

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee



Wednesday 27 April 2022 at 5.00pm  
Microsoft Teams

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### AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION Paper A for information ST
4. MINUTE OF THE PREVIOUS MEETING – 9 February 2022 Paper B for approval
5. MATTERS ARISING Paper C for noting
6. CURRICULUM REPORT – CURRICULUM REVIEW & SECTOR PRIORITIES Presentation JG, JR, SMc, DB
7. [STUDENTS' ASSOCIATION REPORT](#) Presentation AM
8. 2021/22 POST COURSE SUCCESS Paper D for information ST
9. EDUCATION SCOTLAND PROGRESS VISIT REPORT Paper E for information ST
10. VP CURRICULUM & ATTAINMENT REPORT Paper F for noting JG
11. STRATEGIC RISK REGISTER Paper G for approval ST
12. LT&Q METRICS Paper H for noting ST
13. COVID 19 UPDATE ON LEARNING, TEACHING & ENGAGEMENT OF LEARNERS Verbal update All
14. DATE OF NEXT MEETING – Wednesday 31 August 2022, Y150 (Boardroom)  
Gardyne Campus



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER A**

**Declarations of Interest & Connection**

# BOARD OF MANAGEMENT

## Interests and Connections Guidance



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### *Paper for information*

#### 1. Introduction

This paper summarises recent changes made within the model code of conduct for board members on public boards in Scotland in terms of the declaration of a 'connection' as an addition and clarification to the longstanding need to declare any interests.

This new designation was introduced within the most recent model code developed by the Standard Commission for Scotland and adopted by the D&A Board at its March 2022 meeting. As a result, these requirements apply to all current and future board members.

#### 2 Understanding and Declaring Connections

The Standards Commission for Scotland has provided [the following guidance](#) in terms of what may constitute a connection. This is noted as follows:

##### **Paragraph 5.1**

**133** In your work as a member, you will have connections with a great number of people and organisations. In the same way, your financial affairs, employment and property holdings - or those of individuals close to you or bodies you are involved with - will sometimes mean that you have a connection to a matter that your public body is considering, in some way.

**134** Such connections will not always amount to an interest that you are required to declare. However, you should always consider whether this is a possibility, in the context of your role as a member and in respect of any specific matter you are being asked to consider. You should always err on the side of caution, and if you are in any doubt you should consult your public body's Standards Officer.

##### **Paragraph 5.2**

**135** The Code cannot provide for every type of relationship that could result in a connection, as this will depend on the facts and circumstances; for example, how close you are to the individual in question and how often you see them. It should be noted, however, that certain relationships such as spouse, partner, cohabitee, close friend, parent or child are likely to result in a connection.

**136** It is impossible to list every type of connection you could possibly have with a matter involving or to be considered by your public body. However, some common examples would include:

- your public body considering some form of financial assistance or decision that could have a direct effect on an organisation you, your partner, or someone close to you works for;
- your membership of another body or organisation that is seeking to agree a contract with your public body;
- some form of personal connection with a person making an application, or a complaint, to public body.

**137** The Code does not restrict the ability of a public body to benefit from the knowledge and experience of its members. Having knowledge or experience of a matter that is to be considered by your public body is not necessarily a connection. For example, if your public body is considering tenders received for the provision of a new IT system, your knowledge and experience as an IT specialist would not be considered a connection.

In essence, a connection is outlined as the stage before a formal interest would need to be declared, but is something that other board members, or the public in general, may feel is important to have highlighted and recorded in advance of a discussion taking place or decisions being made.

As noted above, a connection may arise due to a close relationship or friendship with an individual, not just because of a financial or organisational link.

It is important to set the declaration of interests or connections within the context of what is being discussed, and what decisions are being made by board members. Given the high level and strategic role played by board members, it is anticipated that the need to declare connections is likely to be relatively minimal.

Recent examples of what may be considered a connection or interest include:

- A board members role as Chair of Gardyne Theatre Limited.

This would become an interest if there was a specific item or element of board discussion and decision making that had a substantive impact on the organisation or operation of GTL

- A board members employment with Angus Council where approval was being sought for a lease agreement between the College and the Council.

This would become an interest if the board member had direct involvement in the lease arrangements, pricing or negotiation as part of their Council role.

- A board member who has a partner/spouse that works for the College.

This would become an interest if there was a specific item or element of board discussion and decision making that had a substantive impact on the partner/spouse's work or employment

- It is also noted that a connection will not exist in a situation where a board member has been nominated or appointed into a role by the board of management (for example as the board trustee on the D&A Foundation).

Based on a review of declarations of interest made over recent years, it is noted that most (if not all) of these would fall into the connections, rather than interest, category. This is summarised in the guidance as follows.

**146** The **objective test** outlined in paragraph 5.5 of the Code assumes that a member of the public has knowledge of the relevant facts. The question you need to consider is whether a member of the public, with this knowledge, would reasonably regard the connection as so significant that it would be likely to prejudice your discussion or decision-making in your role as a member. If the answer is yes, the connection is an interest which you should declare.

The agenda for each meeting has been updated to incorporate the need to declare both interests and connections at the start of each meeting and board members should declare either for recording under this item.

### **3 Declarations of Interest**

Alongside the creation of the connections category for declarations, the Standards Commission has also strengthened guidance in respect of declarations of interest.

As a result, it is expected that any board member that has an interest in a matter being discussed or decided upon would fully leave the meeting for this item. This is summarised as noted below and is a departure from past board practice where the member would remain in attendance but not take part in the discussion/decision making.

**153** If you decide that you should declare an interest, you should do so at the earliest opportunity. If you only realise a declaration is necessary when the discussion in respect of a matter is underway, you may wish to consider whether you should provide a brief explanation as to why you had not realised you had an interest at the outset of the meeting.

**154** Thereafter, when the item is being considered, you should leave the room. It is not sufficient for you to retire to the back of the room or the public gallery. If the meeting is being held online, you should retire to a separate breakout room or leave and re-join after the discussion on the matter has concluded. It is not sufficient for you to turn off your camera and / or microphone for the duration of the matter.

**155** You should not give anyone reason to doubt that you are no longer in any position to influence the outcome of deliberations on the relevant item either directly or indirectly. This means that you should refrain from contacting your member colleagues remotely (for example by email or text) while they are considering the item.

As noted above, it is anticipated that the need to declare an interest is likely to be limited.

## **4 Information/Guidance**

If any member of the board is unsure of the need to declare a connection or an interest, information and guidance on the appropriate approach can be sought from the Secretary to the Board.

As a new provision, examples of what does or doesn't constitute a connection are not readily available, but the Standards Commission will update guidance as issues are considered and decisions made.

## **5 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 the following risk within the Strategic Risk Register.

- 3.2 Failure to achieve/maintain compliance arrangements, e.g., contracts; awarding bodies; audit.

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



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER B**

**Minutes of the Previous Meeting –**

**9 February 2022**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee Wednesday 9 February 2022



### *Draft Confirmed by Chair*

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 9 February 2022 at 5.00pm via Microsoft Teams.

<b>PRESENT:</b>	M Williamson (Chair)	A McCusker
	G Robertson	S Hewitt
	K Ditcham	S Stirling
	N Dowie	H Honeyman
	S Middleton	N Lowden
	A Monks	S Mill
	MC McNally	B Carmichael

**IN ATTENDANCE:** S Taylor (Vice Principal / Secretary to the Board)  
J Grace (Vice Principal Curriculum & Attainment)  
J Roscoe (Director of Curriculum & Attainment)  
S Toms (Director of Curriculum & Attainment)  
T D'All (PA to Principal & BOM Chair)  
L Louch (Sector Development Lead) J Oliver (Head of Curriculum & Quality)

### **1. WELCOME**

M Williamson welcomed Committee members, welcomed S Toms (Director of Curriculum and Attainment) to her first meeting also welcomed James Oliver (Head of Curriculum & Quality) and Laura Louch (Sector Development Lead) who are presenting on Digital and Cyber Developments.

### **2. APOLOGIES**

Apologies were received from J Carnegie.

