

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 1 September 2021 at 5.00pm via Teams

AGENDA

- | | | | |
|-----|---|------------------------|-------|
| 1. | WELCOME | | |
| 2. | APOLOGIES | | |
| 3. | DECLARATIONS OF INTEREST | | |
| 4. | MINUTE OF THE PREVIOUS MEETING – 28 April 2021 | Paper A for approval | |
| 5. | MATTERS ARISING | Paper B for Noting | |
| 6. | COVID-19 UPDATE | Verbal update | All |
| 7. | CURRICULUM REPORT – ENGINEERING TEAM DEVELOPMENTS & FUTURE OPPORTUNITIES | Presentation | SS |
| 8. | 2021/2022 CURRICULUM PRIORITIES | Paper C for discussion | JG |
| 9. | STUDENTS ASSOCIATION REPORT | Verbal update | AM |
| 10. | 2020/21 SQA NATIONAL 5 AND HIGHER ‘EXAM’ OUTCOMES | Paper D for discussion | JG |
| 11. | 2019/20 PERFORMANCE INDICATOR NATIONAL COMPARISON REPORT | Paper E for discussion | JG/ST |
| 12. | VP CURRICULUM & ATTAINMENT REPORT | Paper F for noting | JG |
| 13. | STRATEGIC RISK REGISTER | Paper G for approval | ST |
| 14. | LT&Q METRICS | Paper H for noting | ST |
| 15. | DATE OF NEXT MEETING – Wednesday 3 November 2021, 5.00pm, via Teams | | |



Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER A

**Minutes of the Previous Meeting – 28 April
2021**

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee

Wednesday 28 April 2021

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 28 April 2021 at 5.00pm via Microsoft Teams.

PRESENT:	M Williamson (Chair)	G Robertson
	B Carmichael	A McCusker
	S Mill	A Monks
	K Ditcham	S Stirling
	C Meldrum	S Hewitt
	M Thomson	H Honeyman
	N Lowden	

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Carnegie (Vice Principal Corporate Services)
J Grace (Vice Principal Curriculum & Attainment)
M Sanderson (Executive Secretary)
L Crichton (Head of Administrative Operations)
S Thom (Student Services Manager)
K Baxter (Learner Engagement Manager)

1. WELCOME

M Williamson welcomed Committee members and welcomed L Crichton, S Thom, and K Baxter to the meeting.

2. APOLOGIES

No apologies were received.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 10 February 2021 was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

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

S Hewitt provided an update to the Committee on COVID 19 arrangements and guidance, praising staff for their hard work in getting to where the College is today.

Student attainment was noted as the key government (and College) priority at the moment and staff were working hard to ensure that as many learners as possible could complete their courses.

J Grace provided an update on key issues around Learning and Teaching, highlighting that the focus had been on students returning to campus. J Grace noted that some students were back on Campus (5% have been back since 4 March) with this number increasing on 19 and 26 April. Feedback had been extremely positive from both staff and students.

J Grace highlighted that all students had received personalised communication during the April holidays, either asking them to return to campus and explaining the arrangements and COVID mitigation requirements or confirming if their courses were staying online.

J Carnegie provided an update on work the Estates and Health & Safety teams had undertaken in preparation for staff and students returning to campus. J Carnegie noted the College was also about to launch COVID lateral flow testing system for staff and students returning to campus.

J Carnegie noted discussions were ongoing for Hair, Beauty and Complimentary Therapy Students completing their course. Where courses required close contact practical elements where face coverings were not possible, it was hoped that students could bring household members into campus to complete treatments. J Carnegie noted this was still being discussed at a national level and all college's unions and the Scottish Government would need to be content with the proposals.

J Carnegie highlighted that COVID cases remained low, with no on campus transmission.

S Taylor provided an update, noting that there had been a couple of staffing issues since the return to campus, but these were being dealt with. S Taylor also noted that SQA had confirmed arrangements for a Holistic assessment process and many courses could progress through these arrangements where necessary. Staff were being encouraged to review and consider the need for this approach and a revised system had been developed (along with guidance and training) for the approval and recording of holistic outcomes.

M Williamson asked for an estimate number of students who won't complete their course and asked how the additional funding received could support this. S Hewitt noted the additional funds would be used for extra resources and additional time to support students to complete their course and cover the costs of extra staffing hours.

J Grace highlighted there were expected to be around 600 deferrals which was a lower number than originally estimated. The number was a mix of Hair and Beauty, apprentices and other students who had not been able to complete the practical elements of their course. J Grace noted the Senior Management Team were looking at creative ways of embedding additional time into the next academic year for these students, so they did not need to add an additional year onto their learning journey. S Hewitt highlighted the important message the team were sending to students and staff was to maximise attainment in this Academic Year to avoid deferrals and repeated learning.

A McCusker asked if Students who were studying practical courses had been disengaged and what plans were in place to re-motivate them and encourage them to return to Campus next year. It was noted that this would be covered under the presentation, but that an important element was also the availability of funding for students without detriment to their future learning journey.

S Hewitt noted his involvement in the national Taskforce work and stated that this was now looking at plans for next academic year. S Hewitt stated that the key element to support planning for 2021/22 was the requirement for physical distancing and noted that, if the two meter distance will still be in place, the current support, arrangements, and mitigations would be required. S Hewitt stated that the confirmed funds available to plan for next year were a big part of this and would support the College to be more creative around potential solutions.

7. CURRICULUM REPORT – SUPPORTING LEARNERS DURING COVID

K Baxter, L Crichton and S Thom provided a detailed [presentation](#) to the Committee around the work all teams are doing to support students during the pandemic.

K Baxter provided an update on the Learner Engagement Team and how the team have adapted to moving all their materials and support online and delivering sessions remotely. K Baxter noted the positivity from the team in adapting quickly. The team met at the beginning of the pandemic to look at the services they provide and how this could work online and if students would be engaged by this.

K Baxter noted that there had been extremely positive feedback from students who adapted well to the online services and had been engaging enthusiastically with the team.

Key activities and services were summarised, including:

- Working closely with curriculum teams who might not have engaged with them before COVID.
- Creating strong external partnerships for online sessions with students.
- Hand delivering food parcels to students (over 450 food parcels during the two lockdowns).
- Continuing the delivery of periods products through the Government funded Period Poverty Project.
- Starting after hours activities including the launch of a YouTube channel for students to engage with the team and each other.

S Thom provided an update on behalf of the Students Services team outlining the growth in needs for student support and the reasons students had been seeking increased support during lockdown.

S Thom noted there has been an increase in mental health and wellbeing concerns and support needs and the team had been highlighting that they were always available to provide support. Engagement with students had been very well received, and there had been a significant increase in demands on the Student Services team. This included a surge in significant mental health support needs, issues around relationships and violence, isolation, adaption to change and financial difficulties.

S Thom highlighted the challenges for student parents who were studying whilst trying to balance home schooling and caring responsibilities. The team had been providing support and were helping many students adapt to the new way of learning and online teaching. A range of support activities had also been made available to students including financial support sessions and focused mental health counselling.

L Crichton provided an update on behalf of Administrative services. More funds had been made available from the SFC to help the College provide winter COVID payments to students, to help them through the pandemic and help towards rent and bills if eligible.

L Crichton noted that the timescale for distribution of these funds had been very short and the team had had to adapt quickly to providing new services and programmes remotely for students. L Crichton noted that much of what had been developed would continue after COVID and would provide better blended opportunities and contact going forward.

M Williamson praised the fantastic presentation from all three teams and noted the clear hard work and dedication from staff within the teams.

N Lowden also praised the hard work the teams were undertaking and how well they had adapted.

A McCusker and H Honeyman praised the presentation and thanked the teams for their hard work. H Honeyman asked teams to ensure they were looking after themselves whilst they looked after the students.

8. STUDENTS ASSOCIATION REPORT

C Meldrum presented the report [presentation](#) to the Committee.

C Meldrum provided an update to the group and noted voting was open for the new Student President and Vice President. The election would close on 30 April 2021.

C Meldrum and A Monks highlighted the wide range of activities that the Students' Association were supporting.

C Meldrum noted a workshop had been created for Students around Wellbeing and the team were carrying out service design sessions to plan activities and budget spend.

M Williamson and the Committee praised the fantastic work carried out by Students' Association and thanked Cher Meldrum for her amazing input to the work of the College whilst Student President.

9. 2019/20 POST COURSE SUCCESS

S Taylor summarised the paper presented. S Taylor highlighted the amount of work being carried out by L Crichton's team in phoning students to enquire about their destination after College.

M Williamson noted that the positive destination figures were higher than she was expecting and noted that it would be of interest to the Committee to see the national figures for comparison.

10. VP CURRICULUM AND ATTAINMENT REPORT

J Grace summarised the report and noted that major Modern Apprenticeship contracts had been secured since the last meeting. The target was ambitious but achievable.

N Lowden asked about the likely report from the Education Scotland engagement. J Grace confirmed the review was around remote learning and interviews were carried out with Students, Staff and Managers. S Taylor advised that the report was expected in June, but that this would be a sector wide report (similar to the recent schools one) rather than a D&A College report.

11. STRATEGIC RISK REGISTER

S Taylor summarised the Strategic and COVID Risk Registers and noted that no changes had been made to these. S Taylor highlighted there were still a number of issues and support needs for learners and that the risk on student attainment would remain under review.

12. LT&Q METRICS

The LT&Q Metrics were noted, and S Taylor highlighted that it was anticipated that the College would meet its initial Credit target, with work progressing on the additional activity allocated in December 2020.

13. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 1 September 2021 at 5.00pm, Microsoft Teams.

Action Point Summary

Action	Responsibility	Date
No action points were noted.		



Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER B

Matters Arising

BOARD OF MANAGEMENT

Learning Teaching and Quality Committee

Wednesday 1 September 2021

Matters Arising



Paper for information

There are no Actions outstanding from the Wednesday 28 April 2021 Learning, Teaching and Quality Committee.

Agenda Item No	Action	Current status	Open / Closed

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



Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER C

2021/2022 Curriculum Priorities

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 1 September 2021



2021/2022 Curriculum Priorities

Paper for discussion

1. Introduction

The Senior Academic Leadership Team (SALT) held a reflection and planning day in early August which provided an opportunity to focus on the key priorities for the forthcoming academic year and beyond, linking into the 2025 Vision and Strategy. The attached document provides the details of the key 2021-22 priorities, the most immediate are summarised below.

