

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee



Wednesday 3 November 2021 at 5.00pm
Microsoft Teams

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST
4. MINUTE OF THE PREVIOUS MEETING – 1 September 2021 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. CURRICULUM REPORT – PACE, RISE AND PROJECT SEARCH PROVISION Presentation KP/CS
7. STUDENTS ASSOCIATION REPORT Verbal update AM/ND
8. 2020/21 PERFORMANCE REPORTS
 - 2021 Performance Indicators Paper C for information ST/JG
 - 2019/20 Post Course Success (CLD) National Comparison Paper D for information ST/JG
9. VP CURRICULUM & ATTAINMENT REPORT Paper E for noting JG
10. STRATEGIC RISK REGISTER Paper F for approval ST
11. LT&Q METRICS Paper G for noting ST
12. COVID 19 UPDATE ON LEARNING, TEACHING & ENGAGEMENT OF LEARNERS Verbal update All
13. DATE OF NEXT MEETING – Wednesday 9 February 2022



Learning, Teaching and Quality Committee

Wednesday 3 November 2021

PAPER A

**Minutes of the Previous Meeting – 1
September 2021**

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 1 September 2021

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 1 September 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
N Dowie	S Hewitt
S Middleton	H Honeyman
N Lowden	M Thomson
MC McNally	

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)
S McGregor (Head of Sector) R Taylor (Curriculum Quality Leader)
S Swinley (Head of Curriculum & Quality) S McGovern (Curriculum Quality Leader)
G Smith (Curriculum Quality Leader)

1. WELCOME

M Williamson welcomed Committee members and welcomed new Board members Nicola Dowie and Dr Sally Middleton and co-opted Board member MC McNally and also welcomed Engineering Team members Stephen McGregor, Stephen Swinley, Gavin Smith, Rod Taylor, and Scott McGovern.

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 28 April 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 at the end of session 2020/21 and the start of term 2021/22. S Hewitt noted the College was working in line with latest Government guidance and social distancing has been reduced from two metres to one metre.

J Grace noted most of the hair and beauty students had managed to complete their courses or were now returning to complete final elements on a deferred basis. It was noted that this was a really positive situation given the challenges last year. Some students had not yet finished their courses and the College was giving every opportunity to finish on a deferred basis, or as part of this year's course, rather than add on any additional years to a student's College journey. The additional funds received to cover the cost of additional resources etc had been very welcome to support this work and student outcomes.

J Grace highlighted the team were delighted that c.1400 Senior Phase school pupils had now enrolled for this academic year. J Grace noted she was hoping for a last minute surge in recruitment for full-time courses starting in September as numbers were lower than previous years.

J Carnegie provided an update from Health and Safety, in relation to COVID. J Carnegie noted campus signage had been a priority over the summer, ready for Student's returning to campus. The team had replaced all two-metre signage with one metre guidance. It had been confirmed that face coverings were required in most situations but could be removed in the classroom for both students and lecturers, where a one metre distance etc was in place. Close contact activities would still be required to wear appropriate PPE and face coverings would still be mandatory in communal areas and when moving around.

J Carnegie noted it was an on-going challenge to get students (and some staff) to follow the rules and mitigations, particularly as rules are more relaxed out with the College setting. J Carnegie noted that cases nationally were very high and noted that eight members of staff had tested positive since August and this could have an impact on face-to-face teaching on campus if more staff test positive and/or needed to isolate.

S Taylor provided an update and noted that the Quality Team had been providing extensive support and oversight of the SQA adapted assessment arrangements. This included providing support to teams with the Nat5 and Higher NQ arrangements and the HNVQ Decision Tree arrangements, before signing them off with SQA.

S Taylor also noted Learner Engagement and Student Services had been extremely busy over the summer, providing wellbeing and related activities to reduce isolation and support new students to engage with the College. Student Services had seen an increase in additional needs referrals and significant additional funding had been given to the College to extend support for students with mental health needs. This funding had been very well received and would support the appointment of a new Mental Health Team Leader and Student Support Officer roles.

S Taylor also highlighted teams had been working together to support the high levels of administrative activity needed to cope with deferrals and new students and to help and support our new students who might feel anxious about returning. The College was committed to providing a safe environment for students and are pushing the importance of regular COVID testing. It was noted that arrangements were in place to have 'pop up' vaccination clinics on campus during week 20 September 2021 for students to have their vaccine.

M Williamson praised a fully comprehensive report and praised the work of the senior team and College staff for their efforts.

N Lowden asked if there was a plan in place for staff who were isolating, to still deliver lessons to students via MS Teams or a class recording. J Grace confirmed if there was a surge in staff isolating, they had plans in place (where possible) for students to continue their classes through MS Teams.

A Monks asked if face coverings would still be worn in some departments. J Carnegie confirmed that close contact activities would still require PPE masks for students, staff, and clients in line with the appropriate industry guidance.

H Honeyman asked if the College had a plan for increases staff sickness absence, as this might occur during winter months with being back onsite. J Carnegie noted an increase in sickness absence is expected with COVID and winter flu etc. It was asked that this be covered within the appropriate section of the Risk Register. **S Taylor to progress.**

A McCusker asked for information around recruitment and numbers being down. J Grace noted this was the current main priority. Recruitment was down by c.600 full-time students, from last year. This was attributed to the increase in first year apprenticeships and universities having been given an additional 3000 places for school leavers.

J Grace also noted the College are keeping recruitment open for longer and the Administration Team had contacted around 850 students who didn't complete their course last year due to COVID and have offered them to come back and complete their studies.

J Grace noted that there were plans in place to increase other aspects of provision to ensure that the overall credit target was achieved.

M Williamson thanked the team for the update.

7. CURRICULUM REPORT – ENGINEERING TEAM DEVELOPMENTS & FUTURE OPPORTUNITIES

S Swinley, S McGregor, G Smith, S McGovern and R Taylor from the Engineering team provided a detailed [presentation](#) to the Committee around the work the team was doing to support students and the changes they had made as a team to improve student outcomes.

S Swinley highlighted the developments that had taken place in terms of the response to the cyber-attack and the pandemic and noted that this had supported the team to enhance the use of ICT in learning and update materials to on-line formats. It was noted that some of this forced development had supported forward movement in learning and teaching.

G Smith outlined changes made in terms of approaches to recruitment and the links between these changes and the streamlining of the curriculum were summarised.

S Swinley outlined work undertaken to create a clearer learner journey and to scaffold skills and learning at each stage to support and enhance progression.

Investment in new technology was noted, and S Swinley confirmed that sufficient investment was being made within this, supported by good links with the Energy Skills Partnership and access to national resources available through them.

S McGregor noted the team had made good progress in enhancing learning and teaching and providing the best opportunities to learners. S McGregor also noted the team had good relationships with Dundee Science Centre, Energy Skills Partnership, and other external partners, and summarised the opportunities developing through the Tay Cities Deal and MSIP developments.

M Williamson noted the enthusiasm and focus on the students really comes through.

