

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 14 September 2022 at 5.00pm, Room Y150 Gardyne Campus

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST**
4. **MINUTE OF THE PREVIOUS MEETING – 27 April 2022** Paper A for approval
5. **MATTERS ARISING** Paper B for noting
6. **CURRICULUM REPORT – D&A STUDENT EXPERIENCE STRATEGY** Presentation JG, ST, JR, ST_o
7. **STUDENTS' ASSOCIATION REPORT** Verbal update AM, LS
8. **2021/22 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES** Paper C for discussion JG
9. **2021/22 LEARNER SATISFACTION SURVEY** Paper D for discussion JG/ST
10. **VP CURRICULUM & ATTAINMENT REPORT** Paper E for noting JG
11. **STRATEGIC RISK REGISTER** Paper F for approval ST
12. **COVID-19 UPDATE** Verbal update ST
13. **LT&Q METRICS** Paper G for noting ST
14. **DATE OF NEXT MEETING – Wednesday 2 November 2022, 5.00pm, via Teams**



Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER A

**Minute of the Previous Meeting –
Wednesday 27 April 2022**

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 27 April 2022

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 27 April 2022 at 5.00pm via Microsoft Teams.

PRESENT:

N Lowden	A McCusker
K Ditcham	S Stirling
B Carmichael	S Hewitt
S Middleton	G Robertson
MC McNally	A Monks

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Grace (Vice Principal Curriculum & Attainment)
J Carnegie (Vice Principal Corporate Services)
S Toms (Director of Curriculum and Attainment)
J Roscoe (Director of Curriculum and Attainment)
M Sanderson (Executive Secretary)
L Lappin (Head of Sector) S McGregor (Head of Sector)
D Burns (Head of Sector)

1. **WELCOME**

N Lowden chaired the meeting in the absence of M Williamson and welcomed Committee members and L Lappin, S McGregor and D Burns (Heads of Sector).

2. **APOLOGIES**

Apologies were received from M Williamson, S Mill, H Honeyman and N Dowie

3. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

4. **MINUTE OF PREVIOUS MEETING**

The minute of the meeting held on Wednesday 9 February was approved as an accurate record.

5. **MATTERS ARISING**

There were no matters arising.

6. CURRICULUM REPORT – CURRICULUM REVIEW & SECTOR PRIORITIES

L Lappin, D Burns, S McGregor, and J Roscoe (on behalf of K Paterson) presented the Curriculum Report on Curriculum Review and Sector Priorities within the Curriculum. Each Head of Sector reported on the key curriculum priorities and areas for development within their sectors.

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

N Lowden noted it was an excellent presentation to the Committee.

J Grace noted the team are reviewing the current financial situation and will be reviewing with curriculum teams.

G Robertson asked if there was competition for external commercial courses and if there was still a demand at the College. J Roscoe confirmed demand was high for some commercial courses, and there was a gap in the market to continue to offer.

A McCusker asked what criteria was used to decide what courses were in our out looking forward. J Grace confirmed the Directors, alongside the Heads of Sector look at every team / course within the curriculum and used available labour market and other data sources to assess the fit to the regional economy. J Grace noted that resources were tight and would need to be prioritised, but that external partners were also being sought to provide sponsorship to help with resources.

S Middleton asked about engagement with local universities and what external demands the College were competing against. J Grace confirmed the two local universities were recruiting the same students as the College, which was a challenge, but also noted that there had been an increase in articulation and articulation agreements.

K Ditchburn asked what access the College gives to resources for mental health training and building this training into courses. D Burns confirmed the Metaskills covered mental health and wellbeing, and this is enforced on every course. S Taylor highlighted the College were working in partnership with several organisations to expand the skills offer and build support like this further into the curriculum.

MC McNally noted a fantastic presentation and said that this should be circulated to external stakeholders and local universities. MC McNally noted that the planned Open Day was a great way to showcase the College to school pupils and parents, particularly focusing on the support available.

N Lowden thanked I Lappin, S McGregor and D Burns for their input.

7. STUDENTS ASSOCIATION REPORT

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

A Monks summarised the update to the Committee and noted key projects they were working on, including the elections for Student President which close on Friday 29 April.

A Monks noted the recent representation days had been successful, allowing the chance to collaborate with different support services in the College. On campus activities were back, and it was good to see students attending events in high numbers.

A Monks confirmed that the team were continuing to carry out retention calls (c 3,600 so far) with these identified as highly effective practice by Education Scotland.

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

8. 2021/22 POST COURSE SUCCESS

S Taylor summarised the 2021/22 Post Course Success report, highlighting the increase in full-time work and corresponding did in full-time study destinations.

N Lowden noted the unemployed percentage decreasing was a positive step. S Taylor confirmed the figures will be matched across Scotland and national percentages will be published, usually around October / November 2022.

The report was noted.

9. EDUCATION SCOTLAND PROGRESS VISIT REPORT

S Taylor highlighted the report to the committee and provided an overview. The progress visit took place in February 2022 and the Education Scotland team met with various staff and students. Peter Connelly will attend the board meeting in September to formally present the findings.

A McCusker welcomed the positive report and noted the action point around learning and teaching observation and asked what's the next stage for review and follow up. S Taylor noted that the normal round of observation activity was impacted by the pandemic, with support for online / remote learning being the priority for a period.

A McCusker asked if there was a percentage for courses remaining online. J Grace confirmed the College wasn't taking a percentage ratio approach and was reviewing what worked best for different learner groups, with the mix determined by what worked best.

N Lowden welcomed the excellent feedback report.

10. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report and highlighted the College Open Day would take place on Saturday 30 April 2022.

J Grace highlighted the recruitment numbers are similar to last year and HN numbers have decreased slightly. Focus will be recruiting HN courses.

S Toms noted the fantastic work that's happening around Esports and how the team are building commercial opportunities through the project.

The report was noted.

11. STRATEGIC RISK REGISTER

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

S Taylor highlighted the separate COVID risk register may be removed in the near future as restrictions were easing.

12. LT&Q METRICS

S Taylor summarised the paper and highlighted the PI data is now the final data and national PIs had been published the day before.

S Taylor noted that from 19 different measures, the College was in the national top 3 for 18 of them and was top in Scotland for 9 of the 18. To put this in perspective, S Taylor stated that this equated to around 500 more students being successful at D&A compared to the national average.

S Hewitt noted that he was really pleased to note that one of the measures showed that care experienced students at D&A were more successful than the average of all students nationally. D&A was sector leading in terms of the successful outcomes for these students.

A McCusker asked if there was an update on the Credit target. J Grace confirmed work was ongoing to capture all activity in which the College can claim credits. Credits are being monitored regularly, with fortnightly updates at SLT meetings. It was anticipated that the core and ESF targets would be met.

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

S Hewitt provided an update on the latest COVID information. Restrictions had been relaxed on campus and around learning and teaching.

S Hewitt noted work was ongoing to support staff and students with the transition back onto campus and also around the on-going impacts of the pandemic.

S Taylor summarised the recent changes to isolation and absence arrangements and noted that the College were using the national Distance Aware scheme.

J Grace noted there was still some disturbance with Staff and Student absence due to COVID and that use would be made of the SQA assessment adaptations to best support students.

14. DATE OF NEXT MEETING

Wednesday 31 August 2022, Y150, Boardroom Gardyne Campus.

Action Point Summary

Action	Responsibility	Date
No actions noted		



Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER B

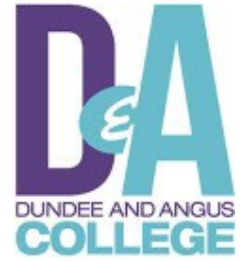
Matters Arising

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 14 September 2022

Matters Arising



Paper for information

No action points noted

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

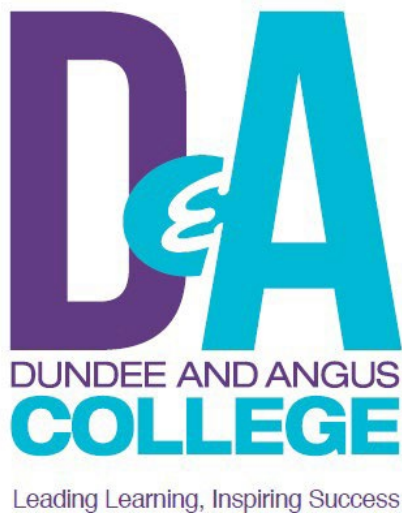


Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER C

**2021/22 SQA NATIONAL 5 AND HIGHER
'EXAM' OUTCOMES**



SQA Exams Attainment Report 2022

August 2021

Business Intelligence

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Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2021/22 were made available on 4th August and subject to embargo until 8am on 9th August. This report displays Dundee and Angus College Performance only. Comparison with National pass rates will be available after re-publication of National Attainment Statistics later in August.

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

About the Data

Only SQA exams which have been sat by Dundee and Angus College students in 2021/22 are presented in this report and only these exams are compared to previous years' results (i.e. where an exam has been run in prior years but not 2021/22, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were presented for each course. This data excludes one result which will be subject to late submission under extreme disruption contingency arrangements.

