

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 4 November 2020 at 5.00pm  
Microsoft Teams

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### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST
4. MINUTE OF THE PREVIOUS MEETING – 2  
September 2020 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. COVID 19 UPDATE ON LEARNING, TEACHING & ENGAGEMENT OF LEARNERS Verbal update All
7. CURRICULUM REPORT – GROUP TUTOR & ON-LINE LEARNING DEVELOPMENT SUPPORT Presentation CC
8. STUDENTS ASSOCIATION REPORT Paper C for information CM/AM
9. 2019/20 PERFORMANCE INDICATOR REPORT Paper D for information SH/ST
10. CURRICULUM & ATTAINMENT REPORT Paper E for noting SH
11. STRATEGIC RISK REGISTER Paper F for approval ST
12. LT&Q METRICS Paper G for noting ST
13. DATE OF NEXT MEETING - Wednesday 10 February 2021



**Learning, Teaching and Quality Committee**

**Wednesday 4 November 2020**

**PAPER A**

**Minutes of the Previous Meeting – 2  
September 2020**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 2 September 2020



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### Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 2 September 2020 at 5.00pm via Microsoft Teams.

- PRESENT:**
- |                      |             |
|----------------------|-------------|
| M Williamson (Chair) | G Robertson |
| B Carmichael         | A McCusker  |
| S Mill               | A Monks     |
| H Honeyman           | S Stirling  |
| C Meldrum            | N Lowden    |
| S Hewitt             |             |
- IN ATTENDANCE:**
- S Taylor (Vice Principal / Secretary to the Board)
  - J Carnegie (Vice Principal Corporate Services)
  - J Grace (Director of Curriculum)
  - K Murphy (Director of Curriculum)
  - L Crichton (Head of Administrative Operations)
  - M Sanderson (Executive Secretary)
  - J Howie (observer undertaking Board Evaluation)

### 1. WELCOME

M Williamson welcomed Committee members and L Crichton and J Howie to the meeting.

### 2. APOLOGIES

Apologies were noted from M Thomson.

### 3. DECLARATIONS OF INTEREST

There were no declarations of interest.

### 4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 29 April 2020 was approved as an accurate record.

### 5. MATTERS ARISING

The close out of matters arising from previous meetings was noted.

## **6. CURRICULUM REPORT - COVID 19 ARRANGEMENTS FOR LEARNING, TEACHING AND ENGAGEMENT OF LEARNERS**

Presentation from J Grace, K Murphy and L Crichton.

L Crichton provided the Committee with an update on arrangements over the summer to support the engagement of students and outlined how her team were supporting engagement with student inductions.

Students were also being invited onsite to meet group tutors, complete admin tasks and familiarise themselves with the campus, whilst following social distancing measures.

L Crichton explained that Newsletters were sent out to students who are due to start College, and these provided useful information for the initial part of the academic year. There were also “one stop shops” online for students, providing useful information for starting College.

L Crichton outlined approaches to ensure that an accurate record was kept of student attendance on campus and explained that ‘Track and Trace’ cards had been created for students and staff with COVID-19 guidance, and students would receive these in their induction packs.

The creation of the fully revised on-line induction hub and the redesign of a number of services for students to better support remote delivery was welcomed.

J Grace highlighted to the Committee that students coming back to campus had been the key priority, including deferred students and Senior Phase School pupils. Most other student groups had had their start date pushed back to 21 September 2020.

J Grace noted that physically distanced study zones were being created on campus, for students who had limited resources/IT access at home, to study remotely. These zones had to be booked and have a track and trace system in place. J Grace highlighted that the College had recently bought 417 additional laptops to issue to students, through the Digital Hardship Fund.

J Grace noted that academic teams were organising virtual ice-breaker sessions with students. This would help students meet classmates, as they would in normal circumstances.

K Murphy explained to the Committee that new data dashboards have been created to monitor and track student engagement through their individual login details. This would give academic staff an outline of who was engaging online and through what platforms.

M Williamson asked if arrangements were in place for students with additional support needs. K Murphy confirmed that support was in place through the College and also with agency partnerships (in areas such as Supported Education).

M Williamson asked if support was in place for lecturers who are delivering remotely and not in the usual College environment. K Murphy confirmed that CPD is in place for staff who are working remotely and there is support for all staff through the People team.

Arrangements to gather student and staff feedback on on-line and remote learning were discussed and S Taylor noted that the College would send out short ‘pulse’ surveys to staff for their feedback, throughout the academic year. Student feedback would be gathered by teaching teams, the Quality Team and also through the Students’ Association.

S Mill asked if there were enough devices for the students who needed them. J Grace stated that it was unlikely that there would be and noted that this was why COVID 19 adapted study zones had been created.

N Lowden asked about the process for giving students a laptop. L Crichton confirmed that the devices would be issued through a digital hardship application and this would be assessed by student services on a similar basis to other hardship applications. S Hewitt noted that students with additional support needs would still receive devices, through the normal application and support process. H Honeyman asked if there is a process in place for devices going missing. S Hewitt confirmed that good arrangements were in place to return laptops, but that this was an on-going challenge.

H Honeyman asked if scheduled classes would continue online if the College was impacted by another lockdown. J Grace confirmed that classes would remain online/remote as needed, but that this was difficult in many vocational areas. J Grace also noted that no one is authorised onsite without a booking. Lectures will also be recorded if students needed to self-isolate and catch up.

A McCusker asked how quickly the College could react if students failed to attend on 21 September. L Crichton confirmed that students would receive reminders from their induction date until the date they are due to start College. L Crichton noted that the first few weeks of term are critical, however courses have been able to accommodate more students due to online classes.

S Hewitt noted that the Senior Leadership Team are having conversations regarding credits and any actions needed to address a shortfall.

K Murphy noted that real-time dashboards would be monitored to identify and target support to students who are not engaging. M Williamson asked for an update in November to show how well students are engaging. **K Murphy / J Grace to progress.**

S Taylor noted that additional engagement opportunities within local communities had been organised to help to engage students and reduce the need for them to travel.

M Williamson thanked J Grace, K Murphy and L Crichton for the update and noted that all of the information provided around the approached adopted and work completed was very positive.

## **7. STUDENTS ASSOCIATION REPORT**

C Meldrum and A Monks provided a summary of their written report.

C Meldrum noted that the Summer Festival, organised by the Student's Association had been a huge success with 18 local business supporting the festival. C Meldrum praised the support of students and staff who purchased tickets and made donations. The event had raised £1013 which would be used to support the 'Pay it Forward' project for students.

C Meldrum noted the on-going success of the lockdown lounge, and advised that staff now have access to join the lounge.

C Meldrum noted that the team have been carrying out 1-1 meetings with students, over Microsoft Teams. This was proving popular with students who have College concerns or need a chat with a familiar face. It was noted that close liaison was kept with Student Services and any formal support issues referred on.

C Meldrum noted that the team would be joining classes on Microsoft Teams to recruit lead reps for the new academic year.

A Monks highlighted that the Student Association have been carrying out empathy walks around campuses to examine how students would understand the new layouts and would cope with being onsite. Students had volunteered to do this in campuses they were not familiar with. All of this work was being undertaken on a physically distanced basis.

H Honeyman asked if the team have been receiving concerns regarding mental health due to lockdown restrictions. C Meldrum confirmed that the majority of calls were to support student's mental health and have the team have offered help and guidance, with support from Student Services.

H Honeyman asked if support was in place for the Students Association team and training for mental health guidance. C Meldrum confirmed they are extremely supported by Sarah Rennie and Sarah Thom, along with Student Services. Students Association office bearers had also undertaken mental health first aid training.

A McCusker asked if there were physical meetings in place for students at a socially distanced space. C Meldrum confirmed that there is an appointment booking system in place for any students who need to chat with the Students Association face to face.

## **8. 2019/20 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES**

S Hewitt summarised the report, highlighting the number of students who took Highers over the last four years. The impact of the Scottish Government changes to estimated and moderated grades was noted alongside changes that had been made to the College National 5 and Higher curriculum in recent years.

A McCusker highlighted the report showing small class sizes. J Grace confirmed the classes were integrated and the low numbers were subjects/exam sitting, not class sizes.

## **9. VP CURRICULUM & ATTAINMENT REPORT**

S Hewitt provided a summary of the report. S Hewitt highlighted that the Executive are communicating with staff regarding COVID-19 guidance. Executive teams are having daily briefings with unions, stakeholders and Student Association and are reminding staff to look after their own wellbeing during these circumstances.