### **3. DECLARATIONS OF INTEREST**

There were no declarations of interest.

### **4. MINUTE OF THE PREVIOUS MEETING**

The minute of the meeting held on Wednesday 3 November 2021 was approved as an accurate record.

### **5. MATTERS ARISING**

All Matters Arising were closed off.



## 6. CURRICULUM REPORT – DIGITAL AND CYBER DEVELOPMENTS

S Hewitt introduced the Digital and Cyber Developments update, summarising key national developments. S Hewitt was 1 of 2 Lead Principals for Digital Tech and over the last 3 – 6 months have focused on 5 key priorities:

- COVID
- Digital Poverty
- Raising Awareness of the College Sector
- Understanding the College Sector Role
- Help the Sector to Upskill & Reskill

The Launch of the Future Technology Partnership in November 2021, chaired by Kate Forbes, was noted. This group had a remit to focus on the Technology Sector with College Development Network (CDN) looking at Digital Skills for the Sector.

S Hewitt stated that various reviews had been undertaken around digital skills needs and that there were great opportunities for our staff and our communities in terms of digital developments, but that there was also a lack of understanding of what the college sector did in terms of supporting digital & technical skills development.

The need to make a concerted effort to be at the table of various groups and reviews being undertaken was noted and S Hewitt identified and confirmed work being progressed to achieve this.

The need to support the uptake of digital subjects within schools and through school / college partnerships was stressed and S Hewitt noted that the sector was now actively promoting this key area to help plug the gaps in young people studying digital and IT subjects.

J Oliver and L Louch showcased some of the digital and IT projects undertaken by D&A College providing an overview on a Cyber Project and Esports Dundee.

### Cyber Security Project

J Oliver summarised the collaboration with Skills Development Scotland (SDS) aimed at embedding Cyber Security into course content for non-computing students through Cyber Security Fundamentals SQA certified programmes.

This had been delivered in bitesize chunks and within the vocational context for the students (in Social Science). J Oliver noted that much of this was sociological in nature, rather than technical and highlighted that the project had been supported by on-going reflection during delivery. It was noted that so far 89 students had engaged with the course, 35 from existing classes as a part of their course framework and 49 from other promotional work.

J Oliver noted that positive and constructive feedback had been received so far, with no significant negatives and 90% (4.5 from 5) satisfaction.

L Louch highlighted that the 2nd Phase of the project, requested by SDS, would extend the work to other colleges across Scotland, with the content delivered in any/all curriculum areas.

Best practice throughout delivery had been shared via MS Teams and meetings held once a month to support developments/enhancements. It was noted that the next stage of the work would be the further bid to SDS to embed Cyber Security Fundamentals in every college with opportunities also now arising to roll this out to businesses and schools.

## ESport Dundee

L Louch explained the role of the College and the potential for D&A College Students in respect of the Esports Arena development in Dundee, due to open in 2025.

L Louch noted that D&A College and Abertay University would provide education pathways in partnership with the Arena and noted that the College was designing a suite of courses where students would learn and gain experience whilst working in Esports.

It was noted that competitive gaming sports was huge worldwide, with audiences of over 9 million and prizes as big \$74.2M. Marketing revenue was also growing quickly with opportunities for sponsorship and merchandising expanding. L Louch noted that Esports would also feature as part of the Commonwealth Games this year.

While not as big in Scotland the new Esports Arena in Dundee would be the first registered Esports venue of its type in the UK & Ireland and would drive interest and demand in Esports.

L Louch noted that D&A College were partners with Esports Scotland and working on a range of initiatives. Event and experiences for students before the Arena opened and connections with schools were also being planned. It was noted that D&A were the only college in Scotland to have this type of partnership.

J Oliver highlighted various events developed to expand awareness of Esports and the opportunities this would bring including:

- Online awareness in March 2022 (Esports Scotland will lead). Workshops on setting up Esports Groups.
- April / May – Senior School pupils and Colleges Students competition
- SEL-5 Tournament – November 2022 hosted in Gardyne Theatre with various collaborations and curriculum areas including marketing & event, arts & design.

J Oliver highlighted that D&A College were looking at a range of avenues with BTech Esports Qualifications but noted that these did not cover Level 7 & 8, but work was progressing to create new HN qualifications in Esports.

L Louch noted that the Esports developments covered many different areas and curriculum specialism including: computing, media, web development, hosting, journalism, broadcasting / TV, photography etc. Future opportunities for students included placements and work opportunities, apprenticeships, schools / college events, face to face meets and safe spaces for coaching etc.

J Grace noted that the curriculum review currently being undertaken would raise awareness of these opportunities and ensure that future curriculum offers link into the new opportunities arising.

K Ditcham asked if there were concerns around health and wellbeing in terms of Esports activity. J Oliver noted how important it was having good conduct online and to get in early to work with young people re professionalism in Esports. L Louch noted Esports Scotland were aware of this as a requirement and have a community to monitor poor behaviour and support wellbeing. J Oliver noted that Esports was much more about managing, organising and setting up events, including the development of promotion, marketing, and administration rather than specifically online gaming.

S Middleton enquired about the bigger picture for example promotion to parents and key influencers of young people who may be wary about a focus on online gaming.

J Oliver highlighted the qualifications were not just around game playing but selling Esports holistically – event organisation, project management, personal skills and selling a range of activities - which were lacking in traditional computing style courses and would need to be promoted and explained as developments progressed.

Committee members thanked J Oliver and L Louch for their input and noted how useful it was to understand better the scale and range of opportunities available through the Esports developments.

## **7. STUDENTS ASSOCIATION REPORT**

A Monks and N Dowie presented the report provided to the Committee.

A Monks summarised the report highlighting there were 338 class reps and 16 department reps now in place with great representation across the board and safe spaces for discussions through Miro boards for each department (to gather and collate feedback and other information).

N Dowie noted that the 3 Student Association Assistants were working hard, reaching out to students on a peer-to-peer level to check in with students that had missed classes, provide a friendly contact, and signpost and refer on to support as needed.

A Monks noted the continuation of the Attend to Spend project highlighting future plans to expand the offer to include vouchers to use in Hospitality and Hair, Beauty and Complimentary Therapies.

M Williamson congratulated the team on the number of reps involved and noting that the peer-to-peer conversations were a really positive development which would have a great impact on student retention.

H Honeyman noted the evolution of DASA over the last few years acknowledging the energy and passion of the team – huge thank you!

S Taylor noted that the peer-to-peer calls by DASA would also be highlighted as sector leading practice to Education Scotland during the Progress Visit taking place on 15 & 16 February 2022.

S Hewitt noted wider challenges highlighted around retention and noted that the CDN Research Centre were carrying out work from across the Sector looking at why students had not been able to engage. The report from this work would aid discussion at a national level.

## **8. LEARNER SATISFACTION SURVEY – NOVEMBER 2021**

S Taylor highlighted the positive student survey feedback report with good levels of engagement and satisfaction. The number of students taking part in the survey was similar to previous years, with overall satisfaction improved and averaging 88% (4.4 out of 5).

S Taylor noted that the report was a high-level summary and that a detailed breakdown of results at course stream / level is provided to the teams for review and action, with outcomes from this discussed as apart of Stop & Review discussions.

J Grace highlighted comments / themes and actions around the loss of personal connections due to online learning and COVID restrictions, alongside some confusion and negative feedback arising from the use of multiple platforms for learning/assessment.

A McCusker said well done on the feedback results achieved, especially given the impact of COVID and the need for various restrictions to be put in place.

## 9. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report provided highlighting the on-going disruption to the learning experience, particularly in terms of the impact of Omicron before and after Christmas.

J Grace noted the positive outcome from the British Council Inspection and the huge amount of work undertaken to support this. This feedback and inspection outcome were noted.

The College has been successful in 3 out of 4 bids to pilot next generation HN qualifications (HN NextGen). This meant that we could shape the qualifications of the future and have staff involved in the development.

It was noted that recruitment & retention remained as big challenges and a top priority. This included intensive work to achieve credit targets and a focus on the experience on campus for our students.