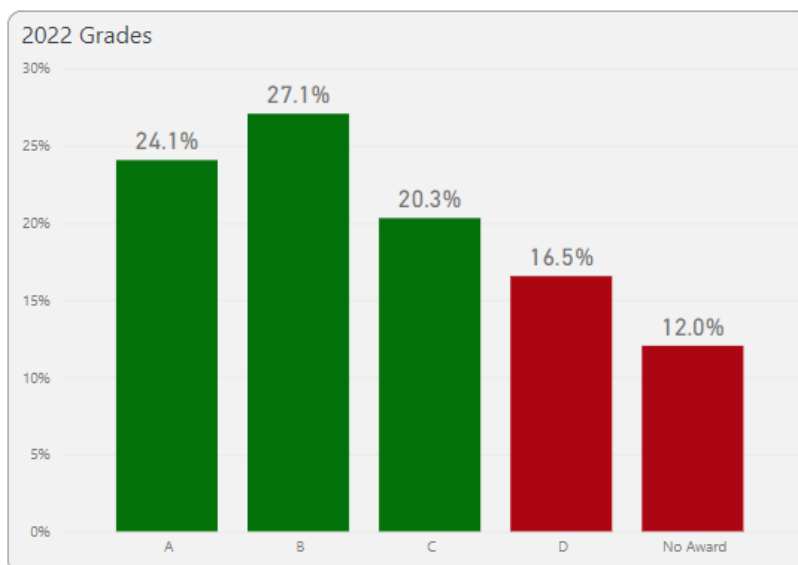
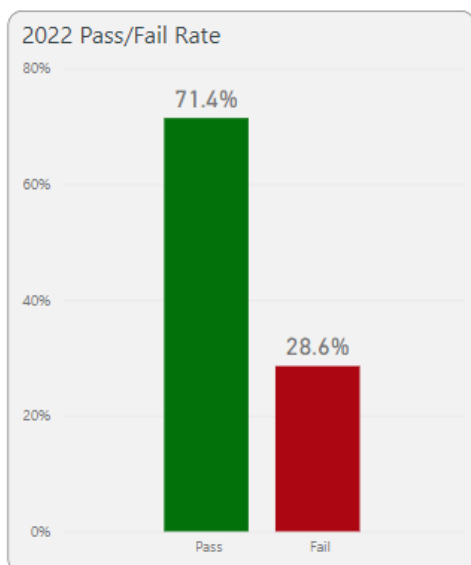
- Higher Awards pass rate: 71.4% v last year 82.8% (down 11.4 points)
- Higher Grade A attainment: 27.1% v last year 41.7% (down 14.6 points)
- Higher Grade B attainment: 20.3% v last year 20.9% (down 0.6 points)
- National 5 pass rate: 82.3% v last year 77.1% (up 5.2 points)
- National 5 Grade A Attainment: 32.3% v last year 43.2% (down 10.9 points)
- National 5 Grade B Attainment: 25.8% v last year 20.3% (up 5.5 points)

The tables below show Higher and National 5 grades awarded, pass rates and a comparison of the 2022 pass rate v 2021.

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2021 Pass Rate	Change in Pass rate (points)
Higher	Care	31	3	4	5	11	8	12	19	38.7%	56.0%	-17.3%
Higher	Chemistry	5	1	4	0	0	0	5	0	100.0%	78.6%	21.4%
Higher	English	37	7	13	13	3	1	33	4	89.2%	93.2%	-4.0%
Higher	Human Biology	10	5	2	2	1		9	1	90.0%	64.3%	25.7%
Higher	Mathematics	4	2	1	0	0	1	3	1	75.0%	71.4%	3.6%
Higher	Physics	7	6	0	1	0	0	7	0	100.0%		
Higher	Psychology	39	8	12	6	7	6	26	13	66.7%	80.8%	-14.1%

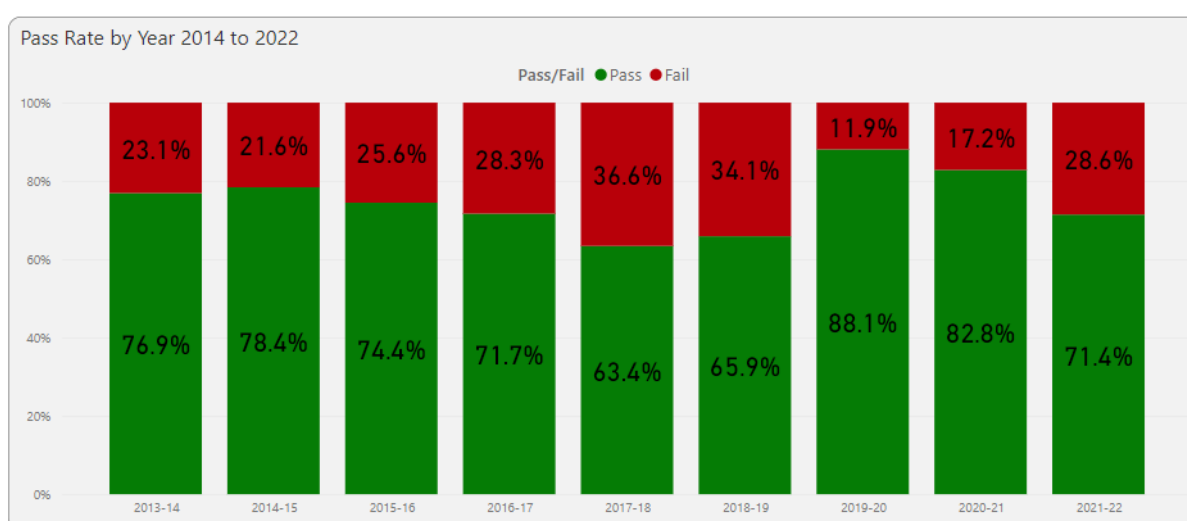
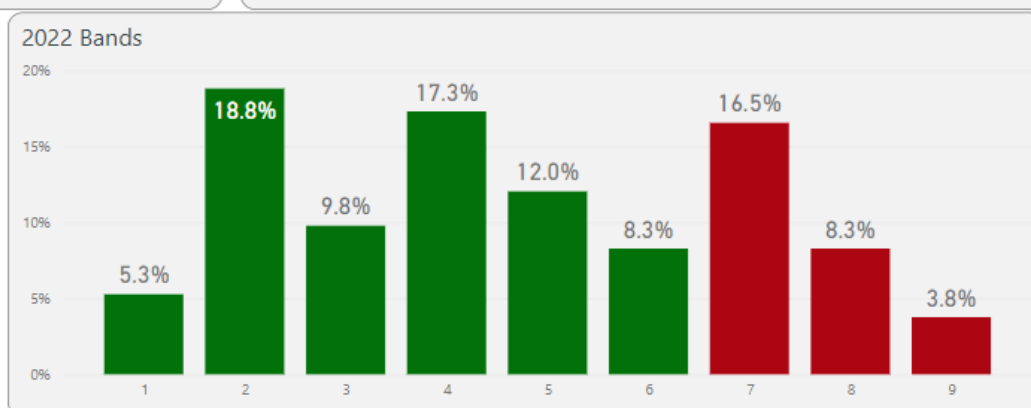
Nat 5	Applications of Mathematics	4	2	0	1	1	0	3	1	75.0%	86.4%	-11.4%
Nat 5	English	8	4	1	2	0	1	7	1	87.5%	100.0%	-12.5%
Nat 5	Mathematics	27	10	6	7	3	1	23	4	85.2%	84.8%	0.4%
Nat 5	Psychology	23	4	8	6	2	3	18	5	78.3%	97.1%	-18.8%

- The overall **Higher** Pass rate has decreased by 11.4 points from 82.8% in 2021 to 71.4% in 2022, a return to a pass rate which is more consistent with years prior to 2020. Drops in pass rate were seen in Higher Care (down 17.3 points to 38.7%), Higher Psychology (down 14.1 points to 66.7%) and Higher English (down 4 points to 89.2%). The pass rate for Higher Human Biology increased by 25.7 percentage points to 90% while Higher Chemistry pass rate increased by 21 percentage points to 100%.



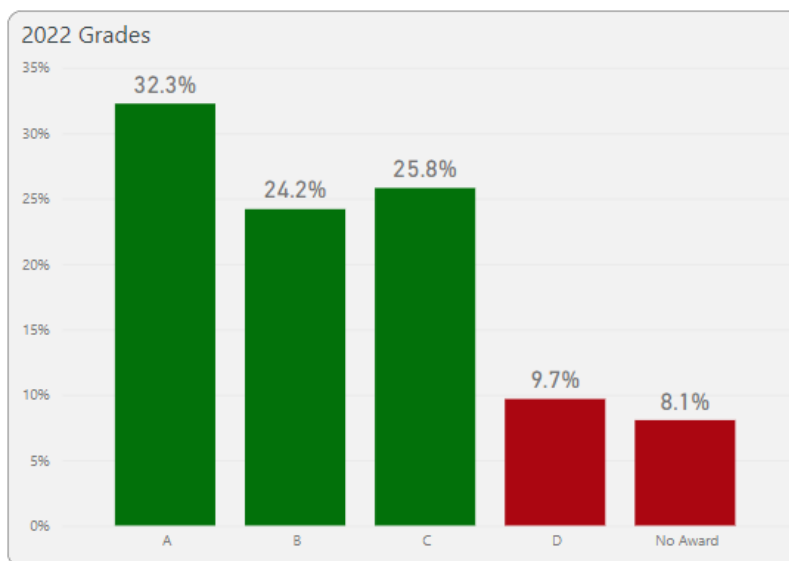
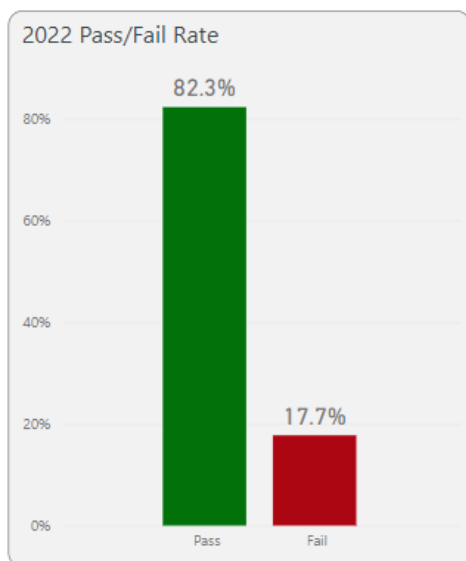
2022 Presented