S Hewitt noted that guidance toward Senior Phase students had changed that day and that revised class sizes and delivery arrangements were being developed. S Hewitt noted that this could impact significantly on the student experience, attainment and finances.

## **10. STRATEGIC RISK REGISTER**

S Taylor summarised the report. M Williamson noted that there are no changes to the risks within the LTQC register.

H Honeyman noted that it would be worth reviewing the ICT related risk to ensure that this appropriately covered possible risks around staff skills/ability to deliver on-line and the potential risk to learning associated with system failures.

M Williamson noted that IT issues on the register can be picked up at the Audit and Risk Committee. **S Taylor to progress.** S Taylor highlighted that a paper would also be discussed at the Finance and Property Committee regarding the ICT resource plan.

## 11. LT&Q METRICS

S Taylor provided a summary of the Metrics. It was noted that some metrics are out of date at this point in the year as 2019/20 outcomes were still being finalised.

M Williamson noted the impressive work that is going on within the College and noted the fantastic response to COVID-19 requirements.

## 12. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 4 November 2020 at 5.00pm, Microsoft Teams.

<b><u>Action Point Summary</u></b>		
<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Student Engagement update from dashboard to LTQC.	KM / JG	4 November 2020
Possible extension to ICT risk to be discussed at Audit & Risk Committee	ST	22 September 2020



**Learning, Teaching and Quality Committee**

**Wednesday 4 November 2020**

**PAPER B**

**Matters Arising**



# BOARD OF MANAGEMENT

## Learning Teaching and Quality Committee

Wednesday 4 November 2020

### Matters Arising



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#### *Paper for information*

The following actions were noted from the Wednesday 2 September 2020 Learning, Teaching and Quality Committee.

Agenda Item No	Action	Current status	Open / Closed
6.	Student Engagement update from dashboard to LTQC	KM / JG	4 November 2020 <b>OPEN</b>
10.	Possible extension to ICT risk to be discussed at Audit & Risk Committee	ST	<b>CLOSED</b>

The following actions were noted from the Wednesday 29 April 2020 Learning, Teaching and Quality Committee.

Agenda Item No	Action	Current status	Open / Closed
	<b>No actions</b>		

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	<b>Closed</b>
12	Thanks to be passed on to staff involved in data gathering for the Post Course Success report.	Completed November 2019	<b>Closed</b>

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



**Learning, Teaching and Quality Committee**

**Wednesday 4 November 2020**

**PAPER C**

**Students Association Report**



## Students' Association

### Learner Representative Update

**Update – 28<sup>th</sup> October 2020**

#### **1. A New Member to the Team!**

We would like to introduce our newest member of the team, Lee Paterson.



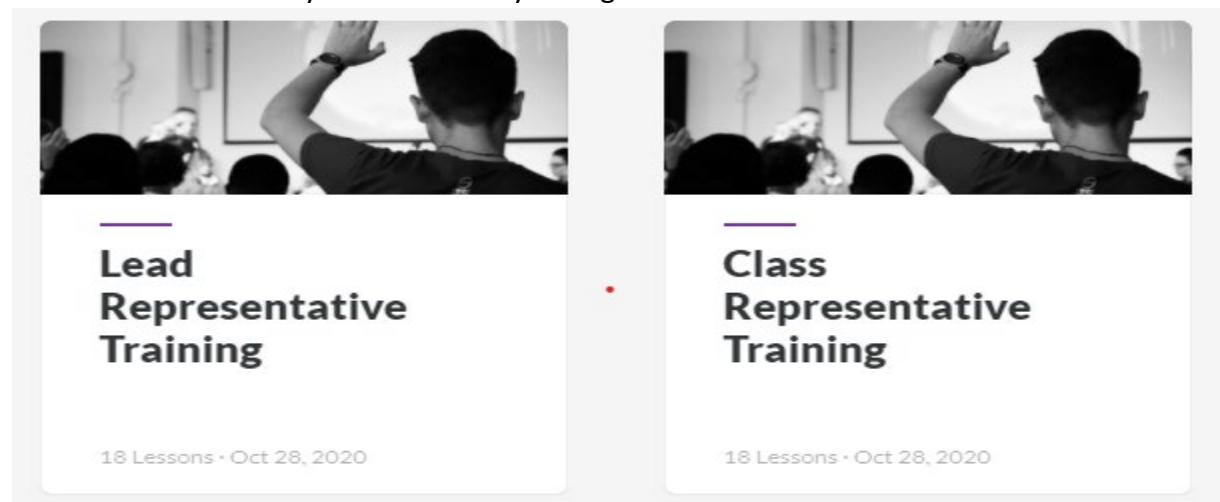
Lee is one of our Sports & Coaching students from the Saltire Centre who is taking on the role of Students' Association Assistant at the Gardyne Campus as well as a joint Health & Wellbeing project with Crianne. Lee started in his role during September and has very quickly become part of the team. He has given a new perspective and guidance on exercise and wellbeing to be included in our Wellbeing Hub for students. Welcome to the Team Lee!!

#### **2. Class & Lead Rep Recruitment & Training:**

This time of year, we are busy promoting the Students' Association and the role of both class and lead representative to encourage student representation across the College. The voice of the students is as always, our main topic for the academic year, this year focusing on promoting feedback in learning and teaching as a priority. The SA have virtually attended over 100 classes to talk to them about the importance of each of the roles as well as all the other activities and events that the SA has on offer for them to enhance their student experience at Dundee & Angus College. There has been, as we expected a dip in the number of students signing up or volunteering for these roles this year, which we have accredited to the remote learning set up for most of our students and the social impact that this has had on classmates getting to know one another. We have, however, set up a Students' Association Teams page that all students

will be added to soon which will allow us to promote these roles and encourage others to undertake them. (Please see more information in the next section)

Class and Lead Rep training has been designed for the student reps by the student reps with a little input from the SA Team and College Senior Management Team through various Miro workshops and consultations. As a result of student feedback, the training this year will consist of a Rise 360 online course that will be available as a resource to the representatives throughout the year to dip in and out of for the duration of their time as a representative. We have worked with the information gathered from the various workshops and consultations to ensure that all aspects of the roles have been explained and taken into consideration, you can see a copy of the Class Representative Training [here](#). We have sent this out to the SA Team and members of the College Executive for feedback and will be testing it out on a couple of our returning representatives before launching it next week for the Class Rep training workshops, we would welcome any feedback that you might have on the Rise Course.



As previously mentioned, we are also carrying out representative training workshops that will support and interact with the Rise Course that is available. The workshops are a mixture of Teams meetings and Miro Boards that will allow our students to fully interact with the materials and allow them to try things out for themselves. This will also allow students to ask questions during the workshops to gain a better understand of what is expected of them. As with everything that we do, we will be gaining feedback from the students who have used both the Rise Course and the Miro Workshops to allow us to continually improve our services.

### **3. Students' Association Teams Page**

With remote learning and delivery becoming the way of life for College students for the foreseeable future we decided that we would require another way of ensuring that we are connecting to all the students across the College. We understood that not all students have access to social media or wish to do so, therefore we embarked on creating a new Students'

Association Teams page where all students from across the whole College would be added to it with the option for them to remove themselves should they not wish to be included. We decided that this would allow us to gain access and provide information to a wider range of students from across the College and hopefully allow us to connect with students that we have previously not been able to engage with the Students' Association, such as part-time students, evening classes and apprentices.

We are in the final stages of the construction of this page, as we did not want to add all students and for there to be nothing on the pages for them to engage and interact with. We have populated the Teams Page with useful links to services within the College, as well as created individual closed channels for Class and Lead Representatives in order to convey information and gain feedback in one central place. In addition, the creation of the Teams Page has allowed us to use the opportunity to virtually run some clubs and groups through locked channels on the page. There is currently a survey out to students to gain an understanding of the clubs and groups that they would like to see in a virtual platform, and we will use this to continue to provide social opportunities for our students across the College and cross campuses. As always this will be an ongoing process for the SA, and we will continue to develop and increase these opportunities through working in partnership with our students.

#### **4. Cross College:**

The SA have been working to promote the COVID 19 guidance through interactive means, we have created several Tiktok videos to support students understanding of the current mitigations put in place by the College to allow for their safe return to campus. These were used in student communications across the College as well as our social media.