S Mill asked if the team had sufficient resources to support the new curriculum and opportunities in areas such as robotics. S Swinley confirmed the College had provided a lot of resources and are in a strong position going forward for students to use.

S Swinley noted they team are in a good position for students returning to campus and have new equipment to help with their studies and enhance their learning. S McGregor added the College have a good relationship with ESP and share their resources and kit for students to use.

The update on developments within the Team, and the positive impact this had had on student outcomes was noted.

8. 2021/2022 CURRICULUM PRIORITIES

J Grace summarised the paper for discussion.

A McCusker praised the work of the team, especially with two Director posts vacant. J Grace noted that all of the priorities were focused around the 2025 strategy and key pledges.

J Grace noted that it was hoped that two strong candidates for the Director posts would be recruited before too long.

9. STUDENTS ASSOCIATION REPORT

A Monks presented the report [presentation](#) to the Committee and welcome N Dowie (Vice President for the Kingsway campus) to her first committee meeting.

A Monks summarised the key plans for the Students' Association for the year ahead and noted that it was good to have C Meldrum continuing in a staff role as part of the team, in her new role as Student Association Assistant. This role would focus on supporting class and lead reps.

N Lowden asked what WRAP training is, B Carmichael noted that this was training delivered this last year to classes and is a Wellness Recovery Action Planning.

M Williamson and the Committee praised the fantastic work carried out by Students' Association.

10. 2020/21 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES

J Grace summarised the paper presented, welcoming the improved outcomes.

11. 2019/20 PERFORMANCE INDICATOR NATIONAL COMPARISON REPORT

S Taylor summarised the paper presented, noting that this continued to confirm the strong College performance. The outcomes for full-time FE learners (relating to c.60% of all College activity) were highlighted. M Williamson noted the strong performance outlined in the report.

12. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report provided. M Williamson noted the number of social media posts regarding student recruitment was positive.

13. STRATEGIC RISK REGISTER

S Taylor summarised the Strategic and COVID Risk Registers and noted these were brought to the committee for approval. ST highlighted a number of major reviews happening including SQA and Education Scotland and noted that a new risk had been added to the Strategic Risk Register in respect of this, and that some elements may fall within the scope of L, T&Q.

Impact on risk 3.1. The risk was added the earlier part of the year and now the arrangements will be in place for the remainder of the academic year. Mitigations are in place in the event of another lockdown and the impact on students learning.

A McCusker asked if it would be useful to add in a new risk around the reduction in full-time recruitment and the need for enhanced retention. S Taylor would look at this for consideration by the Audit and Risk and then Board of Management in September.
S Taylor to Progress.

14. LT&Q METRICS

The LT&Q Metrics were noted.

M Williamson asked why the volume of credits for school / college partnership has significantly below the planned ROA target. S Taylor noted this was because of the pandemic and the College being unable to provide the usual range of taster sessions for school pupils before they start their course. S Hewitt added that colleges nationally had also been asked to de-prioritise activity for learners below Senior Phase level. It was noted that this was being challenged at a national level.

15. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 7 November 2021 at 5.00pm, Microsoft Teams.

Action Point Summary

Action	Responsibility	Date
Risk Register to be reviewed to ensure appropriate consideration of coverage of potential impact of increased levels of staff absence due to COVID	S Taylor	21 September 2021

Additional risk to be considered in respect of
Recruitment and Retention.

S Taylor

21 September 2021



Learning, Teaching and Quality Committee

Wednesday 3 November 2021

PAPER B

Matters Arising

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 3 November 2021

Matters Arising



Paper for information

The following actions were highlighted at the Wednesday 1 September 2021 LT&Q Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
13	Risk Register to be reviewed to ensure appropriate consideration of coverage of potential impact of increased levels of staff absence due to COVID	Review completed and covered under COVID Risk 3.11 and strategic Risk 3.1	Closed
13	Additional risk to be considered in respect of Recruitment and Retention.	Reviewed and covered under Risk 1.1 and 2.2	Closed

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

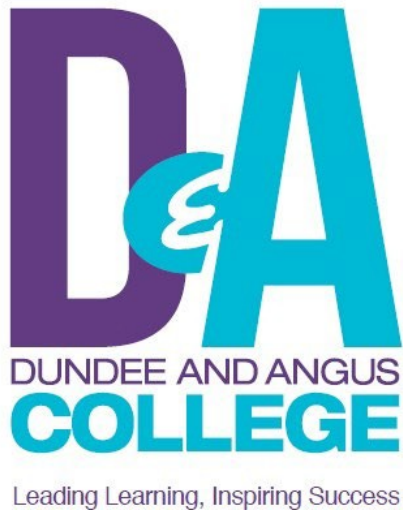


Learning, Teaching and Quality Committee

Wednesday 3 November 2021

PAPER C

2021 Performance Indicators



Provisional Performance Indicator Summary Report 2020/21

October 2021

Business Intelligence

Table of Contents

Introduction	3
About the Data	3
Dundee & Angus College Total PIs	4
Chart of College Total PIs	4
Table of College Total PIs and Commentary	4
Performance Indicators by Level and Mode of Study	5
Chart of Successful Completion Percentage by Level and Mode v prior 2 years.	5
Chart of Performance Indicators by Level and Mode	5
Achievement of Aspirational Targets for “Completed Successful” outcome	7
Chart of number of Courses by Department by “Completed Successful” outcome.....	7
Performance Indicators by College Department/Campus	8
Chart of Performance Indicators by College Team	8

Introduction

This reports details Dundee and Angus College Provisional Performance Indicators for Academic Year 2020/21 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for 2019/20 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:

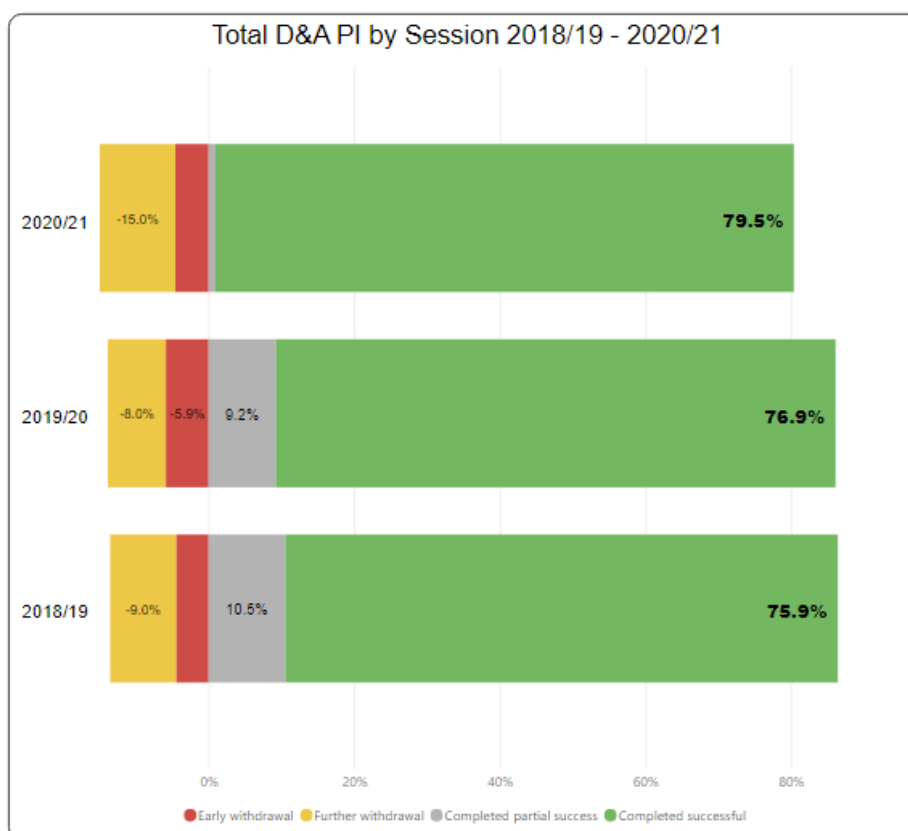
Performance Indicator “Day One” Student Outcome Measure	GREEN %	AMBER %	RED %
Early Withdrawal (withdrawal rate for first 25% of course)	0 to 10	11 to 25	>25
Further Withdrawal (withdrawal rate for whole course)	0 to 15	16 to 25	>25
Completed Partial Success			
Completed Successful	100 to 75	74 to 66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

