

Direction Aims

Regional Outcome Agreement
2014-2015

Final Version

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Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2014/15

Since academic year 2012/13 funding to colleges has been distributed on a regional basis. This funding is allocated on the basis of an outcome agreement between the college region and the Scottish Funding Council (SFC), setting out the activities the region will undertake and the contribution that it is expected to make to nationally agreed outcomes.

Dundee and Angus College, "the D&A", was created through the merger of the two partner colleges on 1 November 2013. As the single regional college for the Tayside (Dundee City and Angus) region, the College will receive **£33,649,780** funding from the SFC for academic year 2014/15, inclusive of **£24,234,885** teaching and fee waiver grant (including ESF activities); **£6,962,324** student support funds; **£1,602,490** capital allocation, and **£850,081** transitional funding to plan and deliver Further and Higher Education in the Tayside region.

This funding is on condition that the College delivers overall student activity of at least **145,680** weighted student units of measurement (WSUMs) inclusive of ESF activity and signs and commits to deliver the outcomes detailed within this agreement document. Delivery of these outcomes will seek to support the achievement of the following five priorities:

Priority Impacts

Dundee and Angus College delivers significantly above the Scottish average and is committed to increasing the WSUMs delivered to 16 to 19 and 20 – 24 year olds by 2% from AY 2013/14 to AY 2014/15.

Between the period AY 2013/14 – AY 2014/15, the College will deliver the following priority impacts:

- 1. To maximise the opportunity created by the Tay Waterfront development by providing a skilled workforce to support projected growth in areas such as hospitality, cultural tourism and the energy sector in partnership with employers, local authorities, and economic development agencies.**
- 2. To work with schools and the university sector to provide articulation pathways and widen access by delivering a streamlined regional College curriculum that shortens learner journeys and enhances employment and progression opportunities.**
- 3. To increase the proportion of WSUMs delivered to learners from the 10% most deprived (SIMD) postcode areas by 2%.**
- 4. To maintain sector leading levels of learner retention and attainment, with maintenance of a successful outcome ratio of over 80%.**
- 5. To ensure the sustainability of the regional college through sound financial management of the public funds available, and to direct the maximum level of resource towards learners.**

For the Scottish Funding Council

For Dundee and Angus College

Signed: 

Position: Chief Executive

Date: 15 April 2014

Signed: 

Regional Chair

Date: 17 April 2014

Signed: 

Principal

Date: 17 April 2014

Dundee & Angus College Strategic Partnership Outcomes

Building on Scottish Government post-16 education reform priorities to: improve life chances; support jobs and growth; and ensure sustainable post-16 education, the Scottish Funding Council (SFC) have identified six key outcomes for colleges in Scotland to achieve as follows.

1. Efficient Regional Structures
2. High Quality and Efficient Learning
3. Access for People from the Widest Range of Backgrounds
4. Right Learning in the Right Place
5. A Developed Workforce
6. Sustainable Institutions

The table below indicates how these six SFC outcomes relate to the Priority Impacts on page 2 of this document:

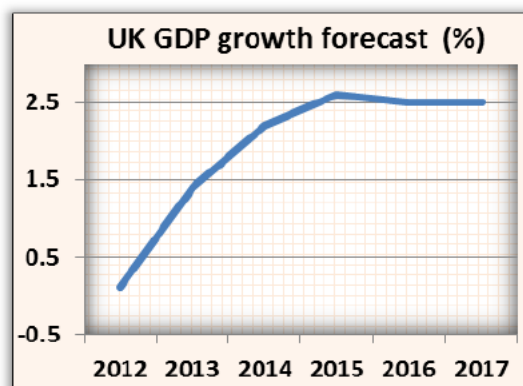
D&A College Priority Impacts	SFC Priority Outcomes					
	1. Efficient Regional Structures	2. High Quality & Efficient Learning	3. Access for people from the Widest Range of Backgrounds	4. Right Learning in the Right Place	5. A Developed Workforce	6. Sustainable Institutions
1. To maximise the opportunities created by the Tay Waterfront development by providing a skilled workforce to support projected growth in areas such as hospitality, cultural tourism, and the energy sector in partnership with employers, local authorities, and economic development agencies.		✓		✓	✓	✓
2. To work with schools and the university sector to provide articulation pathways and widen access by delivering a streamlined regional College curriculum that shortens learner journeys and enhances employment and progression opportunities.	✓	✓	✓	✓	✓	
3. To increase the proportion of WSUMs delivered to learners from the 10% most deprived (SIMD) postcode areas by 2%.			✓	✓	✓	
4. To maintain sector leading levels of learner retention and attainment, with maintenance of a successful outcome ratio of over 80%.		✓			✓	
5. To ensure the sustainability of the regional college through sound financial management of the public funds available, and to direct the maximum level of resource towards learners.	✓					✓

Environmental Context

LOCAL ECONOMIC ANALYSIS REPORT

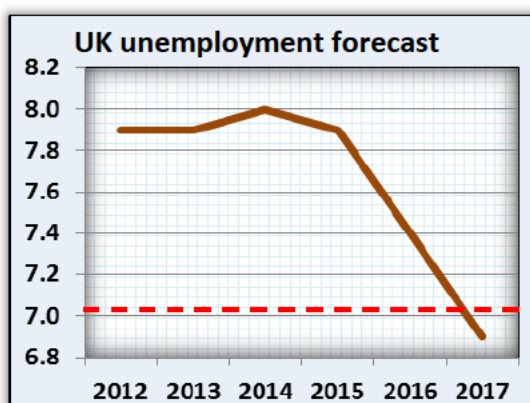
UK ECONOMY

- The UK economy is recovering at a 'slow and steady pace'¹ with GDP forecast to rise from 1.4% in 2013 to 2.6% in 2015² (see diagram right). In October 2013 the International Monetary Fund (IMF) upgraded its forecast for UK GDP growth by more than any other major economy, just six months after it downgraded its expectations for the UK³.
- Consumer spending is helping to drive the economic recovery but increasing consumer prices and falling wages suggest that consumers alone cannot sustain the recovery. Instead, it is anticipated that rising business confidence⁴ will lead to increased investment and exports which will accelerate economic growth over the coming months. Wage rises, however, are likely to remain below inflation, fuelling concern that living standards could fall for a sixth successive year.
- Guidance from the Bank of England's Monetary Policy Committee⁵ (MPC) states that the current 0.5% Bank Rate should not be increased until unemployment falls to 7%. This is not currently forecast to happen until 2017 (see diagram right). The MPC also recommends that the Bank Rate should not be increased if inflation is expected to rise above 2.5%. Inflation is currently falling but is predicted to remain in the range 2-2.5% from 2014 to 2017 (see diagram below right). On this basis the current historically low 0.5% Bank Rate appears unlikely to change for some time yet.
- The UK government is on track to beat the Office for Budget Responsibility (OBR) borrowing target of £119.8 billion by 2013-14 and borrowing is forecast to continue to fall in the medium term.
- The UK housing market is recovering from a low base, supported by deferred demand and by the improved availability of mortgage finance. Current spare capacity in the construction industry is expected to support improved housing supply.
- The main risks to UK economic recovery appear to be the continuing fiscal uncertainties in the Eurozone and United States. The UK's major European export markets are out of recession but remain weak. Unemployment in the Eurozone has risen, with Greece and Spain both suffering jobless rates above 25%. In the US, self-inflicted budget and debt limit crises have created market uncertainty and restricted employment and investment growth⁶.

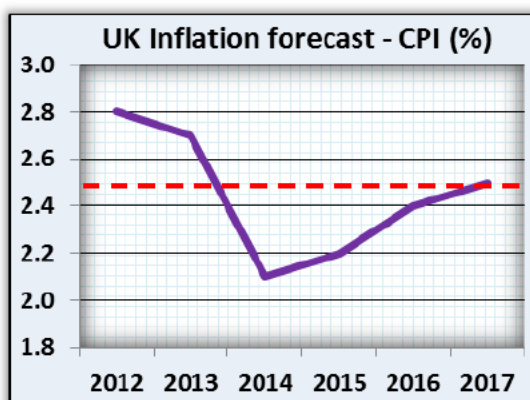


Source: Ernst & Young ITEM Club (Oct 2013)

Wage rises, however, are likely to remain



Source: Office of Budget Responsibility (Mar)



Source: Ernst & Young ITEM Club (Oct 2013)

1. Confederation of British Industry (CBI) press release (3 Nov 2013)

2. Ernst & Young ITEM Club - Autumn 2013 Forecast (Oct 2013)

3. 'IMF Makes UK Growth Forecast U-Turn' - Telegraph (8 Oct 2013)

4. ICAEW/Grant Thornton UK Business Confidence Monitor (4 Nov 2013)

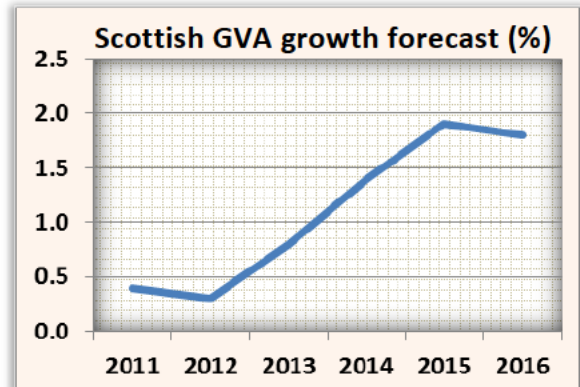
5. Bank of England Forward Guidance (7 Aug 2013)

6. 'Washington becomes biggest risk to U.S. economy' - Reuters (11 Oct 2013)

SCOTTISH ECONOMY

Key Economic Trends

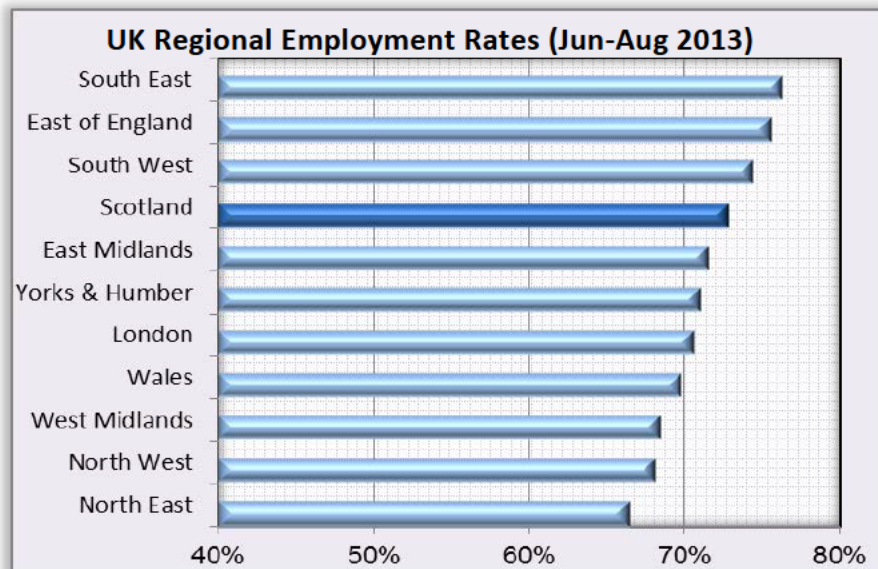
- Scottish GDP has recovered by 4.4% since the trough of recession. Recovery in Scotland is now expected to take place at a slightly slower rate than the UK as a whole due to Scotland's smaller stake in faster-growing sectors and larger share of sectors where falls in output are expected. Scottish GVA (see diagram right) is predicted to grow by 0.8% in 2013 and to reach 1.9% by 2015.



Source: Ernst & Young Scotland ITEM Club (Aug 2013)

- Scotland's labour productivity - a key factor in economic growth - is up by 1% (output per worker) since 2008 compared to a 3% UK fall, though Dundee and Angus have not performed so well (see page 11). Scotland also appears to have achieved a real increase in investment spending over the last five years⁷.

- Scotland continues to boast an employment rate above the UK average (see diagram right) but slow economic growth is likely to result in modest gains in employment, with the labour market not expected to really pick up until 2014-15.



Source: Office for National Statistics - Regional Labour Market data (Oct)

- Unemployment (claimant count) appears to have peaked at 5.1% in 2011 but the expected weak growth in employment suggests a slow reduction in Scottish unemployment.

- The sectoral structure⁸ of the current economic recovery differs between Scotland and the UK as a whole in the following ways:
 - The service sector is generally weaker in Scotland though growth within the production and manufacturing sector has been stronger in Scotland.
 - The decline in financial services both in Scotland and the rest of the UK may be bottoming out but it is doubtful whether the sector will return to pre-2008 levels of output.
 - Recovery in the business services sector in Scotland is stronger than that in the UK as a whole.
 - Growth in transport, storage & communications and real estate in Scotland is weaker, whilst in distribution it is stronger.
 - Drink exports account for 28% of Scottish exports (up from 18% ten years ago) but effort is required to diversify the Scottish export base and reduce strong reliance on one key industry.

7. Ernst & Young ITEM Club Scotland – Summer Forecast 2013 (Aug 2013)

8. Fraser of Allander Institute - Economic Commentary (Oct 2013)

Key economic trends (continued)

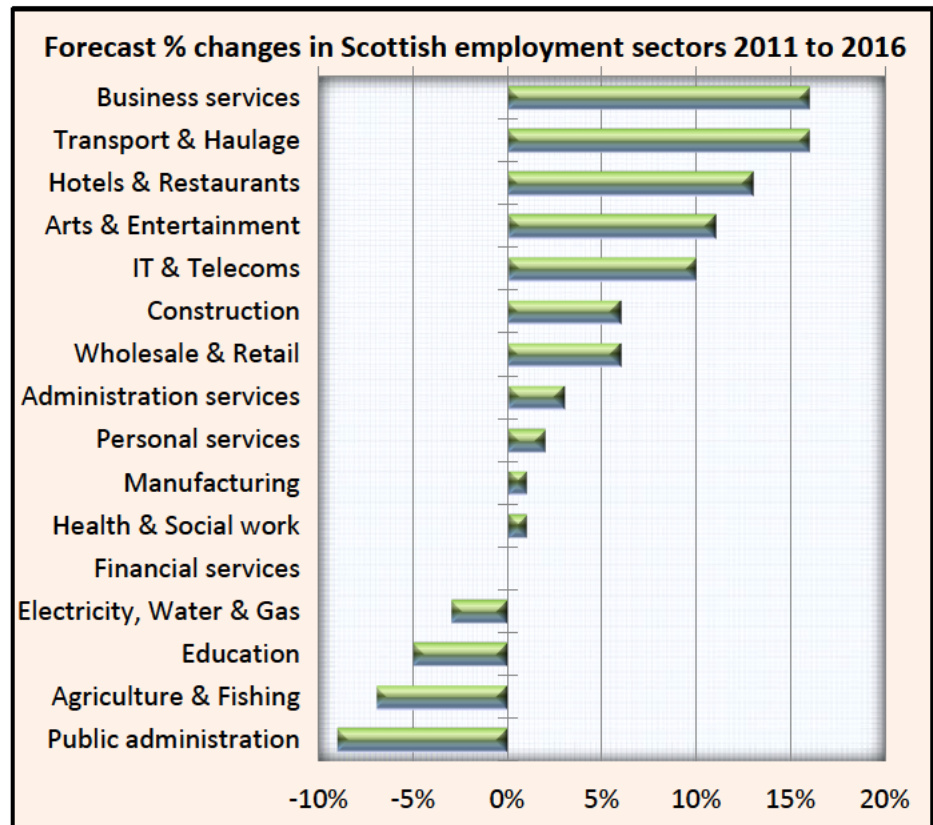
- Investment in housing in Scotland has dropped to an unsustainable level. However, the number of Scottish housing transactions is expected to increase over the next 18 months with house prices forecast to fall slightly in real terms.
- As for the UK as a whole, economic risk in Scotland arises from continuing fiscal uncertainties in the Eurozone and the United States. In addition, economic growth brings with it a threat of increased inflation. On the plus side, stronger investment performance in Scotland could drive productivity growth and net in-migration, though falling, could help to support longer-term growth if migrants can fill specific skill gaps.

Scottish Sectoral Forecasts

The priority economic sectors for the Scottish Government⁹ are tourism, life sciences, energy, financial services, creative industries, food & drink and universities.

Appendix A provides individual employment forecasts for sixteen of Scotland's key employment sectors through to the year 2016. For each sector the six-year trend is designated as either rising, broadly neutral or falling.

A summary of these sector trends is shown in the diagram on the right, indicating the total percentage change in employment for each sector from 2011-2016.



Source: Data from Ernst & Young Scotland ITEM Club (Aug 2013)

Sectors forecast to achieve the largest increases in employment through to 2016 are:

- Business Services
- Transport & Haulage
- Hotels & Restaurants
- Arts & Entertainment

Sectors forecast to experience decreased employment through to 2016 are:

- Public Administration
- Agriculture & Fishing
- Education
- Electricity, Water & Gas

9. Economic priorities for 2012 – www.scotland.gov.uk/News/Releases/2011/12/28143405

Scottish Employer Skills Survey

The Scottish Employer Skills Survey 2011¹⁰ provides analysis of the skills required by Scottish businesses, issues faced in acquiring these skills and the levels of provision of workforce training. The key findings of the survey are set out below.

Recruitment

In the two to three years preceding the survey, 27% of businesses had recruited a leaver from Scottish education - 18% from a secondary school and 9% from a college or university.

Work-readiness

Businesses that had recruited from Scottish education providers found them generally well prepared for work. The perceived level of work-readiness increased with the time recruits had spent in education. Those recruited from universities were best prepared.

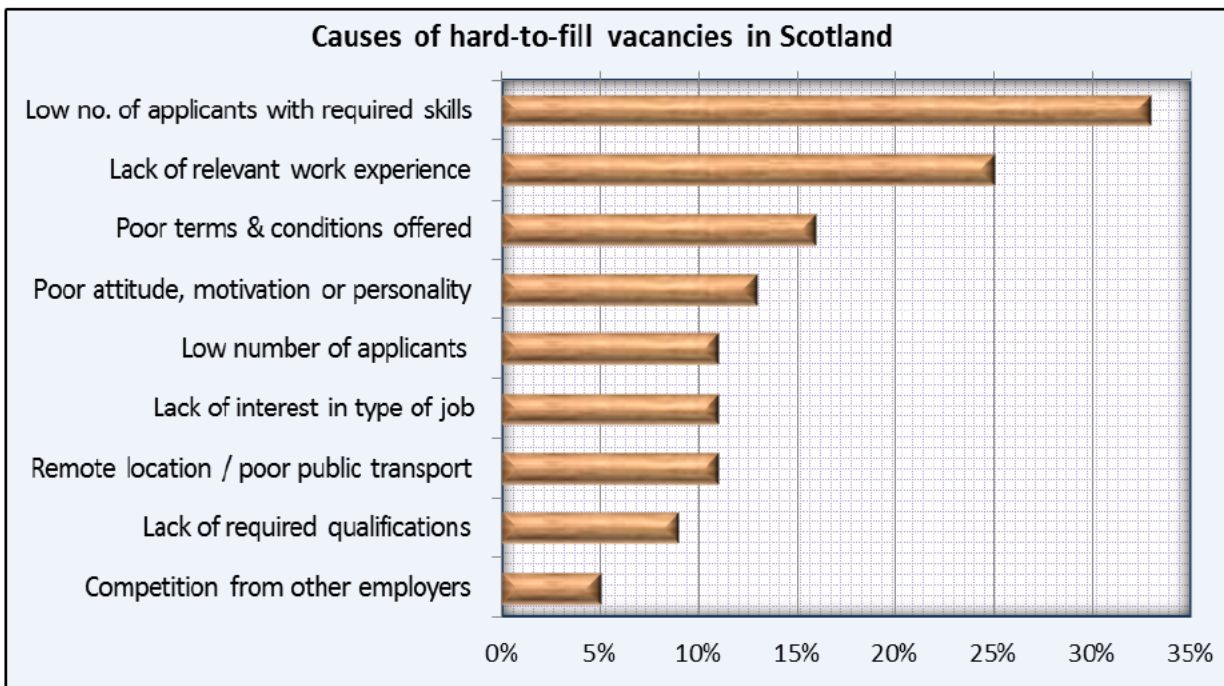
Businesses which responded that recruits were poorly prepared for work cited a lack of life experience or maturity as the most common reason (18% of businesses), followed by poor attitude or lack of motivation (13%), poor education (6%) and poor literacy and/or numeracy (1%). For college leavers, the most common reason given for being poorly prepared for work was a lack of required skills or competencies (reported by 12% of businesses).

Job vacancies

13% of businesses reported a job vacancy, equivalent to 45,800 across Scotland. 22% of total vacancies were reported as hard-to-fill, down from 35% in 2010 and continuing a falling trend since 2006.

The highest absolute numbers of hard-to-fill vacancies were in the Hotel & Restaurant sector (1,700) followed by Transport & Communications (1,500), Business Services (1,100) and Personal Services (1,100), though the highest *proportion* of hard-to-fill vacancies (as a percentage of total vacancies) was in Manufacturing (33%).

The overall causes of hard-to-fill vacancies, as reported by employers, are shown in the diagram below. The most common cause of hard-to-fill vacancies was a low number of applicants with the required skills for the job.



Source: Employer Skills Survey 2011- Scottish results (Dec 2012)

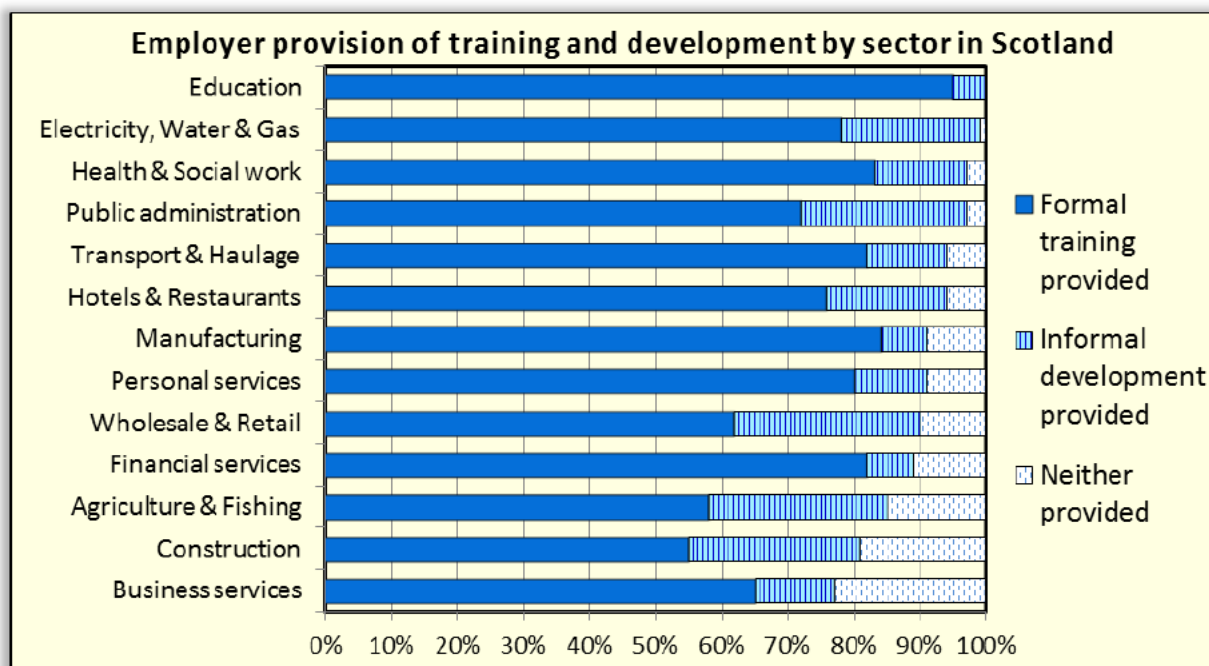
10. UK Commission's Employer Skills Survey 2011: Scotland Results (report published December 2012)

Skills Gaps

120,000 people in Scotland (5% of the total workforce) are reported to have a skills gap, affecting 17% of Scottish businesses. Skills gaps are caused mostly by transient factors such as incomplete training (52%) or staff new to the role (50%), though poor response to training (31%) and lack of motivation (26%) are also reported. Hotels & Restaurants were most likely to report skills gaps with 11% of the sector's workforce deemed not proficient to do the job to the required level.

