BOARD OF MANAGEMENT

Tuesday 11 December 2018 at 10.00am, Room 305, Kingsway Campus

AGENDA

	Please note that at 0900 there will be a Board Development Session on College Finances. **The meeting will be followed by the Board Christmas lunch in the Training Restaurant**		
1.	**WELCOME**		
2.	**APOLOGIES**		
3.	**DECLARATIONS OF INTEREST**		
4.	**MINUTE OF LAST MEETING – 25 SEPTEMBER 2018** 4.1 Adoption 4.2 Matters Arising	Paper A for approval	AMc
5.	**STRATEGIC ITEMS** 5.1 Good to Great Strategy Project Report 5.2 Regional Outcome Agreement First Draft 5.3 Annual Quality Evaluation and Enhancement Plan 5.4 Board Strategic Session Update	Paper B for discussion Paper C approval Verbal update Verbal update	GR ST ST GR
6.	**NATIONAL BARGAINING UPDATE**	Verbal update	GR/ST
7.	**PRINCIPAL'S REPORT**	Paper D for information	GR
8.	**ACADEMIC RESTRUCTURE**	Paper E for information	GR
9.	**FINANCE ITEMS** 9.1 Financial Statements for the year ended 31 July 2018 and Annual Report from Audit Scotland 9.2 Annual Report on Audit 9.3 Fairlie House – Disposal of Asset	Paper F for approval Paper G for approval Paper H for approval	CB GRob CB
10.	**STUDENTS' ASSOCIATION REPORT**	Verbal update	DH/RW
11.	**CYBER RESILIENCE – PUBLIC SECTOR ACTION PLAN UPDATE**	Paper I for information	CB
12.	**GOVERNANCE ITEMS** 12.1 Board Membership 12.2 Risk Register 12.3 Board Metrics	Paper J for approval Paper K for approval Paper L for information	ST ST ST

13.	**MINUTES OF COMMITTEE MEETINGS**
	   13.1 Learning, Teaching & Quality – 14 Nov 2018
	   13.2 Audit & Risk – 18 Sept and 23 Oct 2018
	   13.3 Human Resource & Development – 20 Sept and 14 Nov 2018
	   13.4 Joint Audit & Risk/Finance & Property – 27 November 2018
		Paper M for information	AMc

14.	**CORRESPONDENCE**	Paper N for information	
15.	**ANY OTHER BUSINESS**		
16.	**DATE OF NEXT MEETING** Tuesday 19 March 2019, Seminar Room 5, Arbroath Campus **at 5.00pm**. **Board Strategic Session Monday 21 January 2019, 1.00pm Incubator Room 5, Gardyne Campus.**		

BOARD OF MANAGEMENT

Minutes of Last Meeting – 26 September 2018

Paper A

BOARD OF MANAGEMENT

Minute of the Board of Management of Dundee and Angus College meeting held on
Tuesday 25 September 2018 at 5.00pm in Seminar Room 5, Arbroath Campus

PRESENT:

A McCusker (Chair)	G Robertson
G	M Williamson
S Mill	D Fordyce
S Watt	T Pirie
G Ritchie	C Clinkscale
P Milne	G Bisset
D Humphries	

IN ATTENDANCE: C Blake (Vice Principal)
S Taylor (Vice Principal/Secretary to the Board)
S Hewitt (Vice Principal
H Young (Stirling University)

1.   WELCOME

A McCusker welcomed members to the meeting and welcomed Helen Young from Stirling University, and Diane Humphries and Chrissie Clinkscale to their first full Board meetings.

A McCusker noted the sad loss of Josh Gregory over the summer and paid tribute to the contribution he had made to the Board. A McCusker highlighted that Mike Galloway would be leaving the Board at the end of September and expressed the thanks of the Board for his service to the College.

2.   STIRLING UNIVERSITY ESRC GOVERNANCE PROJECT

H Young was in attendance as an observer of the meeting as a part of the ESRC funded research project in respect of good governance in further education.

3.   APOLOGIES

Apologies were received from M Galloway, A O'Neill and R Walker.

4.   DECLARATIONS OF INTEREST

There were no declarations of interest.

5.   MINUTE OF LAST MEETING – 12 June 2018

5.1   Adoption

The minute of the Board of Management meeting held on 12 June 2018 was signed and approved as an accurate record.

5.2 Matters Arising

All matters arising had been progressed or were included within the agenda.

S Hewitt provided a summary of the pre Board development session and highlighted work to be done to finalise the Service Design Academy business plan. It was agreed that a short-life working group be created to inform this business plan. **S Hewitt to progress.**

6. STRATEGIC ITEMS

6.1 Good to Great Strategy

G Ritchie summarised the update report provided in respect of Good to Great developments, highlighting that good progress was being made across the range of project themes and activities.

Developments around the creation of the Help Points, the new website, the Students' Association website, enacting the digital strategy, and progressing the curriculum review were noted. S Hewitt advised that over 600 staff had now completed their digital self-assessment. The coverage across different staff groups was queried and it was noted that this covered all types of staff, with facilitated sessions offered for those groups that make least use of ICT systems.

G Ritchie noted significant developments in cross-curricular work and highlighted that curriculum changes had resulted in an increase in average class sizes, with similar recruitment to 2017/18 but 65 fewer class streams running.

G Ritchie noted that there had been improvements in learner retention and outcomes in 2017/18 and that, whilst it was difficult to attribute this to the Good to Great strategy, it was felt that Good to Great had had a positive impact on overall performance.

G Robertson asked if there were clear links for this. S Hewitt stated that it was difficult to show an exact correlation, but that he felt that the improvements in retention could be linked back to the Good to Great initiatives and focus.

G Ritchie noted work progressing on staff and student wellbeing and highlighted positive feedback received on this.

G Ritchie noted that a more detailed progress report would be brought to the December meeting.

D Fordyce asked if a list of advisory boards could be made available. This was agreed. **S Hewitt to progress.**

The metrics for curriculum development were discussed and S Taylor confirmed that the % figure noted the proportion of courses where two or more units had been updated from 2017/18 to 2018/19.

The update, and progress being made, was welcomed.

6.2 Good to Great Revised Budget

C Blake summarised the paper outlining the planned changes to the Good to Great budget to better reflect the key project themes and activities.

A McCusker noted that the overall spend to date was relatively small. C Blake recognised this and advised that the key budget elements were committed and that this would be spent over the coming months. The possible roll-over of some of this spend into session 2019/20 was noted and C Blake advised that a revised spending profile would be provided for the D&A Foundation. **C Blake to progress**

G Robertson queried the costs associated with the Help Points project and C Blake advised that these costs reflected additional staffing to support the first year of Help Point operation.

A McCusker noted that the additional funding was very welcome but highlighted the need for developments to be sustainable after the funded period, with this visible within the final evaluation report. G Ritchie noted that a key part of the work progressing was to create sustainable approaches that improved the way the College worked, but were also efficient. C Blake stated that one of the key challenges in this would be the Help Points, but that this would be looked at overall with other service changes.

6.3   Strategic Development Day

A McCusker noted that good discussions had been held on the recent strategic day. G Ritchie summarised these, highlighting positive input from Paul Smart from the Scottish Government on the future direction of the sector and useful discussion on the College's 2025 strategy and vision.

G Ritchie summarised discussion on the future estates plans for the College and the necessary change in direction in respect of the redevelopment of the Kingsway campus. This was discussed and it was confirmed that a Board twilight session in November be organised to consider future options and finalise the revised strategy. **G Ritchie to progress.**

6.4   Regional Outcome Agreement Timescales

S Taylor outlined the timescales and arrangements for production of the Regional Outcome agreement, highlighting that Scottish Funding Council (SFC) guidance had not yet been made available to the sector. The planned timescales were approved.

7.   PRINCIPALS REPORT

G Ritchie summarised his report, highlighting the positive position in respect of current year recruitment and 2017/18 outcomes.

G Ritchie noted that overall recruitment was almost identical to session 2017/18 with the College having a slightly lower credit target. It was noted that feedback across the sector was that colleges were generally down on recruitment.

S Hewitt stated that the D&A Pledge to offer a place to all school leavers had helped to support recruitment.

G Ritchie summarised the improved student outcomes and noted that these were improved across all measures/modes and reflected improvements in retention and a reduction in partial success. The positive results were noted and A McCusker noted her thanks to all staff for their contribution to these results.

G Ritchie summarised thoughts in terms of the planned restructure of academic roles and the rational underpinning this. S Mill asked if plans were likely to cost or save money.

G Ritchie stated that overall there should be a saving, but that that may be minimal in the early stages due to pay conservation costs.

G Robertson asked about the possibility of piloting approaches in one area prior to rolling them out across the whole College. S Hewitt stated that the changes would impact across a range of roles and would require different inputs from a number of services. As a result it was not felt that a pilot approach would be possible.

M Williamson asked about the possible impact of changes to promoted academic roles through national bargaining. G Ritchie stated that these changes would be taken into account and did offer some scope for a bigger mix of roles than was currently the case.

It was confirmed that the Human Resource and Development Committee could be kept informed of restructure plans and developments.

G Ritchie noted the opportunities developed through receipt of c£200k of funding through the Scottish Government Child Poverty Fund.

Recent awards shortlist success was noted, including 5 shortlist places in the College Development Network Awards and 3 in the SQA Star awards. The stage 2 success in the UK beacon awards was welcomed alongside the recent UK enterprise awards success.

8.   **STUDENTS' ASSOCIATION REPORT**

D Humphries summarised the range of work being undertaken by the Students' Association. (see enclosed report).

9.   **FINANCE ITEMS**

   9.1   **Audit Scotland Report – College Position**

C Blake noted that the paper presented had been discussed in detail at the recent Finance & Property Committee and Audit & Risk Committee meetings. It was noted that the paper summarised the position of the College in 2016/17 in respect of its underlying operating position relative to others within the sector.

C Blake stated that there were no surprises in terms of the information relating to the college itself, but that the position relative to others in the sector had been a surprise.

C Blake noted that the financial picture for the College had already underpinned the savings plans developed and reductions in staff overall. A McCusker stated that she was aware of the range of work undertaken to support financial security. She stated that there was a need for this to be visible and understood by Board members. C Blake noted that this was recognised and highlighted some of the complexities in being able to show this on a clear or consistent basis.

G Bisset noted the need to look at financial performance alongside student outcomes. This was recognised.

G Ritchie summarised the factors underpinning the overall financial position, including the number of promoted roles and the impact of 'unfunded' harmonisation post-merger.

The range of colleges in receipt of support from SFC and identified as being in 'special measures' was discussed and it was noted that D&A College had not been questioned or approached with regard to this as SFC was aware of both the financial position and the steps being taken to address this.

C Blake noted that the figures related to 2016/17 but that the underlying position for 2017/18 would not improve due to costs associated with VS, but that the position for 2018/19 and thereafter would improve.

The current financial position and cash balances were discussed alongside developments and challenges associated with comparative benchmarking between colleges.

P Milne noted the impact of low staff turnover on the ability of the College to reduce and change cost bases over time.

M Williamson stated that the positive merger transition and harmonisation had supported the College in terms of results, and that it was recognised that this came at a cost. She stated that she was comfortable with this and with the steps that had been completed and were planned to support future financial sustainability.

The report, and actions being taken, were noted.

9.2   Financial Forecast Return (FFR)

C Blake summarised the work undertaken to develop the FFR and highlighted that a number of the assumptions and figures were different to those included in the College's own Financial Strategy. Key changes in respect of the opening position for 2018/19 alongside the impact of assumptions in respect of future salary settlements were noted.

S Mill noted that an initial draft of the FFR had been considered by the finance and Property Committee, with discussions held since then to discuss the final draft. S Mill confirmed that he was comfortable with the approach taken to develop the FFR presented.

S Mill noted the range of ratios outlined within the FFR document and stated that these would be of value for comparison purposes. This would be picked up with SFC. **C Blake to progress.**

The projected cashflow position was discussed and S Mill noted discussions held to support contingency planning should any of the 'downside' risks crystallise.

The treatment of capital funds within the FFR was discussed, as was the low likelihood of funding for any future cost of living increases.

The links and differences between the assumptions within the FFR and those within the Financial Strategy were discussed and it was agreed that the Financial Strategy would be updated for the next meeting of the Finance and Property Committee. **C Blake to progress.**

The final draft FFR was approved.

9.3 Voluntary Severance Scheme

S Taylor summarised plans to re-open voluntary severance (VS) in line with the planned restructure arrangements. It was noted that the likely number of staff eligible for VS would be low given the requirement to cover teaching hours.

A McCusker queried the overall terms of the scheme and it was advised that these were the same as other recent schemes. The option to reduce the maximum value of VS was discussed, and the need to balance out affordability with the attractiveness of the offer was noted.

The VS plans were approved. **S Taylor to progress.**

10. QUALITY ITEMS

ANNUAL QUALITY REPORT AND ENHANCEMENT PLAN

S Taylor summarised the draft Annual Quality Report and Enhancement Plan noting that these were developed in the format to meet the requirements of Education Scotland and SFC under the current quality arrangements.

S Taylor stated that the report and plan were in final draft format and would be finalised following discussion with Education Scotland and following finalisation of 2017/18 results and credit data.

D Fordyce noted that the report was very positive and a clear endorsement of the good work and results of the College.

The potential grades were discussed and it was agreed that these would be finalised following discussion with Education Scotland. The finalised report and plan would be submitted by 31 October 2018. **S Taylor to progress.**

11. GOVERNANCE ITEMS

11.1 Board Membership

A McCusker summarised the Board membership paper, noting work progressing in respect of the recruitment of Board members.

It was advised that the two new members identified at the June meeting had been unable to take up their roles.

11.2 Strategic Risk Register

Due to time constraints this item was held over until the next meeting. **S Taylor to progress.**

11.3 Board Metrics

The range of Board metrics produced were noted.

12. NATIONAL BARGAINING UPDATE

G Ritchie noted that a 30 month offer had been made to support staff with union recommendation for acceptance and that it was hoped that this would be approved in the near future.

In respect of the paper produced, it was noted that there was still a significant gap between the position of the employers and academic unions. An indicative ballot was being held, with this expected to reject the employers pay offer.

The potential for industrial action in respect of academic staff pay was discussed and it was noted that this would require a further statutory ballot. It was confirmed that this would be a consolidated ballot for the sector.

The update was noted.

13.   MINUTES OF COMMITTEE MEETINGS

The minutes of the recent round of Committee meetings were noted.

M Williamson noted good progress discussed at the Learning, Teaching & Quality meeting including discussion on progress in respect of the curriculum review, and a detailed report on the wellbeing project.

S Mill noted discussion at Finance and Property had covered a number of the points on the Board agenda and stated that the meeting also looked at the draft out-turn for 2017/18, which had showed an improvement on forecast to a £187k cash-backed surplus. Discussion on a financial procedures issue was noted and S Mill advised that this had been referred to Audit & Risk Committee to review.

G Robertson noted that this issue was being reviewed by the internal auditors and would be picked up by the Committee once the final report was received. Discussions at Audit & Risk in respect of the Audit Scotland report and a range of internal audits was noted.

P Milne summarised discussion held at the Human Resource and Development Committee, including the recent workforce planning audit outcomes and the staffing elements associated with the Audit Scotland report. Discussion of the planned Staff Engagement Survey and Voluntary Severance scheme were highlighted.

P Milne stated that discussions around the uptake of health and safety training had been held, with improvement actions and follow-up reporting identified.

Recent press coverage in respect of the potential impact of allergies were noted and S Taylor summarised examples of how the College had implemented learner support plans in these circumstances.

14.   CORRESPONDENCE

The list of recent communications was noted.

15.   ANY OTHER BUSINESS

There was no other business.

16.   DATE OF NEXT MEETING

The next Board of Management meeting will take place at 10.00am on Tuesday 11 December 2018 in Room A305, Kingsway campus.

Action Point Summary

Action	Responsibility	Date
Service Design Academy business plan to be supported by short-life working group	S Hewitt	31 October 2018
List of advisory boards to be shared with Board members	S Hewitt	30 October 2018
Budget revision and spending timescale to be agreed with D&A Foundation	C Blake	12 October 2018
Board twilight session to discuss future estates strategy to be organised	G Ritchie	16 November 2018
Discussion with SFC on sharing of FFR benchmark ratios within sector	C Blake	31 October 2018
Financial Strategy to be updated to reflect revised assumptions/sensitivities	C Blake	27 November 2018
VS Scheme to be progressed	S Taylor	31 October 2018
Annual Quality Report and Enhancement Plan to be finalised and submitted	S Taylor	31 October 2018
Risk Register to be included in Board Agenda	S Taylor	11 December 2018

BOARD OF MANAGEMENT

Strategic Item

Good to Great Strategy Project Report

Paper B

PROGRESS REPORT DECEMBER 2018

Good to Great Transformation Project

This report summarises progress being made in respect of delivery of the Good to Great strategy and related projects.

D&A College Good to Great Transformation Project

Contents

1 Progress Report – A Summary of Key Activities to Date

Now into its second year, the Good to Great project is really starting to gather pace with a lot of progress made in transforming all aspects of the College from Good to Great.

This report builds on the updates provided in June and September 2018 to outline progress of the key project activities. The key highlights and progress made since the last report include:

- D&A College Website will be launched internally for testing on 10 December 2018
- Digital Resource Tool Kit Launched
- Progress of 2018/19 curriculum changes and development of 2019/20 & 2020/21 new courses
- Various curriculum equipment purchased
- Future Talent Sessions have been delivered to 3500+ pupils since launch
- Development of Help Point services and launch of Help Point evaluation
- Launch of new #HaveYouEverTried? programme to support Wellbeing drive
- Diagnostic Testing software tested prior to implementation for new January cohort
- Gateway Programmes – high retention

1.1 Project Management

The new project Manager is settled in post and overseeing project developments, timescales, milestones and expenditures.

A full Good to Great project team meeting is scheduled for Tuesday 4 December to update on project timelines, arrangements, progress and budget planning. This meeting will also consider initial thought on the evaluation of the full project and its impact. This will include discussion on arrangements and plans to ensure that changes supported (and funded) through good to great are embedded and sustainable going forward.

Any further update from this meeting will be provided to the Board.

1.2 Progress by Theme

The key project themes for Good to great remain unchanged, with work progressing across all themes as summarised below. **The key themes and underpinning projects include the following:**

Recruitment	Retention	Digital	Learning & Teaching	Customer Experience
• Funding Focus • Recruitment Days • Help Points • Learn 2 Learn • Onboarding • You Tube Channel • Schools Engagement • D & A Pledge	• Escape Room • Wellbeing • Government Retention Project • Curriculum Area Pilots	• Digital Community • Digital Curriculum • Digital Environment • D&A Baseline • Data Project • MyLearning Changes	• Gateway Programmes • IIIR Curriculum Portfolio Review • Curriculum Resources • Future Talent • Career Coach • CommuniTay STEM Bus	• Customer Charter • College Website • SA / SU Website • Good to Great Student Ambassadors • Stakeholder Advisory Boards

Progress in respect of each theme as of 26 November 2018 is as follows.

1.2.1 Recruitment

Building upon the changes summarised in previous reports, new and innovative approaches to **recruitment days** have been introduced for 2018/19, providing a more interactive and activity based approach for potential learners. This will support open days across three main campuses and the introduction of the Overgate Community Event from 14-20th January to coincide with the launch of the new website and prospectus.

Help Points initiative that came out of the first ever Service Design event in 2017 is now being evaluated with many staff at all levels involved in the process. Our **Good to Great Student Ambassadors** have been supporting this by gathering students' feedback, with almost 90% of students noting that they have used the Help Points and 63% rating the service they received between 8 and 10, on a 1-10 scale. This feedback has supplemented overall feedback from recent learner survey that has showed 83% satisfaction with the service provided.

It is planned that the evaluation will be completed in January 2019.

Management arrangements for the Help Point service are currently being reviewed (alongside other Administration team changes) to bring Help Point staff under a single Help Point Team Leader

Key theme/project metrics underpinning developments in respect of student recruitment include the following.

Theme	Good to Great Project Metric	Baseline	National Ave	Interim Measure Dec18	Target	Baseline/Data Source
Recruitment	Increase in full time recruitment (each mode)	5225	--	5296	5563*	2016/17 FES Data
Recruitment, L&T	Reduction in SCQF level 4 courses	103	--	86	53	Curriculum portfolio 2016/17

This target will be reviewed in line with the anticipated credit target reduction and emerging thinking from curriculum review regarding the full-time vs part-time balance of the College portfolio.

1.2.2 Retention

Following initial work undertaken in the 2017/18 academic year, the College seen overall improvements to retention which led to increases in attainment. The use of data driven decision making to target resource and support played a huge part in this success. For the current academic year, significant progress is being made on the **Wellbeing Project** (#DAWellbeing) as follows.

Curriculum visits
Curriculum visits have taken place where feedback and intelligence around Wellbeing collated from eleven curricular areas (discussions with over 150 curriculum staff). This information includes the capture of good practise, identification of staff interests and CPD requests and facilitation of targeted activity for particular aspects of wellbeing support.

Over 40 curriculum staff CPD requests have been identified and are being actioned, these are being actioned on a bespoke team basis or individually through the wellbeing CPD Calendar. In addition, over 32 examples of good practice have been collated and will be captured for display within Wellbeing resources area.

January "Re"freshers fayres
Planning is well underway for the January fayre scheduled for each campus for 8th, 9th and 10th January. The fayres will feature many of the activities that took place in freshers alongside a huge emphasis on Wellbeing. The programme is being built on the feedback gathered from curriculum teams with sessions covering all aspects of wellbeing including some keynote lectures including Tina McGuff. These fayres will also capture January starts.