About the Data

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

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

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



Comparisons between Dundee and Angus PIs 2020/21 v 2019/20 and 2018/19 are detailed in the following table:

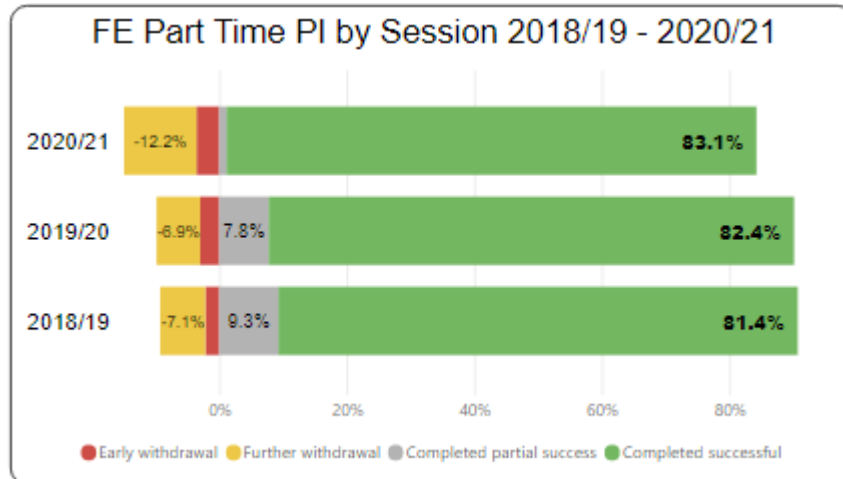
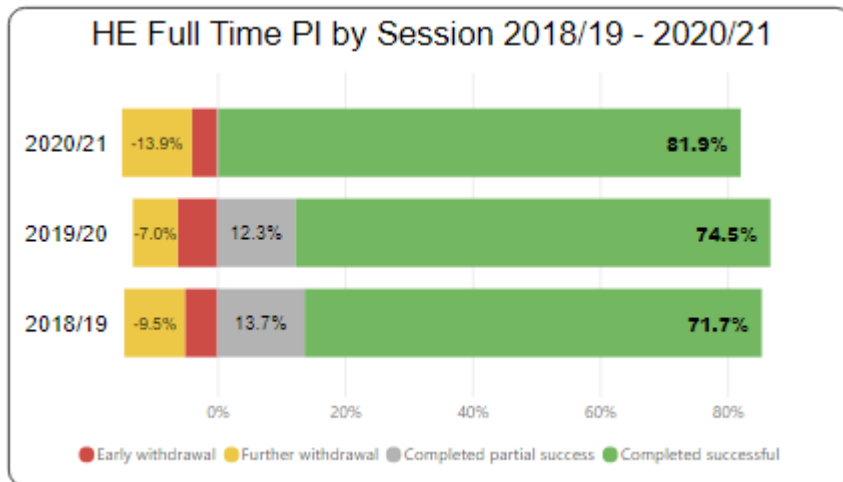
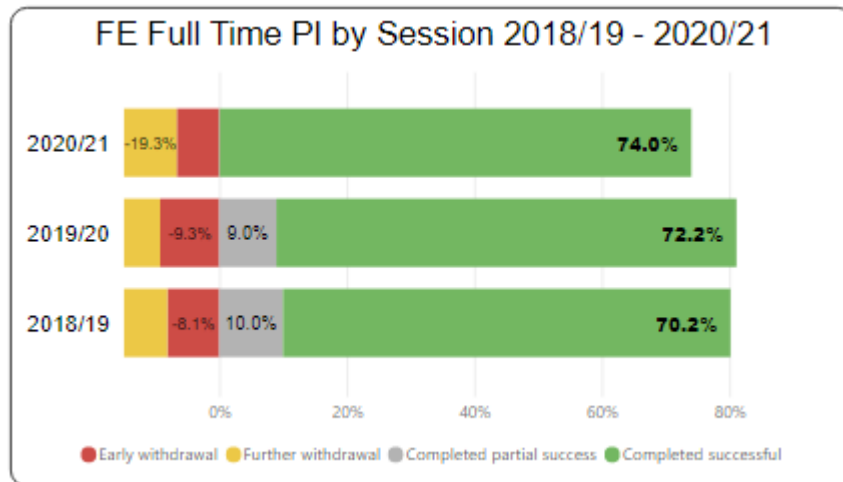
Performance Indicator	2020/21	2019/20	2018/19	Change v 2018/19
Completed Successful	79.5%	76.9%	75.9%	+2.6%
Completed Partial Success	0.9%	9.2%	10.5%	-8.3%
POSITIVE OUTCOME	80.4%	86.1%	86.4%	-5.7%
Further Withdrawal	15.0%	8.0%	9.0%	+7.0%
Early Withdrawal	4.6%	5.9%	4.5%	-1.3%

The overall provisional Completed Successful rate has increased from 2019/20 by 2.6 percentage points to 79.5%, with a total Positive Student Outcome of 80.4%. This has decreased from 86.1% due to an increase in the total rate of Withdrawal to 19.6% from 13.9%.

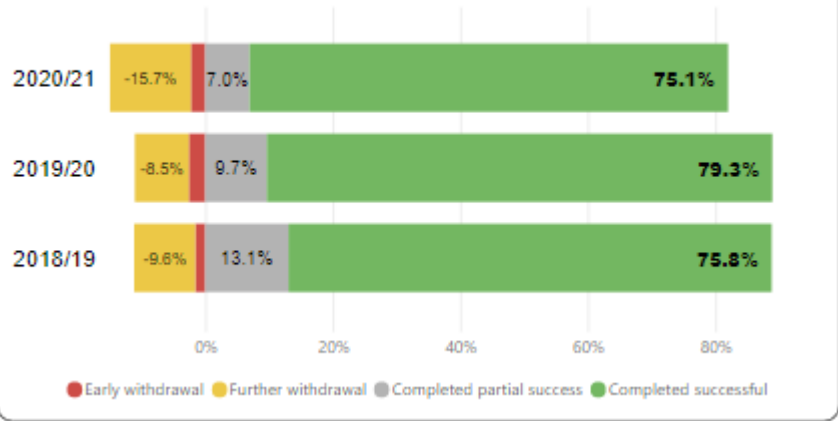
Also notable is the decrease in the percentage of students completing with partial success from 9.2% in 2019/20 to just 0.9%.

