

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee



Wednesday 9 February 2022 at 5.00pm
Microsoft Teams

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST
4. MINUTE OF THE PREVIOUS MEETING – 3 November 2021 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. CURRICULUM REPORT – DIGITAL AND CYBER DEVELOPMENTS Presentation SH, JO, LL
7. STUDENTS ASSOCIATION REPORT Presentation AM/ND
8. LEARNER SATISFACTION SURVEY – NOVEMBER 2021 Paper C for information ST/JG
9. VP CURRICULUM & ATTAINMENT REPORT Paper D for noting JG
10. STRATEGIC RISK REGISTER Paper E for approval ST
11. LT&Q METRICS Paper F for noting ST
12. COVID 19 UPDATE ON LEARNING, TEACHING & ENGAGEMENT OF LEARNERS Verbal update All
13. DATE OF NEXT MEETING - Wednesday 27 April 2022



Learning, Teaching and Quality Committee

Wednesday 9 February 2022

PAPER A

Minutes of the Previous Meeting –

3 November 2021

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 3 November 2021

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 3 November 2021 at 5.00pm via Microsoft Teams.

PRESENT:	M Williamson (Chair)	A McCusker
	K Ditcham	S Stirling
	N Dowie	S Hewitt
	S Middleton	H Honeyman
	N Lowden	M Thomson
	MC McNally	A Monks

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Grace (Vice Principal Curriculum & Attainment)
J Roscoe (Director of Curriculum and Attainment)
M Sanderson (Executive Secretary)
K Paterson (Head of Sector) C Strachan (Head of Curriculum and Quality)

1. WELCOME

M Williamson welcomed Committee members, welcomed J Roscoe (Director of Curriculum and Attainment) to her first meeting also welcomed Kirsty Paterson (Head of Sector) and Craig Strachan (Head of Curriculum and Quality)

2. APOLOGIES

Apologies were received from G Robertson and J Carnegie.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 1 September was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

6. CURRICULUM REPORT – PACE, RISE, AND PROJECT SEARCH PROVISION

K Paterson and C Strachan presented the Curriculum Report on Pace, Rise, and Project Search provision within the Access and Supported Education team.

A copy of the presentation can be found [here](#).

S Stirling highlighted the positive impact the project was having on young people and noted that the LDR team currently had a young person working with them.

A McCusker asked how the team and the College, engaged with those who were disengaged within the region. C Strachan summarised the range of local authority and community links that the team had and noted that they were also working with J Grace and others to build new links, particularly around employability.

MC McNally asked if there was funding available to fund School support staff to attend College all day with school pupils. It was noted that this would be a potential benefit to schools, to provide enhanced support for the pupils involved. J Grace noted some discussions around this area and confirmed that this would be followed up in partnership with the local authorities. **J Grace to progress.**

J Grace highlighted the success of the PACE programme over the years and the high regard that this was held in by Dundee City Council and noted discussions progressing to extend the model for pupils in Angus. This was welcomed.

M Williamson noted how positive the presentation had been and thanked K Paterson and C Strachan for their input.

7. STUDENTS ASSOCIATION REPORT

A Monks and N Dowie presented the report [presentation](#) to the Committee.

A Monks summarised the update to the Committee and noted key projects they were working on, including the SA team making individual phone calls to students to encourage attainment.

A Monks noted the Attend to Spend project had been extremely successful, and each Friday Students had a chance to win £100 Amazon vouchers if they had 100% College attendance. K Ditcham suggested that future prizes include locally based businesses/offers. A Monks confirmed the team already worked with many local businesses and would look at this. A Monks highlighted future plans to expand the offer to include vouchers to use at the Gardyne gym as well as vouchers that students could use in Hospitality or Hair, Beauty and Complimentary Therapies.

S Hewitt highlighted the outstanding work the team were doing and praised them for the increased engagement with Learners, especially at Kingsway Campus.

A McCusker praised the newsletter and the information the team had pulled together.

M Williamson and the Committee noted the fantastic work carried out by Students' Association and thanked them for their hard work.

8. 2021 Performance Indicators

S Taylor summarised the 2021 Performance Indicator report, noting that the data came with a warning given the impact of COVID-19 and the alternative assessment model utilised. The overall positive results were noted, including an increase in positive outcomes but also with an increase in withdrawals, especially during the second lockdown period.

J Grace noted the SFC flexibilities around learners during COVID were still in place and note College practice in respect of deferrals.

A McCusker praised the College for the results this year, given the circumstances.

2019/20 Post Course Success (CLD) National Comparison

S Taylor summarised the paper to the group, noting that positive destinations for 2019/20 D&A learners had dipped in roughly the same way that national figures had. It was noted that nationally there were fewer College leavers going into employment but an increase in those returning to education, particularly with universities.

The report was noted.

9. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report provided.

10. STRATEGIC RISK REGISTER

S Taylor noted there were no changes proposed to the Risk Registers. This was noted.

11. LT&Q METRICS

S Taylor highlighted the paper was for noting.

12. COVID 19 UPDATE ON LEARNING, TEACHING & ENGAGEMENT OF LEARNERS

S Hewitt noted recent changes to COVID restrictions and arrangements, including the ability to remove face coverings in certain circumstances. S Hewitt highlighted the regular communication of changes to staff and students.

J Grace highlighted the frustration staff are feeling, with reminding students of COVID guidance as there are different rules off site to on campus. Support for deferred learners and for those that had to catch up with lost learning was noted.

S Taylor noted the work the Estates Team were carrying out daily to ensure the campuses were a safe environment. S Taylor advised that one way signage had been removed and updated guidance issued on ventilation arrangements during colder weather.

Arrangements to support adapted assessment (including graded Units) were noted and S Taylor highlighted the on-going increase in demand being made on student support and counselling.

It was noted that attention was now turning to the Christmas period and what arrangements/mitigations would be required pre and post-Christmas vacation. It was noted that it was expected that the current mitigations would remain in place at least until then.

13. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 9 February 2022 at 5.00pm, Microsoft Teams.

