# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 28 April 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** – 10 February 2021 | 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 – SUPPORTING LEARNERS DURING COVID** | Presentation | STh, KB, LC |
| **8.** | **STUDENTS ASSOCIATION REPORT** | Presentation | CM/AM |
| **9.** | **2019/20 POST COURSE SUCCESS** | Paper C for information | ST |
| **10.** | **VP CURRICULUM & ATTAINMENT REPORT** | Paper D for noting | JG |
| **11.** | **STRATEGIC RISK REGISTER** | Paper E for approval | ST |
| **12.** | **LT&Q METRICS** | Paper F for noting | ST |
| **13.** | **DATE OF NEXT MEETING** - Wednesday 1 September 2021 | | |

**Agenda Item 4**

# Learning, Teaching and Quality Committee

## Wednesday 28 April 2021

## PAPER A

## Minutes of the Previous Meeting – 10 February 2021

# BOARD OF MANAGEMENT

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

**Draft Confirmed by Chair**

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 10 February 2021 at 5.00pm via Microsoft Teams.

| | | |
|---|---|---|
| **PRESENT:** | M Williamson (Chair) | G Robertson |
| | B Carmichael | A McCusker |
| | S Mill | A Monks |
| | K Ditchburn | S Stirling |
| | C Meldrum | S Hewitt |
| | M Thomson | J Grace |

**IN ATTENDANCE:** S Taylor (Vice Principal / Secretary to the Board)
J Carnegie (Vice Principal Corporate Services)
M Sanderson (Executive Secretary)
G Graham (Quality Manager)

## 1. WELCOME

M Williamson welcomed Committee members and welcomed Kevin Ditchburn to his first committee meeting.

M Williamson noted the sad loss of Kevin Murphy (Director of Curriculum) who died last month. The Committee asked that their condolences be passed on to Julie McDonald and Kevin's family.

## 2. APOLOGIES

Apologies were noted from H Honeyman.

## 3. DECLARATIONS OF INTEREST

There were no declarations of interest.

## 4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 4 November 2020 was approved as an accurate record.

## 5. MATTERS ARISING

The close out of matters arising from previous meetings was noted. An update on item 6 was included in VP Curriculum and attainment report.

## 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 he expected deferrals to increase due to the ongoing pandemic. He also noted the team were working on responses to the Economic Recovery and were exploring a wide range of course and new training options and opportunities.

J Grace provided an update on key issues around Learning and Teaching, highlighting that the focus internally was on what the College could plan and control, including preparations for the return to Campus. J Grace noted the Executive team had made the decision in January to move to full-time online learning and close campuses. The team were focusing on current students and what they could still achieve this year, even if a return to campus was not possible. Student's might be deferred to next Academic session; however, this would also have an impact on Academic Year 2021/22.

J Grace noted that 2021/22 recruitment had opened as normal and that this was felt to be an important and positive step in providing opportunities going forward.

S Taylor updated the Committee on the work being taken forward to support students during the new lockdown and noted extensive work from teams such as Student Services to move to remote services, rather than face to face meetings. It was noted that there were a small number of students for whom engagement and support was difficult, with currently 24 students identified that were struggling significantly to engage remotely. This was as a result of mental health issues, British Sign Language (BSL) interpretation needs, and other wellbeing needs that required additional support to be provided on campus. Student Services and teaching teams were working with these students and providing positive support. S Taylor noted the hardship fund is more flexible, and more students have been able to apply. Digital devices from campus were also still available (and had been supplemented) to give out to students.

J Carnegie noted that every department had been asked to update their risk assessments as required in the light of the new lockdown and updates to guidance. Numbers of positive cases were very low, although it was recognised that students may not record they are self-isolating due to not being on campus.

J Carnegie noted Caryn Gibson had been appointed as Economic Partnership Manager and started with the College last month. Caryn will be working with external partners as part of the economic recovery.

N Lowden asked how many laptops were bought using the fund and was the number short? S Taylor noted that 460 devices were purchases using the funds from the Government, with 419 issued to date. The original focus to distributing the devices, was to focus on students with the greatest need. These criteria had been relaxed slightly, to help students who are home-schooling children and might only have one device available in their household. J Carnegie noted there had also been c100 Wi-Fi devices made available to students to help with their studies.

