# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 10 February 2021 at 5.00pm
Microsoft Teams

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**AGENDA**

| | | | |
|---|---|---|---|
| **1.** | **WELCOME** | | |
| **2.** | **APOLOGIES** | | |
| **3.** | **DECLARATIONS OF INTEREST** | | |
| **4.** | **MINUTE OF THE PREVIOUS MEETING** – 11 November 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 – COVID 19 WORK WITH SQA & AWARDING BODIES** | Presentation | GG |
| **8.** | **STUDENTS ASSOCIATION REPORT** | Presentation | CM/AM |
| **9.** | **LEARNER SATISFACTION SURVEY NOVEMBER 2020** | Paper C for information | ST/JG |
| **10.** | **2018/19 POST COURSE SUCCESS** | Paper D for information | ST |
| **11.** | **VP CURRICULUM & ATTAINMENT REPORT** | Paper E for noting | JG |
| **12.** | **STRATEGIC RISK REGISTER** | Paper F for approval | ST |
| **13.** | **LT&Q METRICS** | Paper G for noting | ST |
| **14.** | **DATE OF NEXT MEETING** - Wednesday 28 April 2021 | | |

**Agenda Item 4**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## PAPER A

## Minutes of the Previous Meeting – 4 November 2020

# BOARD OF MANAGEMENT

# Learning, Teaching and Quality Committee Wednesday 4 November 2020

**Draft Confirmed by Chair**

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 4 November 2020 at 5.00pm via Microsoft Teams.

**PRESENT:**

M Williamson (Chair)
B Carmichael
S Mill
H Honeyman
C Meldrum
M Thomson
G Robertson
A McCusker
A Monks
S Stirling
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)
M Sanderson (Executive Secretary)
C Calder (Academic Development Lead)

## 1. WELCOME

M Williamson welcomed Committee members and Christine Calder to the meeting. The committee congratulated J Grace on her recent promotion to the role of vice Principal Curriculum and Attainment.

## 2. APOLOGIES

Apologies were noted from N Lowden.

## 3. DECLARATIONS OF INTEREST

There were no declarations of interest.

## 4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 2 September 2020 was approved as an accurate record.

## 5. MATTERS ARISING

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

## 6. COVID 19 ARRANGEMENTS FOR LEARNING, TEACHING AND ENGAGEMENT OF LEARNERS

S Hewitt provided a verbal update to the Committee on COVID 19 arrangements and guidance.

S Hewitt noted that 5,200 full-time students had been recruited for this current academic year, 100 down on last year. This was a very positive position given the pandemic and S Hewitt noted that these had been achieved with 13 fewer streams.

S Hewitt noted that students would receive a survey during November to give feedback on how they were experiencing remote learning and to gain general feedback on how students were coping with their learning during the pandemic. J Grace added that students were receiving small weekly surveys to keep in touch with their lecturers and group tutors.

S Hewitt noted that staff had recently completed a 'pulse' survey to give their feedback on how they were coping working remotely. The response was positive and the Executive team were looking at how to support staff and their wellbeing during this time.

A McCusker asked what measures are in place to support staff. S Hewitt summarised areas being looked at and noted that there was a wide range of on-going support on remote and on-line learning (this would be covered under the next item). S Hewitt noted reference to the 'Corona Curve' which highlighted how different staff would be at different points in terms of accepting and working with the impact of the pandemic. S Hewitt noted that staff cannot go back to a normal process at the moment, whilst the pandemic is still going on and noted that discussions are taking place within the SLT to support and seek to normalise remote working.

J Carnegie noted that it was challenging to solve the anxieties of staff due to the impact the pandemic was having on everyday life and not just work life.

G Robertson asked if the guidance on the Tier system in Scotland had had an impact on the College, with Dundee and Angus being in different Tier levels. J Carnegie noted that students (and staff) could travel to campus for classes as this is classed as essential travel and the College was operating on a restricted blended basis on all campuses. As a result, it was felt that there would not be any major additional impact on the College.

M Williamson praised the team and staff for their hard work with the COVID 19 arrangements.

## 7. CURRICULUM REPORT – GROUP TUTOR & ON-LINE LEARNING DEVELOPMENT SUPPORT

C Calder provide a presentation to the Committee, around Group Tutor Role and online learning development support.

C Calder highlighted to the Committee, the changes to the Group Tutor role and the impact of remote teaching.

S Taylor noted that Academic teams were sharing good practices between teams and giving colleagues support and ideas with the delivery of remote learning.

S Hewitt noted that teams were coming together to create engagement time between teams to share best practice and share feedback from their own students.

S Taylor noted that the demand placed on teams because of the move to remote delivery and remote assessment had been significant but that SQA had cancelled almost all graded unit assessments for HNC/D qualifications, reducing some of the burden placed on students and staff. It was noted that adapted assessment arrangements were also operating, with staff redesigning closed book and other assessments to better suit remote delivery. This allowed more freedom around arrangements for assessments, but did add an additional burden for staff.

S Hewitt highlighted that Colleges across Scotland are communicating to try to share practices with each other and share materials during this time, to try to connect Colleges together.

M Williamson thanked C Calder for the presentation.

**8. STUDENTS ASSOCIATION REPORT**

C Meldrum summarised the written report to the committee.

C Meldrum highlighted that Lead Rep training had started that week and the team had received an overwhelming response to Reps joining the online training. C Meldrum noted that they had recruited Lead Reps from all departments, including ESOL and Motor Vehicle which previously didn't have any Lead Reps.

C Meldrum highlighted the team were trying to engage with students through social media channels, such as Tik Tok to emphasis important messages such as hand sanitising, wearing face coverings and staying at home.

C Meldrum noted that the team would like to introduce Board members to students, by publishing messages from the Board on social media channels so that Students could familiarise themselves with the Board of Management.

C Meldrum and A Monks noted they were planning to arrange an event around Christmas, similar to the Summer festival for students.

M Williamson and A McCusker praised the hard work from the team during this time and praised their enthusiasm, energy and passion.

**9. 2019/20 PERFORMANCE INDICATOR REPORT**

S Hewitt provided a summary of the report and noted the PI figures were different this year due to the Cyber attack and COVID 19 pandemic.

J Grace noted that areas such as Hospitality had been hit disproportionately due to students losing their apprenticeships when lockdown started. It was noted that there were also some impacts because of students having to defer parts of their studies.

K Murphy highlighted that PIs for Engineering had improved compared to previous years. This was welcomed.

M Williamson stated that it was good to see that overall outcomes remained positive.

A McCusker welcomed the overall outcomes, but noted that a number of courses remained 'red lighted' with some areas almost 50:50 in terms of red and green/amber. S Taylor noted that these related to national average figures and noted that it was always a challenge to be above national average in all subject areas.

The impact of staff absences and other changes on some specific course areas were noted.

S Hewitt stated that the overall outcomes were at a similar high level to previous years and continued the consistent high performance of the College.

**10. 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.

M Williamson asked if digital poverty remained a problem. S Hewitt noted that all staff now had laptop devices and the student allocation of laptops was keeping up with demand. There were, however, still issues for many students in terms of ICT access and having appropriate accommodation. The digital device funding had been utilised, with a small number of devices being retained to support new students in semester 2.

S Stirling noted that 250 laptops had been issued to students and COVID secure study zones had been busy every day.

**11. STRATEGIC RISK REGISTER**

S Taylor provided a summary of the changes made to the COVID 19 Risk Register and the Committee approved the risk register.

**12. LT&Q METRICS**

S Taylor provided a summary of the Metrics. These were noted

**13. DATE OF NEXT MEETING**

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 10 February 2021 at 5.00pm, Microsoft Teams**.**

**Action Point Summary**

| **Action** | **Responsibility** | **Date** |
|---|---|---|
| No action points noted. | | |

**Agenda Item 5**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## PAPER B

## Matters Arising

# BOARD OF MANAGEMENT

## Learning Teaching and Quality Committee

## Wednesday 10 November 2021

## Matters Arising

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***Paper for information***

The following actions were noted from the Wednesday 4 November 2020 Learning, Teaching and Quality Committee.

| Agenda Item No | Action | Current status | Open / Closed |
|---|---|---|---|
| 6. | Student Engagement update from dashboard to LTQC | JG | 4 November 2020 **OPEN** |

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 **OPEN** |
| 10. | Possible extension to ICT risk to be discussed at Audit & Risk Committee | ST | **CLOSED** |

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

**Agenda Item 9**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## PAPER C

# Learner Satisfaction Survey November 2020

# Learner Survey – Summary Report

December 2020

# Table of Contents

**Introduction & Methodology** ..... **3**

**Survey Participation** ..... **3**

Chart of Respondents by Department ..... 4

**Overall Results** ..... 5

Chart of Overall Satisfaction by Department ..... 5

**Results, by Question** ..... 6

Satisfaction by Question ..... 6

**Results by Question, by Department** ..... 6

**"One thing"** ..... 10

# Introduction

The Dundee and Angus College Early Experience Survey was compiled by the Quality Team to ascertain levels of student satisfaction. The survey was open for 4 working weeks from 9 November to 4 December and was made accessible to learners via a link on MyD&A and was hosted in MS Forms. Group Tutors were asked to promote and encourage engagement with the survey.

Learners were invited to rate their satisfaction from 1 star (Very Poor) to 5 stars (Great). The number of questions was reduced from 9 in 2019 to 4 and sought feedback in each of the following areas:

- **Feeling Welcome and Valued**
- **Learning Experience so far**
- **Our Staff**
- **Places and Platforms for Learning**
- **"One Thing" we could do to improve your overall experience at College**