#HaveYouEverFancied programme
Launch of the #HaveYouEverFancied monthly programme for the entire college community. This monthly offer includes activities that run on a weekly basis and taster sessions. This is the first time that the Wellbeing activities have been offered to the entire college community. Research has shown that to build resilience amongst individuals, participation in extracurricular activity is a key facilitator. This programme hopes to expose learners to new activities within the college setting which can then be explored further in the community. In November, approximately 20 activities were offered and the programme aims to bring together all wellbeing activity by learner engagement, student services, student association alongside the Wellbeing project.

Learner wellbeing posts

Four fitness, health and exercise learners have been recruited for the Wellbeing assistant posts and they are now working on a bespoke Wellbeing roadshow designed by students for students. This is to be rolled out in January. These learners will also be shadowing the work of the Learner engagement and sports union team. Training in many areas of wellbeing is being arranged including mental health awareness.

Cross Curricular Wellbeing projects

The Arbroath hospitality students provided a healthy lunch around the theme of "EatWellFeelWell" where they had devised a healthy yet tasty, low budget menu that is integrated within their curriculum. This menu was showcased where around 25 learners from the curricular areas of sports and fitness and hairdressing were invited to the healthy lunch.

Building on the success of this a healthy lunch has been organised for staff where the emphasis is on the healthy food preparation in addition to the wellbeing benefits of stepping away from the desk over lunch. Over 65 staff have booked into the event on 27th November.

Learner Breakfast offer

In partnership with the Learner engagement team and hospitality, free breakfast is being served in all main campuses three mornings a week. A partnership has been established with Fair Share which provides a breakfast offer for the Saltire based sports and fitness students and both outreach centres.

Staff and Learner Surveys

Both the learner survey and staff engagement survey include new questions/statements around wellbeing, which will be very useful in providing more data to shape project outcomes.

Social Media Accounts

A twitter and Instagram account have been set up to help and support the wellbeing of staff, learners and the community of Dundee & Angus College.

The **Government Retention Project** is continuing at pace, with the project group visiting Coatbridge on Monday 19 November for the second of three residential development sessions (with this one focused on Engaging in College Life). The project team are developing awareness and understanding of the use of the Quality improvement methodology underpinning this work.

Team members also recently took part in a WebEx conference with the Scottish government and received very positive and encouraging feedback on the College approach to improving retention and attainment.

Escape Rooms. Due to the new window installations in Kingsway campus, the planned **Escape Rooms** area could not be accessed, resulting in a delay in opening of the Escape rooms (which were to be launched in early December). A new launch date has now been planned for late January 2019 with a revised work plan and timeline in place for this.

Key theme/project metrics underpinning developments in respect of student retention include the following.

Theme	Good to Great Project Metric	Baseline	National Ave	Interim measure Dec18	Target	Baseline/Data Source
Retention	Staff completed health & wellbeing training (FTE)	10%	--	40%	80%	CPD Data March 2018
Retention	Group Tutors completed health and wellbeing toolkit training	0	--	Toolkit is to be launched in January '19	100%	CPD Data March 2018
Retention	Learner Awareness and engagement with health and wellbeing • The college cares about my wellbeing • I know how to look after my wellbeing	74% 92%	--		100% 100%	Learner survey commissioned May 2018

1.2.3 Digital

A key element of delivering our transformation change programme, 'Good to Great' is the **Digital Strategy**. To help us achieve this we have adapted Jisc's Strategic Four Step Process Supported by our Digital Strategy Group - a Cross-College partnership of engaged, diverse practitioners - we established our vision:

- To create an environment where our students will engage with and benefit from relevant and exciting digital curricula and be empowered digital practitioners.
- Whilst our staff will engage in lifelong digital learning, independently analysing and implementing tools and resources to support their work and curriculum developments.

In addition, the group identified three key areas for the strategy to deliver on to be effective:

- A Relevant Digital Curriculum for All;
- A Robust, Flexible Digital Environment;
- An Empowered Digital Community.

Since launching in May 2018, our focus has been in designing approaches and support mechanisms to bring the vision to life. Progress has been made in all four areas:

- Assessing our community's digital capability regularly to ensure we meet our aspirational baseline targets
- Raising our community's digital capability levels through a range of bespoke training and development
- Improving the quality and quantity of digital learning materials in the curriculum

- Developing our robust, flexible digital environment to be the best of breed in Scottish Colleges.

To further help and support staff and students we created an online Digital Toolkit. This one stop shop for digital support has proved to be popular and is added too regularly by the LDR team, as the pool of digital resources used within the College expands.

Our main focus since May has been to establish our **Digital Baseline** by supporting as many staff as possible to complete the Digital Capabilities Self-Assessment. As of the 1st October nearly 600 staff had completed the Digital Capabilities Self-Assessment. Dundee & Angus College Staff Baseline October 2018 - **58% Competent**. We continue to target those areas who have not completed the self-assessment.

A lot of work has been done around **Digital Curriculum** and we now have 15 units that have been fully digitalised, this will allow us to offer more flexible learning, bring commercial income and promote **Digital** to all our students.

Key theme/project metrics underpinning developments in respect of Digital developments include the following.

Theme	Good to Great Project Metric	Baseline	National Ave	Interim measure Dec 18	Target	Baseline/Data Source
Digital	Staff Digital Competency	zero data	No data	58 % competent	100% competent	Digital competency assessment tool
Digital	6 x Fully digital course provision available	0	n/a	2	6	Online learning audit in May 2018

1.2.4 Learning and Teaching

The **Future Talent** initiative continues to make a significant impact with just over 3500+ school pupils, primary and secondary, undertaking dedicated career coaching, support and guidance sessions, as well as focused career taster events at all three campuses. These sessions and events have been instrumental in giving a wider group of young people exposure to the college, its services and our staff. This, alongside the introduction of the D&A Pledge, has resulted in the overall increase of applications from schools and HN recruitment numbers being maintained.

All **Gateway Programmes** are having individual focus groups to carry out full evaluation of the course so far and the plans of the students. All Access staff are reflecting regularly on the course from unit content to pace of delivery and pattern of hours. This has already resulted in clear changes that need to be made to ensure appropriate opportunities for intervention are provided, and to support sustainability of the course where there is a need for vocational areas to offer infill opportunities. Retention remains high and in most cases the vocational infill is well supported. So far in Angus, 13 young people have changed their minds about their vocational choice (these would previously have left college) and been retained and engaged in an alternative provision. This equates to 26% of Gateway learners. In Dundee, the number sits at 9 and again demonstrates that the principle of the course is right, with further refinement to be made to the model needs to ensure full success.

Although slower than anticipated a good progress have been made in regards to refurbishment work to our **CommuniTay Bus** project. We now have a winning tender and this work is scheduled to start in January 2019 and should take around 4 weeks to complete.

New **Curriculum Equipment** has been purchased including robot arms. Two award winning, innovative robot arms have arrived and will demonstrate several industrial tasks, giving our students rich and exciting learning opportunities in a highly relevant field. There will be new opportunities for Engineering students to learn about coding and robot simulation with tools also used by highly regarded organisations such as NASA. Deployment of industrial robots is growing rapidly; robot arms are used across a wide range of sectors in the region. We seek to improve opportunities for students and help to ensure business in the region will have employees with the right skills. New equipment has also been purchased to support the modernisation in Animal Care, Sport, Art & Design, Computing and Engineering.

As a part of **Curriculum Review** New Zoo Animal Behaviour and Welfare course has been launched and is beginning in January 2019, exclusive to Dundee and Angus College in partnership with Camperdown Wildlife Centre; it is designed around the concept of completing a single project, will allow the student to pick up lots of transferable skills along the way. The course has been written and designed by the D&A Animal Care team in association with the Zoo staff at Camperdown Wildlife Centre, Dundee and is the only such course currently available in Scotland.

The Zoo course is one of many curriculum changes arising through the Curriculum Review process supported by Good to Great. Other changes are summarised below, with work progressing to develop new course provision for inclusion within the new prospectus and delivery in session 2019/20.

2018/19	2019/20 & 2020/21
- HNC Marketing Communications/Digital Marketing (FT) - OU Choice Programme (FT) - Gateway to Construction (FT) - PDA Leadership & Change (PT) - PDA Operational Leadership & Management (PT) - PDA Workplace Coaching (PT) - PDA Building Information Modelling (PT) - PDA Zoo Animal Behaviour and Welfare - PDA Design and Advanced Manufacturing	- HNC Data Analytics/Data Visualisation (FT & PT) - Business Intelligence (PT) - HNC Career Information, Advice and Guidance (PT) - HNC Supply Chain Management (FT & PT) - HNC Cyber Security (FT & PT) - HNC Food Science and Technology (FT) - HND Applied Sports Science (FT) - HNC Activity Tourism (FT) - HNC Engineering Systems (with Robotics) - Cremations & Burials (Workbased) - PDA Accommodation Management (PT) - PDA Dementia Awareness (PT) - Hybrid & Electric Vehicle Maintenance (PT) - Nutrition Management (PT) - PDA Data Analytics (PT)

Many curriculum areas have adopted **Service Design** approaches to look at their courses and learning approaches, examples include the Horticulture and Professional Cookery teams working together in designing a brand new course "from field to plate" – in this course students from two courses will be working together towards a final event. Horticulture and Hospitality students will learn a full cycle of the fresh produce from seeding to harvesting, to serving delicious dishes to their customers.

A new Diagnostic System has been purchased as part Learning and Teaching theme of G2G. This system is part of BKSB'S suite of interactive online solutions to improve English, Maths and ICT skills. Whilst our existing in-house system is still functional, it is limited in terms of range of levels and question types.
We hope this new diagnostic will improve recruitment and retention, ensuring the right student is on the right course. It will increase the range of outcome levels and produce more constructive feedback for learners and staff. The system can also offer a blended approach allowing learners to be signposted to online resources to address areas of concern.

Essential Skill and Learning Resource staff will be trained by BKSB staff in Quality week and the new system will be piloted with learners in Semester 2 within ICT Essential Skills classes. Furthermore, the system will be available to all in March for recruitment for 19/20.

Ongoing work on data usage around Timetabling and resource management, as well as improved recruitment processes, has led to a significant improvement in the average class size.

Key theme/project metrics underpinning developments in Learning & Teaching include the following.

Theme	Good to Great Project Metric	Baseline	National Ave	Interim measure Dec 18	Target	Baseline/Data Source
L&T	Increased class sizes as an average by Dept.	11	11	16.7	16	Business Intelligence: class size by course and department
L&T	Commercial Course Enrolment income increase by 5%	£936K			£983K	Business intelligence 2016/17 metrics commissioned
L&T	% of Course Portfolio modernised	0		50%	80%	Curriculum portfolio 2016/17
Recruitment, L&T	Number of distinct/individual courses at SCQF Level 4	103		86	53	Curriculum portfolio 2016/17

1.2.5 Customer Experience

The Student Association/Sports Union Website work is complete, with this enabling the SA to raise its profile across the college, and resulting in a significant rise in SA engagement with students. The website has made interaction and engagement with the student body easier this year as it has wide-ranging information about what SA/SU do and where the students can be involved with both the SA and the SU. Another prominent feature that we have been promoting is the wellbeing section that has been complied by both the SA and SU in order to promote positive metal health and wellbeing amongst the student body across the college. Both teams are hoping build on website success and ensure that it becomes an integral part of both the SA and the SU.

New **College Website** will be launched internally on the 10th December 2018 with the official "Big Bang" launch scheduled mid-January 2019, to coincide with prospectus launch and cross college open days.

New website has new content for growth areas, complemented with case studies, student comments, photos and videos. Existing content has also been re-crafted wherever possible. Each area

follows the same template for consistency/clarity, tone and language with internal brands such as "Future Talent" incorporated throughout.

Course Management System training has taken place in November with staff from Marketing, ICT, and Admin teams.

The first draft of our **Customer Charter** has been prepared and submitted to the Senior Academic Leadership Team for their feedback.

Key theme/project metrics underpinning developments in the Customer Experience include the following.

Theme	Good to Great Project Metric	Baseline	National Ave	Interim Measure Dec 18	Target	Baseline/Data Source
Cust Exp	Active Stakeholder Advisory Boards per Academic team	20%	-	65%	100%	2016/17 Stakeholder curriculum saturation
Cust Exp College Website	Number and duration of website sessions/month	zero data		78000	85000	Website analytics
Cust Exp	Number of 'administrative' services redesigned	0	No data	1	4	Systems availability review

1.3   Project Finances

Taking us to the end of October, expenditures on the Project is c £241K, a budget report on spend to date was submitted to the Finance and Property Committee on 27 November 2018.

A Good to Great project team meeting is scheduled for Tuesday 4 December where project completion timescales will be discussed. If required, a formal request for an amendment to the D&A Foundation funding timescale will be progressed for discussion with the Board.

2   Communication & Engagement Strategy

With the appointment of the new Transformation Project Manager, communication around the project has improved significantly and been maintained over recent months. Various channels are being used to communicate with staff and students. Those include the Good to Great Portal with weekly updates being posted by the Project Manager.

Twitter is playing an increasing part in communication with many staff getting involved in tweeting around different events and activities with the adopted #DAG2G, #DAWellbeing, #moresuccessfulstudents and #morethanjustacollege tags.

3 Risk Management

The project risk register has been reviewed, with no changes made. A copy of the risk register is included in Appendix 2.

4 Conclusion

A huge amount of work has already been done in moving the college from Good to Great with new courses emerging and services being reviewed.

A small amount of projects are now coming to an end and we can see the positive impact this has had on our students, those include improved Recruitment, Onboarding and Help Points.

Also, the introduction of new courses and the in-depth review of existing ones is drawing positive attention from prospective students, for example the new Zoo course has attracted more than double the number of students than anticipated.

All projects/themes are being regularly reviewed and as it is mentioned above a full project meeting is scheduled with all theme leaders, where we will discuss project progress in more details.

Interim measures in respect of the key theme and project metrics show positive movement.

Appendix 1 - Good to Great Project Outcome Metrics

Project Outcome Link	High Level Good to Great Project Metric	Baseline	December 2018 Interim Measure	Target	Baseline/Data Source
1a	Financial savings	N/A	1.0m	1.5m	Budget Monitoring Reports linked to Financial Strategy
1b	Reduction in Administration costs by 10%	£8M	£7.4M	£7.3M*	Jul 17 Support centres I&E (excl vat; projects; teaching pay), *out-turn 10% reduction will be rebased to account for pay cost increases 2017 - 2020
1c	Total Income by FTE (staff)	£51,200		£56,000	
1d	Credits per FTE (staff)	158	181	167	2016/17 Credit out-turn and Annual Staffing Return
1e	Commercial Income generation increased by 5%	£2.2M	£2.3M	£2.3M	July 17 Academic I&E non-core income report
2	Learner Retention	84.6%	92.6%	90%	Performance Indicators Summary Report 2016/17
3a	Full Time Learner Attainment	74.4%	75.7%	77%	Performance Indicators Summary Report 2016/17
3b	Courses Below National Average PI	214	185	100	National Retention Project Dashboard 2016/17 (Business Intelligence)
4	Learners into employment	15.7%	18.1%	20%	Course Leaver Destination Survey 2015/16
5	Learners into self-employment	26	31	40	Couse Leaver Destinations Survey 2015/16 (new metrics added to show self-employment)
6	Customer Satisfaction	8.1	8.4	8.5	2016/17 Learner Satisfaction Survey
7	Staff Engagement	68%	69%	70%	Staff Engagement Survey 2016/17

Theme/Project Metrics

Theme	Good to Great Project Metric	Baseline	National Average	Interim Measure Dec '18	Target	Baseline/Data Source
Digital	Staff Digital Competency	zero data		58% competent	100% competent	Digital competency assessment tool
Digital	6 x Fully digital course provision available	0	No data	1	6	Online learning audit in May 2018
L&T	Increased class sizes as an average by Dept.	11	11	16.7	16	Business Intelligence: class size by course and department
L&T	Commercial Course Enrolment increase by 5%	£936K			£983K	Business intelligence 2016/17 metrics commissioned
Retention	Staff completed health & wellbeing training (FTE)	10%		40%	80%	CPD Data March 2018
Retention	Group Tutors completed health and wellbeing toolkit training	0			100%	CPD Data March 2018
Retention	Student Awareness and engagement with health and wellbeing • The college cares about my wellbeing • I know how to look after my wellbeing	74% 92%			100% 100%	Student survey commissioned May 2018
Recruitment	Increase in full time recruitment (each mode)	5225		5296	5563	2016/17 FES Data
Cust Exp	Active Stakeholder Advisory Boards per Academic team	20%		65%	100%	2016/17 Stakeholder curriculum saturation
L&T	% of Course Portfolio modernised	0		50%	80%	Curriculum portfolio 2016/17
Recruitment, L&T	Number of distinct/individual courses at SCQF Level 4	103		86	53	Curriculum portfolio 2016/17
Cust Exp	Number and duration of website sessions/month	Zero data		78000	85000	Website analytics
Cust Exp	Number of 'administrative' services redesigned	0	No data	1	4	Systems availability review

Appendix 2 – Risk Register

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
1.	Poor Project Management results in lack of project direction/ missed opportunity	2	4	8	• Lack of sustained project management • Lack of clarity of projects/outcomes • Poor implementation	• Project Board in place • Experienced Theme Leads • Distributed projects	• Regular project updates • Monitoring of key metrics	Project Manager, Theme Leads
2.	Failure of strategy and activities to deliver required improvements	2	4	8	• Strategic misalignment/ confusion/drift • Project activities ineffective or misaligned with outputs	• Project Board in place • Experienced Theme Leads • Distributed projects	• Regular project updates • Monitoring of key metrics	Board, Executive Team, Project Manager, Theme Leads
3.	Lack of staff engagement and involvement results in limited impact	1	3	3	• Project communication/ engagement ineffective • Complexity of messages – G2G/ savings requirements • Change handled poorly	• Clear communication & engagement strategy • Focus on core business & students	• Face to face communications • Regular discussions with Theme Leads • Discussion/updates with trade unions	Executive Team
4.	Focus on Good to Great impacts adversely on normal operations/ developments	1	3	3	• Management attention diverted by project activities • Project activities not "mainstreamed" with operational cycles	• Standing item at SLT meetings • Discussion on implementation with wider operational groups • Allocation of specific project time • Focus on core business & students	• Regular project updates • Monitoring of key metrics • Discussion of G2G alongside other key priorities	Executive Team, Senior Leadership Team

|	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
	Poor financial management	2	4	8	• Failure to adequately plan/ control expenditures • Project budget insufficient • Project management and approvals processes ineffective	• Project Management and Board in place • Budget held centrally with sign off at Executive level only • Clear budget allocation at project level	• Regular budget monitoring & reporting	Board, Executive

BOARD OF MANAGEMENT

Strategic Item

Regional Outcome Agreement First Draft

Paper C

First Draft for Board
December 2018

Regional Outcome Agreement 2019–2021
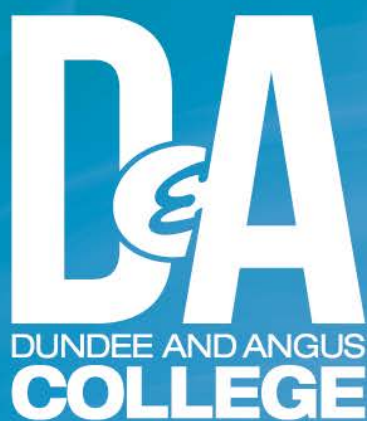
DUNDEE AND ANGUS COLLEGE

CONTENTS

Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2019 -2021

College Region - Dundee and Angus

Funding

College region Tayside (Dundee and Angus College) will receive £27,040,244 core teaching funding, and £2,009,162 capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2019/20 to plan and deliver 103,314 credits worth of further and higher education. This is inclusive of 3,082 credits for childcare activity.

In addition, the college region will receive £1,154,055 in European Social Fund (ESF) grant through the SFC to deliver a further 4,494 Higher Education credits to eligible learners.

The total credit target for 2018/19 is therefore 107,807.

Core Student Support funding for 2018/19 is £7,648,414.

This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2019-2020

1. To embed outcomes from our Good to Great transformation, cementing the position of the College as one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry point.

2. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal and other developments, providing a positive response to regional challenges in manufacturing and providing a skilled and work ready workforce to support jobs growth in areas such as hospitality, cultural tourism, energy and care sectors in partnership with employers, local authorities, and economic development agencies.

3. To deliver a comprehensive, innovative and forward looking curriculum that meets learner and economic needs, improves learner attainment, progression and employability, and embeds essential learner attributes in enterprise, digital skills and career management practice.

4. Contribute to a fair and just society by ensuring equal access and inclusive learning opportunities and services for all members of our community, meeting national ambitions for Care Experienced and other disadvantaged/under-represented groups and contributing fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.

5. Deliver the outcomes of Developing the Young Workforce – Scotland's Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.

6. Maintain a sustainable regional college through sound governance and effective environmental and financial management approaches that direct the maximum level of resource towards learners and their learning environment.

Priority Outputs to be delivered in AY 2019 – 2020

As detailed in **Section 6** of this document.

We accept our final funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting the Childcare target for AY 2019 - 2020 with the Scottish Funding Council. We are aware that discussions are continuing between the Scottish Funding Council and Scottish Government to determine the inclusion of pipeline and additional qualifications to address these challenges and await the outcome of these discussions. On this basis we are content to sign our acceptance.

