovation Parc and Tay Cities Deal with the College playing an active role in both.

6. SQA Arrangements for 2020/2021

The College has been playing a sector leading role in supporting the development of arrangements with SQA (and other Awarding Bodies) since the beginning of lockdown. Gail Graham, Quality Manager, has played a major role in this for the sector and has been working with SQA on sector guidance on the integration of assessment materials, on the adaption of assessment conditions necessary to support blended and remote delivery, and on plans for remote External Verification.

This has included writing the SQA guidance on adapted and integrated assessment, which should be published shortly.

In addition to this work, the College has highlighted concerns with SQA over the position of college learners undertaking National 5 and Higher qualifications relative to their school counterparts. This has been raised due to the potential impact of continued blended learning for learners in the college sector.

7. Education Scotland Engagement 2020/2021

Prior to the end of session 2019/20, Education Scotland confirmed that it was removing the need for colleges to produce their biennial Evaluative Report and Enhancement Plans (due

in October 2020). Since then there has been on-going discussion around the role and input that Education Scotland will have in supporting colleges during session 2020/21. Final arrangements are yet to be confirmed, but this has been identified as light touch and supportive in nature.

The College is in regular contact with our HMle Peter Connelly to share good practice and update on developments/concerns.

8. VP Curriculum & Attainment Recruitment

Following initial conversations with the Executive Team, we are now in a position to progress with the replacement of the VP Curriculum & Attainment post. Documentation has been completed and we plan to advertise this post early September.

9. 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 & Executive Sponsor: Simon Hewitt, Principal



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER F

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;

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

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 2 September 2020



Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

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

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

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

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

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

2. Consideration of Risks to Board Committees

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

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

The Draft September 2020 Strategic Risk Register is enclosed. It should be noted that no changes have been made to this in respect of the risks allocated to the Learning, Teaching and Quality Committee.

Given the current COVID 19 pandemic, an additional temporary COVID 19 Strategic Risk Register has been developed to record the additional risk associated with identified areas of College operation at the current time.

This Risk Register includes the following risk areas fall within the remit of the Learning, Teaching and Quality Committee, with revised scoring and additional elements in respect of mitigation and monitoring highlighted for each.

- 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.

No changes have been made to these risks since last considered.

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.

5. Information

Further information in respect of Governance matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.

Author and Executive Sponsor: Steve Taylor, Vice Principal People and Performance



STRATEGIC RISK REGISTER

2020 - 2021

As at September 2020

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	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
	VPCA	Vice Principal Curriculum & Attainment			5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none">Robust strategic planningEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Prin & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none">Effective environmental scanningNegotiation/influence at national level	4	2	8	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plansFinancial strategy sensitivities	Prin & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	5	3	15	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategy ESF sensitivityWorkforce planningInternational strategy & planning	Prin

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.4 Board	<p>Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on:</p> <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Effective project/activity management in place Clear governance structures Project/initiative finances clearly incorporated within College financial strategy and plans End of project and exit/contingency planning 	3	2	6	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Budget reporting and management 	Principal, VPC&A

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.1 F&P	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for reduced funding 	2	3	6	<ul style="list-style-type: none"> Advance modelling of new funding methodologies and allocations Monitoring impact of changes Amendment of strategic or operational direction/plans Financial strategy sensitivities 	VPCS
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	3	12	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Detailed monitoring of savings programmes 	VPCS
2.3 F&P	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPP&P, VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPCS
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPCS

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

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	3	12	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff Industrial action continuity planning 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan Staff CPD 	VPC&A, HoICT
3.9 HRD	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPC&A, VPP&P

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P
3.11 HRD	Difficulties with implementation of structural change leading to: <ul style="list-style-type: none"> Loss of good, flexible and committed staff Loss of critical staff during period of transition ineffective post-restructure arrangements 	4	3	15	<ul style="list-style-type: none"> Effective planning and scheduling of change Managed transitions/handovers Implementation Plan Contingency Planning On-going focus on core business requirements 	3	2	6	<ul style="list-style-type: none"> Regular union/management dialogue Monitoring of implementation plans Performance measures/ reporting Open communication with staff 	VPP&P VPC&A
3.12 Board	Unsuccessful or inappropriate recruitment to Principal role impacts negatively on College activities and /or outcomes	3	3	9	<ul style="list-style-type: none"> Clear role requirement, expectations and specification Effective recruitment and selection arrangements Engagement of Board, Students, Staff and Stakeholders within the process 	2	2	4	<ul style="list-style-type: none"> Board and Board Chair reporting/oversight Appropriate induction and development Probationary arrangements Performance measures 	Board Chair