133



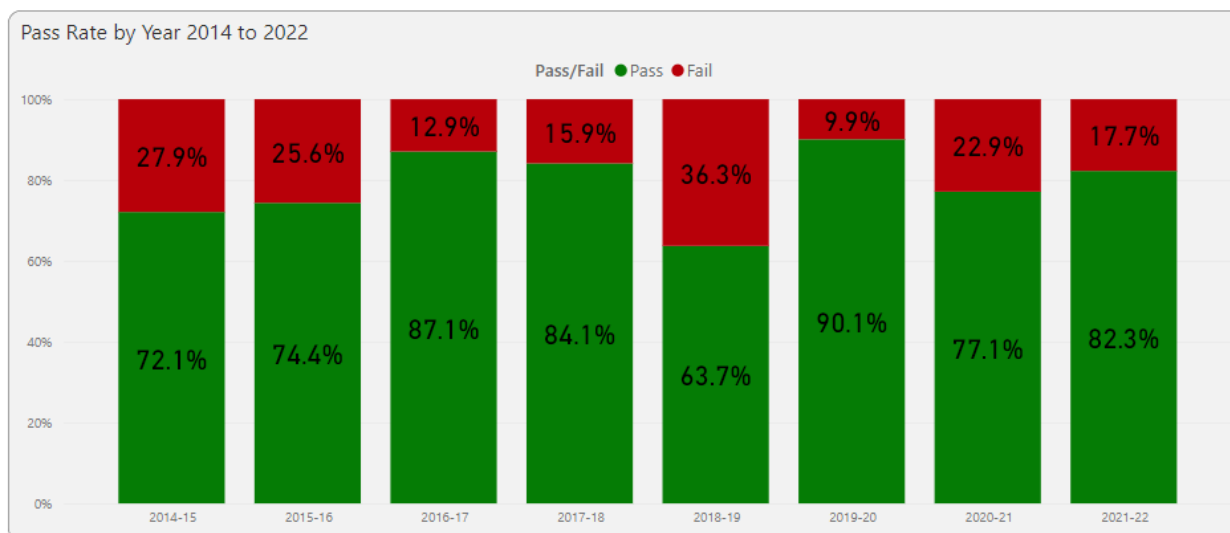
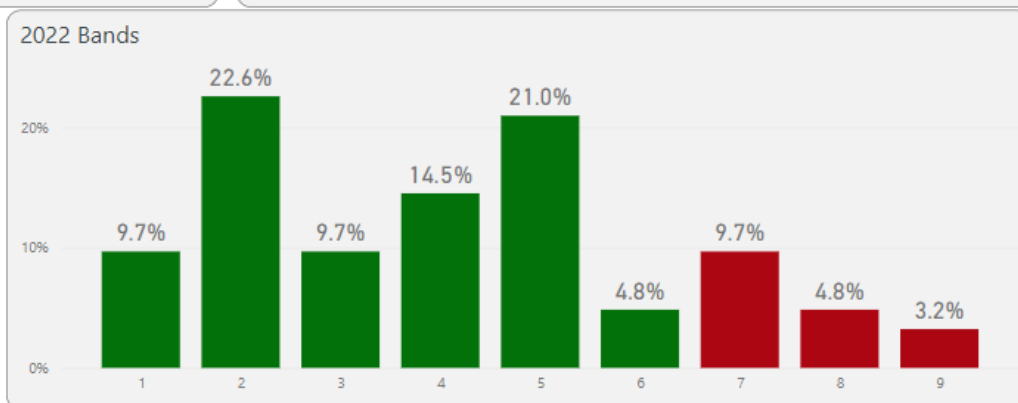
- Higher passes at Grade A have decreased by almost 18 points from 41.7% of grades to 24.1%. 2022 A Grades account for 34% of 2022 passes, compared to 50% of passes in 2021.

- The **National 5** Pass rate has increased slightly by 5.2 percentage points from 77.1% in 2021 to 82.3% in 2022, mainly due to a small increase in the Maths pass rate which attracted the most candidates . Applications of Maths and English both saw pass rates drop to 75% and 87.5% respectively, with low numbers of candidates in each. National 5 Psychology pass rate dropped from 97.1% to 78.3%.



2022 Presented

62



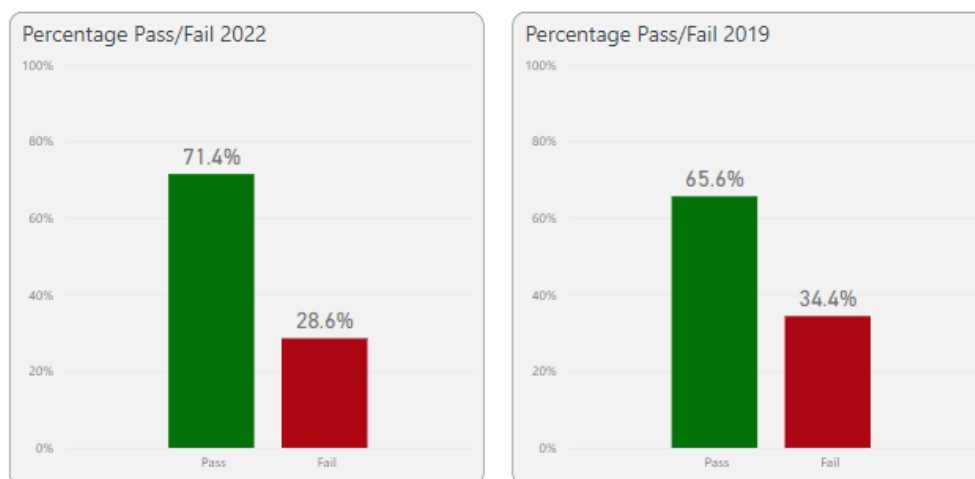
- The proportion of A Grades at National 5, having increased to 43.2% in 2021 dropped to 32.3% in 2022. The percentage of passes at Grade A dropped from 56% in 2021 to 39% in 2022.

Comparison of 2022 results v 2019 results

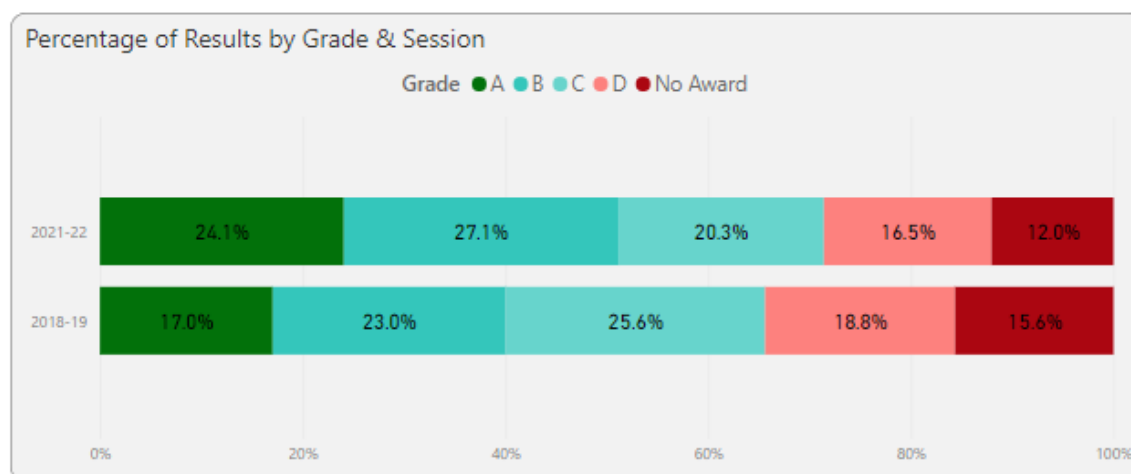
2019 was the last year of a normal exam diet due to Covid restrictions in 2020 and 2021. The charts and information below show a comparison in pass rates and grades, only taking into account exam entries where the subject was examined at the College in both years.

The Higher subjects examined in both years are: Care; Chemistry; English; Human Biology; Maths; Physics; Psychology and; Sociology.

The overall pass rate in 2019 in the subjects above was just 65.6%, so for the same subjects has increased significantly by 5.8 percentage points to 71.4% in 2022.

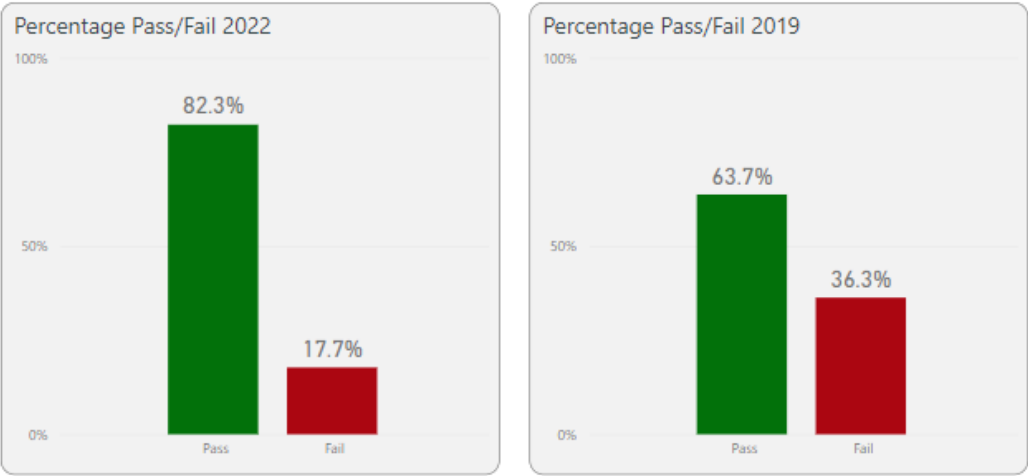


The improvement in the pass rate across all subjects examined in both years is the result of a 7.1 percentage point increase in percentage of entries awarded Grade A, a 4.1% increase at grade B, with a reduction at Grade C of 5.3 points.