Workforce training

71% of employers in Scotland provided either on or off the job training for at least one of their employees in the 12 months preceding the survey. In total, Scottish employers provided 9.7 million training days to 1.4 million staff (61% of the workforce). Training is, however, unevenly distributed across the workforce with larger organisations more likely to offer some form of training. Provision of training (both formal and informal) also varies by sector as shown in the diagram below.



Source: Employer Skills Survey 2011- Scottish results (Dec 2012)

Entrepreneurship in Scotland

Strathclyde University's Global Entrepreneurship Monitor for Scotland 2012¹¹ measured differences in entrepreneurial attitudes, activity and aspirations in Scotland in comparison with sixty-nine national economies representing around 74% of the world's population. The key findings were:

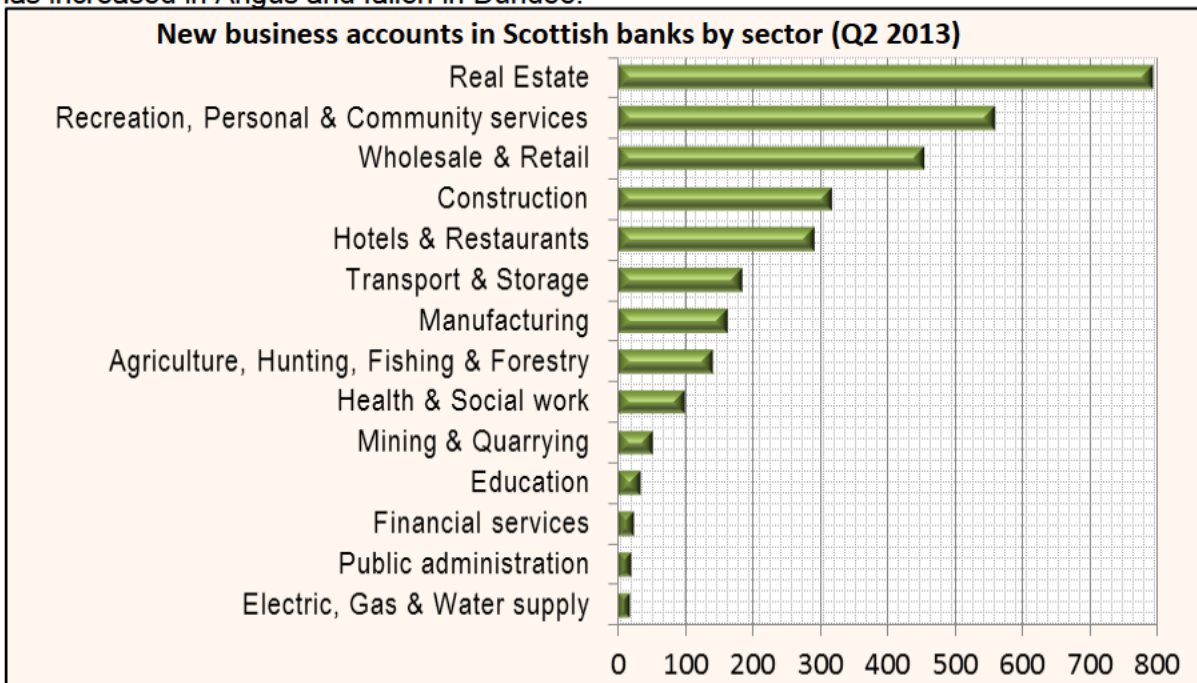
- In 2012, the proportion of working age people in Scotland intending to start a business in the next three years dipped from 9.8% to 8.5% - well below the UK figure of 11.3%.
- Total Early-Stage Entrepreneurial Activity (the percentage of the working age population who are about to start or who have recently started an entrepreneurial activity) rose from 6.2% to 6.9% - still significantly lower than the UK rate of 9.8%. However, the Scottish figure matched the average for twenty designated innovation-driven economies.
- Detailed analysis of Scotland's innovation-driven entrepreneurship suggests Scotland is relatively weak in opportunity perception, start-up skills, networking and aspirations.
- The growth in Scottish Early-Stage Entrepreneurial Activity is mainly accounted for by a rise in self-employed, low aspiration start-ups by graduates, possibly in response to the less buoyant jobs market. Graduates made up 40% of the random sample in 2012 compared with only 21% in 2002 and had more positive attitudes towards entrepreneurship than non-graduates.

11. Strathclyde University Business School - Global Entrepreneurship Monitor for Scotland 2012 (June 2013)

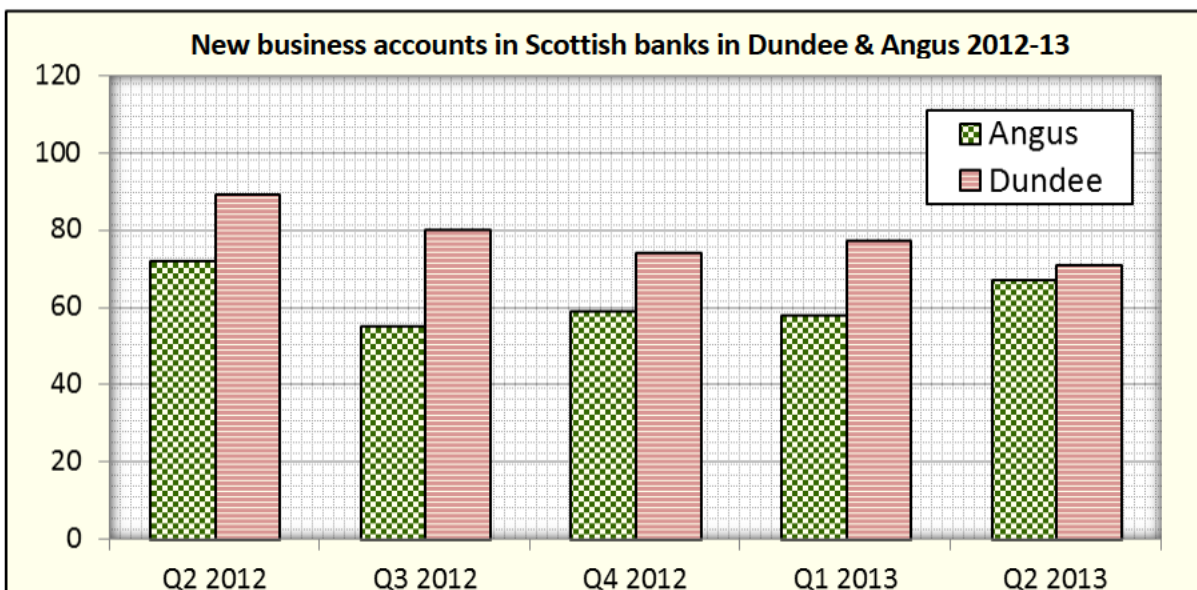
Entrepreneurship in Scotland (continued)

- Both Scottish migrants to England and English migrants to Scotland are more entrepreneurial than their non-migrant peers. English early-stage entrepreneurs in Scotland are also more growth oriented than Scottish counterparts, despite their older profile. 10% of early-stage entrepreneurs are immigrants from outside the UK, even though immigrants make up only 5% of the Scottish working age population.
- The Global Entrepreneurship Monitor report concludes that *'the move towards a more entrepreneurial environment in our universities and colleges is having a positive effect but we need to do much more'*.

The diagrams below show (top) the industrial sectors within which business start-ups are being made across Scotland, together with (below) the number of business start-ups in Dundee and Angus over the last five quarters. The most popular sector for start-ups in Scotland in Apr-Jun 2013 was real estate followed by personal services, retail, construction and hotels & restaurants. Compared to the Scottish self-employment average of 7.9% Angus is above average at 9.9% whilst Dundee is well below average at 4.3%. Over the last year the number of business start-ups has increased in Angus and fallen in Dundee.



Source: Committee of Scottish Bankers – Quarterly Statistics for New Businesses (June 2013)



Source: Committee of Scottish Bankers – Quarterly Statistics for New Businesses (June 2013)

DUNDEE AND ANGUS ECONOMY

Regional Context

Dundee and Angus College provides education services for around 35,000 students. The college has two campuses in Dundee, one in Arbroath and learning centres across Angus.

The student catchment area for Dundee and Angus College extends beyond the Dundee and Angus local authority boundaries, as illustrated in the map below. This shows an indicative geographical catchment for the college on the basis of a 40-minute drive time, producing a catchment area that extends into Fife, Perth & Kinross and Aberdeenshire.



Ideally the economic data used in this report would be based on a defined Dundee and Angus College operational catchment area along the lines of that described above. However, economic data are mostly collected on the basis of local authority and government administrative areas; therefore the combined Dundee and Angus local authority boundaries are used as the basis for the statistics in this report on a 'closest fit' basis.

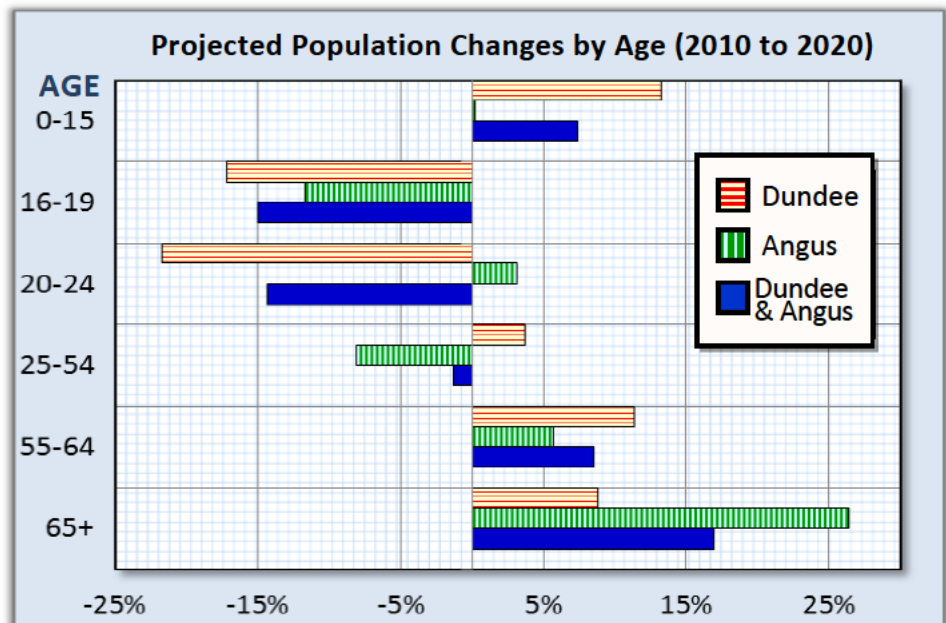
Some economic data are available on the basis of the Scottish Enterprise operational area of Tayside but this includes data for the Perth & Kinross local authority area which would be inconsistent with the Dundee and Angus basis described above.

Dundee and Angus Economic Overview

The main economic characteristics of the combined Dundee and Angus economy are outlined below.

Population

- Dundee and Angus has a total population of 264,000 people - 5% of Scotland's population. A total of around 58,000 enrolled students attend either Dundee and Angus College or one of the two Dundee universities.
- The populations of both Dundee and Angus are ageing. As shown in the diagram on the right, by 2020 the population of Dundee and Angus combined is forecast to increase by 8% for those aged 55-64 and by 17% for those aged 65+.
- In the same timescale, the combined population is predicted to decrease by 15% for those aged 16-19 and by 14% for those aged 20-24.



Source: General Register Office for Scotland

Dundee economy

- Dundee is a major regional employment, education and retail centre.
- The largest employment sectors¹² in the city are: Health and Social work (22.3% of jobs), Wholesale and Retail (15.4%), Education (11.2%) and Hotels and Restaurants (7.3%).
- Dundee contains the largest number of academic and biomedical researchers outwith Cambridge and is home to 13% of the UK's digital entertainment industry.
- Dundee also has the highest student to resident ratio of any city in Scotland.
- The £1 billion Dundee Waterfront project is the only major project of its type currently in Scotland and is the third most active regeneration project in the UK behind the Olympic Park and Wembley City in London¹³.
- Dundee has persistently high levels of deprivation¹⁴ with 30.7% of Dundee's population living in areas designated as the 15% most deprived in Scotland.

Angus economy

- Angus is a rural area of outstanding beauty featuring scenic glens and a rugged coastline.
- The largest employment sectors¹² in Angus are: Health and Social Work (17.9% of jobs), Manufacturing (16.2%), Wholesale and Retail (14.5%) and Hotels and Restaurants (7.2%)
- The Angus economy has been dependent historically on small to medium sized businesses and on traditional activities of food production & processing, agriculture, forestry & fishing and textile industries. It is acknowledged that the local economy needs to diversify and develop more growth industries, with a corresponding development of the relevant skills to achieve this.

- Angus has relatively low levels of deprivation¹⁴ with only 2.1% of the Angus population living in the areas designated as the 15% most deprived in Scotland.
- Rurality is recognised as an issue within the Angus economy and the College with mobility in respect of employment and study limited by rural location, economic ability and limited public transport links. To help to overcome these issues, the College operates a range of outreach facilities and provision designed to provide learning and training opportunities that meet localised need and operates a comprehensive transport service, providing dedicated bus services for learners from all main Angus population centres to facilitate their attendance at College.

12. Office for National Statistics (ONS) - Business Register Employment Survey 2010 (published Sept 2011)

13. <http://www.planningresource.co.uk/article/1176960/top-100-regeneration-projects-2013-ten-active-projects>

14. Scottish Index of Multiple Deprivation (published Dec 2012)

Dundee and Angus Labour Market

Labour Market summary

Appendix B contains detailed analysis of the combined Dundee and Angus labour market (local authority areas) together with Scottish comparison data¹⁵.

The key conclusions from this analysis are set out below.

Working Age Population:

- 64.7% of people in Dundee and Angus are of working age (16-64), slightly lower than for Scotland as a whole at 65.4%, mainly due to the relatively high number of people in Angus aged over 64.

Economically Active:

- 72.7% of working age people in Dundee and Angus are economically active compared to 76.7% for Scotland, mainly due to relatively high numbers of economically inactive people in Dundee.

Unemployment:

- 9.1% of people in Dundee and Angus designated as economically active are unemployed, compared to 7.8% for Scotland as a whole.
- Dundee's unemployment rate of 11.0% is well above the Scottish average of 7.8% whilst unemployment in Angus at 6.6% is below the Scottish average.
- Youth unemployment within the Dundee and Angus area is in line with Scottish average figures. These figures have shown a significant improvement in recent years, particularly in Dundee City. The role of the College is particularly important however, with the relative reduction in unemployment for the 16 – 19 year old age group being reflected in a similar increase in uptake of college places by this age group. Overall employment for the 16 – 19 year old age group within the region is below the Scottish average, with only 14.3% of young people entering employment.

Economically Inactive:

- 40,500 people in Dundee and Angus are designated as economically inactive, representing 23.7% of the local working age population - slightly higher than the Scottish figure of 23.3%.
- Within the Dundee and Angus economically inactive group 24.4% are students (full-time aged 16-64), 32.3% are long term sick, 16.5% are retired and 16.0% look after family and/or home.
- 33.6% of economically inactive people in Dundee and Angus indicated that they want a job, compared to only 25.8% for Scotland as a whole.

Occupation:

- Dundee and Angus have fewer people employed at a professional, technical and managerial level and more people in 'lower grade' work such as administration, skilled trades, caring, leisure, sales, machine operatives and elementary employment than Scotland as a whole.
- Angus has a relatively high proportion of people employed in administration & skilled trades (26.8% of total employed compared to 22.2% for Scotland) whilst Dundee has a relatively high proportion employed in caring, leisure & sales (26.1% of total employed compared to 18.1% for Scotland).

Qualifications:

- Slightly fewer working age people in Dundee and Angus have a recognised NVQ or 'other' qualification (87.7%) compared to Scotland as a whole (89.3%).
- In terms of higher level achievement, 37.2% of working age people in Dundee and Angus have an NVQ4+ qualification compared to 38.5% for Scotland.
- At the lower end, 12.4% of people in Dundee and Angus have no qualifications compared to 10.7% in Scotland as a whole.

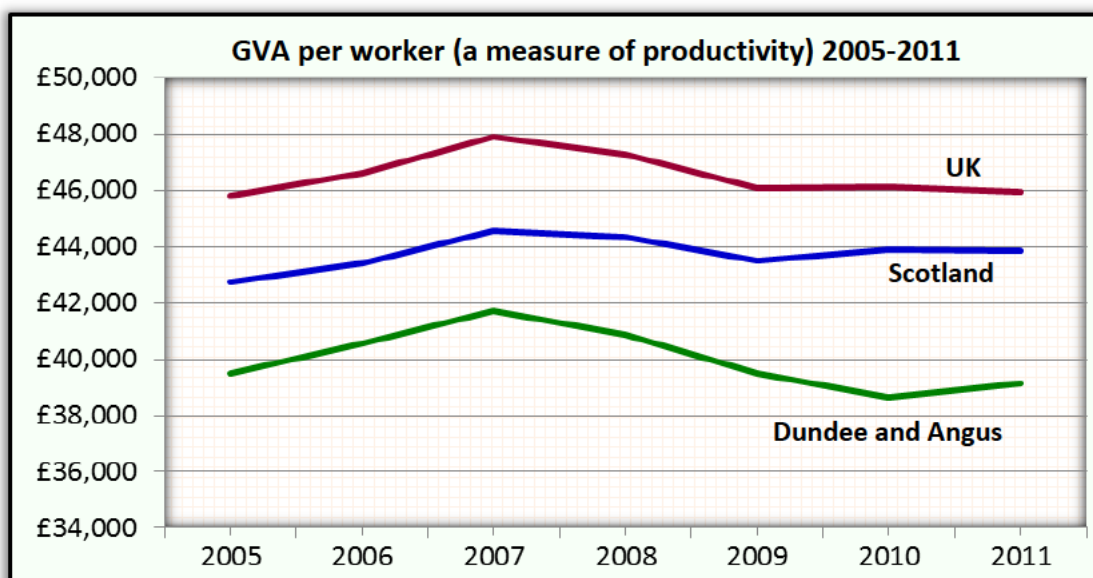
15. All labour market information is from NOMIS - Office for National Statistics (combined data for Dundee and Angus local authority areas)

Sectoral Employment summary

Appendix C shows sectoral employment trends (as a % of total employment) in Dundee and Angus in the five-year period from 2008 to 2013. The key findings from this exercise are:

- Employment in public administration, education and health has been on an overall falling trend over the last five years in Dundee (-2.8%) but a rising trend in Angus (+2.9%).
- Employment in hotels & restaurants has risen slightly in both Dundee (+1.3%) and Angus (+1.0%) over the five-year period but has fallen in Dundee (-2.7%) over the last three years.
- Employment in banking, finance and insurance has remained flat in Dundee but has risen (+2.0%) in Angus.
- Employment in manufacturing has risen significantly (+3.8%) in Dundee over the last four years but has risen only slightly (+0.5%) in Angus over the same period.
- Employment in construction has fallen slightly in both Dundee (-1.2%) and Angus (-2.1%) though forecasts suggest improvement in this sector.
- Angus has considerably more employment in the agriculture and fishing and energy & water sectors than Dundee which has minor levels.

Productivity (GVA per worker)



Source: Scottish Enterprise Regional Indicators Database; adapted from ONS Regional Accounts

Gross Value Added (GVA) per worker is a recently introduced measure of labour productivity, first published by the Office for National Statistics (ONS) in 2007. Productivity is widely recognised as a key indicator of overall economic performance and this particular measure calculates the amount of output (GVA) produced by a unit of input (worker). The diagram below provides a comparison of GVA per worker for Dundee and Angus, Scotland and the UK.

The most recent figures (for 2011) show that Dundee and Angus achieved only 89% of the GVA per worker achieved in Scotland and only 85% of the GVA per worker achieved in the UK. From 2005 to 2011 the productivity gap between the Dundee and Angus area and Scotland as a whole has widened. Similar results are evident from analysis of GVA per hour worked where Dundee and Angus achieved only 92% of the GVA per worker achieved in the UK in 2009¹⁶.

The highest figures for GVA per worker in Scotland are concentrated in and around Glasgow, Edinburgh and Aberdeen. As Scotland's fourth city, the below average labour productivity performance of Dundee is a notable issue within the overall data.

16. Office for National Statistics – Sub-Regional Productivity (May 2012)

OPPORTUNITIES

- **Entrepreneurship**

The Global Entrepreneurship Monitor for Scotland notes that entrepreneurial activity in Scotland is increasing but still lags well behind the UK rate. The report argues that co-ordinated effort is needed in Scotland to turn the increasing number of low aspiration start-ups (often by graduates) into higher quality, sustainable entrepreneurial initiatives. The report encourages education providers to provide specific tuition and mentoring in entrepreneurship skills and, in particular, highlights the need to improve opportunity perception, start-up skills, networking and aspiration in order to promote successful, innovation-driven entrepreneurship.

- **Skills issues**

'Low number of applicants with required skills' was the most commonly cited cause of hard-to-fill vacancies by Scottish businesses (see page 9 – *Job Vacancies*). An opportunity therefore exists to increase efforts in Dundee and Angus to address the reported skills gaps that adversely affect 5% of the Scottish workforce and 17% of Scottish businesses, particularly smaller businesses where the cost of training per worker tends to be higher.

- **Employment prospects**

Employment in business services, transport and haulage, hotels and restaurants, arts and entertainment and IT and telecoms in Scotland are all forecast to increase by 10% or more by 2016. Increasing business confidence is forecast to lead to increased investment and exports with a corresponding requirement for people with the appropriate technical and life skills. Improving economic conditions generally, coupled with deferred consumer demand, are prompting forecasts of increased house building and sales and this is expected to stimulate a rise in demand for housing-related construction skills.