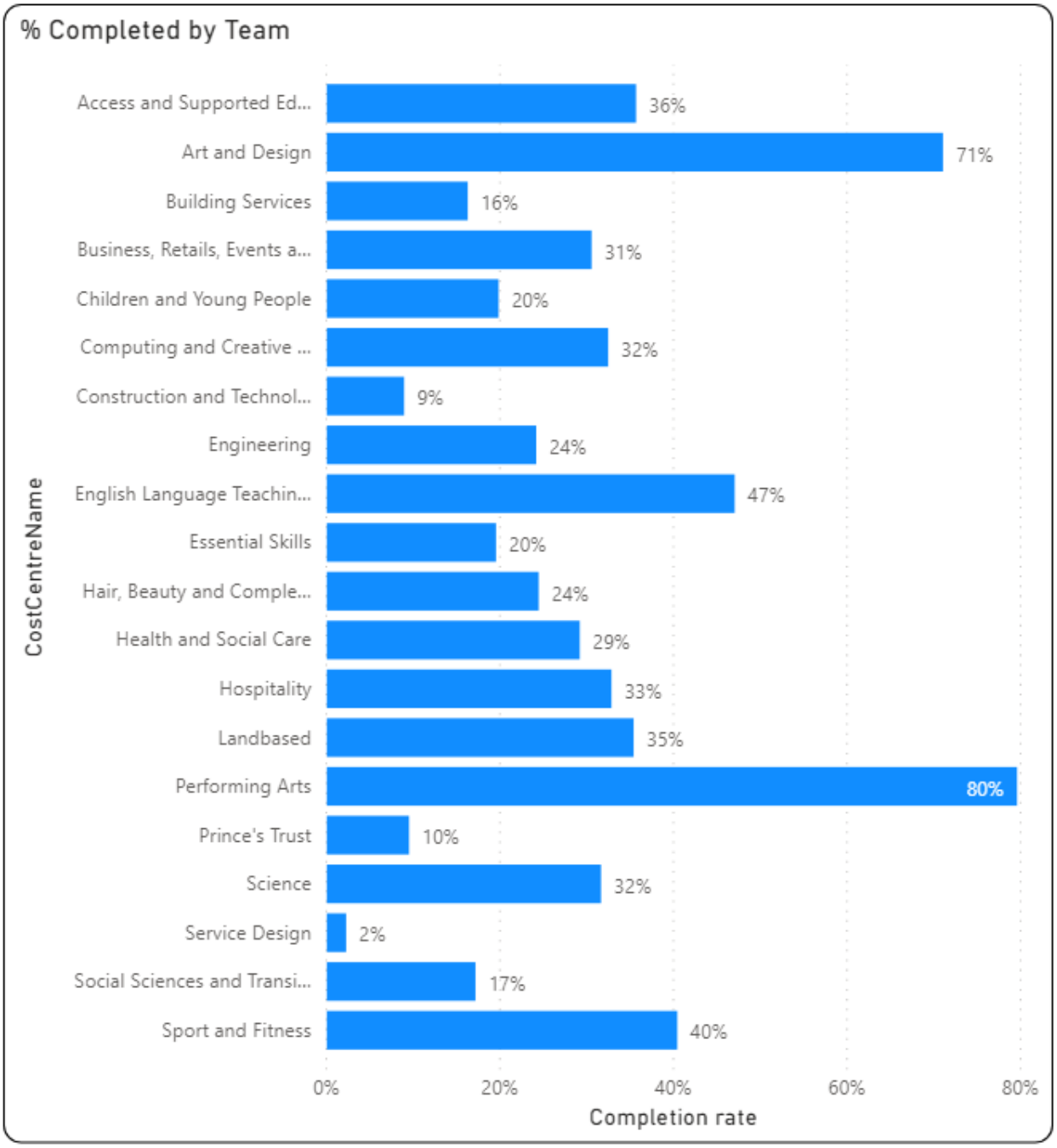
- The number of responses was lower this year with 3200 responses compared to 3,935 in 2019.
- The response rate among full time students has dropped from 65% in 2019 to c. 53%
- The number of text responses to the "One Thing" question increased from 266 in 2018 (and 200 in 2017) to 1,696 in 2019 and 1586 in 2020.
- The average number of text feedback responses per question has risen again from 652 responses per question in 2019 to 1,460 responses per question in 2020.
- In 2018, 23% of potential score responses were lost due to drop out from the survey or failing to score some of the questions, whereas in 2019, this rate of no response to scoring questions fell to just 0.6%. in 2020 this rate of dropout was 0%.
- The average time spent per response increased from 3.5 minutes in 2019 to 11 minutes in 2020.
- The overall average score out of five increased from 4.15 to 4.3.

# Survey Participation

Overall participation in the survey has been very good with 3,200 responses in total. Of these, 193 duplicate responses were removed and of the remaining 3007, 2,883 responses were matched to one or more enrolments, resulting in matches to 3,161 enrolments. 124 responses could not be matched to a student.

Around 30% of the total eligible current student population took part, with approximately 2,700 out of around 5,060 current full-time students responding.

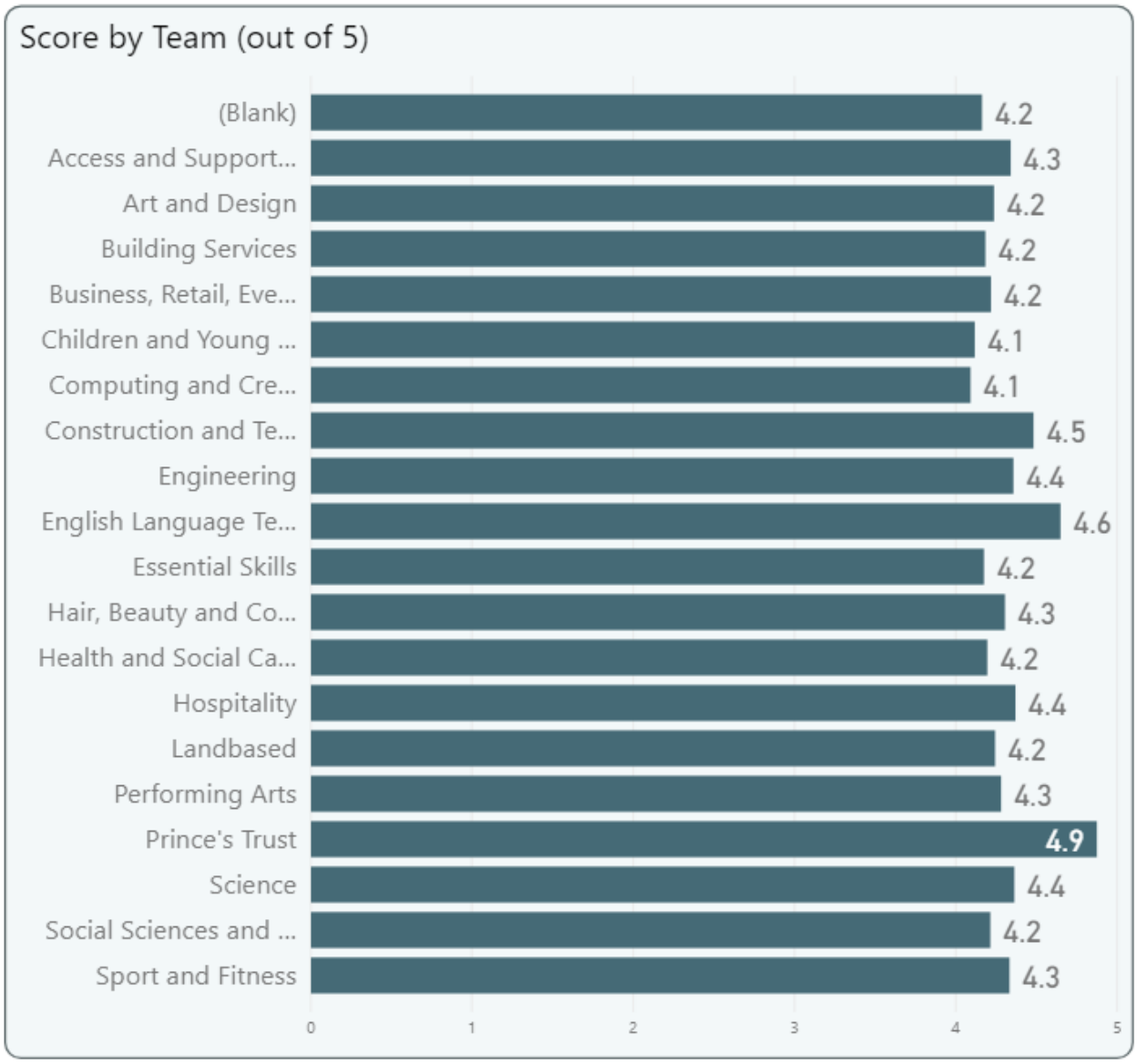
The response rate varies across teams, with the highest response rate from the **Performing Arts** team at **80%,** followed by Art and Design at 71%.



## Overall Results

**The average overall score across all questions was 4.3 out of 5. This equates to 8.6 out of 10, (compared to an overall average score of 8.3 in 2019 and 8.1 in 2018).**

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



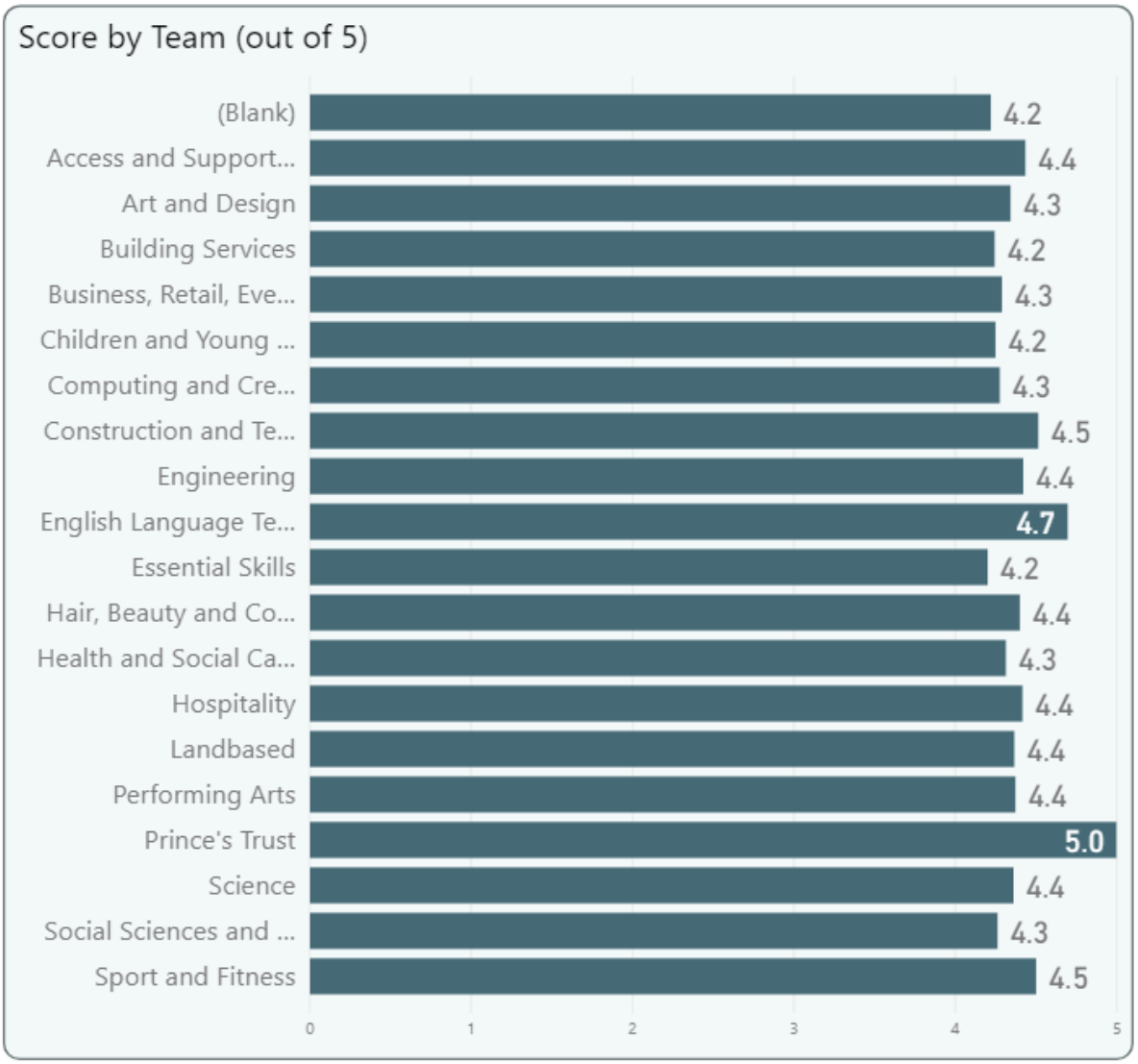
## Results by Question

Average score across all departments by Question:

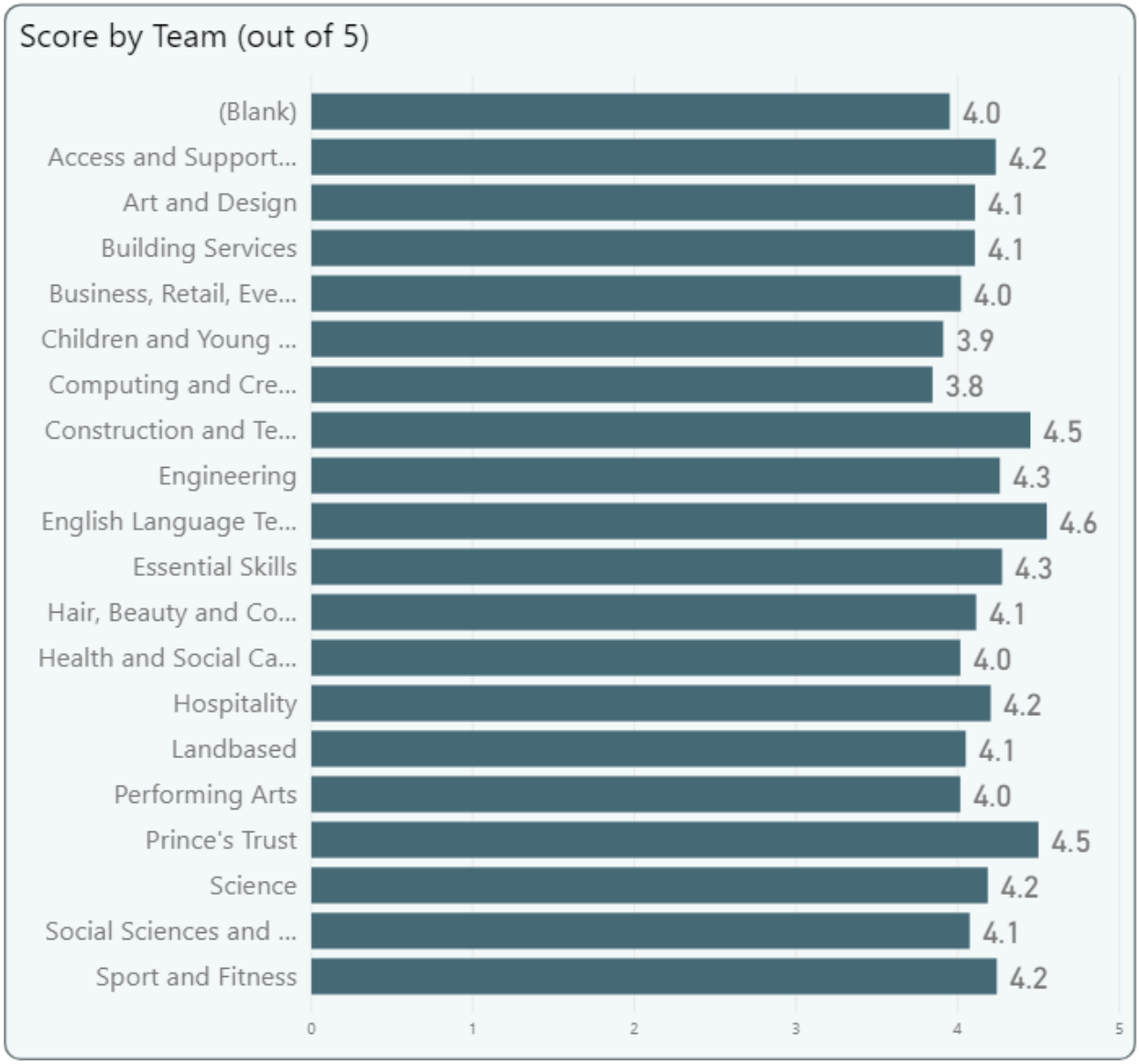
| Feeling Welcome and Valued | Your Learning Experience so far | Our Staff | Platforms & Places for learning |
|---|---|---|---|
| 4.4 | 4.1 | 4.6 | 4.1 |

## Results by Question & Department

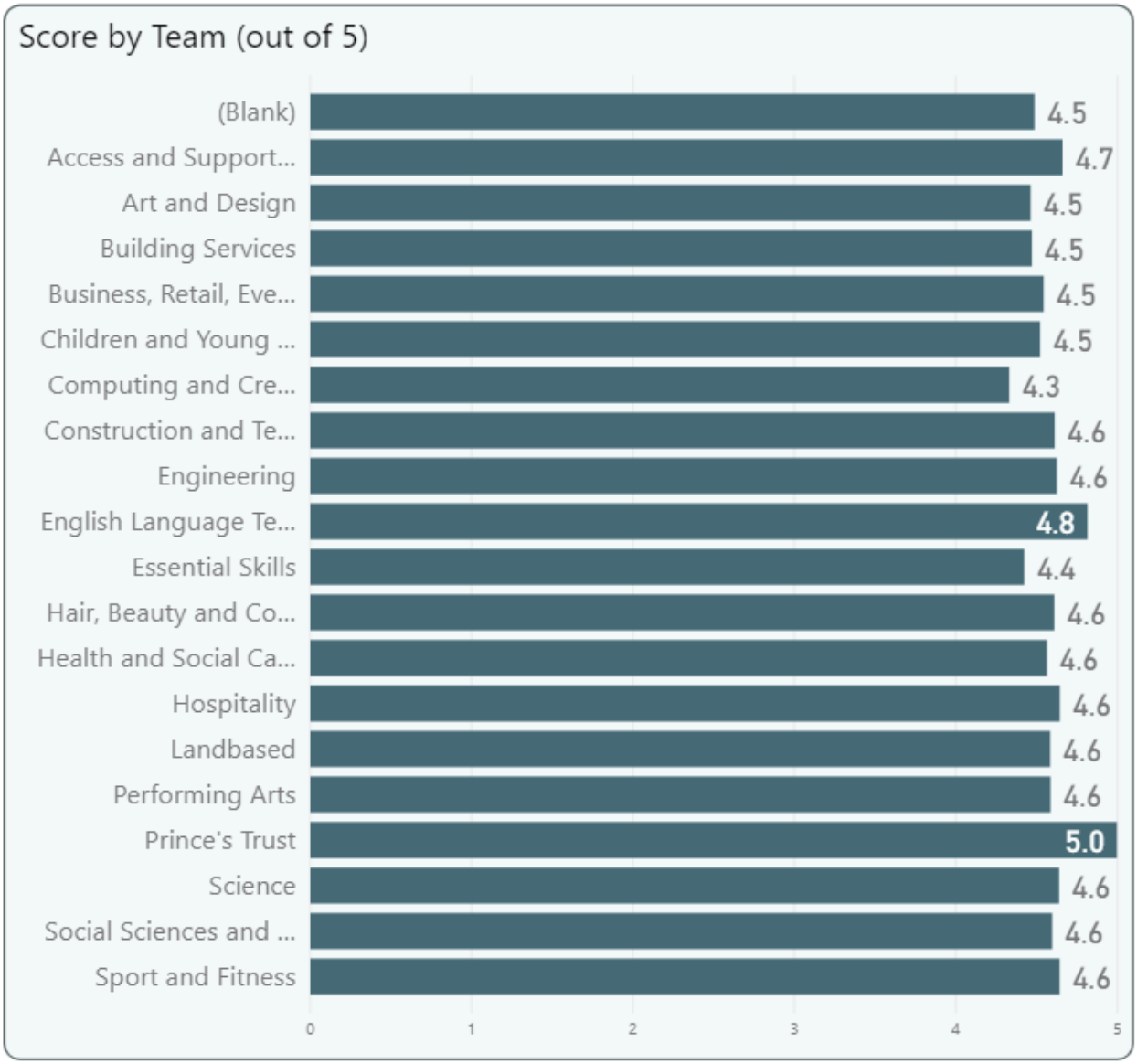
**Feeling Welcome and Valued**.



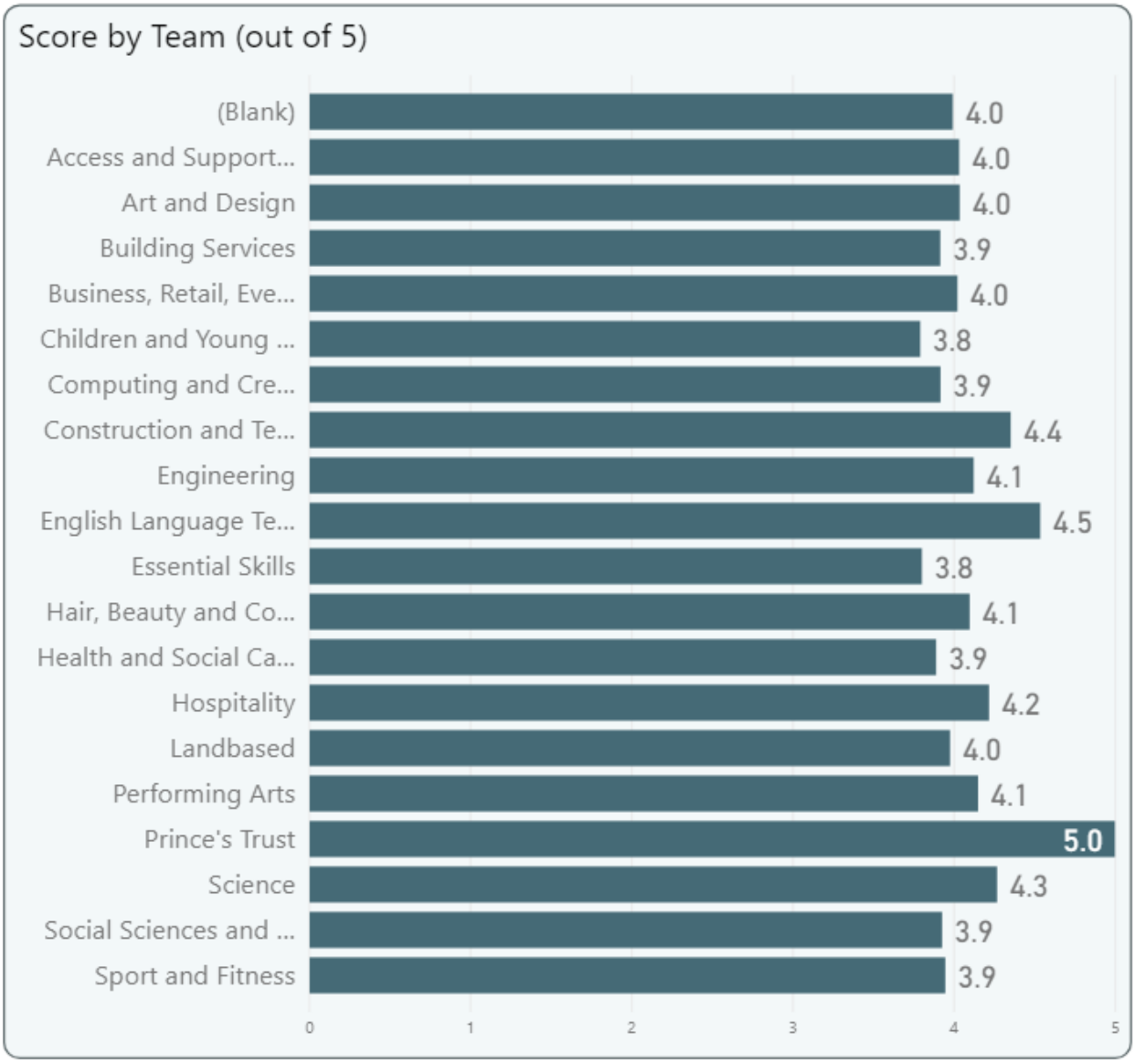
**Your Learning Experience so far.**



**Our staff**


Score by Team (out of 5)
(Blank) 4.5
Access and Support... 4.7
Art and Design 4.5
Building Services 4.5
Business, Retail, Eve... 4.5
Children and Young ... 4.5
Computing and Cre... 4.3
Construction and Te... 4.6
Engineering 4.6
English Language Te... 4.8
Essential Skills 4.4
Hair, Beauty and Co... 4.6
Health and Social Ca... 4.6
Hospitality 4.6
Landbased 4.6
Performing Arts 4.6
Prince's Trust 5.0
Science 4.6
Social Sciences and ... 4.6
Sport and Fitness 4.6
0
1
2
3
4
5