2. Immediate Priorities

- **Maximise Recruitment**

We have seen a decline in full-time (FT) applications whilst also seeing a growth in apprenticeship numbers. The decline in FT may, in part, be due to the impact of COVID-19, however we need to prioritise our recruitment across all modes of delivery to ensure credit activity targets are achieved.

- **Improve Retention**

We will have students starting with us who have suffered from learning loss and/or who have experienced social isolation over the last 18 months. A whole college approach of teaching staff, support services and Students' Association working together to focus on the early student experience is more important than it has ever been to create a sense of belonging and positive connection to D&A College.

- **Deliver Engaging and Effective Learning, Teaching and Assessment**

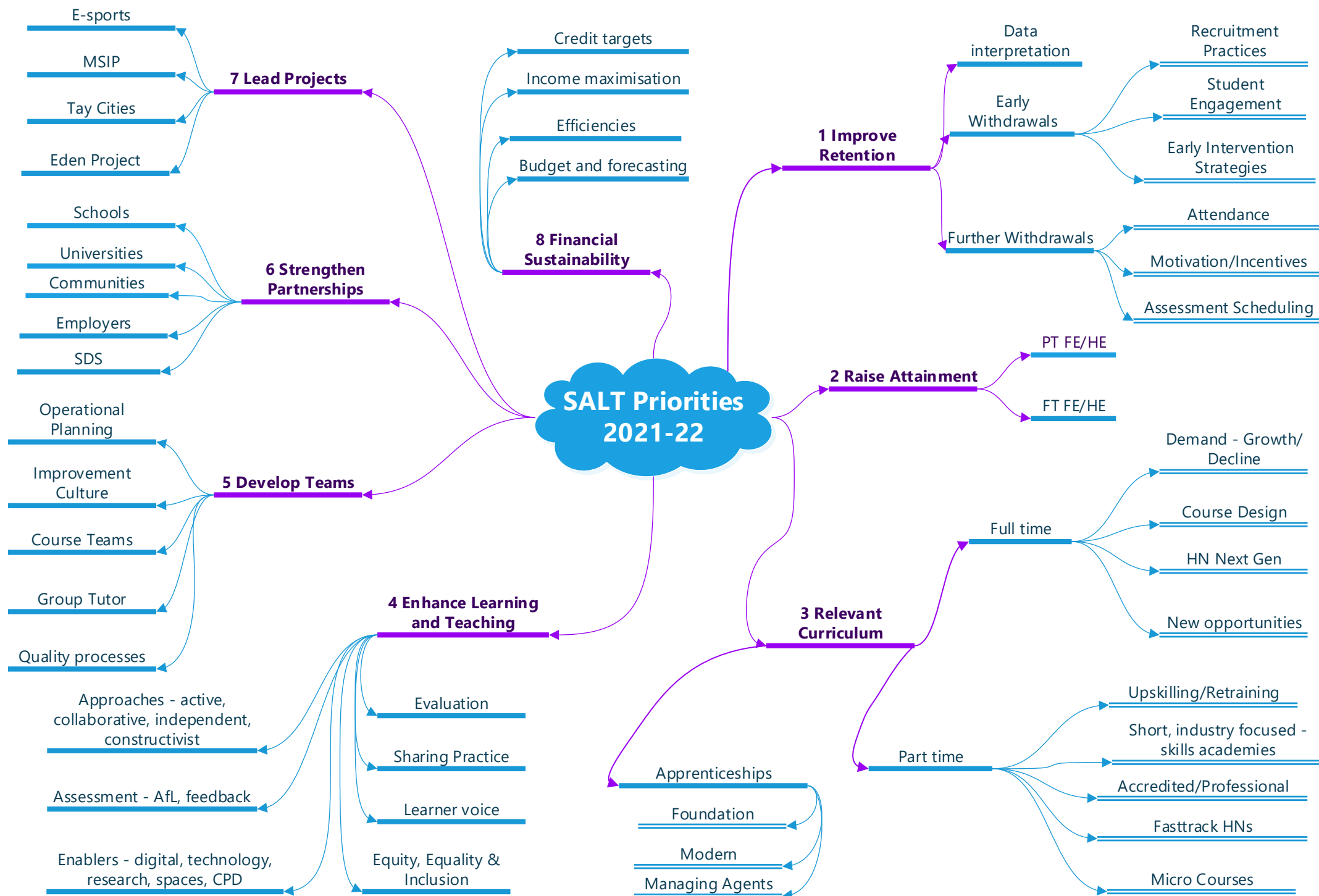
The right blend of delivery is essential for learners and will be achieved by course teams knowing their course frameworks, understanding their learners, and evaluating the learning and teaching approaches that are evidenced to work well. Enablers such as technology, spaces and equipment will also influence the learning, teaching and assessment approaches taken by teaching teams. Course teams involving the Student Representatives throughout the process is critical to ensure learners are learning and making progress towards attainment.

- **Embed an Improvement Culture**

A key priority is to continue to develop the creativity shown by teams over the last 18 months in response to the changes to practices as a result of the pandemic. Teams will reflect and evaluate practices that have worked well and could be enhanced in addition to identifying areas where we can make improvements to have the best impact on the student experience.

Attachment: Senior Academic Leadership Team Priorities 2021-22

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





Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER D

2020/21 SQA National 5 and Higher 'Exam' Outcomes



SQA Exams Attainment Report 2021

August 2021

Business Intelligence

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Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2020/21 were made available on 27th July 2021 and subject to embargo until 8am on 10th August. This report displays Dundee and Angus College Performance only. Comparison with National pass rates will be available after re-publication of National Attainment Statistics later in August.

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

About the Data

Only SQA exams which have been sat by Dundee and Angus College students in 2020/21 are presented in this report and only these exams are compared to previous years' results (i.e. where an exam has been run in prior years but not 2020/21, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were presented for each course. This data excludes one result which will be subject to late submission under extreme disruption contingency arrangements.

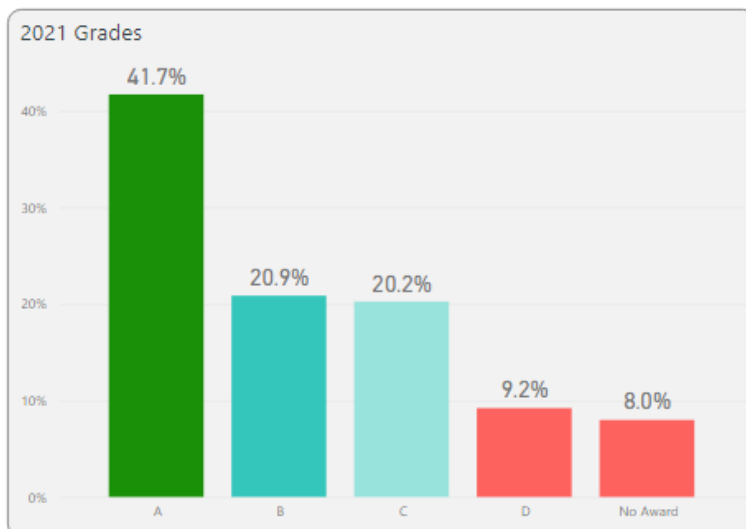
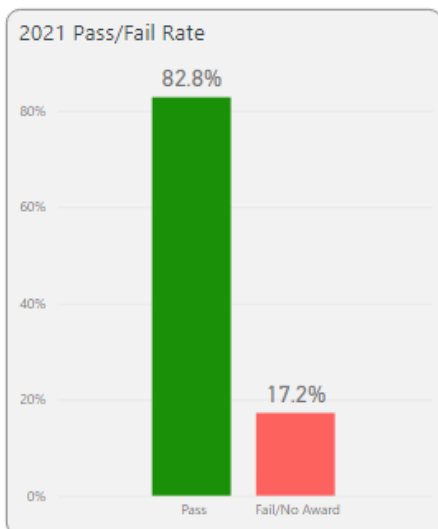
- Higher Awards pass rate: 82.8% v last year 88.1% (down 5.3 points)
- Higher Grade A attainment: 41.7% v last year 23.3% (up 18.4 points)
- Higher Grade B attainment: 20.9% v last year 37.5% (down 16.6 points)
- National 5 pass rate: 77.1% v last year 90.1% (down 13 points)
- National 5 Grade A Attainment: 43.2% v last year 33.9% (up 9.3 points)
- National 5 Grade B Attainment: 20.3% v last year 31.4% (down 11.1 points)

The tables below show Higher and National 5 grades awarded, pass rates and a comparison of the 2021 pass rate v 2020.

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2020 Pass Rate	Change in Pass rate (points)
Higher	Care	25	1	4	9	4	7	14	11	56.0%	68.8%	-12.8%
Higher	Chemistry	14	3	7	1	3	0	11	3	78.6%	100.0%	-21.4%
Higher	English	44	30	5	6	3	0	41	3	93.2%	98.2%	-5.0%
Higher	Human Biology	14	3	3	3	1	4	9	5	64.3%	100.0%	-35.7%
Higher	Mathematics	7	4	1	0	1	1	5	2	71.4%	85.7%	-14.3%
Higher	Psychology	59	27	14	14	3	1	55	4	93.2%	80.8%	12.4%