J Roscoe provided a brief overview of the work of the Learning Experience Group and the Senior Phase Community of Practice Group. The remit, scope and purpose of the Learning Experience Group was to work collaboratively, enhance teaching practice and student-centred learning. The Senior Phase Community of Practice pulled together all those teaching on schools' programmes to share collective skills, experience, concerns and challenges.

S Taylor noted that the Education Scotland Progress Visit would take place (online) between 15 and 17 February 2022 with a team of 3 HMle, 3 Associate Assessors and one Student team member involved. They would meet with c. 90 staff & students over the 3-day period and verbal feedback would be provided on 17 February with a formal report coming to the June Board of Management Meeting.

M Williamson asked about recruitment retention on a national level and if the College would see national figures. J Grace confirmed we do but these were always a bit out of date, but that feedback from other colleges revealed a similar picture and similar concerns.

J Grace noted that funding challenges may arise if previously withdrawn students (due to COVID) decide to come back to college as they will have used a year of their funding.

A McCusker enquired about the curriculum review and asked about plans to bring details of planned changes etc to the Committee. J Grace noted that the timeline supported initial plans to be provided by teams by the end of March 2022, with work then required to review and refine the various proposals into a clearer plan. It was noted that the challenge was around the activity target to be met if funding is reduced and it was noted that this could only be sustainable if the target is reduced like in 2011.

J Grace noted that the overall approach to prioritise curriculum changes would be on what was right for students and what was right for the local economy, communities and progression into employment or on to further study.

J Grace confirmed that an update on the curriculum review would be brought to the next meeting. This would include plans for changes in 2022/23, 2023/24 & 2024/25. **J Grace to progress.**

## 10. STRATEGIC RISK REGISTER

S Taylor said (reflecting on the earlier conversations around the recruitment numbers) that there was an increased risk around meeting the regional priorities, resulting in a proposed change in scoring for Risk 1.1. This was agreed and the Committee approved the update of the Strategic Risk Register.

## 11. LT & Q Metrics

S Taylor highlighted the usual Metrics for noting.

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

S Hewitt intimated that the shift in the narrative around COVID 19 at a national level was both positive and negative as we could see progress being made, but Colleges remained under stricter guidance. Updated college and university guidance had been expected to be made available in January 2022, but this had been put on hold due to the new Strategic Framework expected in February 2022.

The college was starting to plan for the return to fewer (or no) restrictions, particularly in terms of planning and timetabling for 2022/23. This would be developed around a revised plan once the new national strategy was known.

S Hewitt noted that there were several challenges with new ways of working (such as making Teams calls in a traditional working spaces) and stated that this would need a transition period to allow for change and adaptations to take place.

J Grace acknowledge the College was still trying to manage COVID with the current restrictions and for those outside the organisation to understand that colleges had a different set of guidance to the outside world.

Developments in terms of the Ways of Working project and plans for significant student engagement in future working were noted.

## 13. DATE OF NEXT MEETING - Wednesday 27 April 2022

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Report to the Committee on Curriculum Review progress/outcomes	J Grace	27 April 2022



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER C**

**Matters Arising**

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 27 April 2022

### Matters Arising

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#### *Paper for information*

The following actions were highlighted at the Wednesday 9 February 2022 LT&Q Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
9.0	Review opportunities to fund school Report to the Committee on Curriculum Review progress / outcomes. <b>J Grace</b>	Update presentation on agenda.	Closed

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



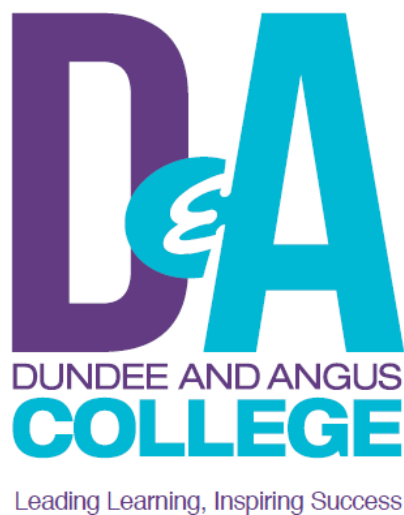
**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER D**

**2021/22 Post Course Success**





# Summary Course Leaver Destination Survey Result for 2020/21 (Provisional)

April 2022

Business Intelligence

## Table of Contents

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

### Introduction

This report details destinations of 2020/21 FT course completers from D&A College who left in 2021. The data contributing to this report has yet to be validated by SFC therefore is provisional and is not for publication.

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

More detailed analysis, including of National and individual College destinations as well as destinations of further study and industry of employment will be available towards the end of 2022.

### 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, 3,381 students were eligible to be surveyed (2,185 FE students and 1,196 HE students). Of these, 85.6% of student destinations are known (2,894). This is up marginally from 85.5% for 2020 leavers.

## Summary

The table and chart below show that destinations for 2,894 of 3,381 students are known (85.6%), with destinations unknown for the remaining 487 or 14.4%.

2,144 or 74.1% of students with a known destination have continued in Full-Time education (down from 79.4% in for 2020 leavers) - with a further 17% (up from 12.8% in 2020) in full time or part-time work or training. The percentage of student with a known destination where the destination is "Unemployed and Looking for Work" has dropped from 5.0% in 2019/20 to 1.8%.

Of known destinations, 2,788 students or **96.3% have achieved a Positive Destination (compared to 92.2% of 2019/20 leavers)**.

D&A Leaver Destination (where known)	Count	%	Prior Year %
STUDYING FULL-TIME	2144	74.1%	78.1%
WORKING FULL-TIME	394	13.6%	8.6%
UNEMPLOYED AND LOOKING FOR WORK	52	1.8%	5.0%
WORKING PART-TIME	97	3.4%	4.2%
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT/STUDY/TRAINING	23	0.8%	1.8%
STUDYING PART-TIME	151	5.2%	1.2%
TEMP SICK/UNABLE TO WORK/LOOKING AFTER THE HOME/FAMILY	28	1.0%	0.9%
STARTING JOB BY 31ST MARCH	2	0.1%	0.1%
PERMANENTLY UNABLE TO WORK/RETIRED	2	0.1%	0.1%
TAKING TIME TO TRAVEL	1	0.0%	0.0%

## 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 67.8% (down from 75.5%) compared to FE at 77.3% (down from 79.3% in 2019/20).

The total rate of positive destinations for HE is 96.8% (up from 93.6% in 2019/20) compared to FE at 96.1% (up from 91.5% in 2019/20).

Destination (where known)	FE %	HE %
STUDYING FULL-TIME	77.3%	67.8%
WORKING FULL-TIME	11.6%	17.5%
UNEMPLOYED AND LOOKING FOR WORK	2.0%	1.4%
WORKING PART-TIME	3.0%	4.1%
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT/STUDY/TRAINING	0.9%	0.6%
STUDYING PART-TIME	4.1%	7.3%
TEMP SICK/UNABLE TO WORK/LOOKING AFTER THE HOME/FAMILY	1.0%	0.9%
PERMANENTLY UNABLE TO WORK/RETIRED	0.1%	0.1%
STARTING JOB BY 31ST MARCH	0.1%	0.1%
TAKING TIME TO TRAVEL	0.0%	0.1%



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER E**

**Education Scotland Progress Visit Report**

# College Progress Visit Report

**Dundee & Angus College**

22 March 2022

<b>College Principal</b>	<b>Simon Hewitt</b>
<b>Progress Visit (PV) Date</b>	<b>15 February 2022</b>
<b>College Nominee</b>	<b>Steve Taylor</b>
<b>Lead Inspector</b>	<b>Andrew Brawley</b>
<b>College HMI</b>	<b>Peter Connelly</b>
<b>Outcome of Progress Visit</b>	<b>Satisfactory Progress</b>

## Purpose of the progress visit

Progress Visits (PV) are planned collaboratively between the college, Education Scotland and Scottish Funding Council (SFC). The team carrying out the PV engages with staff, learners and other stakeholders and produce a summary report for each college, which will be shared with the principal, college Regional Board and/or college Board of Management.