Signed by College Region	Signed by SFC
Principal	
Regional Chair	
Date	Date

Supporting National Priority Outcomes

The Scottish Government's post-16 education reform priorities are to: improve life chances; support jobs and growth; and ensure sustainable post-16 education.

The Government has stated its intention to develop a world-class vocational education system and Scotland's Youth Employment Strategy has identified new priorities which are covered by SFC's strategic aim of High Quality Learning and Teaching – an outstanding system of learning that is accessible and diverse, where students progress successfully with the ability, ideas and ambition to make a difference. This aim identifies five key outcomes.

a) **A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.**

b) **An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.**

c) **A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.**

d) **High performing institutions – a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements.**

e) **Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy**

The table below indicates how the D&A Priority Outcomes support the four key SFC outcomes.

College Priority Outcomes	SFC National Priorities				
	a	b	c	d	e
1. To embed outcomes from our Good to Great transformation, cementing the position of the College as one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry point.	✓	✓	✓		✓
2. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal and other developments, providing a positive response to regional challenges in manufacturing and providing a skilled and work ready workforce to support jobs growth in areas such as hospitality, cultural tourism, energy and care sectors in partnership with employers, local authorities, and economic development agencies.			✓		✓

College Priority Outcomes	SFC Key Outcomes				
	a	b	c	d	e
3. To deliver a comprehensive, innovative and forward looking curriculum that meets learner and economic needs, improves learner attainment, progression and employability, and embeds essential learner attributes in enterprise, digital skills and career management practice.	✓	✓	✓		✓
4. Contribute to a fair and just society by ensuring equal access and inclusive learning opportunities and services for all members of our community, meeting national ambitions for Care Experienced and other disadvantaged/under-represented groups and contributing fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.	✓				✓
5. Deliver the outcomes of Developing the Young Workforce – Scotland's Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.	✓	✓	✓		
6. Maintain a sustainable regional college through sound governance and effective environmental and financial management approaches that direct the maximum level of resource towards learners and their learning environment.		✓		✓	

1. Regional Context

1.1 Dundee and Angus 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 north east Fife, west to areas of Perthshire, and north to Laurencekirk, South Aberdeenshire and the Mearns.

The College has extensive networks of activity across the whole region and is a key player in education and training, economic development and community planning. This includes a key role within the work of the Developing the Young Workforce group and as a major strategic partner with our local authorities and local/national higher education institutions.

The College is well integrated with key industrial and commercial partners across all areas of the region, supporting changes in the local economy, working with partners to support new and established industries, and providing the skills and services required to support the diverse economy of our communities.

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

A full economic analysis impacting on the D&A Region and the curriculum and services that we provide is included as appendix 1.

1.1.1   Quality Arrangements

The pursuit and achievement of high quality learning, teaching and learner experiences is a major driver for the College, featuring strongly within our vision, purpose and ambitions.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include detailed self-evaluation by academic and support teams and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

The College is committed fully to the Education Scotland/SFC quality arrangements and has engaged positively in the creation of our Evaluative Report and Enhancement Plan under the joint Education Scotland/Scottish Funding Council quality framework arrangements. Comprehensive outcome focused action plans have been developed through these arrangements, with these underpinning improvements in learner outcomes and services for our region.

The endorsed grades in respect of the three key principles within the quality arrangements for 2017/18 are as follows:

Quality Principle	Grade
Outcomes and Impact	**Very Good**
Delivery of Learning and Services to Support Learning	**Very Good**
Leadership and Quality Culture	**Excellent**

Levels of learner retention and attainment at D&A are consistently amongst the best in the sector, with significant strengths evident across almost all curricular provision. There was further improvement in outcomes during 2017/18, with an overall increase of +2.1% on successful outcomes and robust measures are in place to ensure that these high level outcomes remain a long-term trend. As a part of this focus the College is committed fully to the work being undertaken through year 2 of the Scottish Government FE Retention project.

Levels of learner satisfaction and post course success are above sector average, and work will progress through the period of this agreement to further gather and track employer satisfaction in respect of learner skills and attributes.

1.1.2   Gender and Equalities

In addition to the creation of economic growth, the College also cites the generation of social well-being as a key feature of our core organisational purpose.

This core purpose recognises our role and responsibilities as an organisation in improving people's life chances by ensuring access to high quality of education that is appropriate to their needs, enables them to reach their full potential (regardless of characteristic or background) and equips them with the vocational and essential skills necessary to succeed in the world of work.

Our Outcome Agreement itself has been subject to Equalities Impact Assessment which is available on our website.

Gender Equality

All College recruitment is undertaken on an open and non-gender specific basis, with overall student recruitment reflecting the gender balance within the population as a whole. Within this, however, the College recognises that there remains a clear gender split across a range of curriculum areas. This is especially marked within Science, Technology, Engineering and Maths (STEM) subject areas and Personal Care subjects such as Hairdressing/Beauty and Care.

Analysis and actions in respect of gender equality are detailed within our published Gender Action Plan, and these actions and outcomes are an integrated feature of this Outcome Agreement.

Our most highly gender segregated curricular areas are outlined below and priority work will focus on improving the gender balance within these areas. Changing areas of subject interest is challenging, but the following positive steps have been made over the past year: Building services – Female enrolments up from 0.4% to 1.7%; Engineering – Female enrolments up from 4.8% to 6.5%; Construction – Female enrolments up from 5.4% to 13.8%; Retail & Events – Male enrolments up from 9.1% to 15.2%; Hair/Beauty – Male enrolments up from 3.5% to 6.5%

Team	Female %	NK %	Male %	Other %	Total %
Building Services	1.7%	0.0%	98.3%	0.0%	100.0%
Engineering	6.5%	1.1%	92.3%	0.2%	100.0%
Construction and Technology	13.8%	0.5%	85.3%	0.3%	100.0%
Computing and Creative Media	11.8%	0.0%	87.4%	0.8%	100.0%
Retail and Events	69.5%	0.0%	29.9%	0.6%	100.0%
Health and Social Care	84.3%	0.3%	15.2%	0.2%	100.0%
Hair, Beauty and Complementary Therapies	93.1%	0.2%	6.5%	0.2%	100.0%

Through the course of this agreement the College will continue to support and prioritise atypical recruitment in segregated subject areas and will continue to work strategically with our school and other partners to promote greater awareness raising and expand the offer of senior phase, broad general education, and primary level activity that directly addresses gender segregation in the curriculum.

The College has a published Gender Pay Analysis and Action Plan. This plan highlights a reduction in the gender pay gap evident across the College (to 6.3%) and confirms the gender balance on the Board of Management and the gender profile of senior postholders. The Gender Pay Action plan outlines steps being taken to further improve pay equality.

The current gender split in respect of the most senior (Executive) roles is 66% male based on a team of 6. Across the full academic and support management team of the College this split is 40.4% male and 59.6% female, mirroring the overall staff gender split.

Wider Equalities Analysis

The College monitors closely the participation (and mainstreaming) of learners from protected characteristic groups and publishes detailed statistics biennially. Our analysis of equalities data within our Mainstreaming Report 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.

The College is engaged in a number of projects and activities that support those with issues of equality that are compounded by socio-economic disadvantage. This includes a broad range of curriculum provision and support through our Access and Inclusion curriculum and engagement with a wide range of regional inclusiveness projects. The College is an active member and supporter of the Dundee Fairness Commission.

Learner outcomes for learners from the 10% most deprived postcode areas in our community are significantly above the Scottish average, as are outcomes for younger learners, those with disabilities, BME learners, and others irrespective of protected characteristic.

The College has published its British Sign Language (BSL) plan, and supports a number of learners with hearing impairments to successfully achieve each year. We have extensive and positive links with local hearing support groups and engage actively with a broad range of self-employed BSL signers.

The College has a small community of transgender learners and staff, and has played an active role in contributing to the national TransEDU research findings. Our Revels of Angus group provides a supportive community environment for learners and we will continue to work towards the implementation of the recommendations of the TransEDU Scotland report.

The College is a signatory to the Armed Forces Covenant, and work in close partnership with *** to ensure that guidance and entry arrangements take account of the needs of those serving in our armed forces and those whose educational journeys or outcomes may have been disrupted by service arrangements.

Gender Based Violence

The College has actively supported the Gender Based Violence campaign and has been an active participant in a number of events and development sessions to expand awareness of gender based violence issues and good practice approaches. This includes the provision of rape and sexual abuse centre (RASAC) training as a part of our wider RESPECT provision for learners and the rolling out of specialist support training for Student Services and other frontline staff.

The College has taken a managed approach to the introduction of the Gender based violence cards, staging the issuing of these alongside training and awareness raising to ensure that staff have the knowledge and awareness of how to access immediate support as well as information required for referral or access to emergency services.

Mental Health

The College and our Students' Association are working jointly on a Mental Health strategy (as a key feature of our overarching Wellbeing strategy) and related action plan. Mental health issues are a significant issue for the College, and are one of the main reasons cited for learners

The College has invested heavily in a Health, Wellbeing and Resilience project that has had a significant impact on staff and learner wellbeing. This work includes the rolling out of WRAP (Wellness Recovery Action Planning) training for learner and staff groups, with a focus on building awareness and capacity across the College community on how to identify, avoid and deal with the most common mental health issues at the earliest possible stage.

Significant work has been undertaken around the impact that Adverse Childhood Experiences can have on adult mental health. And mental health awareness and capacity building training has been rolled out to all teams.

Through the Wellbeing project all staff have access to a resources toolkit of approaches that can be used to raise awareness and good practice around mental health and resilience, alongside support and guidance on managing mental health issues. Currently ** staff have undertaken dedicated mental health training, including Mental Health First Aid.

The College has been working in partnership with the University of Abertay to enhance the counselling opportunities available to learners. This work supplements the very extensive range of student support and provides access to trained counsellors that require additional experience to complete their professional registration. This partnership provides access to a specialist counsellor on each of our three main campuses and supplements counselling support that the College funds through a range of independent counselling services.

The College welcomes the additional funding to support access to counselling and will use this to increase the counselling support provided to learners.

1.1.3   Learner Engagement

The engagement of learners within their own learning and within the life and work of the College is critical to the quality of our service and the outcomes we achieve. Dundee and Angus College has an enviable reputation for the depth and effectiveness of these activities, offering a very broad range of opportunities for all learners to engage across the College. These activities are used to enhance the quality of learning, teaching and service delivery, whilst also supporting learners to gain additional skills, qualifications and attributes that add significantly to their employability, personal and vocational development.

The Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and student groups.

In addition to supporting this on-going work, key priorities over the period of this outcome agreement include a specific focus on supporting and enhancing learner retention, equality, integration and employability.

The national award winning D&A Attributes programme is supported by our Learner Engagement and Learning & Digital Resources teams and provides learners with significant opportunities to develop and evidence the key attributes that our employers have identified as critical to their employability and future career success.

The Attributes programme is a highly innovative and flexible approach and over the duration of this agreement will develop to include guaranteed interview routes for our learners. Through this work, the D&A Attributes will make a significant contribution to our work in Developing the Young Workforce and our embedding of the Essential Skills Ambitions for Scotland.

1.1.4   D&A Students' Association (DASA)

The D&A Students' Association have a well-developed three year strategic and annual operational plan with a focus on developing greater consistency and visibility year-to-year that underpins improvements in activity, accountability and autonomy. This work has included the signing of a partnership agreement with the College and reaffirmation of the "D&A Pledge" between the College, DASA, our Sports Union and our students.

Supported by a Students' Association Development Officer and with an active and high profile Students' Association Advisory Board, our Students' Association continues to take greater responsibility for a broad range of activities, including leadership and management of class and lead representative, student advocacy, and the strengthening of the Student Congress.

The Office Bearers play an influential role within the Board of Management, including providing feedback through standing agenda items on the full Board and our Learning, Teaching and Quality Committee agendas.

Students and the Students' Association continue to play a crucial role within all of our Service Design activities, engaging with c500 students in the past year to enhance curriculum and services. The Students' Association have worked with the College to create a group of Good to Great Ambassadors at inform and support our Good to Great enhancement strategy (see section 5.1.6 below)

In addition to the usual range of Students' Association activities, the College has a highly successful Sports Union, engaging students within a broad range of competitive sports and wellbeing activities. The Sports Union offers a significant range of sporting, volunteering, coaching, and competition opportunities for learners of all abilities and work will progress in partnership with student sports volunteers and student coaches to support and enhance the Sports Union. The Students' Association and Sports Union have recently launched a new website to underpin the excellent work that they do.

1.1.5   Student engagement in the ROA process

The Students' Association and College have had a formal Partnership Agreement in place since 2015, including the joint "D&A Pledge" to work in partnership to achieve a series of high level and public ambitions.   This partnership working includes opportunities for the Students' Association to contribute to the creation and approval of this outcome agreement and (critically) the activities, services and outcomes that it relates to.

The ROA is discussed fully with Student Association office bearers and the Student Congress during the drafting stage to allow students to influence and contribute ideas to the final document.

The Students' Association organise a series of 'Pizza with the Principals' and 'Cake with the Chair' sessions throughout the year and these informal discussions with learners from across the College are used to discuss and seek input across the range of activities and measures encompassed by this outcome agreement.

2. Key National Outcome 1 – Access and inclusion

A more equal society because learning is accessible and diverse, *attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.*

During 2015-16 SFC undertook a review of the Extended Learning Support (ELS) system which was part of the previous funding methodology. The review concluded that these funds should be used by colleges to support their inclusive practices and that each college should develop an evidence based Access and Inclusion Strategy as part of the outcome agreement document.

The Dundee and Angus College Access and Inclusion Strategy was published in 2017 as an appendix to our 2017 – 2020 Outcome Agreement available here.

Work will progress through this strategy to ensure our learning opportunities are accessible and diverse, attracting and providing equal opportunities for people of all ages, and from all communities and backgrounds.

The strategy has been updated to incorporate further objectives and outputs for 2019-20 and to confirm resourcing allocated to deliver on these access and inclusion objectives. These objectives, outputs and resource commitments are detailed in appendix 3 below.

3. Key National Outcome 2 - An outstanding system of learning

An outstanding system of learning *where all students are progressing successfully and benefiting from a world world-class learning experience, in the hands of expert lecturers delivered in modern facilities.*

3.1 <u>College overview and developments</u>

The delivery of high quality learning, teaching and learner experiences is a key driver for the College, featuring strongly within our vision, purpose and ambitions.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include detailed self-evaluation by academic and support teams, a drive on Business Intelligence to make data-driven decisions and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

High levels of learner retention and attainment continue to be maintained with further enhancement to these in 2017/18, but the College is not complacent and an on-going focus will ensure that high level successful outcomes are the norm.

As one of five Colleges taking part in the second year of the Scottish Government Retention and Attainment project, the College is committed to continuous improvement for itself and by supporting improvements for the sector as a whole.

In addition to a clear high performing quality trend, the College will make further enhancements to ensure that learner outcome levels in all curriculum areas are above national average. Further steps will also be taken to measure and enhance the quantitative and qualitative post course success data available to the College, and to use this data to directly inform improvements in learning, teaching and curriculum design.

The D&A 'Future Talent' initiative builds upon the strong work undertaken to establish the D&A Attributes. With a clearer focus on careers information, advice and guidance, Future Talent is a whole College approach to employability and enterprise. This initiative links together a number of national strategies and priorities, including Developing the Young Workforce, Career Education Standards, Work Placement Standards for Colleges and the Development of Learner Employability in Scotland's Colleges.

In 2018 the College launched a new Digital Strategy, which provides a key vision and direction for building digital skills within both staff and learners to enable them to learn, work and live in the 21st century. This strategy is backed by a clear self-assessment route and comprehensive professional development support to enhance skills and meet our objective of all having all staff certified as competent digital users.

3.1.1. Curriculum Development

Dundee and Angus College will continue to review, design and deliver a curriculum that is directly informed by our employers and meets the needs of the regional and national economy.

At the beginning of the 2017/18 academic year the College embarked on an extensive review of its curriculum focusing on both what we deliver (ensuring it meets the needs of the regional economy) as well as how we deliver our curriculum, and the different modes, delivery styles and technology enhanced methods needed to meet the needs of today's learners and employers.

With new full time provision established in areas such as Cyber Security, Activity Tourism, Business Analytics and Food Science, the College will be at the cutting edge of the exciting economic changes predicted within the Dundee & Angus region.

Given the demographic of the region and its economic context, the College is also growing its part time portfolio with new provision in Leadership & Change, Digital Marketing, Workplace Coaching, Cyber Security, Digital Baselining and Business Intelligence. This new curriculum targets a number of markets including the 25+ age demographic, those in employment wishing to upskill and progress in their career, and those without work looking to reskill and enhance their potential of employment within a developing region.

To support our curriculum review, the College engages extensively with employers, through our Stakeholder Advisory Boards and engagement with DYW, CPP partners and others on a routine basis. All of this work ensures that our curriculum addresses current needs (and is matched to forecasted future skills demands) to ensure that our provision is aligned fully with the employment priorities of business and industry.

The College will implement a range of measures, through the Future Talent initiative, to improve the employability of all our students. Increasing emphasis will be placed on enterprise, to encourage self-employment and entrepreneurship, particularly through our Enterprise D&A facilities in Arbroath and Gardyne Campuses.

Access for all learners will be maintained, offering a broad range of learning opportunities at SCQF levels 4, 5 and 6, targeting the DYW priority groups, supporting employability and reducing youth unemployment by engaging younger learners on their journey into meaningful employment. A key focus will continue to be placed on further enhancing the level of sustained positive student destinations, by expanding work placement activities, further developing opportunities to learn in realistic workplace environments, increasing opportunities for student volunteering and mentoring, and supporting student enterprises.

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. These will be promoted as career pathways through our Career Coach portal backed up by robust labour market data across the key industries within the Dundee and Angus region.

Our new website has employability at its heart, and links qualifications with wider career pathways to support prospective students, pupils, teachers and parents to be better informed about subject choices based on the real career opportunities and current/future jobs available within the region.

3.1.2   Senior Phase Vocational Pathways

The College continues to enhance and grow its school/college partnerships with a renewed strategic focus. Following detailed discussions with both Angus and Dundee local authorities, a new engagement plan was established in 2018 to support a wider range of activities and more intense engagement with the College focusing on four key themes:

- Commitment
- Collaboration
- Communication
- Engagement

These discussions influenced the planning and organisation of vocational pathway opportunities for all of the senior phase school pupils, and a full range of taster sessions for S1-S3 pupils within our region (including Mearns Academy in Aberdeenshire). Particular emphasis for 2019/20 continues to be the promotion of Foundation Apprenticeships with the College and delivering the Civil Engineering Foundation Apprenticeship on site at Brechin High School.

Following a successful pilot in 2017/18, the College offers 'enrichment' opportunities for S6 pupils to help support existing career pathways but also open up the possibility of new opportunities in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence.

As in previous years' discussions are based around local economic analysis and employment demand, coupled with individual pupil needs and each individual school CfE senior phase and DYW strategy. The offer developed is designed to meet the progression needs of school pupils at different stages of their learning journey, equipping pupils to progress into employment, into apprenticeships, or on to further study at college or university.

Planned numbers for session 2019/20 are as follows, with further discussions underway to determine future provision relative to overall college activity levels and local authority funding priorities.

Local Authority	Activity 2016/17	Activity 2017/18	**Target 2018/19**	**Target 2019/20**
Volume of Credits	3,436	5,840	6,537	tbc

A full list of planned activity for session 2019/20 is included as appendix 2

3.1.3   University Articulation

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.

Dundee and Angus College is committed fully to the Associate Student scheme, with 'Associate Students' of Abertay University, the University of Dundee, and Napier University studying at the College on the universities preferred 2 + 2 or 1 + 3 model. These students participate in classes both at College and at University and are jointly supported by both institutions.

The continuation of the Associate scheme is supported by the College and will be used to support a further increase in the number of learners articulating with advanced standing to 60%.

The College continues to work closely with our partner universities in Dundee, with clear communication and reporting processes established for the monitoring and review of programmes. This includes data sharing at registry level and College at Abertay clearing and recruitment events.

During academic year 2018/19 the College has reviewed and further developed articulation links and opportunities arising from the respective D&A and Abertay University curriculum review activities and outcomes. This includes our commitment to grow additional articulation provision in line with Scottish Government and Scottish Funding Council ambitions and CoWA targets.

3.1.4   Progression

The proportion of students applying to University in 2017/18 increased. The table below illustrates progression to university by Dundee and Angus College students:

Institution	2016/17	2017/18	2018/19 Target	2018/19 Target
Dundee and Angus College	745	770	**650**	**650**
Proportion articulating with advanced standing	39%	36%	**45%**	**50%**

A breakdown of acceptances per key partner university is shown below:

Institution	**2017**	**2018**
Abertay University	**247**	**216**
University of Dundee	**153**	**167**
Robert Gordon University	**65**	**61**

In addition to our close links to support coherent provision within our regional area, formal articulation agreements are in place with the following universities to support learner progression and opportunities:

- Robert Gordon University, with strong partnerships in a number of areas, including Business, Construction, Social Science, Computing and Care.

- The University of Aberdeen, particularly including Administration and Information Technology & Social Science, with the new pathways agreed in 2018/19 in Engineering, Computing and Applied Science.

- Edinburgh Napier University (Nursing, Civil Engineering) with the new pathways agreed in 2018/19 in Software Development & Games Development.

- The University of St Andrews (Science) with new pathways finalised for Social Science.

- Glasgow Caledonian University (Retail, Tourism & Hospitality)

  The University of Highlands and Islands (Computing, Social Sciences, Business Management, Sport, Engineering, Hospitality Management, Sport and Fitness, Accounting and Finance).