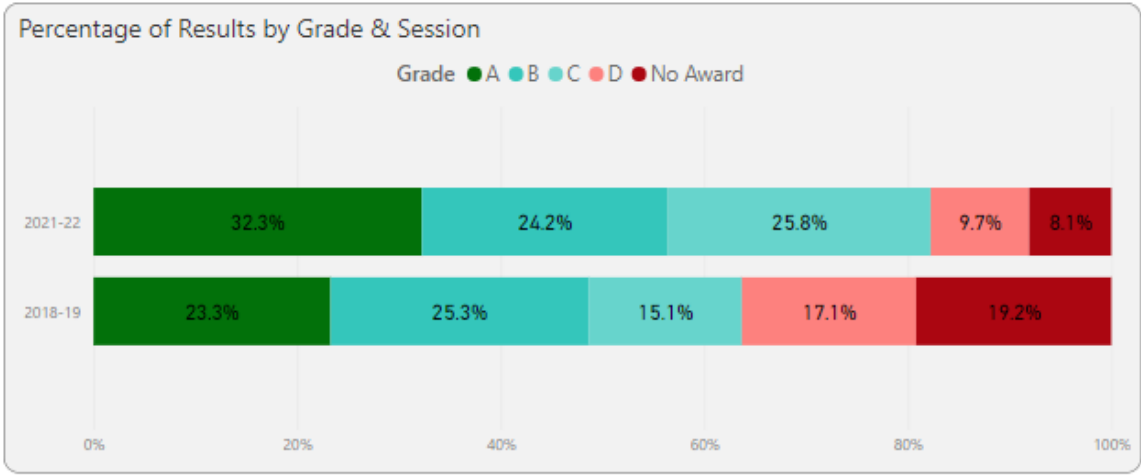


The National 5 subjects examined in both 2019 and 2022 are: Applications of Maths; English; Maths and; Psychology.

A significant increase of almost 20 percentage points was seen in the National 5 pass rate for the same subjects studied, between 2019 and 2022. The pass rate increased from 63.7% to 82.3%.



This large increase in the pass rate results from significant increases at grades A and C, with the percentage of entries awarded grade A increasing by 9 percentage points and grade C by 10.7 points. There was a small but insignificant decrease at grade B of 1.1 point.





Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER D

2021/22 LEARNER SATISFACTION SURVEY



Learner Survey – Summary Report

May 2022

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Introduction

The Dundee and Angus College Spring Learner Survey was compiled by the Quality Team to ascertain levels of student satisfaction. The survey was open for 6 working weeks from 7 March to 29 April and was made accessible to learners via a link on MyD&A and was hosted in MS Forms. Group Tutors were asked to promote and encourage engagement with the survey.

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

- **Feeling Welcome and Valued**
- **Learning Experience so far**
- **Our Staff**
- **Places and Platforms for Learning**

There was a further free text question: **Can you tell us in just a few words, why you chose D&A?** This question was designed to provide greater understanding of the motivation of current students in choosing to study here and to inform and tailor student recruitment going forward.

- The number of responses was higher this year with 2,567 responses in total compared to 2,249 in spring 2021. 2,409 unique students responded and could be matched to 3,068 enrolments.
- The response rate among full time students dropped slightly from 52% in spring 2021 to 50.5% in the current survey.
- The number of text responses to the new question “Why you chose D&A” was 1,618. 63% of responses contained an answer to this question.
- The average number of text feedback responses per question has increased to 1,259 responses per question from 1,174 responses per question in spring 2021.
- There was a survey dropout rate of 0%, meaning that all respondents scored all questions.
- The overall average score out of five increased to 4.4 (from 4.3) compared to spring 2021.

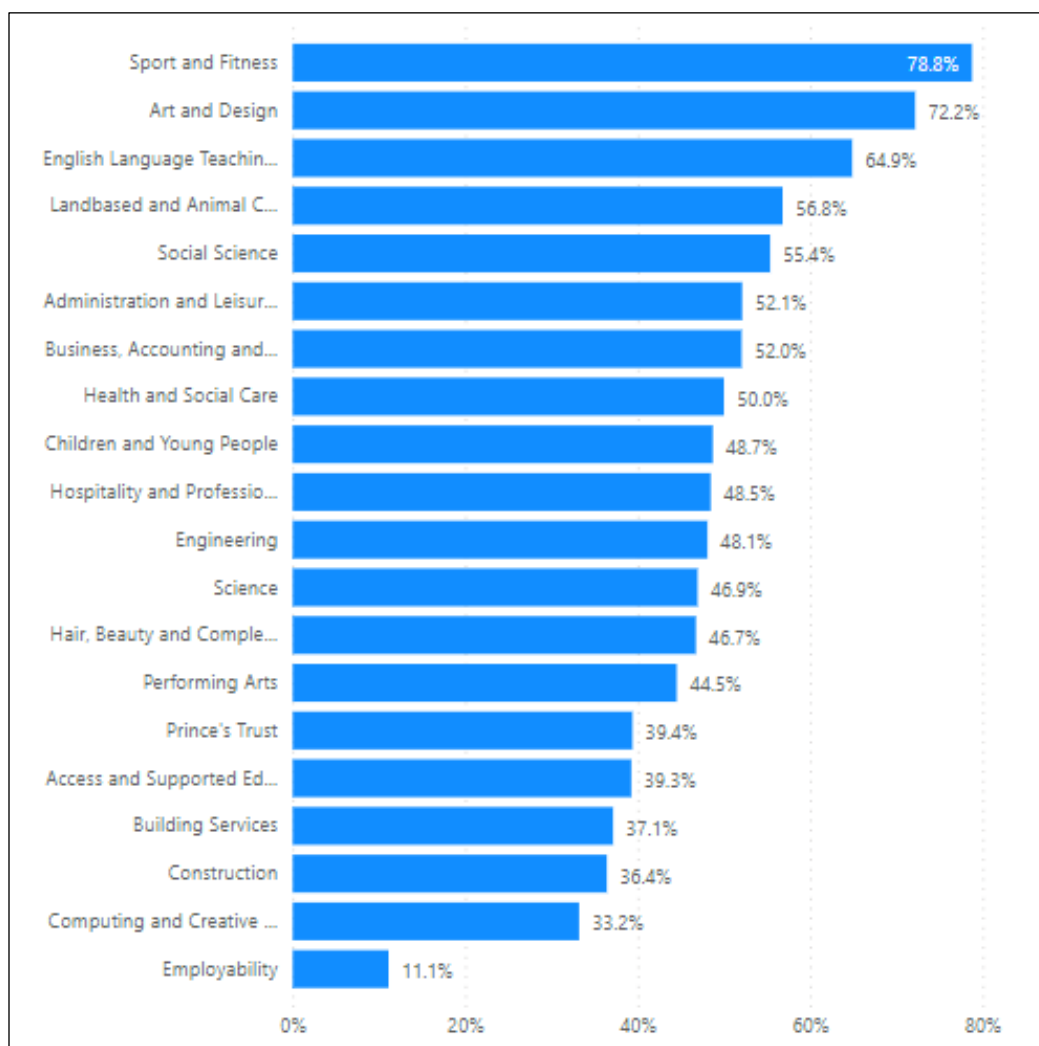
Survey Participation

Overall participation in the survey has been good with 2,567 responses in total. Of these, 2,409 responses were matched to one or more enrolments, resulting in matches to 3,068 enrolments.

20.4% of the total eligible current student population took part (same as spring 2021), with 2,153 out of around 4,260 current full-time students responding (50.5%).

The full-time learner response rate varies across teams, with the highest response rate from the **Sports and Fitness** team at **78.8%** of full-time students, followed by **Art and Design** at **72%**.

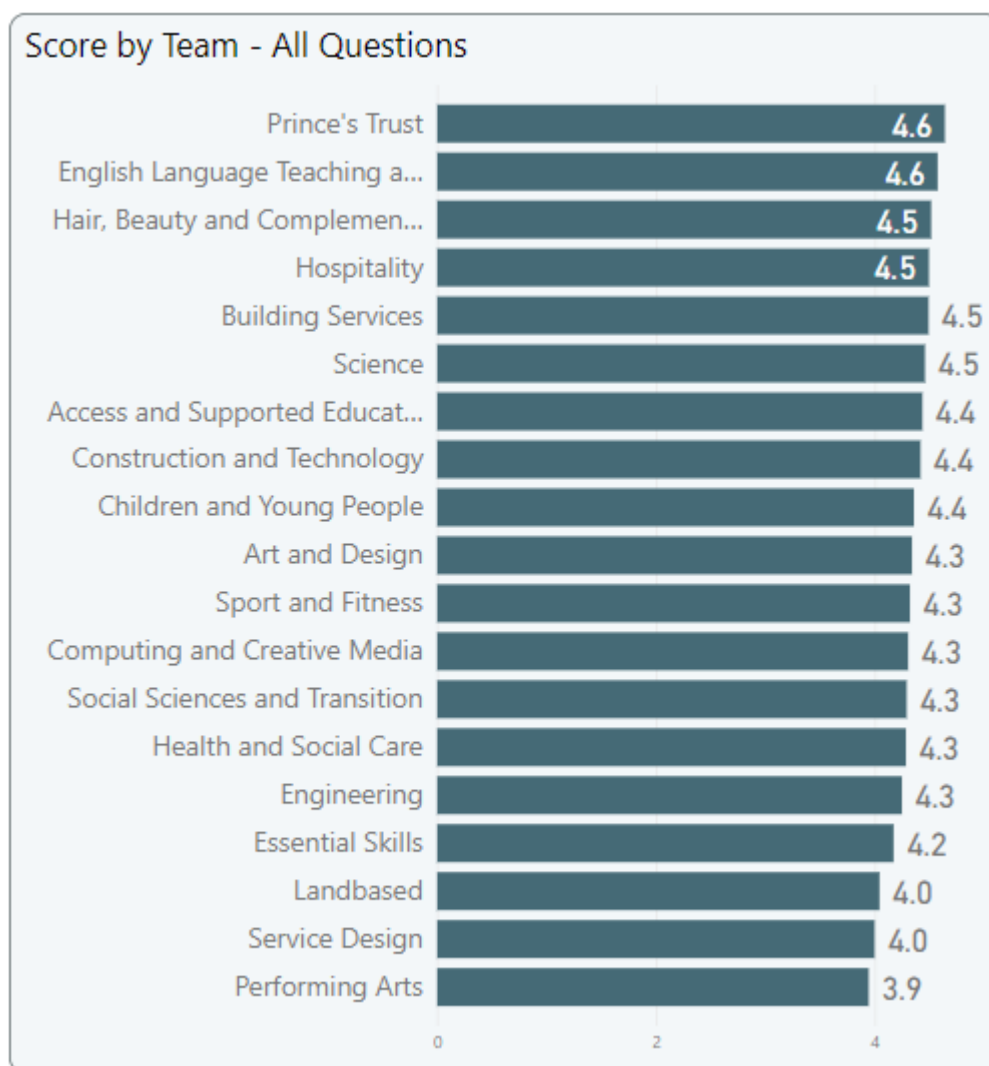
Survey Participation by Team (Full Time students)