- **Demographic changes**

In line with the general UK trend, the working age population within Dundee and Angus is expected to decline in future years, with a corresponding increase in the 65-74 and 75+ age groups. A decreasing working age population will create greater competition among employers for local labour and will reinforce the requirement for individuals with appropriate technical and life skills. At the same time, demand for health and care services will continue to rise as the proportion of elderly people increases.

- **Dundee Waterfront**

The £1 billion Dundee Waterfront development - including the prestigious V&A Dundee visitor attraction - offers a substantial programme of construction employment across five major zones along the River Tay as incremental development of the overall project takes place over the next decade and beyond. Dundee Waterfront will also create a major boost to tourism for both Dundee and Angus with an estimated three million additional visitors to the area and £1 billion of business and leisure tourism spending between 2015 and 2025¹⁷.

- **Life Sciences and Digital Media**

Dundee is home to one of the UK's most dynamic life science clusters with 18% of Scotland's life science companies based in Dundee and 4,000 people employed locally in the sector¹⁸. Dundee is also the location of one of Europe's most accomplished hubs for computer games and mobile digital content development. Over 3,300 people in 350 businesses are currently employed in Tayside within the digital media and creative industries¹⁹.

The continuing development of life sciences and digital media/creative activities in the Dundee city region brings a strong likelihood of continuing employment opportunities for appropriately skilled people.

- **Dundee renewables**

Renewable energy is an important part of the future for Dundee and the broader local economy, encompassing wind, marine and hydro energy, as well as bio, solar and geothermal energy. A growing number of businesses in Dundee and beyond are said to be either currently involved or are seeking to engage in the local renewables sector²⁰. The development of renewable energy in Dundee brings with it a variety of training needs and employment opportunities for the wider area.

- **Energy and technology**

Recent developments in the energy and technology sectors in the north-east of Scotland have enabled employment diversification in Angus into engineering, oil and gas and pharmaceuticals. The College has developed a successful programme of customised training programmes designed to meet the requirements of these industries in and around Montrose and Aberdeen and further opportunities are expected in the future.

- **Food and drink**

Angus is well-known for its high quality, specialist food and drink produce serving both the local visitor market and the Scottish export market. Increased visitor numbers forecast for Scotland as a whole and for the Dundee Waterfront development in particular are expected to create employment opportunities in the food and drink sector alongside the growing hotel and restaurant sector.

- **Productivity**

Dundee's historically low level of labour productivity in comparison to the three larger Scottish cities sets a clear challenge to identify the causes of this productivity deficit and to devise and implement remedial actions. Such actions will require a partnership approach comprising providers of education working with private and public sector organisations.

- **Labour market**

The combined Dundee and Angus area underperforms Scotland as a whole across a range of indicators including employment, qualifications and occupation, presenting a long-term challenge to all organisations with an influence on the labour market.

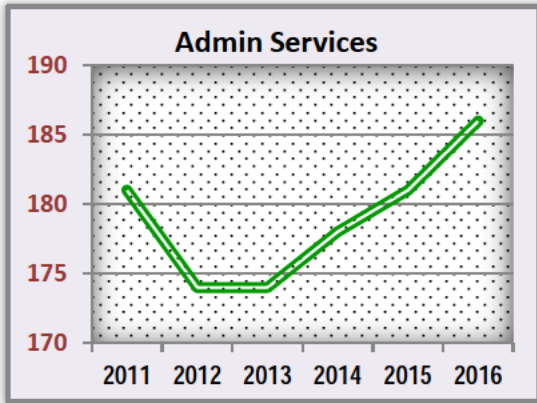
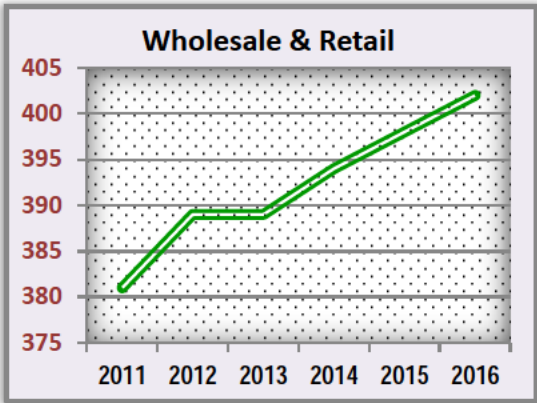
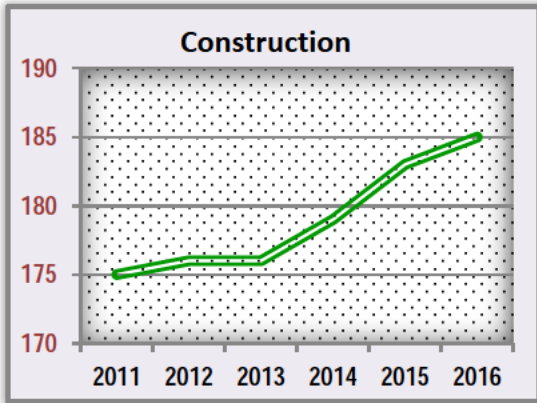
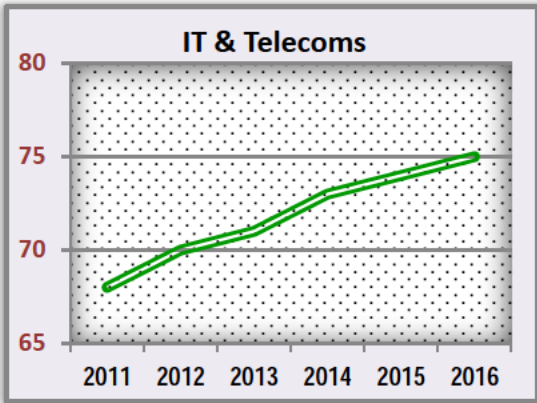
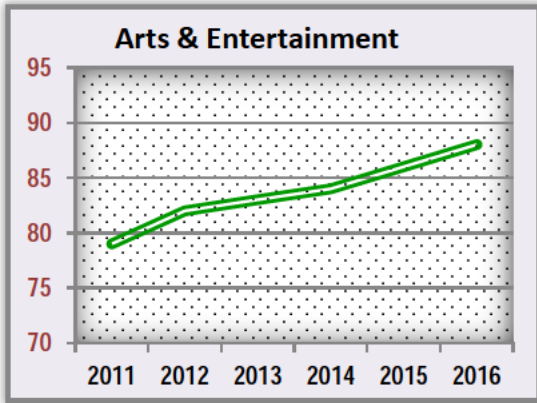
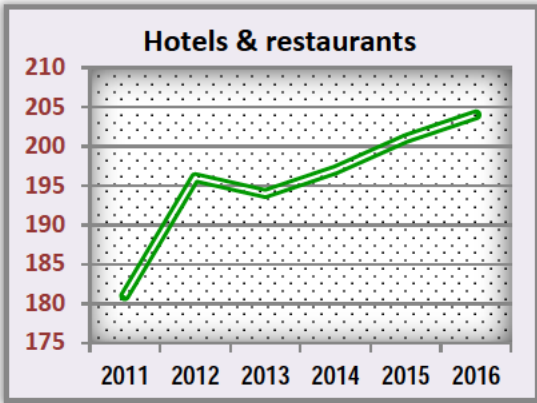
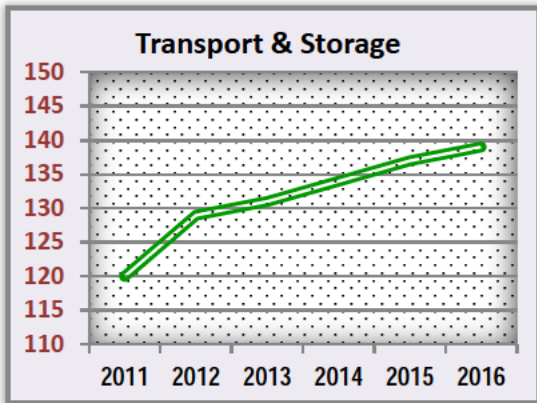
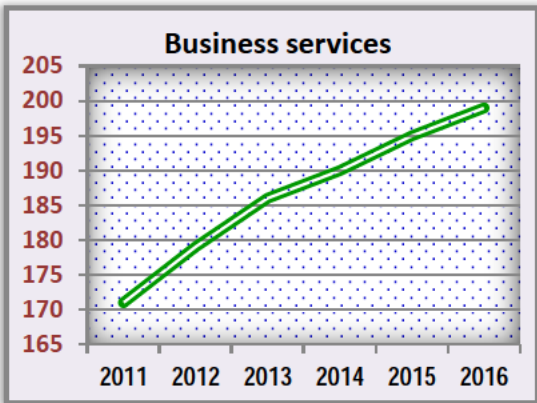
17. www.dundeewaterfront.com (November 2011)

18. www.biodundee.co.uk/Life+Science+in+Dundee

19. *Creative Industries – Digital Media* – www.locate-dundee.co.uk

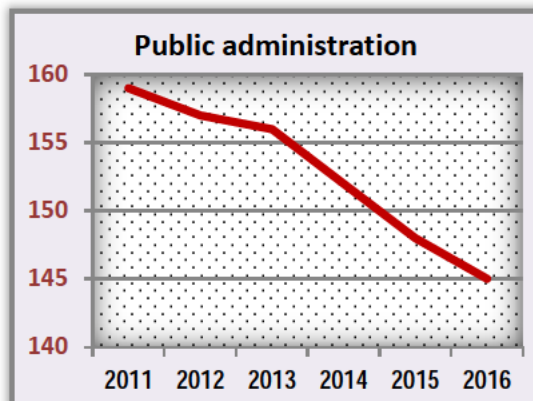
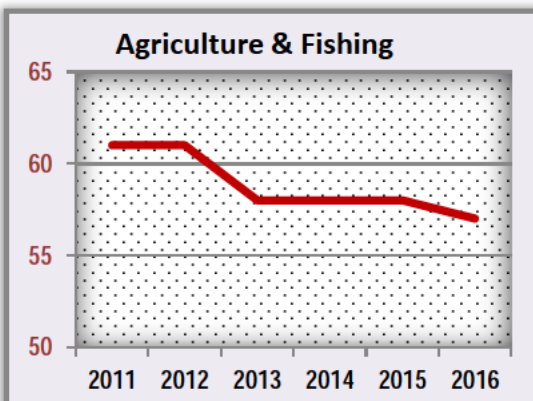
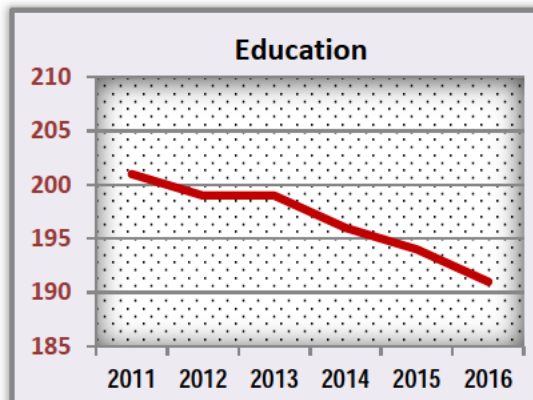
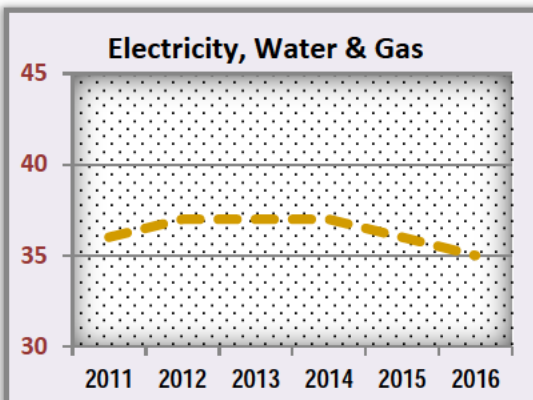
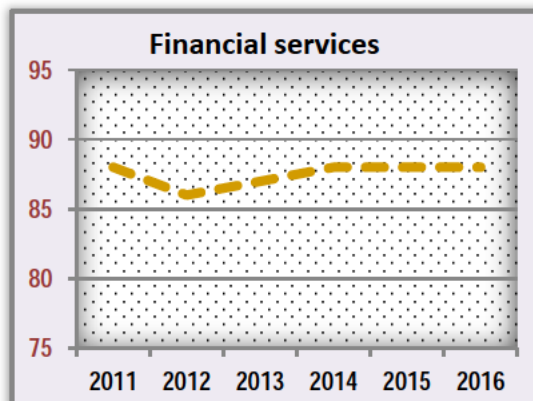
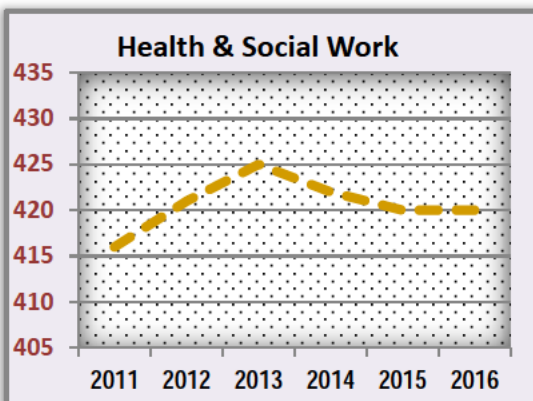
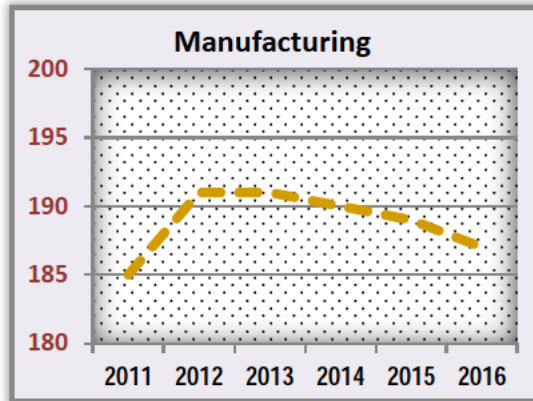
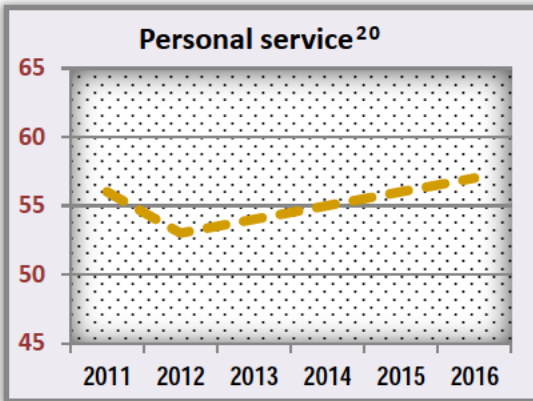
20. www.dundeerenewables.com (November 2012)

APPENDIX A: Scottish Sectoral Forecasts: Number of employees by sector 2011-16 (000s)



Source: Ernst & Young ITEM Club – Scottish Summer Forecast (June 2013)

Appendix A (continued): Scottish Sectoral Forecasts



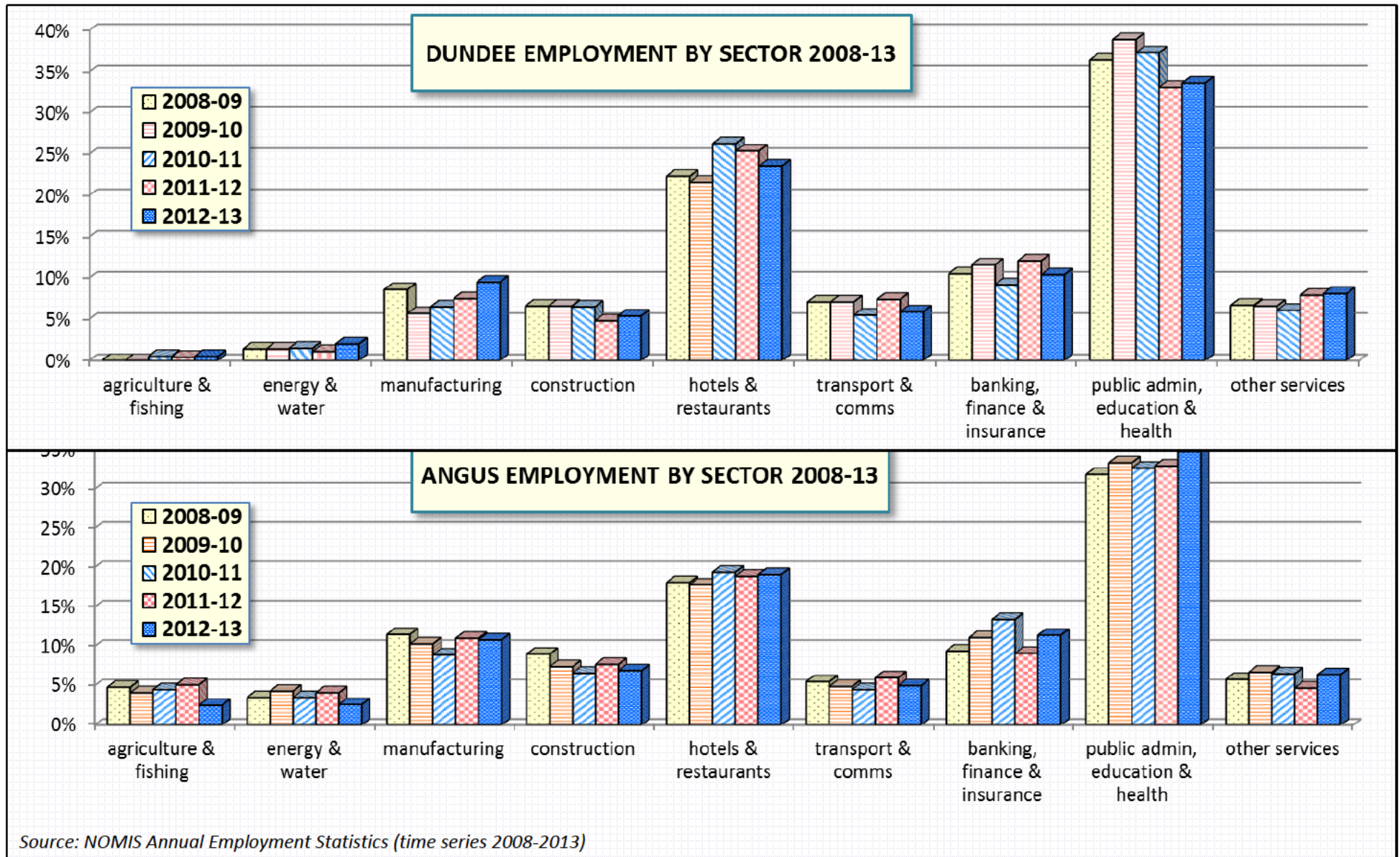
Source: Ernst & Young Scottish ITEM Club - Scottish Summer Forecast (June 2013)

21. 'Personal services' include physical well-being services, hair & beauty, laundry and funeral services

	DUNDEE	ANGUS	DUNDEE & ANGUS	SCOTLAND
POPULATION [data from 2012]				
Total population	145,570	116,200	262,000	5,313,600
- as % of Scottish total	2.8%	2.2%	5.0%	100%
WORKING AGE POPULATION (16-64) [data from 2012]				
Working age population (16-64)	98,900	72,000	170,900	3,475,094
- as % of total population	66.9%	62.0%	64.7%	65.4%
ECONOMICALLY ACTIVE (16-64) [data from Jul 2012-Jun 2013]				
Economically active	70,000	54,300	124,300	2,665,397
- as % of working age population	70.8%	75.4%	72.7%	76.7%
Employment	63,592	52,416	116,008	2,453,416
- as % of working age population	64.3%	72.8%	67.9%	70.6%
Unemployed	7,700	3,600	11,300	207,901
- as % of economically active	11.0%	6.6%	9.1%	7.8%
ECONOMICALLY INACTIVE (16-64) [data from Jul 2012-Jun 2013]				
Total	26,100	14,400	40,500	809,697
- as % of working age population	26.4%	20.0%	23.7%	23.3%
Student (full-time 16-64)	7,300	2,600	9,900	182,992
- as % of economically inactive	28.0%	18.1%	24.4%	22.6%
Long-term sick	8,500	4,600	13,100	235,622
- as % of economically inactive	32.6%	31.9%	32.3%	29.1%
Looking after family/home	4,100	2,400	6,500	165,988
- as % of economically inactive	15.7%	16.7%	16.0%	20.5%
Retired	3,700	3,000	6,700	136,029
- as % of economically inactive	14.2%	20.8%	16.5%	16.8%
Wants a job	9,100	4,500	13,600	208,902
- as % of economically inactive	34.9%	31.3%	33.6%	25.8%
Does not want a job	17,000	10,000	27,000	600,795
- as % of economically inactive	65.1%	69.4%	66.7%	74.2%
EMPLOYMENT BY OCCUPATION [data from Jul 2012-Jun 2013]				
Managerial/Professional/Technical	21,100	19,300	40,400	1,114,136
- as % of total employed	33.9%	38.2%	35.8%	41.8%
Administration and skilled trades	11,900	13,500	25,400	591,718
- as % of total employed	19.2%	26.8%	22.5%	22.2%
Caring/leisure/sales	16,300	9,100	25,400	482,437
- as % of total employed	26.1%	17.9%	22.5%	18.1%
Machine operatives/elementary	12,900	8,600	21,500	474,441
- as % of total employed	20.8%	17.1%	19.1%	17.8%
QUALIFICATIONS [data from 2012]				
NVQ4 and above	35,400	24,700	60,100	1,337,911
- as % of working age population	37.6%	36.6%	37.2%	38.5%
NVQ3 and above	52,900	38,000	90,900	2,032,930
- as % of working age population	56.1%	56.4%	56.3%	58.5%
NVQ2 and above	64,400	48,500	112,900	2,540,294
- as % of working age population	68.2%	72.1%	69.9%	73.1%
NVQ1 and above	75,700	56,600	132,300	2,891,279
- as % of working age population	80.2%	84.0%	81.9%	83.2%
Other qualifications	6,200	3,100	9,300	211,981
- as % of working age population	6.6%	4.7%	5.8%	6.1%
No qualifications	12,400	7,600	20,000	371,835
- as % of working age population	13.2%	11.3%	12.4%	10.7%

Source: NOMIS - Office for National Statistics (data for Dundee, Angus and Scotland)

APPENDIX C: Employment trends in Dundee and Angus by sector from 2008 to 2013



Dundee and Angus College ROA – Link to Local Authority Single Outcome Agreements

Dundee and Angus College has long standing and positive partnership links with the local authorities with which it interacts. These links are predominantly with Dundee City Council and Angus Council, although increasingly the College is engaging with other local authorities within the neighbouring authorities of Fife, Perth & Kinross and Aberdeenshire.

In support of these arrangements, and to ensure that there is a joined up approach to planning, Dundee and Angus College plays an active and important role as a member of both the Dundee City Council and Angus Council Community Planning Partnerships.