Action Point Summary

Action	Responsibility	Date
J Grace to review opportunities to fund additional support for school pupils with additional needs whilst attending College.	J Grace	9 February 2022



Learning, Teaching and Quality Committee

Wednesday 9 February 2022

PAPER B

Matters Arising

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 9 February 2022

Matters Arising



Paper for information

The following actions were highlighted at the Wednesday 3 November 2021 LT&Q Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
6.0	Review opportunities to fund school support staff to attend college with school pupils with additional needs. J Grace	No funding streams identified.	Closed

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



Learning, Teaching and Quality Committee

Wednesday 9 February 2022

PAPER C

Learner Satisfaction Survey – Nov 2021



Learner Survey – Summary Report

Autumn 2021

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Introduction

The Dundee and Angus College Learner Survey (Autumn 2021) was compiled by the Quality team to ascertain levels of student satisfaction. The survey was open for 3 working weeks from 25 October to 12 November and was accessed by learners via a link on MyD&A and was hosted in Microsoft Forms. Group Tutors were asked to promote, and encourage engagement with, the survey.

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

- **Feeling Welcome and Valued**
 - **Learning Experience so far**
 - **Our Staff**
 - **Places and Platforms for Learning**
 - **“One Thing” we could do better**
-
- The number of responses was lower this year with 2,817 students responding compared to 3,200 in Autumn 2020.
 - The response rate among full time students increased from 53% in Autumn 2020 to 59.3% in this recent survey.
 - The number of text responses to the “One Thing” question increased to 1,856 compared to 1,586 in Autumn 2020. 56% of respondents offered their feedback to this question.
 - The average number of text feedback responses per question has decreased to 1,345 responses per question from 1,460 responses per question in Autumn 2020.
 - There was a survey dropout rate of 0%, meaning that all respondents scored all questions.
 - The overall average score out of five increased to 4.4 (from 4.3 in Autumn 2020).

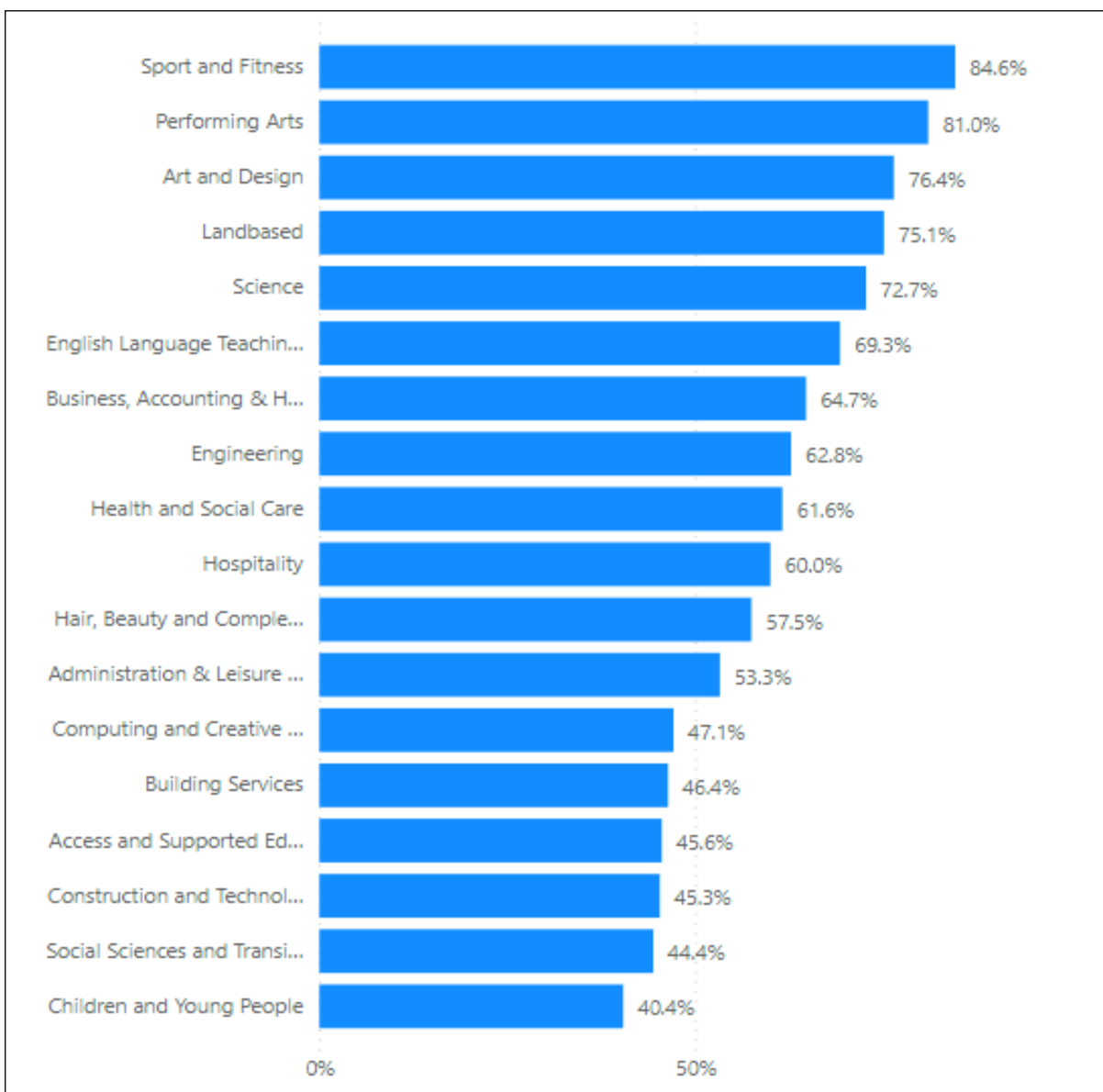
Survey Participation

Overall participation in the survey has been good with 2,988 responses in total. Of these, 171 duplicate responses were removed and of the remainder, 2,752 responses were matched to one or more enrolments, resulting in matches to 3,033 enrolments. 65 responses could not be matched to a student.

29.5% of the total eligible current student population took part (up from 28% in Autumn 2020), with 2,700 out of around 4,600 current full-time students responding (59%, an increase from Autumn 2020 – 53%)

The full time learner response rate varies across teams, with the highest response rate from the **Sports & Fitness** team at **84.6%** of full time students, followed by Performing Arts at 81%.