**Platforms and Places for Learning**



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

## ‘One thing we could do better’ responses

1,445 students responded to the final “one thing we could do better” question. These are free text responses which have been examined for key themes. Overall, the most common response to this question expressed the desire to return to face to face teaching or to spend more time in College:

- More time in College
- More face to face classes
- More time in college (missed out on lots of practical this year and being in college gives more motivation when at home)
- Mostly I just want to spend time in person, in classes, but I understand this is impossible due to the current situation.

39% of remaining comments were positive and mainly expressed that, despite the current restrictions, these students were satisfied with their learning experience.

**Agenda Item 10**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## PAPER D

## 2018/19 Post Course Success

# Course Leaver Destination Survey 2018/19 (Final)

November 2020

Business Intelligence

# Table of Contents

Introduction ..... 2
About the Data ..... 2
Summary ..... 3
Destinations by FE/HE ..... 4
Known and Positive Destination by Team ..... 5
Category of Employment ..... 6
Destinations of Further Study (from HE and FE) ..... 7

## Introduction

This reports details destinations of 2018/19 FT course completers from D&A College who left in 2019.

It is a SFC requirement that this data is gathered annually and may provide some insight into the success of courses and students in terms of their destinations after course completion.

More detailed analysis, including of National and individual College destinations can be performed by using the SFC's CLD Dashboard or the College's own dashboard which can be found here.

## About the Data

It is an SFC requirement for the college to gather and report data relating to FT Course completers from the previous session in February of each year. A list of relevant students is supplied by SFC, with a small amount of the destination information pre-populated with either FES, SAAS or SDS data.

The remainder was obtained by the College by a combination of online and telephone survey.

In total, 3,348 students were eligible to be surveyed (2,176 FE students and 1,172 HE students). Of these, 85.2% of student destinations are known (2,852). This is down slightly from 87% for 2018 leavers.

Summary

The table and chart below show that destinations for 2,852 of 3,348 students are known (85.2%), with destinations unknown for the remaining 496 or 14.8%.

2,116 or 74.2% of students with a known destination have continued in Full-Time education (up from 71.6% in for 2018 leavers) - with a further 19.2% (down from 19.8 in 2018) in full time or part-time work or training.

Of known destinations, 2,664 students or **93.4% have achieved a Positive Destination (compared to 94.7% of 2017/18 leavers)**. The National positive destination rate is 95.1%, 1.7% higher than the rate for Dundee and Angus. Dundee and Angus are ranked 19th out of 26 Colleges by this measure.

| D&A Leaver Destination (where known) | Count | % |
|---|---|---|
| Studying full-time | 2049 | 71.8% |
| Working full-time | 390 | 13.7% |
| Working Part-time | 157 | 5.5% |
| Studying part-time | 67 | 2.3% |
| Unemployed and looking for work | 91 | 3.2% |
| Temporarily sick or unable to work/looking after home or family | 48 | 1.7% |
| Not employed but not looking for employment, further study or training | 37 | 1.3% |
| Taking time out in order to travel | 7 | 0.2% |
| Permanently unable to work/retired | 5 | 0.2% |

FE/HE

The table below show destinations split by HE and FE leavers.

HE leavers were slightly less likely to continue in Full Time Study at 69.9% (up from 68.4%) compared to FE at 72.8% (72.9% in 2017/18).

The total rate of positive destinations for HE is 94.4% (up from 96.1% in 2016/17) compared to FE at 92.9% (down from 94% 2017/18). The national positive destination rates are HE 94.8% and FE 95.2%. D&A is ranked 12th out of 26 for its HE positive destination rate and 22nd for it FE positive destination rate.

| Destination (where known) | FE % | HE % |
|---|---|---|
| Studying full-time | 72.8% | 69.9% |
| Working full-time | 12.7% | 15.6% |
| Working Part-time | 5.1% | 6.3% |
| Studying part-time | 2.3% | 2.5% |
| Unemployed and looking for work | 3.3% | 2.9% |
| Temporarily sick or unable to work/looking after home or family | 1.9% | 1.3% |
| Not employed but not looking for employment, further study or training | 1.7% | 0.5% |
| Taking time out in order to travel | 0.2% | 0.4% |
| Permanently unable to work/retired | 0.1% | 0.4% |

Table of Positive Destination as a Percentage of Known Destination by Subject Area

The table below shows, by Subject Area: the number of 2018/19 students eligible for the Course Leaver Destination Survey; the number of students where the destination is unknown; the number of students with a known destination; the number of students with a positive known destination; the percentage of students with a known destination who have a positive destination.

| Team | CLDS Eligible | Destination Unknown | Destination Known | Positive Destination | Positive % of Confirmed |
|---|---|---|---|---|---|
| Access/Supported Ed | 198 | 22 | 176 | 163 | **92.6%** |
| Art and Design | 184 | 29 | 155 | 139 | **89.7%** |
| Building Services | 63 | 5 | 58 | 57 | **98.3%** |
| Business, Retail, Events, Mark'g | 372 | 40 | 332 | 310 | **93.4%** |
| Children and Young People | 280 | 47 | 233 | 214 | **91.8%** |
| Computing & Creative Media | 205 | 37 | 168 | 160 | **95.2%** |
| Construction & Technology | 159 | 22 | 137 | 123 | **89.8%** |
| Engineering | 177 | 29 | 148 | 142 | **95.9%** |
| ELTT (ESOL 2018) | 235 | 32 | 203 | 174 | **85.7%** |
| Hair, Beauty & Comp Therapies | 192 | 51 | 141 | 127 | **90.1%** |
| Health and Social Care | 229 | 35 | 194 | 187 | **96.4%** |
| Hospitality | 159 | 24 | 135 | 125 | **92.6%** |
| Land Based | 202 | 19 | 183 | 170 | **92.9%** |
| Performing Arts | 98 | 17 | 81 | 77 | **95.1%** |
| Retail & Events | 54 | 8 | 46 | 45 | **97.8%** |
| Science | 69 | 9 | 60 | 59 | **98.3%** |
| Social Sciences & Transition | 247 | 43 | 204 | 197 | **96.6%** |
| Sport & Fitness | 190 | 24 | 166 | 163 | **98.2%** |
| Supported Education | 3 | 1 | 2 | 2 | **100%** |
| Travel & Tourism | 32 | 2 | 30 | 30 | **100%** |
| **Grand Total** | **3348** | **496** | **2852** | **2664** | **93.4%** |

Category of Employment

547 students (19.2% of known destinations, compared to 17.3% of 2017/18 known destinations) are in full time or part time employment or training. This is consistent with the national rate of leavers going into employment at 19.3%.

The table below shows the spread of these students by Industry of Employer.

The majority of students where the Industry of Employer is known, are employed in either Other Service activities, Education, Accommodation & Food Service and Retail.

| Employer Industry | Count | % |
|---|---|---|
| S: Other service activities (e.g. includes hairdressers, beauticians, funeral activities, repair of ICT equipment, repair of hou | 104 | 18.98% |
| P: Education (e.g. includes schools, colleges and universities) | 67 | 12.23% |
| I: Accommodation and food service activities (e.g. includes hotels, bars and restaurants) | 60 | 10.95% |
| G: Wholesale and retail trade; repair of motor vehicles and motorcycles (e.g. includes shops and garages) | 48 | 8.76% |
| Q: Human health and social work activities (e.g. includes hospitals, health centres, dentists, care providers) | 48 | 8.76% |
| N: Administrative and support service activities (e.g. includes recruitment agencies, travel agents, cleaning operatives, securi | 45 | 8.21% |
| Unknown | 44 | 8.03% |
| C: Manufacturing | 23 | 4.20% |
| F: Construction | 22 | 4.01% |
| R: Arts, entertainment and recreation (e.g. includes museums, libraries, sport and fitness facilities, gambling and betting acti | 15 | 2.74% |
| A: Agriculture, forestry and fishing | 12 | 2.19% |
| H: Transport and storage (e.g. includes drivers) | 11 | 2.01% |
| M: Professional, scientific and technical activities (e.g. includes accountants, legal firms, architects, design, photographic, | 9 | 1.64% |
| D: Electricity, gas, steam and air conditioning supply | 7 | 1.28% |
| K: Financial and insurance activities (e.g. includes banks, pension and investment companies) | 7 | 1.28% |
| O: Public administration and defence; compulsory social security (e.g. includes armed services, local authorities, fire and poli | 7 | 1.28% |
| U: Activities of extraterritorial organisations and bodies (e.g. includes Embassy, Consular Office, Foreign armed forces, Foreig | 7 | 1.28% |
| J: Information and communication (e.g. includes telecommunication and media activities) | 6 | 1.09% |
| T: Activities of households as employers; undifferentiated goods- and services- producing activities of households for own use | 3 | 0.55% |
| E: Water supply, sewerage, waste management and remediation activities | 2 | 0.36% |
| L: Real estate activities (e.g. includes estate agents and letting agencies) | 1 | 0.18% |

Destination of Further Study

In total, 2,116 students (72.4% of known destinations, up from 71.6% in 2017/18) have continued in Full Time Education (1,419 from FE and 697 from HE). The national rate of confirmed leavers continuing in study is higher at 75.7%. The study destinations of these students (where known) are shown below, for HE and FE students.

Of all FE and HE students continuing in Full Time study, 1569 or 74.2% remained at D&A (consistent with prior 2 years, both 74.3%), and in total 1888 or 89.2% remained in Dundee (90% in 2017/18) - (D&A, University of Dundee and University of Abertay).