N Lowden asked if students would have to undertake a COVID test before returning to campus and if this could maximise the number of students returning? S Hewitt noted that this had not been put forward as an option by the government and noted that the College needed to take a practical approach and look at the implications of a return to campus.

G Robertson asked if there was an option to extend term dates into holidays to get students through their courses. S Hewitt noted there were conversations ongoing with Scottish Government and unions to look at possible options around this.

M Williamson noted there was a concern around students who were vulnerable and not engaging. M Williamson asked if there were financial impacts for students who couldn't complete the practical element of their course. S Taylor noted the sector had raised this with the Scottish Government and there were additional costs with staff having more hours on campus and courses potentially running into holiday dates. S Taylor also noted that entitlement to bursaries would come to an end at the end of semester and funding needed to be available from the Government to support students beyond the normal end date if required. The team were looking at options to extend bursary entitlement rather than students having to reapply and completing the process again.

M Williamson asked what percentage of students were affected by this? J Grace noted that the team are looking at multiple approaches and working with SQA and other awarding bodies. J Grace noted the worst-case scenario would be around 1500 Senior Phase and 4000 other students not being able to complete their course if there were to be no return to campus this year.

A McCusker asked if the College had capacity for staff to deliver to students during holiday dates? S Hewitt confirmed the team are looking at several options around this, with staff expressing interest in helping in whichever way they can. This would, however, incur additional costs and there were a number of capacity and other issues to be considered.

M Williamson thanked the team for the comprehensive update and noted the extensive work being developed to support students and staff.

## 7. CURRICULUM REPORT – COVID 19 WORK WITH SQA & AWARDING BODIES

G Graham provided a detailed presentation to the Committee around work with SQA and other Awarding Bodies during COVID 19.

G Graham highlighted the impact of the cyber-attack on the College and students and noted that this had (paradoxically) resulted in the building of stronger relationships with awarding bodies, especially SQA that had helped during the COVID 19 pandemic.

G Graham noted that D&A had played a vital role with SQA in their response to COVID 19 in spring 2020. They worked together to create a solution to assessing student outcomes holistically, with SQA emphasising trust in quality assurance processes of the college sector. A decision tree approach was implemented, with extensive support from the Quality Team which provided a route map for students during the lockdown.

G Graham summarised the extensive work still being undertaken with SQA to support assessment adaption arrangements and a revised holistic approach to assessment because of the most recent lockdown.

S Mill asked if learners had been engaged with designing the process? G Graham noted that they had not as arrangements were highly technical in nature but noted that the D&A Students' Association had been involved in reviewing and re-writing the student FAQs and D&A communications for students around the arrangements.

## 8. STUDENTS ASSOCIATION REPORT

C Meldrum presented the report presentation to the Committee.

C Meldrum noted the lockdown lounge was still happening every second Saturday night to entertain students at the weekend and help students through isolation.

C Meldrum updated the committee on the DASA pay it forward fund. The project was now fully launched and the group had held their first meeting.

C Meldrum noted the various activities the team were organising with both staff and students. These included a step challenge to encourage exercise help with mental health, 'Cuppy and a Chat' sessions for students to come along and have a chat with each other, weekly quizzes, game shows etc.

C Meldrum and A Monks highlighted to the Committee that the team recently organised a 'virtual' Pizza with the Principals. This was a great way for students to get to know the Executive Team and the feedback from the event had been really positive. J Grace also meets with C Meldrum and A Monks every fortnight to catch up on feedback and any questions from students.

M Williamson noted the incredible hard work of the team and praised C Meldrum and A Monks for their continued hard work during the pandemic.

K Ditchburn asked if the team were providing feedback to the Executive Team from events. S Hewitt noted that C Meldrum and A Monks attend the 'Check-in' session twice a week, with the Executive, Senior Leadership Team and Unions. This was welcomed.