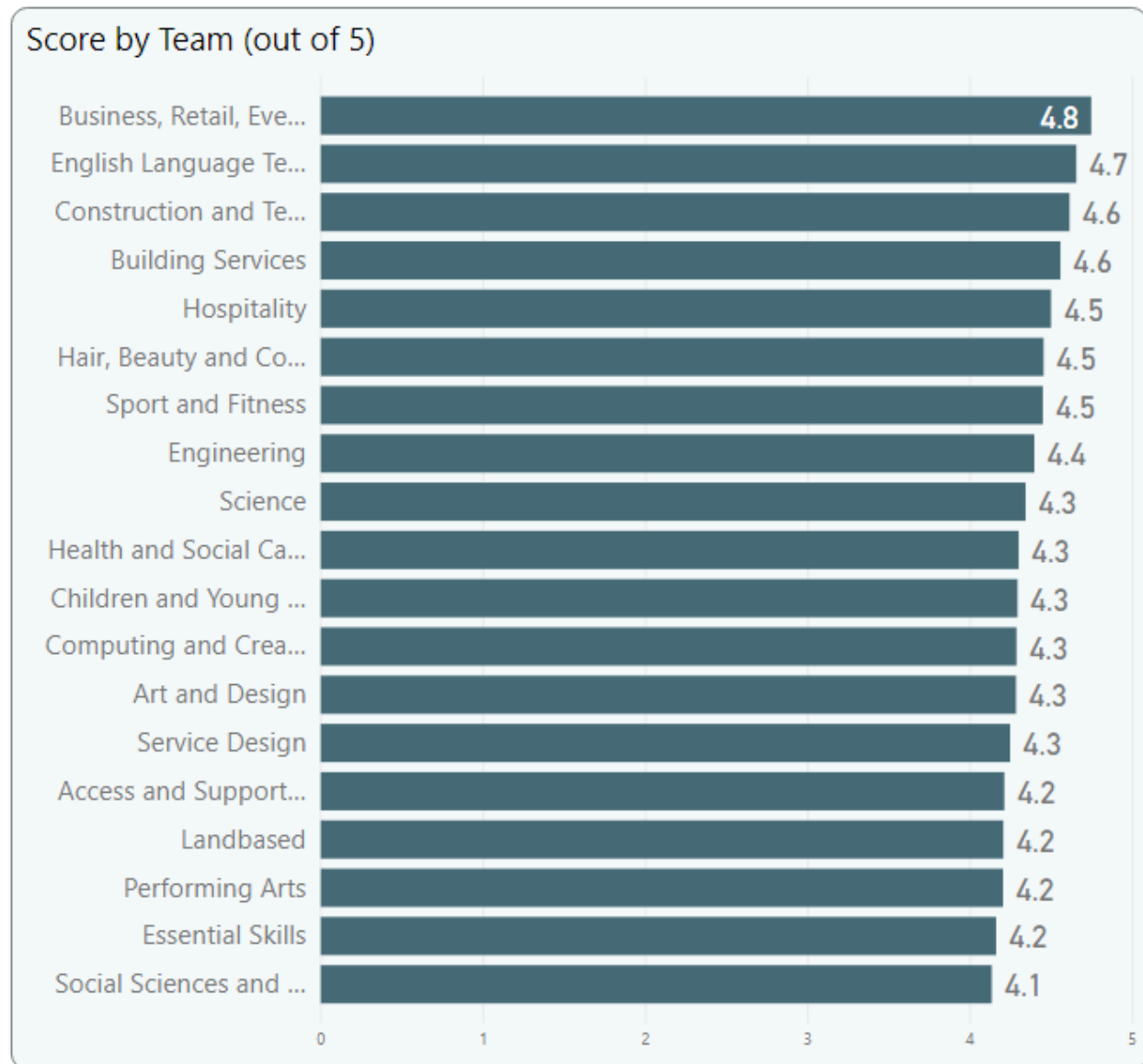
Survey Participation by Team (Full Time students)



Overall Results

The average overall score across all questions was 4.4 out of 5. This equates to 8.8 out of 10, (compared to an overall average score of 8.6 in 2020, 8.3 in 2019 and 8.1 in 2018).