Overall Results

The average overall score across all questions was 4.4 out of 5. This equates to 8.8 out of 10, (compared to an overall average score of 8.6 in spring 2021, 8.2 in 2019 and 8.0 in 2018).

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



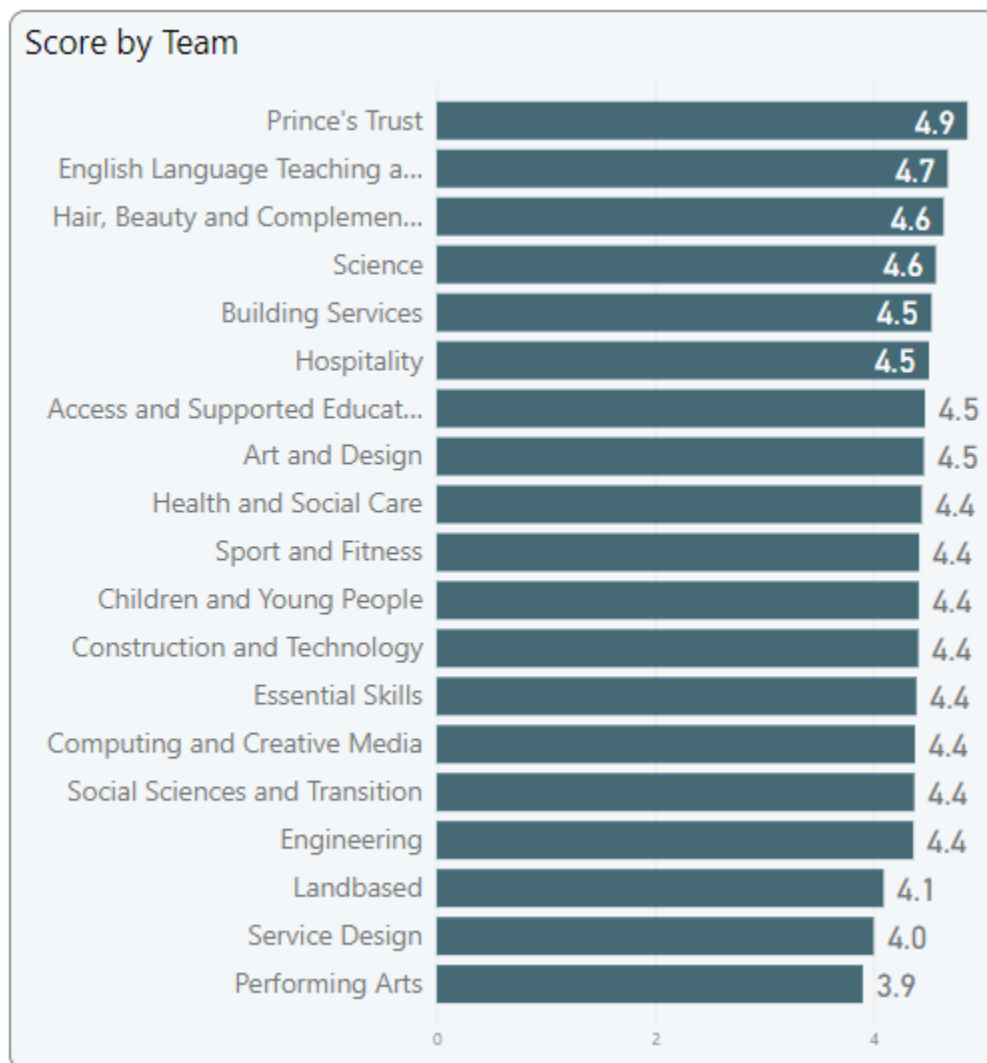
Results by Question

Average score across all departments by Question:

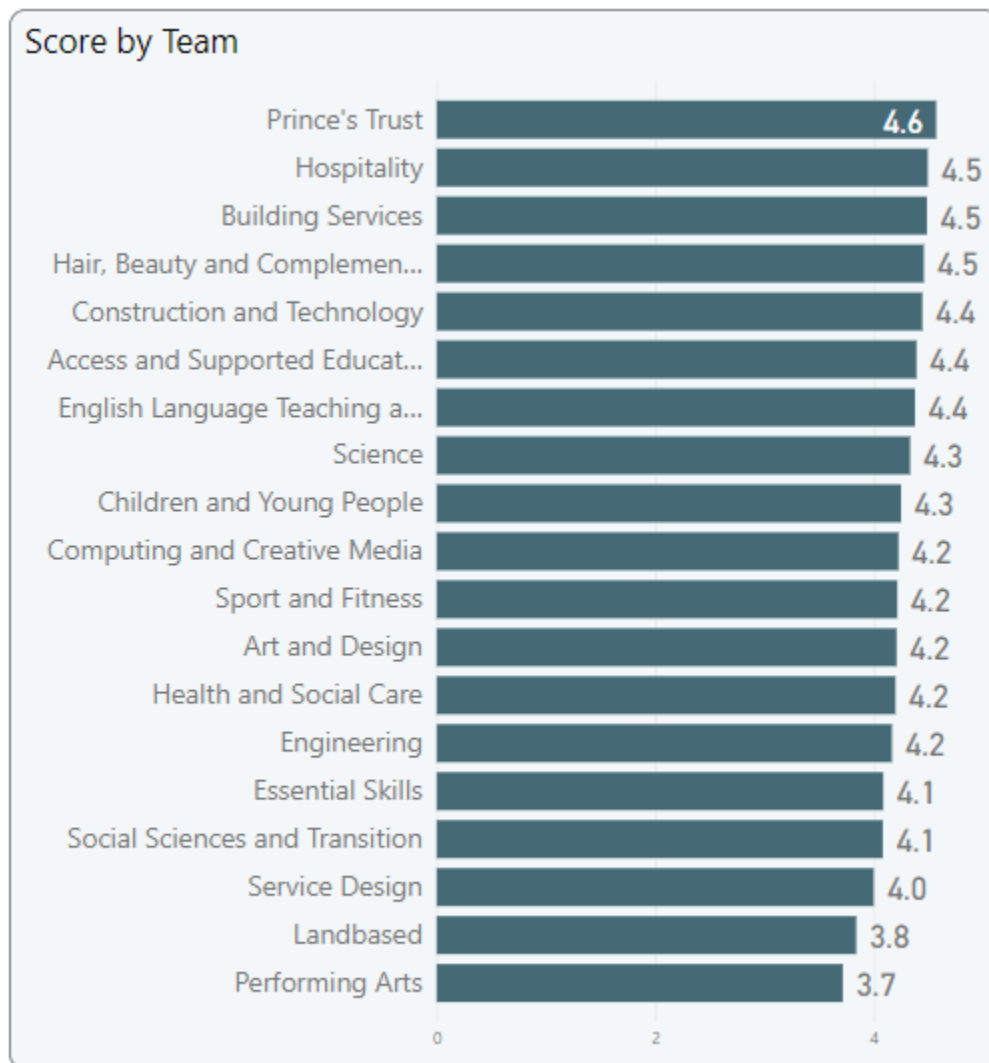


Results by Question & Department

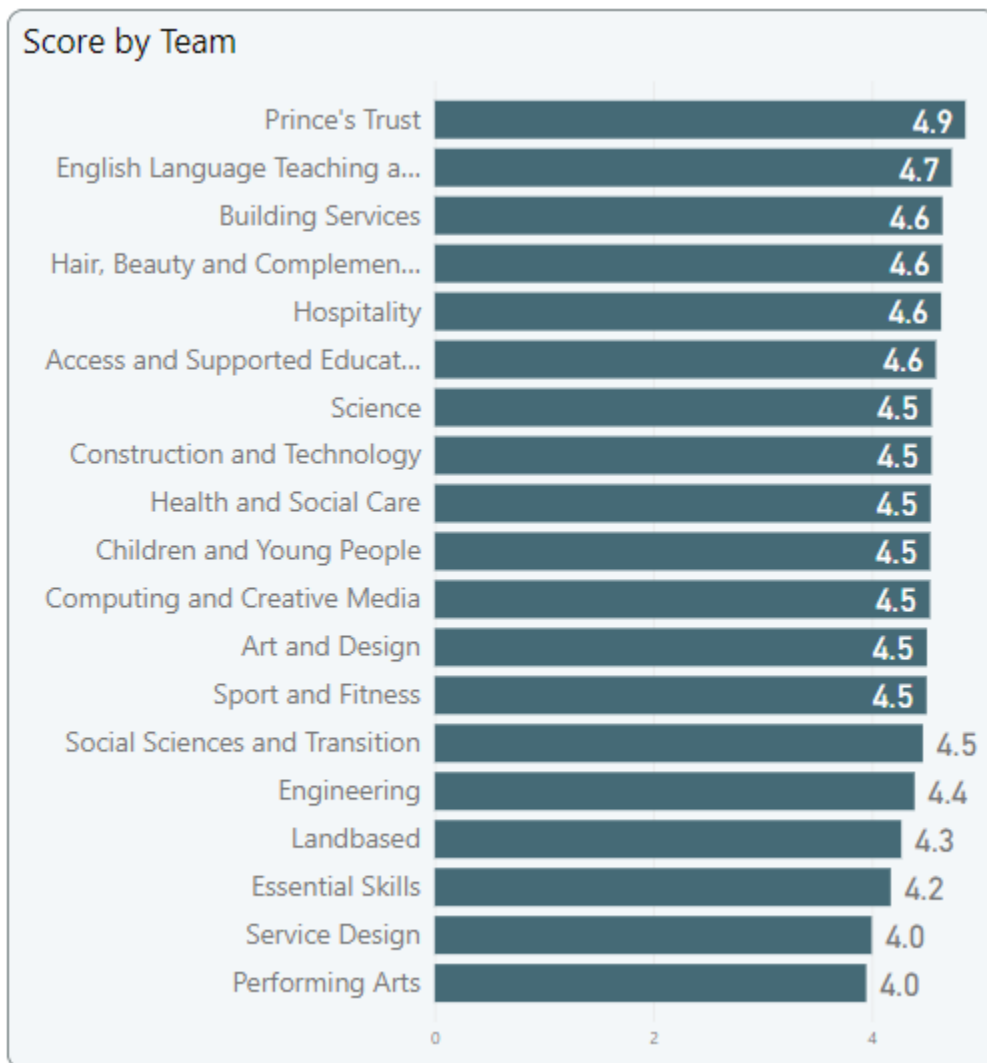
Feeling Welcome and Valued



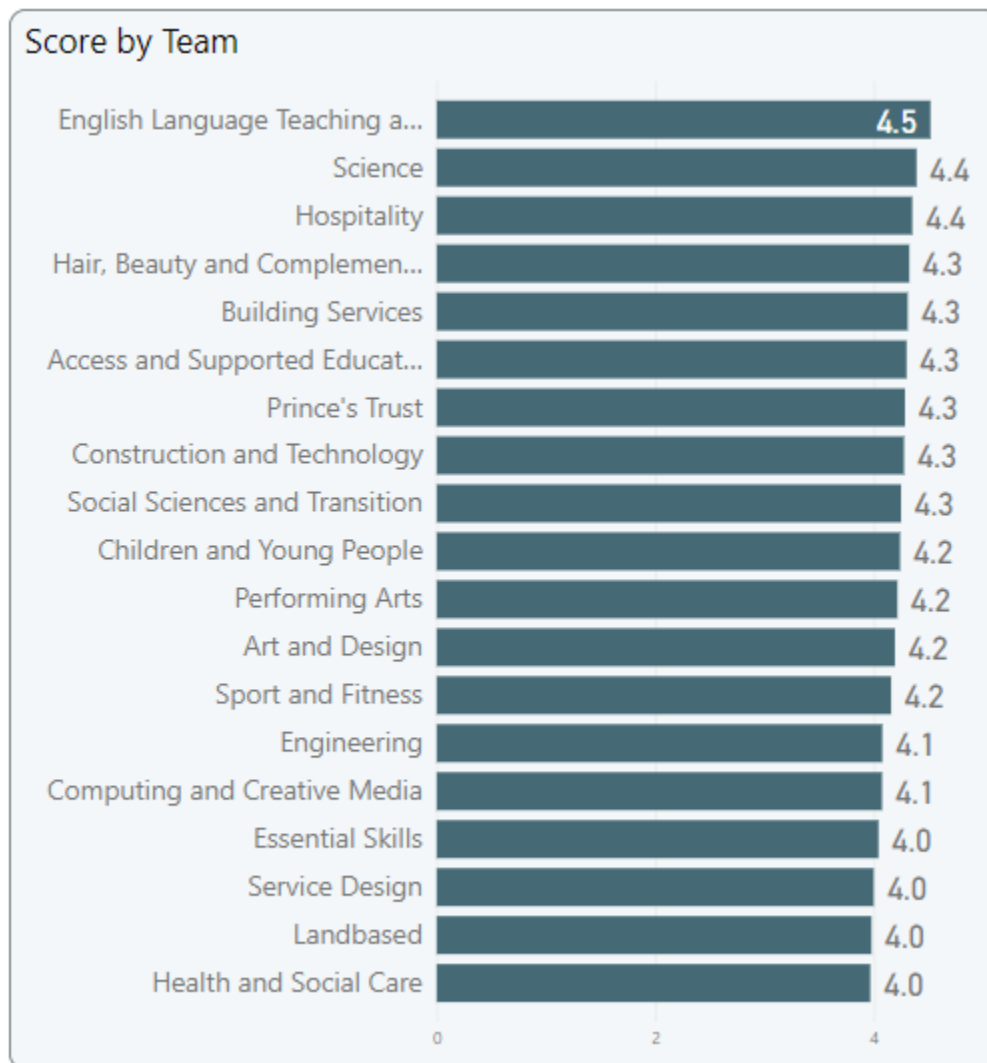
Your Learning Experience so far



Our staff



Places and Platforms for Learning



Why you chose D&A College? We've loved having you study with us. Can you tell us in just a few words, why you chose D&A?



SFC Student Satisfaction and Engagement Survey (Provisional)

The SFC's annual Student Satisfaction and Engagement Survey runs at the same time and is appended to the Dundee and Angus College survey. Participation in this has been excellent, with 100% of D&A respondents going on to complete the SFC survey. Data from this survey has yet to be validated and analysed by SFC, so the results below are provisional and not for publication.

The satisfaction rate for D&A students across all SFC survey questions has risen from 88.1% in 2021 to provisionally 89.6% in 2022.

The percentage of responses in categories “Agree” or “Strongly Agree” with the statement “Overall, I am satisfied with my College experience” has increased from 92.4% in 2021 to 96.3% in 2022.



Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER E

VP CURRICULUM & ATTAINMENT REPORT

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 14 September 2022

VP Curriculum and Attainment Report



Paper for noting

1. Student Experience Strategy

Presentation/discussion topic.

2. Student Recruitment 2022/23

Recruitment has continued to be a key priority since the last committee meeting. Despite ongoing promotion, applications and enrolments for full time places remain below pre-pandemic levels. Our intake of full-time students has declined by around 14% this year with FE and HE courses equally affected. Administration staff have contacted applicants who did not complete registration with many declining their place at college due to employment and university offers.

Full-time recruitment remains ongoing and will continue beyond the start of term. Where possible, streams have been consolidated to maximise efficiencies through staffing and class sizes. We will open recruitment for January full-time courses as soon as we close recruitment for the August courses.

Whilst overall recruitment is lower this year, we have continued to offer full support and make good progress with induction and communication over the summer. Over 1,650 students participated in our Prepare Me sessions in June which offered the opportunity to meet staff, peers and begin confidence and team building. The Help Point staff have conducted student registrations over the summer which has resulted in 89% of our students completing registrations before the start date of their course, ensuring the students could access their MYD&A app, timetables and computer access prior to starting their course.

We have also offered student funding workshops over the summer, these have been well attended by our vulnerable learners, providing support to ensure their funding is in place for the start of the course. It is anticipated that the efforts made over the summer will aid with our student retention.

The focus for teaching and support teams moves quickly from student recruitment to student retention and support for learners with the launch of our **Stay@D&A** retention campaign.



Part of the campaign will include the use of an interactive QR code - when scanned it will take the students to an interactive landing page that contains the key information and quick links to support them to stay.

In addition, a welcome video has been created by Amy, our Student President, to help reinforce our key messages.

Staff will also be updated with the essential information needed to help guide their students to the right place to access the support.

This coupled with the reintroduction of the retention text and calls service - made after a student does not attend College that day and after a further two days non-attendance - aims to reduce the numbers of our students leaving their courses early.

In addition, the Senior Leadership Team has started planning to mitigate the potential impact that the cost-of-living crisis could have on our students withdrawing from their course. Promoting our libraries and study zones in college as warm places to study and highlighting the student support funds/hardship funds will feature in our communications as well as signposting to other support services.

3. Curriculum Developments

3a. BA (Hons) Degrees

The learners on our BA (Hons) Degree programmes had a very successful year with all 37 learners obtaining their degree. Six **BA (Hons) Dance** students received a First-Class Honours classification with the remaining 11 students achieving Second Class Honours (10 with 2.1 classification and 1 with 2.2 classification).

Last session was also the first year of delivery of the **BA (Hons) Professional Theatre Practice** and saw 4 students gain a First-Class Honours degree with the remaining 16 students achieving Second Class Honours (15 with 2.1 classification and 1 with 2.2 classification).

The **University of West London** External Examiner provided the following positive feedback as part of her report:

"I have been very impressed by the level of achievement gained by the learners on this course. The modules that constitute this programme are enabling the cohort to experiment, develop, and refine their skills in a broad range of research-relevant and professionally orientated practices. There is a very clear focus on nurturing the integrity of individual artistic voices, within a collective of learners. I have witnessed a culture of performance that embraces diversity and inclusivity, which is also reflected in the students' commitment to each other's work – something to be commended and celebrated."

3b. Raising Interpersonal Skills for Employment (RISE)

Our first intake of 10 RISE learners celebrated the end of their programme with an event attended by their families, D&A College and Dundee City Council staff including the Education Convenor, Stewart Hunter. All students who were referred to RISE increased their attendance and participation in education by attending the college-based course with the joint overall best student achieving 96% attendance from no recorded school attendance. All 10 students secured places on full-time college programmes starting in August.