## Overall judgement regarding progress

At the end of the PV, HM Inspectors of Education, Associate Assessors and Student Team Members review the evidence gathered during their discussions with college managers, staff, learners and stakeholders. They assess the progress that colleges have made against their Action Plans, taking account of any changes to local circumstances. Based on this evidence, the team will form a view as to whether the college has made satisfactory progress against its Action Plans or has not made satisfactory progress. This outcome is contained within this report with accompanying commentary to support the findings.

The PV for Dundee & Angus College explored five overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery. The themes are:

- Curriculum, learning, teaching and assessment;
- Services to support learning;
- Learner engagement;
- Evaluation to facilitate improvement; and
- Learner progress and outcomes.

## Background and context

### The college and its context

Dundee and Angus College provides education, skills development and training to learners across the Dundee and Angus regions. The college delivers provision through three main campuses in Dundee and Arbroath, and an outreach centre in Forfar.

The college offers a wide range of further education (FE) and higher education (HE) programmes between levels 2-10 on the Scottish Credit and Qualifications Framework (SCQF). The range of provision offers progression from FE and HE level study through to degree programmes, delivered in partnership with eleven universities.

Operating across two local authority areas, the college collaborates with a number of secondary schools to provide Senior Phase opportunities.

The college delivers around 111,500 Scottish Funding Council (SFC) credits of activity each year and employs just over 1,000 staff.



## Findings from the progress visit

### Curriculum, learning and teaching and assessment

#### Areas of positive progress

- The college has established strong and effective partnerships with a broad range of stakeholders within the Dundee and Angus regions and nationally. Staff draw productively on these relationships to develop new and innovative curricula and inform college strategies. External partners value the college's contribution and collaboration to drive economic growth and build a flexible workforce through the Flexible Workforce Development Fund (FWDF).
- The college's 2020-25 More Successful Learners strategy, focuses on three pledges that underpin the college's contribution to meet the needs of learners and the regional economy. It is currently conducting a review of the curriculum to reflect changes in the regional economy and further develop and modernise curriculum content and approaches to learning and teaching.
- The college responded well to the challenges of delivering programmes during COVID-19 by increasing flexibility in curriculum planning. Programme teams tailor programme attendance to enable learners who would benefit most from face-to-face experiences, to attend college in person.
- Highly valued Career Long Professional Learning (CLPL) is delivered to staff at all levels and tailored to meet individual needs. The support provided by the Learning and Digital Resources (LDR) team is viewed as exceptionally helpful by college staff and learners.
- The college has introduced a range of digital initiatives to ensure learners are equipped to engage productively in college activities. *Getting Ready for College* resources include the My D&A Life App, developed through contributions from the Students' Association (SA), including resources to support wellbeing and resilience. These facilities assist newly-enrolled learners to settle into the on-line and on-campus college environments.
- A broad range of Stakeholder Advisory Boards, located within subject areas, provide effective and relevant platforms for informed decision-making about the current and future curriculum. Staff make good use of these forums to help shape and plan future provision.
- Within subject areas, college staff are planning, developing and embedding meta skills creatively within subject areas. Programme teams make good use of unit modules to identify where and how learners can acquire and develop their own meta skills. Work is underway to develop an SVQ Meta skills Mapping Framework to record acquisition of meta skills within qualifications.
- College provision for senior phase pupils in secondary schools meets the needs of learners very well. College staff engage productively with Dundee and Angus schools to ensure pupils are prepared appropriately and have the level of skills required to engage productively on college programmes.

## Area for further progress and actions required

- Learners across a number of subject areas, particularly those on practical programmes, would like a return to on-campus learning to help develop vocational skills and support social engagement.

## Services to support learning

### Areas of positive progress

- The LDR team works effectively to support staff to make use of technology to convert provision and services to a digital format. Their valuable contribution ensures programme teams have the support, confidence, and technical knowledge to transfer curriculum delivery to an online model.
- The LDR, in partnership with the Academic Development Team, team have incorporated online digital development for teaching staff into a range of teacher training packages. Lecturers are supported well to experiment with digital pedagogy and programme design approaches, before commencing live delivery with their learners. Staff value this approach, and the support they receive, to build confidence in employing online delivery approaches.
- To support learners to engage productively in online learning, the college purchased and distributed large numbers of digital devices including tablets and wi-fi devices. This ensures learners are able to access college programmes during periods of pandemic restrictions. A helpdesk provides easily accessible support to learners and staff who are experiencing technical issues.
- Programme teams have revised and tailored application and interview arrangements to improve and enhance selection processes. These include: individual or group interviews via MS Teams; written tasks for learners applying for SCQF levels 4 to 8 programmes; and fitness tasks for learners seeking to undertake a sport and exercise programme. These arrangements are working well.
- Support service teams collaborate well with each other, teaching staff and learners. Student finance staff make good use of MS Teams to help learners complete accurate bursary submissions and to ensure learners receive bursary funding timeously. Learners express high levels of satisfaction with the quality of support and resources they receive from student services staff.
- The college offers a wide range of extra-curricular activities to encourage learners requiring support to remain on-programme. These include: skiing activities in the Cairngorms; visits to the V&A museum; and a range of outward bound and cultural activities.
- During the pandemic, the college expanded its in-house counselling service to meet the needs of large numbers of learners experiencing mental health issues, including anxiety and grief. Counselling services were extended to provide prompt access to individual support and ensure learners' needs were heard and their concerns listened to.

## Areas for further progress and actions required

- None identified.

## Learner engagement

### Areas of positive progress

- The SA has a strong and effective relationship with the college. SA members have introduced a range of helpful projects including student kitchens and a student help App. These have improved learners' experiences and established a strong sense of community.
- The college works in partnership with the SA to fund three former SA Office Bearers to provide services to help learners remain on programme. These individuals receive specialist training from college staff on key topics including data protection and safeguarding. Over the academic session they made contact with over 3000 learners who have low attendance rates, to offer help and support. This approach was positively received and resulted in a significant number of learners continuing with their studies.
- A range of productive SA activities has resulted in around 400 learners recruited to student representative roles and appointment of 17 departmental representatives. Feedback from learners' on their college experience is provided to college staff through the SA's *Megaphone Channel*. This process works well and ensures learners' views are communicated to college staff.
- The college has a longstanding Environmental Officer (EO) appointment to drive and support actions to address sustainability and climate change. The EO has undergone carbon literacy training and regularly gathers feedback to inform the college's Climate Emergency Action Plan.
- Large numbers of learners completed surveys on their college experience. Findings show learners are highly satisfied with teaching methods and consider that their time at college helps them develop knowledge and skills for the workplace.
- SA student representatives make good use of regular meetings with the principal and members of the senior leadership team to raise issues of concern. College managers take good account of the views of learners to inform and implement actions for improvement. SA representatives appreciate this approach and speak positively about the college's open and inclusive culture.
- Many learners comment that their college experience has improved as a result of staff taking account of their views and preferences. They cite examples of programme teams making improvements to programmes as a result of feedback. These include revising timetables to accommodate learner preferences; adjusting lesson content to better meet learner needs, and transferring online learning to on- campus delivery.

### Area for further progress and actions required

- In some departments, a few programmes do not have sufficient number of course representatives.

## Evaluation to facilitate improvement

### Areas of positive progress

- The college has effective quality assurance processes that have been further developed and streamlined to promote enhancement. Staff value the support of the Quality Team to carry out quality processes effectively. The college made a significant contribution to the college sector during COVID-19, and specifically in developing alternative assessment guidance for SQA provision.
- The college maintained its quality monitoring and self-evaluation processes throughout the pandemic. This included *Stop and Review* sessions for programme teams to reflect on what is working well and what adjustments need to be made.
- In response to alternative assessment arrangement requirements, the college set up the *Decision Tree* Internal Quality Assurance (IQA) panel. Panel members provided helpful, tailored advice, in line with SQA requirements. Sessions were made available during the daytime and in the evening to enable staff to access support. This worked well and helped to ensure that assessment practices were implemented consistently across the college.
- During the pandemic period, staff in a number of programme areas worked proactively and creatively to devise and implement new approaches to evaluate the quality of online learning and teaching. In some areas, these have worked well.
- A college-devised survey, asks learners to provide helpful feedback on their learning and teaching experiences using a five star rating process. The submitted surveys are collated by subject area and programme teams draw on the feedback to reflect on their practice and identify improvements required. This approach is enabling staff to measure levels of consistency across the college.