The SA also took part in EduJam to promote the use of Service Design in education, we created a virtual exhibition that allowed individuals and groups from across the world to interact and engage with our presentations about our utilisation of Service Design within the Students' Association. This was a fantastic opportunity to showcase the amount of services and work that we have carried out as a result of working with our students as co-designers to provide the right things for them. The whole team enjoyed taking part in these sessions and taking the time to celebrate our achievements through using Service Design.

Our Live Q&A's resulted in a number of questions being asked by the students who attended, and it was suggested that we post the answers on our social media so that other students had access to the information that was passed on. We added these as "You Asked, They Said" posts on our Facebook and Twitter accounts. These have been popular with student and have answered many questions that they may have had but did not know where to ask. We have



also been asked to carry out a few more of the Live Q&A sessions as an ongoing event for the students to take part in.

## 5. Newsletter:

We continue to publish the monthly Students' Association Newsletter. The Newsletter gives us the opportunity to collate all the recent

Students' Association activities, campaigns, partnerships and up to date information directly to students via their group tutors and we will be adding new Class Reps and Lead Reps to the recipients list in November. And now, as requested, the newsletter is uploaded to the Board of Management Microsoft Teams page to share with all members. As always, we like to keep the content, uplifting and positive as well as factual. The popular #moresuccessfulstudents feature will be returning in the October edition to highlight positive student stories.



The Lead Rep of the Month is celebrated again this Month with Childcare student Bethany Knight receiving the accolade. Bethany has shown dedication to the Students' Association across the summer and into the new academic year by continuing to be engaged with feedback, communication and took part in the campus Empathy Walks prior to the college fully re-opening to all students. She always is one of the first to respond to any contact or emails from the Students' Association and is a valuable part of the wider SA team. The September edition took the opportunity to highlight the new COVID Campus guidelines and signage with the backing from Billy Grace.

## 6. 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.

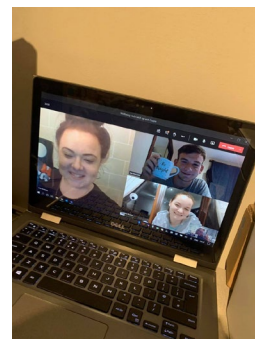
Our social media Wellbeing Hub on Facebook is also encouraging students to join in and engage with virtual “Cuppy” meetings on Teams with Crianne and Lee. The Wellbeing Hub will take a positive approach to student wellbeing and promote positive mental health, strategies and tools for approaching student finances and other useful hints and tips. We are looking forward to this group growing from strength to strength.

#### #MEETMEMONDAY

Hi everyone! My name is Simon Hewitt and I am the Principal at D&A. I have worked in the College for 12 years now, starting off as a Lecturer in Computing. Over the past 12 years I have been extremely lucky to work with (and be inspired by) so many amazing students and staff. Colleges are special places, they turn kids into adults and adults back into kids. They change lives daily, weekly, monthly and yearly. Our College is particularly special, we are a family, the D&A family, and I am proud of the impact we have on people's lives. We do everything we can to give our students the best experience possible and we are consistently one of the best Colleges for overall performance and student satisfaction, so we must be doing something right! Outside of college I am married with 3 young kids. Twin girls, Jessica & Amelia are 6 and our son, Joshua, is 2. All three keep us on our toes, in fact it is like herding cats at times, but they are the centre of our world and I am glad I work in a place that can make a difference to theirs, and so many other people's futures.



In addition, Meet Me Monday's have started again on our social media to allow our students to become more familiar with different staff from around the College and to continue the understanding of the human element to staff. This was popular last academic session with both staff and students and allowed our students to see the human side of our staff at the College and promote the respect message.



#### Virtual Class Visits:

The SA Team have been in and out of Teams calls with several different classes across the College to promote student representation and the roles of Class and Lead Reps, however, we have also taken this as an opportunity to promote the family and human element to the SA. The classes that we have visited have allowed us to talk about the SA being a safe space that we would normally welcome them into, however due to the current situation we would not be able to invite them into the offices for a chat. We do stress though that we are available for an online chat and virtual cuppy should they wish to do so. This has seen several students reaching out to us to gain support throughout this time, we have referred students onto Student Services where we think that the individual student would benefit from these services. Other students have just reached out for a cuppy and a chat like they would if the offices had been open, we welcome this social aspect to continue as it allows the students to continually engage with the SA.

## 7. Community Engagement:





In conjunction with the Hair, Beauty and Complementary Therapies department we are running a Halloween make up competition, this is also going to be opened out to the public to continue our community engagement. The competition will also go towards supporting students in the department to carry out work that is relevant to their courses and therefore strengthening the links between the Students' Association and departments from across the College. Students are submitting their photographs to the SA and we will be posting them on social media, the person with the most likes on a post will be crowned the winner of the competition. The winner will receive a special Halloween Sweet Treat!!!!

To continue with the Halloween theme, we are also running a pumpkin carving competition and the winner of this competition will be decided by the College Principal, although he does not know this yet (Sorry Simon!) The winner of this competition will receive a £20 Domino's Pizza voucher to spend in their local Domino's. We are looking forward to seeing the results and creativity of our students and local community.

Going forward we are also in the beginning stages of creating "DASA's Big Night In" which is going to be a surprise for December, so we are not letting you know any more! Shhhh it is a secret. We will let you know that the fund raising from this will be put towards to Kindness Fund and will be used to give a huge boost to students or staff from across the College in January.



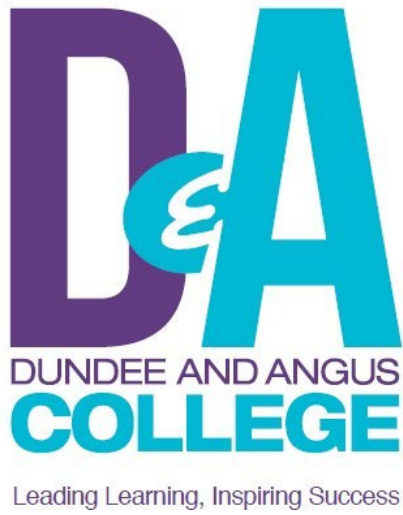


**Learning, Teaching and Quality Committee**

**Wednesday 4 November 2020**

**PAPER D**

**2019/20 PERFORMANCE INDICATOR REPORT**



# Performance Indicator Summary Report 2019/20

October 2020

Business Intelligence

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## Introduction

This reports details Dundee and Angus College Provisional Performance Indicators for Academic Year 2019/20 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for 2018/19 by Level and Mode of Study.

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

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

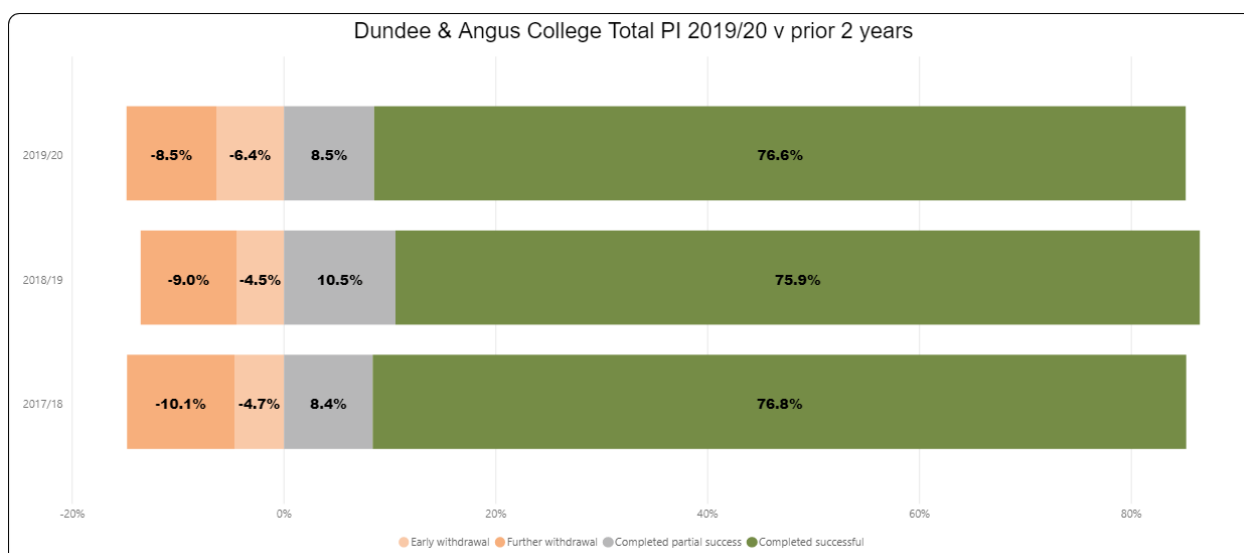
## About the Data

All of the data contributing to this report has been obtained from the College’s Unit-E data **and has yet to be verified by the SFC.**

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

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

Due to significant changes to course teams between 2018/19 and 2019/20 comparison at team level is not available.