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



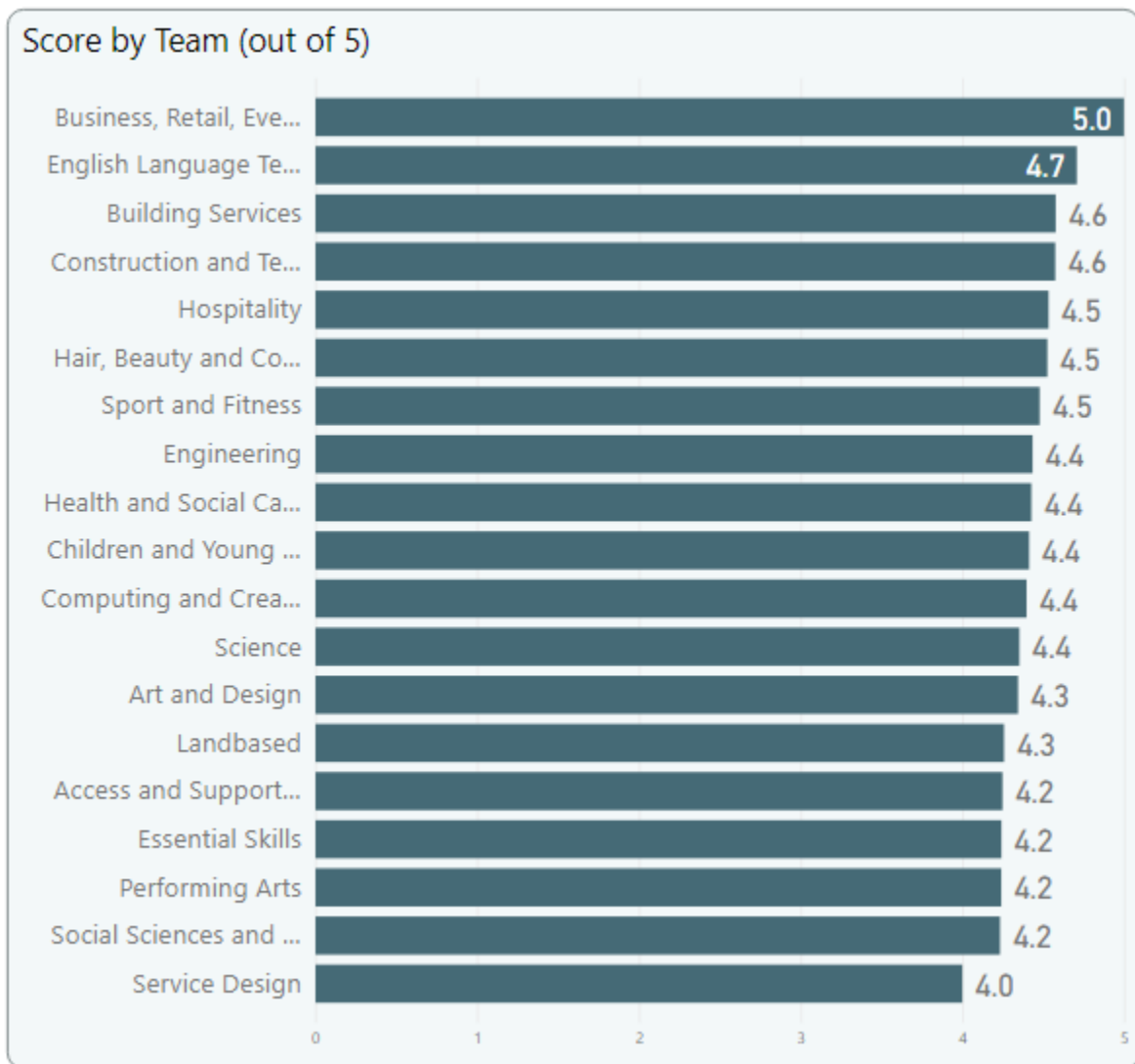
Results by Question

Average score across all departments by Question:

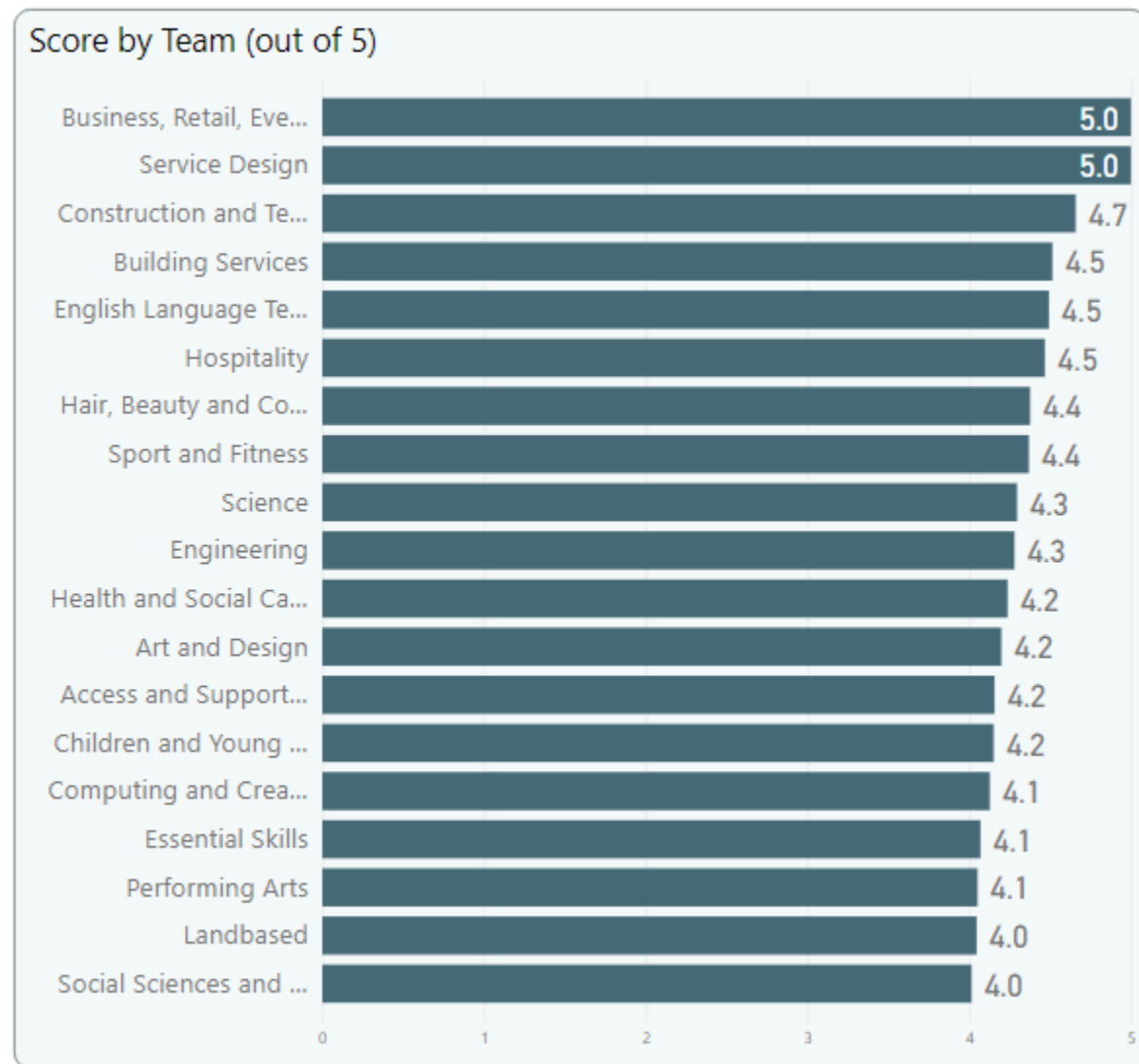


Results by Question & Department

Feeling Welcome and Valued.