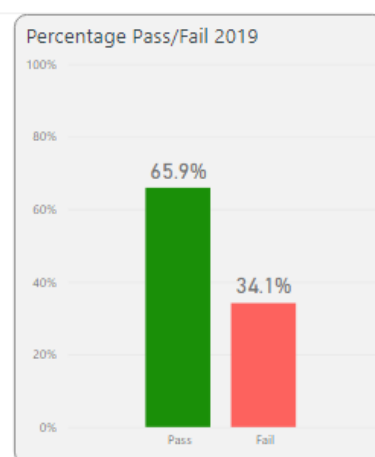
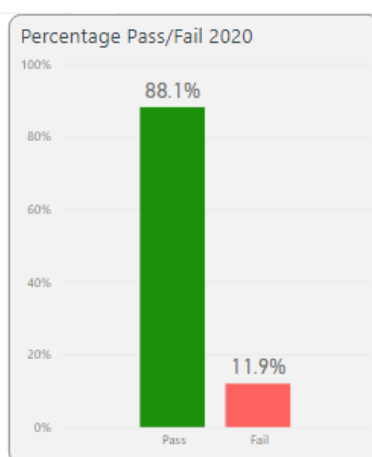
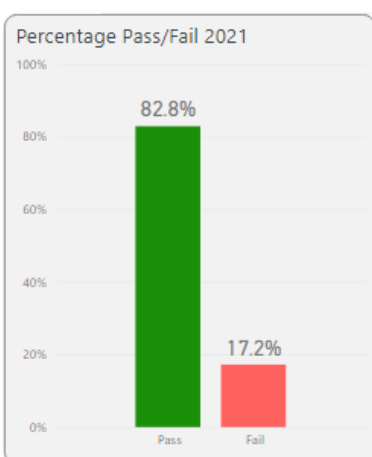
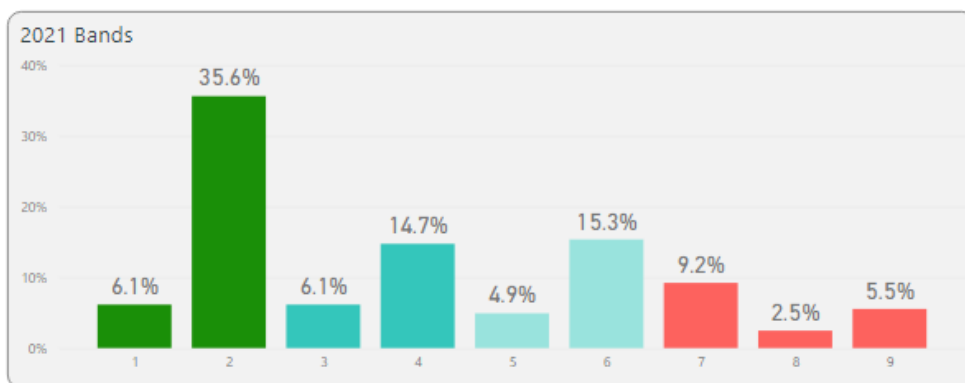
Nat 5	Applications of Mathematics	28	12	3	5	4	4	20	8	71.4%	86.4%	-15.0%
Nat 5	English	13	10	2	1	0	0	13	0	100.0%	100.0%	0.0%
Nat 5	Mathematics	71	25	19	9	8	10	53	18	74.6%	84.8%	-10.2%
Nat 5	Psychology	6	4	0	1	0	1	5	1	83.3%	97.1%	-13.8%

- The **Higher** Pass rate has decreased by 5.3 points from 88.1% in 2020 to 82.8% in 2021, but remains considerably higher than the 2019 pass rate of 65.9% and the 2018 pass rate of 63.4%. All subjects except Higher Psychology saw a drop in the pass rate from 2020 to 2021. Higher Psychology pass rate continued to improve, increasing from 80.8% in 2020 to 93.2% in 2021 (from 46% in 2018) resulting from actions taken by the college to address attainment in this subject. The largest drops in pass rate were seen in Higher Human Biology (from 100% to 64.3%) and in Higher Chemistry (from 100% to 78.6%)



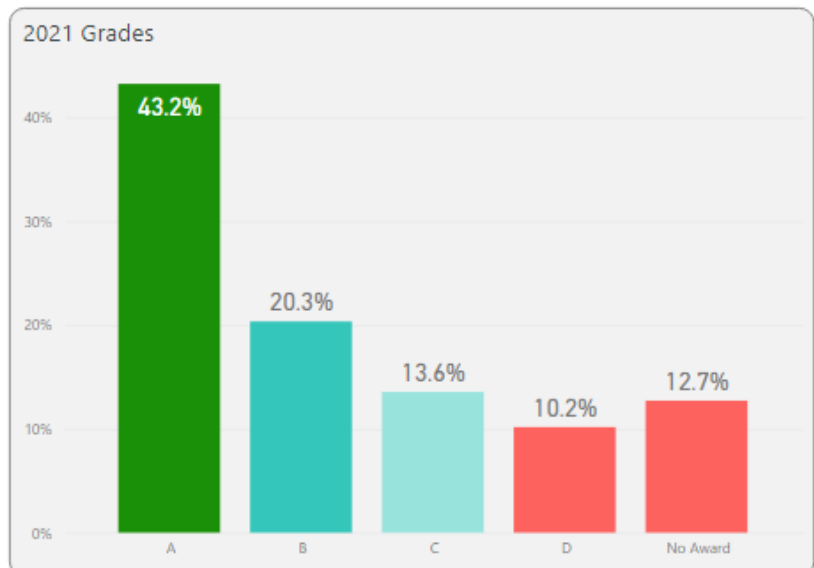
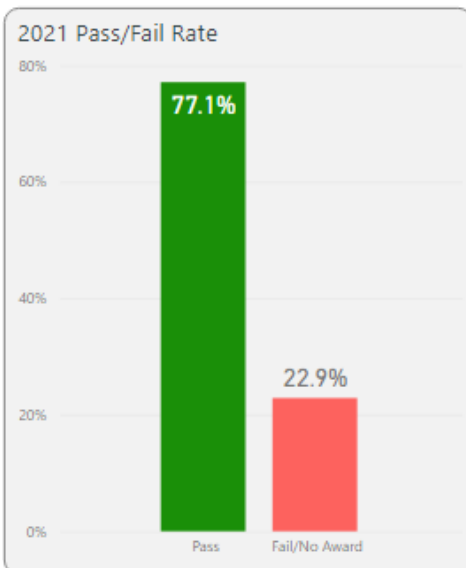
2021 Presented

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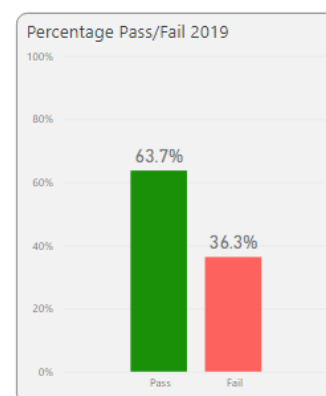
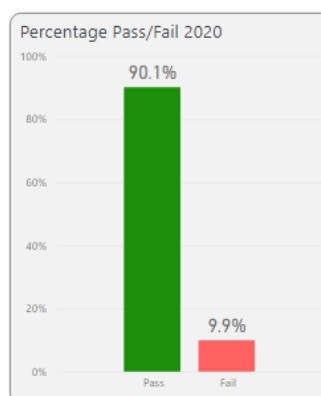
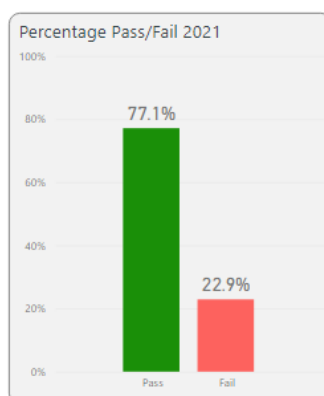
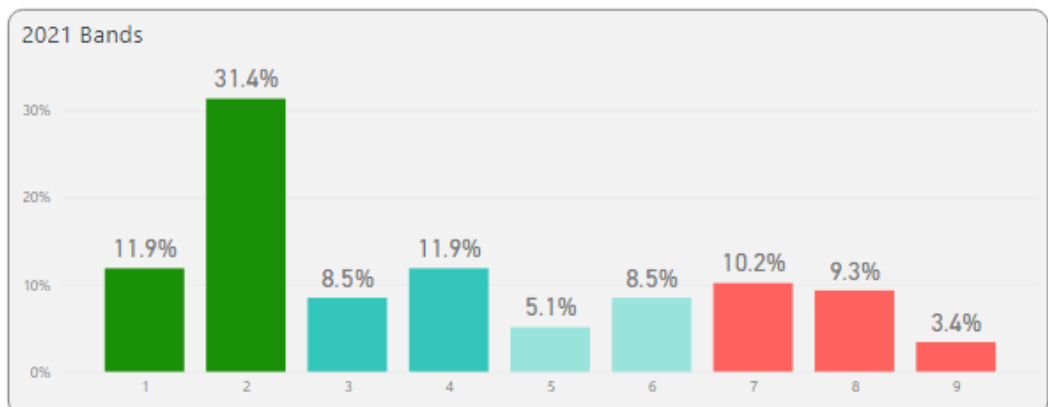
- Higher passes at Grade A have increased by over 18 points from 23.3% of grades to 41.7%. 2021 A Grades account for 50% of 2021 passes, compared to 26% of passes in 2020, while passes in 2021 at Grades B and C each account for 25% of passes, compared to 42.5% and 31% respectively in 2020.

- The **National 5** Pass rate has dropped by 13 points from 90.1% in 2020 to 77.1% in 2021. This is due to decreases in the pass rate in all N5 subjects except English which remained at 100%. The National 5 Applications of Mathematics pass rate decreased by 15 points from 86.4% to 71.4%. The Mathematics pass rate dropped 10 points to 74.6% and the Psychology pass rate dropped 14 points to 83.3%.



2021 Presented

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- Similar to Higher A Grades, the proportion of A Grades at National 5 having increased from 23.3% in 2019 to 33.9% in 2020, increased further to 43.2% in 2021. The proportion of passes at Grade A was 56% in 2021 compared to 38% in 2020. The proportions of passes at Grades B and C have both dropped, from 35% and 27% respectively in 2020 to 26% and 18% in 2021

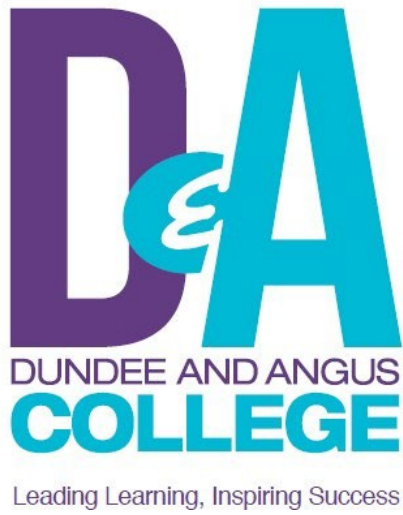


Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER E

**2019/20 Performance Indicator National
Comparison Report**



Performance Indicators Summary Report 2019/20 (not for publication)

July 2021

Business Intelligence

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Introduction

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

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

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

About the Data

All of the data contributing to this report has been obtained from the SFC provided Course PI data which represents final FES data.