Among HE leavers 42.6% remained at D&A (up from 38.5% and 38.4% in prior 2 years) with a further 39.5% going on to University of Dundee or Abertay (41% in 17/18).

Among FE leavers 89.6% remain at D&A (90.8% in 17/18), with a further 3.1% going to Abertay or Dundee (4.4% in 2017/18 and 3.6% in 16/17).

# All

| Study Destination (from HE and FE) | Count |
|---|---|
| Dundee and Angus College | 1569 |
| Abertay Dundee, University of | 185 |
| Dundee, The University of | 134 |
| Robert Gordon University, The | 42 |
| St Andrews, The University of | 26 |
| Unknown | 24 |
| Edinburgh Napier University | 20 |
| Aberdeen, The University of | 16 |
| Edinburgh College | 10 |
| North East Scotland College | 10 |
| Scotland's Rural College (SRUC) | 9 |
| Stirling, The University of | 9 |
| Fife College | 7 |
| Heriot-Watt University | 6 |

| | |
|---|---|
| Glasgow College, City of | 5 |
| He Establishment Outwith Scotland | 5 |
| Highlands and Islands, The University of the | 5 |
| Perth College (UHI) | 5 |
| other UK Institution | 4 |
| Queen Margaret University College | 4 |
| Glasgow, The University of | 3 |
| Open University, The | 3 |
| Other non-UK Institution | 3 |
| West College Scotland | 2 |
| Conservatoire For Dance and Drama | 1 |
| Edinburgh, The University of | 1 |
| Glasgow Kelvin College | 1 |
| Lanarkshire, New College | 1 |
| Non Scottish FE College | 1 |
| North Highland College (UHI) | 1 |
| Other Public Body in the UK | 1 |
| Strathclyde, The University of | 1 |
| The University of Manchester | 1 |
| West of Scotland, The University of | 1 |

# FE

| Study Destination (from FE) | Count |
|---|---|
| Dundee and Angus College | 1272 |
| Dundee, The University of | 34 |
| Unknown | 21 |
| Robert Gordon University, The | 13 |
| Abertay Dundee, University of | 10 |
| St Andrews, The University of | 10 |
| Edinburgh College | 9 |
| North East Scotland College | 9 |
| Scotland's Rural College (SRUC) | 6 |
| Aberdeen, The University of | 4 |
| other UK Institution | 4 |
| Glasgow College, City of | 3 |
| Heriot-Watt University | 3 |
| Highlands and Islands, The University of the | 3 |
| Fife College | 2 |
| Open University, The | 2 |
| Other non-UK Institution | 2 |
| Stirling, The University of | 2 |
| West College Scotland | 2 |
| Edinburgh, The University of | 1 |
| Glasgow Kelvin College | 1 |
| Glasgow, The University of | 1 |
| He Establishment Outwith Scotland | 1 |
| Non Scottish FE College | 1 |
| Perth College (UHI) | 1 |
| Queen Margaret University College | 1 |
| Strathclyde, The University of | 1 |

# HE

| Study Destination (from HE) | Count |
|---|---|
| Dundee and Angus College | 297 |
| Abertay Dundee, University of | 175 |
| Dundee, The University of | 100 |
| Robert Gordon University, The | 29 |
| Edinburgh Napier University | 20 |
| St Andrews, The University of | 16 |
| Aberdeen, The University of | 12 |
| Stirling, The University of | 7 |
| Fife College | 5 |
| He Establishment Outwith Scotland | 4 |
| Perth College (UHI) | 4 |
| Unknown | 3 |
| Heriot-Watt University | 3 |
| Queen Margaret University College | 3 |
| Scotland's Rural College (SRUC) | 3 |
| Glasgow College, City of | 2 |
| Glasgow, The University of | 2 |
| Highlands and Islands, The University of the | 2 |
| Conservatoire For Dance and Drama | 1 |
| Edinburgh College | 1 |
| Lanarkshire, New College | 1 |
| North East Scotland College | 1 |
| North Highland College (UHI) | 1 |
| Open University, The | 1 |
| Other non-UK Institution | 1 |
| Other Public Body in the UK | 1 |
| The University of Manchester | 1 |
| West of Scotland, The University of | 1 |

**Agenda Item 11**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## PAPER E

# VP Curriculum & Attainment Report

# BOARD OF MANAGEMENT

# Learning, Teaching and Quality Committee
# Wednesday 10 February 2021

## VP Curriculum & Attainment Report

***Paper for noting***

### 1. Introduction

The primary focus of the curriculum teams continues to be dealing with the impact of the COVID-19 pandemic by developing innovative content and delivery approaches [synchronous and asynchronous] for blended delivery and supporting students with their learning throughout these difficult times. This paper provides an update on other recent activities and current projects.

### 2. Business Continuity – COVID 19

*Student Retention and Engagement*

The return to college following the winter break is a key point for student engagement and retention, and the recent lockdown has placed greater emphasis on supporting students to re-engage. Data relating to attendance and engagement has identified that 138 students have not engaged since 18 January 2021 when classes resumed on a remote only basis. The majority of the 138 students are enrolled in practical courses normally based on-campus. 107 of the total have known issues that are being managed and Administrative Services are currently in the process of contacting each student to support them to re-engage.

*Attainment*

All academic areas are making significant efforts to focus on student attainment. Teams have adapted assessment approaches, have re-written assessments and have developed alternative approaches to high stakes assessments. The college is also represented on the Higher National and Vocational Qualifications 2021 Group, chaired the by the Chief Executive of SQA, and is influencing the advice on assessment related guidance for vocational qualifications, other guidance as appropriate, e.g. around use of technology for assessment and contingency arrangements. The college is also a key contributor to the working group responsible for creating the operational guidance for adaptions to qualifications and the process for quality assuring the adapted qualifications.

*Student Voice*

The recent Learner Satisfaction survey results provided a rich source of information on how students are managing with the new models of delivery and the feedback has been used by teams to support students and make improvements to the student experience. The Executive team has also participated in 2 Q&A sessions with the Students' Association and Lead Reps and were impressed with the students' openness and honesty and the maturity of their questions. The benefits of these sessions for students has led to the introduction of regular catch-up meetings with Heads of Sectors and the Lead Reps for their sector to focus more closely on specific concerns and solutions.

*Scenario Planning*

The restrictions to onsite delivery of our curriculum and services due to the most recent lockdown continues to cause disruption for our learners. We know that student engagement and attainment will become more challenging in our practical (and other) areas whilst the current restrictions remain in place and as each week passes. Planning is underway in college and nationally modelling a range of scenarios and the impacts these will have on our current students, college operations and the start of the next academic year.

## 3. Recruitment 2021/22

Although there are many uncertainties currently facing us as a result of the pandemic, we made the decision to open our applications for 2021/22 as planned on 18 January 2021. Feedback from community partners indicated that young people were worried about their next steps and this was used to shape the current marketing messages of "Start your Future with…" and "Find your Future in …" which is aspirational and provides optimism.

It is unlikely that we will have the same opportunities to engage with schools and key influencers to promote the college offer and support with career planning during this recruitment cycle. We are collaborating closely with Skills Development Scotland Careers Advisors and our school partners to support options choices and post-school destination planning and have created an online pre-application package : Understanding the College Application and Selection Process, to replace the work normally undertaken in schools, to support pupils during this process.

The guidance is also being made available to the wider applicant population online, via the College website, the Future Talent site and social media.

Alongside the college application and selection guidance for applicants, we have developed a bespoke Student Guide for every curriculum area. These guides are an online replacement for our on-campus Applicant Days and aim to provide current and future students with in-depth course information, career options, progression pathway information, as well as providing staff with an interactive platform to showcase their department through the use of student testimonials, examples of coursework and welcome videos.

Feedback from the Learner Satisfaction Survey has also highlighted the need for a strategic approach to supporting students' digital skills prior to starting College. The Learning and Digital Resources team has piloted our new online 'Getting Ready for College Digital Skills' course with our February intake, with 200 students having completed this so far. Student feedback on their experience will be used to evaluate and refine the course before being offered as a support to 2021/22 applicants.

These additional resources will be used to supplement the individual support offered by our Here to Help staff, student funding and student services teams.

## 4. Curriculum Developments

We are continuing to review our curriculum offer, look ahead to future developments and introduce new curriculum opportunities which will benefit our students and stakeholder partners.

**Pathway Apprenticeships** have recently been introduced by SDS as part of the Young Person's Guarantee and the college successfully bid for contract to deliver the programmes. Pathway Apprenticeships will be delivered from February in **Childcare, Engineering, Construction: Roofing & Tiling and Construction: Bricklaying**. The Pathway Apprenticeships will provide opportunities for 16-18 year olds who are not in education, employment or training to develop skills required for employment in these growth areas.

Following the successful introduction of our BA (Hons) Dance (Completion Award) in September 2020 we have further developed our partnership with University of West London and will offer **BA (Hons) Professional Theatre Practice (Completion Award)** in September 2021 which will provide a progression pathway for HND Acting and Performance students.

SQA recently devised an **NPA in End of Life Care** and discussions with local partners confirmed that end of life care education is not widely taught across the care sector. The college is well placed to offer this award with the specialist expertise within our staff. This award will ensure that educational needs of local partners are met, with a programme of study that offers the opportunity to equip individuals with the range of knowledge, skills, and values, required to provide high quality palliative and end of life care.

The college has applied for funding through Energy Efficiency Training Network to further develop electrical vehicle charging installation and training, air and ground source heat and solar thermal installation and training which will be used for future skills development in **green energy resources** for school-college partnership students, full-time students and apprentices.

Other new provision to be offered in Session 2021/22 includes **NPA Sociology, HNC Police Studies, HNC Healthcare Practice, British Weightlifting accredited courses, Active IQ Mental Health Awareness** and **PDA in Counselling** which has also been added to HNC Social Sciences as an option offering wider choice and greater progression opportunities for students**.**

## 5. Work Experience

Despite the restrictions preventing access to external work placements, our teaching teams have been finding creative ways to provide our students with a realistic sense of a workplace setting.

Funding was secured from the regional DYW group to create a series of films with work-based scenarios to help childcare students learn how to respond to situations that may arise in a real-life setting. Further funding has been secured for the development of a virtual hospital to provide a simulated experience of life on the ward for nursing students.

Civil Engineering students have been working with Institute of Civil Engineers and Scottish and Southern Electricity accessing virtual work experience talks and site tours.

Sports and Fitness students have been working with our Learner Engagement team to support them with a range of projects to support students' mental health and wellbeing. As well as providing Sport and Fitness students with valuable work experience it has helped increase the reach and activities of the Learner Engagement team.

## 6. Partnerships

*RISE (Raising Interpersonal Skills for Employment)*

The College has successfully worked in partnership with Dundee City Council for number of years in delivering positive outcomes for school pupils through the PACE (Pupil Access to College and Employability) alternative education programme for pupils who have disengaged from mainstream education.

In January 2020, Dundee City Council asked us to co-create another alternative education programme building on the positive PACE model. Through discussions we identified a gap for a practical programme that would prepare young people for making the transition to employment.