The charts below display comparison of Successful Completion rates by level and mode of study for 2020/21 against 2019/20 and 2018/19.

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

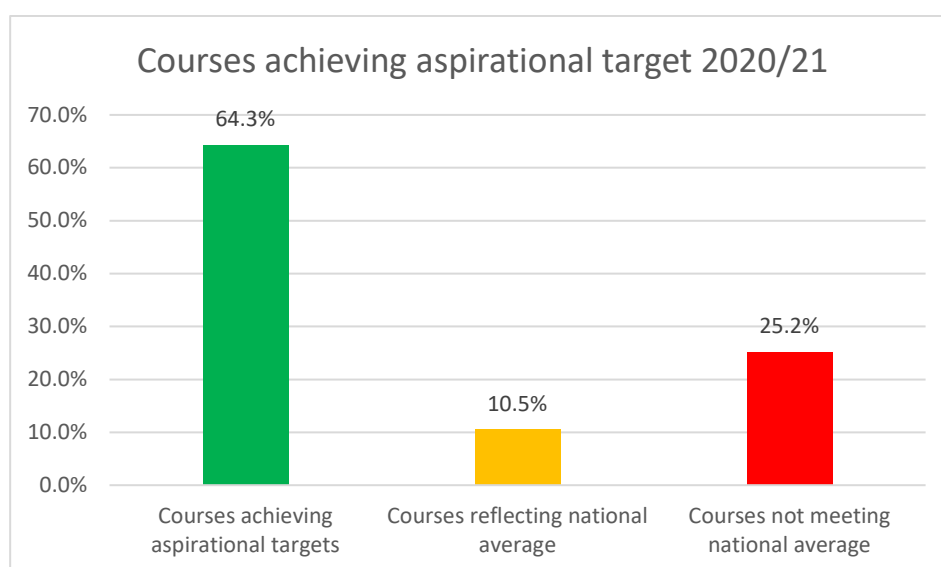


HE Part Time PI by Session 2018/19 - 2020/21

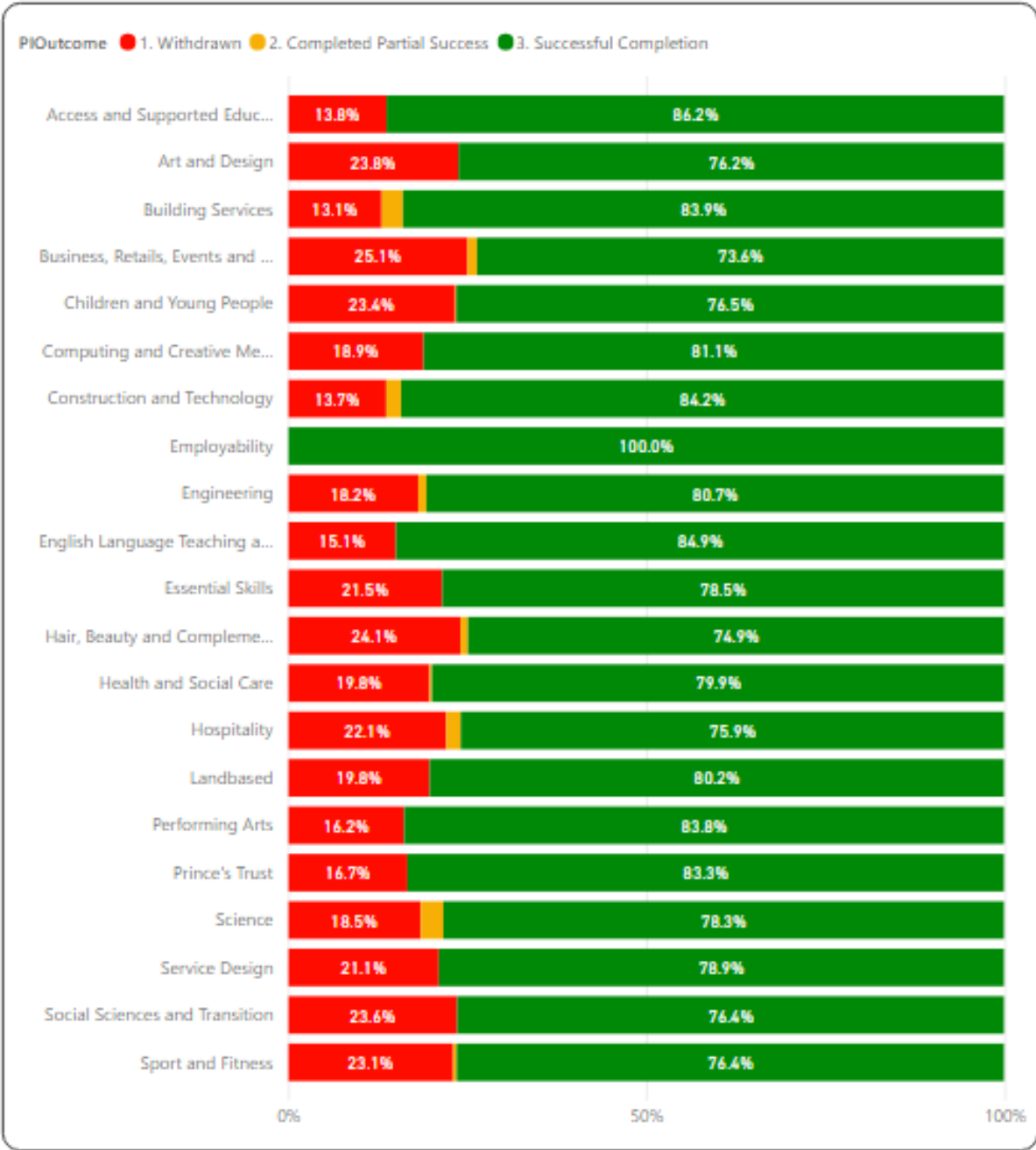


The table below shows the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average. Measure is where courses' Completed Successful % is greater than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

	Courses achieving aspirational targets	Courses reflecting national average	Courses not meeting national average
Access and Supported Education	17	0	1
Art and Design	18	1	3
Building Services	21	3	10
Business, Retail, Events and Marketing	35	7	20
Children and Young People	15	3	4
Computing and Creative Media	22	4	5
Construction and Technology	10	3	8
Employability	1	0	0
Engineering	16	4	6
English Language Teaching and Training	4	1	5
Essential Skills	16	0	6
Hair, Beauty and Complementary Therapies	9	3	8
Health and Social Care	21	3	6
Hospitality	20	4	4
Landbased	15	3	8
Performing Arts	6	0	3
Prince's Trust	3	1	0
Science	13	3	6
Service Design	4	0	2
Social Sciences and Transition	14	2	6
Sport and Fitness	14	3	4
	294	48	115



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





Learning, Teaching and Quality Committee

Wednesday 3 November 2021

PAPER D

2019/20 Post Course Success (CLD) National Comparison



Course Leaver Destination Survey 2019/20 (Final)

October 2021

Business Intelligence

Table of Contents

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

Introduction

This reports details destinations of 2019/20 FT students from D&A College who completed in 2020.