### Area for further progress and actions required

- The college does not currently have a college-wide overview of its learning and teaching practice based on observation. The college's *Reflection on Learning Enhancement* (ROLE) is intended to provide a bespoke approach to the evaluation of learning and teaching, based on three-yearly observation. This approach has been less of a focus during the pandemic whilst staff develop confidence and capacity to deliver online.

## Learner progress and outcomes

### Areas of positive progress

- Attainment rates for learners on full-time FE programmes are high and have been above sector performance for the last three years. College supplied data identifies 2020-21 attainment rates improved to 73.6% despite the impact of COVID-19.
- Overall, attainment rates for learners on part-time FE programmes have been above sector performance for the last three years.
- Attainment rates for learners on full-time HE programmes have been above sector performance for the last three years.
- Overall, attainment rates for learners on part-time HE programmes have been above sector performance for the last three years.
- Large numbers of learners benefit from the college's extended articulation agreements with Scottish universities. This has expanded recently from seven to eleven universities and from 112 to 320 articulation routes.
- College staff engage in useful discussions with universities to ensure college-devised alternative assessment arrangements take account of the levels of skills required for progression and do not disadvantage articulation opportunities.
- Teaching staff draw on engagement with learners using *My Progress Tracker*, to capture and record discussions about progress using a Red Amber Green (RAG) system. Notes are made accessible to learners and the programme team.
- The most recent learner survey conducted by the college had over 2800 responses with a high overall satisfaction rate of 88%.
- Learner progression into employment or further study is high. Over 93% of all full-time learners report a positive destination 3-6 months after completion of their programme.

### Areas for further progress and actions required

- The college has experienced a drop in recruitment to full-time programmes during A/Y 2021-22.
- Learner retention rates have declined during 2021-22.

## **What happens next?**

The progress visit report will be shared with SFC, the college Board (and in multi-college regions, the Regional Strategic Body).

**Andrew Brawley**  
**HM Inspector**



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER F**

**Education Scotland Progress Visit Report**

# **BOARD OF MANAGEMENT**



## **Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

### **VP Curriculum and Attainment Report**

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**Paper for noting**

#### **1. Student Experience Strategy**

Over the last 2 years, the pandemic has caused significant disruption to the student and staff experience and the focus has, rightly, been very operational and focused on supporting students to achieve and progress. As we return to a more normal way of working, we need to rebuild our college community and return the focus to learning and teaching enhancement and evaluation leading to improvement.

Between now and the Summer break we will engage with students and teaching and support staff to gather their views on what makes a successful student experience and from the feedback we will create a Student Experience strategy which will focus on creating a culture of community and inclusion, excellence in learning and teaching and an ethos of improvement and will shape and inform our operational plans, development schedule and self-evaluation process. The intention is to launch the strategy and associated support at the all-staff event in August 2022.

#### **2. Curriculum Developments**

##### **a) Curriculum Review 23/24**

The Curriculum Review 23/24 is progressing well with all areas having completed an analysis of the external and internal factors impacting on their subject area and they are now reflecting the findings in their planned portfolio changes.

The Senior Academic Leadership team has provided interim feedback to Heads of Sector and Heads of Curriculum and Quality to enable them to progress with developments. It is anticipated that the review will be completed by 7 June 2022.

##### **b) Esports Curriculum**

Significant progress has been made with the planning of the Esports curriculum and a project plan is in place for its development. Awarding Body arrangements have been more challenging as there are no Esports qualifications at SCQF level 7 or 8 at present. However, discussions with University of West London (UWL) have been positive and we have received in principle agreement from UWL to validate our new SCQF level 7 & 8 qualification as a Foundation Degree in Esports. Validation is provisionally scheduled for October which will enable us to promote and recruit for a full-time Esports programme commencing in Session 2023-24. There is growing interest in Esports from our school partners which will benefit our future recruitment.

Curriculum planning and mapping has also taken place with Abertay University to ensure that our students have a seamless career pathway from SCQF Level 8 into year 3 (SCQF level 9) of their planned degree programme.



We are also the first college in Scotland to secure an industry partner – Esports Scotland <https://www.esportsscotland.co.uk/dundeeandanguscollegepartnership>. They have already provided sponsorship of one of our classrooms and will influence the curriculum design, provide guest input to the student experience, and support with events.

### 3. Partnerships

#### A. Industry Academies

As reported at the recent Board of Management meeting, we have been working with local employers to adapt the successful Health Care Academy pre-employment programme delivery model for other industry sectors. The aim of these short academy programmes is to provide unemployed individuals with the skills and training required to meet an employer's workforce and recruitment needs.

We are currently recruiting for 12 places on a **Manufacturing Training Academy** supported by GE Engineering and will shortly launch recruitment for 15 places for **The Embark Group** which is a **financial services** employer locating in Dundee.

#### B. MSIP Skills Academy

D&A's partnership with MSIP was recently widely covered in the press due to a recent visit to Kingsway Campus from **The Cabinet Secretary for Finance and The Economy, Kate Forbes** who met with automotive technology students, staff, and local employers as well as representatives from MSIP. Key industry partners have also been involved in a development day to help influence and shape the curriculum offered through the Skills Academy to ensure the qualifications and training reflect the emerging skills demands.

#### C. Care Skills Escalator (CASE)

The Health and Social Care team has been involved in an Erasmus funded international project to develop and create a learning platform in response to the increased number of people now living with dementia and aims to inform those entering the care workforce of best practice when working with people living with dementia.

HNC students have been invaluable in their participation and contribution to the development of the online learning platform, the Care Skills Escalator (CASE). Along with employer partners, our HNC students have been part of the pilot study who have fed back on the relevancy of the materials to practice, the quality of the learning experience and the accessibility of the platform itself. In future, the CASE learning tool will be used not only by our health and social care learners in Dundee but also by care practitioners across Sweden, Romania, Spain and Latvia.

### 4. Learning and Teaching Enhancement

The Curriculum and Quality (CQ) Forum held on Wednesday 9 March 2022 encouraged Heads of Curriculum and Quality and Curriculum and Quality Leaders to **lead learning with curiosity**. The intention of the session was to extrapolate the value of **meta-skills** to individuals, teams and learning and teaching practice and to apply this to the review of the curriculum. Being curious about one's own skills and how they impact on a curriculum team facilitated discussion around the curriculum and how we further enhance learners' development of skills.

The session was held on campus with attendees participating in cooperative workshops throughout the morning. A key output of the morning was that academic leaders were encouraged to be curious about other academic teams; to seek out others and discuss collaborative opportunities for curriculum enhancement. Feedback from the session was extremely positive and the opportunity for conversation and collaboration has been highly commended.

The CQ Forums have also focused on sharing good practice on **personal and team reflection on learning and teaching**. Katie Paget, in her role as academic mentor and as part of the Learning Experience group, created learning and teaching discussion packs to support teams to embed this into regular team meetings. Each pack has a specific theme, for example, gender-neutral language, questioning techniques. The pack provides the teaching team with activities, resources, and questions about the topic to enhance discussion around the Professional Standards and the three pillars of:

- professional values
- professional knowledge
- professional practice

A guide and an example of how these discussions can be recorded as part of continuous professional development and how this can be logged with GTCS is also included. The Creative, Cultural and Digital sector are piloting these discussion packs to ascertain how they can best be implemented across all academic teams from August 2022.

## **5. Student Recruitment 22-23**

After a slow start to applications for our 2022-23 full-time programmes, applications are now on a par compared to the same point last year. Our applications from school leavers have increased with greatest demand for FE level courses. However, we have seen a decline in applications from all other age ranges (18+) and for HE level programmes. The courses with highest demand are in Health Care, Motor Vehicle and Hair and Beauty. We have extended our school leaver pledge offering a guaranteed place on a range of programmes that have places available.