Whilst Dundee and Angus College is not a member of the Fife, Perth & Kinross or Aberdeenshire Community Planning Partnerships, its catchment area extends into these geographical areas and the College has the opportunity to support the achievement of the relevant partnership objectives set out in their respective Single Outcome Agreements.

National Outcomes

All five of the local authorities mentioned above have adopted the Scottish Government's National Outcomes relevant to learning and skills as follows:

- We realise our full economic potential with more and better employment opportunities for our people.
- We are better educated, more skilled and more successful, renowned for our research and innovation.
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Dundee and Angus College plays a particularly important role in supporting the delivery of the following range of outcomes within our key local authority areas.

Key Local Authority CPP Outcomes

Dundee City Council Single Outcome Agreement 2012-2017

The key outcomes related to learning and skills in the Dundee City Council Single Outcome Agreement (SOA) are as follows:

- Our people will be better educated and skilled within a city renowned for learning, research, innovation and culture.
- Dundee will be an internationally recognised city at the heart of a vibrant region with more and better employment opportunities for our people.
- Our higher and further education institutions drive growth in teaching and research and through supporting knowledge intensive industries.

The Dundee SOA also adopts the following 'intermediate outcomes' related to learning and skills:

- Increased confidence and skills through community, further and higher education.
- Reduced inequalities through learning.
- Increased levels of adult literacy and numeracy.

Angus Council Single Outcome Agreement 2013-2016

The key outcomes related to learning and skills in the Angus Council Single Outcome Agreement (SOA) are as follows:

- Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens.
- Adults maximise their potential through learning opportunities.

The Angus SOA also sets outcomes associated with 'supporting skills' as follows:

- Support the needs of local business with a skilled and motivated workforce.
- Support local people to take up employment opportunities.
- Develop opportunities for young people entering education, training and volunteering.

The Angus SOA also sets outcomes associated with 'employability skills' as follows:

- Investment in skills and personal development for people both out of work and in work.
- Match local skills with local job opportunities.
- Establish more modern apprenticeship opportunities.
- Focus on further and higher education.
- Promote volunteering opportunities.
- People - especially young people - will be better equipped to access work, education, training and volunteering locally and elsewhere.

Throughout the duration of this agreement the College will seek to strengthen further and develop our partnership ties with each authority and will seek to ensure that College ROA and local authority SOA outcomes converge to deliver seamless and efficient learning opportunities within our communities.

Neighbouring Local Authority Agreements

The following outcomes feature within the SOAs for neighbouring local authorities. During the period of this agreement, the College will further develop links with these authorities to ensure that the learning and skills needs across the whole catchment area of the College are met.

Fife Single Outcome Agreement 2011-2020

Local outcomes related to learning and skills in the Fife Single Outcome Agreement (SOA) are:

- Extending employment and skills opportunities.
- Raising educational attainment and reducing educational inequality.
- Growing businesses and employment in key sectors (including renewables and tourism).
- Enabling people to find employment and to become economically active.
- Making the most of the economic opportunities that will arise from changing population in areas such as health care, leisure and tourism.
- Raising educational attainment for young people in Fife's most deprived households.
- Narrowing attainment inequalities to enable young people to reach their full potential

- Ensuring that businesses, organisations, individuals and families have the right skills and learning opportunities to deal with changes in work

Perth & Kinross Single Outcome Agreement 2013-2023

Local outcomes related to learning and skills in the Perth & Kinross Single Outcome Agreement (SOA) are:

- Young people reach their potential
- People are ready for life and work
- Employment opportunities for all

The Perth & Kinross SOA also sets out the following vision in relation to young people's education:

- Enable all young people to develop the skills and attributes required to be successful, take responsibility, make effective contributions to society and demonstrate a well-placed confidence about the things they do and say.
- Provide opportunities to develop skills including leadership, working with others, problem solving, critical thinking and enterprise.
- Ensure young people are equipped with the right skills for learning, life and work in the twenty-first century.

Aberdeenshire Single Outcome Agreement 2013-2023

Local outcomes related to learning and skills in the Aberdeenshire Single Outcome Agreement (SOA) are:

- Develop a pipeline of people with the right skills to meet the current and future needs of the economy.
- Improve attainment and achievement for all users.

The Aberdeenshire SOA also proposes the following actions in relation to learning and skills:

- Engage with employers and work in partnership to deliver skills training which meets employers' needs and ensures that appropriately trained people are available for hard-to-fill vacancies.
- Develop and deliver sector-based skills academies in construction, care, retail, hospitality, digital facilitation and rural skills.
- Support individuals who are seeking work through the 'pipeline' approach to services and opportunities to improve their employability and help secure employment.
- Support the development of an Oil & Gas Academy by (North East Scotland College), RGU and Aberdeen University to help address skills shortages in the energy sector.
- Ensure that appropriate information, guidance and support is in place for accessing learning and development opportunities.

Environmental Context Conclusions

The environmental context within which the College operates is challenging, diverse and ever changing. The impact of recession has been disproportionately severe within the Dundee and Angus region, whilst demographic changes and long-term issues of urban deprivation, rural isolation, unemployment and economic inactivity remain prevalent.

The economic and environmental analysis undertaken does however also show that there are significant opportunities for the College to develop, enhance and grow the services it offers for the benefit of the region. The Dundee and Angus region is almost unique in respect of the combination of key growth sectors prevalent within its local economy, giving significant potential for future economic growth and improved prosperity.

The Dundee Waterfront development is the largest urban regeneration project of its type in Scotland, and is one of the largest and fastest paced regeneration developments in the UK. To be successful, the skills and training needs of the region must match and support the infrastructure and employment developments taking place. Throughout the duration of this agreement, the College will develop and amend its curriculum and services to meet these needs fully.

The College is not alone in terms of the challenges and opportunities faced within its region, and one of the key drivers for success will be the extent to which effective partnerships are built and developed to maximise opportunities and outcomes.

The commitment of the College to work with employers (public, private and third sector) alongside local authorities, university partners, SDS and other stakeholders is outlined throughout the remaining sections of this agreement. Alongside this, is our commitment to be an adaptive, responsive, high quality and efficient college to ensure that the needs of our region are met.

Commission for Developing Scotland's Young Workforce - Interim Report

The Commission for Developing Scotland's Young Workforce ("The Wood Commission") published its interim report in September 2013. <http://www.scotland.gov.uk/Publications/2013/09/7161/1>. This report outlines 12 main recommendations, each of which has the potential to impact significantly on the sector as a whole.

Within its interim report, the Commission has focused on "the importance of enhancing vocational education in schools through partnership with colleges, the opportunities presented by the enlarged regional colleges, and the increasing importance of quality apprenticeships to higher skilled, modern employment opportunities".

The interim report puts significant emphasis on the importance of vocational links between schools, colleges, and employers, and on the important and growing role that colleges play in the skills development of young people to help drive economic growth.

The College has welcomed this report and its recommendations. These recommendations closely match the aspirations and intended outcomes outlined within this agreement. As an early action, the College will seek to make use of any funding available from the SFC to deliver additional outcomes through further links and activities between our schools, employers and the College.

Outcome One: Efficient Regional Structures

Background and Context

The College

Dundee and Angus College provides further education services for the region of Scotland mainly focussing on the population centres of Dundee and the Angus towns, but stretching in reach south to the northern parts of Fife, west to areas of Perthshire, and north to Laurencekirk, South Aberdeenshire and the Mearns.

The most recent population figure for the region is 264,000. Dundee City – 147,800 and Angus – 116,200 - although the “travel to work” area served by the College has a total population of approximately 500,000. As a result, around 16% of all college students come from outwith the regional area considered in respect of funding and activity projections.

The College came into existence on 1 November 2013, combining a large urban college in Dundee with a rural, community college in Angus. The new College has extensive networks of activity across the whole region and is a key player in education and training, economic development and community planning.

It has worked well across all areas of the region, supporting changes in the local environment, working with partners to support new and established industries, and providing the skills and services required to support the economy of our diverse communities.

The combined regional estate consists of three main campus buildings, two in Dundee and one in Arbroath supported by outreach centres in the city of Dundee, and throughout the main towns of Angus.

The new College embraces (together with our local authorities, economic development agencies, and others) the key drivers for future regional development, including amongst others:

- the growth of the construction, hospitality and tourism economy in Tayside stimulated by the Victoria and Albert (V&A) museum in Dundee;
- the significant potential of renewable energy developments in the river Tay and offshore waters (particularly in wave and wind power);
- opportunities within the north sea energy sector; and
- the need to provide skilled workers to meet demands within the care, IT and business services industries.

The new College operates a series of guiding principles established through our merger consultations:

- The strengths of both former institutions are built upon
- The educational needs of our diverse communities are served
- The student experience is improved
- Highly professional and motivated staff are recognised
- Government funding guidelines are adhered to

The Principal, Executive, Senior Leadership Team and key management posts have been appointed and took up post between March 2013 and April 2014.

Work to combine the Finance, Learner Services, ICT and Admissions and Student Finance, Human Resources, Quality and other operations is well underway. The target activities planned to be ready for vesting day were all successfully achieved and timelines are in place to continue the alignment of services over a two year period. This will include the introduction of a new student record system and the transfer to a single SQA Centre for commencement of academic session 2014/15.

Curriculum review and planning commenced in full in early 2014 as new Academic Heads were appointed and departmental structures reviewed. Further detail on the rationale and process for curriculum review and planning are provided below in the section on 'Right Learning in the Right Place'.

The College is committed to the delivery of 'Opportunities for All' and is committed to achieving the 16 -19 guarantee of training and education places for all young people in the region. It has historically recruited numbers above the Scottish average and will continue to target proportional growth in this key outcome, working with partners, over the planning period of this Regional Outcome Agreement.

The new Board of Management has been appointed and begun the work of overseeing the operation of the new College. The Board of Management is committed to:

- providing a more streamlined and improved learner journey for students.
- working together to become a valued strategic local partner.
- providing a single coherent offer to local business.
- making efficiency gains to ensure the maximum resource is allocated to front line learning and teaching.

Throughout the period of this Outcome Agreement, the College is committed to delivering on the following ambitions (established as part of the merger consultation arrangements and detailed within our formal merger proposal).

Our Ambitions

In order to achieve our vision we aim:

- To create enhanced and inspiring learning opportunities for all
- To achieve excellence in every aspect of our learning, teaching and services
- To be recognised as the key Skills Development Centre for Dundee and Angus
- To develop national and international Centres of Excellence to support Scotland's strategic industries
- To make a major contribution to the economic success of the region
- To be regarded as a high value and trusted asset by our regional and national partners
- To engender an ethos of pride and belonging amongst staff and students
- To be international, national, regional and local in our outlook
- To develop a physical estate which provides state-of-the-art facilities and maximises the use of new and emerging technology
- To maximise opportunities for students, encouraging them to enjoy their learning, develop their employability skills and achieve their aspirations
- To become a sustainable, confident, dynamic and vibrant organisation which thrives on opportunity and challenge

Unit Cost Efficiencies

The following chart indicates the planned financial forecast and efficiency outcomes to be achieved over the period 2014/2015 and 2015/2016. Given current uncertainties regarding future funding and the impacts of the Office for National Statistics (ONS) reclassification of Colleges, financial forecasts and efficiency developments have been limited to this two year period.

College Efficiency Measures

	Dundee 2012/13	Angus 2012/13	D&A 2012/13	D&A 2013/14*	D&A 2014/15	D&A 2015/16	Notes
Income	28,740	12,345	41,085	27,110	39,721	38,871	1
Expenditure	29,294	12,295	41,589	27,110	39,721	38,871	2
VSS Costs	1,687	972	2,659	1,000	984	0	3
Expenditure excl VSS Costs	27,607	11,323	38,930	26,110	38,737	38,871	
Staff Costs	17,251	7,934	25,185	16,430	24,124	23,324	4
SUMs Delivered	98,718	44,505	143,223	144,000#	144,000#	144,000#	
Staff Costs % of Total Expenditure	58.9%	64.5%	60.6%	60.6%	60.7%	60.0%	
Unit Cost per WSUM – Staff Costs	175	178	176	176	168	162	5
WSUMs per FTE Teaching Staff	534	356	462	462	497	505	6

* FY 2013/14 has been revised from 1 August 2013 to 31 March 2014

includes 9,500 WSUM activity supported by transitional funding in 2013/14 and 2014/15.

Notes

1. SFC Income assumed flat bar for reduction of 500 places funding from AY 2015/16 onwards.
2. Assumed, post ONS reclassification, that a surplus trading position is reduced to break-even via donations to ALF year on year.
3. The current VS scheme ends on 31 July 2015 - for ease of presentation all costs are assumed to be accounted for by 31 March 2015.
4. Staff costs reduce as the full-year effect of VS accrues.
5. Unit costs per SUM will fall with reductions in staff FTEs
6. WSUMs per FTE will increase with reductions in staff FTEs.

OUTCOME 1	Objectives 2014 - 2017	Intended Impacts
<p>Efficient Regional Structures</p> <p><i>To deliver efficient regional structures to meet the needs of the region.</i></p>	<p>A. To complete the transformation into a single College that operates as a key strategic partner, building on existing strengths to enhance opportunities and experiences for learners and our communities.</p> <p>B. To improve the quality, range and relevance of the College's services to the region.</p> <p>C. To ensure that models of best practice are built on to offer all students access to excellent and equivalent levels of service across the whole college campus</p> <p>D. To provide effective, efficient and integrated core business systems for the new college.</p> <p>E. To ensure efficient allocation and utilisation of staffing and skills to deliver on all regional outcomes.</p>	<ul style="list-style-type: none"> • An effective regional college is created that is successful in maximising the resources it can make available to enhance learning opportunities and the learner experience. • The education and training needs of our communities are met. • Training and development opportunities that meet the needs of business are enhanced. • Best practices are identified, shared and embedded within College services • College scale ensures that better partnership working is achieved

Outcome Two: High Quality and Efficient Learning

Background and Context

Dundee and Angus College has a successful and increasing range of agreements with HE partners locally and further afield to ensure that students have the opportunity to gain access, progress and articulate to degree programmes either within a joint programme of studies or by gaining advanced entry in years two or three.

For the academic year 2013/14, SFC introduced funding for additional places for fully articulated students with the specific intention of expanding the number of '2+2' and '1+3' guaranteed places for students moving from College to University. Dundee and Angus College has benefited from this scheme with a total number of 80 'Associate Students' of the University of Abertay Dundee and the University of Dundee currently studying at the College. These students participate in classes both at College and at University and are jointly supported by both institutions. The specific numbers and areas of study agreed for the College are detailed in the table below.

Additional Articulation Places, University of Abertay Dundee and University of Dundee: Dundee and Angus College

Degree route	University of Abertay Dundee 2+2	University of Dundee 1+3
Life Sciences / Environmental Sciences (UOD)	8	16
Computing	10	13
Computer Arts and Design	8	2
Sport	14	N/A
Art and Design	N/A	9
Total	40	40

These additional articulation places provide enhanced opportunities for our learners which we welcome.

The College is working closely with our partner universities in Dundee, with clear processes established for the monitoring and review of programmes.

Planned liaison arrangements between the university and college staff teams, including a shared HN Degree Advisor based at College and at University also supports learners in both institutions. Strategic discussions are underway to establish clear progression routes between the schools, Dundee and Angus College and local universities. Plans for additional course mapping with a view to expanding the range of subjects/routes available, and plans for extended sharing of resources will be further developed and embedded through our curriculum review and planning activities.

Widening Access Places, University of Dundee: Dundee and Angus College

In addition to the articulation places, further funding has been made available to the Universities specifically for widening access in an effort to recruit students from the 40% most deprived areas in Scotland. The Dundee University places aim to support individuals from disadvantaged areas who would not normally progress to University but have the potential for success.

Dundee and Angus College currently has 17 students benefitting from this scheme in the “STEM” areas of Computing and Life/Environmental Sciences. These students follow approved co-curriculum degree programmes delivered both at College and at University for their first year before they progress onto the second year of their chosen degree at the University of Dundee. These bespoke programmes provide the core knowledge and skills required to enable a seamless transition into second year at university. A new memorandum of co-operation will be implemented in 2014/2015 to support this work and discussions have started with a view to creating similar routes into Engineering.

The work done by the two legacy colleges in projects funded by the Tayside and Fife Articulation Hub (TAFAH; the *CaVE pilot programme with Dundee University in the Computing area; the Care project based on the new qualification in HNC Care and Administrative Practice now delivered at Dundee and Angus College; and the model developed in partnership with the University of Abertay and colleges in Fife; have supported the development and expansion of the additional and widening access articulation routes/guaranteed places schemes, particularly in the field of Adult/Mental Health nursing.

The Open University in Scotland (OUiS) have formal articulation and progression agreements in place with Dundee and Angus College for progression routes to part-time degree options. Additional progression routes into various subject areas such as Sport have also now been agreed and discussions are progressing favourably for Dundee and Angus College to become a delivery hub in Social Sciences for the OUiS.

Progression and Articulation

The proportion of students applying to University in 2012/13 has been maintained. The chart below illustrates progression to university by Dundee and Angus College students:

Institution	2012	2013
Dundee College	351	394
Angus College	77	83

Articulation 2013/14 out with the Investment Proposal

Dundee and Angus College has maintained the increased articulation place numbers with the University of Abertay. Discussions are on-going with regard to course mapping which may result in some minor changes.

	Guaranteed Places Academic Year 2012/2013	Guaranteed Places Academic Year 2013/2014	Guaranteed Places Academic Year 2013/2014 (Dundee and Angus College)
Dundee College	44	68	148
Angus College	34	46	

Dundee and Angus College is working closely with the University of Dundee and an updated articulation agreement is expected to be completed in the next few weeks with guaranteed places identified in a number of areas, including Life Sciences and Nursing.

Articulation agreements are also in place with Robert Gordon University, with strong partnership in some areas (e.g. Computing, Care) and well developed links are in place to prepare students and to support transition with the University of Aberdeen and Edinburgh Napier University.

A new articulation agreement has been agreed with the University of St Andrews in respect of the Science curriculum and discussions are scheduled to take place with Glasgow Caledonian University with a view to establishing formal articulation routes into Tourism and Retail degree programmes.

Dundee and Angus College is also planning to enter into discussions with both Scotland's Rural University College and Perth College UHI in the near future.

High Quality Learning

The pursuit and achievement of high quality learning, teaching and learner experiences is a key driver for the college, and has been a significant feature of both legacy colleges.

Dundee and Angus College has established a clear vision to lead learning, inspire success and be recognised as a sector leading provider by 2016.

Both legacy colleges had comprehensive systems in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems included detailed self-evaluation, audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

Both colleges have made effective use of Learning and Teaching Observations to inform quality enhancements and this will be developed further through the Leading Learning Academy established by the new college.

Learner outcomes and success have improved significantly over the past year, bringing about improvements in key performance indicators.

A comprehensive whole college self-evaluation and quality planning and reporting system utilising 'traffic lighting' of all mainstream courses and services, will be introduced across the College over the course of 2014/2015.

Where individual courses or service performance indicators fall below the college's high standards, action plans for improvement (or ultimately course deletion) are put in place.

Merger Quality Work stream activities have ensured that the new college has benefited fully from the sharing of good practice (from both legacy colleges and others) in the development of rigorous and accountable quality systems that underpin future quality assurance, improvement and enhancement activities for all courses and services.

Learner engagement plays a key role within these developments, with a focus on the creation of a clear quality enhancement culture across the new college and the achievement of sector leading outcomes for learner retention, attainment and progression. To support this, the college management structure has been developed to embed learner engagement arrangements and the learner voice within the Assistant Principal Planning and Performance role.

Regional Coherence project – Academy of Sport

The College in partnership with the University of Abertay Dundee has been successful in negotiations with SFC in a bid to the Regional Coherence fund to develop a joint Academy of Sport in Dundee beginning in 2013/14.

The project is now up and running; specialist staff have been employed and a Steering Group has been brought together to oversee the project including representatives from all agencies involved.

Work is underway to engage schools, community sports hubs and other partners. A detailed plan to grow the outputs over the three years of the project is now in place, and is regularly risk assessed by the project Steering group.

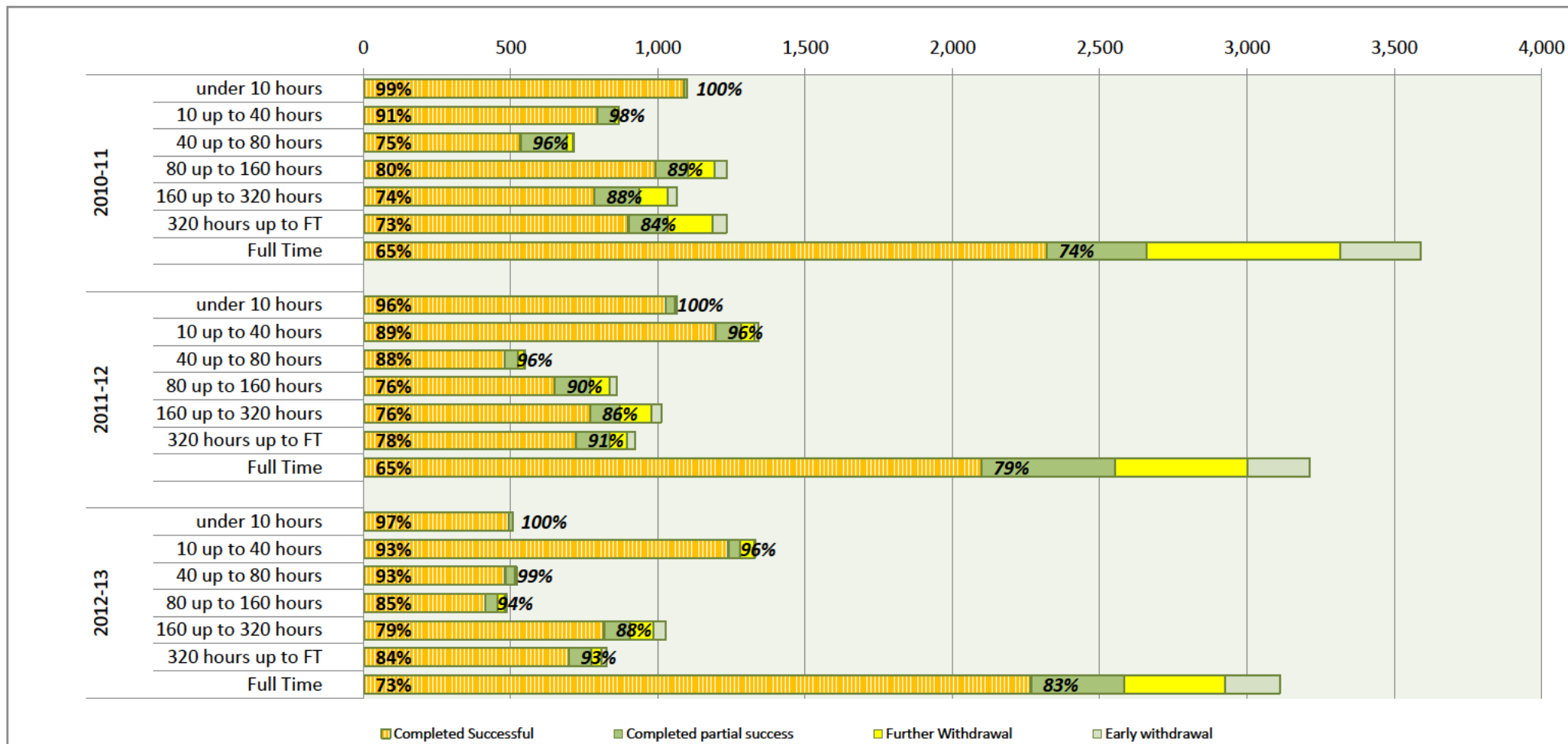
The specific output targets for this project are as follows.