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

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

About the Data

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

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

In total, 3,355 students were eligible to be surveyed (2,228 FE students and 1,127 HE students). Of these, 85.5% of student destinations are known (2,869). This is up slightly from 85.2% for 2019 leavers.

Summary

The table and chart below show that destinations for 2,869 of 3,355 students are known (85.5%), with destinations unknown for the remaining 486 or 14.5%.

2,277 or 79.4% of students with a known destination have continued in Full-Time education (up from 74.2% in for 2019 leavers) - with a further 12.8% (down from 19.2% in 2019) in full time or part-time work or training.

Of known destinations, 2,645 students or **92.2% have achieved a Positive Destination (compared to 93.4% of 2019 leavers)**. The National positive destination rate is 93.8% (down from 95.1%) which is 1.6% higher than the rate for Dundee and Angus. The points difference between the D&A and National Positive Destination rates for 2018 leavers was 1.7%. Dundee and Angus are ranked 16th out of 18 Colleges (UHI Colleges are grouped and Newbattle Abbey excluded) by this measure.

D&A Leaver Destination (where known)	Count	%
Studying full-time	2242	78.1%
Working full-time	248	8.6%
Working Part-time	120	4.2%
Studying part-time	35	1.2%
Unemployed and looking for work	144	5.0%
Temporarily sick or unable to work/looking after home or family	25	0.9%
Not employed but not looking for employment, further study or training	51	1.8%
Taking time out in order to travel	1	0.03%
Permanently unable to work/retired	3	0.1%

The rate of “Unemployed and looking for work” has increased from 3.2% to 5.0% for D&A course completers in 2020 leavers. Nationally the unemployed rate for completers has increased from 3.0% to 3.9%, indicating greater likelihood of “Unemployed” as a destination among D&A leavers, compared to nationally.

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 75.7% (up from 75.7%) compared to FE at 79.3% (up from 79.3%).

The total rate of positive destinations for HE is 93.6% (down from 93.6% in 2018/19) compared to FE at 91.5% (down from 91.5% in 2018/19). The national positive destination rates are HE 93.6% (down from 93.6%) and FE 93.9% (down from 93.9%).

Destination (where known)	FE %	HE %
Studying full-time	79.3%	75.7%
Working full-time	7.9%	10.1%
Working Part-time	3.0%	6.4%
Studying part-time	1.3%	1.1%
Unemployed and looking for work	5.1%	4.9%
Temporarily sick or unable to work/looking after home or family	1.0%	0.5%
Not employed but not looking for employment, further study or training	2.3%	0.7%
Taking time out in order to travel	0.0%	0.1%
Permanently unable to work/retired	0.1%	0.1%

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

The table below shows, by Subject Area: the number of 2019/20 students eligible for the Course Leaver Destination Survey; the number of students where the destination is unknown; the number of students with a known destination; the number of students with a positive known destination; the percentage of students with a known destination who have a positive destination.

Team	CLDS Eligible	Destination Unknown	Destination Known	Positive Destination	Positive % of Known
Access/Supported Ed	224	18	206	180	87.4%
Accounts & Housing	87	16	71	67	94.4%
Art & Design	207	30	177	167	94.4%
Building Services	113	14	99	91	91.9%
Business, Retail, Events, Mark'g	273	41	232	215	92.7%
Children & Young People	274	32	242	227	93.8%
Computing & Creative Media	199	18	181	172	95.0%
Construction & Technology	18	2	16	15	93.8%
Engineering	129	16	113	97	85.8%
ELTT	238	56	182	157	86.3%
Essential Skills	21	2	19	19	100.0%
Hair, Beauty & Comp Therapies	250	43	207	186	89.9%
Health and Social Care	261	49	212	203	95.8%
Hospitality	149	20	129	109	84.5%
Land Based	198	29	169	153	90.5%
Performing Arts	109	15	94	90	95.7%
Science	71	10	61	60	98.4%
Social Sciences & Transition	275	35	240	230	95.8%
Sport & Fitness	209	35	174	166	95.4%
Travel & Tourism	50	5	45	41	91.1%
Grand Total	3355	486	2869	2645	92.2%

Category of Employment

368 students (**12.8% of known destinations, down from 19.2% of 2018/19 known destinations**) are in full time or part time employment or training. This is lower than the national rate of leavers going into employment at 15.0% (also down, from 19.3%).

The majority of students where the Industry of Employer is known, are employed in Retail, Accommodation and Food, Other Service Activities and Health and Social work.

Employer Industry	Count	%
G: Wholesale and retail trade; repair of motor vehicles and motorcycles (e.g. includes shops and garages)	64	17.4%
I: Accommodation and food service activities (e.g. includes hotels, bars and restaurants)	54	14.7%
S: Other service activities (e.g. includes hairdressers, beauticians, funeral activities, repair of ICT equipment, repair of household electrical equipment and other personal goods)	39	10.6%
Q: Human health and social work activities (e.g. includes hospitals, health centres, dentists, care providers)	37	10.1%
O: Public administration and defence; compulsory social security (e.g. includes armed services, local authorities, fire and police services)	35	9.5%
Unknown	31	8.4%
P: Education (e.g. includes schools, colleges and universities)	29	7.9%
R: Arts, entertainment and recreation (e.g. includes museums, libraries, sport and fitness facilities, gambling and betting activities)	15	4.1%
C: Manufacturing	14	3.8%
M: Professional, scientific and technical activities (e.g. includes accountants, legal firms, architects, design, photographic, veterinary, consultancies and research laboratories)	11	3.0%
N: Administrative and support service activities (e.g. includes recruitment agencies, travel agents, cleaning operatives, security firms and call centres)	11	3.0%
F: Construction	6	1.6%
J: Information and communication (e.g. includes telecommunication and media activities)	5	1.4%
H: Transport and storage (e.g. includes drivers)	4	1.1%
K: Financial and insurance activities (e.g. includes banks, pension and investment companies)	4	1.1%
A: Agriculture, forestry and fishing	3	0.8%
E: Water supply, sewerage, waste management and remediation activities	3	0.8%
D: Electricity, gas, steam and air conditioning supply	2	0.5%
Unknown	1	0.3%

Destination of Further Study

In total, 2,277 students (**79.4% of known destinations, up from 72.4% in 2018/19**) have continued in Full Time Education (1,558 from FE and 719 from HE). The national rate of confirmed leavers continuing in study is now slightly lower at 78.8% (although this has also increased from 75.7%). The study destinations of these students (where known) are shown below, for HE and FE students.