Planning was put on hold due to COVID-19 but has since resumed and RISE (Raising Interpersonal Skills for Employment) will be launched in the new academic year for pupils in the last phase of compulsory education. The typical RISE learner may have behavioural, social and/or emotional

barriers to successfully engaging in mainstream education and may not enjoy traditional approaches to learning and have a preference for more practical based, experiential learning.

RISE will concentrate on supporting and guiding learners to maintain attendance and participation in an employability focused programme. Learners will also be involved in a community project allowing them opportunities to develop team building skills, working with others and communication. Mental Health and Wellbeing will also be a key focus of the learning.

The desired outcomes are positive destinations for the young people e.g. access to apprenticeships or employment or further College courses, and that they have developed the required skills for life, learning and work.

*Microcredentials*

Dundee and Angus College is about to embark on a Microcredentials pilot in partnership with 3 other Colleges and the Scottish Credit and Qualifications Framework Partnership (SCQF).

Microcredentials are identified as short courses or training programmes between 10- 60 hours, which would result in recognition of a particular skill. It is also proposed that a microcredential would be formally recognised, so that an individual has evidence that they have achieved a certain standard of learning on that particular subject area. A microcredential would be delivered and assessed mostly online to effectively support employers and upskill learners in the current post COVID -19 climate. This pilot is in response to a survey undertaken by the project group which found that over 80% of employers surveyed felt that a suite of shared microcredentials would be a positive move. The project group is currently discussing what these will look like, how these will differ from existing offers, the possibilities available to get these formally recognised and accredited and the quickest way to make these available to address skill gaps for those facing unemployment to boost economic recovery.

This pilot will allow us to be involved in sector developments and to offer the most up-to-date accredited qualifications to our local area.

*Enable Scotland*

All 4 students of the Enable Works program graduated with an NPA in Digital Media after completing an 8-week program. This program was sponsored by STV Children's Appeal, and the money was used to create a purpose-built room to deliver both basic and enhanced digital skills training to disabled people in Dundee.

This course included work experience support from our industry partners and previous students who talked about employment opportunities for disabled people in Dundee's growing digital sector. This is the first of many graduates who will take part in this program for the foreseeable future in the college and 4 of these students will be taking part in phase 2 of this project which will see them enhancing their skills.

Due to the current campus restrictions at present we are ensuring that we are continuing to support these students with a remote bridging course to keep them motivated for the next step of their journey.

*Skills Development Scotland (SDS) Cyber Security Project*

Dundee and Angus College was asked by SDS to develop an approach to embedding cyber-security skills in non-Computing subjects to encourage cyber resilience in response to The Scottish Government's Cyber Resilience Public Sector Action Plan.

The College has created a toolkit of practical activities, assessments and lesson plans suitable for remote or blended learning. These materials will be shared with colleges across Scotland.

We are the first college to embed cyber-security as a key core skill which will enhance our portfolio and create awareness across a wider range of the student population, building cyber resilience and providing additional dimensions to career progression pathways for D&A students.

## 7. Skills Profiling

The College is currently participating in a joint Skills Profiling pilot with Skills Development Scotland and primary and secondary schools within Dundee which aims to enable young people to identify, develop and talk confidently about their meta-skills such as creativity, initiative and integrity.

We have 4 skills champions in the College who are working with learner groups across a range of curriculum areas on the creation and development of a learner skills profile.
We have also adapted our online application system to enable any school pupils involved in the pilot to attach their skills profile to their college application. This will provide extra information about the applicant and will be used to support discussion during interview and will enable the applicant to talk about previous experiences more easily. The longer-term plan is to use this to provide a seamless progression from school to college. Interest in the pilot is being shown across the education sector and Education Scotland has requested a meeting with the Steering Group so that they can share the approach with others. Here is a link with more information on the pilot - The Learner Journey Approach

## 8. SFC Additional Funding for Students' Associations

The Scottish Government/SFC have recently announced additional funding to assist Students' Associations to better connect with and support students during the COVID pandemic. The College was pleased to receive an additional £24,000 on behalf of the Students' Association and plans are in place to use these funds to expand the range of support and events that DASA organize over the coming weeks.

## 9. GTCS Revalidation

The College is pleased to confirm its successful revalidation through the General Teaching Council (Scotland). Our GTCS status means that College arrangements in respect of the professional support and development of staff meets all GTCS standard requirements. As a result, engagement in College professional development arrangements is sufficient evidence to support GTCS mandatory requirements for the professional registration of staff.

### 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.
3.5 Reputational Risk – Loss of reputation with key stakeholders

**Author & Executive Sponsor:** Julie Grace, VP Curriculum and Attainment

**Agenda Item 13**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## PAPER G

## LT&Q Metrics

# BOARD OF MANAGEMENT

# Learning, Teaching & Quality Committee

# Wednesday 10 February 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 March 2021 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.

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

Following on from the most recent announcements in respect of COVID restrictions for practical subject areas the likelihood of impact on risk 3.1 has been increased, moving this from green to amber. Although not a risk allocated to the learning, Teaching and Quality committee, a similar change in risk likelihood has been made to risk 3.5 in relation to possible impact on our reputation with stakeholders (especially schools) due to the disproportionate impact on senior phase groups.

## 4. Approvals

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

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

DUNDEE AND ANGUS COLLEGE

# STRATEGIC RISK REGISTER

## 2020 - 2021

As at March 2021

DRAFT

| Post Holders | | | | | Score | Impact | Likelihood |
|---|---|---|---|---|---|---|---|
| | ELT | Executive Leadership Team | Prin | Principal | 1 | Routine | Remote |
| | SLT | Senior Leadership Team | DirC&A | Directors of Curriculum & Attainment | 2 | Minor | Unlikely |
| | Board | Board of Management | HoICT | Head of ICT | 3 | Significant | Possible |
| | VPP&P | Vice Principal People & Performance | HoE | Head of Estates | 4 | Major | Probable |
| | VPCS | Vice Principal Corporate Services | Chair | Chair of the Board of Management | 5 | Critical | Very Likely |
| | VPCA | Vice Principal Curriculum & Attainment | | | | | |

| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS<br>Risks | Impact | Likelihood | Score | TREATMENT<br>Mitigation Actions | Impact | Likelihood | Score | POST MITIGATION EVALUATION<br>Monitoring | Lead Responsibility |
|---|---|---|---|---|---|---|---|---|---|---|
| **1 Strategic and Structural** | | | | | | | | | | |
| **1.1**<br>**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 | • Robust strategic planning<br>• Effective environmental scanning<br>• Strong partnerships<br>• Clear links between strategy and practice<br>• Concerted demands for increased activity levels | 4 | 1 | 4 | • Robust monitoring via ROA<br>• Clear performance metrics<br>• Amendment of strategic direction/ plans<br>• Rolling curriculum review | Prin & Chair |
| **1.2**<br>**Board** | College may be disadvantaged by changes to either UK or Scottish Government policies | 4 | 3 | 12 | • Effective environmental scanning<br>• Negotiation/influence at national level | 4 | 2 | 8 | • Review of changes and amendment of strategic direction/plans<br>• Financial strategy sensitivities | Prin & Chair |
| **1.3**<br>**Board** | College disadvantaged by changes arising from UK leaving European Union | 5 | 4 | 20 | • Negotiation/influence at national level<br>• Review of activities/ projects<br>• Responsiveness to new opportunities | 5 | 3 | 15 | • Review of changes and amendment of strategic direction/plans/ curriculum<br>• Financial strategy ESF sensitivity<br>• Workforce planning<br>• International strategy & planning<br>• Brexit 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 | | | | | Score | Impact | Likelihood |
|---|---|---|---|---|---|---|---|
| | ELT | Executive Leadership Team | Prin | Principal | 1 | Routine | Remote |
| | SLT | Senior Leadership Team | DirC&A | Directors of Curriculum & Attainment | 2 | Minor | Unlikely |
| | Board | Board of Management | HoICT | Head of ICT | 3 | Significant | Possible |
| | VPP&P | Vice Principal People & Performance | HoE | Head of Estates | 4 | Major | Probable |
| | VPCS | Vice Principal Corporate Services | Chair | Chair of the Board of Management | 5 | Critical | Very Likely |
| | VPCA | Vice Principal Curriculum & Attainment | | | | | |

| 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:<br>• Ability of the College to meet key regional strategies/objectives<br>• Financial loss or unmanageable financial risk<br>• Reputational loss | 4 | 3 | 12 | • Effective project/activity management in place<br>• Clear governance structures<br>• Project/initiative finances clearly incorporated within College financial strategy and plans<br>• End of project and exit/contingency planning | 3 | 2 | 6 | • Regular project updates at Executive/Board level<br>• Monitoring of project activities, plans and outcomes<br>• Budget reporting and management | Principal, 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 | Responsibility |
| **2 Financial** | | | | | | | | | | |
| **2.1** **F&P** | Change in SFC Funding Methodology and Allocation – Reduction in Funding | 3 | 3 | 9 | • Negotiation/influence at national level<br>• Contingency plans for reduced funding | 2 | 3 | 6 | • Advance modelling of new funding methodologies and allocations<br>• Monitoring impact of changes<br>• Amendment of strategic or operational direction/plans<br>• Financial strategy sensitivities | VPCS |
| **2.2** **F&P** | Failure to achieve institutional sustainability | 5 | 4 | 20 | • Protection of funding through dialogue with SFC<br>• Robust annual budget-setting and multi-year financial strategic planning<br>• Effective budgetary control<br>• Where required, swift action to implement savings | 4 | 3 | 12 | • Monthly monitoring of budgets<br>• Regular review of financial strategy and non-core income sensitivity<br>• 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 | • Influence within Employers Association<br>• Management of staffing expenditures | 4 | 3 | 12 | • Expenditure modelling<br>• On-going discussions with staff<br>• Financial strategy sensitivities<br>• Workforce planning | VPP&P, VPCS |