Activity	Baseline (2013/14)	Year 1 (June 2015)	Year2 (June 2016)	Year 3 (June 2017)
Summer Schools	0	8 separate camps for 300 participants in total	12 separate camps for 500 participants in total	16 separate camps for 800 participants in total
CPD	0	10-15 events for total of 200 participants (Regional)	15-20 events for total of 250 participants (Wider Region)	20-25 events for total of 300 participants (National)
School based projects	0	4 high schools and 20 primary schools in Dundee and Angus	8 High Schools and 50 Primary Schools in Tayside and Fife	12 High Schools and 80 Primary Schools across Scotland
Articulation from Partner Colleges to sport related courses (25% of which will be SIMD 20 students)	16	25	35	40
Increase % of Disabled Students in the University (figures in brackets show same % for sports related courses)	8(3)	10(4)	11(6)	12(10)
Increase % of Women undertaking sports courses	26%	30%	35%	40%
Increase numbers accessing the AHEAD programme above those already agreed (figures in brackets are total numbers)	(25)	10 (35)	15 (40)	20 (45)

Work to begin the capital development work on the College's Gardyne campus to host the Academy has received a boost in the form of ERDF Funding. A bid to support the Academy of Sport and to link business incubator development space with the project was awarded a grant of £600,000. This funding will be matched by £450,000 each from the University of Abertay and the College to begin to realise the physical development of the Academy in space currently unoccupied on the Gardyne Campus. The ERDF bid is time bound and the capital development must be completed by March 2015. The agreement to co-finance the investment is a major step forward in the regional co-operation required to deliver the project's objectives and signals a new era in the relationship between the College and the University of Abertay.

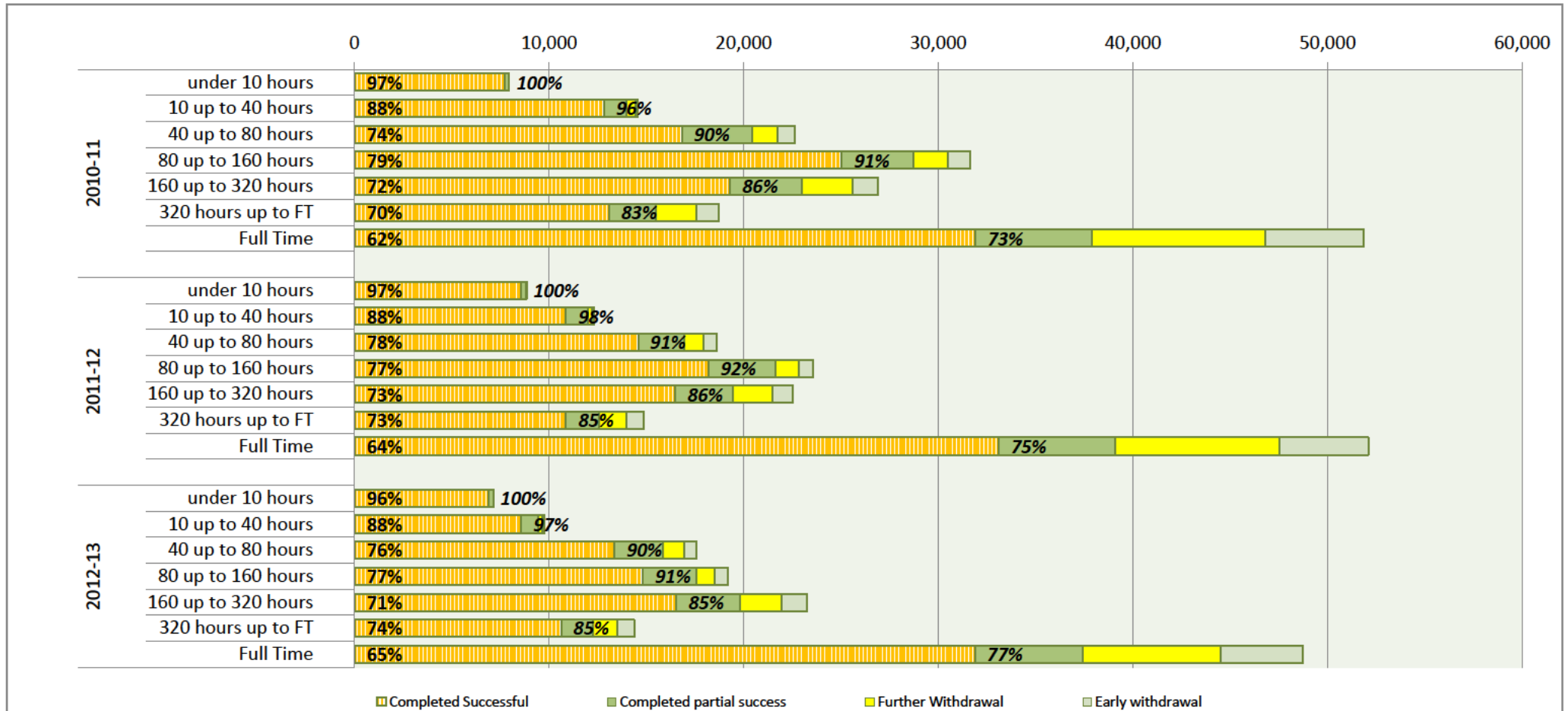
DUNDEE & ANGUS COLLEGE SESSION 2012-13

OUTCOMES FOR STUDENT ENROLMENTS ON RECOGNISED FE QUALIFICATIONS



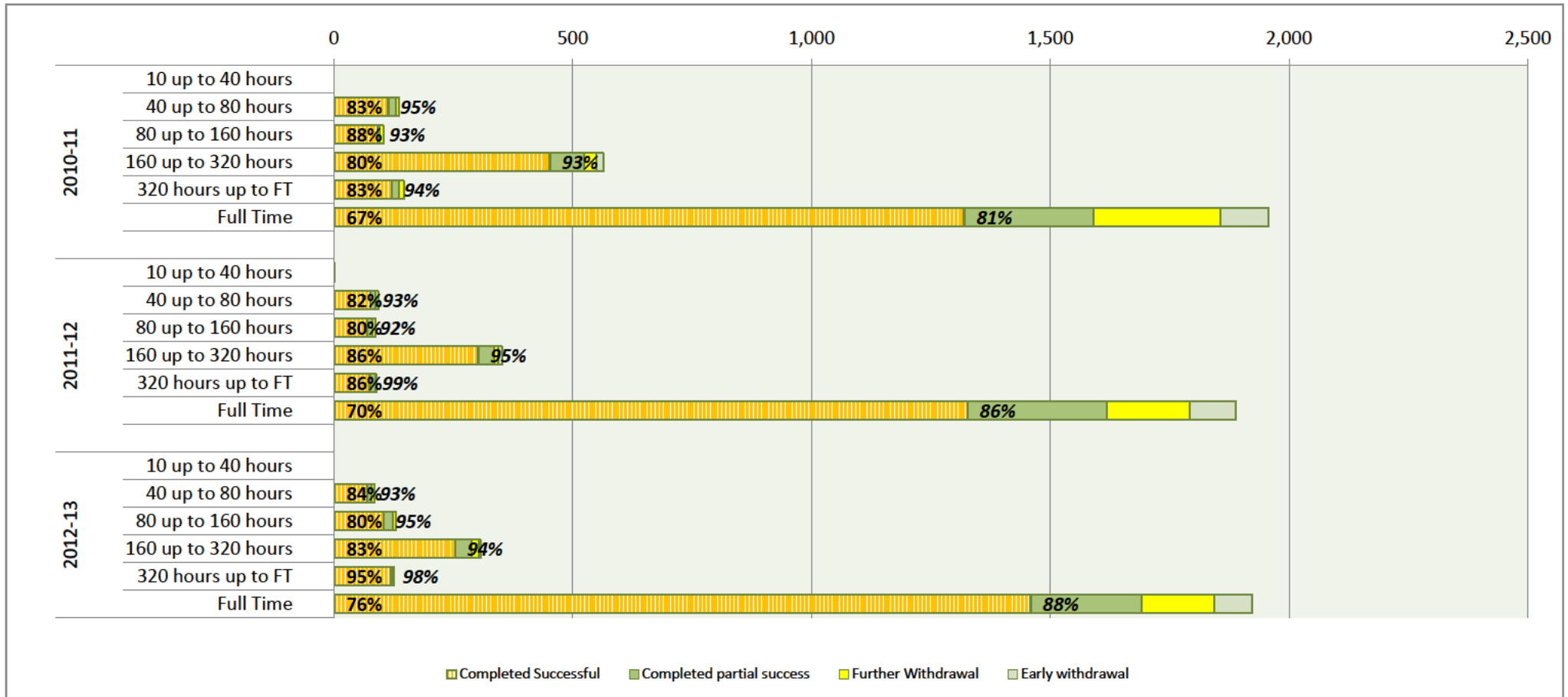
SCOTTISH FE SECTOR SESSION 2012-13

OUTCOMES FOR STUDENT ENROLMENTS ON RECOGNISED FE QUALIFICATIONS



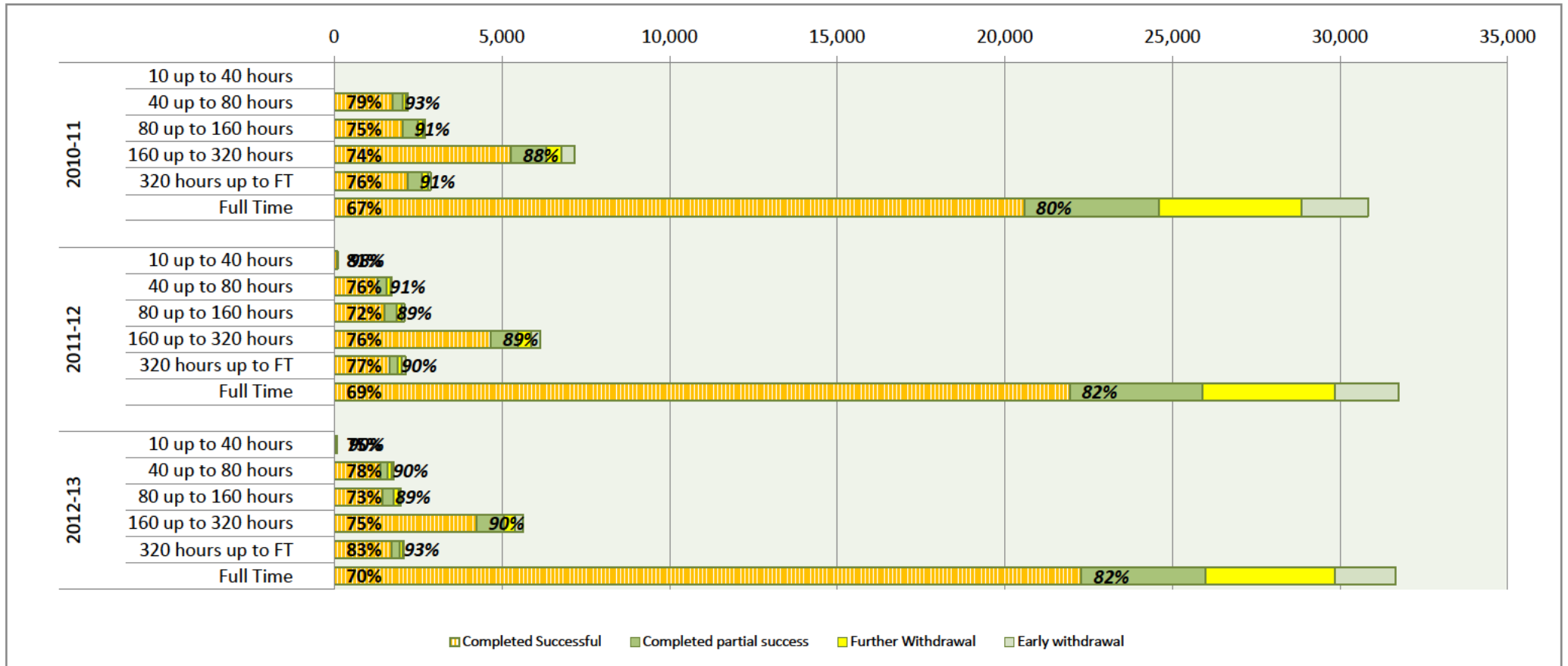
DUNDEE AND ANGUS COLLEGE SESSION 2011-12

OUTCOMES FOR STUDENT ENROLMENTS ON RECOGNISED HE QUALIFICATIONS



SCOTTISH SECTOR SESSION 2011-12

OUTCOMES FOR STUDENT ENROLMENTS ON RECOGNISED HE QUALIFICATIONS



OUTCOME 2	Objectives 2014 - 2017	Intended Impacts
<p>High Quality and Efficient Learning</p> <p><i>To ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes.</i></p>	<p>A. To create an aspirational quality enhancement and learning culture that delivers sector leading outcomes for student retention, attainment, satisfaction and progression.</p> <p>B. To encourage enhanced student engagement and feedback at all levels across the College.</p> <p>C. To support our students to be self-aware about how they approach their learning and how they can become self-sufficient and independent in their thinking.</p> <p>D. To improve the student journey by providing clear and seamless progression pathways to employment and further levels of study.</p> <p>E. To make maximum use of digital technologies to enhance learning, teaching and assessment.</p> <p>F. To achieve the highest standards of learning and teaching through the continuous development of staff.</p> <p>G. To benchmark quality outcomes and arrangements with others, thereby sharing and adopting best practices from within and outwith the college sector.</p> <p>H. To seek recognition for our achievements through accreditation of appropriate quality standards and through regular success in a range of competitions and awards.</p>	<ul style="list-style-type: none"> • Sector leading outcomes (upper decile) for learner retention, attainment and achievement is evident. • Shorter, clearer and more structured journeys are available to an increased proportion of learners through improved articulation with HE • Confident learners are engaged actively in their own learning and in the development of the new College • Learners are co-creators of their learning • All teaching is of a high, and continuously improving, standard. • Students, staff and the college as a whole are recognised and motivated through the achievement of successes and awards. • Achievement against designated quality standards is used to benchmark and enhance performance.

Outcome Three: Access for People from the Widest Range of Backgrounds

Background and Context

A key driver of the College as an organisation is to improve people's life chances by ensuring access to the highest quality of education that is appropriate to their needs, enabling them to reach their full potential regardless of their background.

Dundee City has a population of 145,570 of which 27,886 live in the 10% most deprived areas of Scotland. This figure represents 19.2% of the population living in areas of the greatest deprivation, and is one of the highest in Scotland. The corresponding figures for the Angus Council area are 1.5% from a population of 110,630 (1,715) living in the 10% most deprived postcodes areas.

The scale of deprivation within Dundee in particular represents a major challenge for the City Council and the College. Despite this, during session 2012/13 the proportion of learners attending Dundee and Angus Colleges from the 10% most deprived postcode areas increased by 19.6% (to 17.1% of all learners), 8.3% above the national average. It is the College's ambition to increase the number of learners from areas of high deprivation further through partnership working with our local authorities and other agencies throughout the duration of this Agreement. The aim of this activity will be to ensure equivalent representation within College in respect of learners from the most deprived areas and to increase successful outcome levels for these learners.

The College monitors closely the participation (and mainstreaming) of learners from protected characteristic groups and publishes detailed statistics annually. Our analysis of mainstreaming data shows that the broad distribution of protected characteristic groups within our student population matches the distribution found within the wider population of Dundee and Angus, and that no groups are presently under-represented. This position will continue to be closely monitored as we develop our services, engage with our communities and further refine our data gathering and analysis.

We will continue to provide educational and progression opportunities for those with learning disabilities and will work with a range of partners to ensure that learners with profound and complex needs continue to participate in programmes which enhance their knowledge, skills and employment prospects.

The College currently works closely with the Social Work departments of both Dundee City and Angus Councils, alongside a range of other partner organisations such as Gowrie Care and Enable to ensure that individual support is available prior to a learner embarking on a programme. We will continue to ensure that educational provision for these learners is matched to the individual's ability to learn; that on-going support is detailed in a Personal Learning Support Plan; and that realistic learning targets and progression strategies are set and achieved in conjunction with partner agencies.

The College has effective arrangements for Care Leavers (exemplified by gaining and retaining the Buttle UK quality mark) and works closely with local authorities and other partner organisations within the region to enable the welfare and progression of young people as detailed in the Children and Young People Bill. It is our intention to retain the Buttle UK Award and to enhance further the on-going development of our support for Care Leavers.

OUTCOME 3	Objectives 2014 - 2017	Intended Impacts
<p>Access for people from the widest range of backgrounds</p> <p><i>To improve access to further and higher education for people from the widest possible range of backgrounds.</i></p>	<p>A. To increase the proportion of SUMs delivered to learners from the 10% most deprived (SIMD) postcode areas.</p> <p>B. To provide meaningful education and progression opportunities for students with learning difficulties, and profound and complex needs.</p> <p>C. To ensure that there is equal representation and equivalent positive outcomes for learners from within all protected characteristic groups</p> <p>D. To provide support to improve the employability of Care Leavers and learners with disabilities</p> <p>E. To create a fit for purpose, common approach to the delivery of key services to ensure equality of opportunity with fair and equitable access for all learners.</p> <p>F. To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist.</p> <p>G. To develop strong partnership and communication links to ensure differing needs of a diverse learner population are met thus enhancing retention and success at key transition points.</p> <p>H. To evaluate and report upon the impact of College activities and policies in respect of equalities mainstreaming.</p>	<ul style="list-style-type: none"> • Improved socio-economic mobility and reduced unemployment within the region • Improved life opportunities for people with learning difficulties and complex needs • Equality of opportunity for all • Improved life chances and employment for long-term unemployed/labour market returners • Shorter, clearer and better managed learner journeys through improved transition, articulation and progression planning. • The creation of clear and robust data and analysis of that data to guide and inform services.

Outcome Four: Right Learning in the Right Place

Background and Context

Planning the Curriculum

In preparing the curriculum offer for the region both legacy colleges had highly developed systems for planning, reviewing and revising their portfolio of provision.

As a part of this, the College will adopt a new single Quality Management system for the start of the Academic session 2014/15.

The new College will ensure that curriculum planning systems are in place and operating effectively to:

- monitor provision to ensure its currency and sustainability through analysis of KPIs and application trends
- monitor retention and attainment through formal Quality reports to Boards of Management
- ensure the validity of provision through close links with employers, SDS, SFC, and other partners
- ensure local requirements are met through close working with Community Planning Partnerships and in relation to Single Outcome Agreements
- ensure Scottish Government and SFC priorities are met
- meet learner needs

Considerable progress has been made in reviewing the curriculum offered across the new College, with clear outcomes developed to:

- identify any existing areas of unnecessary overlap and duplication
- identify new curriculum areas and opportunities
- ensure that learner journeys and transition opportunities for students progressing from SCQF level 3 through to level 12 are planned, seamless, and rationalised as appropriate
- identify key areas of provision that will be required to be delivered at all local campus centres
- identify key areas of provision that will be offered as specialisms
- track the progression of students within and outwith the region
- map against SCQF levels

A full Curriculum review commenced in spring 2014, following the appointment of Academic Heads. This review will consider any significant changes within provision necessary to meet our objectives and will report in time to ensure that any refinements and changes to the curriculum are in place for the start of the Academic session 2015/16.

The College will continue to offer a wide range of curriculum, particularly at SCQF levels 3 to 8.

The curriculum offer for 2014/15 will not reflect significant changes; however the future planning of the curriculum will be a major priority throughout the next year. Where curriculum alignment makes it possible to introduce early changes to programmes to allow greater progression opportunities for learners then those changes will be made immediately.

In responding to Scottish Government priorities (and SFC outcomes) in relation to Employability and Skills, and Access and Inclusion, both legacy colleges had seen significant growth in provision within these areas.

The college will continue this trend, working with local schools, social work departments, local authorities, and other community planning partners to ensure that as many opportunities as possible are available to support the achievement of positive destinations under the auspices of the 16 plus learner choices guarantee.

Ensuring progression for students from SCQF levels 3, 4 and 5 into NQ and HN programmes will also remain a key local priority for the College.

Regional Skills Assessment data provided by SFC and SDS (November 2013) highlights expected economic growth within the Tayside economic region in key industries such as:

- leisure and tourism
- creative industries
- life sciences
- energy (including renewables)
- care and IT.

The College is well placed to meet this potential growth and detailed curriculum planning will ensure that we meet the needs of these sectors whilst maintaining an overall balance of provision.

Dundee and Angus is unusual in Scottish terms in having many areas of projected growth present within its local economy. This represents a great opportunity for the College to be part of the recovery of the Region.

These opportunities are, however, tempered by the impact of the recession within the Dundee and Angus region, with economic decline significantly greater than UK and Scottish averages.

The reality of the SFC 'needs based' financial allocations for 2014/15 and beyond present the College with significant difficulties in reacting to the healthy projections for economic activity in the region.

Tayside is identified as a 'shrinking region' under the current SFC allocation funding formula. This will mean that both the resource coming to the area to fund learning and teaching, and the targets for activity, are likely to decline at the same time as the detailed Regional Skills Assessment is indicating significant and unique potential for economic growth.

To support economic regeneration, we will work ever more closely with employers, economic development organisations, representative bodies, schools and our partners in HE to ensure that our curriculum and services meet the needs of the local economy.

The College has a comprehensive range of non-advanced full and part time opportunities across all campuses in a range of areas such as Care, IT, Administration, Hospitality, Hair and Beauty, Engineering, Construction, and Art and Design. A number of single campus specialisms are also available at non advanced level, including Land-based subjects in Arbroath and Life Sciences and Performing Arts in Dundee.

There are some differences in the range and offer at SCQF level 7 and above with (for example) the Arbroath campus providing Design and Draughting in Engineering and Animal Care programmes, and the Dundee campus offering Dance, Theatre and Creative industry programmes.

The College will continue to offer local access to the broad range of curriculum currently on offer. The growth of specialist provision and the introduction of progression opportunities (for example through enriching the range of options at HE level in Angus) will form part of our full curriculum review.

The College will prioritise active engagement with industry to establish demand and to ensure the validity and quality of programmes on offer.

This will be achieved through:

- direct engagement with individual employers
- liaison and partnership working with Sector Skills Councils
- leading national projects in Creative Industries and in Energy
- contacts with Industry liaison and support groups
- partnership working with the Chamber of Commerce and other industrial and commercial bodies
- working with Skills Development Scotland, Scottish Enterprise, Business Gateway, Young Enterprise Scotland and PSYBT.