3c. Support for Ukrainian Refugees

The English Language Teaching and Training team is working closely with Dundee City Council to provide ESOL courses for incoming Ukrainian citizens. There are currently 250 Ukrainians living in 3 hotels in Dundee, many of whom speak very little English. We are offering additional full-time courses, evening classes and delivery in the community in Hilltown and the City Centre.

3d. Skills Boost online courses

We have recently refreshed our [Skills Boost](#) online short courses, doubling our offer to over 50 courses. The courses focus on key sector growth areas and support the recovery of the local economy by helping participants to gain skills to progress into employment or further study.

The suite of courses can be started any time and can be studied flexibly to fit in with participants' lifestyles. There is no charge to the participant and the introductory course provides them with a pathway to other part-time, full-time or work based courses.

3d. Skills for the Future



We will be launching our **Skills for the Future Lab** in Arbroath Campus on Friday 16 September 2022. **Seagreen** has provided £300,000 of STEM funding to the college with a proportion of the fund directly supporting the construction of the Skills for the Future Lab. Seagreen is set to become Scotland's largest and the world's deepest fixed-bottom offshore wind farm comprising 114 turbines capable of generating enough clean and sustainable electricity to power more than 1.6 million UK homes.

The ambition behind the Skills for the Future Lab is to inspire the next generation and raise awareness of career opportunities arising from the energy transition to net zero. This facility will support the Dundee and Angus Regional STEM partnership in achieving its development and delivery of a STEM pathway, providing primary, secondary, further education, higher education and industry with the opportunities to develop the knowledge, understanding and skills for STEM careers. It will provide skills for new and emerging technologies for the engineers of the future, and will support the training, upskilling, and reskilling of the next generation of renewables professionals.

4. Partnerships

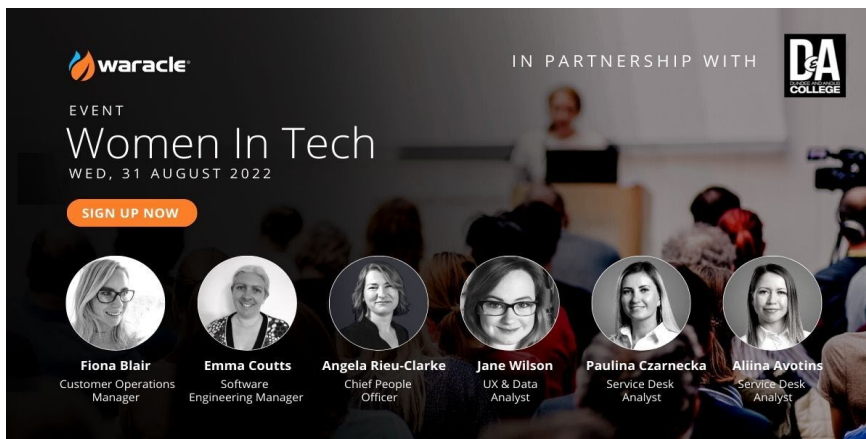
4a. Denim Reworked - V&A Dundee Collaboration

Art & Design staff and students have been working to embed sustainable practices into the curriculum. As part of their course HND Textiles students were set a design brief to utilise recycled and discarded denim, including old denim clothes or unused denim scraps, they each then created an oversized garment using a mix of hand and machine sewing textile techniques. The creations were chosen to feature as a weekend long exhibition in V&A Dundee in May 2022.



4b. Waracle Women in Tech event

Working alongside Waracle, we recently hosted a Women In Tech event at the Gardyne Campus. Attendees heard from a range of speakers with careers in technology about their own career paths and how they're empowering others to create a more diverse and inclusive industry. D&A graduates Paulina Czarnecka and Aliina Avotins presented alongside Waracle staff providing real life examples of working in technology, information about the wide range of roles available within the industry and the knowledge and skills needed to get involved.



4b. Industry Academies

We are continuing to contribute to both Dundee and Angus Local Employability Partnerships through our delivery of industry academies. The aim of our employer recruitment academies is to offer unemployed individuals intensive training and provide them with the key skills needed for a career within that particular industry, with successful participants securing a guaranteed interview with the partner employer. Following on from our successful delivery for GA Engineering and Embark Financial Services, we have just completed a 4 week academy for **Journeycall Call Centre** in Arbroath. Recruitment is currently underway for our next **Healthcare Academy in partnership with NHS** and **Manufacturing Academy in partnership with Discovery Flexibles**.

4c. Flexible Workforce Development Fund (FWDF) success

D&A College was 1 of only 2 colleges to achieve FWDF delivery targets for Session 21/22 and the only college to request additional funding (£70K). In 2021-22 we supported 79 businesses through the delivery of 252 training courses to 2571 students. The quality and content of our courses is well received with an average customer satisfaction score of 4.7 out of 5.

Whilst this fund is hugely beneficial financially for D&A it has also enabled our Business Partnerships team to develop our customer base, employer relationships and inspired teaching teams to create new curriculum. Some examples:

- **Emergency Services** – we have confirmed our collaboration with the 'tri-group emergency services' across Scotland (Fire, Ambulance and Police). We will support them with their transition to Electric Vehicles and have agreed an initial commitment is to upskill 100 technicians in level 2 and level 3 awards commencing with a pilot in September. We will use the feedback to fully contextualise the content where necessary and begin full delivery from October.
- **Dundee United FC** – We have partnered with Dundee United Football Club to create and deliver leadership sports qualifications to their first team players. Working with the sports sector we wanted to find a way to encourage professional players to study and learn whilst playing to consider future career progression.
- **Scottish Football Association (SFA)** – We are currently working with the SFA to create business/management training for all club managers across the region. Whilst football managers are experts at the sport they lack skills to run their business and so together with SFA we are creating a new course that will give them the leadership training and help them understand the fundamentals of running a business from budgeting, forecasting, staffing and planning. We are using the FWDF to deliver this in partnership with 4 clubs and then rolling this out to all 32 local clubs.

4d. Modern Apprenticeships

We are continuing to see growth in opportunities across the range of apprenticeships we assess and deliver on our Skills Development Scotland (SDS) contract most notably in **engineering, health and social care and business administration**. The first key performance level (KPL) measurement point of this year's MA contract was 26 August and I am pleased to report that we have achieved **44.8% (101 new starts) of our contract against a KPL of 28% (63 new starts)**. This achievement ensures that we are not required to return unfilled places to SDS for redistribution to other training providers and provides SDS with confidence in our ability to deliver the contracted allocations.

5. College Development Network Awards

As we start to move into awards season, the College is delighted to have been shortlisted in two categories in the College Development Network Awards.



The shortlisted entries are as follows:

- Gail Graham, Quality Manager, has been shortlisted in the Colleague of the Year category, reflecting the fantastic work she has undertaken within D&A and also at a national level throughout the pandemic. Gail has had a major input to the creation of the adapted assessment arrangements for students within the college sector and has provided excellent support to D&A staff over the past two years.
- Our Students' Association has been shortlisted in the Innovation category for their Retention Calls initiative, which has seen a small group of Students' Association members make over 3,000 calls to students that were at risk of leaving their course. Working in partnership with College staff, this work has supported hundreds of students to resolve issues, access support and return to their studies.

The awards themselves will be announced in Glasgow on 25 November 2022.

6. 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, Directors of Curriculum.
Leann Crichton, Head of Administrative Services & Julie Grace, Vice Principal
Executive Sponsor: Julie Grace, VP Curriculum and Attainment



Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER F

Strategic Risk Register

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 14 September 2022



Strategic Risk Register Update

Paper for approval

1. Allocation of Risks to Board Committees

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

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

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

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

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

2. Consideration of Risks to Board Committees

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

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

The draft September 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 recent 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 operations.

Given the stage that we are at in terms of the COVID pandemic it is planned that the Audit & Risk Committee consider a proposal to discontinue this additional risk register after September 2022.

No changes are proposed in terms of COVID risks allocated to the Learning, Teaching and Quality Committee.

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 September 2022

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	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) Post mitigation likelihood reduced from 3 to 2 given experience to date during the pandemic	4	4	16	<ul style="list-style-type: none">Regular strategic analysis and assessment of need for changeStrong engagement with government and key partners – influencing national prioritiesClear prioritisation of activitiesFocus on core business	4	2	8	<ul style="list-style-type: none">Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to ChairsAmendment of strategic direction/ plansRolling curriculum, activity and priority review and implementation of new approaches/services where neededEngagement with government and other partners	Principal & Chair
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss Post mitigation impact reduced from 4 to 3 given experience to date during the pandemic	4	3	12	<ul style="list-style-type: none">Clear prioritisation of activitiesEffective project/activity management in placeStrong engagement with partners/fundersClear governance structuresProject/initiative finances clearly understood and reviewed regularlyProject cessation, pausing or contingency planning in place	3	2	6	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesBudget reporting and management	Principal, VPC&A

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

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with government, SFC and other funders Robust and effective budgetary control Where required, swift action to implement savings Increased focus on cash position 	4	4	16	<ul style="list-style-type: none"> Monthly monitoring of budgets Engagement with government and other partners Detailed monitoring of income optimisation and savings programmes 	VPCS
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Revised financial controls: segregation of duties and review of transactions. Review of impact of changes in ways of working, authorisation arrangements Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls and revised arrangements 	VPCS