## 9. LEARNER SATISFACTION SURVEY NOVEMBER 2020

S Taylor summarised the paper presented and noted that the autumn survey had been reviewed and the questions adapted to the ongoing pandemic. It was noted that the survey generated over 3000 responses and overall results were very positive.

Key areas of feedback from the survey were discussed, and the recognition from students that the College was doing as well as it could in the circumstances was noted.

S Taylor noted that the overall results had been discussed with the senior leadership team and that each team had reviewed the results for their students and were using this to inform changes.

## 10. 2018/19 POST COURSE SUCCESS

S Taylor summarised the report and noted that the destination data for 2018/19 students had been gathered just after the cyber-attack and just before the COVID 19 pandemic. It was noted that there had obviously been a very significant change in economic conditions since then, which made any assessment of the data difficult.

S Mill asked if there was any possibility of reaching out to the 15% of students who had not been able to be contacted to see what they were now doing? S Taylor noted it was difficult to maintain contact for some students as they changed address and contact details quite regularly. S Taylor noted the hard work and extensive efforts of the team who had contacted the 85% of students.

## 11. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report and noted the COVID 19 recovery work remained as the main focus. The team were continuing to review the curriculum and look at new opportunities. The new Pathway Apprenticeship courses had had positive feedback and had reasonable recruitment despite the new lockdown and requirement to deliver remotely.

J Grace noted that the College had been revalidated for GTCS and that the feedback from the revalidation panel had been very positive.

M Williamson noted a fantastic report and great work from the team in response to COVID 19.

## 12. STRATEGIC RISK REGISTER

S Taylor summarised the Risk Register and noted no changed in terms of the strategic register.

There were changes in the COVID Risk Register in relation to 3.1 Learning and Teaching.

S Taylor noted that there had been an increase in the likelihood post mitigation that students may not be able to complete their courses as a result of the COVID restrictions. It was noted that there was a strong potential for increased numbers of deferrals and also increased risk to levels of withdrawals.

M Williamson noted she is comfortable with the need for the increased risk. The Committee approved the changes to the COVID Risk Register.

A McCusker asked if there was a risk that 3.1 could move to red? S Taylor noted that any move to red would only happen if it was felt that there would be a major impact on outcomes and not appropriate deferral outcomes or other options. S Taylor noted that this would be kept under review.

## 13. LT&Q METRICS

S Taylor highlighted that these were for noting. There were no questions in respect of the metrics.

## 14. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 28 April 2021 at 5.00pm, Microsoft Teams**.**

**Action Point Summary**

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

**Agenda Item 5**

# Learning, Teaching and Quality Committee

## Wednesday 28 April 2021

## PAPER B

## Matters Arising

# BOARD OF MANAGEMENT

## Learning Teaching and Quality Committee

## Wednesday 28 April 2021

### Matters Arising

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***Paper for information***

There are no Actions outstanding from the Wednesday 10 February 2021 Learning, Teaching and Quality Committee.

| Agenda Item No | Action | Current status | Open / Closed |
|---|---|---|---|
| | | | |

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

**Agenda Item 9**

# Learning, Teaching and Quality Committee

## Wednesday 28 April 2021

## PAPER C

## 2019/20 Post Course Success

# Summary Course Leaver Destination Survey Result for 2019/20 (Provisional)

April 2021

Business Intelligence

# Table of Contents

Introduction ..... 2
About the Data ..... 2
Summary ..... 3
Destinations by FE/HE ..... 4

## Introduction

This report details destinations of 2019/20 FT course completers from D&A College who left in 2020. The data contributing to this report has yet to be validated by SFC therefore is provisional and is not for publication.

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 as well as destinations of further study and industry of employment will be available towards the end of 2021.

## 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, 3,355 students were eligible to be surveyed (2,228 FE students and 1,127 HE students). Of these, 85.3% of student destinations are known (2,863). This is up marginally from 85.2% for 2019 leavers.

Summary

The table and chart below show that destinations for 2,863 of 3,355 students are known (85.3%), with destinations unknown for the remaining 492 or 14.7%.