**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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|---|---|---|---|---|---|---|---|
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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 |
| **2 Financial (cont)** | | | | | | | | | | |
| **2.4** **A&R** | Financial Fraud | 4 | 3 | 12 | • Strong financial controls: segregation of duties and review of transactions.<br>• Review of impact of any changes in structure or duties<br>• Whistleblowing arrangements | 3 | 2 | 6 | • Continuous review of financial controls<br>• Internal Audit programme | VPCS |
| **2.5** **F&P** | D&A Foundation refuses/withholds funding for key College priorities | 5 | 3 | 15 | • On-going dialogue with Foundation Trustees<br>• Appropriate bid arrangements in place | 3 | 2 | 6 | • Monitor and advise Board of Management | Prin & VPCS |
| **2.6** **F&P** | Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services | 3 | 2 | 6 | • Multi-year estates strategy and capital planning<br>• Lobbying of SFC on capital and backlog maintenance funding<br>• Planning for D&A Foundation bids | 2 | 2 | 4 | • Monitoring of capital plans and expenditures<br>• Regular review of capital plans/timescales relative to funds | VPCS |

| Post Holders | | | | | Score | Impact | Likelihood |
|---|---|---|---|---|---|---|---|
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| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS | | | | TREATMENT | POST MITIGATION EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Lead Responsibility |
| **3 People and Performance** | | | | | | | | | | |
| **3.1** **LT&Q** | Failure to reach aspirational standards in learning, teaching and service delivery | 4 | 3 | 12 | • Clear quality arrangements and priority actions<br>• Continuous self-evaluation and action planning<br>• Rigorous CPD arrangements in place<br>• Regular classroom observation and learner feedback arrangements | 3 | 2 | 6 | • Comprehensive monitoring of key PIs and student/staff feedback<br>• Regular Stop and Review events<br>• 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 | • Robust strategic planning and monitoring<br>• Effective environmental scanning<br>• Strong partnerships<br>• Clear links between strategy and practice<br>• Concerted demands for increased activity levels | 2 | 2 | 4 | • Effective internal monitoring/review/verification arrangements<br>• External review findings | VPP&P, VPC&A |
| **3.3** **A&R** | Legal actions; serious accident; incident or civil/criminal breach | 4 | 5 | 20 | • Adherence to legislative and good practice requirements<br>• Positive Union relations and staff communication<br>• Effective management development programmes | 3 | 2 | 6 | • Monitoring and reporting in key areas – eg H&S, equalities, employee engagement<br>• Continuous professional development<br>• Internal audit programme<br>• Staff surveys | 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 |
| **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 | • Clear and proactive approaches to managing and promoting health, safety and wellbeing<br>• Continuous self-evaluation and action planning<br>• Rigorous CPD arrangements in place<br>• Regular staff and learner feedback arrangements | 3 | 2 | 6 | • Regular employee engagement monitoring<br>• Open communication with staff<br>• Comprehensive monitoring of key PIs and student/staff feedback<br>• Regular union/management dialogue | VPP&P, VPCS |
| **3.5 Board** | Reputational Risk – Loss of reputation with key stakeholders | 4 | 3 | 12 | • Marketing strategy<br>• Reputation plan<br>• Positive marketing approaches | 4 | 2 | 8 | • Stakeholder engagement<br>• 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 | • Influence within Employers Association<br>• Management of bargaining outcomes and implementation | 4 | 3 | 12 | • Positive union relations and staff communication<br>• On-going discussions with staff<br>• Innovation in approaches | 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

| Post Holders | | | | | Score | Impact | Likelihood |
|---|---|---|---|---|---|---|---|
| | ELT | Executive Leadership Team | Prin | Principal | 1 | Routine | Remote |
| | SLT | Senior Leadership Team | DirC&A | Directors of Curriculum & Attainment | 2 | Minor | Unlikely |
| | Board | Board of Management | HoICT | Head of ICT | 3 | Significant | Possible |
| | VPP&P | Vice Principal People & Performance | HoE | Head of Estates | 4 | Major | Probable |
| | VPCS | Vice Principal Corporate Services | Chair | Chair of the Board of Management | 5 | Critical | Very Likely |
| | VPCA | Vice Principal Curriculum & Attainment | | | | | |

| 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 | • Adherence to legislative and good practice requirements<br>• Positive Union relations and staff communication<br>• Effective management development programmes<br>• Industrial action continuity planning | 4 | 3 | 12 | • Regular union/management dialogue<br>• Regular employee engagement monitoring<br>• Open communication with staff<br>• Industrial action continuity planning | VPP&P |
| **3.8** **A&R** | Breach of data security / data protection | 5 | 4 | 20 | • Effective management of GDPR compliance<br>• Mandatory staff CPD and awareness raising on data protection (relative to role) | 4 | 2 | 8 | • Active data protection monitoring and auditing<br>• Effective information and data security policies in operation<br>• Regular data security monitoring/testing<br>• GDPR Action Plan<br>• Staff CPD | VPC&A, HoICT |
| **3.9** **HRD** | Failure to meet Prevent and related obligations | 5 | 3 | 15 | • Prevent training<br>• Staff awareness and contingency planning<br>• Engagement/practice sharing with local agencies | 5 | 1 | 5 | • Business Continuity Plan including scenario testing<br>• Information sharing with local agencies | VPC&A, VPP&P |

**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.)** | | | | | | | | | | |
| **3.10** **HRD** | College arrangements do not minimise risk associated with Modern Slavery | 4 | 3 | 12 | • Clear and compliant procurement arrangements and procedures<br>• Staff identity checking arrangements and use of PVG. | 4 | 1 | 4 | • Annual procurement monitoring/reporting<br>• Regular employee engagement monitoring<br>• Open communication with staff | VPC&A, VPP&P |

**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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|---|---|---|---|---|---|---|---|
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| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS | | | | TREATMENT | POST MITIGATION EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Responsibility |
| **4 Infrastructure** | | | | | | | | | | |
| **4.1 A&R** | Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures | 5 | 4 | 20 | • Sound systems of administration<br>• Clear fire and disaster recovery arrangements<br>• Staff CPD | 5 | 1 | 5 | • 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 | • Planning, careful phasing of changes to processes and systems<br>• Effective management of ICT arrangements<br>• Clear investment plan | 4 | 2 | 8 | • Regular review/reporting on milestones, systems effectiveness etc<br>• Regular CPD | VPC&A, HoICT |
| **4.3 A&R** | Breach of ICT/Cyber security | 4 | 3 | 12 | • Effective management of ICT arrangements<br>• Active ICT/data security monitoring and cyber security policy | 4 | 2 | 8 | • Staff CPD on cyber security issues<br>• Regular security monitoring/testing<br>• Cyber resilience plan | VPC&A, HoICT |
| **4.4 A&R** | ICT infrastructure fails to support effective data security / data protection | 5 | 3 | 15 | • Effective infrastructure and systems design and implementation<br>• Effective management of ICT arrangements and GDPR compliance | 4 | 2 | 8 | • Active data protection monitoring and auditing<br>• Effective information and data security policies in operation<br>• Regular data security monitoring/testing | 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

DUNDEE AND ANGUS COLLEGE

# STRATEGIC RISK REGISTER
# COVID 19 SPECIFIC MITIGATIONS
## 2020 - 2021

As at March 2021

DRAFT

| Post Holders | | | | | Score | Impact | Likelihood |
|---|---|---|---|---|---|---|---|
| | ELT | Executive Leadership Team | Prin | Principal | 1 | Routine | Remote |
| | SLT | Senior Leadership Team | DirC&A | Directors of Curriculum & Attainment | 2 | Minor | Unlikely |
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| | VPCA | Vice Principal Curriculum & Attainment | | | | | |

| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS<br>Risks | Impact | Likelihood | Score | TREATMENT<br>Additional COVID 19 Mitigation Actions | Impact | Likelihood | Score | POST MITIGATION EVALUATION<br>Additional COVID 19 Monitoring | Lead Responsibility |
|---|---|---|---|---|---|---|---|---|---|---|
| **1 Strategic and Structural** | | | | | | | | | | |
| **1.1**<br>**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 | • Regular strategic analysis and assessment of need for change<br>• Strong engagement with government and key partners – influencing national priorities<br>• Clear prioritisation of activities<br>• Focus on core business | 4 | 3 | 12 | • Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to Chairs<br>• Amendment of strategic direction/ plans<br>• Rolling curriculum, activity and priority review and implementation of new approaches/services where needed<br>• Engagement with government and other partners | Prin & Chair |
| **1.4**<br>**Board** | Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on:<br>• Ability of the College to meet key regional strategies/objectives<br>• Financial loss or unmanageable financial risk<br>• Reputational loss | 4 | 3 | 12 | • Clear prioritisation of activities<br>• Effective project/activity management in place<br>• Strong engagement with partners/funders<br>• Clear governance structures<br>• Project/initiative finances clearly understood and reviewed regularly<br>• Project cessation, pausing or contingency planning in place | 4 | 2 | 8 | • Regular project updates at Executive/Board level<br>• Monitoring of project activities, plans and outcomes<br>• Budget reporting and management | Principal, 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

| Post Holders | | | | | Score | Impact | Likelihood |
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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** | | | | | | | | | | |
| **2.2**<br>**F&P** | Failure to achieve institutional sustainability | 5 | 4 | 20 | • Protection of funding through dialogue with government, SFC and other funders<br>• Robust and effective budgetary control<br>• Where required, swift action to implement savings<br>• Increased focus on cash position | 4 | 3 | 12 | • Monthly monitoring of budgets<br>• Engagement with government and other partners<br>• Detailed monitoring of income optimisation and savings programmes | VPCS |
| **2.4**<br>**A&R** | Financial Fraud | 4 | 3 | 12 | • Revised financial controls: segregation of duties and review of transactions.<br>• Review of impact of changes in ways of working, authorisation arrangements<br>• Whistleblowing arrangements | 3 | 2 | 6 | • Continuous review of financial controls and revised arrangements | 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<br><br>**Likelihood Increased** | 4 | 3 | 12 | • Clear input and engagement with revised quality arrangements and priority actions<br>• Rigorous CPD arrangements in place to support new ways of working<br>• Regular learner feedback and engagement arrangements | 3 | 4 | 12 | • Comprehensive monitoring of engagement of learners in learning (where possible)<br>• Engagement with revised quality arrangements<br>• 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 | • Engagement and communication strategy with compliance bodies<br>• Clear input and engagement with revised quality arrangements and priority actions<br>• Prioritisation of activities/outcomes | 3 | 2 | 6 | • Effective internal monitoring/review/verification arrangements<br>• Engagement with revised quality arrangements and contingency plans<br>• Outcome monitoring/recording | 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.)** | | | | | | | | | | |
| **3.4 HR&D** | Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students | 3 | 4 | 12 | • Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site<br>• Project 2020 developments and mitigations<br>• Outbreak management plan<br>• Enhanced awareness of challenges/support needs<br>• Extensive CPD arrangements in place – Home Working Hub<br>• Regular staff and learner feedback arrangements | 3 | 3 | 9 | • Regular employee engagement monitoring<br>• Maintaining and reporting on physical distancing measures<br>• Open communication with staff<br>• Monitoring of formal and informal feedback – student and staff feedback<br>• Regular union/management dialogue | VPP&P, VPCS |
| **3.5 Board** | Reputational Risk – Loss of reputation with key stakeholders<br><br>**Likelihood Increased** | 4 | 3 | 12 | • Marketing strategy<br>• Reputation plan<br>• Positive marketing approaches<br>• Outbreak management communications plan | 4 | 3 | 12 | • Positive marketing plan<br>• Regular stakeholder engagement<br>• Social media engagement and monitoring arrangements | Prin DirC&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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|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | • Adherence to legislative and good practice requirements<br>• Positive Union relations and staff communication<br>• Effective management engagement and support | 4 | 2 | 8 | • Regular union/management dialogue<br>• Open communication with staff<br>• Effective management engagement and support | VPP&P |
| **3.8** **A&R** | Breach of data security / data protection | 5 | 4 | 20 | • Effective management of GDPR compliance<br>• Additional awareness raising of WFH risks<br>• Mandatory staff CPD and awareness raising on data protection (relative to role) | 4 | 2 | 8 | • Active data protection awareness raising<br>• Effective information and data security policies in operation<br>• Regular data security monitoring/testing<br>• Staff CPD | VPC&A, HoICT |
| **3.12** **HRD** | Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services | 4 | 3 | 12 | • Clear scenario and contingency planning<br>• COVID 19 H&S mitigations in place, monitored and adapted where required<br>• All appropriate government guidance followed | 4 | 2 | 8 | • Monitoring of COVID 19 cases and absences<br>• Outbreak management arrangements<br>• Amendment to support prioritised services | 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 | • Effective management of ICT arrangements<br>• Active ICT/data security monitoring and cyber security policy<br>• Additional awareness raising of WFH risks and COVID related 'scams' | 4 | 2 | 8 | • Staff awareness raising/CPD on cyber security issues<br>• Regular security monitoring/testing<br>• Cyber resilience plan | VPC&A, HoICT |
| **4.6** **LT&Q** | ICT/Cyber failure significantly disrupt learning, teaching or other core services | 4 | 3 | 12 | • 'Cloud first' strategy implementation for major services/systems<br>• Clear and robust management of ICT systems | 3 | 1 | 3 | • Systems monitoring<br>• On-going cyber resilience and systems development | HoICT |