These activities will seek to support development within all sectors of our local economy, with a key focus on the following areas.

Construction, Engineering and Renewable Energy

It is becoming increasingly apparent that the Renewable Energy market presents many opportunities for the future economic development in Scotland. In a number of areas and in particular, the east coast of Scotland, local authorities, together with representatives from Scottish Enterprise and other national agencies, are working hard to attract renewable energy investment. Dundee and Angus Councils are keen to ensure that the Dundee and Montrose Ports and the surrounding areas are well marketed to prospective companies involved in the manufacture and erection of renewable technologies as they would bring major employment and economic benefits to the region.

Dundee Port Authority was awarded Enterprise Area Status by the Scottish Government under the new Renewable Energy Enterprise East Area umbrella (2011). As Enterprise Areas, the ports will be able to offer incentives to companies that agree to invest in the region. Where many areas are grappling with recession at its worst, Dundee and Angus region are confronting encouraging indications of growth and innovation, within the sustainable/renewable industries. Anticipated inward investment in 2014-15, into renewable energy and its supply chain would result in around 1,000 jobs in direct manufacturing with approximately twice again in supporting employment. It is also estimated that there would be an additional 400 long-term jobs in operations and maintenance, initially focusing mainly on construction related operations. Dundee & Angus College will be crucial to these developments, as the supply of training and appropriate skills is recognised as being critical to the success of any business proposition and its supply chain.

The College is the lead partner in the Energy Skills Partnership that brings together Scottish Colleges with the major employers in the Energy field to ensure that qualifications are fit for purpose and that students have access to industry accredited programmes and work experience. This project, which started in 2011, has attracted major funding support from SFC, SDS and the Scottish Government. The skills needs of the various energy sub sectors – oil and gas; carbon capture and storage; power generation, transmission and distribution; renewables – are all represented, through the Partnership, with a particular focus on the renewable energy sector.

Construction has been identified as a key economic sector within the new College catchment area and planned projects include the development of the Dundee Waterfront including the V&A, Dundee, and the replacement of a number of Primary and Secondary schools, and the huge potential in off-shore wind farm developments.

Creative, Cultural and Digital Industries

This is also one of the Scottish Government's six key economic sectors and supports more than 60,000 jobs nationally.

Within the Dundee & Angus Region there are over 4000 full time equivalent jobs in the creative and digital industries and the local companies employing these people turn over almost £185m within the local economy.

The college's course provision within Computing, Creative Media, Art & Design and Performing Arts contributes significantly to the development of this sector locally and nationally. The range and depth of staff experience, quality of facilities and range of provision in the College enables us to offer the best possible range of options for those who wish to study and make a career in this vibrant sector.

The College is the lead partner in Creative Loop, a project conceived in 2003 to bridge the gap between colleges and the fast moving world of Creative Digital Media. Bringing together six colleges and the main broadcasters and independent employers in the media in Scotland, the project has focussed on qualifications development, work experience and the development of regional specialisms in college expertise. The project was the first Accredited Media Academy in Scotland. Funding comes from SFC, SDS and Creative Scotland. The project has just been selected as an official partner of the Commonwealth Games in Glasgow in 2014 and will work with the host broadcaster for the Games to ensure Scottish based students are part of the television team covering the Games for the international audience.

Health and Care

Making Scotland Healthier, Wealthier, Smarter & Fairer represent some of the Scottish Government's five strategic objectives. The College is well placed to contribute to these objectives. Students engaging in the Care curriculum within Dundee and Angus College will graduate to employment in Social Work, Social Care, Early Years Education and Childcare, Nursing and Midwifery, Allied Health Professions, Specialist healthcare roles and roles in future care provision in our communities. It also addresses the re-enablement agenda, inequalities and early year's intervention. Students will also contribute by meeting Scottish Government targets in the provision of childcare to enable families to return to work and meeting objectives set by Getting It Right For Every Child (GIRFEC), to ensure that every child in Scotland has a fair and equitable opportunity to maximise their potential as future contributors to Scotland.

Students at Dundee and Angus College will be well prepared to be a flexible and dynamic workforce to meet the needs of the integrated agenda of Health and Social Care services, specifically, "Improve Support for People with Care Needs" and meeting the targets of "Reshaping Care for Older People". Dundee and Angus College will build on existing strong links with partners in NHS Tayside and local authorities as well as engaging with private providers and the voluntary sector to ensure workforce needs are met.

Staff in the College are already at the forefront of changes to the NHS Knowledge Skills Framework. Innovative curriculum developments will lead to a more mobile, transferable workforce that delivers care within a model that is less regionally based and instead, part of an integrated (national?) industry.

Care delivered in our communities is also a feature of the Scottish Government's vision for a Healthier Scotland. Demand for care services continues to grow and the need for qualified people to deliver these services is equally strong. Dundee and Angus College will play a pivotal role in preparing and up-skilling the region's workforce to meet these needs.

The Academy for Sport will focus on the needs of the region in terms of access, retention, employability, workforce development and facilities and in doing so strengthens our academic provision by ensuring seamless transition for learners from the CfE Senior Phase into further and higher education. It will also offer excellent CPD opportunities for professionals and volunteers working within the field of sport.

Tourism, Leisure and Hospitality

The new College presents a major opportunity for a more integrated and responsive skills delivery for the tourism economy in the region. Close collaboration is on-going with representatives of the V&A Dundee, Dundee City Council, Skills Development Scotland, Scottish Enterprise and People 1st to ensure the College is at the forefront of workforce development requirements resulting from these emerging market opportunities.

Life Sciences

The College aspires to be a Centre of Excellence for science education and has close partnerships with local universities and employers. Many new opportunities exist, building upon existing relationships with partners such as; University of Dundee, University of Abertay Dundee, NHS Tayside, Dundee Science Centre, James Hutton Institute, Tayside Police Forensic Labs, local biotechnology/pharmaceutical companies such as Axis Shield, GSK, BBI Diagnostics and Gentech.

Land-based Industries

After SRUC, Dundee and Angus College is the second largest provider of land-based education and training in Scotland. This provision is an important element in the curriculum mix of the College and is crucial in meeting the employment and learner demands of the rural Angus economy in particular.

The College plays an active role in the development of land-based qualifications and arrangements nationally, including representation on the Land-based Providers Group. As a provider of significant scale, the College is keen to extend this influence and ensure that its role in land-based education is optimised.

The College aims to maintain current levels of mainstream land-based provision throughout the period of this agreement, whilst also seeking to exploit commercial and other niche opportunities in specialist areas such as biomass.

IMPLICATIONS FOR TERTIARY EDUCATION IN SCOTLAND

Objectives

Dundee and Angus College will meet the Scottish Government's aspirations for tertiary education by providing future-focused, coherent and well-planned provision across the region. This provision will be aligned to jobs, growth and the provision of skills to meet the demands of the priority sectors identified in the **"Skills for Scotland: Accelerating the recovery and Increasing Sustainable Economic Growth"** strategy.

The Scottish Government's paper – ***"Putting Learners at the Centre: Delivering our Ambitions for Post 16 Education"*** makes it clear that "colleges and universities must work together locally and regionally to integrate the planning of the curriculum and more specifically to increase the number of learners with the qualifications necessary to progress into university with advanced standing."

Dundee and Angus College will work with its university partners to develop and agree a regional response for Tayside to meet these challenges. Specifically, Dundee and Angus College and its university partners will work towards a shared understanding of a number of key principles that will inform and shape future articulation arrangements. There will also be discussions on the potential for collaboration between Dundee and Angus College and its prospective partner universities in relation to SFC investment funding.

Dundee and Angus College will balance regional growth with mechanisms that ensure access level provision is retained locally. This will help improve people's life chances by assisting those who are furthest from the job market to find sustainable employment and ensuring that they contribute to and benefit from the economic development of the region.

To support this local and regional growth, Dundee and Angus College will engage with other colleges, secondary schools, training providers and universities across the regional education spectrum to provide opportunities for seamless transition from school through to Higher Education and in so doing, improve the efficiency and effectiveness of the learner journey.

Dundee and Angus College will strengthen partnerships with the relevant local authorities to ensure joint planning in relation to Post 16 education. This will improve transitions for young people and offer clear and defined progression routes and opportunities. The focus will be on innovation and the development of models of joint delivery to meet the aims of the senior phase in a way that inspires young people to engage with post-school education.

By preserving local provision and at the same time fostering and developing regional growth, Dundee and Angus College will maximise its contribution to the post-school sector. This will maximise the return on future investment, improve outcomes for students and facilitate greater service integration between educational providers across the region.

Dundee and Angus College embraces education reform and promotes opportunities for a modern, innovative and more integrated approach to the delivery of learning that will meet the needs of present and future students. Dundee and Angus College will focus on sustainable positive destinations for students that lead to individual and collective economic prosperity.

Dundee and Angus College will work with the Scottish Government in prioritising the needs of young people. The College will also ensure that opportunities are made available to those who are furthest from education or the job market, and those who are returning to education, such as individuals looking to re-train for new employment opportunities. In achieving these aims, Dundee and Angus College will fulfil its primary purpose of balancing economic and social need and contributing to both economic and community development.

The Fit to Local/Regional/National and International Needs

Dundee and Angus College aspires to be a valued and influential partner of choice, working with other key stakeholders to support economic development in our region.

By providing key curriculum centres of excellence, aligned to the economic drivers of the future, the college will continue to add value to industry by supplying it with students equipped with the skills that it requires. The new college will ensure that its qualifications will better meet the needs of today's and tomorrow's workplace.

Throughout the duration of this agreement, the College will enhance its links with Dundee and Angus Community Planning Partnerships and ensure that the views of community partners are reflected in our strategic and operational plans and major curriculum decisions. It will also bring strength to Community Planning Partnerships in Dundee City and Angus Councils and support regional coherence.

Dundee and Angus College will also develop greater coherence in its school-college partnerships and provide a complementary range of provision across all of its campuses to ensure that more young people have a better chance to achieve a positive destination.

The College will also provide the opportunity to achieve greater coherence in 16-plus education. In addition to partnership work with schools and universities, its community learning and development activity will be better co-ordinated to improve transition and progression, reduce duplication and provide a more coherent regional offer.

We will further enhance our partnerships with Dundee City and Angus Councils, continuing our work through the Community Planning Partnership with stakeholders in the public, private and voluntary sectors. The aim being to increase the number of jobs, and education and training opportunities being made available to young people and to better prepare them for the world of work.

Volume of Provision

The College has met increasing demand in full-time and part-time provision over the recent past, particularly in the years prior to funding cuts. Given levels of demand, College strategy is to retain current levels of activity throughout the duration of this agreement.

During the merger transition phase, SFC has agreed to support a significant number of previously unfunded full time places offered within the Arbroath Campus. This support has been equivalent to 9,550 WSUMs for the first two years of the fully merged College, with SFC providing 75% of the normal funding value for this activity in AY 2013/14, and 50% in AY 2014/15. This funding and support has been welcomed by the College, with the recognition that there is a commitment to make these student numbers viable in the longer term by delivering economies of scale, growing external income sources, new articulation places and other sustainable routes.

Achieving this remains challenging, and the College will continue to work in partnership with the SFC and other income sources to ensure that activity levels are maximised on a financially sustainable basis.

2012/2013 Activity levels

Total WSUMS Session 2012-13				
Angus College	Target		Delivery	% Against Target
Funded Activity	35700		44505	124.66
Additional Activity (ESF, PACE, etc.)	208		896	430.79
Dundee College	Target		Delivery	% Against Target
Funded Activity	96072		98718	102.75
Additional Activity (ESF, PACE, etc.)	2695		4929	182.9
D&A College	Target		Delivery	% Against Target
Funded Activity	131772		143223	108.69%
Additional Activity (ESF, PACE, etc.)	2903		5825	200.65%

Stakeholder Consultation

Work will continue through the duration of this Agreement to involve the key stakeholders represented by the Community Planning Partnerships in the development of the College's curriculum offer and services to the community. Discussion continues with each local authority on matching the Regional Outcome Agreement outputs with the Single Outcome Agreements.

Joint meetings have taken place and activities have been developed between both local authorities and the new College in terms of responses to the Wood Commission report on Vocational Training for Young People, and in aligning approaches to adult literacy and the provision of ESOL services.

Opportunities for All

Throughout the duration of this agreement, Dundee and Angus College will prioritise provision for learners in Scottish Government priority groups.

Both legacy colleges have worked closely with Job Centre Plus and SDS to deliver Get Ready for Work and Training for Work programmes. Although the collective regional participation rates for the target age groups are above the national average, there is still potential to attract more learners in the 16 to 24 age group and from SIMD 10% areas.

Our curriculum review will include a focus on ensuring that the curriculum offer in place for session 2015/2016 onwards incorporates appropriate provision designed to ensure that the College remains attractive to, and meets the learning aspirations of, additional learners within the 16 to 24 year old age categories. This will be achieved by designing and changing programmes to introduce more Introductory and Access level routes into college study, and by actively recruiting from school leavers and unemployed young people.

The percentage of SUMs delivered to learners within the priority 16–19 and 20–24 year old age groups for AY 2012/13 was as follows:

	<u>16–19</u>	<u>20–24</u>	<u>Total</u>
Dundee College	48.1%	22.7%	70.8%
Angus College	52.6%	16.5%	69.1%
D&A College	49.5%	20.8%	70.3%

- The proportion of WSUMs delivery to the priority 16–19 year olds age group within the Opportunities for All guarantee arrangements remained consistent at 49.5%, marginally above the national average.
- Delivery to the 20–24 priority age group also remained consistent and above national average.

It should be noted that the above figures do not include the SDS New College Learning Programme (NCLP) funded places during session 2012/2013 which were non summable (c 400 full-time student places for the region as a whole).

The region has the highest proportion of school leavers entering college education in Scotland, significantly above the national average (SFC participation in FE & HE data).

School/College Partnerships

The College will continue to enhance the existing partnership arrangements with schools in the Dundee, Angus and Mearns areas to ensure that the overall provision offers flexibility and opportunity and leads to the achievement of recognised vocational qualifications and pathways for learners within the Senior Phase and beyond.

As part of our on-going commitment to quality improvement in the delivery of our programmes, the qualifications offered to school pupils will be evaluated alongside our mainstream provision with the outcomes being shared with schools. The performance indicator targets will be in line with overall College targets and agreed with our partners from Dundee and Angus Councils and individual schools. It is anticipated that this information will contribute to the Senior Phase Benchmarking Tool to be developed over the course of this agreement.

School/College partnership provision to be offered across the College includes Skills for Work programmes, National 4 and National 5 qualifications in key areas such as Engineering, Sport, Hairdressing, Hospitality, Health Care, Child Care, Construction, Energy and Rural Skills. To ensure that we provide appropriate educational pathways Access Levels 2 and 3 will also be offered to allow flexibility and opportunity for all learners. In addition individual credits will be available in areas such as ICT and Science.

In discussion with schools it is anticipated that a small number of school pupils will study units at HN level, with subject choices agreed with our partners and linked to key economic priorities identified through our Regional Assessment data.

Building upon the interim report from the Wood Commission, a key priority in session 2014/15 will be to build on our partnership working with industry representatives to enhance the Skills for Work programme delivery opportunities and develop skills in Employability and Enterprise within the qualifications offered.

The school/college partnership continues to evolve and to date staff have demonstrated significant flexibility, innovation and creativity in their modes of delivery. Session 2014/15 presents the opportunity to build on this and share the good practice across the new College to ensure that there is a clear understanding of individual learning approaches and the need to provide flexibility and progression.

To support these developments, the College has sought a small amount of additional funding to support consistency in partnership arrangements and the sharing and adoption of good practice between the College and our two key local authority partners.

The College has also sought funds to establish three innovative projects supporting the recruitment of female school pupils into engineering; raising awareness amongst school pupils of the opportunities available within agriculture; and supporting international links between schools in Dundee and the USA.

The key strands in the development of school/college provision over the duration of this agreement will include the following.

- Delivering Skills for Work qualifications and raising and maintaining attainment levels for these.
- Vocational training tasters including higher level technical skills.
- Relevant credits that contribute to preparation for meaningful entry to Modern Apprenticeships and training.
- Identifying and delivering further opportunities for the more vulnerable/ disengaged learners.
- Delivery of specialised Highers and Higher National Unit Credits.
- Taster opportunities to engage school learners between levels 2 to 6.
- Further enhancement of supported transitions for all school/college learners.

A key focus in 2014/15 will be to ensure that we are communicating the value of college and vocational education directly with young people, parents and schools. Additional marketing activities and approaches will be developed for implementation during session 2014/2015 to promote the range of opportunities and their benefits further.

To meet the needs of young people with support needs or those at risk of disengaging from education we will continue to promote our specialist provision through the existing unit from Dundee City Council called PACE (Pupils Accessing College and Employability) and Skillzone in Angus, both of which have excellent records of progressing pupils on to mainstream college programmes. We will continue to work with our partners across the region to ensure that existing provision will be maintained for young people with support needs or those at risk of disengaging from education, including early intervention and on-going support to meet their individual needs.

Local Authority	Activity 2013/2014	Target 2014/2015
Dundee City Council	716	720
Angus	1,683*	1,600
Totals	2,339	2,320
WSUMs Value	6,501	6,500

* NB Angus 2013/14 figures also include provision for Aberdeenshire and Aberdeen councils which may not be offered in future years.

Activity levels for session 2013/14 provide evidence of our commitment to the school/college partnership recommendations within the interim report from the Commission on Developing Scotland's Young Workforce. The College aims to continue this level of provision, to enhance successful outcomes and to expand opportunities as outlined above.

In detailing our aspirations for sessions 2014/15 onwards, however, the College recognises that there is a risk regarding available funding from Angus Council.

The partnership approach to funding of this provision developed with Angus Council in particular underpins a significant proportion of this activity and the achievement of Regional Outcome Agreement targets is dependent upon this. The funding pressures facing both the Council and the College are recognised and the risk that provision, opportunities and number may reduce as a result of these pressures is a very real one. This will be monitored during the course of this agreement, with provision and numbers subject to amendment annually to reflect the funding available.

Supplementary Guidance

With reference to the Supplementary Letter of Guidance from the Cabinet Secretary of 28 March 2013, additional activity is planned to promote part time provision for older learners and women returners in proportion to regional demographics.

OUTCOME 4	Objectives 2014 - 2017	Intended Impacts
<p>Right Learning in the Right Place</p> <p><i>To secure coherent provision of further and higher education in Scotland.</i></p>	<p>A. To deliver coordinated, streamlined and progressive learner journeys which meet regional and national needs and priorities.</p> <p>B. To provide a comprehensive and coordinated portfolio mix that will ensure our on-going commitment to the regional delivery of Opportunities for All.</p> <p>C. To develop and strengthen curriculum areas which are industry, employment, and community focussed, prioritising key regional and national skills areas.</p> <p>D. To design state-of-the-art creative learning and virtual learning spaces, in partnership with students that inspire our students and improve their learning experience regardless of the campus at which they study.</p>	<ul style="list-style-type: none"> • Shorter learner journeys through improved progression • Effective local access throughout the region • Maximised contribution to the achievement of Opportunities for all • High quality, relevant curriculum which meets employers needs • Economic growth through increased skills and employment, matching supply to demand. • Effective partnership working to enhance opportunities.

Outcome Five: A Developed Workforce

Background and Context

Dundee and Angus College recognises that a sustainable and growing local economy can only be achieved by the concerted efforts of many agencies and organisations. To ensure that the College makes the optimum contribution to the development of the workforce, locally, regionally and nationally, we are aligning our aims and objectives to the strategic priorities of local and national government and working in partnership with employers, local authorities, public and third sector organisations.

Curriculum

Dundee and Angus College will design and deliver the curriculum that meets the needs of the local, regional and national economy.

The College will engage with employers, CPP partners and others to ensure that our curriculum addresses current and forecast skill shortages and skill gaps and ensure that our provision is aligned with the employment priorities of local business and industry.

The College will implement a range of measures to improve the employability of all our students. Increasing emphasis will be placed on enterprise, to encourage self-employment and entrepreneurship.

Access for all learners will be widened by offering an increased range of learning opportunities at lower entry levels, to help reduce youth unemployment. A key focus will be placed on improving the level of positive student destinations, by expanding work placement activities, further developing opportunities to learn in realistic workplace environments, and increasing opportunities for student volunteering and mentoring. The College will continue to work closely with employers and HE institutions to develop the ambition of our students and to enable them to pursue careers, at a variety of levels, in their chosen disciplines/areas of employment.

Employer Engagement

The College will engage with employers, in the public, private and third sector, through a range of activities, to foster a business partnership approach to skill development and training.

Working with around 1,000 organisations, predominantly, but not exclusively within the Tayside area, the College will continue to build and develop relationships through personal contact, print and digital media, participation in employer forums and event hosting. The College's engagement with businesses to support their workforce in achieving their full potential, will ultimately contribute towards their growth, competitiveness, productivity and profitability. Dundee and Angus College's ambition is to be the training provider of choice for local businesses. The College will focus on providing high quality training, mentoring, consultancy and knowledge transfer services at a time, place and mode of learning of their choice.

Work based learning qualifications

Dundee and Angus College will offer MA/SVQ programmes in the workplace at levels 2 – 5 on either a funded or commercial basis, delivering around 750 candidate places. These will be in a wide range of vocational areas, focusing on areas where there is employment growth forecasted within the region including: Care, Housing, Facilities management, Accountancy, Business & Administration, Hairdressing, Horticulture, Construction, Motor Vehicle, Life Sciences, Engineering, Design Draughting, Sport, Leisure and Customer Service.

Employer training

Dundee and Angus College recognises the importance of strong employer focussed training provision and as a result has had a dedicated employer engagement unit for a number of years. This team comprises a number of Business Advisors who are field-based and have a role in proactively engaging with the business community to understand the business challenges and providing solutions to support business growth.

On-going engagement takes place with a range of businesses from key growth sectors as well as with a range of micro businesses that recognise the benefits of training services provided by the College.

The main method of engagement with SMEs and Supply Chain Employers is face to face with the Business Advisor providing a deeper level of engagement between the College and the business by facilitating a focussed, consistent and co-ordinated link with the teaching and technical staff across the College.

Market research will continue to be undertaken with relevant sectors and key employers, paying particular attention to existing clients to ensure that the College offer is adapted and improved to address their needs. This will be undertaken for both existing and new services in order that the most efficient use of College resources are deployed for current and future workforce development requirements.

Dundee and Angus College will continue to be represented on key regional partnerships which are directly relevant to vocational training. Examples of this include; Talking Tayside (Business and Administration), the Tayside Construction Forum, Bio Dundee (Life Sciences), Dundee Renewables (Energy) and Interactive Tayside (Creative and Digital Industries).

The College has been working closely with industry to consult on existing and future skills demands, as well as future requirements to support the potential economic developments for the region. We work on a partnership basis to address the skills and employability issues identified by employers.