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> • Clear input and engagement with revised quality arrangements and priority actions • Rigorous CPD arrangements in place to support new ways of working • Regular learner feedback and engagement arrangements 	3	2	6	<ul style="list-style-type: none"> • Comprehensive monitoring of engagement of learners in learning (where possible) • Engagement with revised quality arrangements • Outcome monitoring 	VPC&A, VPP&P, DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> • Engagement and communication strategy with compliance bodies • Clear input and engagement with revised quality arrangements and priority actions • Prioritisation of activities/outcomes 	2	2	6	<ul style="list-style-type: none"> • Effective internal monitoring/review/verification arrangements • Engagement with revised quality arrangements and contingency plans • Outcome monitoring/recording 	VPP&P, VPC&A

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	<ul style="list-style-type: none"> • Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site • Project 2020 developments and mitigations • Outbreak management plan • Enhanced awareness of challenges/support needs • Extensive CPD arrangements in place – Home Working Hub • Regular staff and learner feedback arrangements 	3	2	6	<ul style="list-style-type: none"> • Regular employee engagement monitoring • Maintaining and reporting on physical distancing measures • Open communication with staff • Monitoring of formal and informal feedback – student and staff feedback • Regular union/management dialogue 	VPP&P, VPCS
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> • Marketing strategy • Reputation plan • Positive marketing approaches • Outbreak management communications plan 	3	2	6	<ul style="list-style-type: none"> • Positive marketing plan • Regular stakeholder engagement • Social media engagement and monitoring arrangements 	Prin DirC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management engagement and support 	4	2	8	<ul style="list-style-type: none"> Regular union/management dialogue Open communication with staff Effective management engagement and support 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Additional awareness raising of WFH risks Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection awareness raising Effective information and data security policies in operation Regular data security monitoring/testing Staff CPD 	VPC&A, HoICT
3.11 HRD	Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services	4	3	12	<ul style="list-style-type: none"> Clear scenario and contingency planning COVID 19 H&S mitigations in place, monitored and adapted where required All appropriate government guidance followed 	3	1	3	<ul style="list-style-type: none"> Monitoring of COVID 19 cases and absences Outbreak management arrangements Amendment to support prioritised services 	Principal VPC&A

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

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



STRATEGIC RISK REGISTER

2021 - 2022

As at September 2022

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none">Robust strategic planningEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	4	2	8	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none">Effective environmental scanningNegotiation/influence at national level	4	2	8	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plansFinancial strategy sensitivities	Principal & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	5	2	10	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategyWorkforce planningInternational strategy & planningPost Brexit planning	Principal

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Effective project/activity management in place Clear governance structures Project/initiative finances clearly incorporated within College financial strategy and plans End of project and exit/contingency planning 	3	2	6	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Clear project Management arrangements in place Budget reporting and management 	Principal, VPC&A
1.5 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	4	4	16	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/ projects and response to new opportunities 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Amendment of strategic direction/ plans Rolling curriculum review 	Principal

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	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"> Robust CEAP in place Multiple strands of activity/action Embedding sustainable practices in normal activity and ways of working Clear links between strategy and practice Planned investment in carbon reduction Sustainable procurement 	4	2	8	<ul style="list-style-type: none"> Robust monitoring and reporting of CEAP at SLT and Board level Clear performance metrics Amendment of strategic direction/ plans Monitoring of scope 3 emissions 	VPCS, HoE
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Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk

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

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPCS
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPCS
2.6 F&P	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	<ul style="list-style-type: none"> Multi-year estates strategy and capital planning Lobbying of SFC on capital and backlog maintenance funding Planning for D&A Foundation bids 	2	2	4	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	VPCS

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

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

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P
3.11 Board	Failure to plan or respond adequately to future pandemic illness. New risk added to reflect pandemic management following removal of COVID specific RR	5	4	20	<ul style="list-style-type: none"> Monitoring and rapid response to WHO and UK/Scottish Government information and alerts Maintenance of COVID-19 good practice approaches to inform future use Effective business continuity planning in place 	4	2	8	<ul style="list-style-type: none"> Pandemic readiness / response included in business continuity plan reviews and testing COVID/Pandemic Response Group in place Active monitoring and rapid adoption of pandemic guidance / control measures 	Prin

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									

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

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Learning, Teaching and Quality Committee

Wednesday 14 September 2022

PAPER G

LT&Q Metrics

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 14 September 2022



Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

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

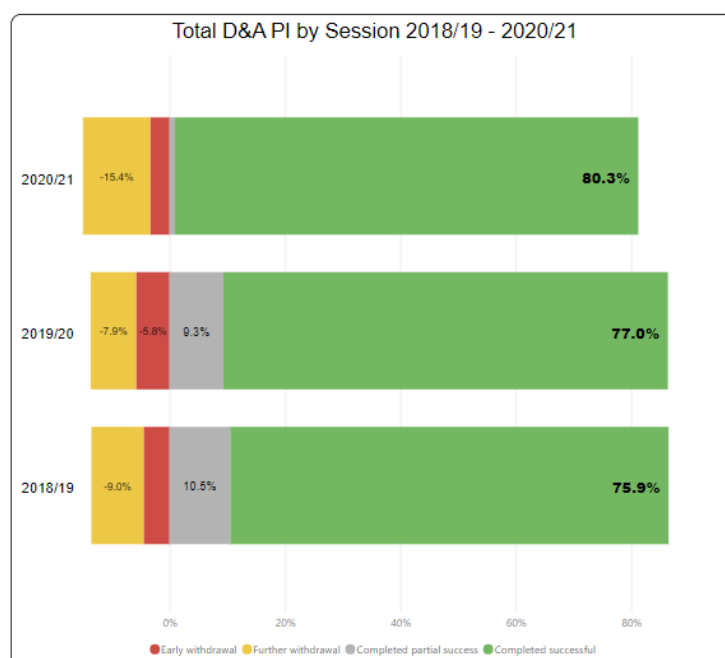
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

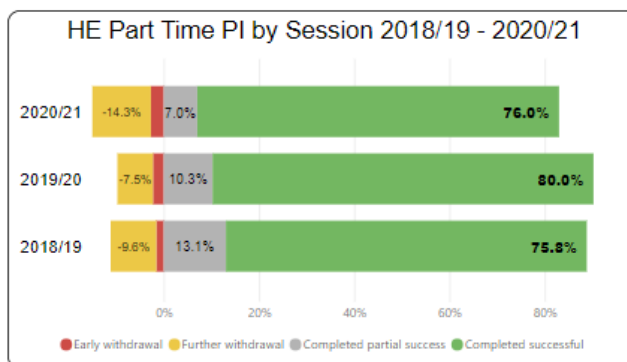
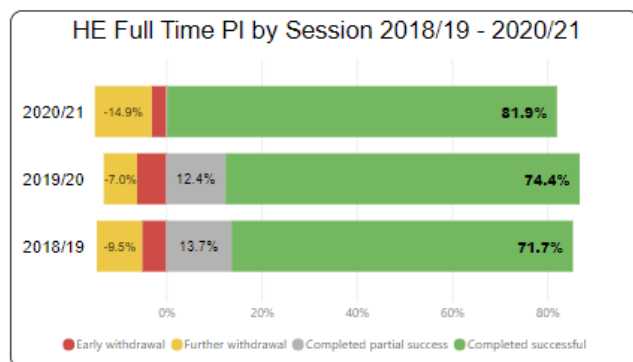
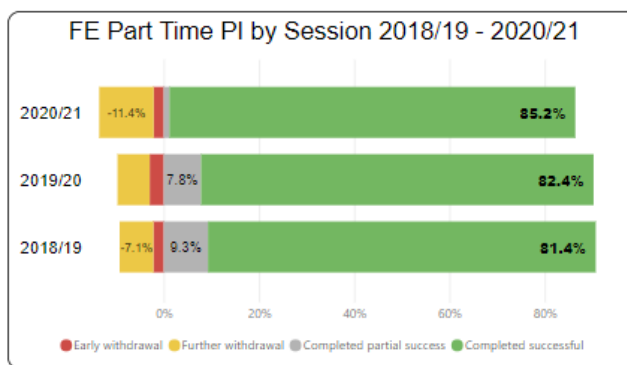
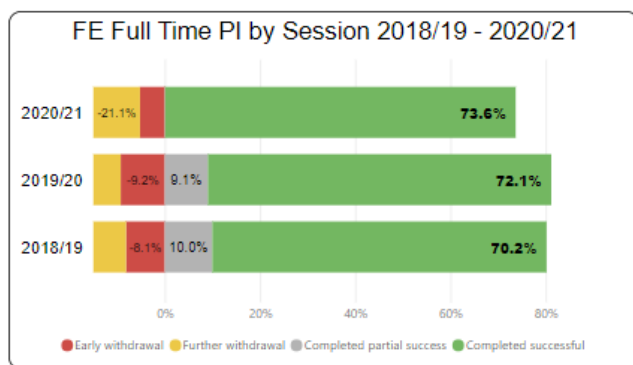
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

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

2. LT&Q Metrics

All PI data outlined below is final 2020/21 data, 2021/22 data will be available for the November meeting.





	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%	88%

	2020/21	2021/22
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	92.4%	96.3%
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	9,106	6,709	4,664
Part-Time Programmes	849	664	422

Session 21/22 Credits by Programme Modes of Study - Summary				
<i>Max Credit Target – 111,897 (including 4,041 YPG/NTTF etc)</i>				
<i>Core + ESF target – 107,332</i>				

Mode	Programmes	Final 20/21 Credits	Target 21/22 Credits	Actual YTD 21/22 Credits
17	Full Time	81,060	72,693	72,498
18/05	Short Full Time	6,095	7,186	7,307
06	Block Release	3,321	3,800	3,825
07	Part Time – Day	1,382	1,577	1,822
08	Part Time – Infill	11,165	15,900	15,593
09	Part Time – Evening / Weekend	712	1,200	1,370
11	Work Based	2,360	3,000	3,047
12-16	Open, Flexible, Distance	3,483	2,500	3,127
	TOTALS	109,578	107,856	108,589

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
Executive Sponsor: Steve Taylor, Vice Principal People & Performance