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

4.1 A&R	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	<ul style="list-style-type: none"> Sound systems of administration Clear fire and disaster recovery arrangements Staff CPD 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing 	Prin & VPCS
4.2 F&P	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none"> Planning, careful phasing of changes to processes and systems Effective management of ICT arrangements Clear investment plan 	4	2	8	<ul style="list-style-type: none"> Regular review/reporting on milestones, systems effectiveness etc Regular CPD 	VPC&A, HoICT
4.3 A&R	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"> Effective management of ICT arrangements Active ICT/data security monitoring and cyber security policy 	4	2	8	<ul style="list-style-type: none"> Staff CPD on cyber security issues Regular security monitoring/testing Cyber resilience plan 	VPC&A, HoICT
4.4 A&R	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none"> Effective infrastructure and systems design and implementation Effective management of ICT arrangements and GDPR compliance 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing 	VPC&A, HoICT

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STRATEGIC RISK REGISTER COVID 19 SPECIFIC MITIGATIONS

2020 - 2021

As at September 2020

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT			POST MITIGATION EVALUATION			Lead Responsibility
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Regular strategic analysis and assessment of need for change Strong engagement with government and key partners – influencing national priorities Clear prioritisation of activities Focus on core business 	4	3	12	<ul style="list-style-type: none"> Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to Chairs Amendment of strategic direction/ plans Rolling curriculum, activity and priority review and implementation of new approaches/services where needed Engagement with government and other partners 	Prin & Chair
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Clear prioritisation of activities Effective project/activity management in place Strong engagement with partners/funders Clear governance structures Project/initiative finances clearly understood and reviewed regularly Project cessation, pausing or contingency planning in place 	4	2	8	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Budget reporting and management 	Principal, VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2 Financial										
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none">Protection of funding through dialogue with government, SFC and other fundersRobust and effective budgetary controlWhere required, swift action to implement savingsIncreased focus on cash position	4	3	12	<ul style="list-style-type: none">Monthly monitoring of budgetsEngagement with government and other partnersDetailed monitoring of income optimisation and savings programmes	VPCS
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none">Revised financial controls: segregation of duties and review of transactions.Review of impact of changes in ways of working, authorisation arrangementsWhistleblowing arrangements	3	2	6	<ul style="list-style-type: none">Continuous review of financial controls and revised arrangements	VPCS

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Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
	VPCA	Vice Principal Curriculum & Attainment			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
3	People and Performance									
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> Clear input and engagement with revised quality arrangements and priority actions Rigorous CPD arrangements in place to support new ways of working Regular learner feedback and engagement arrangements 	3	3	9	<ul style="list-style-type: none"> Comprehensive monitoring of engagement of learners in learning (where possible) Engagement with revised quality arrangements Outcome monitoring 	VPC&A, VPP&P, 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"> Engagement and communication strategy with compliance bodies Clear input and engagement with revised quality arrangements and priority actions Prioritisation of activities/outcomes 	3	2	6	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements Engagement with revised quality arrangements Outcome monitoring/recording 	VPP&P, VPC&A

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	<ul style="list-style-type: none">• Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site• Project 2020 developments and mitigations• Outbreak management plan• Enhanced awareness of challenges/support needs• Extensive CPD arrangements in place – Home Working Hub• Regular staff and learner feedback arrangements	3	3	9	<ul style="list-style-type: none">• Regular employee engagement monitoring• Maintaining and reporting on physical distancing measures• Open communication with staff• Monitoring of formal and informal feedback – student and staff feedback• Regular union/management dialogue	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none">• Marketing strategy• Reputation plan• Positive marketing approaches• Outbreak management communications plan	4	3	12	<ul style="list-style-type: none">• Positive marketing plan• Regular stakeholder engagement• Social media engagement and monitoring arrangements	Prin DirC&A

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management engagement and support 	4	2	8	<ul style="list-style-type: none"> Regular union/management dialogue Open communication with staff Effective management engagement and support 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Additional awareness raising of WFH risks Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection awareness raising Effective information and data security policies in operation Regular data security monitoring/testing Staff CPD 	VPC&A, HoICT

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									
4.3 A&R	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none">Effective management of ICT arrangementsActive ICT/data security monitoring and cyber security policyAdditional awareness raising of WFH risks and COVID related 'scams'	4	2	8	<ul style="list-style-type: none">Staff awareness raising/CPD on cyber security issuesRegular security monitoring/testingCyber resilience plan	VPC&A, HoICT



Learning, Teaching and Quality Committee

Wednesday 2 September 2020

PAPER G

LT&Q Metrics

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 2 September 2020



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.