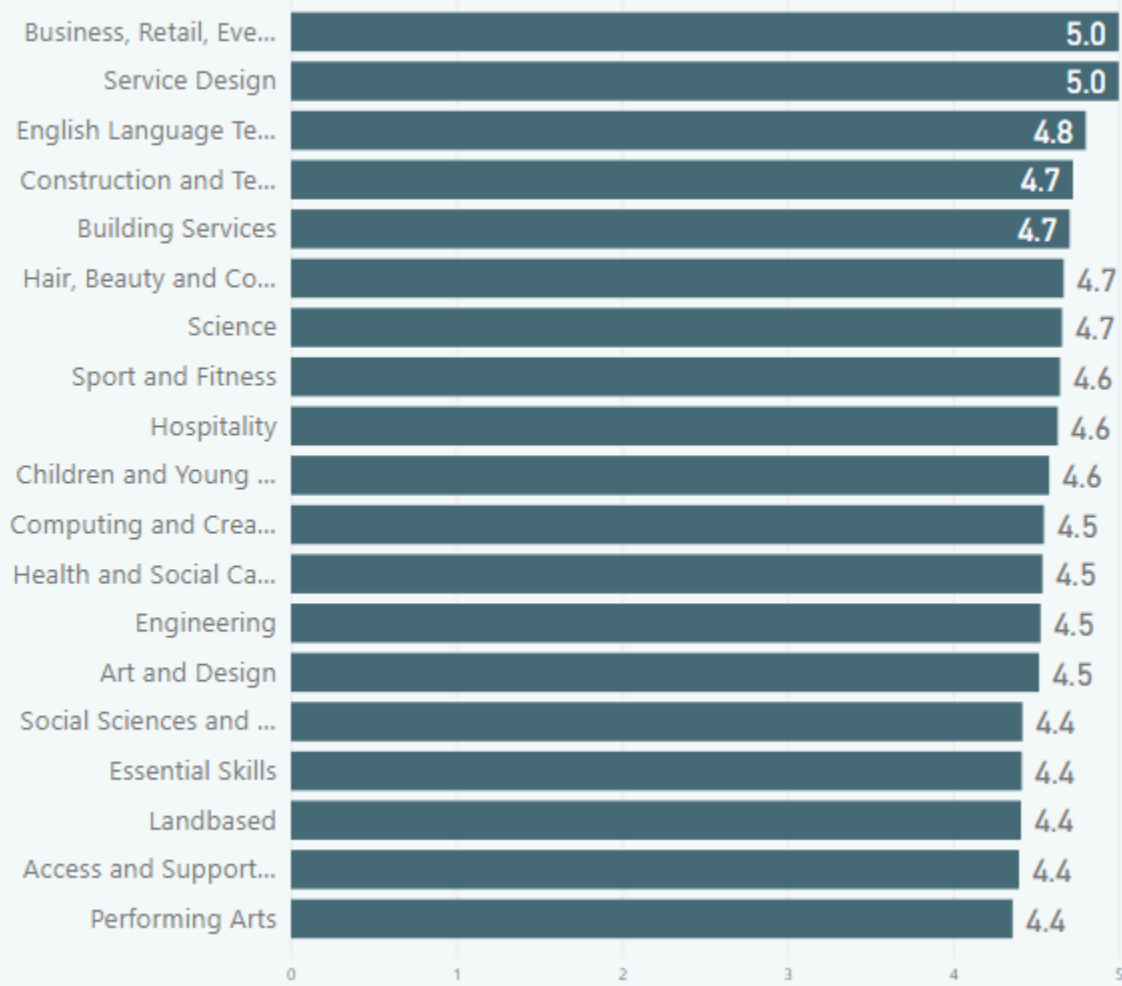


Your Learning Experience so far.