A close working relationship exists between Dundee and Angus College and the SWAP (Scottish Wider Access Programme), enabling adult returners to access Degree level study in the areas of Science, Nursing and Humanities. Students benefit from fully supported transition programmes into HE routes at local and national universities and/or colleges.

Work will continue throughout the period of this agreement to further promote SWAP opportunities and maximise benefits for learners with a new SWAP programme in Physical Science introduced in 2018/19. Conversations with SRUC are on-going with Dundee and Angus College also being represented on the national rural strategy group.

3.1.5   Science, Technology, Engineering and Mathematics (STEM)

Through the curriculum review, Dundee and Angus College are committed to ensuring Science, Technology, Engineering and Maths (STEM) subjects are embedded within every course by 2020 and will strive to meet the recommendations, aims and objectives made in the STEM Education and Training Strategy for Scotland, 2017.

Working with the STEM Foundation and involving key regional and national partners (including SDS, SFC, Abertay and Dundee Universities, Dundee Science Centre, Dundee and Angus local authorities, the Dundee and Angus DYW team and the Children's University for Scotland) the College has identified three key collaborative areas for action, linking also to the DYW implementation plan, these are:

- align the STEM provision between partners to strengthen and build capacity in areas of key economic importance

- address weaknesses or gaps in provisions to meet employer needs and resolve deficiencies

- develop the conditions for collaborative working in STEM to create collective value

These areas will form the basis of the new regional STEM Strategy for Dundee and Angus and will improve the importance, coherency and availability of STEM provision within schools, college and local universities.

The regional STEM Strategy will strengthen and build capacity in areas of key economic strategic importance, address weaknesses or gaps in STEM activity and provision, and provide alignment with STEM curriculum, economic development and employer needs, both now and in the future.

3.1.6   Early Years and Child Care provision

Dundee and Angus College is well placed to respond to workforce requirements arising from the Scottish Government's consultation on *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.*

The college currently has c.600 students studying childcare related courses ranging from SCQF Level 4 to SCQF Level 9 which includes qualifications recognised for registration by Scottish Social Services Council (SSSC). There are clear pathways for progression throughout the suite of courses with exit points into relevant employment at all levels.

Gender balance continues to be a key challenge for the sector due to societal perceptions and unclear career pathways.   The majority of the ELC workforce is female (96% of day care of children, 93% childminders) and work is progressing to promote opportunities and address these stereotypes for prospective male applicants.

Senior Phase provision is well catered for with opportunities at National 4, National 5, Higher and Foundation Apprenticeship being offered to all secondary schools in the Dundee and Angus region (including Mearns). Demand for this provision continues to be strong.

The College also has a high uptake of part time provision for people in employment who wish to upskill to advance their career in Early Learning and Childcare. Modern Apprenticeships and Scottish Vocational Qualifications work-based qualifications are delivered by the College to people in employment in Dundee and Angus, Fife and Aberdeenshire.

In 2016, the College began collaborating with the local authority partners at a strategic level to support workforce planning, capacity building and future training requirements.

Through the period of this agreement the College will build on this firm foundation by creating and expanding a clear employment pipeline that delivers the increased number of higher National qualified learners required to meet the growth needs of Early Years and Childcare demand. The challenges in achieving this are well recognised and the College will continue to work in partnership with employers, local authority partners, SFC and the Scottish Government to achieve the ambitious targets set.

3.1.7 Land based provision

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 portfolio extends to Horticulture, Agriculture, Animal Care, Countryside Skills and Estates Skills, Biomass and Zoo Animal Behaviour (the first course of its kind in Scotland).

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 works closely with other providers across the country including collaboration with Argyll College UHI who deliver an HNC Horticulture by Video Conferencing to a D&A based learner cohort.

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

3.1.8 Gaelic provision

As a region Dundee and Angus has amongst the smallest proportion of Gaelic speakers in Scotland. 2011 Census data shows that out of 254,936 only 457 people (0.18%) read, write or speak Gaelic within the Dundee and Angus region, with fewer than 50 speaking Gaelic on a daily basis.

As a result, the College has experienced little or no demand for Gaelic language provision as an education provider or major local employer.

Both Dundee City Council and Angus Council have Gaelic Language plans. As a key member of both Community Planning Partnerships the College will monitor activities and opportunities annually and will respond as appropriate to meet demands as these arise.

3.1.9 English for Speakers of Other Languages (ESOL)

Dundee and Angus College is an active partner in the Community Planning Partnerships in Angus and Dundee and is a key provider of ESOL education. The strong collaboration between partners has led to improved co-ordination, capacity building, and delivery of ESOL provision in the Dundee and Angus region.

The College is represented at national level on the ESOL Strategic Implementation Group.

Regional ESOL provision is determined and agreed on the basis of the guiding principles within *Welcoming our Learners: Scotland's ESOL Strategy 2015-2020.* The provision is designed and evaluated against the strategic outcomes identified within the strategy. Local research with ESOL learners, ESOL providers, and Community Learning and Development staff is also undertaken to evaluate and enhance current provision and identify additional requirements.

The research also indicated a need for better and increased access to digital skills support in an ESOL context. In 2017 a joint CPP project was implemented to support learners to develop digital skills needed to participate in different areas of life and improve access to services, employability and social integration.

All ESOL learners undertake initial assessment prior to commencing their college course to ensure they are placed in the appropriate level of provision. All lecturers are minimum CELTA qualified and trained to deliver courses across the full range of levels. On course support is also provided for other non-English speaking learners undertaking courses in vocational areas. Strong collaboration exists between the ESOL team and staff in these areas to ensure that learners access the language support they need to achieve in their chosen vocational area.

The College has recently introduced a cultural programme facilitated by the Learner Engagement team which helps ESOL students to further integrate into college life and offers opportunities for wider achievement in their local community. The Dundee ESOL Volunteering Partnership was established in 2018 to develop volunteer support infrastructure to help break down isolation encountered by some ESOL learners.

Dundee and Angus College is also working to support local employers with large numbers of migrant workers to upskill their workforce in ESOL literacy and numeracy. This promotes mobility within the workplace and social wellbeing and integration.

3.1.10 Care Experienced Students

The College has effective arrangements for Care Experienced Students and has worked in partnership with Who Cares Scotland to inform the creation of our Corporate Parenting plan and Carers Policy.

The College has strong working relationships with the Through Care and After Care teams with Dundee City and Angus Councils to help identify what support each individual looked after young person or care leaver feels they need before they come to College.

In session 2017/18 Dundee and Angus College delivered 3,004 credits to care experienced learners (c.2.7%) across a variety of subject areas and attendance modes. The College will work in partnership with learners and our partners to increase this figure annually to achieve 4.0% of provision by 2020/21.

College staff attend LAC meetings to ensure progress and achievement is communicated and shared and any issues proactively dealt with. One to one support is provided as required within the College to manage personal issues and barriers and further develop academic skills as appropriate to each individual. The college is a member of the Dundee Champion's Board for looked after young people.

Retention and outcomes for care experienced young people are in line with the Scottish average for **all** learners and further work will progress to support this group to achieve equivalent sector leading outcomes to other D&A learners.

For session 2019/20 we have expanded our 'D&A Pledge' (our guarantee a course place to all Angus and Dundee school leavers) to also cover **all** Care Experienced young people.

3.1.11 Student Carers

Support for carers is similar to that provided for looked after young people. We have a protocol in place with both young carers' centres in Dundee and Angus to support carers and recognise their responsibilities. Support provided is usually on a one to one basis to manage social, emotional, personal issues being dealt with, and includes extensive liaison with and referral to other agencies relevant for young carers and young adult carers to assist them with their caring role.

The latest complete information available (2011 national census) gave the following number of young carers and young adult carers within the regional area:

Area	All people aged 16 to 24	People aged 16 to 24 who provide unpaid care	Percentage
Angus	11480	473	4.10%
Dundee City	24465	844	3.40%
Scotland	632488	27391	4.30%

Our well established We Care @ D&A group and initiative ensures that our students and staff with caring responsibilities are aware of (and receive) the support on offer to them. So far, We Care @ D&A has:

- Held student focus groups to hear from our learners who have caring responsibilities
- Held partnership meetings with Dundee and Angus carer centres to look at ways to work together
- Developed a student carer card for use in College
- Developed our Carers policy
- Introduced a range of support and social inputs to better engage care experienced and learners with care responsibilities into college life.

We will continue to share and standardise practice and approaches with our local authority partners to ensure that the educational transitions and outcomes in place for young carers and care leavers are as effective as they can be.

The College is a signatory to the Stand Alone Pledge and is committed to providing on-going support and opportunity for Care Experienced and Carer students alongside those that are estranged from their families, have mental health conditions, or simply need support of one kind or another to help them navigate their learning journey and progress with their lives.

4. Key National Outcome 3 – A more successful economy

A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.

4.1 College overview and developments

Dundee and Angus College plays a major role within the economic development of our region and is a key partner within the range of workforce and economic development forums and groups. This includes input into strategic developments such as the Dundee Waterfront and Tay Cities Deal and direct input into local community and economic planning with our Local Authorities, Skills Development Scotland and Scottish Enterprise. Alongside this the College works in partnership with a significant range of local employers and has made significant progress in creating active employer Stakeholder Advisory Boards to work with staff in each curriculum team to inform and influence our curriculum.

The College will be a key contributor to the response to the 2020 closure of the Michelin tyre manufacturing plant.

The College has completed a major curriculum review designed to ensure that our curriculum portfolio and delivery matches the changing economic needs of a developing region. This curriculum review makes extensive use of detailed labour market data and employer input to underpin changes, and directly reflects our regional STEM strategy and wide array of national and regional partnerships.

Through the remaining period of this outcome agreement the changes outlined through our curriculum review will be progressed and delivered upon, with the employer and evidence led curriculum review methodology embedded into College practice as a rolling curriculum planning approach.

The College is focussed on the full range of activities necessary to deliver economic growth, including the embedding of initiatives including Future Talent and the D&A Attributes within our student body which will ensure that we deliver on the career management entitlements for young people and ensure that our learners are prepared fully for the world of work and are actively sought after by employers.

Michelin PLC Factory Closure

The planned closure of the Michelin factory in Dundee will result in c850 redundancies and a loss of around £50 million per annum to the local economy by 2020.

In advance of coordinated PACE action the College met with the management team in Michelin to plan out a series of opportunities for staff facing unemployment.

There are various categories of staff groups with different aspirations and the need for support will span the full period covered by this outcome agreement.

The key interventions provided include:

- Support for Apprentices to complete their training.
- Support for managerial staff without formal qualifications who require upskilling and certification.
- Support for engineers prepared to retrain for wind power, decommissioning, and oil and gas.

- Support for those seeking a new career and a change of direction.

Michelin and the College are working together closely to assess the needs of the workforce, plan appropriate action, and put the resources in place so that staff affected can move on to positive destinations.

This is the largest employability intervention in the region for some time and will involve a range of partners.

4.1.1   Developing the Young Workforce (DYW)

The [Dundee and Angus Developing the Young Workforce Team](#) actively support the implementation of the Scottish Government's Youth Employment Strategy. The College are founder members of this group and are active members of the local DYW regional board.

Overall, good progress has been made towards the DYW targets, and the national headline target of reducing youth unemployment by 40% has been met ahead of schedule. Challenges do still remain in the region, particularly in accessing sufficient numbers of high quality work placements and in sustaining positive destinations for all young people, and a range of work is being undertaken by the DYW Group to address this.

Several new partnerships between industry and education have been facilitated by the DYW regional group and a range of activities to promote awareness of career options, local labour market trends and the value of work based learning have also been delivered. Several of these activities are delivered by the regional group in partnership with the College. The regional group and the College have a strong working relationship and work together to deliver and support work inspiration activities and work – related pathways in education.
The regional group make use of the same CRM (customer relationship management) system as the College to enable information sharing and joint working.

Developing the Young Workforce Implementation Plan

The College developed a DYW implementation plan in 2014/15 to support the work required of the College in what was at that time a new development for the sector. Over the intervening period, the requirements of this plan have been embedded within the College curriculum and activities and/or progressed through partnership working with the DYW regional group and their regional DYW [implementation plan](#).

The College has very strong relationships with all of our schools and is committed through this agreement to closer partnership working with our schools to promote and support increased senior phase vocational opportunities.

Development of our senior phase school link provision is a major driver for the College and has grown by c.30% since 2017. This growth is likely to continue (alongside increasing work with younger school pupils). In academic session 2017/18, over 2000 school pupils in the Dundee and Angus region were actively engaged in one or more College learning experiences.

To support the further development of our strategy and arrangements around university articulation and senior phase school link activities, the College has established a new role of Academic Partnerships Manager. This role acts as the key contact for the College, working in partnership with academic teams and staff to deliver on our senior phase ambitions and to develop clear and structured articulation arrangements across all relevant areas of the curriculum.

The College has engaged positively with Foundation Apprenticeship frameworks and activities and has grown foundation apprenticeship numbers year on year. There are ambitious plan to significantly increase the number of foundation apprenticeship opportunities on offer, and to support this growth a Foundation Apprenticeship Lead, reporting to the Academic Partnerships Manager was appointed in 2019.

The Future Skills College is an innovative and effective way of creating a pathway for school pupils from S4-S6 into an apprenticeship. With the support of our local councils and a whole host of local employers we have developed a programme that gives school pupils the opportunity to straddle college, school and work. This means that they can come out at the end with not only SQA qualifications but training, extensive work experience, and an apprenticeship in their chosen vocation.

Work is progressing well to integrate activities between DYW implementation and our Gender Action Plan, including the creation of a Careers in Care Working group promoting opportunities for men to work in the care sector. The College will also continue to work in partnership with the DYW team to enhance work experience and employment opportunities for young people with disabilities, Care Experienced young people and those from minority ethnic backgrounds.

The College is working in close partnership with Skills Development Scotland and the DYW regional group to better promote Modern Apprenticeship opportunities. This includes the appointment of four College Modern Apprentices as "Apprenticeship Ambassadors" working with employers and young people to promote the benefit of Modern Apprenticeships.

4.1.2   Work Experience

Work experience placement opportunities form an important part of the learning process for learners across the College, supporting the practical application of skills and knowledge developed in the classroom and developing awareness of the requirements of the world of work. Work experience activities also support social networking and increase significantly the employment opportunities for those from areas of multiple deprivation, care experienced learners, and learners with a wide range of protected characteristics.

In 2019/20 at least 50% of all full-time learners within the College will benefit from direct experience gained within a live working environment relevant to their area of study. This figure is supplemented by c.500 learners undertaking additional work experience through voluntary work options offered through our learner engagement activities.

The College will work in partnership with our regional DYW team to further enhance the numbers of learners benefitting from work experience and has committed through our curriculum review to ensure that all full-time FE provision includes relevant high quality work experience.

This includes the delivery of vocational subjects within real working environments (such as training restaurants and salons), making extensive use of employer partnerships to promote field trips, visits and employer inputs to delivery, and innovative delivery approaches such as the use of real-life commercial and stakeholder projects to underpin learning.

The development of real-life working environments for all learners covers more than just the physical environment, and throughout the duration of this agreement the College will further promote the course ethos and pedagogical approaches required to underpin the seamless transition from education into work. This includes the creation of real life work environments for learning and the embedding of entrepreneurial, project and interdisciplinary learning at all levels.

4.1.3   Employer Engagement

Throughout the period of this agreement the College will further develop our engagement with employers, in the public, private and third sectors. This will include our central role on the DYW Board, and making full use of our engagement opportunities with employers to foster a business partnership approach to skills development and training.

Working with around 1,000 local organisations annually the College will continue to build and develop relationships through personal contact, print and digital media, participation in employer forums and event hosting.

As a trusted resourcing partner and first destination for local businesses workforce development needs, the College has a focus on providing high quality training, mentoring, consultancy, and knowledge transfer services at a time, place, mode and duration of learning that meets both employer and their staff needs. This includes significant work undertaken to support engagement with the Flexible Workforce Development Fund.

Stakeholder Advisory Boards

D&A College has operated industry advisory (stakeholder) boards in a number of curriculum areas for many years. These boards function to influence the curriculum offer to ensure that it meets employer needs. The scope and remit of these boards has been extended to include the range of provision which addresses the current and future skills needs of the existing workforce within each subject area. All of our curriculum teams have active Stakeholder Advisory Boards in place, with these boards playing an increasing role in partnering with the College on our curriculum offer and content.

Increasingly this work is developing on a true partnership basis, with employers providing enhanced learner offers including work placements, employment and specialist skills training. In areas such as Computing and Creative Media strong and effective partnerships with employers have resulted in award winning sponsorship of teaching facilities (the 'Digital Mile') and the development of live project work for learners.

The College's Industry Advisory Board for Enterprise will continue to shape the focus on Enterprise across the Curriculum and to increase the engagement of external entrepreneurs within our EnterpriseD&A facilities.

Flexible Workforce Development Fund

In December 2016 the Scottish Government announced the introduction of a new Flexible Workforce Development Fund (FWDF) to provide employers with workforce development training to up-skill and re-skill their existing workforce. The FWFD is in direct response to feedback from the Scottish Government's consultation on the introduction of the UK Government Apprenticeship Levy.

In its first year, the College delivered 42 FWDF projects for companies (one of the highest in Scotland) and will continue to build on this success throughout the period of this agreement to maximise update of funding opportunities.

4.1.4   Employability

The College is committed to delivering Employability support to a range of audiences across Dundee and Angus.

The College will continue to build on successes delivered in 2018/19 including funding from DWP through low value procurement to provide targeted employability academies to ensure a pipeline of talent is available to meet specific industry demand for major local employers including Tesco and Interplex.

Trust funded programmes will be targeted to support specific segmented groups of unemployed customers (e.g 45+ males) with a view to promoting a no barriers to learning approach utilising the CommuniTAY bus Opportunities for collaboration have increased with the Prince's Trust resulting in co funded Academies being delivered in Electrical Installation and Healthcare creating pathways to Modern Apprenticeships and employment. This collaboration will be expanded to support additional industry sectors in future.

The College will continue to support unemployed clients into work e.g. Pre-employment Academies and Healthcare Academy (Dundee and Angus). Behavioural change continues to be an integral part of this provision, and College provision has been described by partners as unique, creating excellent results with impressive retention and engagement statistics.

Our Discovery programme will continue to target individuals who are suffering entrenched worklessness to create progression on to a range of positive destinations. Weekly drop- in sessions provide peer support to ensure sustained new behaviours and progression. Partner pathways will be further developed in future to aid customer transition. These programmes support 100-150 candidates per annum to consider the issues that are preventing them getting a job and think in a different way about the steps that they can take to make key changes in their life to obtain a job.

Dundee and Angus College is itself a major employer and offers many work placement opportunities per. 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.

Throughout the period of this agreement, the College will continue to identify and support the employment of its own Modern Apprentices as vacancies and opportunities become available.

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.

Working in partnership with Skills Development Scotland (SDS), industry organisations, employers, and other agencies, the College will ensure that we continue to meet the demands of our regional workforce development pipelines, focusing on areas where there is employment growth forecasted within the region including: Care, Hospitality, Housing, Facilities Management, Accountancy, Business & Administration, Hairdressing, Horticulture, Construction , Motor Vehicle, Life Sciences, Engineering, Civil Engineering, Sport, Leisure, Creative/Digital Industries and Customer Service.

4.1.5   Apprenticeships and Work Based Qualifications

Dundee and Angus College offers Modern Apprenticeship (MA) and SVQ programmes in the workplace at levels 2 – 5 on either a funded or commercial basis, delivering around 750 candidate places, including around 300 Modern Apprenticeship opportunities.

The MAs offered by the College are delivered on behalf of Skills Development Scotland and industry bodies including SECTT, SNIPEF, EAL, CITB and ECITB. In addition, the College delivers the underpinning knowledge in a number of key areas on behalf of other private training providers.

In all cases, the College supports candidates to achieve meaningful apprenticeship outcomes which lead to sustained employment. Matching industry demand to candidate numbers is crucial to ensure that both current and future workforce skills demands of the Dundee and Angus region are addressed.

In 2018/19 the College supported 281 MA candidates on the SDS CTS/FIPS system covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Civil Engineering, Customer Service, Childcare, Hospitality, Creative & Digital Industries and ICT.

This work is supported by our partnership with Angus Council in the Angus Shared Apprenticeship Programme (ASAP) which provides an employer vehicle to allow young people to access an apprenticeship shared across a number of smaller employers who would not individually be able to support an apprentice. In 2018 32 young people benefitted from this work.

Foundation Apprenticeships

As part of the DYW implementation plan, year 1 and 2 of Foundation Apprenticeships (FAs) will be delivered as a key aspect of the College's offer where school pupils will be able to follow a vocational pathway with work experience integral to that qualification. SDS plan to scale up FA's to 5,000 places across Scotland by 2019.   The FA's offered from August 2018 by Dundee and Angus include:

- Social Services & Healthcare
- Social Services Children & Young People
- Civil Engineering
- Software Development
- Hardware/System Support
- Engineering Technician
- Business Skills
- Creative Digital Media
- Scientific Technologies
- Accountancy

The intention is to double the number of young people undertaking an FA from 2017 to 2019/20.

During 2017/18, the College delivered a pilot Civil Engineering FA off site at Brechin Community Campus. This has been recognised as a best practice model, and will be repeated in future years. The College is also servicing the Fife Council FA Engineering framework with a combination of delivery taking place in Fife schools and at College.

The College will continue to build on its strong relationships with employers and schools in order to influence this change, with a particular focus on areas where there are increasing skills gaps and demands within an industry.