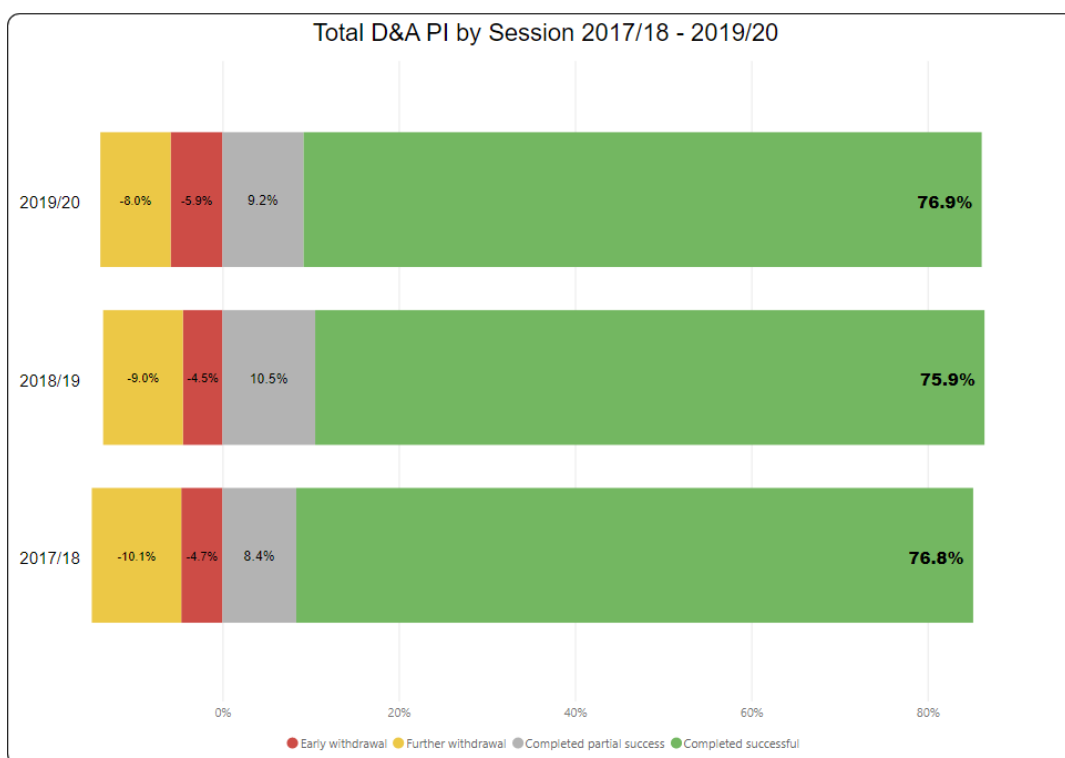
It does not include courses where there is no assessment undertaken or where the course does not lead to a Recognised Qualification. All Performance Indicators contributing to Department and College Performance Indicators therefore relate to courses only leading to a Recognised Qualification.

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

Please note that SFC restrict the publication by Colleges of other Colleges’ data, for example in the form of ranking tables, therefore this report is not for publication.

Dundee and Angus College PIs for 2019/20 can be viewed in PowerBI by clicking [here](#)

National College PIs for 2019/20 can be viewed in PowerBI by clicking [here](#). **Results and Performance Indicators relating to other Colleges must not be published or shared.**



Comparisons between Dundee and Angus PIs 2019/20 v 2018/19 and 2017/18:

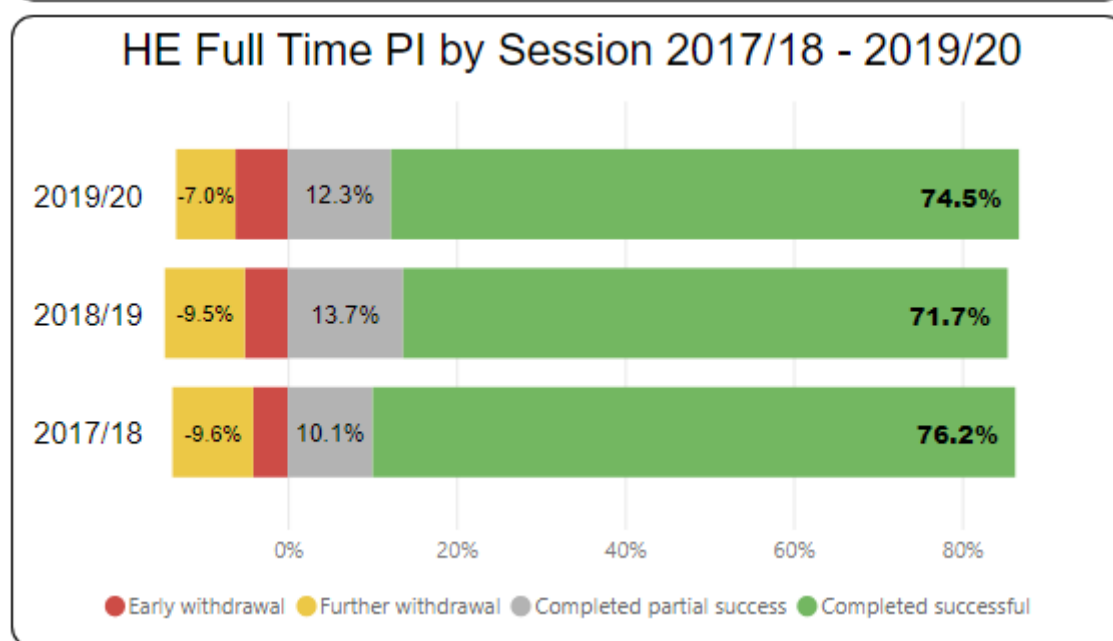
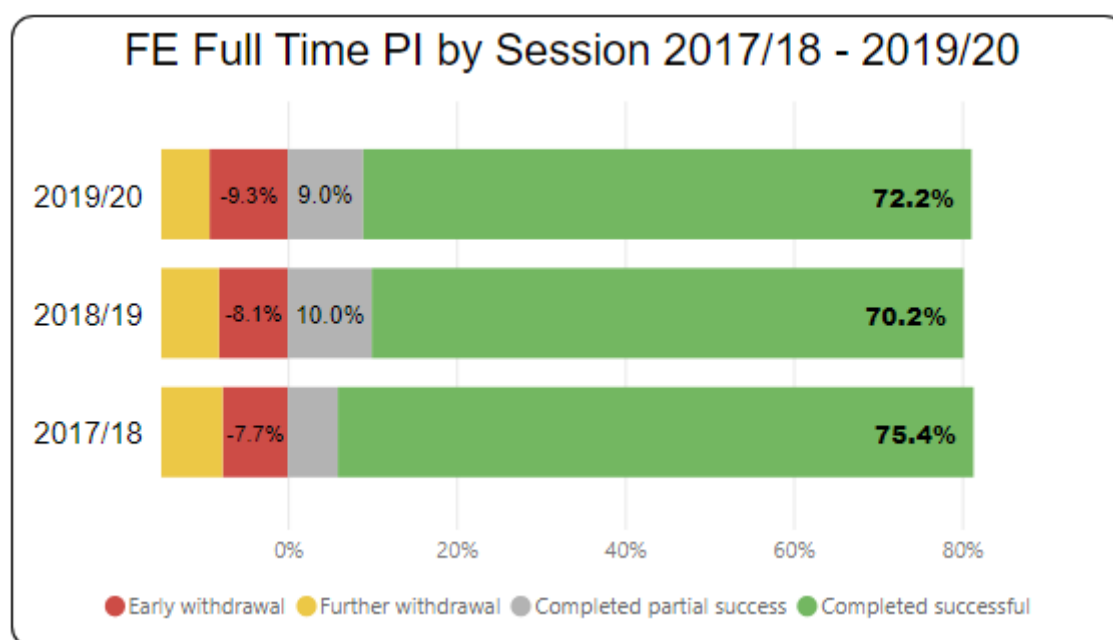
Performance Indicator	2019/20	2018/19	2017/18	Change v 2018/19	All Scotland 2019/20	v Scotland 2019/20
Completed Successful	76.9%	75.9%	76.7%	+1.0%	74.0%	+2.9%
Completed Partial Success	9.2%	10.5%	8.4%	-1.3%	12.5%	-3.3%
POSITIVE OUTCOME	86.1%	86.4%	85.1%	-0.3%	86.5%	-0.4%
Further Withdrawal	8.0%	9.1%	10.2%	-1.1%	-	-
Early Withdrawal	5.9%	4.5%	4.7%	+1.4%	-	-
TOTAL WITHDRAWAL	13.9%	13.6%	14.9%	+0.3%	13.5%	+0.4%

The overall Completed Successful rate has increased from 2018/19 by 1.0 percentage points to 76.9%, with a total Positive Student Outcome of 86.1%. This has decreased from by 0.3 points from 86.4% due to an increase in the total rate of Withdrawal to 13.9% from 13.6%.

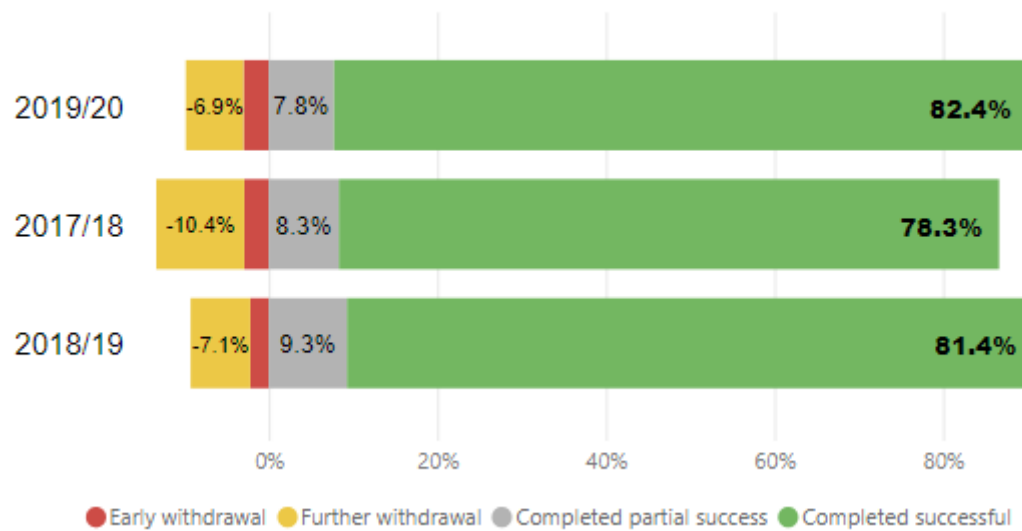
Also notable is the decrease in the percentage of students completing with partial success from 10.5% in 2018/19 to 9.2%, impacting on the Successful Completion rate. There was an increase in the percentage of students withdrawing before funding qualifying dates from their courses in 2019/20 (up from 4.5% to 5.9%) and a decrease in further withdrawal from 9.1% of enrolled students to 8.0% in 2019/20.