Of all FE and HE students continuing in Full Time study, 1687 or 74.1% remained at D&A (consistent with prior 3 years), and in total 2024 or 88.9% remained in Dundee (90% in 2017/18 and 89.2% in 2018/19) - (D&A, University of Dundee and University of Abertay).

Among HE leavers remaining in Education, 39.4% remained at D&A (down from 42.6% in 2018/19) with a further 38.6% going on to University of Dundee or Abertay (39.5% in 17/18).

Among FE leavers remaining in Education, 90.1% remain at D&A (89.6% in 18/19), with a further 3.7% going to Abertay or Dundee (3.1% in 2018/19).

All

Study Destination (from HE and FE)	Count
DUNDEE AND ANGUS COLLEGE	1687
ABERTAY DUNDEE, UNIVERSITY OF	178
DUNDEE, THE UNIVERSITY OF	159
ROBERT GORDON UNIVERSITY, THE	48
Unknown	22
ABERDEEN, THE UNIVERSITY OF	18
ST ANDREWS, THE UNIVERSITY OF	15
EDINBURGH NAPIER UNIVERSITY	12
FIFE COLLEGE	11
HERIOT-WATT UNIVERSITY	11
HIGHLANDS & ISLANDS, THE UNIVERSITY OF	11
STIRLING, THE UNIVERSITY OF	11
PERTH COLLEGE (UHI)	10
GLASGOW, THE UNIVERSITY OF	9

EDINBURGH, THE UNIVERSITY OF	8
NORTH EAST SCOTLAND COLLEGE	8
SCOTLAND'S RURAL COLLEGE (SRUC)	7
GLASGOW CALEDONIAN UNIVERSITY	6
HE ESTABLISHMENT OUTWITH SCOTLAND	5
OPEN UNIVERSITY, THE	5
GLASGOW CLYDE COLLEGE	4
GLASGOW COLLEGE, CITY OF	4
QUEEN MARGARET UNIVERSITY EDINBURGH	4
LANARKSHIRE, NEW COLLEGE	3
ROYAL CONSERVATOIRE OF SCOTLAND, THE	3
ARGYLL COLLEGE (UHI)	2
EDINBURGH COLLEGE	2
OTHER NON-UK INSTITUTION	2
STRATHCLYDE, THE UNIVERSITY OF	2
CARDIFF METROPOLITAN UNIVERSITY	1
COLLEGE OUTWITH SCOTLAND	1
FORTH VALLEY COLLEGE	1
GLASGOW KELVIN COLLEGE	1
LEWS CASTLE COLLEGE (UHI)	1

FE

Study Destination (from FE)	Count
DUNDEE AND ANGUS COLLEGE	1404
DUNDEE, THE UNIVERSITY OF	45
Unknown	20
ABERTAY DUNDEE, UNIVERSITY OF	14
ROBERT GORDON UNIVERSITY, THE	14
FIFE COLLEGE	9
NORTH EAST SCOTLAND COLLEGE	7
PERTH COLLEGE (UHI)	7
ST ANDREWS, THE UNIVERSITY OF	5
GLASGOW CLYDE COLLEGE	4
OPEN UNIVERSITY, THE	4
SCOTLAND'S RURAL COLLEGE (SRUC)	4
EDINBURGH NAPIER UNIVERSITY	3
HIGHLANDS & ISLANDS, THE UNIVERSITY OF	3
LANARKSHIRE, NEW COLLEGE	3
HERIOT-WATT UNIVERSITY	2
ABERDEEN, THE UNIVERSITY OF	1
ARGYLL COLLEGE (UHI)	1
CARDIFF METROPOLITAN UNIVERSITY	1
EDINBURGH COLLEGE	1
EDINBURGH, THE UNIVERSITY OF	1
GLASGOW CALEDONIAN UNIVERSITY	1
GLASGOW COLLEGE, CITY OF	1
MORAY COLLEGE (UHI)	1
OTHER PUBLIC BODY IN THE UK	1
QUEEN MARGARET UNIVERSITY EDINBURGH	1

HE

Study Destination (from HE)	Count
DUNDEE AND ANGUS COLLEGE	283
ABERTAY DUNDEE, UNIVERSITY OF	164
DUNDEE, THE UNIVERSITY OF	114
ROBERT GORDON UNIVERSITY, THE	34
ABERDEEN, THE UNIVERSITY OF	17
STIRLING, THE UNIVERSITY OF	11
ST ANDREWS, THE UNIVERSITY OF	10
EDINBURGH NAPIER UNIVERSITY	9
GLASGOW, THE UNIVERSITY OF	9
HERIOT-WATT UNIVERSITY	9
HIGHLANDS & ISLANDS, THE UNIVERSITY OF	8
EDINBURGH, THE UNIVERSITY OF	7
GLASGOW CALEDONIAN UNIVERSITY	5
HE ESTABLISHMENT OUTWITH SCOTLAND	5
GLASGOW COLLEGE, CITY OF	3
PERTH COLLEGE (UHI)	3
QUEEN MARGARET UNIVERSITY EDINBURGH	3
ROYAL CONSERVATOIRE OF SCOTLAND, THE	3
SCOTLAND'S RURAL COLLEGE (SRUC)	3
Unknown	2
FIFE COLLEGE	2
OTHER NON-UK INSTITUTION	2
STRATHCLYDE, THE UNIVERSITY OF	2
ARGYLL COLLEGE (UHI)	1
COLLEGE OUTWITH SCOTLAND	1
EDINBURGH COLLEGE	1
FORTH VALLEY COLLEGE	1
GLASGOW KELVIN COLLEGE	1
MORAY COLLEGE (UHI)	1
OTHER PUBLIC BODY IN THE UK	1
QUEEN MARGARET UNIVERSITY EDINBURGH	1



Learning, Teaching and Quality Committee

Wednesday 3 November 2021

PAPER E

VP Curriculum and Attainment Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 3 November 2021

VP Curriculum and Attainment Report



Paper for noting

1. Introduction

It has been a busy start to academic session 2021-22 with the focus being on supporting the completion of courses for students whose learning was deferred due to COVID-19, maximising our full-time recruitment, and enhancing the early learning experience for students. Alongside this we are starting to plan our offer for 2022-23 and beyond.

2. Curriculum Developments

a) Curriculum Planning

We commenced our curriculum planning on 27 October 2021 with the **D&A Education and Skills – Developing a Future Focused Curriculum** conference for promoted teaching staff and others who have an interest in the external operating environment. It was a hugely successful event, facilitated by Caryn Gibson, our Economic Partnerships Manager, with input from a range of external speakers.

Attendees gained an insight into regional economic developments from both local authorities and demographic and skills information and challenges from Skills Development Scotland. Representatives from Scottish Enterprise and Scottish Manufacturing Advisory Service talked about business support and the feedback they receive from employers regarding workforce planning and training requirements. Sleeperz Hotel, Bitwise and Michelin Skills Innovation Parc gave a local employers perspective on the skills required for their industries. The event was recorded and will be made available for all staff to view.