4.1.6   European Social Funds – Developing Scotland's Workforce

For session 2018-19 the College has accepted an offer of grant to provide 4,494 additional Credit activity in relation to the 2014-2020 European Structural and Investment Fund programme, under the Developing Scotland's Workforce Lowlands and Uplands Scotland Strategic Intervention.

The College will work closely with both Dundee City Community Planning Partnership and Angus Community Planning Partnership to ensure that our planned ESF additional activity complements CPP planned activity in supporting emerging employment and key growth industries with the region.

This delivery is seen as critical to the educational and economic developments outcomes needed by the D&A region and work will continue to seek to ensure that this activity is embedded within College targets going forward.

4.1.7   National and Regional Initiatives

Throughout the period of this agreement the College will lead and contributes to a number of significant national and regional initiatives directed towards creating a more successful and entrepreneurial economy.

Enterprise D&A

Dundee and Angus College was successful in accessing £1.5m of funding to create an incubation facility, EnterpriseD&A within the College's Gardyne Campus.

Since its inception in November 2015, a total of 42 individuals from 26 start-up businesses have been located in the incubator. In 2018/19 17 individuals from 12 businesses have been located within the incubator. The majority are former D&A College students and all have been allocated a mentor to support the progression of their businesses. Supported by a range of partners including the Federation of Small Businesses, Dundee City Council's EZone team and Elevator Business Gateway complementing the College's own advisory support for students to create business plans that turn their business ideas into viable businesses.

An extensive range of enterprise and entrepreneurial activity is undertaken across the College each year, with a specific focus on encouraging entrepreneurial mindsets and experience for students. This has generated 15 curriculum supported businesses enabled by funding awarded by the Mathew Trust.

Enterprise D&A offers a broad range of workshops each year, attracting c400 booking per annum. Enterprise Dragons competitions, generously funded by external industry sponsors, have also enabled cash injections to be awarded to around 25 start-up and early stage businesses.

All of this activity is overseen by an External Enterprise Advisory Board which is chaired and run by industry. The board's role is to keep the Enterprise activity on a business footing and ensure the KPI's are achieved and the next round of incubator tenants will progress through the facility.

Through this work the College was awarded Entrepreneurial FE College of the Year by Bridge to Business in 2017/18, and we will continue to build on this success throughout the duration of this agreement.

Innovation

The College made good use of Innovation Accelerator Funding to build capacity by identifying and developing innovative activities with companies leading to the first Innovation Voucher approval associated with the Fund.

The Innovation Voucher allowed KH Dressmakers to experiment with 3D lace working in partnership with academic colleagues from her base in the College incubator unit.

Effective collaboration across the organisation ensured the impact of learning for all concerned was maximised. In addition a pipeline of 5 additional opportunities were identified as a result of deeper engagement with SMEs, alternative innovation opportunities were explored resulting in a Future Equipped contract being secured.

Plans for 2019/20 include ongoing engagement with SMEs to promote the Innovation Voucher opportunity and work collaboratively with Interface to secure further fund bids. Additional funding sources will also be explored to allow further expansion of our involvement in innovation.

The College will build on the first successful Innovation voucher bid to further develop this strand of work in line with our EHRIA commitments.

Creative Loop – Creative Media Network

The College is joint lead of the developing Creative Media Network Scotland. Partnering with Napier University's Screen academy, the project has now grown to include all of the colleges and universities in Scotland active in Creative Media.

The project has won Strategic Funding from SFC for the period through to summer 2019 and is now known as the Creative Media Network.

The revised project is a national response to changes in the industry and works alongside BBC Scotland and STV with their new channels as well as work closely with Screen Scotland and Creative Scotland to increase production opportunities in the next few years. There has been unprecedented investment in television and film production in Scotland in the last few years and there are distinct skills shortages that require to be filled to help the Industry grow.

The Creative Media Network Scotland will work across educational institutions to ensure that the curriculum in Scotland is rigorous and relevant and that students have access to work experience opportunities. The project will also work on access to the industry and will help the BBDC, Channel 4, STV and the main independent companies recruit from sections of the population normally excluded from mainstream media jobs. The network is working to develop a full project proposal to go to SFC in spring 2019 for extended funding.

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.

ESP recently received confirmation of 5 years further strategic funding from SFC. This is testament to the impact of the project in upskilling staff and building capacity in Scotland's Colleges. The project is now a truly representative body and acts as an agency to ensure the views of the College sector are heard in policy planning around the critical STEM agenda, advanced manufacturing, automation and engineering. ESP is recognised as a model for other strategic projects across the College sector.

As lead partner, the College will work with SFC and ESP over the period of this Outcome Agreement to revise and update the governance structures and arrangements underpinning the operation of ESP.

Code Academy

The College launched in January 2016 to address the skills demands of the gaming, digital and wider computing industries. This provides a pathway of qualifications and industry accreditations from school pupils to the existing workforce. A number of employers from within these industries are already engaged to support this initiative and they will directly benefit by accessing potential candidates for skills vacancies who will have directly relevant skills and experience to progress into working with these companies.

International Projects and Recruitment

The College has a range of international projects funded through different European, governmental and commercial sources. These projects are supporting key industry sectors and cross-College activity, focussing on further developing the curriculum, supporting students with enterprise and wider industry experiences, supporting SME's innovation, competitiveness and business efficiencies as well as supporting staff development.

The College will further review its international strategy as a result of the impact of Brexit to ensure that it is well placed to react to change and maximise opportunities that arise

Changes to UK government TIER4 arrangements have made it substantially more difficult to recruit international students at College level. Despite this the College will aim to maintain current levels of international (non EU) recruitment to mainstream programmes.

Service Design Academy

The College has developed rapidly over the past 18 months as a centre of excellence in Service Design including launching Scotland's Service Design Academy and working in partnership with SQA to create a professional Development award in Service Design.

Service Design principles and practices are at the heart of many of the reforms planned for public services in Scotland and the College has worked alongside the Scottish Government and numerous other stakeholders in taking forward the Academy.

Service Design activity offers a significant commercial opportunity for the College and underpins much of the work being undertaken within our Good to Great strategy.

5   Key National Outcome 4 – High performing institutions

High performing institutions – *a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements.*

5.1 <u>College overview and developments</u>

5.1.1   Governance

Leadership and challenge from a high performing Board of Management is critical to the success of the College.

The Board of Management has established high aspirations for the College and is committed to leading and supporting College transition "from good to great". Within this the Board recognises that its own contribution and performance must reflect that of the College as a whole. The Board is committed fully to the on-going reflection and evaluation of its activities and impacts throughout the duration of this agreement.

Supporting all of this the Board is committed to enhancing diversity across its membership and has achieved a 50:50 gender balance in membership and is working in partnership with Changing the Chemistry to further advance diversity of membership.

The Board published an externally validated review of its effectiveness in 2016, and will update this during the period of this outcome agreement. Board is also supporting a University of Stirling ESRC funded research project: Processes and practices of governing in further education colleges in the UK: How do governing boards realise the strategic aims of the organisation?

The Board of Management has adopted, and complies with, the Code of Good Governance for Scotland's Colleges.

5.1.2   Financial Stability

The College complies fully with all the terms of the SFC Financial Memorandum with colleges and, in common with the rest of the sector, is striving to achieve financial sustainability within the context of funding constraints and significant cost pressures, particularly in relation to pay.

Financial planning and management is strong within the College, with an informed Board providing guidance and scrutiny and engaged managers taking full ownership of their budgets in all areas, supported by a highly professional finance team. This strength has been confirmed by external and internal audit reports for 2017-18.

The College has a robust five year financial strategy in place.

5.1.3   Cyber Resilience

During 2018 the College has been progressing work associated with the Scottish Government's Public Sector Action Plan 2017-18, which is part of its Cyber Resilience Strategy for Scotland. This ensures that all College systems continue to meet recognised cyber resilience standards and to ensure that the College can appropriately respond to – and recover from – cyber threat. One key element of this work has been achievement of Cyber Essentials certification.

The College continues to receive expert support in relation to cyber security/resilience from a shared service across the Scottish HE/FE sectors and to work with the Scottish Government Cyber Resilience Unit to review approaches and implement the key actions as required.

Cyber resilience and internet security are already embedded elements of essential skills delivery across the college and from 2018/19 all learners receive awareness training in respect of cyber threats and resilient practice through their induction. This will be further developed through curriculum planning for 2019/20.

5.1.4 Kingsway Campus

The majority of the facilities on this campus are now in need of serious upgrading. Built in 1963, the buildings are generally perceived to be beyond their effective life and this was confirmed in the 2008 Watts Survey.

Continuing investment by the College over the years in specialist areas has maintained their currency. However, the general fabric and infrastructure of the campus is now severely limiting the potential to modernise learning areas and is prohibiting the college from providing the types of learning spaces and student experience to which modern learners are entitled. In addition to work required on the external fabric of buildings, internal infrastructure such as toilets, corridors, social space, general classrooms are no longer fit for purpose, and ICT infrastructure is limited and stretched beyond capacity.

In the sector condition survey published by SFC in December 2017 the cost of completing the required backlog maintenance was estimated to be in the region of £13.8m (after allowing for VAT, fees, inflation, contingencies etc). This does not include further significant investment which is required to provide consistently high quality learning spaces.

In order to address the issues set out above, the College has prepared an Outline Business Case (OBC) which sets out our vision for providing learners at our outdated Kingsway Campus with a vibrant and inviting place of learning. This was submitted to SFC in December 2017 but, other than a few specific queries on the text, SFC have not been in a position to be able to provide us with a substantive response.

The next steps are as yet unclear and we look forward to a funding model for college redevelopments being identified as soon as possible. The College remains committed to working with SFC to realise funding for our campus ambitions as soon as this funding model becomes available.

5.1.5 Carbon Reduction

The College has submitted it's 2017/18 Mandatory Climate Change Reporting documentation and can report that its carbon footprint has fallen for the 9th consecutive year. The College is signed up to the Universities and Colleges Climate Commitment for Scotland and has reduced its carbon footprint by an outstanding 53% since 2009.

Student and staff engagement in sustainability continues to be a priority and we promote sustainability and social responsibility in all curriculum areas. The College is committed to Scottish Funding Council targets for all universities and colleges to develop individual 'creative and innovative' approaches to demonstrate leadership in embedding environmental and social responsibility across the whole institution. The College will continue to work very closely with the EAUC to meet this demand.

Our Environment team continue to be very successful in obtaining grant funding for the lease of electric vehicles with total funding of £45k secured.

The College has successfully introduced a range of initiatives designed to significantly reduce the amount of single use plastic normally generated by our daily operations. The College no longer sells plastic bottles of water and has instead installed water stations across all of our campuses, providing free water to all of our staff and students, who in return to provide or purchase their own reusable bottles.

We no longer provide disposable cups for hot drinks and students and staff use reusable or crockery mugs. This alone has removed 150,000 disposable cups per annum from our waste stream.

As a part of our Capital Backlog Maintenance programme, we have installed a plastic road at our Gardyne Campus and a plastic car park at our Kingsway Campus. When installing a plastic surface, a plastic aggregate supports recycling and reduces the amount of bitumen required.

5.1.6   College Transformation Strategy – From Good to Great

The Good to Great strategy was launched in August 2017 and will conclude towards the end of 2019.

As a sustained top performing college in Scotland we have focussed the project to plan ahead for the types of challenge we will face in the future. We have embarked upon a bold strategy (Good to Great) that builds on our strong platform to further improve all aspects of our work and to go on and define the way colleges should operate towards 2020 and beyond.

Supported by funding through the D&A Foundation, our Good to Great strategy encompasses a range of strategic and project improvements that are designed to ensure that D&A students benefit from higher levels of attainment and are better prepared and equipped for the world of work than any others in Scotland.

A major review of our curriculum offer will continue to ensure that the curriculum portfolio reflects regional need, whilst also supporting enhancement in teaching methodologies. This will include revision to adopt new areas and new subjects with STEM at the heart of our developments. New subjects will be introduced including Cybersecurity, Data Management, Supply Chain Management and Adventure Tourism. Our ongoing digital strategy has been rolled out to over 500 staff who have completed a competency assessment. This has allowed us to baseline our overall College competency and take action to set targets to modernise learning and to create a 'College on demand'.

Future Talent development and career coaching is now embedded as a fundamental part of our deepening relationship in partnership with schools and industry going forward. These developments will improve significantly the employment prospects for our learners and will be used to tackle the productivity and underemployment gaps that holds our region back, including in partnership with Tay Cities Deal partners and projects.

We will roll out a number of priority improvement projects trialled during the first year of Good to Great and now ready to mainstream. The projects include new enrolment and student admissions processes, techniques on improving retention, and a help desk approach to offering advice and support to learners.

Service Design has been used as a means of planning everything from the help desk function to the developing curriculum in our Landbased area. We will also be using Service Design principles to plan new roles and job descriptions as we work through a review of our academic promoted posts and as we reorganise our commercial offer for the coming years.

Our performance indicators during the first year of Good to Great improved in all areas; retention, FE and HE pass rates, and in successful completion. Our student satisfaction ratings remained high as did our staff engagement and happiness indices.

Through completion of the Good to Great Strategy, D&A College will be the outstanding model of how colleges in Scotland should operate. Specifically, this will include:

- In key economic areas our curriculum will be built on a digital learning model that gives learners to access to mobile learning on demand 24/7

- STEM opportunities and career management will underpin all of our College activity

- Learning in every subject will encompass 'real life' project based and interdisciplinary learning

- Sector leading student outcomes will be the norm and every subject area will have outcomes that are above the national average

- Commercial activity will integrate fully with our curriculum

- Commercial activities will achieve a 5% increase

- Service design principles will underpin all systems and processes

- Learners will actively co-create the services that affect them

- Services and supports for learners will be seamless and effective in all cases

- All campuses will offer high quality accommodation that supports learning and service delivery

6   College Outputs and Outcomes

Priority Outcome	2019-20 Priority Outputs
To embed outcomes from our Good to Great transformation, cementing the position of the College as one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry levels.	• Achieve Core and ESF funded target of 107,807 Credits. • Further increase the proportion of full-time enrolled students successfully achieving a recognised qualification, maintaining a minimum of 74% for FE and 77% for HE. • Increase percentage of part-time FE enrolled students successfully achieving a recognised qualification to 82%. • Increase percentage of part-time HE enrolled students successfully achieving a recognised qualification to 82%. • Increase by 1 percentage point the percentage of students satisfied with their college experience to 95%. • Maintain opportunities and credit volumes to support younger learners in the 16-19 and 20-24 age bands. • Increase proportion of successful HN students articulating to degree level courses with advanced standing. • To deliver on the outcomes of the Commission for Widening Access, ensuring that a minimum of 20% of articulating students are from MD20 postcode areas by 2020 • Increase the number and proportion of full-time college qualifiers in positive destinations after 3-6 months of qualifying by 1 percentage point to 96%.
To be a key contributor to the economic growth opportunities created by the Tay Waterfront, Tay Cities Deal and other developments, providing a positive response to regional challenges in manufacturing and by providing a skilled and work ready workforce to support jobs growth in areas such as hospitality, cultural tourism, energy and care sectors in partnership with employers, local authorities, and economic development agencies.	• Increase the number of apprenticeships starts to 250 each year. • Increase the number of full-time learners in vocational subject areas with work experience as part of their programme of study to 100% by 2021. • Increase volume and proportion of credits delivered to learners on STEM courses 20 25% by 2020. • Set up Employer Stakeholder Boards for all curriculum areas.

To deliver a comprehensive, innovative and forward looking curriculum that meets learner and economic needs, improves learner attainment, progression and employability, and embeds essential learner attributes in enterprise, digital skills and career management practice.	• Delivering improvements in learning, teaching and outcomes detailed within the quality enhancement plan. • To deliver the outcomes of the digital strategy, including 100% digital competency for staff and creation of six fully on-line course options by 2020. • To complete all outcomes of the 2020 Curriculum review and embed the 'FAST' review methodology as the standard approach for future curriculum planning. • To expand the Future Talent service to cover all D&A learners and all schools within the D&A region, delivering the national career management entitlements for all learners. • To complete roll out of the D&A Attributes 'Employ Me' guaranteed interview programme for all Gold attributes learners.
Priority Outcome	**2017-18 Priority Outputs**
Contribute to a fair and just society by ensuring equal access and inclusive learning opportunities and services for all members of our community, meeting national ambitions for Care Experienced and other disadvantaged/under-represented groups and contributing fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.	• Increase volume and proportion of Credits delivered to learners from the most deprived 10% postcode areas to 19.5%. • Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification. • Increase by 10% the minority gender share in each of the most imbalanced course areas. • Improve successful outcomes for Care Experienced students by 3 percentage points per annum. • Increase positive destinations for Care Experienced students by 2 percentage points per annum. • Maintain the proportion of Credits delivered at HE level to learners from SHEP schools at 11%. • Increase student activity Credits in Price Group 5 • Increase recruitment of learners from the gypsy/traveller community • Maintains sufficient curriculum provision to meet local access and rurality needs.
Deliver the outcomes of Developing the Young Workforce – Scotland's Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and	• Increase number of senior phase pupils studying vocational qualifications at SCQF level 5 and above. • Increase volume and proportion of Credits delivered to learners at S3 and above as part of school-college provision and improve outcomes for senior phase students.

skills opportunities that shorten learner journeys and enhance employment and progression opportunities.	• Increase number of Foundation Apprenticeship opportunities. • To improve the proportion of learners articulating with advanced standing to 50% by 2020.

Priority Outcome	**2017-18 Priority Outputs**
Maintain a sustainable regional college through sound governance and effective environmental and financial management approaches that direct the maximum level of resource towards learners and their learning environment.	• To meet the requirements outlined through the College financial strategy. • To create a flexible and effective Workforce Plan. • Full compliance with terms of Financial Memorandum and Code of Governance for Scotland's colleges. • Achieve carbon reduction target of 15% by the end of 2018 (using 2013 base measure). • To progress with redevelopment of the Kingsway Campus.

7   Measurement Framework – Trends and Targets

National Measures	2017/18 Actual	Target 2017-18	Target 2018-19	Target 2019-20	Target 2020-21
1(a)* The volume of Credits delivered					
The volume of Credits delivered (core)	**102,405**	**103,861**	**103,314**	**109,500**	**109,500**
Core Credits target (region)	103,861	103,861	103,314	109,500	109,500
% towards core Credits target (region)	98.6%	100%	100%	100%	100%
The volume of Credits delivered (ESF)	7154	5,101	4,494		
The volume of Credits delivered (core + ESF)	**109,559**	**108,962**	**107,807**	**109,500**	**109,500**
1(b) Volume and proportion of Credits delivered to learners aged 16- 19 and 20-24					
Volume of Credits delivered to learners aged 16-19	51,681	52,000	50,670	50,370	50,370
Proportion of Credits delivered to learners aged 16-19	47.2%	48%	47%	46%	46%
Volume of Credits delivered to learners aged 20-24	19,755	23,972	21,562	21,900	21,900
Proportion of Credits delivered to learners aged 20-24	18%	22%	20%	20%	20%
Volume of Credits delivered to full-time learners	82,243	80,000	80,000	80,000	80,000
1(b)(ii) Volume and proportion of credits delivered to full-time learners aged 16-19 and 20-24					
Volume of Credits delivered to full-time learners aged 16-19	40,605	40,000	39,200	38,400	38,400
Proportion of Credits delivered to full-time learners aged 16-19	49.4%	50%	49%	48%	48%
Volume of Credits delivered to full-time learners aged 20-24	15,504	18,400	17,600	16,800	16,800
Proportion of Credits delivered to full-time learners aged 20-24	18.9%	23%	22%	21%	21%
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas					
Volume of Credits delivered to learners in the most deprived 10% postcode areas	**17,596**	**18,524**	**19,405**	**20,800**	**21,3050**
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	**16.1%**	**17%**	**18%**	**19%**	**19.5%**

1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers

Gender -

Volume of Credits delivered to Male learners	51,760	54,160	53,904	54,650	54,650
Proportion of Credits delivered to Male learners	47.2%	50%	50%	50%	50%
Volume of Credits delivered to Female learners	57,012	54,160	53,904	54,650	54,650
Proportion of Credits delivered to Female learners	52.0%	50%	50%	50%	50%
Volume of Credits delivered to Other learners	787	250	216	216	216
Proportion of Credits delivered to Other learners	0.7%	0.20%	0.20%	0.20%	0.20%

Ethnicity -

Volume of Credits delivered to BME learners	5,472	3,800	4,312	4,380	4,380
Proportion of Credits delivered to BME learners	5%	3.5%	4.0%	4.0%	4.0%

Disability -

Volume of Credits delivered to students with a known disability	13,513	18,524	19,405	19,700	19,700
Proportion of Credits delivered to students with a known disability	12.3%	17%	18%	18%	18%

Care Experience -

Volume of Credits delivered to students with Care Experience	3,004	3,269	3,773	4,380	4,380
Proportion of Credits delivered to students with Care Experience	2.7%	3%	3.5%	4%	4%

2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	**1,347**	**400**	**1,200**	**1,200**	**1,200**

2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges

Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2,264	2,179	3,234	4,4380	4,380
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.1%	2%	3%	4%	4%

2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision

The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3,576	4,358	4,851	5,475	5,475
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.3%	4%	4.5%	5%	5%