We are carrying out a range of promotional activities to help increase recruitment including radio advertising, increased social media posts, street and YouTube advertising as well as utilising our network of community partners, schools and Skills Development Scotland. The Help Point team staffed a promotional stand in the Overgate Centre in Dundee from 13-15 April promoting our courses and our upcoming **Open Day**, which will take place on **Saturday 30 April 2022 from 10am – 2pm on Gardyne Campus**.

This is the first time we have held an open day on a Saturday and all teaching departments, frontline support services and Students Association will be represented to demonstrate the D&A Community and that we are back on campus. There will be a range of interactive activities showcasing our course offerings and individuals can complete an application, discuss funding, childcare and other support requirements on the day.

## **6. Student Voice – Spring Learner Survey**

The Spring Learner Survey opened on 7 March and to date we have received just under 2000 responses from current full-time students (45%). The survey will close on 29 April and the findings will be used to support team reflection on improvements and enhancements for next session's student experience. We have also added a new question asking all students why they chose to study at D&A to help us understand their motivation and to enable us to target our marketing activities and messages.

As in previous years, we have included the SFC National Student Satisfaction and Engagement Survey as an add-on to our own Learner Survey to encourage completion and avoid survey overload for our students.

## 7. Link to Strategic Risk Register

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

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

**Authors:** Jane Roscoe and Steph Toms, Director of Curriculum and Julie Grace, Vice Principal  
**Executive Sponsor:** Julie Grace, VP Curriculum and Attainment



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER G**

**Strategic Risk Register**

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

Wednesday 27 April 2022



### Strategic Risk Register Update

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#### *Paper for approval*

#### **1. Allocation of Risks to Board Committees**

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

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

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

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

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

#### **2. Consideration of Risks to Board Committees**

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

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

The draft May 2022 Strategic Risk Register is enclosed. No changes are proposed in terms of risks allocated to the Learning, Teaching and Quality Committee.

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

Given the current COVID 19 pandemic, an additional temporary COVID 19 Strategic Risk Register has been developed to record the additional risk associated with identified areas of College operation at the current time.

Given the stage that we are at in terms of the COVID pandemic, the following changes are proposed.

- 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 risk reduced and in line with Strategic Risk Register**

- 3.2 Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

**Post mitigation risk reduced and in line with Strategic Risk Register**

## **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 COVID 19 SPECIFIC MITIGATIONS

**2021 - 2022**

As at May 2022

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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	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)  Reduced given experience to date during the pandemic	4	4	16	<ul style="list-style-type: none"><li>Regular strategic analysis and assessment of need for change</li><li>Strong engagement with government and key partners – influencing national priorities</li><li>Clear prioritisation of activities</li><li>Focus on core business</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to Chairs</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum, activity and priority review and implementation of new approaches/services where needed</li><li>Engagement with government and other partners</li></ul>	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"><li>Ability of the College to meet key regional strategies/objectives</li><li>Financial loss or unmanageable financial risk</li><li>Reputational loss</li></ul> Reduced given experience to date during the pandemic	4	3	12	<ul style="list-style-type: none"><li>Clear prioritisation of activities</li><li>Effective project/activity management in place</li><li>Strong engagement with partners/funders</li><li>Clear governance structures</li><li>Project/initiative finances clearly understood and reviewed regularly</li><li>Project cessation, pausing or contingency planning in place</li></ul>	3	2	6	<ul style="list-style-type: none"><li>Regular project updates at Executive/Board level</li><li>Monitoring of project activities, plans and outcomes</li><li>Budget reporting and management</li></ul>	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	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.7 Board</b>	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"> <li>Regular strategic analysis and assessment of need for change</li> <li>Strong engagement with government and key partners – influencing national priorities</li> <li>Clear prioritisation of activities</li> <li>Focus on core business</li> <li>Revised economic and social recovery activities</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular monitoring of new/updated activities and outcomes</li> <li>Amendment of strategic direction/ plans</li> <li>Rolling curriculum, activity and priority review and implementation of new approaches/services where needed</li> <li>Engagement with government and other partners</li> <li>Employer and Community engagement</li> </ul>	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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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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
<b>2</b>	<b>Financial</b>									
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability  <b>Increased to reflect Strategic Risk Register</b>	5	4	<b>20</b>	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with government, SFC and other funders</li> <li>Robust and effective budgetary control</li> <li>Where required, swift action to implement savings</li> <li>Increased focus on cash position</li> </ul>	4	4	<b>16</b>	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Engagement with government and other partners</li> <li>Detailed monitoring of income optimisation and savings programmes</li> </ul>	VPCS
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	<b>12</b>	<ul style="list-style-type: none"> <li>Revised financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of changes in ways of working, authorisation arrangements</li> <li>Whistleblowing arrangements</li> </ul>	3	2	<b>6</b>	<ul style="list-style-type: none"> <li>Continuous review of financial controls and revised arrangements</li> </ul>	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
<b>3</b>	<b>People and Performance</b>									
<b>3.1</b> <b>LT&amp;Q</b>	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> <li>• Clear input and engagement with revised quality arrangements and priority actions</li> <li>• Rigorous CPD arrangements in place to support new ways of working</li> <li>• Regular learner feedback and engagement arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Comprehensive monitoring of engagement of learners in learning (where possible)</li> <li>• Engagement with revised quality arrangements</li> <li>• Outcome monitoring</li> </ul>	VPC&A, VPP&P, DirC&A
<b>3.2</b> <b>LT&amp;Q</b>	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.  <b>Reduced given experience to date during the pandemic</b>	4	3	12	<ul style="list-style-type: none"> <li>• Engagement and communication strategy with compliance bodies</li> <li>• Clear input and engagement with revised quality arrangements and priority actions</li> <li>• Prioritisation of activities/outcomes</li> </ul>	2	2	6	<ul style="list-style-type: none"> <li>• Effective internal monitoring/review/verification arrangements</li> <li>• Engagement with revised quality arrangements and contingency plans</li> <li>• Outcome monitoring/recording</li> </ul>	VPP&P, VPC&A

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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
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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
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.4</b> <b>HR&amp;D</b>	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"> <li>• Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site</li> <li>• Project 2020 developments and mitigations</li> <li>• Outbreak management plan</li> <li>• Enhanced awareness of challenges/support needs</li> <li>• Extensive CPD arrangements in place – Home Working Hub</li> <li>• Regular staff and learner feedback arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Regular employee engagement monitoring</li> <li>• Maintaining and reporting on physical distancing measures</li> <li>• Open communication with staff</li> <li>• Monitoring of formal and informal feedback – student and staff feedback</li> <li>• Regular union/management dialogue</li> </ul>	VPP&P, VPCS
<b>3.5</b> <b>Board</b>	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> <li>• Marketing strategy</li> <li>• Reputation plan</li> <li>• Positive marketing approaches</li> <li>• Outbreak management communications plan</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Positive marketing plan</li> <li>• Regular stakeholder engagement</li> <li>• Social media engagement and monitoring arrangements</li> </ul>	Prin DirC&A

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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.7</b> <b>HRD</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management engagement and support</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Open communication with staff</li> <li>Effective management engagement and support</li> </ul>	VPP&P
<b>3.8</b> <b>A&amp;R</b>	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of GDPR compliance</li> <li>Additional awareness raising of WFH risks</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection awareness raising</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>Staff CPD</li> </ul>	VPC&A, HoICT
<b>3.11</b> <b>HRD</b>	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"> <li>Clear scenario and contingency planning</li> <li>COVID 19 H&amp;S mitigations in place, monitored and adapted where required</li> <li>All appropriate government guidance followed</li> </ul>	3	1	3	<ul style="list-style-type: none"> <li>Monitoring of COVID 19 cases and absences</li> <li>Outbreak management arrangements</li> <li>Amendment to support prioritised services</li> </ul>	Principal VPC&A