2,241 or 78.3% of students with a known destination have continued in Full-Time education (up from 71.9% in for 2019 leavers) - with a further 7.3% (down from 13.7% in 2019) in full time or part-time work or training. The percentage points increase in those continuing in full time education mirrors exactly the drop in the percentage of confirmed leavers working full time.

Of known destinations, 2,614 students or **91.4% have achieved a Positive Destination (compared to 93.4% of 2018/19 leavers)**.

| D&A Leaver Destination (where known) | Count | % | Prior Year % |
|---|---|---|---|
| STUDYING FULL-TIME | 2241 | 78.3% | 71.9% |
| WORKING FULL-TIME | 208 | 7.3% | 13.7% |
| UNEMPLOYED AND LOOKING FOR WORK | 162 | 5.7% | 3.2% |
| WORKING PART-TIME | 130 | 4.5% | 5.5% |
| NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT/STUDY/TRAINING | 44 | 1.5% | 1.3% |
| STUDYING PART-TIME | 35 | 1.2% | 2.4% |
| TEMP SICK/UNABLE TO WORK/LOOKING AFTER THE HOME/FAMILY | 35 | 1.2% | 1.7% |
| STARTING JOB BY 31ST MARCH | 4 | 0.1% | 0.0% |
| PERMANENTLY UNABLE TO WORK/RETIRED | 3 | 0.1% | 0.2% |
| TAKING TIME TO TRAVEL | 1 | 0.0% | 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 74.8% ( although up from 69.9%) compared to FE at 80% (although up significantly from 72.8% in 2018/19).

The total rate of positive destinations for HE is 92.2% (down from 94.4% in 2018/19) compared to FE at 90.8% (up from 89.4% 2017/18).

| Destination (where known) | FE % | HE % |
|---|---|---|
| STUDYING FULL-TIME | 80.0% | 74.8% |
| WORKING FULL-TIME | 5.9% | 10.0% |
| UNEMPLOYED AND LOOKING FOR WORK | 5.8% | 5.4% |
| WORKING PART-TIME | 3.5% | 6.7% |
| NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT/STUDY/TRAINING | 1.9% | 0.8% |
| STUDYING PART-TIME | 1.5% | 0.7% |
| TEMP SICK/UNABLE TO WORK/LOOKING AFTER THE HOME/FAMILY | 1.3% | 1.0% |
| PERMANENTLY UNABLE TO WORK/RETIRED | 0.1% | 0.3% |
| STARTING JOB BY 31ST MARCH | 0.1% | 0.0% |
| TAKING TIME TO TRAVEL | 0.0% | 0.1% |

**Agenda Item 10**

# Learning, Teaching and Quality Committee

## Wednesday 28 April 2021

## PAPER D

# VP Curriculum and Attainment Report

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee
## Wednesday 28 April 2021

## VP Curriculum & Attainment Report

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***Paper for noting***

### 1. Introduction

The period between February and June sees the focus of curriculum and support teams move to managing 2 academic years concurrently i.e. the completion of academic year 2020-21 and preparation for academic year 2021-22. The impact of the pandemic and the national guidance for colleges presents additional complexities for the college during this time and the ongoing requirements of swift adaptability and flexibility remain key to operations.

### 2. Business Continuity – COVID 19

Student Retention and Engagement

The college has benefitted from significant additional student support funds to mitigate some of the hardship faced by our students during the pandemic. Despite this welcome additional funding and the pro-active support from teaching and support teams to encourage students to remain engaged in their learning, the restrictions on colleges during the second nationwide lockdown and the inability to have students undertake on-campus learning between January and March has impacted on our retention, most notably in the courses with a high practical content.

Concerns relating to learning loss, mental health and wellbeing and the impact on the future workforce and skills pipeline were raised nationally via the ministerial taskforce and the college was influential in the change to national guidance. In March, the national guidance permitted 5% of college students to return to on-campus learning which enabled us to bring back 135 students to Kingsway Campus and up to 130 students in Arbroath Campus in the teaching areas of Engineering, Construction, and Hospitality. The return to on-campus learning was well received by staff, students and external stakeholders.