The learning from this event and other data will be used by teams to review, refresh, and introduce new programmes and develop closer working relationships with employers in line with our 2025 Strategy.

b) HN Next Generation Qualification Update

We submitted applications to SQA to pilot 4 of the new HN qualifications – Accounting, Fitness and Exercise, Social Services and Computing – and should receive the outcome of our applications by 29 October 2021. These are exciting developments and teams are keen to be involved in the pilots to help inform the final products.

3. Attainment 2020-21

Although last academic session was very challenging for students and staff, I am pleased to report that student success outcomes have remained positive. We had significant numbers of students withdrawing last session, particularly in practical areas, peaking during the second lockdown between January and March when there was no access to on-campus learning.

The application of the SQA alternative assessment arrangements, and the implementation of the flexibilities provided by Scottish Funding Council in recognition of students who may have been unable to complete their courses due to the impact of COVID-19 helped reduced the number of partial completions, contributing to the successful performance outcomes. Teams are continuing to work with the deferred students to support completion of their studies.

4. Recruitment 2021-22

The FE sector as a whole is reporting a decline in recruitment mirroring our own full-time recruitment which has declined by 592 students compared to the same point last year. Discussions are taking place at a national level to identify how to promote the sector to ensure this doesn't become a trend as this presents a risk to credit activity targets. The Senior Academic Leadership Team is undertaking ongoing monitoring of credits and planning of activities to mitigate the shortfall, reporting regularly into the Senior Leadership Team.

We have reviewed, refreshed, and increased our post October and January/February offer, with initial suite of 22 **Skills Boost** courses being offered from 1 November 2021. These are online courses in key growth areas aimed at supporting the upskilling and reskilling agenda. We have also been working in partnership with Energy Skills Scotland (ESP) to offer energy courses and College Development Network (CDN) to offer adult social care courses in the same format. We are working with Marketing to create a campaign to promote our comprehensive part time offer which will commence in the new year.

5. Student Engagement

We are taking a whole college approach to enhancing the early student experience to minimise the numbers of students withdrawing from their course. Teaching teams are implementing their retention plans and support teams are offering a range of bookable services for groups of learners. The services offered include Learning and Digital Resources providing [Future Talent](#) sessions, Student Services providing funding advice and access to support groups and Students' Association promoting clubs, activities events and societies to help build the sense of belonging and community.

In addition, the Students' Association has been working closely with Help Points to phone students who have missed classes, offering support to enable them to return to learning. This has been undertaken on a risk basis, prioritising students with less than 50% attendance in a week. The majority of students who have been called have welcomed the personal contact.

6. Learner voice

The Autumn Learner Survey opened on 25 October seeking learner views on 4 key areas: feeling welcomed and valued, learning experience so far, our staff and places and platforms for learning. The results of the survey will be used to inform course team operations and will be discussed as part of our Stop and Review evaluation process.

In addition, the Students' Association has been engaging effectively with teaching teams and students to promote the class representation system and all curriculum areas now have representation in a way that suits the needs and preference of the student group.

7. MSP visit to campus

Michael Marra MSP, Scottish Labour's Spokesperson for Education and Skills, will attend our Gardyne Campus on 1 November 2021. Mr Marra will meet current learners (Foundation Apprentices in IT Software and Creative & Digital Media) and briefly observe a Foundation Apprenticeship Level 6 IT Software lesson.

This presents an opportunity to emphasise the central role the college plays in the management and delivery of these qualifications for the region as part of the school-college partnership. Mr Marra is also keen to hear about how Dundee & Angus College has responded to the pandemic and how we see the future of the FA programmes.

8. Education Scotland

Informal engagement has continued with Education Scotland (EdS) throughout the past 18 months. As COVID-19 mitigations are eased, Education Scotland have advised that their usual range of activities and engagements are now being picked up and the College will have its Annual Progress Visit on 15 and 16 February 2022. This visit is planned to be face-to-face and will involve engagement with a mix of staff and students.

As EdS engagements pick up, a number of College staff are re-commencing input in their roles as Associate Assessors and will contribute to Progress Visit activities in other colleges.

9. Directors of Curriculum Recruitment

Following a series of recruitment and selection activities, we have appointed two candidates who demonstrated their commitment to learning and teaching and the vision and values of Dundee and Angus College.

Jane Roscoe was a strong internal candidate and was appointed as **Director of Curriculum (Learning & Teaching)**. Jane's most recent role was Head of Sector for Care, Sport and Social Sciences. Jane took up post on 1 October 2021 but will continue to support her sector on an interim basis until a replacement appointment is made.

Steph Toms will join us as **Director of Curriculum (Partnerships & Projects)** on 10 January 2022. Steph is currently an Associate Dean in the Creative Industries Faculty at City of Glasgow College. Steph was previously a Lecturer and Curriculum Manager with Forth Valley College.

Both candidates have extensive experience of learning, teaching, project leadership and building strategic partnerships and will be welcome additions to the Senior Leadership Team.

10. 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 3 November 2021

PAPER F

Strategic Risk Register

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

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

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 3 November 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.

The additional risk noted at the previous meeting in respect of major reviews of SFC, SQA and Education Scotland was approved for inclusion at the September 2021 Audit and Risk Committee meeting.

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 review of COVID related guidance and arrangements as at 15 October 2021 no further 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 November 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			Lead Responsibility
	Risks	Impact	Likelihood	Mitigation Actions	Impact	Likelihood	Score	
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 planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Clear performance metrics Amendment of strategic direction/plans Rolling 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 scanning Negotiation/influence at national level 	4	2	8	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial 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 level Review of activities/projects Responsiveness to new opportunities 	5	3	15	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans/ curriculum Financial strategy Workforce planning International strategy & planning Post 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
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility	
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score
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/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Effective project/activity management in place Clear governance structures Project/initiative finances clearly incorporated within College financial strategy and plans End of project and exit/contingency planning 	3	2	6	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Clear project Management arrangements in place Budget 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	4	4	16	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects and response to new opportunities 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Amendment of strategic direction/plans Rolling curriculum review 	Prin

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Responsibility	
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score
2	Financial								

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility	
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score
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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> Clear 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
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	
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

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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	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			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
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

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	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 Digital 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 November 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
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility	
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood		Score
1	Strategic and Structural								

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

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				
SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment		1	Routine	Remote
Board	Board of Management	HoICT	Head of ICT		2	Minor	Unlikely
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
1	Strategic and Structural									
1.6 Board	Post pandemic planning fails to meet the needs of the D&A Region and/or national priorities on economic and social recovery	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

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.2 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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									

3.1 LT&Q	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> • Clear input and engagement with revised quality arrangements and priority actions • Rigorous CPD arrangements in place to support new ways of working • Regular learner feedback and engagement arrangements 	3	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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	<ul style="list-style-type: none"> Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site Project 2020 developments and mitigations Outbreak management plan Enhanced awareness of challenges/support needs Extensive CPD arrangements in place – Home Working Hub Regular staff and learner feedback arrangements 	3	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
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	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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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.)									
3.12 HRD	Post pandemic ways of working and workforce planning fails to meet the needs of staff and College strategic/operational needs	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 arrangements Active ICT/data security monitoring and cyber security policy Additional 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 issues Regular security monitoring/testing Cyber 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/systems Clear and robust management of ICT systems 	3	1	3	<ul style="list-style-type: none"> Systems monitoring On-going cyber resilience and systems development 	HoICT



Learning, Teaching and Quality Committee

Wednesday 3 November 2021

PAPER G

LT&Q Metrics

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 3 November 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.