Comparisons between Dundee and Angus PIs 2018/19 v 2017/18 and 2016/17 are detailed in the following table:

Performance Indicator	2019/20	2018/19	2017/18	Change v 2018/19
Completed Successful	76.6%	75.9%	76.8%	+0.7%
Completed Partial Success	8.5%	10.5%	8.4%	-1.5%
<b>POSITIVE OUTCOME</b>	<b>85.1%</b>	<b>86.4%</b>	<b>85.2%</b>	<b>-1.3%</b>
Further Withdrawal	8.5%	9.0%	10.1%	-0.5%
Early Withdrawal	6.4%	4.5%	4.7%	+0.9%

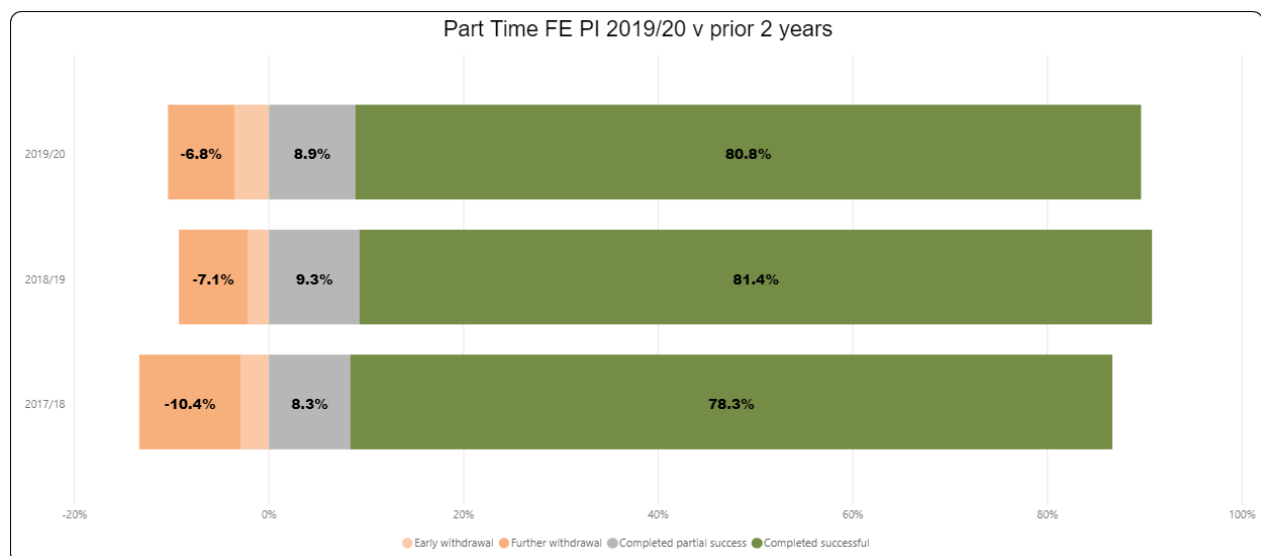
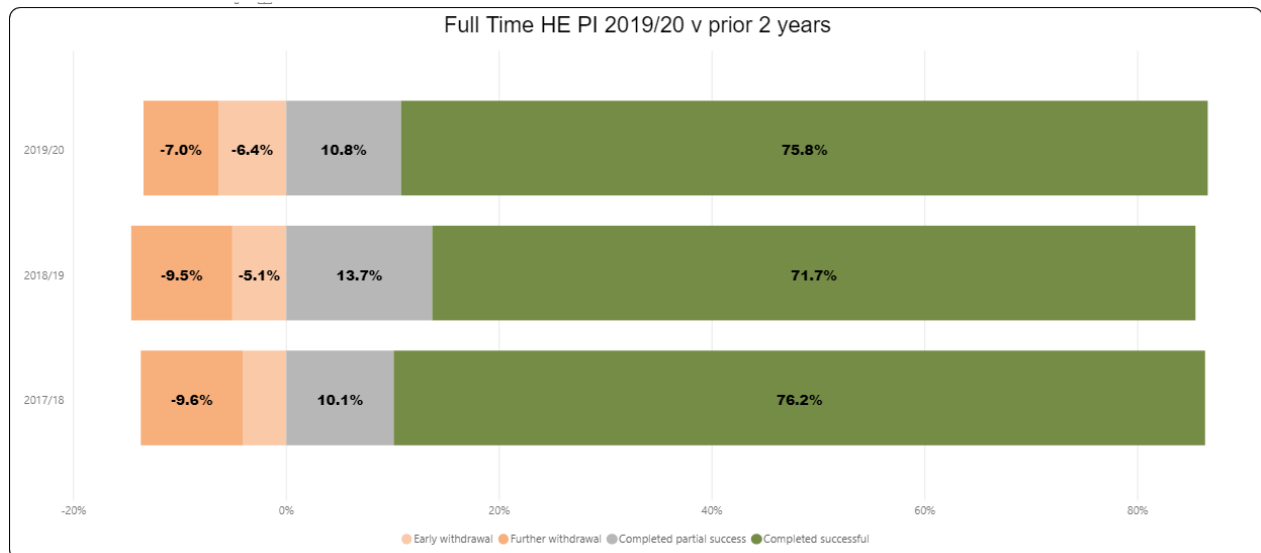
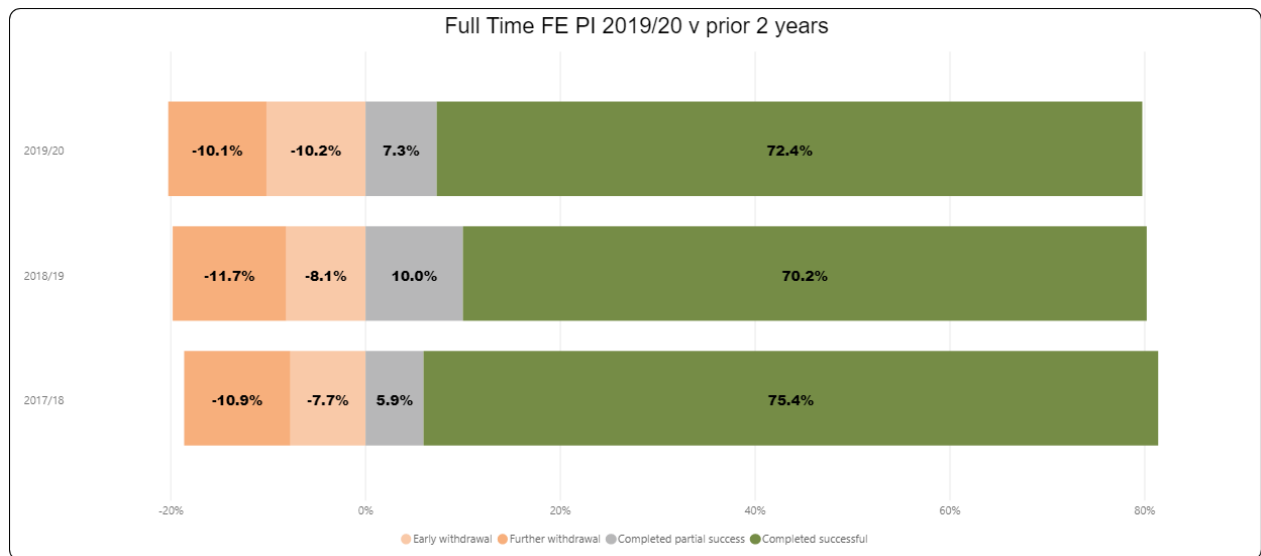
The overall Completed Successful rate has increased from 2018/19 by 0.7 percentage points to 76.6%, with a total Positive Student Outcome of 85.1%. This has decreased from 86.4% due to an increase in the total rate of Withdrawal to 14.9% from 13.5%.