Deeper engagement with the Hospitality and Tourism sector in particular has been developed over the last 12 months, with Dundee and Angus College working collaboratively with stakeholder organisations participating in the Dundee Partnership Employer Engagement group. Close collaboration is on-going with representatives of the V&A Dundee, Dundee City Council, Skills Development Scotland and Scottish Enterprise to ensure the College remains at the forefront of workforce development requirements resulting from emerging market opportunities.

Dundee and Angus College has highly developed links, built up over a number of years with a number of major employers in the area, many from within key growth sectors. Annually, Dundee and Angus College supports around 3,500 employees from around 1,000 businesses in workforce development activity. We will continue to support businesses by providing:

- A full portfolio of industry led training opportunities available across the Region.
- A portfolio consisting of technical related accredited qualifications, some of which are mandatory within each occupational area as well as a range of generic and soft skill training opportunities.
- Bespoke learning opportunities designed on an individual company basis.
- Flexible delivery methods of learning including; face to face, distance learning, work based assessment, coaching, e learning

Employer Targeted Skills Provision

Employers in turn play an integral part in College programmes, shaping the content, supporting information sessions, providing work placement, guaranteed interviews, and recruitment opportunities. Employers engage actively with our learners through the innovative “Motivate Me” week of events designed to enhance learner employability, motivation and work readiness across a wide range of vocational disciplines.

Employer engagement activities will build on the successful sector based work academy approaches already delivered in the healthcare, welding, mechanical engineering, agriculture, hospitality, tourism and contact centre industries.

The College is seeking to expand Employability Fund delivery and a bid has been submitted to Skills Development Scotland for delivery of employer targeted skills provision. A total of 229 places have been requested for delivery during 2014/15. This includes support for up to 40 people who have exited the work programme and who need further targeted support to find employment. In addition, 206 MA starts covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Customer Service, Childcare, Hospitality and Management are planned – subject to contract approval.

In addition 50 (of which 26 have started to date) sector based work academy places have been secured through the Energy Skills Challenge Fund covering Welding/Fabrication, Micro Renewables and Engineering. A further number of sector based work academy places supported through Job Centre Plus are forecast for delivery by Dundee and Angus College to meet projected industry skill requirements.

These include.

- Administration and Contact Centre pre recruitment –75 places
- Hospitality and Tourism pre recruitment – 30 places
- Welding and Mechanical Engineering – 28 places
- Agriculture – 9 places
- Customer Service – 12 places

This employer focussed employability activity permeates all aspects of the work of the College and has been identified as a significant strength within programme design, organisation and timetabling, learning and teaching, estates strategy and facilities developments, student support arrangements and as a core strand of learner engagement activities.

Dundee and Angus College is itself a major employer and offers a number of real work placement opportunities including those within learning and teaching alongside our refectory, restaurant, commercial hairdressing salon, laundry, stock room, retail outlets, libraries, theatre and gym, swimming pool and leisure facilities. All placements are mentored by a member of staff who ensures that the work placement is valuable to the individual and that the skills developed are reflected on their CV on completion of the programme.

As a development through the period of this agreement, the College will identify and expand the areas where it can employ its own Modern Apprentices as vacancies and opportunities become available. It is very fitting that the first appointment that was made by the new college was a Modern Apprentice appointment to the role of Learner Engagement Assistant.

Work experience opportunities have increased significantly over recent years for students on full time programmes. Dundee and Angus College has supported businesses with project based placements, enabling the student to undertake a tangible business focussed project in areas such as web development, social media, marketing planning, financial accounting etc.

Annually, 4,000 students across a variety of curricular areas undertake a work placement as part of their course.

Dundee and Angus College is a platinum member of the Dundee and Angus Chamber of Commerce. The regular networking events we host provide an opportunity to encourage employers to provide student placements.

Leading and Delivering National Initiatives

Energy Skills Partnership – The College is the lead partner in the Energy Skills Partnership that brings together Scottish Colleges with the major employers in the Energy field to ensure that qualifications are fit for purpose and that students have access to industry accredited programmes and work experience. This project started in 2011, has attracted major funding support from SFC, SDS and the Scottish Government. The skills needs of the various energy sub sectors – oil and gas; carbon capture and storage; power generation, transmission and distribution; renewables – are represented, though the Partnership.

Creative Loop – The College is the lead partner in Creative Loop a project conceived in 2003 to bridge the gap between colleges and the fast moving world of Creative Digital Media. Bringing together six colleges and the main broadcasters and independent employers in the media in Scotland, the project has focussed on qualifications development, work experience and the development of regional specialisms in College expertise. The project was the first Accredited Media Academy in Scotland. Funding of £1 million comes from SFC, SDS and Creative Scotland. It is an official partner of the Commonwealth Games in Glasgow in 2014 and will work with the host broadcaster to ensure that Scottish based students are part of the television team covering the Games for the International audience.

During the Commonwealth Games in Glasgow in 2014, the Host Broadcaster will provide live and highlights television coverage the 2014 Games. This includes the opening and closing ceremonies and all the 17 sport disciplines at 15 venues in Glasgow, Edinburgh and Dundee.

The Host Broadcaster will bring a boost to Scotland's creative sector, creating up to 1200 job opportunities as well as providing world-class training for a new generation of young broadcast specialists through the Host Broadcaster Training Initiative (HBTI). This initiative will offer live broadcast, creative and technology skills to students from Scotland's colleges and universities.

The HBTI is jointly managed and delivered by SVGTV, the Host Broadcaster and Creative Loop. It is a key Legacy 2014 programme of Glasgow 2014 and will see over 200 students receive work experience during the live, global broadcast of the Commonwealth Games in 2014. A further 400 students and lecturers will take part in pre-games training. This training initiative will create the necessary talent base in Scotland, to make Scotland an attractive, self-sufficient location for event organisers, broadcasters and TV production companies to host their productions and events.

The legacy of the initiative will be the creation of a pool of experienced technical staff and a generation of trained lecturers to allow Scottish firms and talent to move on to cover the broadcast production of events such as the Ryder cup 2014, the 2015 World Gymnastics Championships in Glasgow, the growing number of live football matches and music events like T in the Park, keeping the work, talent and investment in Scotland. This £1m project is led by Dundee and Angus College and funded by SFC, SDS and Creative Scotland.

Angus Centre for Enterprise – Angus Centre for Enterprise was created as a hub for all enterprise and entrepreneurial activity within Angus, providing a one-stop shop for those looking to set up in business or create a social enterprise, providing added value to our student population which in turn opens up new employment options and creating a central resource for existing companies looking for support, training and mentoring.

The centre was formally opened in September 2011 and has attracted over 2400 clients, undertaking a range of activities and receiving support from partners including: Mackays Ltd, Young Enterprise Scotland, Angus Council, Business Gateway; Dundee Business School; and the Federation of Small Businesses. Unlike other enterprise units, the Angus Centre is funded and supported by local entrepreneurs, providing a direct link between emerging businesses and a wealth of business expertise.

Commonwealth Games 2014 Legacy - Dundee and Angus College is participating in phase 2 of the Commonwealth Games 2014 Legacy Project – security training personnel. The College will train 60 students (to be drawn from a range of courses/employment backgrounds) who will be qualified and licensed to work as door supervisors/stewards.

OUTCOME 5	Objectives 2014 - 2017	Intended Impacts
<p>A Developed Workforce</p> <p><i>To provide learners with the skills and knowledge they need to get a job or get a better job, keep a job and develop a career.</i></p>	<p>A. To ensure national and regional Labour Market Intelligence and employer engagement shapes the development of the curriculum.</p> <p>B. To ensure that learners are appropriately equipped to be successful in the workforce by strengthening the partnership between the College and the business sector.</p> <p>C. To contribute to company development in the region by delivering training and support to a range of enterprises.</p> <p>D. To embed key employability and other skills required by employers, including: core skills, essential skills, employability, enterprise, work experience, volunteering, creative thinking, confidence, health and well-being and entrepreneurialism into all substantive learning programmes.</p> <p>E. To develop and strengthen curriculum areas that are industry and employment focused through offering work ready programmes whenever and wherever required.</p> <p>F. To provide a strong commercial product that enhances our existing curriculum and is designed to promote employability, skills and training.</p> <p>G. To encourage enterprise and entrepreneurship through enterprise support, incubator units, and innovative delivery methods across the curriculum, embracing emerging technologies and supporting economic sustainability.</p> <p>H. Contribute to the enhancement of lifelong employment prospects by developing knowledge, confidence and skills for learning, life and work.</p>	<ul style="list-style-type: none"> • Maximised employment opportunities for learners • Increased non-core income into Colleges • Growth in company development through training and increased support for businesses • D&A College is the first choice for employer based training within the region • Development of enterprise and entrepreneurship, and increased business start-ups and self-employment • Provision of high quality work experience placements

Outcome Six: Sustainable Institutions

Financial Forecasts

In terms of financial sustainability Dundee and Angus Colleges were significantly different in size but similar in recording excellent financial performance over recent years.

Both legacy colleges had strong finances with underlying surpluses, and the merger process has brought about greater efficiency and economies of scale.

The new College is well placed to manage the future and to absorb further real term cuts brought about by projected 'flat cash' settlements and the cash reduction in the main teaching grant funding from SFC for academic year 2014/15.

The longer term sustainability of real term reductions in funding is, however, much less clear. The College is disappointed that currently anticipated funding settlements and activity levels appear to fall short of meeting the anticipated education and training needs of the region and are likely to fail to meet the future aspirations and opportunities of the College.

Once funding beyond 2014/15 is known, scenarios will be developed to identify the required match between size of college, service delivery levels and the available resources.

On a recurring basis, it is anticipated that the College will trade in surplus; and – post the Office of National Statistics' reclassification of Colleges - each year-end any surplus cash will be donated to the college Arm's Length Foundation (ALF). The College will then, in time, bid to the ALF for funds to invest in its estate/infrastructure for the benefit of learners, employers and staff.

Human Resource and Organisational Development

The achievement of our vision and ambitions will require all of our people to be flexible, creative and highly skilled. . Every member of staff plays an important role in delivering learning and the wider learner experience, and we are committed to delivering high standards of learning and teaching and professional services to learners, customers, employers, partners and other stakeholders.

Throughout the merger transition period, a positive and constructive culture has been developed. Building on this during the period of this agreement, further activities and events will be planned to develop a whole College ethos, and enhance capability and capacity in a way that makes it possible to deliver on our outcomes.

Leading Learning

Coming together and successfully moving forward with a one-college ethos requires the successful management of change as well as effective communication, involvement and employee engagement strategies.

Effective professional development and talent management will be fundamental in ensuring that we meet the ambitions of the new College. Building upon the work of both legacy colleges, Dundee & Angus College has created the Leading Learning Academy (LLA). The LLA is an umbrella title for a range of resources, facilities and services including the support of professional qualifications; a comprehensive CPD (Continuing Professional Development) programme; support and opportunities for individual professional development; and leadership and management development. Over and above this, the LLA will promote innovative learning and teaching approaches, skills and practices, in pursuit of sector-leading and inspirational learning.

Estates

Dundee and Angus College is firmly established in its three main campuses – Gardyne and Kingsway in Dundee and the Arbroath campus in Arbroath. In addition, there are four outreach centres in the wider Angus community.

The College has one surplus site in Dundee for sale, the former Constitution Campus. The College has signalled its desire to retain in full all receipts from the sale of this campus to support our future estates plans and aspirations.

Whilst both Colleges had development plans for their respective campuses, the immediate task is to devise an over-arching Estates Strategy for the new College, and to develop this for the Board of Management to consider early in 2014. As a new build, the Gardyne Campus should not require significant investment in the short to medium term, and the priorities over the period of this agreement will be investment in the Kingsway and Arbroath Campuses - with a view to improving learning and teaching spaces, ensuring that facilities meet industrial and commercial standards, improving the aesthetic of the buildings and 'spending to save' – particularly where such expenditure has environmental impact and benefits.

International Activities

Dundee and Angus College are United Kingdom Borders Agency Highly Trusted Sponsors (UKBA HTS). This enables us to provide non-European students with courses at SCQF level 6 and above. During 2014/15, the College plans to create and implement an International Strategy to grow our non-EU student numbers by 25%. Key target areas include North America and Asian markets, building on the College's existing relationships with agents in SE Asia and institutional partnerships in the US. These activities will increase the profile of the College, expand opportunities for Scottish based learners as well as increasing non-core grant income streams.

Accessing project funding will continue to be a key strategic target for Dundee and Angus College. These funds from European, Scottish Government, Trusts and other sources will primarily support growth and enhancement in curriculum development, strategic capital development projects, additional places for students from disadvantaged areas and additional funding to support the quality of the learner experience.

Throughout the period of this agreement, additional funding sources will be harnessed to enhance opportunities, support achievement of our outcomes, and improve sustainability.

OUTCOME 6	Objectives 2014 - 2017	Intended Impacts
<p>Sustainable Institutions</p> <p><i>To secure well managed and financially and environmentally sustainable colleges.</i></p>	<p>A. To ensure best practice in governance, risk management and leadership (staff engagement) underpin college development.</p> <p>B. To ensure stability and sustainability is achieved by realising economies of scale, benefitting from opportunities and maximising the return on public funding. The College shall aim to generate an annual surplus from operations on income and expenditure.</p> <p>C. To establish robust data security and recovery procedures.</p> <p>D. To explore and exploit opportunities for shared services and partnership agreements for services wherever possible.</p> <p>E. To reduce energy consumption and promote sustainability in all activities.</p> <p>F. To create a built environment which meets curricular and industry needs and is welcoming, inspiring, safe and secure, and is future proofed through flexible and innovative design.</p> <p>G. To provide an estate and facilities which are a positive asset and benefit to the wider community</p> <p>H. To deliver organisational development practices that create a working environment where staff can professionally prosper and collectively deliver our ambitious outcomes.</p> <p>I. To deliver effective succession planning practices that build organisational resilience and safeguard critical skills and knowledge in the organisation.</p>	<ul style="list-style-type: none"> • The new regional college is a successful and sustainable institution • The new College is recognised as a key strategic partner • High levels of staff engagement satisfaction, commitment, and achievement are evident • Financial surpluses are achieved to support future developments

Key: EMG, Executive Management Group; SLT, Strategic Leadership Team; MLT, Management and Leadership Team; P, Principal; DP, Depute Principal; AP, Assistant Principal; F&E, Finance & Estates; LS, Learner Services; HROD, Human Resources and Organisational Development; P&P, Planning & Performance; CDir, Curriculum Directorate; DER, Director of External Relations; CD, Curriculum Director; HoF, Head of Finance; HoE, Head of Estates, AH, Academic Head.

OUTCOME ONE: EFFICIENT REGIONAL STRUCTURES: <i>To deliver efficient regional structures to meet the needs of the region.</i>						
ROA Obj	2014/2015 Activity Plan	Timeline	Resp'y	Baseline	Impact	National Measure
1A	Completion of all elements of the staffing restructure to deliver on ROA objectives Management and academic restructure completed Support structures reviewed and changes implemented where necessary	July 2014 Dec 2014	SLT, MLT	Current structures	Structure delivers on ROA	
1A	Salary and conditions of service equalisation plan developed and implemented	Jun 2015	APHROD	Current T&Cs	Common T&Cs in place	
1A	Strategic marketing plan developed relative to ROA objectives; curriculum review outcomes; and developing curriculum and commercial provision	Sept 2014	DER	Current activities	ROA targets achieved	5 - 15
1A	To achieve targeted financial savings of £1.2 million.	March 15	EMG	2012/13 budget	Financial sustainability	1
1B	Curriculum Review completed and resulting changes enacted Review completed and 2014/2015 portfolio determined Curriculum change plan implemented	Dec 2014 Aug 2015	CDir	2013/14 curriculum portfolio	2015/16 curriculum portfolio meets stakeholder needs	5 - 15
1C	Support Service review completed and resulting changes enacted Review completed and services change plan implemented Service quality standards and evaluation methods developed	Jan 2015 Aug 2015	SLT, MLT APP&P	Current provision	Structure and services deliver on ROA	
1D	IT systems integration completed	Aug 2014	APLS, HICT	Separate systems	IT systems meet college and user needs	

1D	<p>Successful transfer of student records to Unit-e system</p> <p>System developed and rolled out</p> <p>System requirements, functionality and processes implemented successfully</p>	<p>Aug 2014</p> <p>Aug 2015</p>	<p>APLS,</p> <p>HICT</p>	<p>SITs system</p>	<p>Unit-e system meets user specification</p>	
1E	<p>To develop and deliver upon a clear human resource allocation and utilisation plan that assures efficiency improvement and supports delivery of all regional outcomes</p> <p>HR resource plan developed</p> <p>Resource plan adopted and efficiency/effectiveness evaluated</p>	<p>Aug 2014</p> <p>Aug 2015</p>	<p>APHROD</p>	<p>Current arrangements</p>	<p>Achievement of ROA outcomes and WSum efficiencies</p>	

OUTCOME TWO: HIGH QUALITY AND EFFICIENT LEARNING: *To ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes.*

ROA Obj	2014/2015 Activity Plan	Timeline	Resp'y	Baseline	Impact	National Measure
2A	To implement and refine a single quality system that underpins our quality culture and supports achievement of sector leading student outcomes. Single system developed for implementation Arrangements implemented in full and evaluated Whole college retention and successful completion levels maintained	July 2014 July 2015 Oct 2015	APP&P	Current systems Successful Outcome 80.76%	Student outcome PI's within upper decile. Overall successful outcomes >80%	12
2B	To embed a common understanding and ethos of learner engagement across all campuses.	June 2015	APP&P	Current arrangements	Learners actively engaged	
2C 2E 2F	To develop the operation and impact of the Leading Learning Academy. Deliver priorities including: further developing reflection on learning; digital learning and the use of mobile devices; co-creation and co-construction; differentiation; and project based inter-disciplinary learning.	June 2015	APHROD	Current arrangements	Enhanced learning	12
2D	To achieve a minimum of 310 AY 13/14 learners progressing directly from SCQF level 7 and 8 programmes to university courses with advanced standing.	Oct 2014	CDir	300 AY12/13 learners progressed for AY 2013/14	Streamlined learner journeys	14
2D	To ensure that learner transition and progression opportunities within the College are clearly outlined and are not hampered by differences in course delivery, structure or administration. To achieve a minimum of 19% of learners progressing to programmes at a higher SCQF level.	Aug 2015 Oct 14	CDir CDir	 17% in AY 2012/13	Streamlined and successful learner journeys	13
2D	To optimise the number of college leavers progressing into work, training and/or full-time study. To identify accurate first destination data for a minimum of 90% of all full-time learners. To achieve a minimum of 90% of learners progressing into employment, training, or further study.	Oct 14 Oct 14	APP&P CDir	AY 2011/12 85.2% 90%	Enhanced employment prospects	15

2G	To develop a series of benchmark opportunities with partner colleges and organisations that supports the sharing of best practice. Comparator organisations identified Key benchmark opportunities identified Clear action plans developed for implementation	Dec 2014 March 2015 Aug 2015	APP&P	Nil base	Good practices adopted to improve services	
2H	To roll out a structured quality management system to all parts of the College. Implementation plan developed and agreed with certification body Implementation plan enacted	Dec 2014 Aug 2015	APP&P	ISO system for Angus campus only	Structured management of quality is evident	
2H	To be successful in key sector and national competitions and awards events Minimum of 3 sector/national awards achieved Learner competition success achieved in at least 50% of our curriculum areas	Aug 2015 Aug 2015	SLT, MLT	Current arrangements.	Learner and staff motivation, enhanced college recognition	

OUTCOME THREE: ACCESS FOR PEOPLE FROM THE WIDEST RANGE OF BACKGROUNDS: *To improve access for further and higher education for people from the widest possible range of backgrounds.*

ROA Obj	2014/2015 Activity Plan	Timeline	Resp'y	Baseline	Impact	National Measure
3A	To increase the proportion of WSUMs delivered to learners from the 10% most deprived (SIMD) postcode areas by 2% Retention and successful completion levels for SMID learners of: Retention = 70% and Successful Outcome = 55%	Oct 2014 Oct 2015	CDir, AH	17.1% in AY 12/13 SO = 50%	Improved access and opportunities	8
3A	To increase the proportion of learners from secondary school leavers lists from schools with the highest levels of negative destination. 2% increase in recruitment from Baldrigon, St Pauls, M'Hill and Braeview.	Oct 2014	CDir, AH	To be established	Improved access and opportunities	8
3B 3D	To maintain current levels of curriculum and progression opportunity for learners with learning difficulties and profound and complex needs, whilst enhancing transition support to ensure that learner opportunities are maximised. To develop curriculum and support arrangements that enhances the employability of care leavers and learners with learning difficulties. To make best use of opportunities that arise via partners, agencies and funding bodies (eg Criminal Justice) to develop and deliver additional provision for vulnerable/under-represented groups	Aug 2014 Aug 2015	CDir, AH, SSM	107 in AY 13/14	Maintaining opportunities and enhancing outcomes for learners	9 10
3C 3F 3G 3H	To develop effective reporting and monitoring data to underpin achievement of equivalent representation, retention, attainment, and post course success for all learners, irrespective of protected characteristic. To identify areas of under-representation/outcome and identify and implement appropriate action plans.	Aug 2014 April 2015	APLS; APP&P; APHROD	Separate Equalities Mainstreaming reports	Equality of opportunity	9 10
3E	To ensure that the College curriculum and provision provides sufficient opportunities to meet local access and rurality needs. 30% of Angus campus learners from rural postcode areas.	Aug 2014	DP; CDir	28% in AY 12/13	Equality of opportunity and access	

OUTCOME FOUR: RIGHT LEARNING IN THE RIGHT PLACE: *To secure coherent provision for further and higher education in Scotland.*

ROA Obj	2014/2015 Activity Plan	Timeline	Resp'y	Baseline	Impact	National Measure
4A	To achieve WSUMs activity target of 145,680 (inclusive of 9,550 "additional" strategic WSUM activity and 1,760 ESF funded WSUM activity) WSUMs target of 51% for 16 – 19 year old learners WSUMs target of 21% for 20 – 24 year old learners	July 2015	EMG	144,093 49.5% 20.8%	Maintaining provision	5 6 7
4A	To develop clear curriculum progression plans and pathways for all elements of college provision. Plans developed and in place as part of curriculum review Progression plans and pathways built into portfolio approvals arrangements	Dec 2014 Aug 2014	CDir APP&P	Current provision	Clearer and more effective learner journeys	13 14
4A	To identify and agree future school link provision levels to meet school and local authority aspirations and the recommendations arising from the Wood commission report. WSUMs target of 6,500 for S3 and above learners as part of school link provision	Oct 2015	CDir	6,500 WSUMs	Maintaining opportunities for vocational learners	11
4B	To play an increasing role in the delivery of the Opportunities for All 16 – 19 guarantee Number of 16 – 19 year olds attending College increase by 2%and WSUMS target achieved	July 2015	CDir	Current activity	Increased opportunities, reduction in negative destinations	16
4C	Curriculum Review completed and resulting changes developed Review completed and 2014/2015 portfolio determined Curriculum change plan implemented	Dec 2014 Aug 2015	CDir	2013/14 curriculum portfolio	2015/16 curriculum portfolio meets stakeholder needs	5 - 15
4D	To undertake a comprehensive estates strategy review to ensure that future estates provision matches curriculum and service plans. Review completed and 2014/2015 priorities determined Estates development plan implemented	Aug 2014 Dec 2014	APF&E; HoE	Current Estate	Streamlined learner journeys	