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

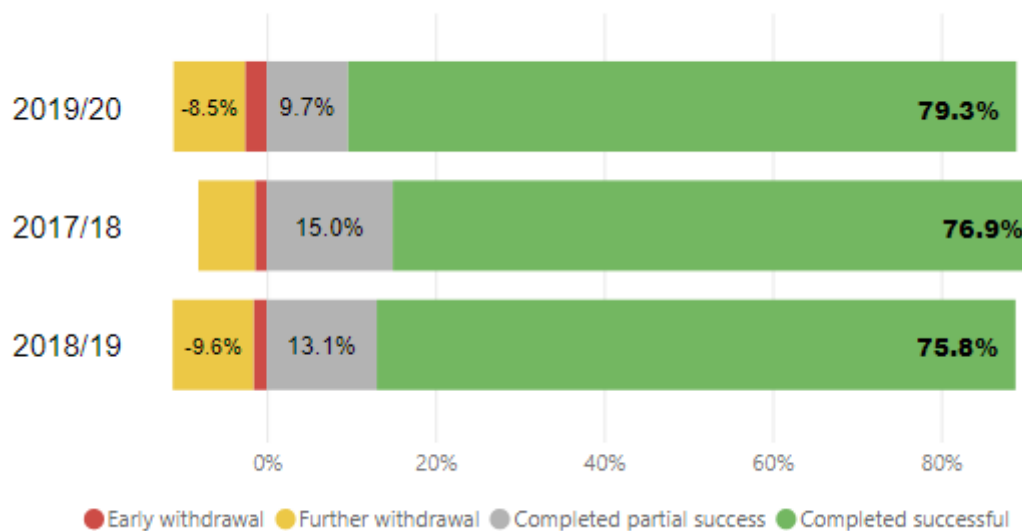
There were increases in Successful Completion across all modes and levels.



FE Part Time PI by Session 2017/18 - 2019/20

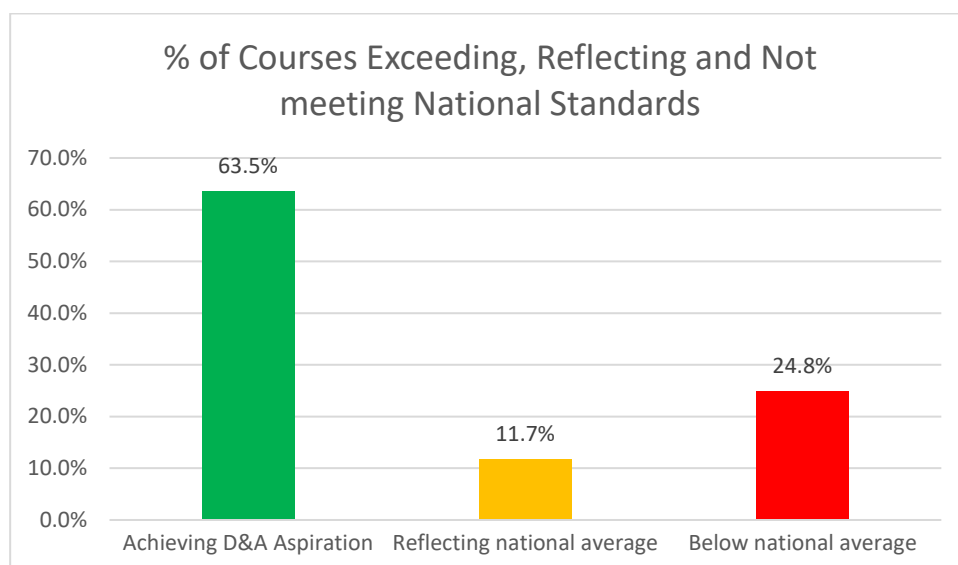


HE Part Time PI by Session 2017/18 - 2019/20

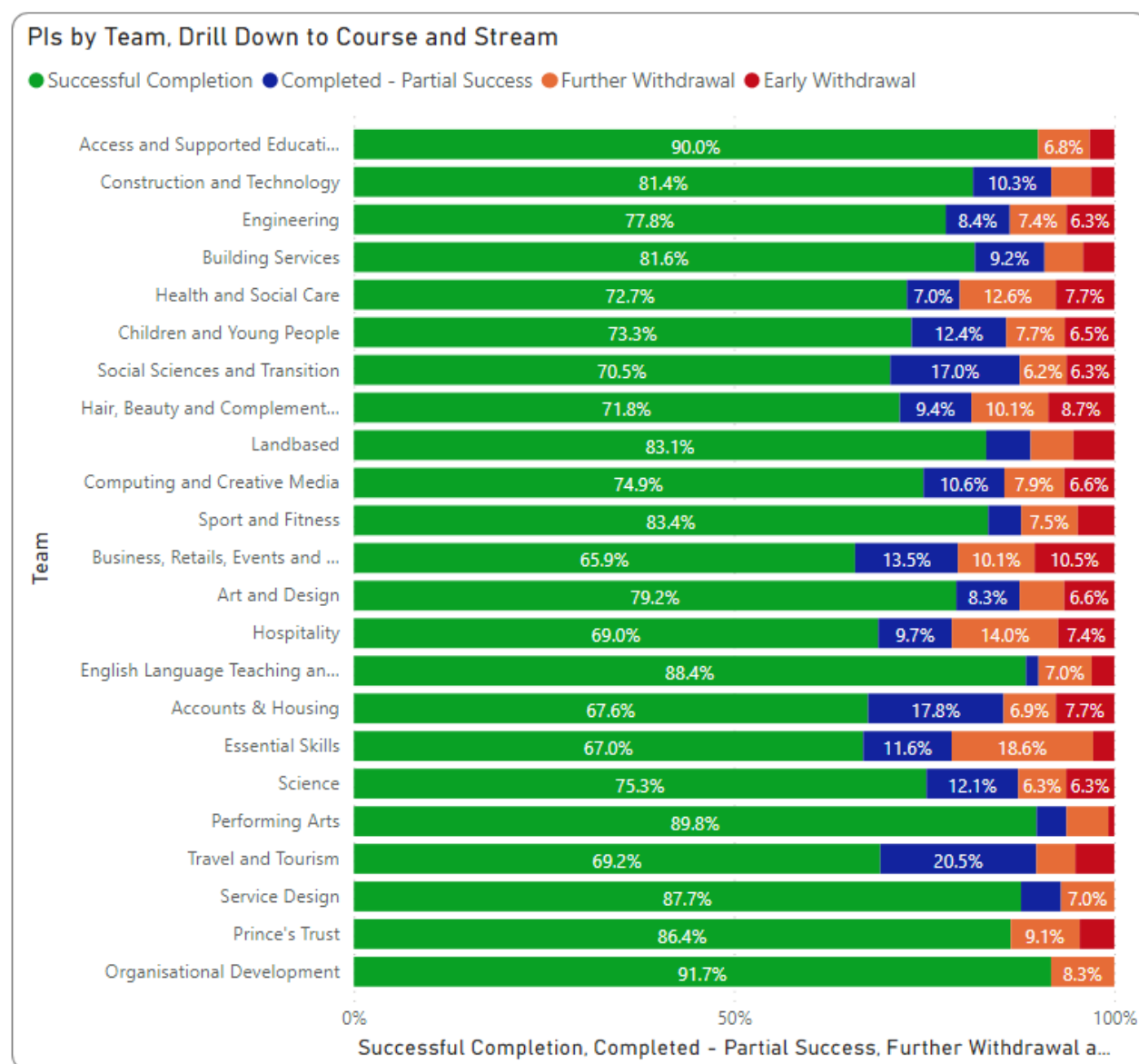


The table below shows the percentage of courses that meet, reflect or fall below the College's own aspirational targets national standards This is measured where courses' Completed Successful % is greater than 75% (green), between 66% and 75% (amber) or below 66% (red).

	Courses achieving D&A Aspirational Targets for successful outcomes	Courses reflecting national average for successful outcomes	Courses below national average for successful outcomes
Access & Supported Education	15	0	0
Accounting & Housing	8	1	5
Art & Design	15	1	4
Building Services	28	5	7
Business, Retail, Events & Marketing	14	6	14
Children & Young People	14	3	4
Computing & Creative Media	20	5	3
Construction	8	2	5
Engineering	21	0	7
ELTT	5	1	1
Essential Skills	2	4	3
Hair, Beauty & Comp. Therapies	11	3	5
Health & Social Care	13	3	8
Hospitality	13	1	15
Land Based	17	4	4
Performing Arts	8	1	0
Princes Trust	3	0	0
Science	12	0	5
Service Design	6	0	2
Social Sciences & Transition	8	5	5
Sports and Fitness	14	1	1
Travel & Tourism	1	1	2
	256	47	100



The chart below displays overall Day One Student Outcomes by College Team.



Dundee and Angus College PIs for 2019/20 can be viewed in PowerBI by clicking [here](#), including the ability to filter by Team, Course, Course Period, Superclass, Awarding Body, Mode and Level.

Comparison to National PIs 2019/20

The table below shows the D&A Successful Completion Rate versus the National rate for all Colleges and the ranking in each measured category out of 17 Colleges. The overall PI Success Completion Rate across all modes and levels for D&A in 2019/20 is 76.9% against a national rate of 74.0%.

Category	Rank out of 17	D&A Successful Completion Rate	National Successful Completion Rate	D&A v National pp
FE Full Time	1	72.2%	65.7%	6.5%
FE Part Time	7	82.4%	78.0%	4.4%
HE Full Time	6	74.5%	73.4%	1.1%
HE Part Time	9	79.3%	78.0%	1.3%
< 18 years old	3	73.7%	65.2%	8.5%
18-20	3	75.7%	71.4%	4.3%
21-24	3	76.9%	72.3%	4.6%
25-40	8	76.4%	74.4%	2.0%
41+	6	79.8%	75.8%	4.0%
FE Female	3	75.6%	69.1%	6.5%
FE Male	3	76.0%	69.7%	6.3%
HE Female	10	77.1%	76.7%	0.4%
HE Male	8	72.8%	72.6%	0.2%
SIMD10	5	71.0%	67.0%	4.0%
SIMD20	5	72.7%	67.3%	5.4%
Ethnic Minority	6	74.1%	72.0%	2.1%
Disabled	2	72.1%	65.7%	6.4%
Care Experienced	3	70.5%	59.6%	10.9%

National College PIs for 2019/20 can be viewed in PowerBI by clicking [here](#). **Results and Performance Indicators relating to other Colleges must not be published or shared externally.**

The tables below show the D&A Successful Completion Rate and ranking against all Colleges and the National rate, across a number of categories. Of note is that the D&A Successful Completion rate for FE Full Time is ranked 1st out of 17, with the rate for Disabled Students ranked 2nd and for Care Experienced Students ranked 3rd.