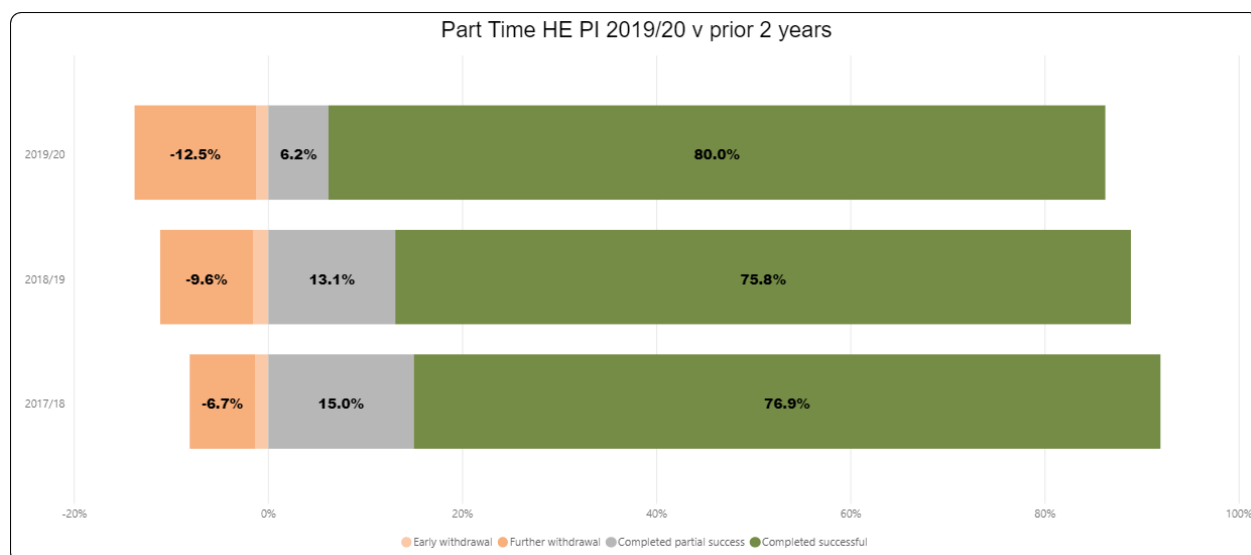
Also notable is the decrease in the percentage of students completing with partial success from 10.5% in 2018/19 to 8.5%, impacting on the Successful Completion rate.

There was an increase in the percentage of students withdrawing before funding qualifying dates from their courses in 2019/20 (up from 4.5% to 6.4%) and a slight decrease in further withdrawal from 9.0% of enrolled students to 8.5% in 2018/19.

The charts below display comparison of Successful Completion rates by level and mode of study for 2019/20 against 2018/19 and 2017/18.

There were increases Successful Completion in Full Time FE, Full Time HE and Part Time HE with only a small decrease in the rate for Part Time FE.

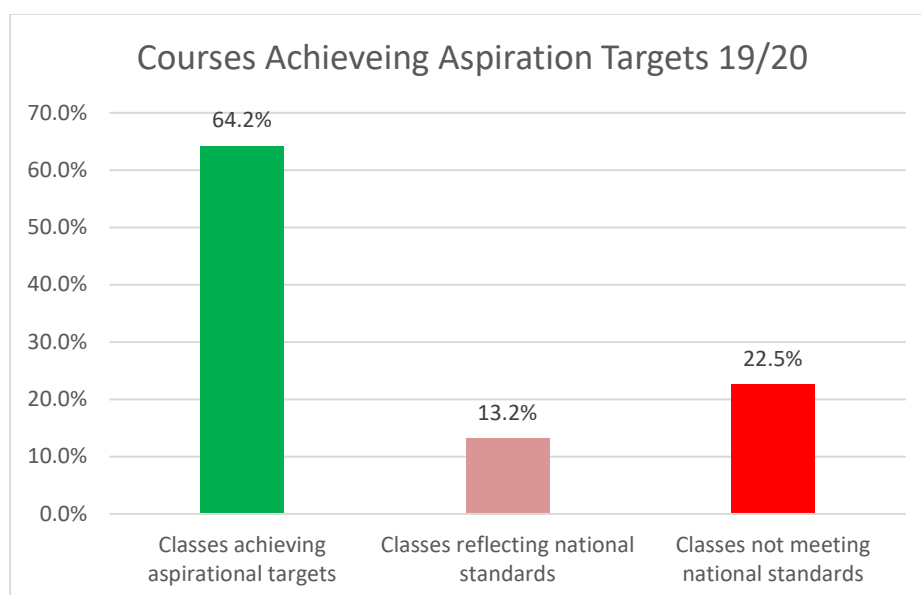




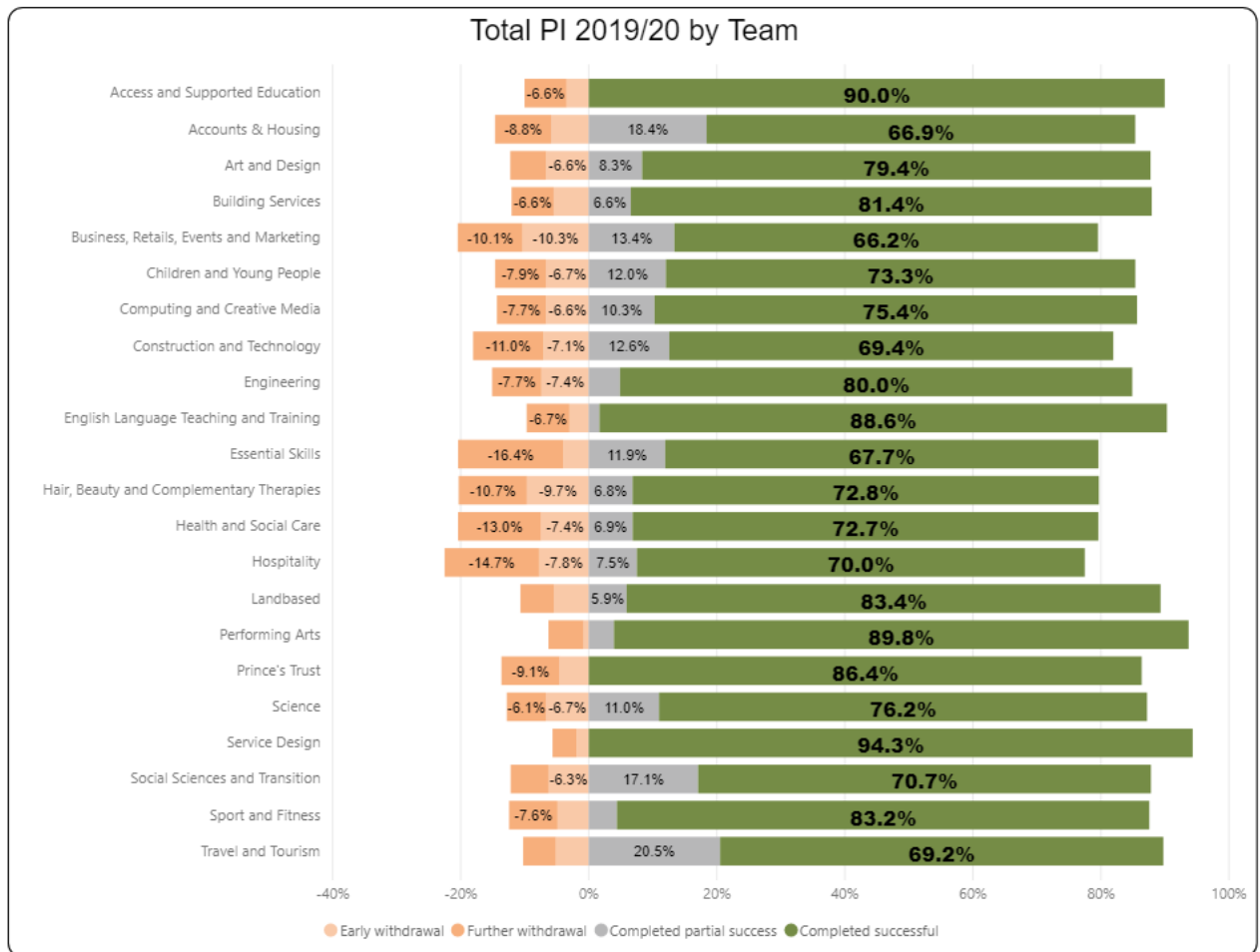


The table below shows, by team, the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average levels. This is measured where courses' Completed Successful % is greater than 75% (green), between 66% and 75% (amber) or below 66% (red):