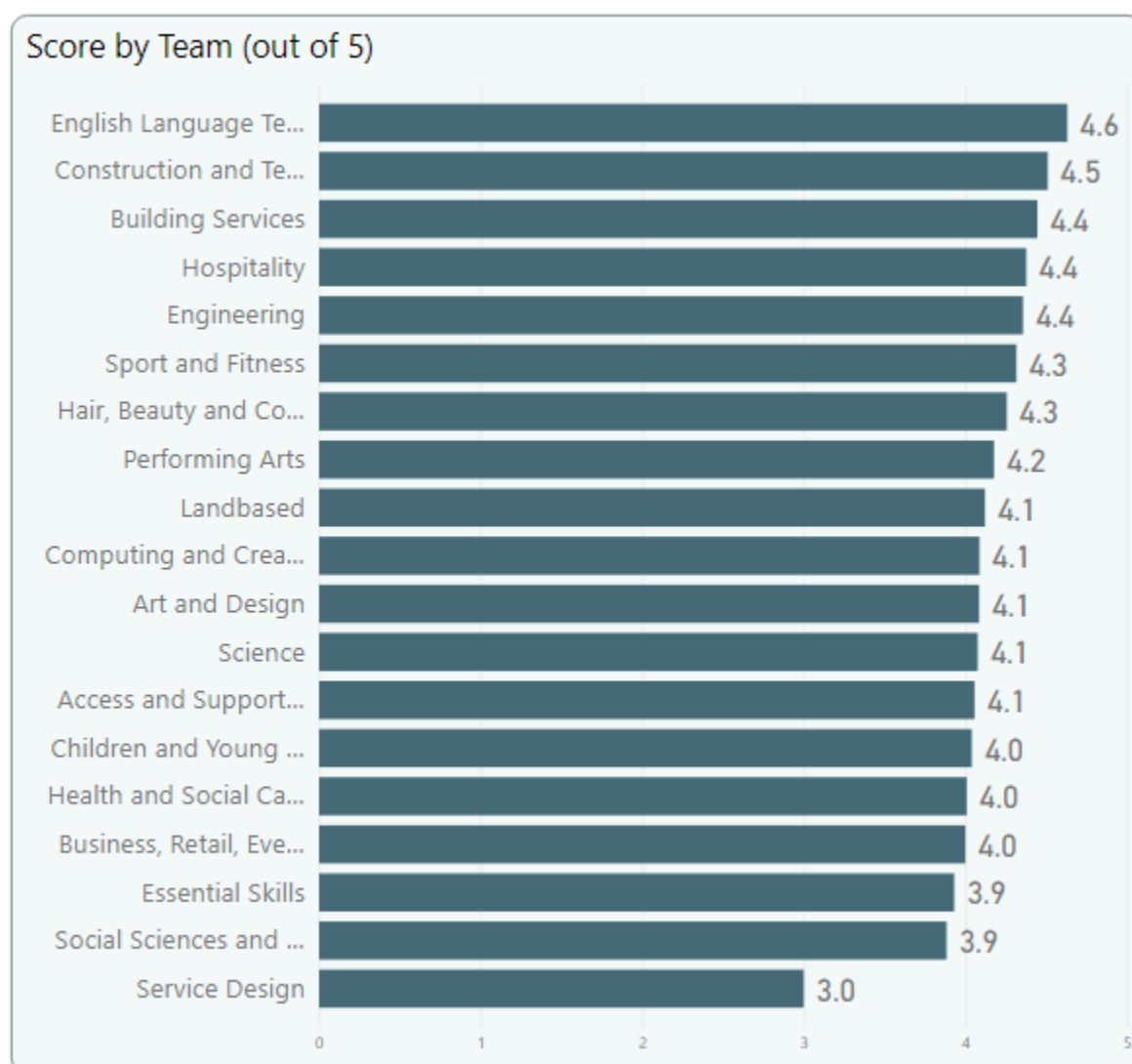


Our staff

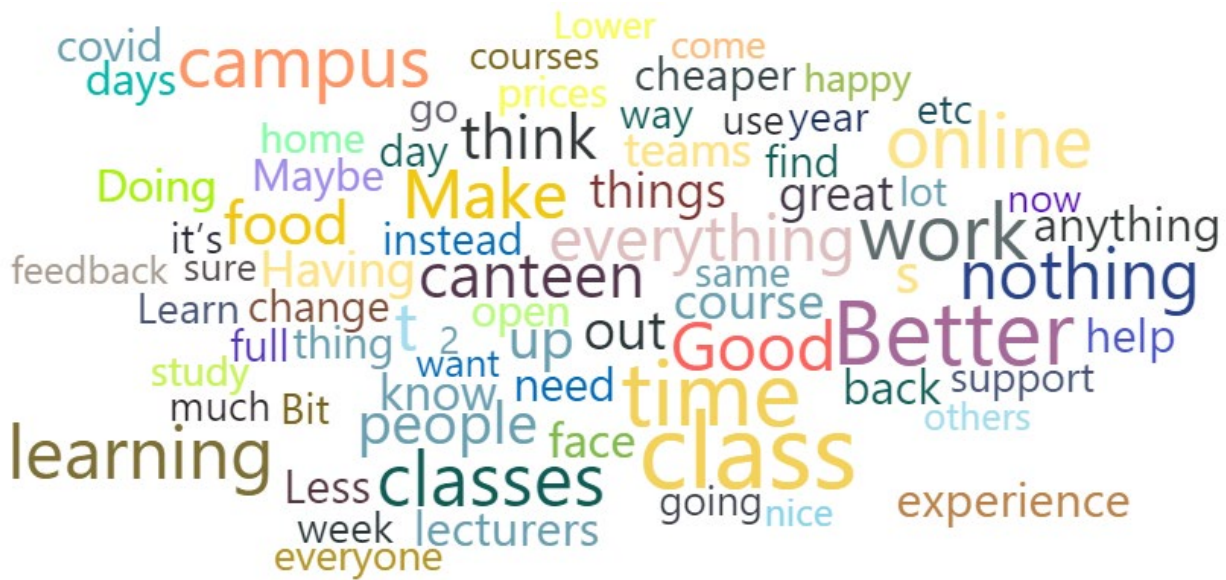
Score by Team (out of 5)



Places and Platforms for Learning



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



'One thing we could do better' responses

There were 1,383 responses to the final “one thing we could do better” question. These are free text responses which have been examined for key themes. Overall, the most common response to this question expressed the desire to return to face to face teaching or to spend more time in College. Broad generic themes are:

- Many students expressed the desire for more practical work on their courses
- A number of students have mentioned that the use of various platforms is confusing and that finding tasks and assignments can be difficult
- Students continue to express the wish to return to campus



Learning, Teaching and Quality Committee

Wednesday 9 February 2022

PAPER D

VP Curriculum & Attainment Report

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 9 February 2022

VP Curriculum and Attainment Report



Paper for noting

1. Introduction

Semester 1 of this academic year has been challenging with the COVID-19 restrictions continuing to have a significant impact on the student experience. Learning and teaching was once again disrupted in December and January due to the requirement to reduce on-campus activity, with classes reverting to remote delivery. We have also seen high volumes of students and teaching staff isolating causing disruption to learning and lack of continuity for students. We have now resumed on-campus activity where possible but continue to operate within level zero restrictions.

2. Curriculum Developments

a) British Council Inspection

After a very rigorous inspection process, the college has successfully secured **British Council Accreditation UK** status for a further 4 years. The accreditation gives an assurance of quality for our English language courses and allows us to recruit international students to our ESOL courses. The inspection comprised meetings with teaching and support staff and classroom observations, with 12 of 18 ESOL lecturers' lessons being observed. The feedback was overwhelmingly positive, and the inspectors highlighted the caring attitudes of staff towards all students, excellent student facilities and the standard of teaching and learning as particular strengths. One of the inspectors remarked that "Creating engaging online lessons is hard but we have seen it done well."

b) HN Next Generation Qualification update

We were successful in 3 out of 4 applications to become pilot centres for the new HN Next Gen qualifications developments – **HN Accounting, HN Fitness, Health and Exercise and HN Social Services**. Staff from the relevant teaching teams have joined the SQA Qualification Design Teams and are busy writing the qualification frameworks, unit specifications and assessment exemplars and aim to have initial documents created and approved by April/May allowing pilot centres time to develop the teaching materials for delivery in August 2022. We have also created an internal inter-disciplinary collaborative group and sharing space to support the development and implementation of the new HNs.

3. Learning and Teaching Enhancement

a) Learning Experience Group

On 1 December 2021, we established the Learning Experience Group. This group will feed into the wider student experience conversation with a clear focus on learning and teaching approaches, evaluation of learning and teaching leading to improvement and curriculum design with an aim to develop a strong community of practice for all those involved in the learning experience. In this first meeting we adopted a collaborative approach to define the rationale for this group and to co-create the remit, scope, and agenda by understanding with the work already underway within the Academic Development Team, the Students' Association, and curriculum teams. Emerging from this activity, the group identified that its remit and scope centres on the enhancement of teaching practice, building relationships through inclusive and student-centred teaching practice, consistency and positive relationships supported by the whole college community to empower our learners and lead to their success.

b) Senior Phase Community of Practice

The School-College Partnership is a substantial part of our college offer with over 1500 Senior Phase pupils from 19 schools engaging in college courses. Most academic teams have Senior Phase delivery, and the provision now offers more range at different levels than ever before. Academic staff who teach Senior Phase pupils and staff from the Academic Partnership Team were welcomed to the first Senior Phase Community of Practice session earlier this year. Working with younger learners brings its own rewards and challenges and the community provides opportunities to share practice, experience, and expertise.

The event on 7 January 2022, aligning with Angus Schools' holiday, focused upon how to engage with younger learners. The session was peer led with contributions from the Sport and Fitness and Access and Supported Education teams. The next session on 14 February 2022, aligning with Dundee Schools' mid-term, invites members of the Dundee City Council's Education Team to further explore ways to engage younger learners centred upon an understanding of the 'Teenage Brain' and the how we can support young people to build core life skills during their adolescence. Furthermore, the Community of Practice has established an MS Team page for all those involved in senior phase delivery where they can share resources, documentation and to keep the conversation about learning and teaching going.