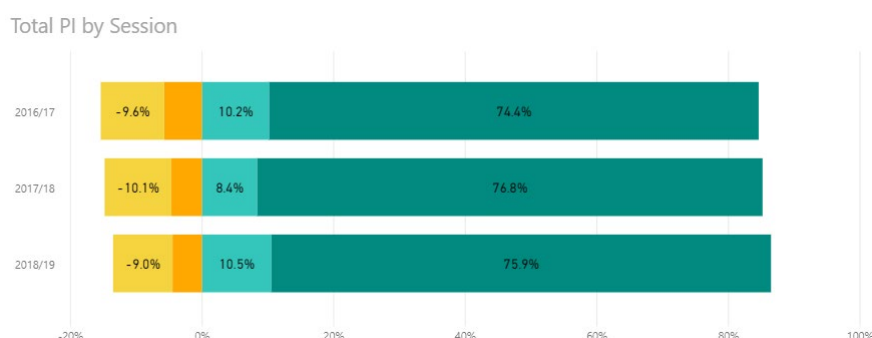
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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

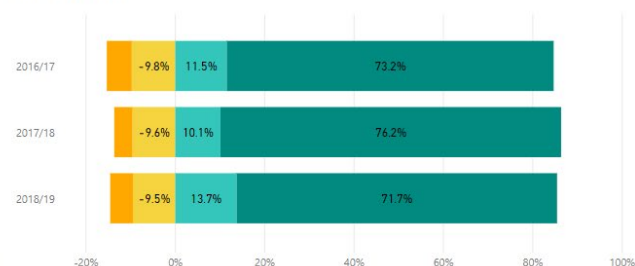
All data outlined below is up to date as at August 2020. PIs for 2019/20 are not yet finalised.



FE Full Time



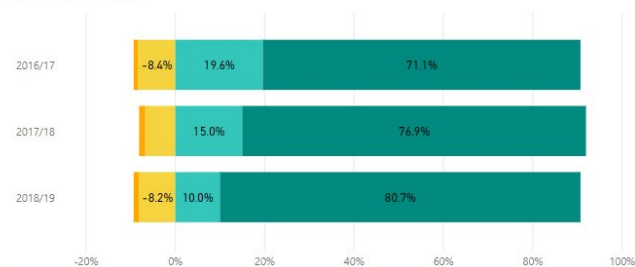
HE Full Time



FE Part Time



HE Part Time



	2017/18	ROA Target 2018/19	Outturn 2018/19
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme (*tbc by SFC)	94.4%	95%	93.3%*

	2018/19	2019/20
Overall student satisfaction score arising from the November Learner Early Experience Survey	81%	83%
Overall student satisfaction score arising from the March Learning and Teaching Survey (* based on c. 10% of normal level of responses)	82%	82%*

	2018/19	2019/20
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey (* based on c. 10% of normal level of responses. Collection cancelled so this result will not be published)	91.4%	88%*

National SFC Learner Early Experience Survey Score (2019/20 results will not be published, the SFC collection for 2019/20 has been cancelled)	86.9%	N/A
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	2017/18	ROA Target 2018/19	Outturn 2018/19
The volume of Credits delivered to learners as part of 'school-college' provision	5,840	6,600	10,689
The proportion of Credits delivered to learners as part of 'school-college' provision	5.4%	6%	9.8%

	2016/17	2017/18	ROA Target 2018/19	Outturn 2018/19
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	650	538	650	tbc
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	292	274	325	tbc
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	45%	51%	50%	tbc

	2017/18	Outturn 2018/19	ROA Target 2019/20	Outturn 2019/20
SFC Core Credit Target	102,960	103,521	103,314	108,531
SFC ESF Additional Credit Target	5,543	5,824	4,241	
Total Credit Target	108,333	109,345	107,555	108,531
Percentage of target		100.1%		100.9%

	19/20 Applications	19/20 Applicants	Offers Made 2019/20
Full-Time Programmes	11,249	8,358	5,443
Part-Time Programmes	977	782	549

	20/21 Applications	20/21 Applicants	Offers Made 20/21
Full-Time Programmes	10,251	7,603	5,517
Part-Time Programmes	681	525	340

**Session 2019/20 Credit Projections by Programme
Modes of Study - Summary**

***Credit Target – 107,735 (including
4,421 ESF)***

Mode	Programmes	Final 18/19 Credits	Actual Credits as at 26/08/20
17	Full Time	79,923	79,048
18 / 05	Short Full Time	7,222	5,674
06	Block Release	4,147	3,680
07	Part Time – Day	8,678	2,429
08	Part Time – Infill	2,976	11,636
09	Part Time – Evening / Weekend	2,507	1,917
11	Work Based	2,113	2,479
12-16	Open, Flexible, Distance	1,779	1,668
	TOTALS	109,345	108,531

Childcare – Target 2,852		
HNC	Current FT: 1320 (80 students)	Current PT: 248.20 credits (47 students)
SVQ	SVQ Level 3 889 credits (150 students)	
TOTAL = 2457.2		

3. Information

Further information in respect of Learning, Teaching and Quality matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.

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