	Courses achieving aspirational targets	Courses reflecting national average	Courses not meeting national average
Access & Supported Education	15	0	0
Accounting & Housing	7	1	6
Art & Design	15	1	4
Building Services	31	5	6
Business, Retail, Events & Marketing	14	7	13
Children & Young People	15	5	3
Computing & Creative Media	20	6	2
Construction	6	2	6
ELTT	5	1	1
Engineering	22	1	6
Essential Skills	3	2	4
Hair, Beauty & Comp. Therapies	10	3	5
Health & Social Care	14	3	8
Hospitality	13	2	14
Land Based	18	4	3
Performing Arts	8	1	0
Princes Trust	3	0	0
Science	12	1	4
Service Design	7	1	0
Social Sciences & Transition	8	5	5
Sports and Fitness	15	1	1
Travel & Tourism	1	2	1
	<b>262</b>	<b>54</b>	<b>92</b>



The charts below display overall Day One Student Outcomes by College Team:





**Learning, Teaching and Quality Committee**

**Wednesday 4 November 2020**

**PAPER E**

**Curriculum and Attainment Report**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 4 November 2020



### Curriculum & Attainment Report

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#### *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 since the last meeting, with a particular focus on the following:

- a. Student Engagement & Retention – The term post October break is one of the most important periods in regards to student engagement and retention, with this year being even more important. An extensive exercise was undertaken to review which students had not returned after the break. Attendance and engagement data was analysed and the first batch showed 196 non-returners. The admin team used this data to do phone rounds and the majority stated they were returning or were ill - only 4 out of that batch indicated they wanted to withdraw and these went to the CQLs for further discussion. The admin team ran the report again this week and we now only have 29 non-returners from October break, which is significantly better than previous years, as is our retention figures which shows a 1.6% withdrawal rate for full time learners versus 2.6% to week 5 last year. Although positive in this early stage, the focus on engagement and retention will remain a priority.
- b. Remote/blended delivery – All academic areas across the College are delivering a mixture of blended and remote delivery. A significant amount of time from lecturing staff has gone into planning and creating new and updated digital materials. This has been supported by the Learning & Digital Resources Team who have provided a range of different support and CPD on tools and software. A remote learning group has also been established to look at how Digital Pedagogy can be enhanced and supported across the college. A recent pulse survey showed that whilst staff felt well supported and communicated with, we are hitting a period where we need to review the CPD offer and provide more focused support which better helps prepare teams and individual staff for a longer period of remote/blended delivery.

c. Economic & Social Recovery – The College is playing an active and leading role throughout the region in a number of groups and forums established to support economic and social recovery. Over the past few months we have been involved in the local employability review, both community planning partnerships, Digital Skills planning group, Tay Cities, MSIP, a variety of post covid planning groups and the Dundee incident management team. We have also held in depth, collaborative discussions with SDS, DWP, the D&A Chamber of Commerce, Business Gateway and local University partners. As well as this, the College are leading on a project, working alongside Perth College, which is co-creating how education and skills training within the Tayside region should be shaped in order to support economic recovery. This project is supported by Ross Martin, ScotIncGrowth Limited.

d. Senior Phase Delivery

Following the initial change in Scottish Government guidance that impacted our senior phase delivery planning, we now have our provision up and running very successfully with over 1500 school pupils undertaking parts of their senior phase through the College. This number represents a further increase in figures from last year and a year on year increase for the past 3 years, proving the work gone into enhancing these relationships has been extremely worthwhile. The breakdown is as follows:

- Arbroath campus = 521 students
- Dundee campuses = 855 students
- In-school delivery = 145 students

There are concerns that the introduction of a tiered model by Scottish Government will impact on the school/college partnership and we continue to work with Colleges Scotland and policy makers to ensure these pupils are not further educationally disadvantaged compared to their peers.

### 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 VP Curriculum Group, chaired by the College, continues to play an active role in shaping a number of different areas of focus across the sector. Since the previous meeting the group has helped shape Education Scotland's input for AY20/21, SQA arrangements for AY20/21 (alongside the Quality network), national work on the Senior Phase, the National Occupational Standards Strategy project and take a collective, proactive approach to providing sector wide solutions to student engagement.

b. Scenario Planning Group – The focus of the Scenario Planning Group has now shifted to 'term 2' and what potential challenges (and opportunities) are likely as the impact of the pandemic moves on. The current areas of focus for the group are student and staff mental health, student engagement, CPD/skills needs for staff and emerging Health & Safety requirements as we move to a tiered approach.

- c. Digital Ambition SLWG – Following the involvement of both myself and the Board Chair in the above SLWG, the Digital Ambition for Scotland's Colleges report has now been published and can be [read here](#).
- d. Young Persons Guarantee – The College is playing a leading role, alongside West Lothian and South Lanarkshire Colleges, in shaping the focus of the [Young Person's Guarantee](#) on behalf of the whole sector. Following 4 meetings, Colleges are now in a stronger position to help deliver the aspirations of the guarantee and will impact into various workstreams/projects such as careers advice, creating opportunities, apprenticeships, equalities and wider communications & engagement related to 'demystifying' the current landscape for young people.

#### 4. SFC Review

As reported at the previous committee, the College submitted a detailed response to help inform the [Phase One Report on the Review of Coherent Provision and the Sustainability of Colleges and Universities](#). The report is now published and the College welcomes the proposed thoughts that are emerging and will feed in thoughts to SFC as requested. The review will provide significant opportunities for the College and, as such, we believe it is important that all Board members are aware of the findings and we also plan to have a dedicated board session to discuss the potential opportunities it will create.

#### 5. Partnerships

- a. Abertay University – On the back of the COVID-19 crisis, as well as the initial thoughts on the SFC review, the College has been looking at how we build on the already strong relationship we have with Abertay University in a way that will better support our students. The College are in talks regarding a potential partnership in eSports, as per the recent [media announcement](#), and closer working links within our Business departments.
- b. Michelin Scotland Innovation Parc (MSIP) – Developments with MSIP are progressing at pace with initial conversations held with the Scottish Government and SFC regarding potential support for the Skills Academy. A curriculum workshop was held on the 26<sup>th</sup> October, involving the College, universities, SDS, employers and MSIP staff, where the types of courses and provision was explored to help inform the curriculum plan for the site. The first advisory board meeting will also be held on the 18<sup>th</sup> November and will include key partners locally and nationally.
- c. Tay Cities – Progress remains slow however we believe we will be in a position in the coming weeks to complete the final sign off. As a reminder our three main bids are all in progress:
  - **Advanced Engineering** – The Outline Business Case (OBC) has been submitted and we are working on responses to queries before resubmitting. Final FBC likely mid-November.
  - **BioTech project and SME project** – we went out to tender for consultants to prepare the OBC's for these two projects and this closed on October 6th. [Ekos Consultants](#) have been appointed following the procurement process and we are

now working with them to prepare the timelines/actions required for the OBC submissions.

- d. Digital Skills – On the back of the [Logan Review](#), the College are working in partnership with the local authorities, employers and universities to draft a proposal that goes to Scottish Government and looks at developing a collective, regional approach to tackling the digital skills gap and enhancing employment opportunities in the Digital sector. This approach focuses on both high end, technical programming skills as well as low level basic digital skills. At present the 5 areas proposed 'workstreams' within the project are, **Neurodiversity**, **School Engagement**, **Upskillin/Reskilling**, Research and Employer Led. The College have expressed an interest in leading on 3 (in bold) of the 5 workstreams.
- e. D&A Chamber of Commerce – The College are looking at ways in which we can work closer with the Chamber. As well as involving them in the Economic Recovery project, we are also working closely with them to support the delivery of the [Kickstart Scheme](#) to support work placements for young people.

## 6. Awarding Body Assessment Arrangement Changes for 2020/2021

Following announcements in September 2020 SQA has confirmed a range of more flexible approaches for unit and group awards assessment, and has confirmed the decision to postpone the 2021 National 5 Exam diet.

In addition to these changes, SQA has recently confirmed that they are removing the need to complete the assessment of Graded Units (exam-based and project-based) in HNC, HND and other Group Awards for the 2020/21 academic session.

In addition to the other changes announced this is a welcome step and will reduce the assessment burden for both students and staff. Arrangements will be developed for staff to determine student grades, and students will benefit from the same range of unit and credit point outcomes as they would under normal assessment arrangements.

Further adaptations and flexible arrangements are being progressed with the wide range of other awarding bodies that the College works with, and the Quality Team are supporting staff with these arrangements as required.