Since the Easter break, further numbers of students have returned to all campuses in Childcare, Sport and Fitness, Land based and Hair and Beauty. The move into Local Protection Levels on 26 April allows for greater numbers of students to return to on-campus learning including Senior Phase school pupils.

Attainment

All academic areas are focusing on supporting students to achieve their qualifications in this academic year, where possible, to minimise the number of students who have to return to complete their qualification next year. Teams are utilising a range of approaches to support attainment e.g. extending course end dates, delivering additional classes/learning over extended days, intensive skills sessions and alternative approaches to assessment. The Senior Academic Leadership Team continues to monitor progress and regular review and action points are in place with teams as we move into the last 6 weeks of the semester.

School - College Partnership

Productive discussions took place in March with Angus and Dundee City Councils' Head Teachers and senior education staff on arrangements to support attainment of pupils undertaking qualifications as part of the school-college partnership. It was agreed that the college courses would be extended from the original end date of 30 April to 18 June to mitigate the time lost from college attendance, to provide equity with school-based learning and to support attainment.

Student Voice

The spring Learner Survey went live on 9 March and has a current response rate of 38% of full-time students, with 2 weeks remaining until it closes on 30 April. The Learner Survey always provides valuable feedback on the learning experience and the final question in the spring survey acknowledges the challenges of this year and asks for one thing the students would like us to keep or adapt for the future.

The Executive Q&A sessions and Head of Sector sessions with Students' Association continue to work well and help give clarity and reassurance to students as well as provide an opportunity to use feedback to improve the student experience. In addition, all students received an individual communication over the holiday period to help motivate them to complete their course and reassure them about support and progression as well as provide information on their college experience post-Easter.

Scenario Planning

Much of the planning for academic year 2021-22 depends upon the national guidance in place in the new academic year but we are anticipating a range of non-medical interventions to remain in place and are planning accordingly. The biggest impact on planning for on-site delivery remains physical distancing requirements which have an impact on capacities in our facilities. Teams are currently using qualitative and quantitative data to review and evaluate the courses, units and groups where a blended approach to learning and teaching has worked well and should be embedded next year.

## 3. Recruitment 2021/22

Feedback from the alternative approaches to engage with prospective students, schools and key influencers as described in February's VP report has been positive and recruitment for academic year 2021-22 is ongoing with over 6000 applications for full-time courses received to date. We have recognised that many schools have not been able to provide the guidance and post-school destination planning within their normal timescale therefore we have extended the School Leaver Pledge from 31 March 2021 to 31 May 2021.

## 4. Curriculum Developments

We launched a range of free online courses for upskilling and reskilling in growth areas of Care, Digital and Leadership and Management at the start of March in response to the first phase of the Young Person's Guarantee and National Transition Training Fund. These courses have been widely promoted as part of our contribution to economic recovery and to date we have received over 450 enquiries, of which 289 have converted to current students. We have also secured funding via Energy Skills Partnership to deliver employment-related certificated construction and energy courses free of charge on-campus to support economic recovery as part of National Transitions Training Fund. The curriculum teams are currently working on developing the next phase of courses.

We were advised last month that our bid for the 2021-22 Modern Apprenticeship contract was successful and we have secured 225 Modern Apprentice places which is an increase of 65 places on last year's contract. This supports our commitment to providing a range of career pathways for people in the region and is an excellent outcome for the college and businesses in the local economy.

## 5. Partnerships

- **V&A Dundee**
  We had a positive initial meeting with the Chief Executive and Training Manager of V&A Dundee and have agreed to engage in a memorandum of understanding committing to the creation of collaborative partnership to inspire and empower young people and communities in Dundee to access and participate in cultural and creative activities.

  Specifically, we will aim to raise awareness of design and its impact on society; engage, inspire and encourage participation in the fields of architecture, design and art; embed creative/design thinking across the curriculum, encouraging Dundee and Angus College students to develop higher order (meta) skills and enhance current and future V&A Dundee and Dundee and Angus College workforces' skills, knowledge and experience.