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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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VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.12 HRD</b>	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"> <li>New ways of Working Workstream</li> <li>Updated and flexible Workforce planning</li> <li>Extensive engagement with unions / staff on future ways of working</li> <li>Monitoring and rapid action on staff turnover / recruitment</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Regular monitoring and evaluation of new/updated ways of working, activities and outcomes</li> <li>Amendment of direction/ workforce plans</li> <li>Engagement with unions/staff</li> <li>Monitoring and rapid action on staff turnover / recruitment</li> </ul>	VPP&P 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	Responsibility
4	Infrastructure									
4.3 A&R	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"><li>Effective management of ICT arrangements</li><li>Active ICT/data security monitoring and cyber security policy</li><li>Additional awareness raising of WFH risks and COVID related ‘scams’</li></ul>	4	2	8	<ul style="list-style-type: none"><li>Staff awareness raising/CPD on cyber security issues</li><li>Regular security monitoring/testing</li><li>Cyber resilience plan</li></ul>	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"><li>‘Cloud first’ strategy implementation for major services/systems</li><li>Clear and robust management of ICT systems</li></ul>	3	1	3	<ul style="list-style-type: none"><li>Systems monitoring</li><li>On-going cyber resilience and systems development</li></ul>	HoICT



# STRATEGIC RISK REGISTER

**2021 - 2022**

As at May 2022



<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
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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	
<b>1</b>	<b>Strategic and Structural</b>									
<b>1.1</b> <b>LT&amp;Q</b>	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"> <li>Robust strategic planning</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Robust monitoring via ROA</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/ plans</li> <li>Rolling curriculum review</li> </ul>	Principal & Chair
<b>1.2</b> <b>Board</b>	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> <li>Effective environmental scanning</li> <li>Negotiation/influence at national level</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	Principal & Chair
<b>1.3</b> <b>Board</b>	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Review of activities/ projects</li> <li>Responsiveness to new opportunities</li> </ul>	5	2	10	<ul style="list-style-type: none"> <li>Review of changes and amendment of strategic direction/plans/ curriculum</li> <li>Financial strategy</li> <li>Workforce planning</li> <li>International strategy &amp; planning</li> <li>Post Brexit planning</li> </ul>	Principal

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"><li>Ability of the College to meet key regional strategies/objectives</li><li>Financial loss or unmanageable financial risk</li><li>Reputational loss</li></ul>	4	3	12	<ul style="list-style-type: none"><li>Effective project/activity management in place</li><li>Clear governance structures</li><li>Project/initiative finances clearly incorporated within College financial strategy and plans</li><li>End of project and exit/contingency planning</li></ul>	3	2	6	<ul style="list-style-type: none"><li>Regular project updates at Executive/Board level</li><li>Monitoring of project activities, plans and outcomes</li><li>Clear project Management arrangements in place</li><li>Budget reporting and management</li></ul>	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"><li>Negotiation/influence at national level</li><li>Review of activities/ projects and response to new opportunities</li></ul>	4	1	4	<ul style="list-style-type: none"><li>Robust monitoring via ROA</li><li>Amendment of strategic direction/ plans</li><li>Rolling curriculum review</li></ul>	Principal

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									

1.6 Board	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	<ul style="list-style-type: none"> <li>Robust CEAP in place</li> <li>Multiple strands of activity/action</li> <li>Embedding sustainable practices in normal activity and ways of working</li> <li>Clear links between strategy and practice</li> <li>Planned investment in carbon reduction</li> <li>Sustainable procurement</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Robust monitoring and reporting of CEAP at SLT and Board level</li> <li>Clear performance metrics</li> <li>Amendment of strategic direction/ plans</li> <li>Monitoring of scope 3 emissions</li> </ul>	VPCS, HoE
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>2</b>	<b>Financial</b>									
<b>2.1</b> <b>F&amp;P</b>	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> <li>Negotiation/influence at national level</li> <li>Contingency plans for reduced funding</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Advance modelling of new funding methodologies and allocations</li> <li>Monitoring impact of changes</li> <li>Amendment of strategic or operational direction/plans</li> <li>Financial strategy sensitivities</li> </ul>	VPCS
<b>2.2</b> <b>F&amp;P</b>	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> <li>Protection of funding through dialogue with SFC</li> <li>Robust annual budget-setting and multi-year financial strategic planning</li> <li>Effective budgetary control</li> <li>Where required, swift action to implement savings</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Monthly monitoring of budgets</li> <li>Regular review of financial strategy and non-core income sensitivity</li> <li>Detailed monitoring of savings programmes</li> </ul>	VPCS
<b>2.3</b> <b>F&amp;P</b>	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> <li>Influence within Employers Association</li> <li>Management of staffing expenditures</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Expenditure modelling</li> <li>On-going discussions with staff</li> <li>Financial strategy sensitivities</li> <li>Workforce planning</li> </ul>	VPP&P, 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
<b>2</b>	<b>Financial (cont)</b>									
<b>2.4</b> <b>A&amp;R</b>	Financial Fraud	4	3	12	<ul style="list-style-type: none"> <li>Strong financial controls: segregation of duties and review of transactions.</li> <li>Review of impact of any changes in structure or duties</li> <li>Whistleblowing arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Continuous review of financial controls</li> <li>Internal Audit programme</li> </ul>	VPCS
<b>2.5</b> <b>F&amp;P</b>	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> <li>On-going dialogue with Foundation Trustees</li> <li>Appropriate bid arrangements in place</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitor and advise Board of Management</li> </ul>	Prin & VPCS
<b>2.6</b> <b>F&amp;P</b>	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"> <li>Multi-year estates strategy and capital planning</li> <li>Lobbying of SFC on capital and backlog maintenance funding</li> <li>Planning for D&amp;A Foundation bids</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Monitoring of capital plans and expenditures</li> <li>Regular review of capital plans/timescales relative to funds</li> </ul>	VPCS

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>3</b>	<b>People and Performance</b>									
<b>3.1</b> <b>LT&amp;Q</b>	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> <li>Clear quality arrangements and priority actions</li> <li>Continuous self-evaluation and action planning</li> <li>Rigorous CPD arrangements in place</li> <li>Regular classroom observation and learner feedback arrangements</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Comprehensive monitoring of key PIs and student/staff feedback</li> <li>Regular Stop and Review events</li> <li>External review and validation findings</li> </ul>	VPC&A, VPP&P, DirC&A
<b>3.2</b> <b>LT&amp;Q</b>	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> <li>Robust strategic planning and monitoring</li> <li>Effective environmental scanning</li> <li>Strong partnerships</li> <li>Clear links between strategy and practice</li> <li>Concerted demands for increased activity levels</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Effective internal monitoring/review/verification arrangements</li> <li>External review findings</li> </ul>	VPP&P, VPC&A
<b>3.3</b> <b>A&amp;R</b>	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Monitoring and reporting in key areas – eg H&amp;S, equalities, employee engagement</li> <li>Continuous professional development</li> <li>Internal audit programme</li> <li>Staff surveys</li> </ul>	Prin, VPP&P, VPCS, HoE

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.7</b> <b>HRD</b>	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> <li>Adherence to legislative and good practice requirements</li> <li>Positive Union relations and staff communication</li> <li>Effective management development programmes</li> <li>Industrial action continuity planning</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular union/management dialogue</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> <li>Industrial action continuity planning</li> </ul>	VPP&P
<b>3.8</b> <b>A&amp;R</b>	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> <li>Effective management of GDPR compliance</li> <li>Mandatory staff CPD and awareness raising on data protection (relative to role)</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> <li>GDPR Action Plan</li> <li>Staff CPD</li> </ul>	VPC&A, HoICT
<b>3.9</b> <b>HRD</b>	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> <li>Prevent training</li> <li>Staff awareness and contingency planning</li> <li>Engagement/practice sharing with local agencies</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> <li>Information sharing with local agencies</li> </ul>	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
	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
<b>3</b>	<b>People and Performance (cont.)</b>									
<b>3.10 HRD</b>	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> <li>Clear and compliant procurement arrangements and procedures</li> <li>Staff identity checking arrangements and use of PVG.</li> </ul>	4	1	4	<ul style="list-style-type: none"> <li>Annual procurement monitoring/reporting</li> <li>Regular employee engagement monitoring</li> <li>Open communication with staff</li> </ul>	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