## 7. My Verification System

The soft launch of the new internal verification system has been completed with the Sports, Science, Essential Skills and Art & Design teams piloting this new approach to the management and recording of internal verification activity.

The system has been met with real support from the teams involved, with, internal verifiers loving the system's ability to pre-populate information.

The second stage of the systems rollout will involve Computing, Social Science, Landbased and Business, Retail, Events, Accounting, Tourism and Housing.

## **8. VP Curriculum & Attainment Recruitment**

The process for recruiting our new Vice Principal Curriculum & Attainment is now underway, with both the first and second stages of recruitment now complete. The College received strong interest in the role with an initial 21 applications received. The final phase of the recruitment process will be completed on Friday 30<sup>th</sup> October.

## **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.
- 4.6 - ICT/Cyber failure significantly disrupt learning, teaching or other core services.

**Author & Executive Sponsor:** Simon Hewitt, Principal





## **Learning, Teaching and Quality Committee**

**Wednesday 4 November 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 4 November 2020



### 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 October 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.

Following discussion at the previous meeting the following additional risk with identified mitigations and monitoring has been created and allocated to the LT&Q Committee.

4.6 ICT/Cyber failure significantly disrupt learning, teaching or other core services

#### **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](mailto:s.taylor@dundeeandangus.ac.uk).

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



Paper F - 3 Strategic  
Risk Register Covid 19



# STRATEGIC RISK REGISTER

2020 - 2021

As at October 2020

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	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"><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 ROA</li><li>Clear performance metrics</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum review</li></ul>	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"><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>	Prin & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"><li>Negotiation/influence at national level</li><li>Review of activities/ projects</li><li>Responsiveness to new opportunities</li></ul>	5	3	15	<ul style="list-style-type: none"><li>Review of changes and amendment of strategic direction/plans/ curriculum</li><li>Financial strategy ESF sensitivity</li><li>Workforce planning</li><li>International strategy &amp; planning</li></ul>	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
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
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"><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>Budget reporting and management</li></ul>	Principal, VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>2</b>	<b>Financial</b>									
<b>2.1</b> <b>F&amp;P</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Advance modelling of new funding 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>	VPCS
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</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	3	12	<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>Detailed monitoring of savings programmes</li> </ul>	VPCS
<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>	VPP&P, VPCS

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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>2</b>	<b>Financial (cont)</b>									
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPCS
<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 & VPCS
<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	3	2	6	<ul style="list-style-type: none"> <li>Multi-year estates strategy and capital planning</li> <li>Lobbying of SFC on capital and backlog maintenance funding</li> <li>Planning for D&amp;A Foundation bids</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Monitoring of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<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>	3	2	6	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> </ul>	VPC&A, VPP&P, 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>	VPP&P, VPC&A
<b>3.3</b> <b>A&amp;R</b>	Legal actions; serious accident; incident or civil/criminal breach	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> </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, VPP&P, VPCS, HoE

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<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	3	4	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>	VPP&P, VPCS
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Stakeholder engagement</li> <li>Social media monitoring arrangements</li> </ul>	VPC&A, DirC&A
<b>3.6</b> <b>HRD</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>	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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
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	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
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.7</b> <b>HRD</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> <li>Industrial action continuity planning</li> </ul>	4	3	12	<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>	VPP&P
<b>3.8</b> <b>A&amp;R</b>	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>	VPC&A, HoICT
<b>3.9</b> <b>HRD</b>	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> <li>Prevent training</li> <li>Staff awareness and contingency planning</li> <li>Engagement/practice sharing with local agencies</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> <li>Information sharing with local agencies</li> </ul>	VPC&A, VPP&P

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<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.10</b> <b>HRD</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	VPC&A, VPP&P
<b>3.11</b> <b>HRD</b>	Difficulties with implementation of structural change leading to: <ul style="list-style-type: none"> <li>Loss of good, flexible and committed staff</li> <li>Loss of critical staff during period of transition</li> <li>ineffective post-restructure arrangements</li> </ul>	4	3	15	<ul style="list-style-type: none"> <li>Effective planning and scheduling of change</li> <li>Managed transitions/handovers</li> <li>Implementation Plan</li> <li>Contingency Planning</li> <li>On-going focus on core business requirements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Monitoring of implementation plans</li> <li>Performance measures/ reporting</li> <li>Open communication with staff</li> </ul>	VPP&P 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
4 Infrastructure									

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



# STRATEGIC RISK REGISTER COVID 19 SPECIFIC MITIGATIONS

2020 - 2021

As at October 2020

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 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"><li>Regular strategic analysis and assessment of need for change</li><li>Strong engagement with government and key partners – influencing national priorities</li><li>Clear prioritisation of activities</li><li>Focus on core business</li></ul>	4	3	12	<ul style="list-style-type: none"><li>Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to Chairs</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum, activity and priority review and implementation of new approaches/services where needed</li><li>Engagement with government and other partners</li></ul>	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"><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>Clear prioritisation of activities</li><li>Effective project/activity management in place</li><li>Strong engagement with partners/funders</li><li>Clear governance structures</li><li>Project/initiative finances clearly understood and reviewed regularly</li><li>Project cessation, pausing or contingency planning in place</li></ul>	4	2	8	<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>Budget reporting and management</li></ul>	Principal, VPC&A

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<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 input and engagement with revised quality arrangements and priority actions</li> <li>Rigorous CPD arrangements in place to support new ways of working</li> <li>Regular learner feedback and engagement arrangements</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Comprehensive monitoring of engagement of learners in learning (where possible)</li> <li>Engagement with revised quality arrangements</li> <li>Outcome monitoring</li> </ul>	VPC&A, VPP&P, 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>Engagement and communication strategy with compliance bodies</li> <li>Clear input and engagement with revised quality arrangements and priority actions</li> <li>Prioritisation of activities/outcomes</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>Engagement with revised quality arrangements</li> <li>Outcome monitoring/recording</li> </ul>	VPP&P, VPC&A

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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	3	4	12	<ul style="list-style-type: none"> <li>Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site</li> <li>Project 2020 developments and mitigations</li> <li>Outbreak management plan</li> <li>Enhanced awareness of challenges/support needs</li> <li>Extensive CPD arrangements in place – Home Working Hub</li> <li>Regular staff and learner feedback arrangements</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Regular employee engagement monitoring</li> <li>Maintaining and reporting on physical distancing measures</li> <li>Open communication with staff</li> <li>Monitoring of formal and informal feedback – student and staff feedback</li> <li>Regular union/management dialogue</li> </ul>	VPP&P, VPCS
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> <li>Marketing strategy</li> <li>Reputation plan</li> <li>Positive marketing approaches</li> <li>Outbreak management communications plan</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Positive marketing plan</li> <li>Regular stakeholder engagement</li> <li>Social media engagement and monitoring arrangements</li> </ul>	Prin DirC&A

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<b>3.7</b> <b>HRD</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management engagement and support</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Open communication with staff</li> <li>Effective management engagement and support</li> </ul>	VPP&P
<b>3.8</b> <b>A&amp;R</b>	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of GDPR compliance</li> <li>Additional awareness raising of WFH risks</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 awareness raising</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>Staff CPD</li> </ul>	VPC&A, HoICT
<b>3.12</b> <b>HRD</b>	Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services	4	3	15	<ul style="list-style-type: none"> <li>Clear scenario and contingency planning</li> <li>COVID 19 H&amp;S mitigations in place, monitored and adapted where required</li> <li>All appropriate government guidance followed</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Monitoring of COVID 19 cases and absences</li> <li>Outbreak management arrangements</li> <li>Amendment to support prioritised services</li> </ul>	Prin VPC&A

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	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"><li>Effective management of ICT arrangements</li><li>Active ICT/data security monitoring and cyber security policy</li><li>Additional awareness raising of WFH risks and COVID related 'scams'</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Staff awareness raising/CPD on cyber security issues</li><li>Regular security monitoring/testing</li><li>Cyber resilience plan</li></ul>	VPC&A, HoICT
4.6 LT&Q	ICT/Cyber failure significantly disrupt learning, teaching or other core services	4	3	12	<ul style="list-style-type: none"><li>'Cloud first' strategy implementation for major services/systems</li><li>Clear and robust management of ICT systems</li></ul>	3	1	3	<ul style="list-style-type: none"><li>Systems monitoring</li><li>On-going cyber resilience and systems development</li></ul>	HoICT



**Learning, Teaching and Quality Committee**

**Wednesday 4 November 2020**

**PAPER G**

**LT&Q Metrics**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 4 November 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.