OUTCOME FIVE: A DEVELOPED WORKFORCE: *To provide learners with the skills and knowledge they need to get a job or get a better job, keep a job and develop a career.*

ROA Obj	2014/2015 Activity Plan	Timeline	Resp'y	Baseline	Impact	National Measure
5A	Curriculum Review completed and resulting changes developed Review completed on the basis of extensive labour market intelligence and employer engagement in curriculum/portfolio design Curriculum change plan implemented	Dec 2014 Aug 2015	CDir	2013/14 curriculum portfolio	2015/16 curriculum portfolio meets stakeholder needs	5 - 16
5B 5D 5H	To ensure that an ethos of promotion and development of essential skills (employability; enterprise; problem solving; volunteering; creative thinking; health and wellbeing) is embedded within all curriculum provision. Essential skills focus built into curriculum design and portfolio approvals arrangements Employer engagement underpins curriculum design and delivery Learning and teaching approaches promote essential skills and wider attainment Work placements, volunteering, enterprise, and/or work practice activities are available within all substantive course provision.	Aug 2014 Dec 2014 Aug 2015 Aug 2015	APP&P CDir CDir CDir	Current arrangements	Learners have an enhanced awareness of employability and are better placed to compete in the labour market	16 17 19 21
5C 5F	To provide an enhanced and growing range of commercial and business focused training opportunities. Commercial activity increased by 2% Increase in non SFC grant income of c £195,000	March 2015 March 2015	DER	23.7% of income	Enhanced income and business contact	19 20 1
5E	Employability fund programmes are delivered successfully. Contract targets of 65 are achieved.	March 2015	DER CDir	56 in AY 13/14	Improved employment opportunities for clients.	18

OUTCOME SIX: SUSTAINABLE INSTITUTIONS: <i>To secure well managed and financially and environmentally sustainable colleges.</i>						
ROA Obj	2014/2015 Activity Plan	Timeline	Resp'y	Baseline	Impact	National Measure
6A	To review and evaluate College governance, management and leadership outcomes and enhance practices as a result. Board of Management self-evaluation arrangements developed and completed. Evaluation of College leadership and staff satisfaction/engagement undertaken.	Dec 2014 July 2015		Pre-merger arrangements	Effective and improving governance	
6B	College operations return a surplus that can be used to support activities and future capital developments. Annual surplus on activities of at least 0.5% achieved Gearing does not exceed 60% Assets: Liabilities does not fall below 1:1 Minimum 60 days cash at hand SFC funding is a maximum of 75% of total income	March 2015	APF&E	2013/14 accounts	Financial sustainability in maintained	1 2 3
6C	To establish clear business continuity, critical incident, and data security and recovery procedures and practices.	Dec 2014	EMG	Current practices	Robust, sustainable systems	
6D	To investigate and review opportunities for financial savings and/or service enhancements through the development of shared services with community planning and other partners. Opportunities investigated for all services Potential areas of development subject to options review	Dec 2014 Dec 2015	APF&E, MLG	Current arrangements	Improved efficiencies and/or services	1 2 3
6E	To reduce total gross carbon usage in respect of all College activities Carbon reduction target of 2.6% achieved	Aug 2015	HoE	3 year figure 6673 tonnes	Reduced environmental impact	4
6F	To deliver on estates plan priorities	Aug 2015	HoE	Current estate	Enhanced estate	
6G	To investigate and develop opportunities to enhance community engagement with the College through improved utilisation of College estates and facilities.	Aug 2015	EMG	Current usage	Improved usage and income streams	

6H	To deliver enhanced organisational development practices that support achievement of regional outcomes on a consistent basis across all campuses. Evaluation of College leadership and staff satisfaction/engagement undertaken.	July 2015		Pre-merger arrangements	Effective and improving governance	
6I	To develop and embed effective succession planning practices within HR&OD arrangements.	Dec 2015	APHROD	Current practices	Effective succession planning	

Dundee & Angus – Capital Budget 2014/2015

PROPOSED PROJECTS									
<u>Campus</u>	Gardyne	Kingsway	Gardyne	Kingsway	Arbroath	Kingsway	Arbroath	All	
<u>Project</u>	Creation of Incubation Units and Academy of Sport	Develop Dance and Theatre Arts facilities in Gym block	Games Hall Roof	Replace windows around the Catering Block	Redevelop the Pitstop Refectory in the Isla building and develop new toilet facilities	Replacement of windows in the Science Annexe and Horticulture buildings	Upgrade Fire Alarm System in all buildings to L1 standard - Phase 1 Esk Building	ICT infrastructure (VDI Project) and New Servers for Angus Campus	Total Cost
Budget (£'s)	1,550,000	240,000	150,000	60,000	360,000	100,000	100,000	780,000	3,340,000
Funding Analysis:	D&A/ERDF/ Abertay								
College Capital Allocation*	450,000	240,000	150,000	60,000	360,000	100,000	100,000	780,000	2,240,000
Abertay	450,000								450,000
ERDF	650,000								650,000
Total	1,550,000	240,000	150,000	60,000	360,000	100,000	100,000	780,000	3,340,000

* Capital funds include SFC capital allocation plus funding sought from D&A foundation.

Measurement Framework for National Comparison

SFC Priority - Efficiency and Sustainability	Activity Plan Link	2014/2015 Targets	2012/2013 Regional Figure	2011/2012 Regional Baseline	2011/2012 National Baseline
Non-SFC income as % of total income	6B	25.0%	23.7%		
Current assets: current liabilities ratio	6B		2.5:1		
Days cash to expenditure	6B		120		
Gross carbon footprint (3 year period)	6E	6500	6673		
SFC Priority - Right Learning In The Right Place					
Volume of SUMs delivered	4A	145680	143223	151909	1957928
SUMs Contract	4A	145680	131772	142778	
Proportion of SUMs contract delivered	4A	100%	108.69%	106.40%	
Proportion of SUMs delivered to learners aged 16-19 and 20-24**	4A	72%	70.3%	70.1%	69.5
Proportion of SUMs delivered to full-time learners aged 16-19 and 20-24**	4A	57%	55.4%	53.3%	56.3
**NB 2012/13 figures exclude SDS funded New College Learning Programme					
The proportion of SUMs delivered to learners in the most deprived 10% postcode areas	3A	19%	17.1%	14.3%	15.8
The volume of SUMs relating to learners from different protected characteristic groups and care leavers (where data is available)					
The volume of SUMs relating to learners with profound and complex needs enrolled on courses involving formal recognition of achievement					
Volume of SUMs delivered to learners at S3 and above as part of 'school-college' provision	4A	6500 (4.5%)	5.4%	3.26%	3.33
SFC Priority - High Quality Learning					
Percentage of enrolled students successfully achieving a recognised qualification					
Full-Time FE	2A	73%	72.7%	65.3%	63.5
Part-Time FE	2A	89%	88.3%	84.3%	78.9
Full-Time HE	2A	76%	75.8%	70.3%	69.1
Part-Time HE	2A	85%	84.5%	84.7%	75.3
The number and proportion of learners progressing from each of the different SCQF levels into a higher level of study within the same college	2D	15%			
The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	2D	310	300		
The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying (enhanced return to be developed and piloted through 2013-14; baseline to be set from autumn 2014)	2D	90%			
SFC Priority - A Developed Workforce					
The number of all apprenticeships supported at the college	5E	330	327		
The number of starts and forecast completions for direct contracted apprenticeships (e.g. in construction)					
Starts	5E	330	326		
Forecast Completions	5E	110	108		
**NB Above completion numbers extend over more than one academic year					
The number of places delivered through SDS employability fund (EF) (starts and forecast completions) as a proportion of all the SDS EF places allocated in a region**					
Starts	5E	65	56		
Completers	5E	40	21		
Percentage of all SDS EF allocated in region					
New College Learning Programme	5E	N/A	370		
SDS/JCP/TfW	5E	400	454		
Amount of all employer-related activity	5D, 5H	7600	7574		
Percentage of WSUMs for employer related activity	5D, 5H	12%	11.73		
Number of full-time learners with substantial placements (more than ten days) in business and industry	5H				

Dundee and Angus College – Overall Funding Allocation AY 2014/2015

A - Overall Funding Allocations			
	2014/15	2013/14	Note
Teaching and fee waiver	23,832,537	23,952,298	
Teaching and fee waiver - ESF	402,348	89,015	
Transitional funding	850,081	1,275,122	
REVENUE FUNDING	25,084,966	25,316,435	1
Student support - Core	6,724,917	6,674,253	
Student Support - ESF	237,407	50,000	
Capital	1,602,490	1,605,243	
	33,649,780	33,645,931	
B - Student Number Targets			
	2014/15	2013/14	
WSUMs	133,870	134,543	
Additional WSUMs (500 places)	9,550	9,550	
ESF	2,260	500	
	145,680	144,593	2
C - Student Support Funding			
	2014/15	2013/14	
- FE Bursary	5,294,269	5,249,010	
- Bursary ESF	180,880	40,000	
- FE Childcare	708,748	699,714	
- Childcare ESF	56,527	10,000	
- HE Childcare	292,776	294,247	
- FE Discretionary Fund	429,125	431,281	
	6,962,325	6,724,253	

Notes

1. Total SFC Grant for 2014/15 is -0.9% in cash on 2013/14 levels - or circa -2.9% in real terms.
2. The real terms cut is coupled with an increase in activity expected by SFC of +0.8%



Risk Register

2014 - 2015

DUNDEE & ANGUS COLLEGE RISK REGISTER

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
1	Strategic and Structural							
1.1	Loss of autonomy/ control over College strategy/curriculum	2	3	6	<ul style="list-style-type: none"> Government policy changes Failure of college to meet targets/aspirations 	<ul style="list-style-type: none"> Negotiating, influencing and involvement 	<ul style="list-style-type: none"> Review of changes, lobbying and amendment of strategic direction/plans 	EMG
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	2	5	10	<ul style="list-style-type: none"> Public/Government/Regulating/Funding Council policy change may have an adverse impact on relationships and funding levels 	<ul style="list-style-type: none"> This is also a sector wide issue in part. The College currently has strong relationships with existing partners and a track record of delivery in both local and national projects 	<ul style="list-style-type: none"> Review of changes, lobbying and amendment of strategic direction/plans 	EMG
2	Financial							
2.1	Failure to achieve institutional sustainability	3	4	12	<ul style="list-style-type: none"> Economic situation impacting on commercial income targets Potential future reductions in SFC funding Failure to implement savings plans 	<ul style="list-style-type: none"> Continuous monitoring Review of all activity, income and expenditure streams Revised savings plans 	<ul style="list-style-type: none"> Continuous monitoring of income/ expenditure targets and College finances 	EMG

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
2	Financial (cont)							
2.2	Change in Government funded programmes, opportunities, and college ability to respond to these	2	3	6	<ul style="list-style-type: none"> Changes in contract opportunities/requirements making bidding more difficult Changes in staff structures and responsibilities resulting in loss of responsiveness 	<ul style="list-style-type: none"> Information from DWP via report from Contracts Team 	<ul style="list-style-type: none"> New contracts pursued and staff extending markets 	DER
2.3	Salary pressures outstrip ability to pay	2	4	8	<ul style="list-style-type: none"> Introduction of national bargaining and potential loss of control over salaries and conditions 	<ul style="list-style-type: none"> Staff Negotiation Outcomes Local arrangements/ agreements 	<ul style="list-style-type: none"> On-going discussions with staff 	AP-HR&OD
2.4	Financial, Fraud Abuse	2	3	6	<ul style="list-style-type: none"> Criminal activity Changing structures and responsibilities may make opportunity/potential for fraud more likely 	<ul style="list-style-type: none"> Adherence to quality procedures. Audit control. 	<ul style="list-style-type: none"> Audit Needs Assessment/ Comprehensive Internal Audit Programme agreed 	AP-F&E
2.5	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	1	5	5	<ul style="list-style-type: none"> More diverse and complex Estate/Services Training gaps/failures 	<ul style="list-style-type: none"> Sounds systems of administration 	<ul style="list-style-type: none"> Business Continuity Plan in place 	HoE, AP-LS
2.6	Failure to dispose of surplus site(s)	4	2	8	<ul style="list-style-type: none"> Unnecessary costs 	<ul style="list-style-type: none"> Continued professional marketing of site(s) 	<ul style="list-style-type: none"> Keep under review 	AP-F&E
2.7	Failure to retain disposal receipts	5	2	10	<ul style="list-style-type: none"> Capital development funds significantly constrained 	<ul style="list-style-type: none"> Discussions with SFC Lobbying of local MSPs if necessary 	<ul style="list-style-type: none"> Keep under review 	AP-F&E
2.8	Negative impacts as a result of the reclassification of colleges	4	5	20	<ul style="list-style-type: none"> The Scottish Government not being able to mitigate the impact of reclassification in relation to the use of funds and reserves Mitigation arrangements result in additional financial complexity/difficulties in balancing income/expenditure 	<ul style="list-style-type: none"> Alternative arrangements which do not undermine current arrangements in relation to commercial income and reserves 	<ul style="list-style-type: none"> Outcome of ongoing discussions involving the Scottish Government, SFC, Colleges Scotland, Regional Chairs and College Principals 	EMG

2	Financial (cont)	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
2.9	Change in SFC Funding Methodology and Allocation – Reduction in Funding	5	3	15	<ul style="list-style-type: none"> College impacted disproportionately SFC not arranging transition funding Instability in funding 	<ul style="list-style-type: none"> Modelling new funding methodology and allocation Contingency plans for reduced funding 	<ul style="list-style-type: none"> Monitoring impact of changes 	EMG
3	Operational	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
3.1	Legal actions; serious accident; incident	2	3	6	<ul style="list-style-type: none"> Legal costs Reputational damage Loss of service 	<ul style="list-style-type: none"> Adherence to legislative requirements 	<ul style="list-style-type: none"> Continuous staff development and monitoring/review of Health & Safety 	EMG
3.2	Reputational Risk	2	4	8	<ul style="list-style-type: none"> Negative social media campaign Increased awareness of new College 	<ul style="list-style-type: none"> Positive marketing approaches 	<ul style="list-style-type: none"> Marketing strategy Reputation plan 	DER
3.3	Failure to comply with employment legislation	1	2	2	<ul style="list-style-type: none"> Industrial action/employment tribunals/reputation damage 	<ul style="list-style-type: none"> Positive Union relations Human Resources (HR) policies and procedures are regularly reviewed 	<ul style="list-style-type: none"> Effective union/management dialogue 	AP-HR&OD
3.4	Industrial Relations Problems	2	4	8	<ul style="list-style-type: none"> Impact of significant and on-going change on staff Change handed poorly 	<ul style="list-style-type: none"> Positive Union relations and staff communication Effective management development programmes 	<ul style="list-style-type: none"> Effective union/management dialogue 	AP-HR&OD

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
3	Operational (cont)							
3.5	Impact of negative review Education Scotland Review outcomes	2	3	6	<ul style="list-style-type: none"> • Need to demonstrate effectiveness in terms of delivery and support of students • Reputational damage, students/ employers 	<ul style="list-style-type: none"> • Planning, careful phasing of changes to practices • Business as usual approach 	<ul style="list-style-type: none"> • Regular review/reporting on milestones, PI's etc 	AP-P&P
3.6	Failure to reach aspirational standards in learning, teaching and service delivery	3	3	9	<ul style="list-style-type: none"> • Staff distracted by merger issues 	<ul style="list-style-type: none"> • Comprehensive monitoring of key PIs and student/staff feedback 	<ul style="list-style-type: none"> • Continuous self-evaluation and action planning. 	DP, Dir, AP-P&P
3.7	ICT integration and development is ineffective	2	5	10	<ul style="list-style-type: none"> • Staff distracted by merger • Scale/pace of change results in systems failures • Failure to exploit ICT development opportunities • Failure of systems to meet user needs 	<ul style="list-style-type: none"> • Planning, careful phasing of changes to practices • Business as usual approach in first instance • Effective management of ICT arrangements 	<ul style="list-style-type: none"> • Regular review/reporting on milestones, systems effectiveness etc • Regular CPD 	AP-LS

RISK REGISTER – MERGER TRANSFORMATION RISKS (Time-bound risks)

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
1	Strategic and Structural							
1.1	Problems associated with transferring staff and re-organisation	2	5	10	<ul style="list-style-type: none"> Complexity of relevant employment legislation Diversity and number of staff contracts currently being used by two colleges 	<ul style="list-style-type: none"> Implementation Plan Adequate TUPE consultation Use of legal advisors 	<ul style="list-style-type: none"> Meetings with staff representatives Monitoring the implementation plan 	EMG AP-HR&OD
1.2	Difficulties with future shape/volume of curriculum and/or aligning curriculum	2	4	8	<ul style="list-style-type: none"> Significant changes proposed Change of location for courses proposed Issues around reconciling “supply” with “demand” 	<ul style="list-style-type: none"> Sufficient time to discuss and introduce changes Good curriculum planning/modelling processes Engaging with external stakeholders 	<ul style="list-style-type: none"> Meeting with Academic Managers 2013/14 enrolment patterns Employer/ stakeholder feedback 	EMG: DP, DirC
2	Compliance							
2.1	Failure to meet the requirements of equal opportunities legislation particularly on relation to Student and staff travel.	3	4	12	<ul style="list-style-type: none"> Change in place of study following review of curriculum Change in place of work following restructuring Restructuring itself reducing staff numbers 	<ul style="list-style-type: none"> Equality Impact Assessments taking place as part of reviews of study and/or work locations Transparent and objective selection criteria as part of the restructuring process 	<ul style="list-style-type: none"> Initial stages of review of location of study Proposed arrangements for structure reviews 	SLT
2.2	A discontinuity in compliance arrangements, eg contracts; awarding bodies; audit.	2	3	6	<ul style="list-style-type: none"> Merger transformation too slow/ too rapid Uncertainty over change 	<ul style="list-style-type: none"> Implementation Plan Identification of potential “at risk” contracts 	<ul style="list-style-type: none"> Implementation plan Early identification of potential issues 	SLT: AP-P&P

3	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
3.1	<p>Operational</p> <p>Difficulties with implementation of structural change leading to:</p> <ul style="list-style-type: none"> Loss of good, flexible and committed staff Loss of critical staff during period of transition ineffective post-merger arrangements 	3	5	15	<ul style="list-style-type: none"> Uncertainty about future Delays in implementation of structure Changes in strategic direction Procedures for restructuring perceived to be unfair Lack of progress/effectiveness in implementing new structures 	<ul style="list-style-type: none"> Effective arrangements for consulting on new structures and matching across arrangements Good prioritisation of restructuring Short term support for services Professional HR support for structure changes and impacts 	<ul style="list-style-type: none"> Employee engagement Insufficient progress in key areas Take up for severance (too few/too many; mismatch in requests) Monitor staff changes 	SLT: PRIN; AP-HR&OD
3.2	<p>Issues over salary/conditions equality leading to staff engagement and industrial relations issues</p>	2	4	8	<ul style="list-style-type: none"> Key differences in terms and conditions of service Delays in progressing/ resistance to change 	<ul style="list-style-type: none"> Effective and transparent processes (including responses to issues raised) for considering changes Conditions can remain as they are 	<ul style="list-style-type: none"> Difficulties in negotiations 	EMG: AP-HR&OD
3.3	<p>Managers and staff distracted by merger work, resulting in disruption to key changes and existing college operations eg: Curriculum; IT; Finance; HR; Quality; Payroll</p>	3	5	15	<ul style="list-style-type: none"> Existing staff are closely involved in implementing the merger with consequent increased workloads Merger transformation too slow/ too rapid Uncertainty over change ICT integration ineffective 	<ul style="list-style-type: none"> Effective planning and scheduling of change Managed transitions/handovers Use of temporary staff may be necessary to support key managers Implementation Plan Contingency Planning On-going focus on core business requirements 	<ul style="list-style-type: none"> Concerns expressed by senior managers/ staff directly affected Monitoring of implementation plans Performance measures/ reporting 	SLT

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
3	Operational (cont)							
3.4	Opportunities for external (non-core) business and commercial funding/ income as a consequence of uncertainties around merger transformation	2	5	10	<ul style="list-style-type: none"> Organisations uncertain or reluctant to contract with new college Loss of direction Loss of staff knowledge/ expertise/ contacts Changes in pricing/ arrangements 	<ul style="list-style-type: none"> Publicity highlighting benefits of merger to potential external/ partners/clients Reassurance that is will be “<i>business as usual</i>” for current clients Effective transformation planning/handover 	<ul style="list-style-type: none"> Difficulties in finalising business development deals Loss of business 	EMG DP; DER; AH
3.5	Failure to reach aspirational standards in learning, teaching and service delivery	2	5	10	<ul style="list-style-type: none"> Staff distracted by merger issues 	<ul style="list-style-type: none"> Business and usual focus Comprehensive monitoring of key PIs and student feedback 	<ul style="list-style-type: none"> Continuous self-evaluation and action planning. 	EMG: DP; DirC; AP-P&P;
4	Financial							
4.1	Merger costs higher/ savings lower than forecast	2	5	10	<ul style="list-style-type: none"> Ineffective restructure arrangements Delays in decision making Reductions in income 	<ul style="list-style-type: none"> Financial management Financial Plan SFC financial support 	<ul style="list-style-type: none"> 2013/14 Budgets Monthly management accounts Monitoring SFC funding and other income sources 	EMG AP-F&E

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
5	Reputational							
5.1	Key stakeholders (eg local authorities) feeling that their interests/ influence are undermined by the merger	2	4	8	<ul style="list-style-type: none"> Policy changes by College 	<ul style="list-style-type: none"> Existing good relations 	<ul style="list-style-type: none"> Regular dialogue/ networking with key stakeholders 	SLT: DER
5.2	Bad publicity due to changes in policy/ approach post merger	2	3	6	<ul style="list-style-type: none"> Significant changes which impact on students, employers, or communities 	<ul style="list-style-type: none"> Good communication Effective management of change 	<ul style="list-style-type: none"> Meeting with key representatives Media monitoring 	SLT: DER

Key to Postholders:

EMG	Executive Management Group	DP	Depute Principal	AP-F&E	Assistant Principal Finance & Estates
SLT	Senior Leadership Team	AP-LS	Assistant Principal Learner Services	AP-HR&OD	Assistant Principal HR & Organisational Development
AP-P&P	Assistant Principal Planning & Performance	DirC	Directors of Curriculum	DER	Director of External Relations
HoE	Head of Estates	AH	Academic Head		

Key to Risk Estimation/Score based on scale of 1–5 for impact/likelihood: Green (1-8) = Minor Risk; Amber (9-14) = Significant Risk; Red (>15) = Fundamental Risk.