<b>Post Holders</b>	ELT	Executive Leadership Team	Prin	Principal	<b>Score</b>	<b>Impact</b>	<b>Likelihood</b>
	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				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
<b>4</b>	<b>Infrastructure</b>									

<b>4.1</b> <b>A&amp;R</b>	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	<ul style="list-style-type: none"> <li>Sound systems of administration</li> <li>Clear fire and disaster recovery arrangements</li> <li>Staff CPD</li> </ul>	5	1	5	<ul style="list-style-type: none"> <li>Business Continuity Plan including scenario testing</li> </ul>	Principal & VPCS
<b>4.2</b> <b>F&amp;P</b>	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none"> <li>Planning, careful phasing of changes to processes and systems</li> <li>Effective management of ICT arrangements</li> <li>Clear investment plan</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Regular review/reporting on milestones, systems effectiveness etc</li> <li>Regular CPD</li> </ul>	VPC&A, HoICT
<b>4.3</b> <b>A&amp;R</b>	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"> <li>Effective management of ICT arrangements</li> <li>Active ICT/data security monitoring and cyber security policy</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Staff CPD on cyber security issues</li> <li>Regular security monitoring/testing</li> <li>Cyber resilience plan</li> </ul>	VPC&A, HoICT
<b>4.4</b> <b>A&amp;R</b>	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none"> <li>Effective infrastructure and systems design and implementation</li> <li>Effective management of ICT arrangements and GDPR compliance</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Active data protection monitoring and auditing</li> <li>Effective information and data security policies in operation</li> <li>Regular data security monitoring/testing</li> </ul>	VPC&A, HoICT

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



**Learning, Teaching and Quality Committee**

**Wednesday 27 April 2022**

**PAPER H**

**LT&Q Metrics**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 27 April 2022

### Learning, Teaching and Quality Committee Metrics

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#### *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.

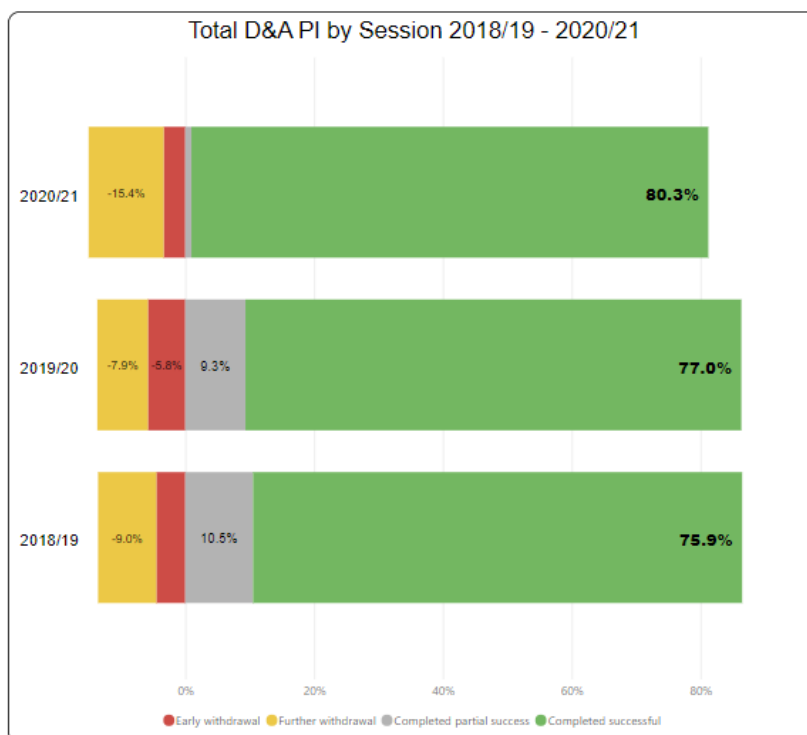
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

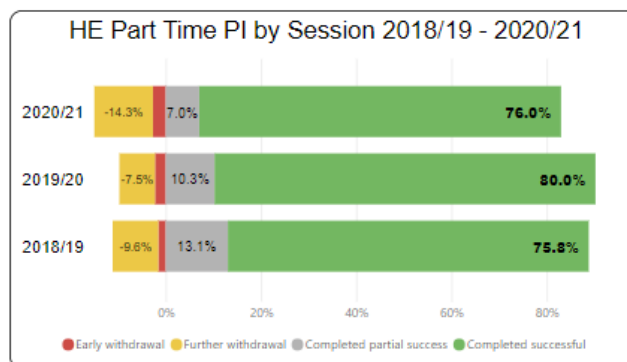
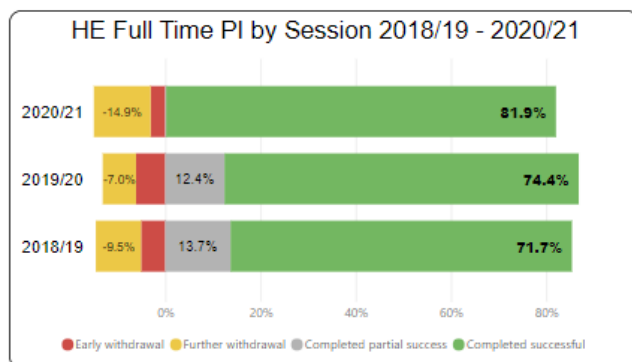
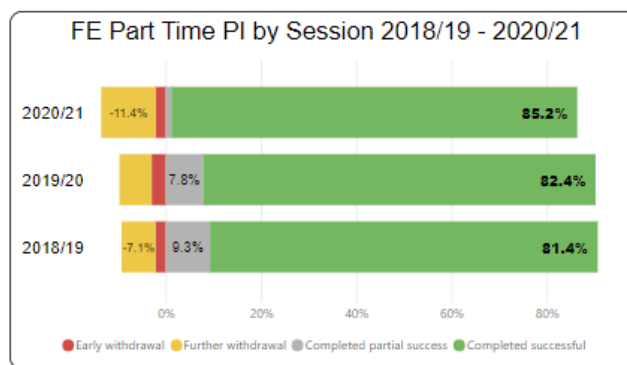
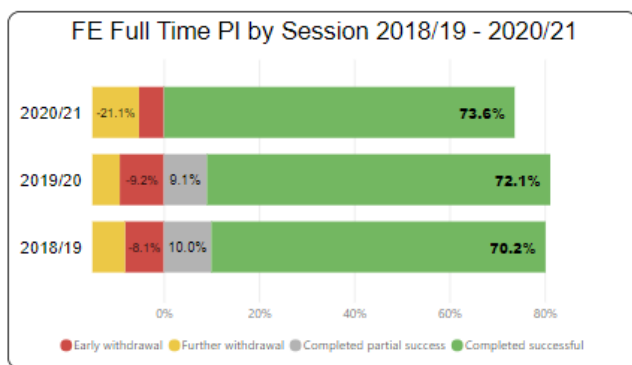
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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 PI data outlined below is now final.





	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 21/22 Credits by Programme Modes of Study - Summary**      **Credit Target – 111,897 (including 4,041 YPG/NTTF etc)**

Mode	Programmes	Final 20/21 Credits	Target 21/22 Credits	Actual YTD 21/22 Credits
17	Full Time	81,060	72,693	72,781
18/05	Short Full Time	6,095	7,186	7,207
06	Block Release	3,321	3,800	3,730
07	Part Time – Day	1,382	1,577	1,586
08	Part Time – Infill	11,165	15,900	11,202
09	Part Time – Evening / Weekend	712	1,200	1,215
11	Work Based	2,360	3,000	2,823
12-16	Open, Flexible, Distance	3,483	2,500	2,548
	<b>TOTALS</b>	<b>109,578</b>	<b>107,856</b>	<b>103,092</b>

### 3. 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 Colin Lynagh, Business Intelligence & Data Protection Officer**  
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