- **Local Employability Partnerships**
  The college is working at a senior level with Angus and Dundee City Councils to help shape the Employability Services in accordance with the national guidance for local authorities around employability. We will contribute to Angus Council's service design events to shape the strategWhilsty over the next few months as we have done for the strategy for Dundee City Council.

  Having a senior voice on each of the LEPs ensures that the needs of our student community are considered and accommodated and that we continue to influence the shape of employability services in the region.

## 6. Education Scotland Engagement

Whilst Education Scotland has paused much of its normal evaluation and reporting work during the pandemic, they have undertaken review activities in the school and college sectors to look at how effectively on-line learning and services have been implemented. D&A was involved in this work, with Education Scotland meeting (virtually) with a range of senior leadership, management and other staff along with a group of students. Whilst there is not an individual report from this work, the feedback received was very positive. The full sector report is expected to be published in June 2021.

## 7. Holistic Assessment Arrangements

With confirmation from SQA in February 2021 of the availability of a revised 'holistic' approach to assessment for learners impacted by COVID, arrangements have progressed to create an on-line system to support the approval of the move to holistic assessment and the recording of holistic outcomes. This system is underpinned by staff development package in Rise and on-going development support for teams provided by the Quality Team and the College Internal Quality Assurance (IQA) Panel.

A small range of provision (including Senior Phase programmes) have already been approved to be assessed under the holistic arrangements and it is anticipated that the number of courses using this approach will grow steadily over the coming weeks.

## 8. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

1.1 – failure of College strategy to meet the needs of the D&A Region and/or national priorities (e.g. Employability, DYW, attainment, articulation)
3.1 – failure to reach aspirational standards in learning, teaching and service delivery
3.2 – failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.
3.5 - Reputational Risk – Loss of reputation with key stakeholders

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

**Agenda Item 11**

# Learning, Teaching and Quality Committee

## Wednesday 28 April 2021

## PAPER E

# 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 28 April 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 May 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 reviewed again and has been maintained at the increased level discussed at the February 2021 meeting. No other changes are proposed at this time.

## 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 May 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 |
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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:<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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|---|---|---|---|---|---|---|---|---|---|---|
| | 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 |

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|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Lead Responsibility |
| **2 Financial (cont)** | | | | | | | | | | |
| **2.4** **A&R** | Financial Fraud | 4 | 3 | 12 | • 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 |

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| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Lead Responsibility |
| **3 People and Performance** | | | | | | | | | | |
| **3.1** **LT&Q** | Failure to reach aspirational standards in learning, teaching and service delivery | 4 | 3 | 12 | • 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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|---|---|---|---|---|---|---|---|---|---|---|
| | 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 |

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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 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 |

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|---|---|---|---|---|---|---|---|---|---|---|
| | 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 |

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|---|---|---|---|---|---|---|---|---|---|---|
| | 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 |

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DUNDEE AND ANGUS COLLEGE

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

As at May 2021

DRAFT

| Post Holders | | | | | Score | Impact | Likelihood |
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| 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 |

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|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 2 | 8 | • 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 | 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 | 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 |

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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 |

**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 | 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 28 April 2021