College	FE/FT	College	FE/PT	College	HE/FT	College	HE/PT
Dundee and Angus	72.2%	Forth Valley	89.3%	Dumf's & G'way	82.3%	Forth Valley	91.9%
South Lanarkshire	71.4%	Glasgow Kelvin	84.6%	South Lanarkshire	77.9%	West Lothian	89.7%
Glasgow Clyde	70.2%	UHI Colleges	84.3%	Glasgow Clyde	77.4%	South Lanarkshire	85.6%
Forth Valley	70.1%	West Lothian	83.9%	City of Glasgow	76.7%	Fife	83.7%
UHI Colleges	69.3%	City of Glasgow	82.9%	Edinburgh	75.1%	Borders	83.2%
City of Glasgow	68.8%	Borders	82.6%	Dundee and Angus	74.5%	City of Glasgow	81.0%
Glasgow Kelvin	68.8%	Dundee and Angus	82.4%	Scotland	73.4%	Dumf's & G'way	80.4%
Dumf's & G'way	68.6%	Fife	81.8%	Glasgow Kelvin	72.3%	Glasgow Clyde	79.7%
Borders	66.5%	Glasgow Clyde	80.0%	New College Lanark	71.3%	Dundee and Angus	79.3%
West College	66.0%	South Lanarkshire	78.4%	Borders	71.0%	Scotland	78.0%
Scotland	65.7%	Scotland	78.0%	Forth Valley	70.6%	New College Lanark	77.7%
Ayrshire	64.6%	Dumf's & G'way	76.9%	NESCOL	70.4%	Glasgow Kelvin	75.7%
West Lothian	62.9%	West College	76.6%	Fife	70.2%	Ayrshire	74.9%
Fife	62.1%	NESCOL	73.4%	Ayrshire	68.7%	West College	72.8%
NESCOL	61.8%	New College Lanark	68.8%	West College	68.7%	NESCOL	66.9%
New College Lanark	61.7%	Ayrshire	68.7%	West Lothian	68.3%	Edinburgh	66.4%
Edinburgh	58.9%	Edinburgh	62.2%	Newbattle Abbey		Newbattle Abbey	
Newbattle Abbey	54.3%	Newbattle Abbey		UHI Colleges		UHI Colleges	

College	<18	College	18-20	College	21-24	College	25-40	College	41+
Forth Valley	74.9%	Forth Valley	80.3%	Forth Valley	79.6%	West Lothian	82.5%	West Lothian	89.6%
Borders	74.7%	South Lanarkshire	78.9%	Glasgow Kelvin	78.0%	Forth Valley	80.6%	Forth Valley	85.0%
Dundee and Angus	73.7%	Dundee and Angus	75.7%	Dundee and Angus	76.9%	City of Glasgow	80.2%	City of Glasgow	84.1%
South Lanarkshire	72.7%	Glasgow Kelvin	75.4%	Borders	76.8%	Borders	79.3%	Dumf's & G'way	82.1%
UHI Colleges	72.2%	City of Glasgow	75.0%	City of Glasgow	76.2%	Glasgow Clyde	78.5%	Borders	80.3%
Glasgow Clyde	69.1%	Dumf's & G'way	74.8%	UHI Colleges	75.4%	Glasgow Kelvin	77.5%	Dundee and Angus	79.8%
City of Glasgow	66.5%	Glasgow Clyde	74.3%	Glasgow Clyde	75.3%	South Lanarkshire	77.5%	Glasgow Clyde	78.6%
Scotland	65.2%	UHI Colleges	73.4%	Dumf's & G'way	75.2%	Dundee and Angus	76.4%	UHI Colleges	78.2%
Glasgow Kelvin	64.8%	Scotland	71.4%	South Lanarkshire	74.9%	Dumf's & G'way	74.5%	Fife	77.6%
Dumf's & G'way	64.7%	New College Lanark	69.6%	West Lothian	72.8%	Scotland	74.4%	South Lanarkshire	77.5%
West Lothian	62.8%	NESCOL	69.0%	Scotland	72.3%	UHI Colleges	73.6%	Scotland	75.8%
NESCOL	62.6%	West College	68.4%	Fife	69.9%	Fife	73.3%	Glasgow Kelvin	74.7%
Fife	61.6%	Fife	68.3%	Edinburgh	69.3%	NESCOL	72.8%	West College	73.0%
Ayrshire	61.3%	Borders	67.9%	NESCOL	69.0%	West College	72.1%	New College Lanark	72.9%
Edinburgh	58.7%	Ayrshire	66.3%	Ayrshire	67.6%	Ayrshire	69.2%	Ayrshire	68.0%
West College	58.7%	West Lothian	66.2%	New College Lanark	66.8%	Edinburgh	69.2%	NESCOL	66.9%
New College Lanark	54.4%	Edinburgh	66.1%	West College	66.7%	New College Lanark	67.6%	Edinburgh	65.1%
Newbattle Abbey		Newbattle Abbey		Newbattle Abbey		Newbattle Abbey		Newbattle Abbey	

College	FE Fem	College	FE Male	College	HE Fem	College	HE Male
West Lothian	79.5%	Forth Valley	83.4%	Dumf's & G'way	83.3%	Dumf's & G'way	81.3%
City of Glasgow	76.4%	South Lanarkshire	77.8%	Borders	82.5%	South Lanarkshire	80.3%
Dundee and Angus	75.6%	Dundee and Angus	76.0%	West Lothian	81.2%	Forth Valley	78.4%
Forth Valley	75.2%	UHI Colleges	76.0%	Glasgow Clyde	80.8%	City of Glasgow	75.5%
Borders	74.1%	Dumf's & G'way	75.3%	South Lanarkshire	79.2%	Glasgow Clyde	74.8%
Glasgow Clyde	73.6%	Borders	73.9%	City of Glasgow	79.0%	Glasgow Kelvin	74.7%
Glasgow Kelvin	73.6%	Glasgow Clyde	73.2%	Forth Valley	77.9%	Edinburgh	74.2%
UHI Colleges	71.2%	Glasgow Kelvin	72.0%	Edinburgh	77.3%	Dundee and Angus	72.8%
South Lanarkshire	71.0%	City of Glasgow	71.7%	Glasgow Kelvin	77.3%	Scotland	72.6%
Scotland	69.1%	Scotland	69.7%	Dundee and Angus	77.1%	New College Lanark	70.7%
West College	68.0%	Fife	68.4%	NESCOL	76.9%	Fife	68.4%
Fife	67.1%	West Lothian	67.6%	Scotland	76.7%	NESCOL	67.3%
NESCOL	67.0%	West College	66.9%	Fife	75.0%	Ayrshire	67.2%
Dumf's & G'way	64.5%	Ayrshire	65.4%	New College Lanark	72.5%	West College	66.5%
Ayrshire	63.7%	NESCOL	65.0%	West College	70.9%	Borders	66.4%
Edinburgh	63.1%	New College Lanark	63.9%	Ayrshire	70.4%	West Lothian	65.7%
New College Lanark	58.7%	Edinburgh	59.3%	Newbattle Abbey		Newbattle Abbey	
Newbattle Abbey		Newbattle Abbey		UHI Colleges		UHI Colleges	

College	SIMD 10%	College	SIMD 20%
Glasgow Clyde	72.7%	Forth Valley	73.5%
City of Glasgow	72.4%	Glasgow Clyde	73.4%
Forth Valley	72.4%	City of Glasgow	72.9%
South Lanarkshire	72.2%	South Lanarkshire	72.9%
Dundee and Angus	71.0%	Dundee and Angus	72.7%
Glasgow Kelvin	70.9%	West Lothian	71.2%
Borders	69.9%	Glasgow Kelvin	71.1%
Dumf's & G'way	67.2%	UHI Colleges	67.6%
Scotland	67.0%	Dumf's & G'way	67.3%
UHI Colleges	66.9%	Scotland	67.3%
West Lothian	66.9%	Borders	66.3%
West College	62.8%	West College	63.9%
Fife	62.1%	Fife	63.2%
NESCOL	61.5%	Ayrshire	62.4%
Ayrshire	60.9%	Edinburgh	60.7%
New College Lanark	58.8%	New College Lanark	60.7%
Edinburgh	57.9%	NESCOL	60.4%
Newbattle Abbey		Newbattle Abbey	

College	Ethnic Minority	College	Disability	College	Care Experienced
West Lothian	80.2%	City of Glasgow	74.3%	Glasgow Kelvin	71.1%
Forth Valley	79.3%	Dundee and Angus	72.1%	Dumf's & G'way	70.8%
City of Glasgow	78.6%	Forth Valley	71.4%	Dundee and Angus	70.5%
Glasgow Kelvin	75.1%	Glasgow Kelvin	71.3%	Glasgow Clyde	67.8%
Glasgow Clyde	74.2%	South Lanarkshire	71.2%	Forth Valley	66.7%
Dundee and Angus	74.1%	West Lothian	69.5%	West Lothian	63.9%
South Lanarkshire	73.7%	UHI Colleges	69.0%	Borders	61.3%
Scotland	72.0%	Glasgow Clyde	68.6%	South Lanarkshire	61.0%
UHI Colleges	69.5%	Dumf's & G'way	67.9%	UHI Colleges	60.0%
Dumf's & G'way	69.2%	Borders	66.8%	Scotland	59.6%
Ayrshire	67.1%	Scotland	65.7%	West College	58.7%
NESCOL	66.3%	Fife	64.7%	Ayrshire	55.8%
West College	65.3%	West College	64.6%	City of Glasgow	54.2%
New College Lanark	65.0%	Ayrshire	62.7%	Edinburgh	52.3%
Fife	64.6%	New College Lanark	61.2%	Fife	50.6%
Edinburgh	64.0%	Edinburgh	60.3%	NESCOL	49.7%
Borders		NESCOL	59.7%	New College Lanark	48.3%
Newbattle Abbey		Newbattle Abbey		Newbattle Abbey	



Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER F

VP Curriculum and Attainment Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 1 September 2021



VP Curriculum and Attainment Report

Paper for noting

1. Introduction

Significant work has taken place over the summer to support preparations for the new academic year which began with lecturing staff and deferred students returning on 9 August 2021. An all-staff event was held on 12 August, watched by over 400 staff, which provided an opportunity to talk about the key curriculum priorities for the year, both immediate and longer term.