2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level	32,848	37,000	36,600	36,600	36,600
Volume of Credits delivered at HE level to learners from SHEP schools	4,354	370	4,000	4,000	4,000
Proportion of Credits delivered at HE level to learners from SHEP schools	13.25%	1%	11%	11%	11%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	20,085	24,900	25,874	27,350	27,350
Proportion of Credits delivered to learners enrolled on STEM courses	18.3%	23%	24%	25%	25%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification	3,005	2,516	2,475	2,475	2,508
The total number of FT FE enrolled students	4,045	3,400	3,300	3,300	3,300
The percentage of **FT FE** enrolled students achieving a recognised qualification	**75.4%**	**74%**	**75%**	**75%**	**76%**
The number of PT FE enrolled students achieving a recognised qualification	2,164	3,600	3,818	3,864	3,864
The total number of PT FE enrolled students	2,747	4,400	4,600	4,600	4,600
The percentage of **PT FE** enrolled students achieving a recognised qualification	**78.3%**	**82%**	**83%**	**84%**	**84%**
The number of FT HE enrolled students achieving a recognised qualification	1,518	1,690	1,716	1,738	1,738
The total number of FT HE enrolled students	1,997	2,200	2,200	2,200	2,200
The percentage of **FT HE** enrolled students achieving a recognised qualification	**76.2%**	**77%**	**78%**	**79%**	**79%**
The number of PT HE enrolled students achieving a recognised qualification	818	738	747	756	756
The total number of PT HE enrolled students	1,018	900	900	900	900
The percentage of **PT HE** enrolled students achieving a recognised qualification	**76.9%**	**82%**	**83%**	**84%**	**84%**
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification					
The number of MD10 FT FE enrolled students achieving a recognised qualification	489	504	511	518	518
The total number of MD10 FT FE enrolled students	670	700	700	700	700
The percentage of **MD10 FT FE** enrolled students achieving a recognised qualification	**73%**	**72%**	**73%**	**74%**	**74%**
The number of MD10 PT FE enrolled students achieving a recognised qualification	282	390	390	400	400
The total number of MD10 PT FE enrolled students	433	460	460	470	470
The percentage of **MD10 PT FE** enrolled students achieving a recognised qualification	**65.2%**	**85%**	**86%**	**87%**	**87%**
The number of MD10 FT HE enrolled students achieving a recognised qualification	177	190	200	210	210
The total number of MD10 FT HE enrolled students	222	260	270	280	280
The percentage of **MD10 FT HE** enrolled students achieving a recognised qualification	**79.7%**	**73%**	**74%**	**75%**	**75%**
The number of MD10 PT HE enrolled students achieving a recognised qualification	54	126	135	144	144
The total number of MD10 PT HE enrolled students	66	180	190	200	200
The percentage of **MD10 PT HE** enrolled students achieving a recognised qualification	**81.8%**	**70%**	**71%**	**72%**	**72%**

4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	48	14	47	48	48
The total number of Senior Phase FT FE enrolled students	62	15	50	50	50
The percentage of **Senior Phase FT FE** enrolled students achieving a recognised qualification	**77.4%**	**93%**	**94%**	**95%**	**95%**
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	237	320	336	360	360
The total number of Senior Phase PT FE enrolled students	303	400	420	450	450
The percentage of **Senior Phase PT FE** enrolled students achieving a recognised qualification	**78.2%**	**80%**	**80%**	**80%**	**80%**
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	1	-	-	-	-
The total number of Senior Phase FT HE enrolled students	2	-	-	-	-
The percentage of **Senior Phase FT HE** enrolled students achieving a recognised qualification	**50.0%**	**74.0%**	**74%**	**75%**	**75%**
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	13	-	26	26	26
The total number of Senior Phase PT HE enrolled students	18	-	35	35	35
The percentage of **Senior Phase PT HE** enrolled students achieving a recognised qualification	**72.2%**	**74.0%**	**74%**	**75%**	**75%**
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification					
The number of CE FT FE enrolled students achieving a recognised qualification	83	61	90	97	140
The total number of CE FT FE students	141	125	150	150	200
The percentage of **CE FT FE** enrolled students achieving a recognised qualification	**58.9%**	**48.8%**	**60.0%**	**65.0%**	**70.0%**
The number of CE FT HE enrolled students achieving a recognised qualification	15	20	20	21	22
The total number of CE FT HE students	24	30	30	30	30
The percentage of **CE FT HE** enrolled students achieving a recognised qualification	**62.5%**	**65.4%**	**68.0%**	**70.0%**	**74.0%**
4(e)* Proportion of full-time FE enrolled students aged 16-19 achieving a recognised qualification					
The total number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1892	1188	1225	1224	1258
The total number of FT FE enrolled students aged 16-19	2565	1752	1750	1700	1700
The percentage of **FT FE** enrolled students aged 16-19 achieving a recognised qualification	73.7%	**67.8%**	**70.0%**	**72.0%**	**74.0%**
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)					
	281	200	250	250	250

6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study					
Total number of full-time learners	5363	5442	5400	5400	5400
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	456	1400	1500	1600	1600
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	**8.5%**	**26%**	**50%**	**55%**	**60%**
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses					
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	587	650	650	650	650
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	211	292	300	390	390
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	36%	**45%**	**45%**	**50%**	**50%**
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying					
The total number of full-time FE college qualifiers (confirmed destinations)	tbc	2,300	2,400	2,500	2,500
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	tbc	2,185	2,300	2,400	2,425
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	tbc	**95%**	**96%**	**97%**	**97%**
The total number of full-time HE college qualifiers (confirmed destinations)	tbc	1,000	1,100	1,200	1,200
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	tbc	950	1050	1140	1140
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	tbc	**95%**	**96%**	**97%**	**97%**
9. The percentage of students overall, satisfied with their college experience (SSES survey)	**94.8%**	95%	96%	97%	97%
Response rate	**36.8%**	38%	38%	39%	40%
Full-time	**95.2%**	96%	96%	97%	97%
Part-time	**96.5%**	96%	96%	97%	97%
Distance Learning	**100%**	96%	96%	97%	97%
10 Gross carbon footprint (tCO^2)	**2,964**	3,700	2,900	2,700	2,700

1.1 Dundee and Angus Region

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 "travel to work" area served by the College has a total population of approximately 500,000. As a result, around 13% of all College students come from out with the regional area considered in respect of funding and activity projections.

Dundee and Angus College, 2016/17 Enrolments by Local Authority

Local Authority	Percentage
Dundee City	51.84%
Angus	34.96%
Fife	4.97%
Perth and Kinross	3.77%
Aberdeenshire	1.98%
Aberdeen City	0.39%
Falkirk	0.25%
Highland	0.21%
City of Edinburgh	0.19%
Glasgow City	0.19%
Stirling	0.17%
Moray	0.16%
West Lothian	0.13%
North Ayrshire	0.10%
Argyll and Bute	0.09%
South Lanarkshire	0.08%
Clackmannanshire	0.06%
North Lanarkshire	0.06%
Scottish Borders	0.05%
Orkney Islands	0.05%
Dumfries and Galloway	0.04%
East Lothian	0.03%
West Dunbartonshire	0.03%
East Dunbartonshire	0.03%
Shetland Islands	0.03%
South Ayrshire	0.03%
East Ayrshire	0.02%
Renfrewshire	0.02%
East Renfrewshire	0.02%
Na h-Eileanan an Iar	0.02%
Midlothian	0.02%
Inverclyde	0.02%

Dundee and Angus has a total population of around 265,000 people (Dundee 148,300 and Angus 116,500) – c. 5% of Scotland's population. A total of around 37,000 enrolled students attend either Dundee and Angus College or one of the two Dundee universities. In Dundee 67% of the population are working age, while in Angus 61% of the population are working age, compared to 65% of the total Scottish population.

The populations of both Dundee and Angus are ageing. As shown in the diagrams below, by 2039 the population of Dundee and Angus combined is forecast to increase by c. 70% for those aged 65+. In the same timescale, the combined population is predicted to decrease by c.10% for those aged 16-29.

Percentage change in population in Angus and Scotland 2012-2037
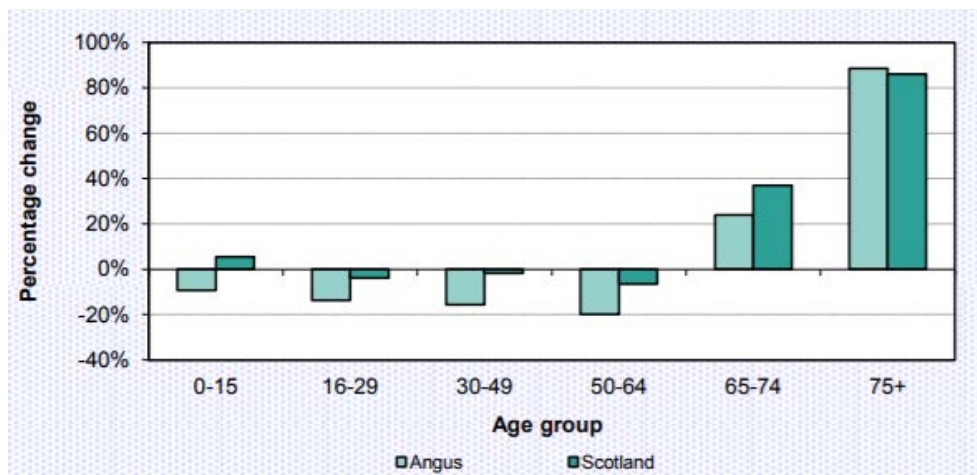
Percentage change in population in Dundee and Scotland 2012-2037
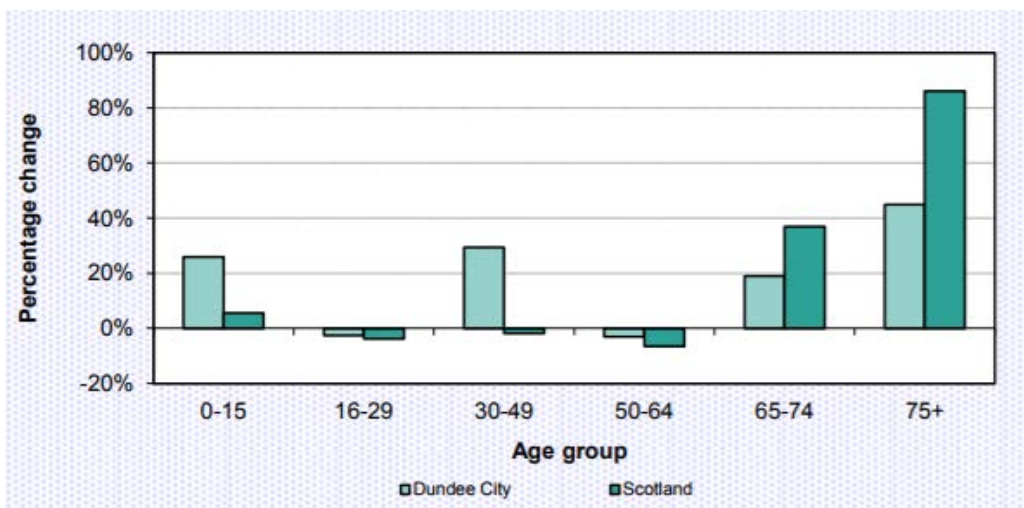
Working Age Population

66.5% of people in Dundee and 60.9% of people in Angus are of working age (16-64), slightly lower than for Scotland as a whole at 64.7%.

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Economically Active

67% of the population in Dundee and 79% of the population in Angus are economically active compared to 77% for Scotland as a whole, mainly due to relatively high numbers of economically inactive people in Dundee (including a large student population – in Dundee 31% of economically inactive persons are students).

Unemployment

Dundee's November 2016 non-seasonally adjusted claimant rate (as a percentage of the working age population) of 16.7% is well above the Scottish average of 13.0% whilst the claimant rate in Angus at 11.9% is slightly better that 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 around 14% of young people entering employment.

Economically Inactive

46,100 people in Dundee and Angus are designated as economically inactive, representing 33% of the local working age population in Dundee and 21% of the Angus working age population – Dundee's economically inactive population is significantly higher than the Scottish figure of 23%, although as previously noted for Dundee, one third of the economically inactive population are students.

Within the Dundee and Angus economically inactive group c 26% are students (full-time aged 16-64), 29% are long term sick, 12% are retired and 25% look after family and/or home. 37% of economically inactive people in Dundee and Angus indicated that they want a job, compared to only 23.5% 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 (24.0% of total employed compared to 21.5% for Scotland) whilst Dundee has a relatively high proportion employed in caring, leisure & sales (25.0% of total employed compared to 18.2% for Scotland).

Qualifications

A significantly lower proportion of working age people in Dundee have a recognised NVQ or 'other' qualification (87.8%) compared to Angus (92.1%) and Scotland as a whole (90.1%).

In terms of higher level achievement, 41.0% of working age people in Dundee have an NVQ4+ qualification compared to 42.0% in Angus and 43.7% for Scotland. At the lower end, 12.2% of working population in Dundee and 7.9% in Angus have no qualifications compared to 9.9% in Scotland as a whole.

Social deprivation:

Dundee has persistently high levels of deprivation with 30.7% of Dundee's population living in areas designated as the 15% most deprived in Scotland.

Angus has relatively low levels of deprivation with only 2.1% of the Angus population living in the areas designated as the 15% most deprived in Scotland.

1.1.2 Regional Economy

Dundee economy

- Dundee is a major regional employment, education and retail centre.

- The largest employment sectors in the city are: Health and Social work (22.4% of jobs), Wholesale and Retail (17.1%), Education (10.5%) and Hotels and Restaurants (9.2%).

- Dundee contains the largest number of academic and biomedical researchers out with Cambridge and is home to at least 13% of the UK's digital entertainment industry.

- Dundee also has the highest student to resident ratio of any city in Scotland.

- The 30 year, £1 billion Dundee Waterfront project, is the only major project of its type currently in Scotland and continues to be one of the most active regeneration projects in the UK. The V&A museum will open in 2018, along with a new rail station and hotel accommodation.

- North Sea decommissioning is currently undergoing significant growth. Dundee is well placed to benefit from this and has already attracted a significant amount of related work. In August 2017 AF Offshore Decom UK, one of the North Sea's most respected and prominent decommissioning contractors announced a contracts with Forth Ports Authority to create an oil and gas decommissioning hub in the port of Dundee. In November 2017, major decommissioning firm WellSafe announced that it has selected Dundee as its onshore marine support facility which is expected to result in several hundred new jobs from 2019.

- Expansion by Dundee based fuel pump manufacturer Tokheim UK was announced in October 2017 and is expected to create 140 new jobs.

Angus economy

- Angus is a rural area of outstanding beauty featuring scenic glens and a rugged coastline.

- The largest employment sectors in Angus are: Wholesale and Retail (18.2%), Health and Social Work (15.2% of jobs), Manufacturing (15.2%), and Hotels and Restaurants (6.8%)

- 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.

- Rurality is recognised as a significant issue within the Angus economy and the College, with mobility in respect of employment and study substantially limited by rural location, economic ability and limited and reduced 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 local needs.

- <mark>One of Angus's largest employers announced in October 2017 that it is to make a c. £4M investment to expand its Arbroath facility in order to meet demand. MacKays already employs 180 staff at its plant and the expansion is expected to create further jobs.</mark>

<mark>*Sectoral Employment Summary*</mark>

<mark>The chart below demonstrates the spread of employment in the top 20 Employment Sectors across Tayside as a whole in 2015.</mark>

Sector	Employment
Hospital activities	11,600
Retail of food, drinks, tobacco, etc	9,200
Hotels & other accomm	5,400
General public admin	5,100
Restaurants	4,750
Tertiary education	4,500
Other human health	4,350
Primary education	4,000
Social work (without accomm)	3,150
General secondary education	2,950
Retail sale of clothing	2,400
Beverage serving activities	2,300
Sale of cars & motor vehicles	2,000
Construction of buildings	1,950
Public order & safety	1,900
Residential care for elderly / disabled	1,850
General cleaning of buildings	1,850
Residential nursing care	1,800
Residential care activities	1,800
Secondary education	1,700

Source: Business Register and Employment Survey

<mark>The chart below shows the change in employment by occupation in Tayside, which reflects changes overall in Scotland. This shows that the number of Tayside residents employed in Professional occupations increased by 15% between 2005 and 2013, whilst associate professional occupations also increased substantially. There have also been large increases in the numbers of Sales & customer services and elementary occupations over the period. The occupations that have experienced the fastest rates of decline are managers & senior officials and operatives.</mark>
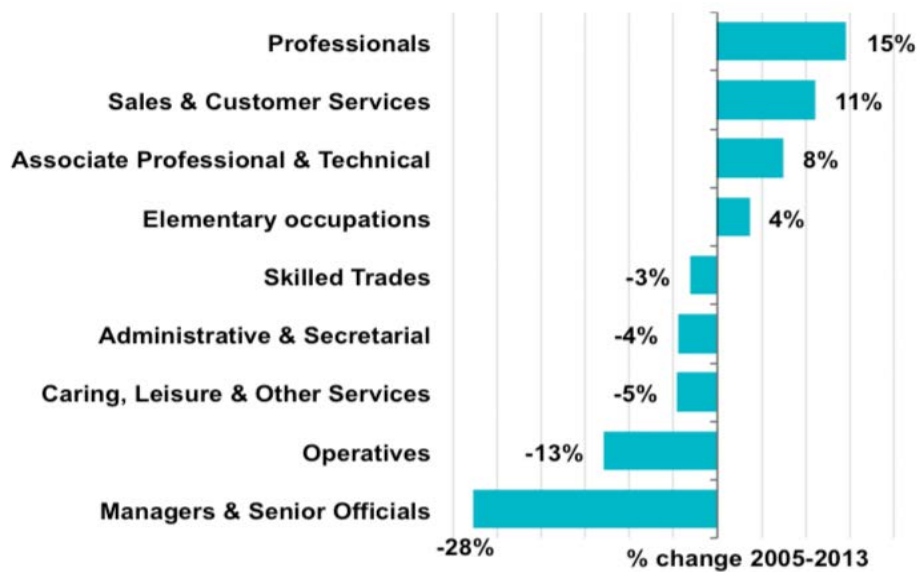
Source: Annual Population Survey

Productivity (GVA per worker)

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 Tayside and Scotland.
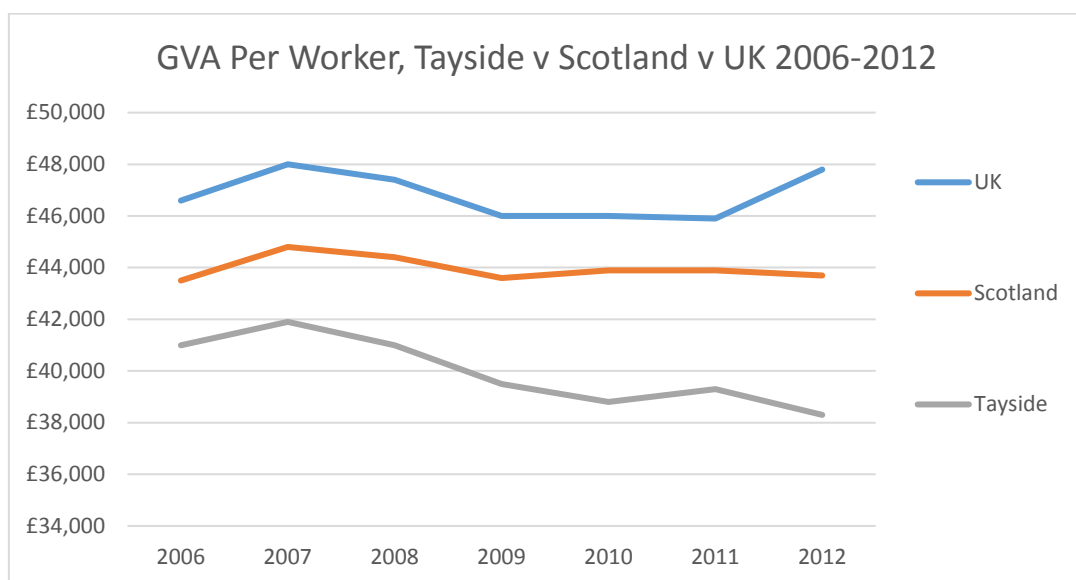
The most recent figures (for 2013) show that Tayside achieved only 87.6% of the GVA per worker achieved in Scotland. Since 2007 the productivity gap between the Dundee and Angus area and Scotland as a whole has widened.

The highest proportion of GVA for Tayside is generated in Perth and Kinross with Dundee & Angus together contributing 62% of Tayside total GVA.
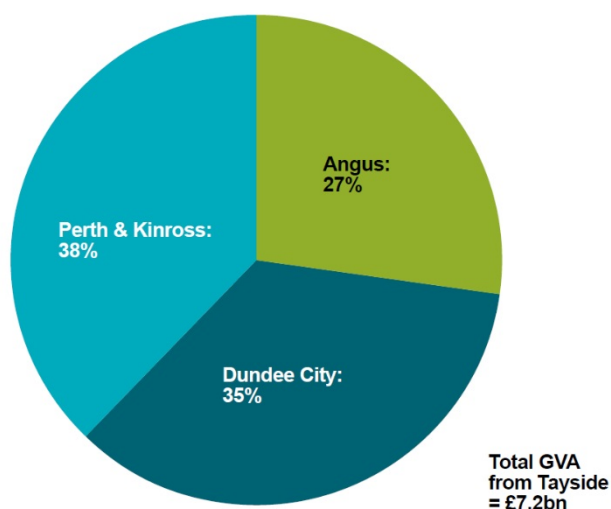
Source: ONS Regional Accounts

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.

Entrepreneurship

The Global Entrepreneurship Monitor for Scotland, 2016 notes that entrepreneurial activity in Scotland is increasing but still lags well behind the UK rate. 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.