4. Student Retention

Despite our whole college approach to enhancing the early student experience we have seen higher than normal numbers of students withdrawing from their courses. The highest number of withdrawals from full-time HE level courses are in areas where the majority of delivery is online. FE level course withdrawals show a similar picture with regards to online learning alongside practical areas with reduced on-campus contact.

Teams are increasing on-campus activity where possible to support engagement, motivation and achievement and a retention campaign – **"2022 It's your year to ..."** – was launched in January offering students the opportunity to participate in over 50 events and activities to support them with their studies and their personal wellbeing and resilience.

Learners who did not return to learning post-Christmas have also had individual contact from the Help Points and Students Association with offers of support to return to learning.

5. Student Recruitment

As reported in November our 2021-22 full-time recruitment was down by c.600 students against target, echoing a decline in the FE sector as a whole. This presented a risk to our credit activity targets and the Senior Academic Leadership Team has been undertaking activities to mitigate the shortfall, including maximising activity with existing students, offering a range of part-time provision, and ensuring a comprehensive offer of January courses.

Compared to January 2020 (pre-COVID) we have received 120 less applications for our full-time January programmes. Courses began on 31 January and teams shall continue to recruit well into February. Demand for the additional part-time courses has been limited to date and the Marketing department is currently investigating ways to promote the college to boost recruitment to the part-time, commercial, and expanded Skills Boost courses that are scheduled for the remainder of this academic year.

A formal request has been submitted to SFC from the college sector requesting flexibilities including the suspension of any requirement to return any credit funding.

6. Student Voice – Autumn Learner Survey

The Autumn Learner Survey received over 2800 responses and presented an overall satisfaction rate of 88% (4.4 out of 5) compared to 86% in 2020 and 83% in 2019. The question about **Our Staff** was the highest scoring with **92% satisfaction rate** which demonstrates how much the students value the support they receive from the college staff. The final question which asks learners about one thing we could do better indicated that whilst some learners are enjoying online learning there is a significant number of students who want to be on campus. The survey provided valuable learner feedback for teams to reflect upon and support self-evaluation and in-year improvements.

7. SQA Support for NQ Learners

The Scottish Qualifications authority has confirmed a range of additional support for learners undertaking National Qualifications (Nat 5, Higher & Adv Higher) for the 2022 exam diet. These additional arrangements have been introduced due to the continuing disruption to learning as a result of the COVID-19 pandemic.

The most significant change is the introduction of additional revision support for all courses that have an exam. This support will be tailored to reflect the different content and styles of questions that are assessed in each question paper, as well as any modifications to the question papers that are already in place, both of which will help the learner.

A table showing the type of revision support that will be provided for each course is available on SQA's website. [View the type of support that will be provided for each course](#) – this will be published during week beginning 7 March.

Other supports such as changes around grade boundaries, and appeals arrangements have also been highlighted.

8. Education Scotland Progress Visit

Following the resumption by Education Scotland of much of their review activities, the College will undertake its Progress Visit on 15 – 17 February 2022. The visit will involve 6 Education Scotland Inspectors/Associate assessors plus a Student Team member and the team will meet with a wide cross section of academic and support staff, managers, and learners.

As always, the key themes will be around: Curriculum, Learning, Teaching & Assessment; Learner Progress & Outcomes; Services to Support Learning; Engagement of Learners; and Quality, Reflection & Evaluation.

The College is also highlighting two areas of Highly Effective Practice. These are:

- the work of our Students' Association in supporting learners and encouraging retention; and
- the work of our Care Teams in developing different routes into employment for the care sector to address workforce skills needs (this work has also been shortlisted for an Apprenticeship Award to be announced in March 2022).

Given COVID-19 restrictions, the progress Visit is being undertaken online. Verbal feedback from the visit will be provided on 17 February 2022. This will be followed up by a report for the College and Board (likely to be for the June 2022 meeting).

9. Curriculum Appointments

Following the departure of one of our Heads of Sector and internal promotion of Jane Roscoe to Director of Curriculum, we have recruited 2 new Heads of Sector, both of whom took up post on 10 January 2022.

Lee Lappin was our Head of Curriculum and Quality for Performing Arts and will now lead the Creative, Cultural and Digital sector. Lee was responsible for initiating our partnership with University of West London and developing our degree programmes – BA (Hons) Dance and BA (Hons) Professional Theatre Practice. Lee will bring her extensive experience of learning and teaching, innovative curriculum design and partnership working to the role.

Darren Burns will lead the Care, Sport and Social Science sector. Darren was most recently a Curriculum and Learning Manager in Sport and Outdoor Activities at Borders College. Darren has previously worked with Edinburgh College, Edinburgh Napier University and Scottish Rugby and has considerable experience of learning, teaching and leadership within several curriculum areas.

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: Jane Roscoe, Director of Curriculum & Julie Grace, Vice Principal
Executive Sponsor: Julie Grace, VP Curriculum and Attainment



Learning, Teaching and Quality Committee

Wednesday 9 February 2022

PAPER E

Strategic Risk Registers

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 9 February 2022



Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

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

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

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

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

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

2. Consideration of Risks to Board Committees

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

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

The draft March 2022 Strategic Risk Register is enclosed, and the following change is proposed in respect of risks allocated to the Learning, Teaching and Quality Committee.

- 1.1 Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)

Post mitigation likelihood increased from 1 to 2 given the current difficulties in recruitment

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 31 January 2022 no changes are proposed in these risks 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 March 2022

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) Increase in likelihood given national recruitment issues	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	2	8	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Principal & 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	Principal & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union likelihood reduced as Brexit arrangements progress	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	5	2	10	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategyWorkforce planningInternational strategy & planningPost Brexit planning	Principal

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/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 	Principal

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
	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
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 	Principal & 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 March 2022

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	Principal & 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	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 	Principal

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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	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	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 Impact and likelihood reduced given position within the pandemic	4	3	12	<ul style="list-style-type: none"> • Marketing strategy • Reputation plan • Positive marketing approaches • Outbreak management communications plan 	3	2	6	<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 Likelihood reduced given position within the pandemic	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	1	3	<ul style="list-style-type: none"> Monitoring of COVID 19 cases and absences Outbreak management arrangements Amendment to support prioritised services 	Principal VPC&A

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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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	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
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 9 February 2022

PAPER F

Learning, Teaching & Quality Metrics

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 9 February 2022



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.