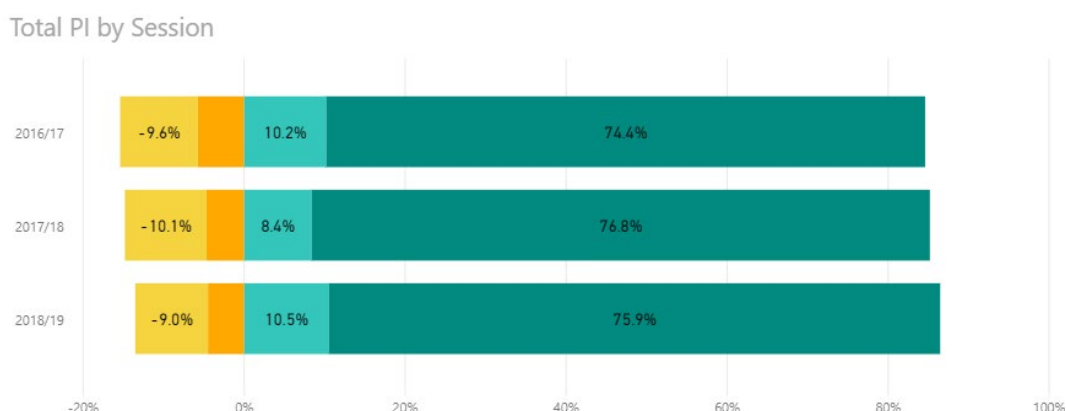
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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.

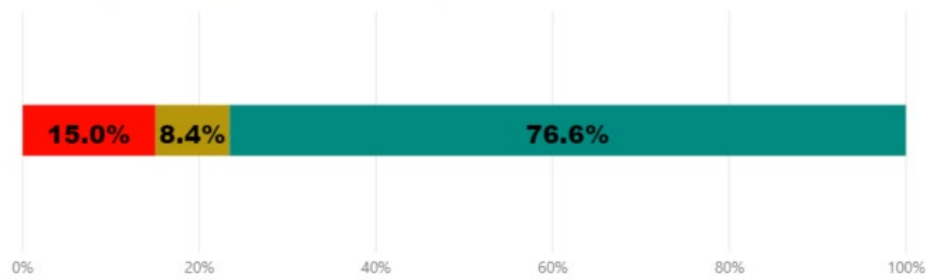
#### 2. LT&Q Metrics

**All data outlined below is up to date as at October 2020. PIs for 2019/20 are provisional and remain subject to change by SFC.**

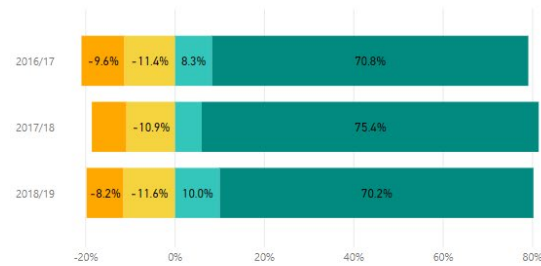


## Provisional 2019/20 PI - All

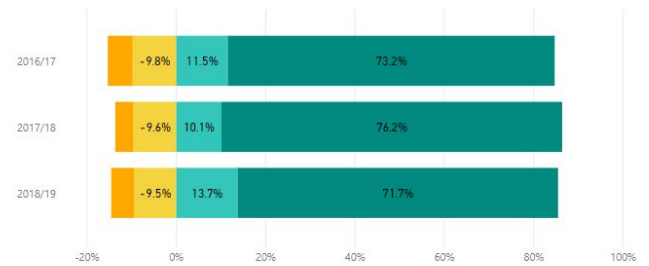
PIOutcome ● 1. Withdrawn ● 2. Completed Partial Success ● 3. Successful Completion



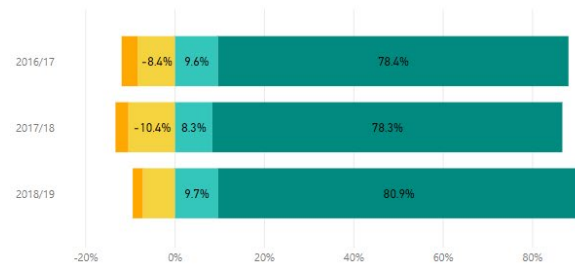
### FE Full Time



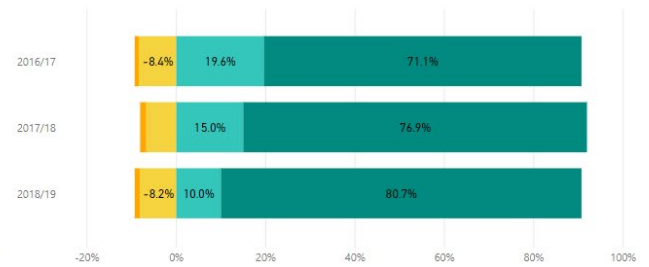
### HE Full Time



### FE Part Time



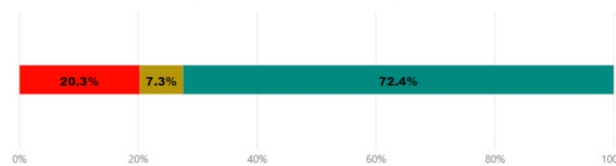
### HE Part Time



## Provisional 2019/20 PIs by Mode & Level

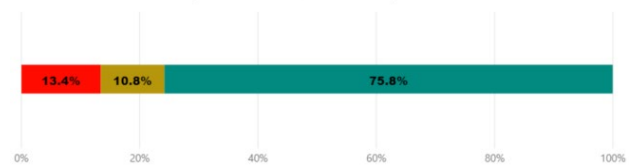
### Provisional 2019/20 PI - FE Full Time

PIOutcome ● 1. Withdrawn ● 2. Completed Partial Success ● 3. Successful Completion



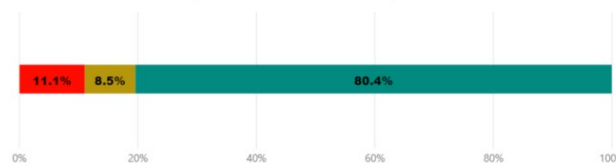
### Provisional 2019/20 PI - HE Full Time

PIOutcome ● 1. Withdrawn ● 2. Completed Partial Success ● 3. Successful Completion



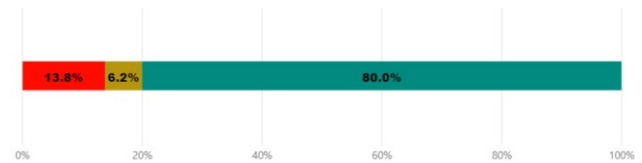
### Provisional 2019/20 PI - FE Part Time

PIOutcome ● 1. Withdrawn ● 2. Completed Partial Success ● 3. Successful Completion



### Provisional 2019/20 PI - HE Part Time

PIOutcome ● 1. Withdrawn ● 2. Completed Partial Success ● 3. Successful Completion



	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	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

	2018/19	ROA Target 2019/20	Outturn 2019/20
The volume of Credits delivered to learners as part of 'school-college' provision	10,689	5,378	5,444
The proportion of Credits delivered to learners as part of 'school-college' provision	9.8%	5%	5%



	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	108,330
SFC ESF Additional Credit Target	5,543	5,824	4,241	
Total Credit Target	108,333	109,345	107,555	108,330
Percentage of target		100.1%		100.7%

	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	797	625	434

Mode	Programmes	Final 18/19 Credits	Final 19/20 Credits
17	Full Time	79,923	78,523
18 / 05	Short Full Time	7,222	5,702
06	Block Release	4,147	3,684
07	Part Time – Day	8,678	2,833
08	Part Time – Infill	2,976	11,786
09	Part Time – Evening / Weekend	2,507	1,929
11	Work Based	2,113	2,147
12-16	Open, Flexible, Distance	1,779	1,726
	<b>TOTALS</b>	<b>109,345</b>	<b>108,330</b>

Childcare – Target 2,852		
HNC	Current FT: 1170 (75 students)	Current PT: 106 ( 41 students)
SVQ	Current 650 (156 students)	
<b>TOTAL = 1,926</b>		

\* 2020/21 Credits to date are not currently available due to pending unit bookings resulting from framework changes.

### 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](mailto:s.taylor@dundeeandangus.ac.uk).

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