Innovation and Business Development

The College is a founding member of the College Innovation Working Group alongside Forth Valley College and West College. The group has developed close links with the Universities Innovation network and has worked with the Scottish Government and SFC to develop an Innovation agenda for the College Sector.

Funding has been approved for a project called FuturEquipped to run a national project linking modern construction techniques with digital health systems. Dundee and Angus College will play a role in the project and will link the innovation work with the local SME, digital and housing associations in the Tayside area.

The College is currently working on live Innovation voucher applications with SME partners and has been very successful in rolling out the Flexible Workforce Development Fund in our region. We have over 30 successful company partnerships confirmed which is a large proportion of the apprentice levy payers in our locality. It is a measure of the reach and success of the college in business development that we have managed to encourage such a large range of companies to engage with the Fund.

Skills issues

'Low number of applicants with required skills' was the most commonly cited cause of hard-to-fill vacancies by Scottish businesses *(see Job Vacancies below).* 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. In addition to this the regeneration of the Dundee Waterfront and associated facilities, along with the establishment and growth of the North Sea oil and gas decommissioning hub in Dundee will attract further investment into the area which should result in significant numbers of new jobs.

Dundee Waterfront Regeneration

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 £1billion of business and leisure tourism spending between 2016 and 2025.

Dundee City Waterfront encompasses 240 hectares of development land stretching 8km along the River Tay. The £1 billion transformation is a strategic, forward-looking 30 year project (2001-2031) that is transforming the City of Dundee into a world leading waterfront destination for visitors and businesses through the enhancement of its physical, economic and cultural assets.

Infrastructure works are well advanced and the new [V&A Museum Of Design Dundee](#), International Centre for Design is on course to open in summer 2018. Hotels, businesses and retailers are already reaping the rewards of the ongoing city transformation while expectant of significant growth as a further 7,000+ jobs are created.

The Wellgate Shopping Centre will undergo a £21m investment next year to include an eight screen cinema and food hall, now due to be completed in 2019. In 2012, leisure visitors generated over £142 million in expenditure and business tourism generated over £55 million to the local economy and this is projected to rise significantly as the Waterfront project develops.

Currently in the final stage of the infrastructure project (2001-2031), the city landscape is changing at a steady pace. Most of the £1 billion investment has already been committed, many developments have been completed and many are underway.

The £1 billion Dundee waterfront project spans five focussed development zones, which are strategically positioned in order to benefit from the existing city fabric and expertise. Individually each zone is important in the local economic outlook, together they are transformational.

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 sector. 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 industries.

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 sector. 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.

The four local authorities across the Tay Cities Region, Angus, Dundee City, Fife and Perth & Kinross have made their submission to the Scottish Government for funding to address a common vision which states:

"We will create a region where fair business growth, social inclusion and skills development is at the heart of everything we do. Our vision is to become a cohesive region of knowledge with a culture of creativity within Scotland and the UK. By focussing on the skill, knowledge and expertise of our people, we can boost innovation, economic growth and productivity within our region."

The College has submitted four Stage 1 project bids as lead partner and is a partner in a further 20 bids. The College has submitted bids which are strategically important for our stakeholders, the Region and which have the potential to increase regional employment, weekly wages and GVA growth above the Scottish average. We have also targeted partners who we have a strategic alignment to, in order to collaborate in their bids. This strategy has ensured that the College is involved in projects across several key industry sectors, as well as within bids focussing on the cross cutting themes of Inclusive Growth, Innovation and Internationalisation.

1.1.4 Key Local Authority CPP Outcomes

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 the College also engages with other local authorities within the neighbouring authorities of Fife, Perth & Kinross and Aberdeenshire. This is particularly evident through the Tay Cities Deal developments.

The College plays an active and important role as a member of both the Dundee City Council and Angus Council Community Planning Partnerships, with the Principal current Chair of the Angus CPP.

Whilst Dundee and Angus College is a not a member of the Fife, Perth & Kinross or Aberdeenshire Community Planning Partnerships, its catchment area extends into these geographical areas, with the College recruiting c.16% of all learners from these areas. As a result, the College has the opportunity to support the achievement of the relevant partnership objectives set out in their respective Local Outcomes Improvement Plans (LOIPs).

The Angus LOIP incorporates the following key outcomes:

National Objectives	Wealthier & Fairer	Smarter	Healthier	Safer & Stronger	Greener
Our Vision	*Angus is a great place to live, work and visit*				
Our Priorities	Tackling inequalities Building services around people and communities Focusing on prevention Working together effectively				
Our CrossCutting Themes	Economy		People		Place
Our Local Outcomes	an inclusive and sustainable economy — more opportunities for people to achieve success — the best start in life for children — a reduced carbon footprint — an enhanced, protected and enjoyed natural and built environment — attractive employment opportunities — safe, secure, vibrant and sustainable communities — a skilled and adaptable workforce — improved physical, mental and emotional health and well being				

These match well with the College priority outcomes, with the College playing a particularly key role within the following:

- An inclusive and sustainable economy
- More opportunities for people to achieve success
- Safe, secure vibrant and sustainable communities
- A skilled and adaptable workforce
- Improved physical, mental and emotional health and wellbeing.

The [Dundee City LOIP](#) incorporates the following key outcomes

Strategic Priority	Dundee Outcome
Fair Work and Enterprise	Raise regional productivity
	Close the jobs gap
	Reduce unemployment
Children and Families	Improve early years outcomes
	Close the attainment gap
	Improve physical, mental and emotional health for children and young people
	Improve health and wellbeing outcomes for children and young people who experience inequalities
	Increase safety and protection of young people
Health, Care and Wellbeing	Reduce obesity
	Reduce substance misuse
	Improve mental health and wellbeing
Community Safety and Justice	Reduce levels of crime
	Reduce levels of domestic abuse
	Reduce levels of re-offending
	Reduce risk to life, property and fire
	Improve road safety
	Reduce levels of antisocial behaviour
Building Stronger Communities	Improve quality of neighbourhoods
	Increase empowerment of local people
	Improve housing quality, choice and affordability
	Improve access to healthy green and open spaces
	Improve transport connections to communities

Again, these outcomes match well with the College priority outcomes, with the College playing a particularly key role within the following:

- Raise regional productivity
- Close the jobs gap
- Reduce unemployment
- Close the attainment gap
- Improve the physical, mental and emotional health for children and young people

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 LOIP outcomes converge to deliver seamless and efficient learning opportunities within our communities.

Appendix 2 Planned Senior Phase Provision 2018/19

Programme	Arbroath Campus Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 4pm	Kingsway Campus Mon & Wed 2pm – 4pm
Skills for Work: Automotive Skills National 4			✓
Skills for Work: Rural Skills National 4	✓		✓
Skills for Work: Engineering Skills National 4	✓		✓
Skills for Work: Engineering Skills National 5	✓		✓
Skills for Work Practical Experience: Construction & Engineering National 3	✓		
Skills for Work: Construction Crafts National 4	✓		✓
Skills for Work: Construction Crafts National 5	✓		✓
VTCT: Extended Award in Hair and Beauty Skills (Level 1) (equivalent to SCQF Level 4)	✓		✓
VTCT: Extended Award in Hair and Beauty Skills (Level 2) (equivalent to SCQF Level 5)	✓		✓
Skills for Work: Early Education and Childcare National 4	✓	✓	
Skills for Work: Early Education and Childcare National 5	✓	✓	
Psychology National 5	✓		
Sociology National 5	✓		
Skills for Work: Health Sector National 5	✓	✓	
Skills for Work: Hospitality National 4	✓		✓
Skills for Work: Hospitality National 5	✓		✓
Skills for Work: Website/Graphic Design and Development National 5	✓	✓	
Skills for Work: Sport and Recreation National 5	✓		
Higher Dance			✓
Higher Psychology	✓		
Higher Sociology	✓		
Higher Accounting	✓	✓	

National Progression Awards (NPA)

Programme	Arbroath Campus Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 4pm	Kingsway Campus Mon & Wed 2pm – 4pm
NPA Practical Science at SCQF Level 5			✓
NPA Business and Marketing at SCQF Level 5		✓	

Higher National Certificate (HNC) – S5 over 2 years

Programme	Arbroath Campus Wed 2- 5pm Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 5pm	Kingsway Campus Mon & Wed 2pm – 5pm
HNC Computer Networking and Ethical Hacking	✓	✓	

Foundation Apprenticeships (FAs) – S5 over 2 years

Programme	Arbroath Campus Wed 2- 5pm Friday 9am – 1pm	Gardyne Campus Mon & Wed 2pm – 5pm	Kingsway Campus Mon & Wed 2pm – 5pm
Software Development SCQF Level 6	✓	✓	
Hardware and System Support SCQF Level 6	✓	✓	
Creative and Digital Media SCQF Level 6	✓	✓	
Social Services (Children and Young people) SCQF Level 6	✓	✓	
Social Services and Health Care SCQF Level 6	✓	✓	
Engineering Technician SCQF Level 6	✓		✓
Scientific Technologies SCQF Level 6			✓
Accountancy Skills SCQF Level 6	✓	✓	
Business Skills SCQF Level 6	✓	✓	
Civil Engineering SCQF Level 6 (delivered @ Brechin High School)			✓

Enrichment Options – S6

Programme
Cyber Security
Games Design and Development
Digital Marketing
Digital Image Manipulation
Business Intelligence
Criminology and CSI
Urban Arts – Graffiti and Body Art

The above options are available to 6th year pupils to enhance their knowledge and skill sets. There will be SQA units/awards include as part of the chosen course.

Appendix 3 Access and Inclusion Strategy Activity and Resources Update

Objectives and Outputs 2017-2018

The College has set as a priority outcome to contribute to a fair and just society by ensuring equal access to our learning opportunities and services for all members of our community and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.

The following details our objectives and outputs in relation to this outcome.

Objectives	2018/19 Outputs
To increase the proportion of Credits delivered to learners from the 10% most deprived (SIMD) postcode areas.	• Increase volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas by 1% to 18%. • Increase by 2 percentage points the proportion of Students from SIMD 10 postcodes successfully achieving a recognised qualification (increase in FT and PT provision at FE & HE levels). • Maintain the proportion of Credits delivered at HE level to learners from SHEP schools at 1%.of activity.
To provide meaningful education and employment/progression opportunities for care leavers, young adult carers.	• Improve successful outcomes for care experienced students by 2 percentage points (increase in FT and PT provision at FE & HE levels). • Increase positive destinations for care experienced students by 2 percentage points. • Improve successful outcomes for students who are young adult carers by 2 percentage points. • Deliver on the aspirations of our Corporate Parenting Plan and College Carers Policy
To ensure that there is equal representation and equivalent positive outcomes for learners from within all protected characteristic groups, with a particular focus on gender equality	• Increase by 10% the minority gender share in each of the most imbalanced course areas • To deliver on the ambitions of the College Gender Action Plan

Objectives	2018/19 Outputs
To ensure the appropriate provision of access level learning opportunities for individuals with behavioural, emotional or learning difficulties.	• Increase learning activity Credits in Price Group 5
To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist.	• Deliver on the ambitions of our Estates Strategy
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.	• Improve learner retention across all modes of delivery by 1 percentage point. • To develop and embed a toolkit of inputs and approaches designed to enhance learner wellbeing and resilience. • To offer all school leavers and care experienced young people a guaranteed place at College. • To continue to deliver and improve digital portals to facilitate the effective transfer of transition information.
To evaluate and report upon the impact of College activities and policies in respect of equalities mainstreaming.	• Deliver on ambitions of our Equalities Mainstreaming Report • To maintain the gender balance of the Board of Management and College Management Team.

Resourcing our Approach

Expenditure on access and inclusion activities and resources

Access & Inclusion Strategy Costs

	Staff Costs 2018-19 £'000	Non-pay Costs 2018-19 £'000	offset Income '18/19 £'000	TOTAL 2018-19 £'000
Teams involved in transition planning for students with additional support needs				
Social Sciences & Transition	666	8		674
Supported Education	962	11		974
Access	250	12		262
Prince's Trust	108	25		133
Essential Skills	1,268	8		1,276
Specialist services the college buys in/welfare services provided by the college				
Learner Engagement	233	23		257
Student Guidance & Support	1,204	57		1,262
Nursery	138	4	-112	30
Bespoke individualised support for price group 5 or students using PLSPs				
2hr pw for teaching staff across other academic centres	814			814
Development & Support of Inclusive Teaching Practices				
Mentor posts	98			98
Professional Learning course Leader	108			108
CPD programmes(in house & bought in)				
		10		10
ICT investments, software and specialist equipment e.g hoists				
Equipment- Disability (included in centre 403)				
Learning Systems & Technology	150	3		154
ICT investments				
Software & Licences (Academic centres)		11		11
Transition planning activities e.g school/college partnership, articulation & work placement				
included in centre 403 above				

Planned expenditure 2018/19	**£6,061**
Comparative expenditure 2017/18	£5,478

BOARD OF MANAGEMENT

Principal's Report

Paper D

Principal's Report to the Board

General progress

The term has settled down well and despite being c 60 full time students down on last session we are confident that we will reach our credit target at the end of the academic year. Retention is broadly similar to last session and we are anticipating a strong January full time recruitment.

Our performance Indicators will be published in January 2019 but we are delighted to report that we have improved all of our key targets. Retention is up, as is FE full time and part time, and HE full time.

We have also reduced the partial success ie students leaving with only one or two units to complete. We have managed to get more over the line to full success. Full credit for this goes to the staff in both academic and support teams who worked really hard last session to introduce new ways of working, supported by the Good to Great project, and at the same time focus on the key targets.

We have also increased the overall efficiency of academic delivery. We have reduced the overall number of teaching streams by 71 which ensures higher average class sizes and reductions in part time pay budgets.

Michelin Closure

Despite the dramatic Courier headlines earlier in the month we have not launched a bid to move into the Michelin site. What we have suggested that in collaboration with partners we would offer up the relocation of some of our STEM areas from the Kingsway campus to partner with companies and skills development agencies to help with the regeneration of the area. The idea does fit with some of the projects being developed by the Government led Action Group and we will report any developments to the Board.

We have had discussions with the Michelin management over the services that the College can offer in retraining and upskilling existing staff to help them move to other jobs or to retrain for new industries. The work on this will continue over the 20 month period leading to the full closure of the factory.

Head of ICT

We are delighted to announce the appointment of Andy Ross to the post of Head of ICT. Andy worked for us as a Team Leader in Software Development before moving to Dundee University to a management position three years ago. He will return to the College in February 19 to take over the function. Andy is well known to us and is aware of many of our systems so he is in a good position to hit the ground running.

Academic Partnerships manager

We also made an appointment to a new post that recognises the importance of deeper engagement with schools and universities. Angela Vettraino, the current manager of the DYW group in the region will be joining us in this permanent role. Angela has worked well with partners and has developed an excellent set of relationships.

Tay Cities Deal

The announcement of agreement on Heads of Terms for the Tay Cities Deal will lead to a lot of work in redefining projects and firming up investment plans. We are partners in a range of projects covering skills areas in engineering, hospitality and tourism, science and food and drink. It is not yet clear how the next stage of the projects are likely to be managed but we are in contact with partners seeking clarification.

New CEO at SFC

The Scottish Funding Council have appointed Karen Watt as their new CEO. Karen moves from a position at the Scottish Government as Director of External Affairs. She has worked in the Enterprise network, for the Housing regulator, and spent time as Principal Private Secretary to the First Minister.

We will look to invite Karen to the College to meet with us.

EIS Ballot

The lecturing trade union have launched a ballot for strike action based on the failure to agree a cost of living award for the year 2017/18 with the employers. The harmonisation of terms conditions that led to improvements in salaries and reductions in teaching hours has been agreed and implemented but the issue of cost of living on top of the harmonisation remains unresolved. We await the outcome of the ballot???The next meeting of the negotiating group is on 13th of December.

Car Parking at Kingsway

We have received some adverse publicity re student parking at the Kingsway campus. The decision by Soccerworld to withdraw permission from our students to park on their site has led to real problems both on our campus and on surrounding streets. We have added additional temporary parking on campus and are working with Soccerworld to resolve the issue.

Worldskills Success

Our students did a great job at the recent Worldskills competition in Birmingham. Competing against a national field saw our Hair, Beauty and Complimentary Therapies student, **Saffron Litchfield**, win **gold** in the Fashion & Photographic Makeup category; and **Paul Anderson**, one of our Building Services students, winning **silver** in the Electrical Installation category. Plumbing apprentice **Millan MacDonald** finished just outside the medal positions but still scored very high marks. We have now heard the two of our representatives, **Paul** and **Millan** have made the short list to compete in the World finals in Shanghai. This is the first time we have ever had a gold medal in this competition and

we are one of only two Scottish Colleges with students eligible for the finals, alongside City of Glasgow College. This is outstanding performance and the support the students have received from their lecturers, employers and our Worldskills main link Mike Swan has been excellent.

Other Awards

Although we are regular award winners we excelled ourselves this season. Here goes:

At the annual College Development Network Awards we picked up up the winners trophies in the **Digital Learning (Memory Media Project)** and **Essential Skills (D&A Attributes)** categories and picking up commended places in Colleague of the Year (Steve Swinley), Employer Connections (Future Skills College) and Sustainability (Food Waste project) categories.

To cap it all off, D&A also picked up the first ever **College of the Year** award for the best of the best submission for our D&A Attributes programme. Great recognition for the work of everyone across the College and especially to our winners and commended finalists.

At the SQA Star Awards we were overall winners in the Employer Partnership category for the **Digital Mile**. We were also commended for the **Futureskills project** and for SQA Champion of the year, in the shape of Chris Ditchburn for his work on the animal care curriculum.

We won the best **food waste initiative** for our rocket composter at the Scottish Resources Awards and the **Shared Apprenticeship scheme** won the Scottish Government Award for Delivering Excellence at the COSLA Awards.

To top it all we are finalists in three categories at the Public Service awards to be announced in the Parliament on the 5th of December.

Special mention also to Zoe Bing who must be due to win the 'award writer of the year' award any day now.

BOARD OF MANAGEMENT

Academic Restructure

Paper E

Academic Structure Changes – Consultation Paper 1
October 2018

1. Overview

Discussions over the latter part of session 2017/18 highlighted the desire of the College to look in detail at how our promoted academic structure was organised and to identify proposals for change. This paper sets out the proposed changes to be made, the rationale upon which these changes have been built, and the consultation and implementation arrangements planned.

As detailed previously, feedback is that staff want to know key headlines, supported by the rationale for associated decisions. This paper is developed on this basis and proposes changes to the structure that:

- **makes use of the current 3 national levels of promoted post;**
- **enhances the core focus on learning and teaching;**
- **creates smaller/more manageable teams, and increases the number of line managers;**
- **simplifies the range of tasks required of 'level 1' roles, but reduces the number of these roles;**
- **creates new, more specialised, roles to address key strategic and operational needs.**

In developing these proposals, the Executive is aware that changes in roles and organisation can be difficult, and that job security is always a key concern for those impacted. As a result, there is a desire for full and open consultation of the planned changes and there is an upfront commitment on job security for those impacted directly (in addition to the normal four year pay conservation arrangements).

Through the changes proposed, no current member of permanent promoted academic staff should be concerned about not having a job. Whilst this may mean a return to teaching in a lecturing role, it is anticipated that (allowing for voluntary severance and other changes) no individual should be left without a role within the new structure.

2. Background and Rationale

The key roles within the current academic structure were determined and implemented during the merger process. As a matter of necessity, this was a quick implementation and was undertaken by matching course leaders and senior lecturers from the two legacy colleges into the 'new' roles. The effectiveness of this approach was borne out by the feedback received on our merger process, and by the excellent results and achievements of the College since then.

Merger is now five years ago, and we have changed considerably since our early days as D&A College - over 40% of our overall current staff have never known what it was like to work in either of the former two colleges.

The two legacy Colleges are now gone and we should be proud that we have come a long way, in a very short period of time, under some extremely difficult conditions. For instance, despite facing reduced full time recruitment, progressing with our Good to Great transformation, and removing £1m from our budget, last academic year we not only exceeded our credit target but we also improved our outcomes for students considerably with retention, attainment and partial success all improving.

Put simply, more learners achieved last year than in 2016/17, meaning more people in the Dundee and Angus region have better life chances because of what we collectively delivered and how we supported them. This reflects the result of hard work by all staff and our whole College approach to both retention and attainment.

D&A College has an excellent track record of success over the past 5 years and we can all be proud of the achievements made and the excellent opportunities and outcomes that we provide for our region.

So, if we are in such a strong position why do we need to change? Also, isn't there a risk that by changing our structure we jeopardise the success that we have achieved?

For many across the College it has been clear that there have been difficulties with the way in which we are structured for a significant period of time. It is clear that there are a number of long-standing challenges to successful operation that need to be addressed.

Through various forms of feedback including staff surveys, the all staff 'Designing Good to Great' day, Course Leader forums and staff input to previous consultation papers, it is clear that there are a number of internal ways of working that need to be addressed and it is important that these form the basis of any future thinking and decisions going forward. Some of the big recurring themes from this feedback are expanded below.

2.1. Definition of Roles

One of the most commonly raised issues is the lack of clarity between the various roles within the current academic structure. Many staff in the roles of Lecturer, Group Tutor, Course Leader, Head of Learning and Director of Curriculum & Attainment, often raise that there isn't a consistent enough approach across the College on what these roles should do on a day to basis and what they should ultimately be responsible for.

With the new promoted structure bandings created as a result of National Bargaining, as well as the work undertaken to reinvigorate the Professional Standards for Lecturers, the time is right to clarify the range of roles within the academic structure and to make use of the range of new national post levels as a basis of informing our own developments.