2. Attainment 2020/21

The restrictions on colleges during last academic year meant that there were significant numbers of students across the college who were unable to evidence all of their individual course requirements. The teaching teams, working with the Internal Quality Assurance Panel, made the decision to move to assessing many of these students against course aims as permitted under SQA's alternative assessment arrangements; 2005 students on 256 courses were considered on this basis and decisions made accordingly.

SQA has confirmed that the alternative assessment arrangements will remain in place for Session 2021-22 which means that the range of support options can once again be used if required. The College has provided feedback to SQA on the benefits and challenges of this approach and our Quality Manager continues to be involved in influencing developments for the forthcoming academic year.

Teams are also continuing to support students who were unable to complete their qualifications in Session 2020-21 and who had to defer their learning until guidance allowed them to evidence the mandatory competencies/standards of their qualifications. There are currently 770 students, the majority of whom are Construction apprentices and plans are being developed and implemented to mitigate learning loss and to develop and assess their skills.

3. Recruitment 2021/22

This year we have seen an 11% (1088) reduction in applications for full-time places but have maintained our offer rate in comparison to last year. To boost recruitment Marketing launched a multi-channel promotional campaign when application numbers began to slow in April; this has continued over Summer aligning with Colleges Scotland's "Choose College" campaign.

External factors, such as the additional 3597 places allocated to universities for school leavers may have impacted negatively on recruitment, alongside reduced opportunities for engagement with schools due to COVID-19, however full-time recruitment is ongoing and will continue beyond the start of term to maximise our intake. We are also reviewing our post October and January/February offer, both full and part-time, in addition to taking a whole college approach to enhancing the early student experience to minimise the numbers of students withdrawing from their course.

We also know that many of our students withdrew or did not complete their course last year due to the impact of Covid-19 on their learning experience or circumstances. We have contacted 383 learners to offer another opportunity for them to re-engage in education by returning to complete their outstanding units or repeat their course with no detriment to their funding.

4. Curriculum Developments

4.1 BA (Hons) Dance

Our first group of students undertaking the new BA (Hons) Dance had a very successful year with all 17 learners successfully obtaining their degree: 10 with First Class Honours and 7 with Second Class Honours (5 with 2.1 and 2 with 2.2 classifications). The external examiner feedback was hugely positive with several areas of good practice noted. This is the first year of our partnership with University of West London and provides assurance of the quality and standard of our learners and learning experience which will benefit us as we deliver our BA (Hons) Professional Theatre Practice this year.

4.2 Higher National Next Generation (HN Next Gen)

SQA has requested applications for subjects in Phase 2 of the HN Next Gen development. The design rules are different from current practice and will include much more integration of learning and reduced assessment loads within the qualification structures. Following discussion with the teaching teams, the college is likely to submit applications for HN Sports and Fitness, HN Accounting and potentially HN Social Services (depending on confirmation that the revised HN will be accepted for registration by Scottish Social Services Council).

4.3 Online Micro Courses Update

We continue to have healthy engagement with our free digital courses in Care, Digital and Professional Services (Management and Marketing) following their introduction in March 2021. 278 learners have completed or have almost completed their courses and have been offered information about follow-on opportunities. These courses were introduced in response to the first phase of the Young Person's Guarantee and National Transition Training Fund and have shown that there is an interest and demand for this way of learning. The Heads of Sector are currently identifying other relevant courses that can be adapted to this mode of delivery with the revised offer launching in October 2021, coinciding with the winding down of the Government's job retention scheme.

5. Director Recruitment

The sad passing of Kevin Murphy in January 2021 and my appointment to Vice Principal in December 2020 left 2 vacancies at Director level during last academic year. The 2025 Strategy highlights all the potential opportunities for D&A and shows that we need to ensure we have the resources and capacity to respond effectively. With this in mind, we agreed to advertise both vacant Director posts (closing 30 August 2021).

Whilst both posts will share a significant range of responsibilities and outcomes, the **Director of Curriculum (Learning and Teaching)** will have a specific focus on leading the enhancement of learning, teaching and outcomes with staff, teams and learners across the College. The **Director of Curriculum (Partnerships and Projects)** will ensure that the range of strategic projects and partnerships that enhance learning, teaching and outcomes are fully embedded within the curriculum whilst supporting regional social and economic growth and curriculum regeneration.

It is important that we recruit individuals with the appropriate range of skills, knowledge, experience and values to contribute to these key college priorities.

6. Education Scotland Engagement

Informal engagement has continued with Education Scotland throughout the past 18 months, and the College was part of the sector wide review on remote and online learning published in June 2021.

As COVID-19 mitigations are eased, Education Scotland has advised that their usual range of activities and engagements will begin to be picked up and the College is expecting to be a part of a progress visit review around February 2022. It is also likely that the College staff who operate as Associate Assessors will be involved in activities with other colleges and Modern Apprenticeship and Foundation Apprenticeship providers.

7. Link to Strategic Risk Register

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

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

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



Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER G

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 1 September 2021



Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

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

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

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

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

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

2. Consideration of Risks to Board Committees

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

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

The draft September 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.

An additional risk has, however, been included within the register as follows:

- 1.5 College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS

Whilst oversight of this risk will sit with the full Board, it is likely that elements of activity and future development in respect of SQA and Education Scotland may be reported and discussed through the Learning, Teaching and Quality Committee,

4. Review of Risks Allocated to the Committee within the COVID 19 Risk Register

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 move to 'Beyond Level 0' and confirmation from SQA that the range of adaptations in place for session 2020/21 would continue into 2021/22 the likelihood of impact on risk 3.1 has been reviewed again and has been reduced. No other changes are proposed at this time.

5. 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



STRATEGIC RISK REGISTER

2021 - 2022

As at September 2021

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none">Robust strategic planningEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Prin & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none">Effective environmental scanningNegotiation/influence at national level	4	2	8	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plansFinancial strategy sensitivities	Prin & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	5	3	15	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategyWorkforce planningInternational strategy & planningPost 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	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
	VPCA	Vice Principal Curriculum & Attainment			5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Effective project/activity management in placeClear governance structuresProject/initiative finances clearly incorporated within College financial strategy and plansEnd of project and exit/contingency planning	3	2	6	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesClear project Management arrangements in placeBudget reporting and management	Principal, VPC&A
1.5 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS New Risk given significant current reviews	4	4	16	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projects and response to new opportunities	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAAmendment of strategic direction/ plansRolling curriculum review	Prin

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

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

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

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
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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	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPCS
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPCS
2.6 F&P	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	<ul style="list-style-type: none"> Multi-year estates strategy and capital planning Lobbying of SFC on capital and backlog maintenance funding Planning for D&A Foundation bids 	2	2	4	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures 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	<ul style="list-style-type: none">• Clear quality arrangements and priority actions• Continuous self-evaluation and action planning• Rigorous CPD arrangements in place• Regular classroom observation and learner feedback arrangements	3	2	6	<ul style="list-style-type: none">• Comprehensive monitoring of key PIs and student/staff feedback• Regular Stop and Review events• External review and validation findings	VPC&A, VPP&P, DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none">• Robust strategic planning and monitoring• Effective environmental scanning• Strong partnerships• Clear links between strategy and practice• Concerted demands for increased activity levels	2	2	4	<ul style="list-style-type: none">• Effective internal monitoring/review/verification arrangements• External review findings	VPP&P, VPC&A
3.3 A&R	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	<ul style="list-style-type: none">• Adherence to legislative and good practice requirements• Positive Union relations and staff communication• Effective management development programmes	3	2	6	<ul style="list-style-type: none">• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement• Continuous professional development• Internal audit programme• Staff surveys	Prin, VPP&P, VPCS, HoE

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

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P

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

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STRATEGIC RISK REGISTER COVID 19 SPECIFIC MITIGATIONS

2021 - 2022

As at September 2021

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none">Regular strategic analysis and assessment of need for changeStrong engagement with government and key partners – influencing national prioritiesClear prioritisation of activitiesFocus on core business	4	3	12	<ul style="list-style-type: none">Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to ChairsAmendment of strategic direction/ plansRolling curriculum, activity and priority review and implementation of new approaches/services where neededEngagement with government and other partners	Prin & Chair
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Clear prioritisation of activitiesEffective project/activity management in placeStrong engagement with partners/fundersClear governance structuresProject/initiative finances clearly understood and reviewed regularlyProject cessation, pausing or contingency planning in place	4	2	8	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesBudget reporting and management	Principal, VPC&A

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
1	Strategic and Structural									
1.6 Board	Post pandemic planning fails to meet the needs of the D&A Region and/or national priorities on economic and social recovery New risk to reflect post-pandemic requirements	4	3	12	<ul style="list-style-type: none"> Regular strategic analysis and assessment of need for change Strong engagement with government and key partners – influencing national priorities Clear prioritisation of activities Focus on core business Revised economic and social recovery activities 	3	2	6	<ul style="list-style-type: none"> Regular monitoring of new/updated activities and outcomes Amendment of strategic direction/ plans Rolling curriculum, activity and priority review and implementation of new approaches/services where needed Engagement with government and other partners Employer and Community engagement 	Prin