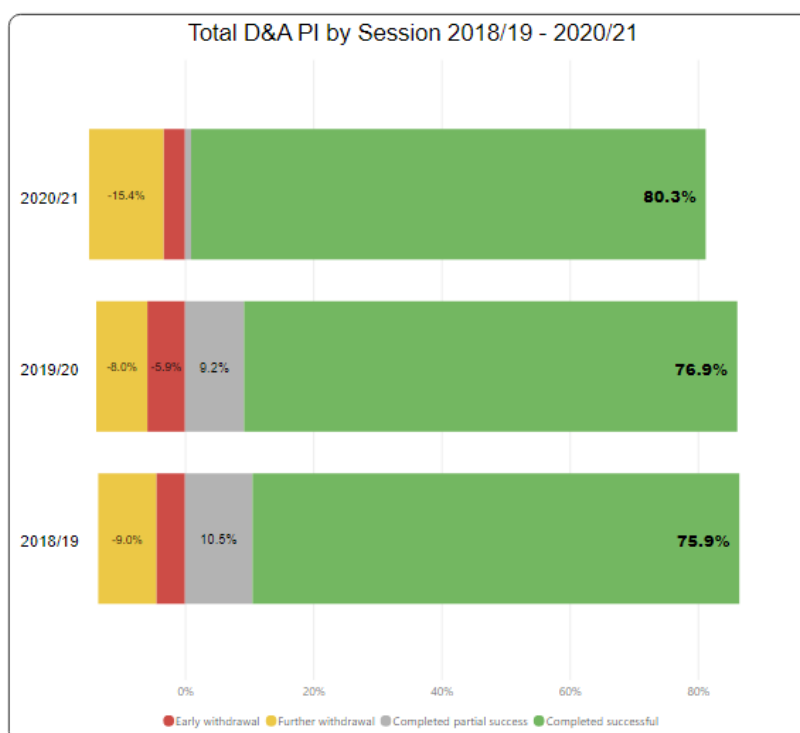
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

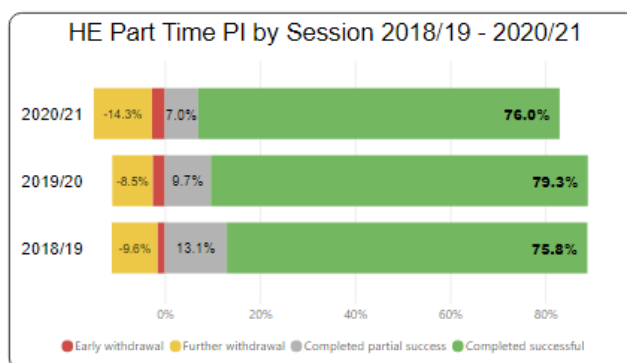
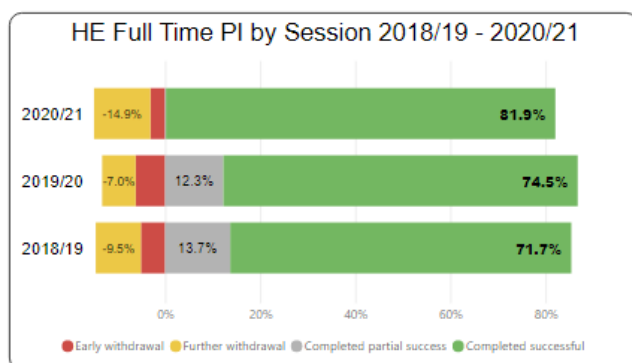
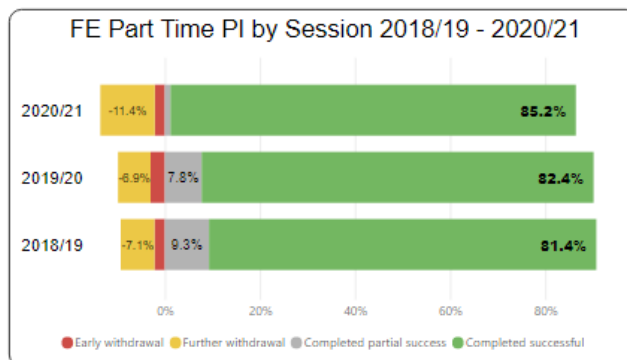
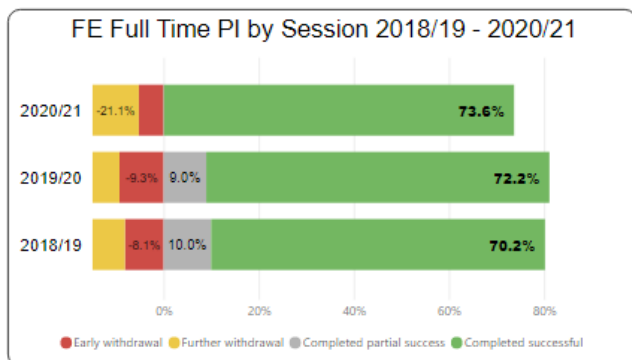
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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 31 January 2022. PIs for 2020/21 have been provided by SFC but remain subject to possible change.





	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%

	2020/21	2021/22
Overall student satisfaction score arising from the November Learner Early Experience Survey	86%	88%
Overall student satisfaction score arising from the March Learning and Teaching Survey	86%	TBC

	2020/21	2021/22
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	92.4%	TBC
National SFC Learner Early Experience Survey Score	85.9%	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%

	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	9,978	7,460	5,208
Part-Time Programmes	972	776	549

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

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

Mode	Programmes	Final 20/21 Credits	Target 21/22 Credits	Actual YTD 21/22 Credits
17	Full Time	81,060	72,433	72,972
18 /05	Short Full Time	6,094	6,387	1,698
06	Block Release	3,331	3,755	3,655
07	Part Time – Day	1,390	1,500	1,355
08	Part Time – Infill	11,209	15,000	10,934
09	Part Time – Evening / Weekend	653	1,200	814
11	Work Based	2,361	2,350	2,101
12-16	Open, Flexible, Distance	3,473	2,500	1,510
	TOTALS	109,571	105,125	95,039

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