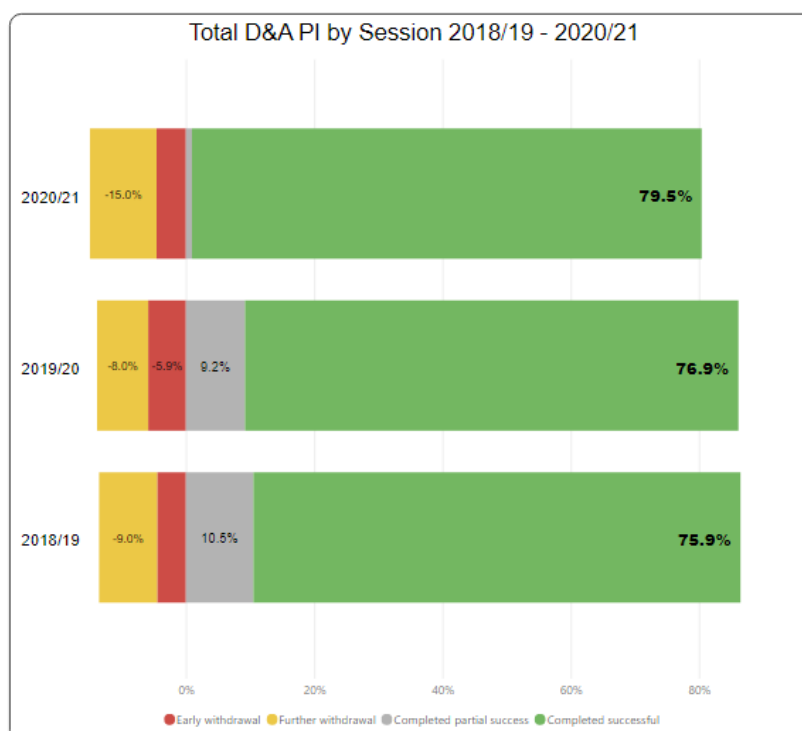
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

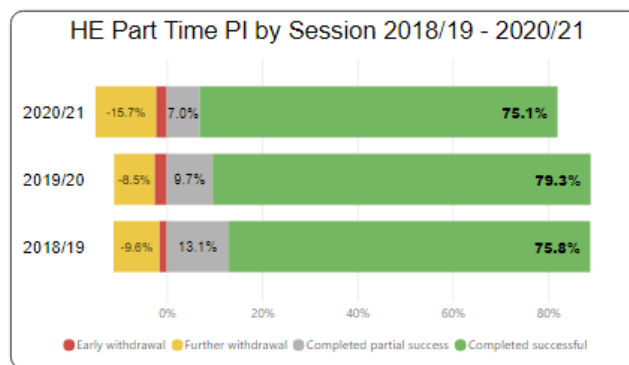
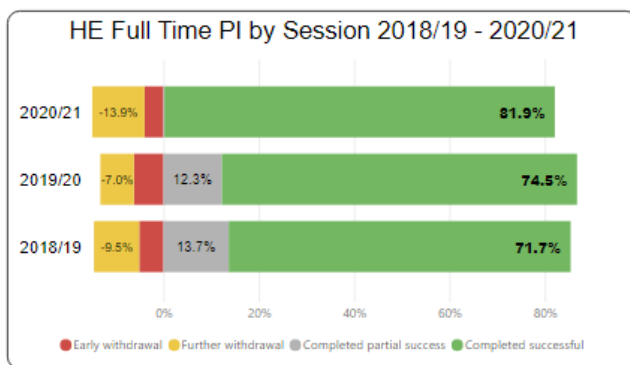
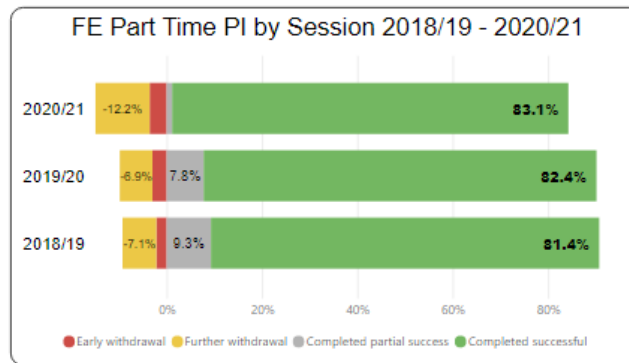
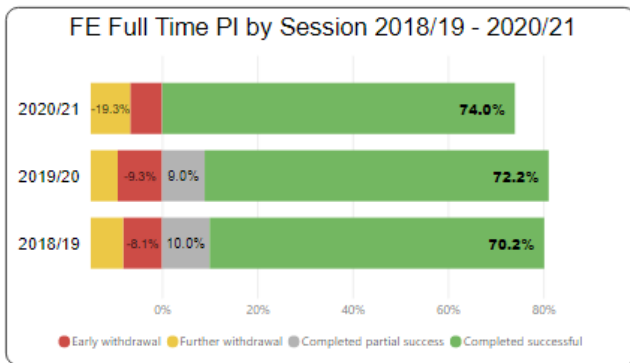
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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 26 October 2021. PIs for 2020/21 remain provisional.





	2019/20	ROA Target 2020/21	Outturn 2020/21
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	93.3%	95%	92.2%

	2019/20	2020/21
Overall student satisfaction score arising from the November 2020 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 (*2019/20 survey was based on only 10% response)	88%*	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
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	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%

	2017/18	2018/19	ROA Target 2019/20	Outturn 2019/20
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	538	673	650	525
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	274	357	325	335
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	51%	53%	55%	64%

	2018/19	2019/20	ROA Target 2020/21	Outturn 2020/21
SFC Core Credit Target	103,521	108,331	107,405	109,571
SFC Additional Credit Target	5,824		1,862	
Total Credit Target	109,345	108,917	109,267	109,571
Percentage of target	100.1%	100.1%		100.3%

	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	9,253	7,016	4,758
Part-Time Programmes	849	658	482

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	Final 20/21 Credits
17	Full Time	79,048	81,060
18 /05	Short Full Time	5,734	6,094
06	Block Release	3,680	3,331
07	Part Time – Day	2,432	1,390
08	Part Time – Infill	11,783	11,209
09	Part Time – Evening / Weekend	1,917	653
11	Work Based	2,639	2,361
12-16	Open, Flexible, Distance	1,684	3,473
	TOTALS	108,917	109,571

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