## PAPER F

## LT&Q Metrics

**LEARNING, TEACHING AND QUALITY COMMITTEE APRIL 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.

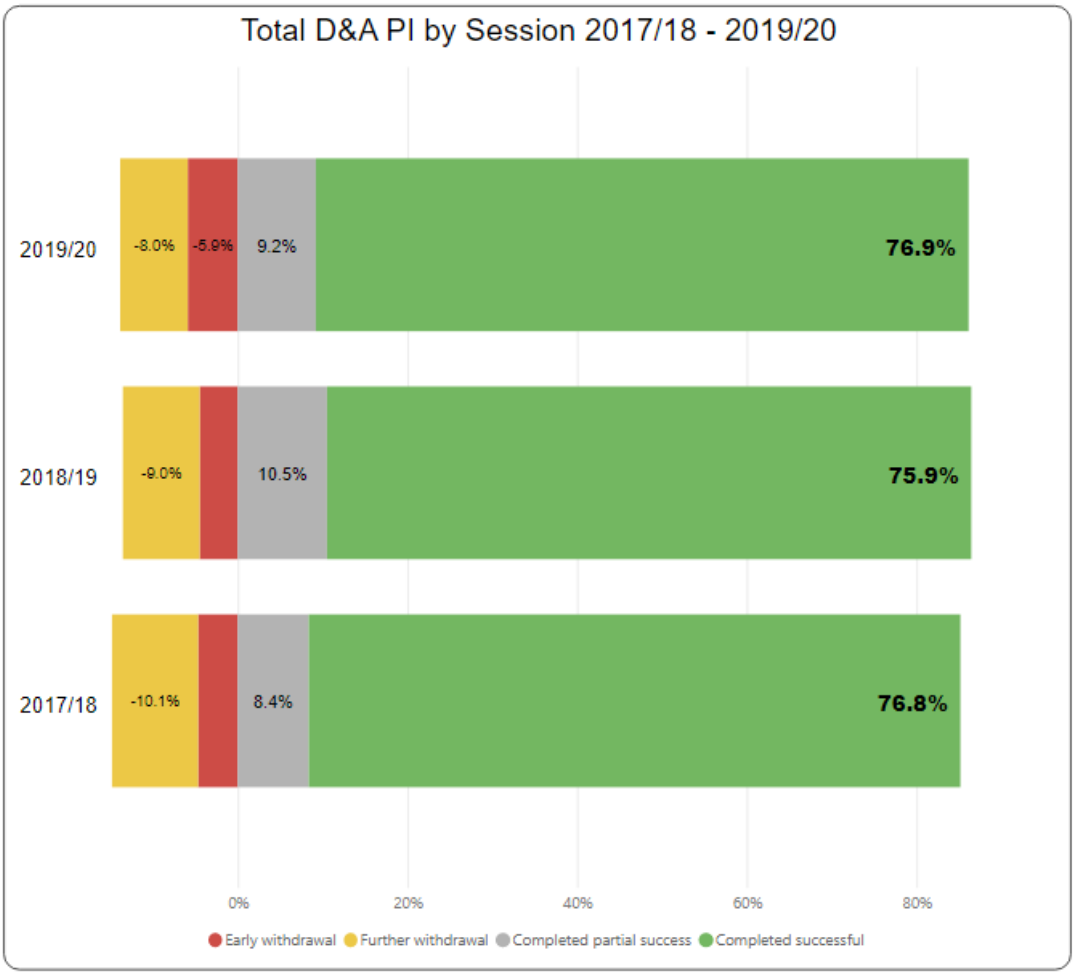
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

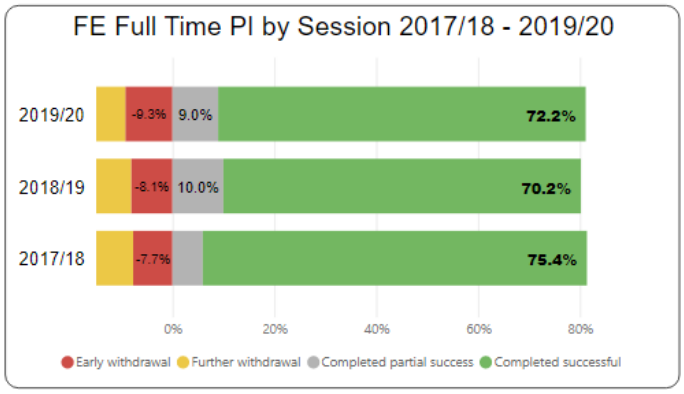
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

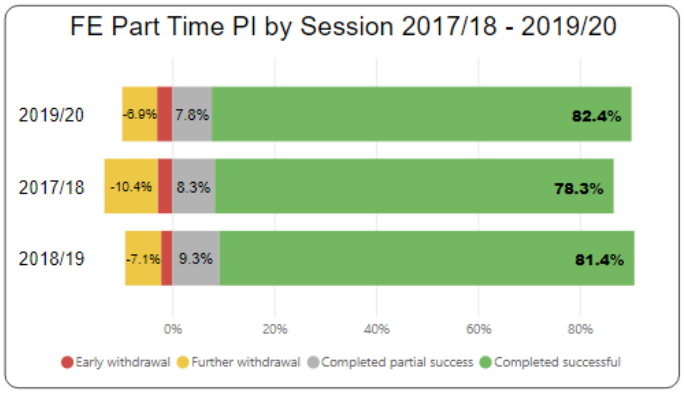
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