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with government, SFC and other funders Robust and effective budgetary control Where required, swift action to implement savings Increased focus on cash position 	4	2	8	<ul style="list-style-type: none"> Monthly monitoring of budgets Engagement with government and other partners Detailed monitoring of income optimisation and savings programmes 	VPCS
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Revised financial controls: segregation of duties and review of transactions. Review of impact of changes in ways of working, authorisation arrangements Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> 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 Post mitigation risk amended to reflect changed position re learner outcomes and holistic assessment arrangements.	4	3	12	<ul style="list-style-type: none"> Clear input and engagement with revised quality arrangements and priority actions Rigorous CPD arrangements in place to support new ways of working Regular learner feedback and engagement arrangements 	3	2	6	<ul style="list-style-type: none"> Comprehensive monitoring of engagement of learners in learning (where possible) Engagement with revised quality arrangements Outcome monitoring 	VPC&A, VPP&P, DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> Engagement and communication strategy with compliance bodies Clear input and engagement with revised quality arrangements and priority actions Prioritisation of activities/outcomes 	3	2	6	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements Engagement with revised quality arrangements and contingency plans 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	<p>Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students</p> <p>Post mitigation risk reduced following assessment of control and mitigation arrangements in place throughout 2020/21: no outbreaks and no evidence of on campus transmission.</p>	3	4	12	<ul style="list-style-type: none"> Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site Project 2020 developments and mitigations Outbreak management plan Enhanced awareness of challenges/support needs Extensive CPD arrangements in place – Home Working Hub Regular staff and learner feedback arrangements 	3	2	6	<ul style="list-style-type: none"> Regular employee engagement monitoring Maintaining and reporting on physical distancing measures Open communication with staff Monitoring of formal and informal feedback – student and staff feedback Regular union/management dialogue 	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches Outbreak management communications plan 	4	3	12	<ul style="list-style-type: none"> Positive marketing plan Regular stakeholder engagement Social media engagement and monitoring arrangements 	Prin DirC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management engagement and support 	4	2	8	<ul style="list-style-type: none"> Regular union/management dialogue Open communication with staff Effective management engagement and support 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Additional awareness raising of WFH risks Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection awareness raising Effective information and data security policies in operation Regular data security monitoring/testing Staff CPD 	VPC&A, HoICT
3.11 HRD	Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services Post mitigation risk reduced following assessment of control and mitigation arrangements in place throughout 2020/21: no outbreaks and no evidence of on campus transmission.	4	3	12	<ul style="list-style-type: none"> Clear scenario and contingency planning COVID 19 H&S mitigations in place, monitored and adapted where required All appropriate government guidance followed 	3	2	6	<ul style="list-style-type: none"> Monitoring of COVID 19 cases and absences Outbreak management arrangements Amendment to support prioritised services 	Prin VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.12 HRD	Post pandemic ways of working and workforce planning fails to meet the needs of staff and College strategic/operational needs New risk to reflect post-pandemic requirements	4	3	12	<ul style="list-style-type: none">• New ways of Working Workstream• Updated and flexible Workforce planning• Extensive engagement with unions / staff on future ways of working• Monitoring and rapid action on staff turnover / recruitment	3	2	6	<ul style="list-style-type: none">• Regular monitoring and evaluation of new/updated ways of working, activities and outcomes• Amendment of direction/ workforce plans• Engagement with unions/staff• Monitoring and rapid action on staff turnover / recruitment• 	VPP&P VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4 Infrastructure										
4.3 A&R	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none">Effective management of ICT arrangementsActive ICT/data security monitoring and cyber security policyAdditional awareness raising of WFH risks and COVID related 'scams'	4	2	8	<ul style="list-style-type: none">Staff awareness raising/CPD on cyber security issuesRegular security monitoring/testingCyber resilience plan	VPC&A, HoICT
4.5 LT&Q	ICT/Cyber failure significantly disrupts online learning, teaching or other core services	4	3	12	<ul style="list-style-type: none">'Cloud first' strategy implementation for major services/systemsClear and robust management of ICT systems	3	1	3	<ul style="list-style-type: none">Systems monitoringOn-going cyber resilience and systems development	HoICT



Learning, Teaching and Quality Committee

Wednesday 1 September 2021

PAPER H

LT&Q Metrics

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 1 September 2021



Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

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

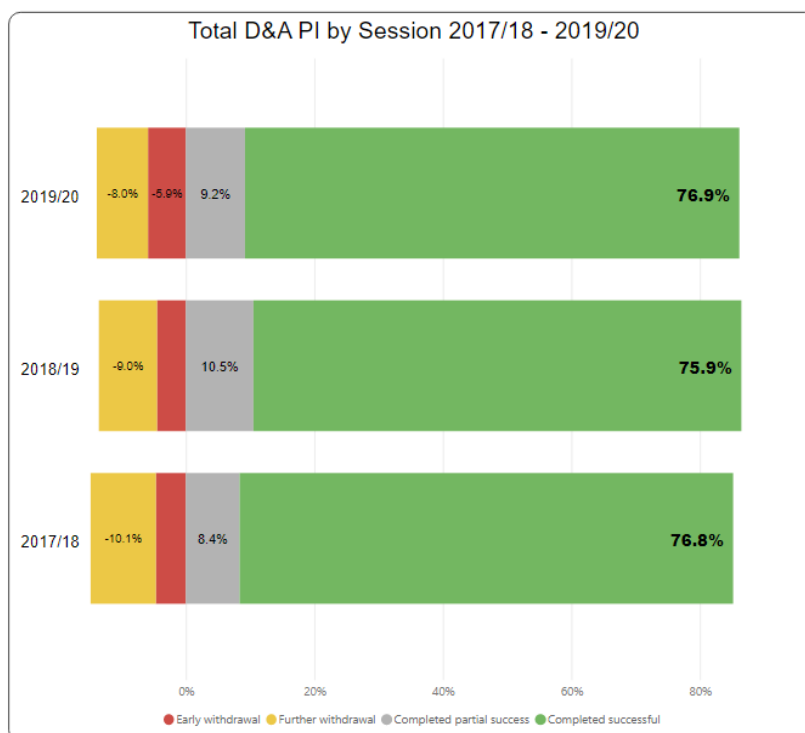
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

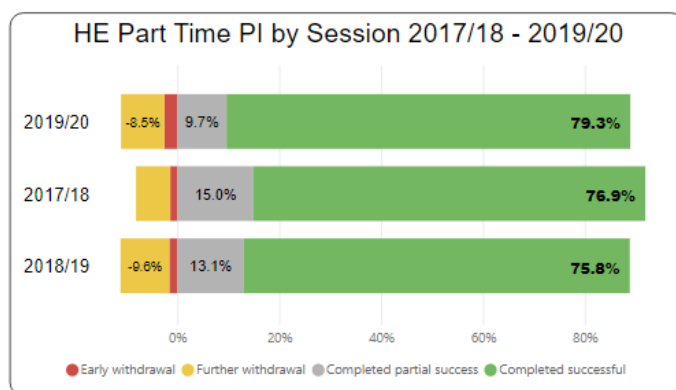
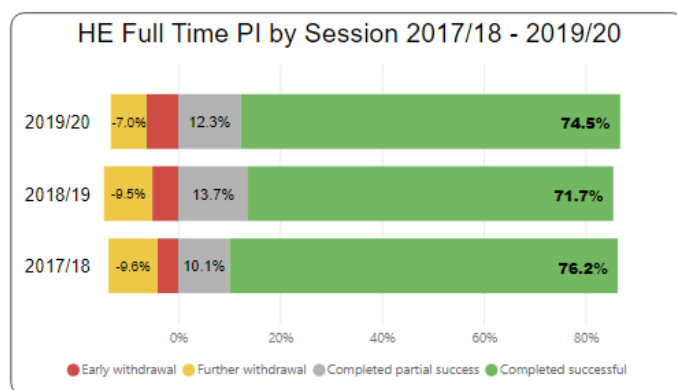
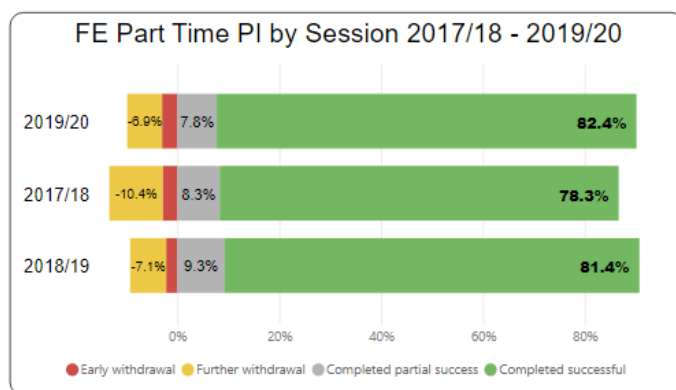
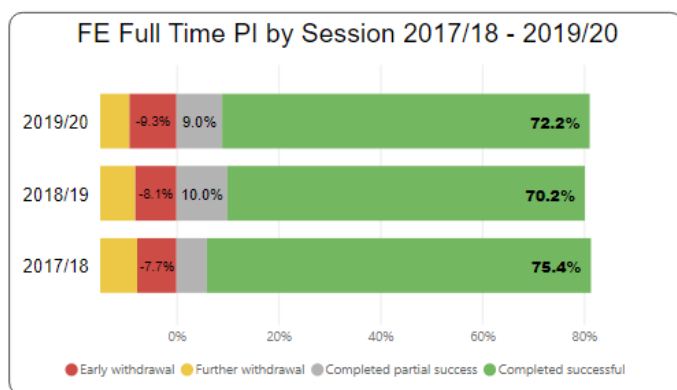
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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

2. LT&Q Metrics

All data outlined below is up to date as at August 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%*	86%

	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%*	93%
National SFC Learner Early Experience Survey Score (2019/20 results will not be published, the SFC collection for 2019/20 was cancelled)	N/A	TBC

	2019/20	ROA Target 2020/21	Outturn 2020/21
The volume of Credits delivered to learners as part of 'school-college' provision	5,378	9,855	5,084
The proportion of Credits delivered to learners as part of 'school-college' provision	5%	9%	4.5%

	2016/17	2017/18	ROA Target 2018/19	Outturn 2018/19
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	650	538	650	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%

NB Articulation data is not currently available for 2019/20 and 2020/21 due to delayed development of SFC's National Articulation Database.

	2018/19	2019/20	ROA Target 2020/21	Outturn 2020/21
SFC Core Credit Target	103,521	108,331	107,405	108,957
SFC Additional Credit Target	5,824		1,862	
Total Credit Target	109,345	108,917	109,267	109,267
Percentage of target	100.1%	100.1%		100.2%

	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	8,899	6,768	4,955
Part-Time Programmes	675	539	401

Session 20/21 Credits by Programme Modes of Study - Summary

Credit Target – 109,267 (including 1,862 YPG/NTTF)

Mode	Programmes	Final 19/20 Credits	20/21 Credits*
17	Full Time	79,048	81,186
18 /05	Short Full Time	5,734	6,035
06	Block Release	3,680	3,425
07	Part Time – Day	2,432	1,499
08	Part Time – Infill	11,783	11,239
09	Part Time – Evening / Weekend	1,917	771
11	Work Based	2,639	2,077
12-16	Open, Flexible, Distance	1,684	2,725
	TOTALS	108,917	108,957

* 2020/21 Credits remain subject to change at this point

3. Information

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

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