**Agenda Item 12**

# Learning, Teaching and Quality Committee

## Wednesday 10 February 2021

## 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

**LEARNING, TEACHING AND QUALITY COMMITTEE FEBRUARY 2021**
**LT&Q METRICS**

## 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.

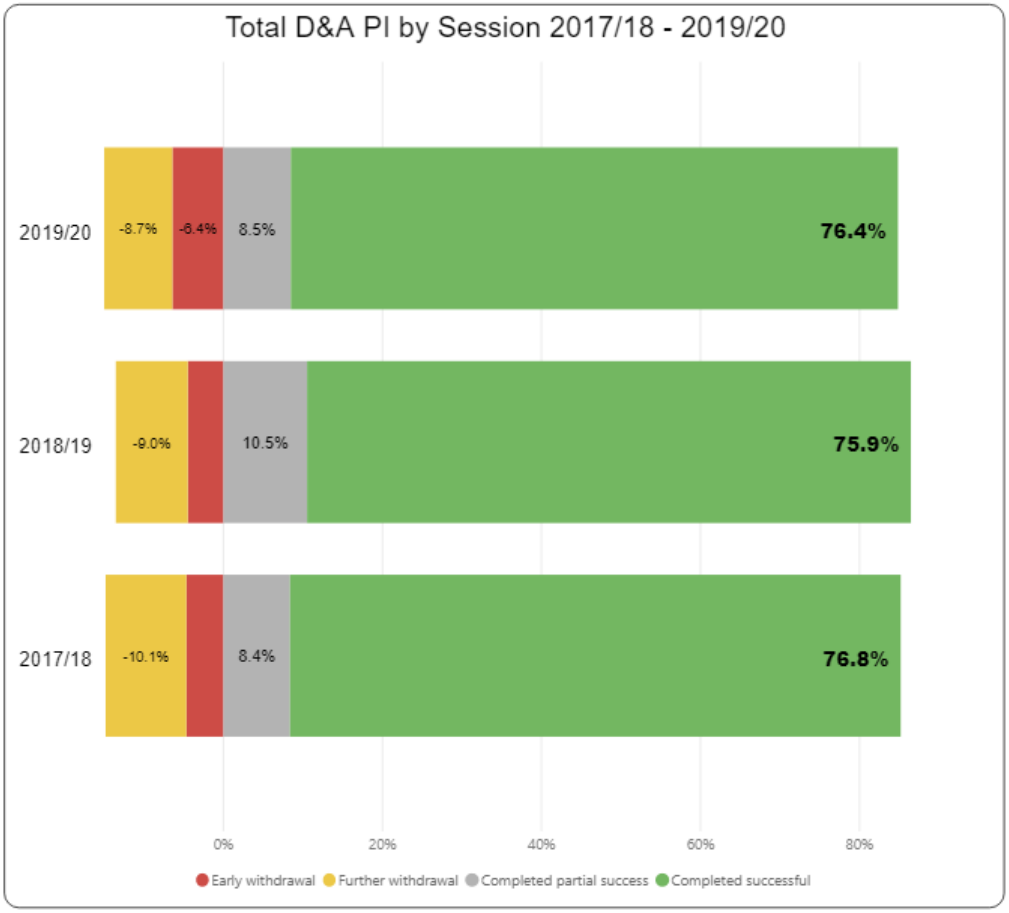
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

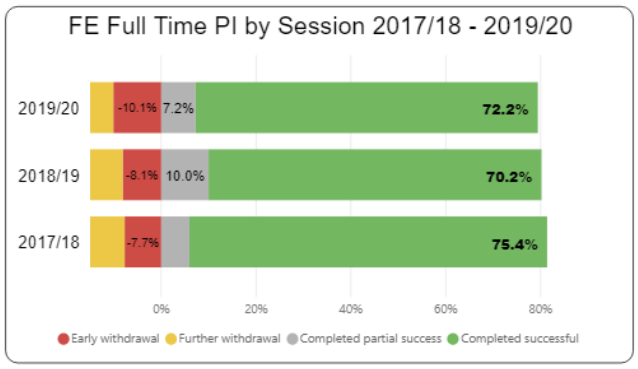
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

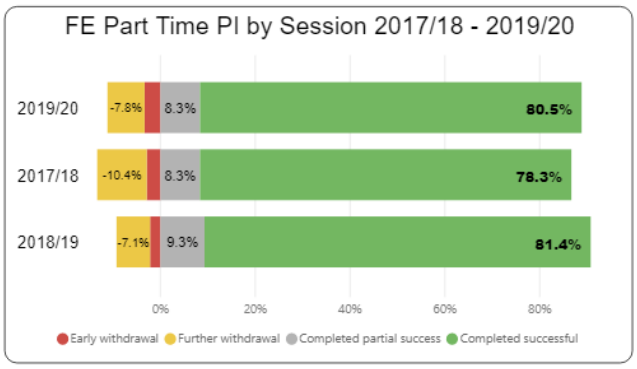
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

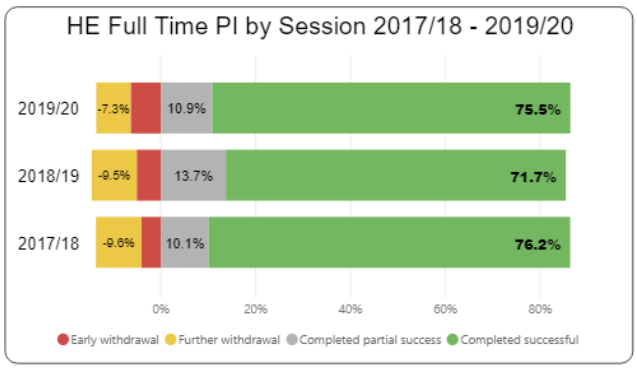
## 2. LT&Q Metrics

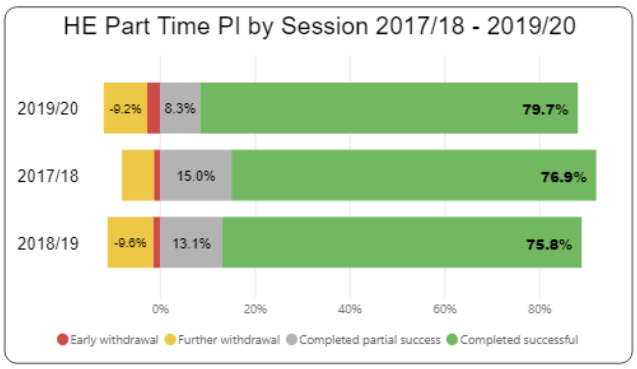
**All data outlined below is up to date as at February 2021. PIs for 2019/20 are final.**




FE Full Time PI by Session 2017/18 - 2019/20
2019/20
-10.1%
7.2%
72.2%
2018/19
-8.1%
10.0%
70.2%
2017/18
-7.7%
75.4%
0%
20%
40%
60%
80%
Early withdrawal
Further withdrawal
Completed partial success
Completed successful


FE Part Time PI by Session 2017/18 - 2019/20
2019/20
-7.8%
8.3%
80.5%
2017/18
-10.4%
8.3%
78.3%
2018/19
-7.1%
9.3%
81.4%
0%
20%
40%
60%
80%
Early withdrawal
Further withdrawal
Completed partial success
Completed successful


HE Full Time PI by Session 2017/18 - 2019/20
2019/20
-7.3%
10.9%
75.5%
2018/19
-9.5%
13.7%
71.7%
2017/18
-9.6%
10.1%
76.2%
0%
20%
40%
60%
80%
Early withdrawal
Further withdrawal
Completed partial success
Completed successful


HE Part Time PI by Session 2017/18 - 2019/20
2019/20
-9.2%
8.3%
79.7%
2017/18
15.0%
76.9%
2018/19
-9.6%
13.1%
75.8%
0%
20%
40%
60%
80%
Early withdrawal
Further withdrawal
Completed partial success
Completed successful

| | 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% |

| | 2019/20 | 2020/21 |
|---|---|---|
| Overall student satisfaction score arising from the November Learner Early Experience Survey | 83% | 86% |
| Overall student satisfaction score arising from the March Learning and Teaching Survey (* based on c. 10% of normal level of responses) | 82% | TBC |

| | 2019/20 | 2020/21 |
|---|---|---|
| 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) | 88%* | TBC |
| National SFC Learner Early Experience Survey Score (2019/20 results will not be published, the SFC collection for 2019/20 has been cancelled) | N/A | TBC |

| | 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 | 9.513 |
| The proportion of Credits delivered to learners as part of 'school-college' provision | 9.8% | 5% | 8.8% |

| | 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 | 673 |
| The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | 292 | 274 | 325 | 375 |
| The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing | **45%** | **51%** | **50%** | **53%** |

| | 2017/18 | Outturn 2018/19 | ROA Target 2019/20 | Outturn 2019/20 |
|---|---|---|---|---|
| SFC Core Credit Target<br>SFC ESF Additional Credit Target | 102,960<br>5,543 | 103,521<br>5,824 | 103,314<br>4,241 | 108,331 |
| Total Credit Target | **108,333** | **109,345** | **107,555** | **108,331** |
| 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 |

**Session 20/21 Credit Projections by Programme Modes of Study - Summary**

***Credit Target – 109,500 (including 4,241 ESF)***

| Mode | Programmes | Final 19/20 Credits | 20/21 Credits* |
|---|---|---|---|
| 17 | Full Time | 78,523 | 81,164 |
| 18 / 05 | Short Full Time | 5,702 | 1,082 |
| 06 | Block Release | 3,684 | 1,996 |
| 07 | Part Time – Day | 2,833 | 2,749 |
| 08 | Part Time – Infill | 11,786 | 7,108 |
| 09 | Part Time – Evening / Weekend | 1,929 | 590 |
| 11 | Work Based | 2,147 | 919 |
| 12-16 | Open, Flexible, Distance | 1,726 | 1,271 |
| | TOTALS | 108,330 | 96,879 |

| Childcare – Target 2,852 | | |
|---|---|---|
| HNC | Current FT: 1170 (75 students) | Current PT: 106 ( 41 students) |
| | | |
| | | TOTAL = 1,276 |

* 2020/21 Credits are not full session projections but instead show actual credits at 2nd Feb 2021. This is due to ongoing uncertainty around provision in the remainder of the session.

## 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.