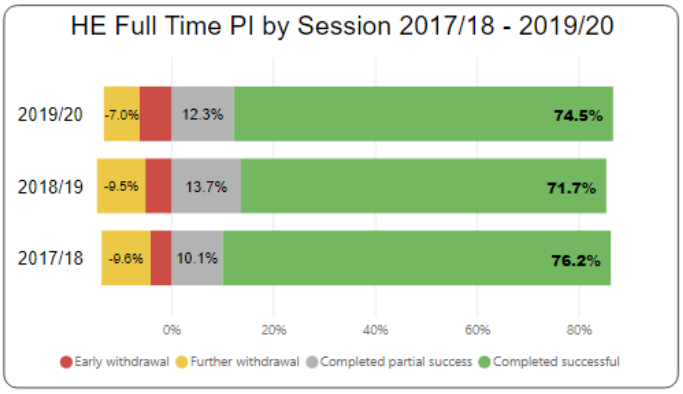
## 2. LT&Q Metrics

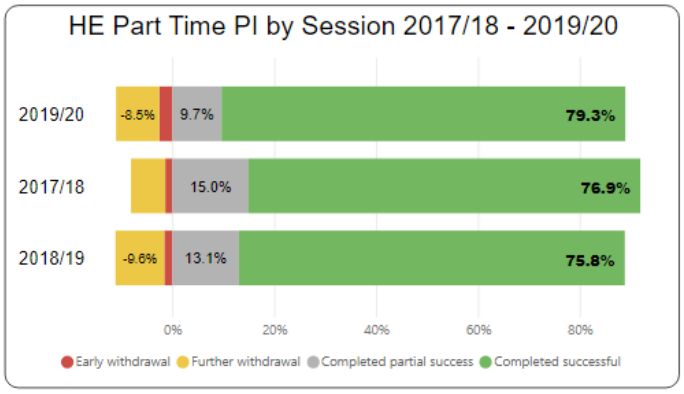
**All data outlined below is up to date as at April 2021. PIs for 2019/20 are final.**






| | 2018/19 | ROA Target 2019/20 | Outturn 2019/20 |
|---|---|---|---|
| Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme | 93.3% | 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 (*19/20 based on c. 10% of normal level of responses) | 82%* | Provisional 86% |

Note: The 2020/21 Survey is open until 30 April 2021

| | 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%* | Provisional 93% |
| 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 |

Note: The 2020/21 Survey is open until 30 April 2021

| | 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<br><br>Total Credit Target | 102,960<br>5,543<br><br>**108,333** | 103,521<br>5,824<br><br>**109,345** | 103,314<br>4,241<br><br>**107,555** | 108,331<br><br>**108,331** |
| Percentage of target | | 100.1% | | 100.7% |

| | 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 |

| | 21/22 Applications | 21/22 Applicants | Offers Made 21/22 |
|---|---|---|---|
| **Full-Time Programmes** | 6,264 | 4,885 | 3,516 |
| **Part-Time Programmes** | 258 | 212 | 144 |

**Session 20/21 Credits 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 | 81,272 |
| 18 / 05 | Short Full Time | 5,702 | 5,460 |
| 06 | Block Release | 3,684 | 3,237 |
| 07 | Part Time – Day | 2,833 | 1,263 |
| 08 | Part Time – Infill | 11,786 | 8,379 |
| 09 | Part Time – Evening / Weekend | 1,929 | 769 |
| 11 | Work Based | 2,147 | 1843 |
| 12-16 | Open, Flexible, Distance | 1,726 | 1,841 |
| | TOTALS | 108,330 | 104,064 |

* 2020/21 Credits are not full session projections but instead show actual credits at 20th April 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.