2.2. The Focus on Learning & Teaching

One of the major concerns raised by Course Leaders, Heads of Learning and others is that a great part of their time is diverted away from the core business of learning & teaching. Course Leaders in particular have been clear that there has been an increase in the work that is seen as 'administrative' in nature. Some of this is due to the overall size of the College as an operation, some is as a result of increased government scrutiny and monitoring, and some is undoubtedly a result of our own 'silo' process design where we end up with duplication of tasks, task bottlenecking with requests coming from multiple sources, and an increase in work where systems should have decreased this.

This is a complex area where there is no simple solution. The need to engage actively in a wide range of administrative and systems tasks will always exist, whilst systems and processes are in place for good reason, and much of the government and stakeholder scrutiny is likely to intensify, rather than decline, in the years ahead.

As we look to the future we need to ensure that our key academic leadership roles can focus more on the leadership and quality of learning and teaching, and that expensive promoted academic staff resources are not unnecessarily tied up on a plethora of 'administrative' tasks.

2.3. Line Management and Communications

Heads of Learning, Course Leaders, staff and trade unions have regularly highlighted that communication and the 'span of control' within teams is a concern. Whilst good work has been undertaken to develop communication approaches it has been clear since merger that a number of our academic teams are too big. The structure change implemented in 2016 addressed this to some extent, although subsequent savings programmes have resulted in the return of bigger and bigger operational units. It is clear that operating with a line management structure where there could be 60+ direct reports is far from ideal and through the changes planned we will seek to address this and create more manageable sized teams.

2.4. Role Diversity/Dispersal

As national policies have developed, and College services and clientele have changed, it is clear that the range of activities and expectations of promoted academic roles have become more diverse and more dispersed. National drivers have seen promoted staff become more involved in the planning and organisation of articulation and progression links, senior phase school developments, modern and foundation apprenticeships, work placements, employer liaison, and commercial activities. Whilst all of these activities are essential and have a clear curriculum basis, feedback suggests that by building responsibility for these into all promoted academic roles we are diluting the effectiveness and reducing the ability of individual staff to fulfil all of these requirements to the extent that they would wish.

2.5. National Comparisons

It has become evident over the past year or so that the number of promoted academic postholders within D&A is disproportionately high when compared with others in the college sector. For example, D&A has 38% more promoted academic posts for our size than the Scottish average, and our 'credits generated per promoted academic post' sits at 1,252 compared with a Scottish average of 2,646. Whilst there are positives and negatives in measures of this type, feedback suggests that, despite the larger number of posts, the configuration of these is not as effective as it could be.

2.6. National Strategies/Priorities

Running alongside all of the above is a range of developing national priorities and drivers that shape and inform how we need to work and develop in the future. We have identified previously the challenges associated with the reducing number of young people, schools retaining more and contextualised admissions for universities. Alongside this we have key national strategies in areas including: Developing the Young Workforce; the Learner Journey Review; Regional STEM clusters; Gender Segregation and Equality in the Curriculum; and the on-going intensification of the Funding Council's Outcome Agreement process.

All of these strategies place demands upon the College and we need to ensure that we are configured and operate in the way that allows us to meet the demands placed on us and utilise the opportunities that these offer in the best interests of our learners.

The structure proposals have been developed to address the range of issues outlined above, whilst retaining many of the positive features of the current operating arrangements. This is a difficult balance to strike, but the view of the Executive is that the College is now at a point where change is necessary and we need to look more at the future than we do at the past.

We need to create an operating structure that delivers on our on-going ambitions for our learners and curriculum, meets the multiple national drivers and strategies that impact on us, whilst also streamlining and more effectively managing the myriad of tasks and activities that underpin the delivery of learning and teaching.

3. Structure Proposals

To address the points noted above, and to develop a revised operating structure that meets the needs of the College going forward, the following arrangements are proposed.

3.1. Role of the Lecturer and Group Tutor

Whilst the changes outlined below do not impact directly on the structure of other academic roles, the changes proposed to the overall structure does provide an opportunity to reflect on the emphasis placed on these roles as follows.

Lecturer – no overall change to the role but developments in respect of the revised Professional Standards and national expectations in relation to the achievement of TQFE and membership of a professional body (most likely GTCS) from April 2019 will provide a clearer framework for all teaching staff to operate within. As one of the pilot Colleges for GTCS registration, and with a clear focus on the importance of professional learning, the College has welcomed these national developments.

Group Tutor – the role of Group Tutor is valued immensely by learners and will remain as is. Greater emphasis will, however, be placed on the support and development of Group Tutors to promote consistency in the operation of this critical role. This fits well with the current Good to Great Wellbeing project and the desire to ensure greater consistency of approaches/outcomes under the new structure arrangements.

3.2. Generic Structure

It is proposed that the revised structure will be built around three clear and distinct promoted academic roles as follows:

Level 1   **Curriculum and Quality Leader**
Level 2   **Head of Curriculum and Quality**
Level 3   **Head of Sector**

The key responsibilities of each are summarised below, with summary details of each role outlined in **appendix 1.**

As with current Course Leaders, **Curriculum and Quality Leaders** will be the key curriculum specialists for their areas and will play a fundamental role in leading course teams and supporting and overseeing the quality of learning, teaching and outcomes for learners.

This role will, however, have a clearer focus on learning and teaching and will be supported by a wider range of specialist support (see 3.4 below) to reduce the administrative burden and provide greater support in respect of the range of College and national priorities.

The **Heads of Curriculum and Quality** will operate and be accountable as the key line and operational managers within the structure. An increased number of roles at this level will support the operation of smaller and more cohesive teams.

The new role of **Head of Sector** will assume responsibility for a broad range of management tasks and oversight, with a particular focus around developing and supporting greater consistency of operation (in activities such as budgeting and operational planning) and achievement of high quality outcomes across the range of curriculum teams that they oversee.

Each sector will be supported by a range of new posts designed to support the effective operation of the College, deliver on key strategies and policies whilst reducing the 'role spread' and 'administrative' demands on Curriculum and Quality Leaders and Heads of Curriculum and Quality. Further details on this are outlined in section 3.4 below.

3.3. Specific Structure Plans

The specific detail of the revised structure is outlined below and in **appendix 2**. This structure follows the generic outline detailed above and covers all current academic team roles, curriculum and activities.

Four similar sized sectors are planned, each led by a Head of Sector (level 3) as outlined above. Three of these sectors will incorporate 5 teams, and one will include 4 teams. Each team in turn will have a Head of Curriculum and Quality (level 2) and a number of Curriculum and Quality Leaders (level 1) depending upon the curriculum mix and spread of their provision.

Sector	Band 3		Band 2	Band 1
Care, Social Sciences & Sport	1	Sport & Fitness	1	2
		Children & Young People	1	3
		Health & Social Care	1	3
		Social Sciences	1	3
		TOTALS	**4**	**11**

Sector	Band 3		Band 2	Band 1
Creative, Cultural & Digital	1	Hospitality & Professional Cookery	1	1
		Hair, Beauty & Complementary Therapies	1	3
		Performing Arts	1	1
		Computing & Creative Media	1	2
		Art & Design	1	2
		TOTALS	**5**	**9**

Sector	Band 3		Band 2	Band 1
Business, Access & Education	1	Access & Essential Skills	1	3
		Supported Education	1	1
		ESOL	1	2
		Accounts, Admin & IT	1	2
		Business, Retail, Events & Tourism	1	3
		TOTALS	**5**	**11**

Sector	Band 3		Band 2	Band 1
Science, Technologies & Landbased	1	Science	1	0
		Landbased & Animal Care	1	1
		Engineering	1	3
		Construction	1	4
		Building Services	1	1
		TOTALS	**5**	**9**

OVERALL TOTALS	**4**		**19**	**40**
		TOTAL PROMOTED ACADEMIC POSTS	**63**	

This compares with a current structure comprising of 13 Heads of Learning and 59 Course Leaders (72 posts).

These changes do not impact on the roles of Professional Learning Course Leader.

Within the above proposal, and as a result of discussions from the ongoing curriculum review, are a number of proposed changes to curriculum groupings designed to deliver curriculum teams of a similar size. These changes include splitting the current Business Team into two, comprising Administration & IT and Accountancy as one team and Business, Retail, Events, Marketing and Tourism as another. It is also planned that Art and Design split from Performing Arts and that ESOL split from Retail, Events & Marketing. Science and Landbased/Animal Care will return to standalone areas, as will Building Services and Construction.

Given the natural synergy in delivery models and to support the on-going focus on the 'T-Shaped' learner, Access and Essential Skills will be brought together as a single area.

As with previous changes, the fine detail of the curriculum split across areas that are changing will be discussed and agreed as a part of the implementation phase.

As a part of the changes being made, we would will also ask all academic teams to give some thought to modernising team names and look at how they will reflect both the curriculum going forward and the future world of work. Input and ideas in respect of this are welcomed.

The changes proposed will increase the credits per promoted academic role to 1,850 which remains significantly below the national average of 2,646 (see section 2.5) but gives D&A a better structural configuration and rebalances activity across teams whilst also reducing the average size of teaching teams from 17.9 full-time equivalent (FTE) currently to 12.2 FTE going forward.

3.4. Wider Roles & Opportunities

As detailed above, it is proposed that a number of changes to College wide operating arrangements be made to better support the revised structure and address a number of the concerns outlined in section 2. A summary of these roles is also within **appendix 1**.

3.4.1   Sector Development Leaders

It is planned that each of the 4 sectors will be supported in developing and promoting commercial and apprenticeship arrangements through the creation of the role of **Sector Development Leaders.** These roles will replace the current role of **Workforce Development Leader** and will work alongside the Head of Sector and curriculum staff to promote commercial and apprenticeship opportunities and arrangements.

NB These changes will not impact on those currently holding the roles of Workforce Development Officer or Development Officer, which will continue as currently.

The **Sector Development Leaders** will work in partnership with the Customer Engagement Team, current Business Advisors and others through the recently established Commercial Forum to develop a clearer strategic focus on non-core income generation and opportunities.

3.4.2   Sector Coordinators

To support the workflow and organisation of the 'administration' activities and tasks necessary for the operation of the curriculum, finance and related business processes it is proposed that four new administrative roles of **Sector Coordinator** be created. This will be an administrative support role, and the 4 postholders will provide a broad range of support designed to streamline tasks and improve planning and the efficiency of operations.

As administrative professionals the Sector Coordinators will reduce the burden on the Curriculum and Quality Leaders, Heads of Curriculum and Quality, and Heads of Sector. They will play an active role in better managing information and activity timelines that will deliver more efficient ways of working.

Running alongside these developments, further work will be progressed to support 'business partnering' approaches within the range of key support services that make the most demands on promoted academic staff.

In developing these roles, discussions have focussed on the work done to create a clearer learning journey and the planned administrative and support activities needed for our learners in this. Through the creation of the Sector Coordinator roles we will seek to develop a similar approach to the 'business journey' needed to better manage and administer the range of activities that impact on teaching teams.

3.4.3   Academic Partnerships Manager

To support the further development of our strategy and arrangements around university articulation and senior phase school link activities, it is planned that a new role of **Academic Partnerships Manager** be created. Development of our senior phase school link provision is a major driver for the College and has grown by c.30% in the past year. This growth is likely to continue (alongside increasing work with younger school pupils) placing significant pressure on our current structure.

In respect of articulation links and arrangements, this postholder will assume responsibility as the key contact for the College, working in partnership with academic teams and staff to develop clear and structured articulation arrangements across all relevant areas of the curriculum. This role is designed to identify and exploit opportunities to expand the range of articulation options available to our learners, whilst ensuring that current links and individual articulation agreements remain up to date and effective.

Similarly, this postholder will have a remit that covers the strategic and operational development of senior phase school link provision. They will be the key contact with our local educational authorities and with individual schools to deliver on our schools engagement plan and grow the range of school link opportunities available. This will be undertaken in partnership with academic teams and will work to provide a more 'joined up' approach for education authorities, schools and pupils across the region.

It is felt that the lack of a role of this type is a significant gap at the current time and is limiting future opportunities for learners. As a result, it is planned that **recruitment to this role will commence as soon as practicable with a view to having a postholder in place prior to the end of the current calendar year.**

In addition to this role, the College has submitted a bid to significantly increase the number of foundation apprenticeship opportunities it offers. If successful, this bid will provide funds to support a **Foundation Apprenticeship Lead**, with this role reporting to the Academic Partnerships Manager.

It is planned that the current post of **School and Community Coordinator** will report to the Academic Partnerships Manager. Once established, other roles that directly support schools activities may also transfer into this new team.

3.5. Executive Team Roles

The introduction of four Head of Sector roles into the proposed new structure will have a knock on effect on the Executive roles of Directors of Curriculum and Attainment. This provides an opportunity to develop the range of responsibilities within these roles and to bring a range of key strategic drivers and activities closer within the overall academic structure.

As a result of the changes proposed, it is planned that the role of **Director of Customer Experience** held previously by Veronica Lynch **will not be replaced**. The interim reporting arrangements for the services and line management links held previously by this role will be formalised as follows.

Marketing and International	Director of Curriculum and Attainment (K Murphy)
Customer Engagement & Operations	Director of Curriculum and Attainment (K Murphy)
School & University Partnerships	Director of Curriculum and Attainment (J Grace)
Developing the Young Workforce	Director of Curriculum and Attainment (J Grace)
Student Services	Vice Principal People and Performance

The developments planned will give a reporting structure for the Directors of Curriculum and Attainment as follows:
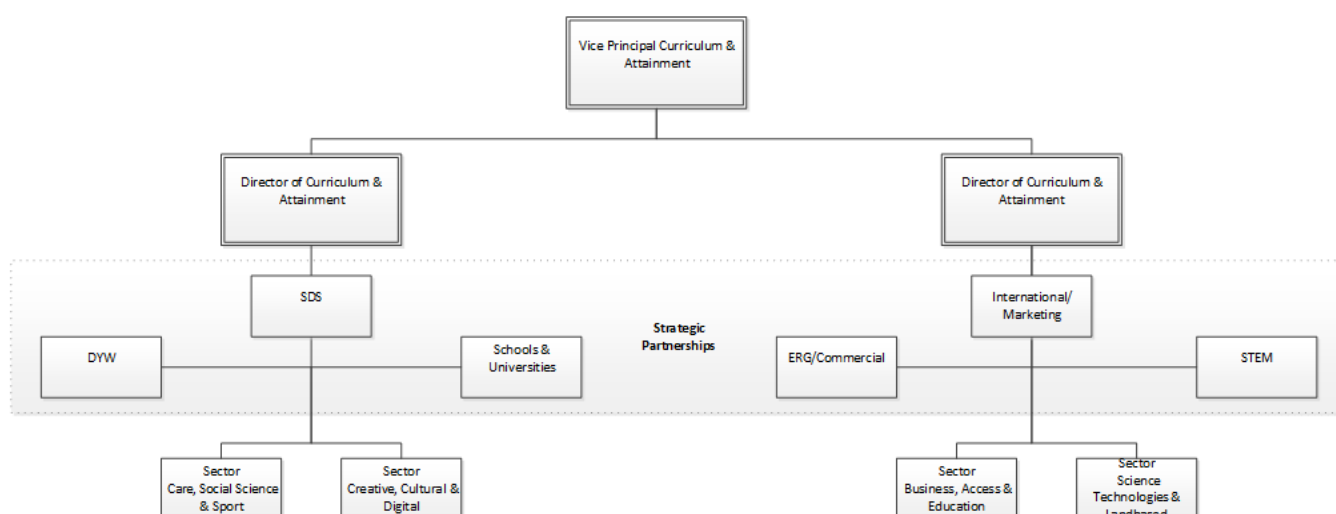
Other Executive reporting lines will remain unchanged.

4. Operation of the New Structure

It is recognised that the above changes in structure and reporting lines are significant, and are also the most significant changes to be made to the College since merger. It is also recognised that changes to reporting lines and arrangements are only the first step in making genuine organisational change.

Significant within this will be how we make best use of new (and not so new) technologies and approaches such as Microsoft Teams, Slack, One-Note and Service Design to improve how we communicate and develop and share ways of working. This will be a key focus of the Digital Strategy over the next few years.

To support the on-going implementation of the structure a series of clear Organisational and Professional Development activities will be created for postholders within each of the new roles. This approach will be planned over a number of months on a similar basis to the work undertaken with Course Leaders by Mina Welsh shortly after merger.

The development plans put in place will aim to provide new postholders with the full range of practical knowledge and skills required for each role, but will also focus on how expectations, culture and values fit together, outlining how different roles across the whole College structure (not just those that are changing) should interact and work together in the best interests of our learners. New and current postholders will have a significant input into the content and organisation of these arrangements.

The alignment of this development programme with the formal changes to the operating structure are designed to ensure:

- Collective ownership and planning of learning, teaching and services.
- Shared accountability and responsibility for improvement and outcomes.
- Productive collaboration between academic and support services.
- Efficient and sustainable operations.

These bullet points should not be anything new to staff across the College, and whilst they are nothing new, they are a useful reminder of the way in which we should all operate to support our learners.

The planned changes to the structure will undoubtedly impact on how a number of services, processes and activities engage with promoted academic roles, and with each other. The planned changes in structure provide an opportunity to 'recast' some of these arrangements and to ensure that the way in which we operate is focused strongly on our core priority of **#moresuccessfulstudents.**

As a part of this overall development all parts of the College will need to consider how they best interact under the new structure arrangements and how approaches may need to change. This should be at the forefront of thinking for everyone with a leadership or management role, and should be a part of discussions and future planning for all teams.

5. Planned Steps & Process

Significant discussions have been held in terms of the process and arrangements for progressing with the structure changes. This has included the options of matching current postholders into roles at the appropriate level on a similar basis to what happened at merger. Other options include external and/or internal advertisement, or a mixture of all of these.

It is felt that the changes proposed are significant, and mark a major change in how the College is structured and will operate going forward. Whilst there are inevitably similarities in the range of tasks covered by each of the new roles, there are also significant differences both in the roles themselves, and also in how the College wants to operate going forward. As a result it is felt that post matching is not the most viable or appropriate option.

The new structure combines a series of different roles, with these spread across three distinct levels. To progress with the proposed structure it is planned that each of the new roles will be open in turn for application and competitive recruitment on an internal basis for staff currently in College employment. This will start with the Head of Sector roles and progress in turn through the Head of Curriculum and Quality and the Curriculum and Quality Leader and Sector Development Leader roles. The planned timescales for this are detailed below.

Should insufficient suitable candidates be identified for roles at any of the levels then a decision will be made on whether to run with fewer roles, or to go to external recruitment.

The People team will play a central role in planning and organising recruitment arrangements as well as supporting discussions and transition arrangements for those moving into different roles as a result of the restructure changes.

5.1. Voluntary Severance Scheme

As with previous changes of this type, voluntary severance will be a potential option for individuals that do not feel that they have a place within the revised structure. It is anticipated that the numbers accessing voluntary severance will be limited, and the same one year maximum payback arrangements to realise savings, will be required as previously.

It is planned that voluntary severance will open on 1 November 2018 and will remain open until recruitment arrangements for each part of the new structure have been completed (see timeline below).

6. Costs and Finances

Through this paper we have purposely sought to stay away from costs, savings and financial analysis. Whilst we must always be mindful of our cost base and the pressures that arise from limited available funding, the proposals outlined have **not been developed on a cost saving basis** and are not designed as a savings exercise.

We are keen to develop the structure that we feel best meets the needs of the College and the future development of the curriculum and services that we offer.

As they stand, the structure proposals outlined are roughly break-even compared with the cost of the current structure (allowing for four years of conservation).

Savings of c£90k will be achieved through the non-replacement of the Director of Customer Experience and the Trust and Sponsorship Officer roles.

Importantly, however, the changes proposed will focus more staff time on the overall management and operation of the curriculum and will do so in a more cost effective way. The inclusion of specialist administrative, workforce and partnership roles within the planned structure will deliver more efficient ways of operating, and are planned to allow more time to be focused on learning, teaching and improving overall outcomes.

7. Consultation and Feedback Arrangements

The purpose of this paper is to outline initial thoughts and plans for changes to the structure, and feedback and views on this are very welcome. Through previous exercises (such as structure changes and savings plan proposals) good and constructive feedback has been received which has helped to shape and improve on initial plans.

It is hoped that staff across the College will take the opportunity to review these proposals and provide comment and feedback, particularly on the rationale, generic and specific structure proposals.

During the consultation periods, the email mailto:consultation@dundeeandangus.ac.uk can be used to direct all feedback.

All confidential queries and comments can be raised through a dedicated online hotline, again available throughout the period of change: Access the Hotline. Anonymous questions can be asked at any time and responses will be given as soon as practicable.

Executive Team Q&A sessions will be held in each campus in the next two weeks, where the content of this paper will be discussed and questions can be raised: More information is available here.

HR support and advice is available to all staff on an ongoing basis. The People Team can be contacted via mailto:peopleteam@dundeeandangus.ac.uk / 01382 834912 (ext. 4912).

8. Change Timeline

The timeline for changes proposed through this paper is summarised below. This timeline is designed to support full and open consultation on the changes proposed, whilst also ensuring that changes progress and are developed with minimum impact on our current learners.

As with any change process, this focus on 'business as usual' and 'nothing changes until it changes' is important in ensuring that our current learners are not disadvantaged.

The planned timeline for change is as follows:

Date/s	VS	Activities
19 October 2018		Joint Consultative Forum (JCF) meeting with Trade Unions to discuss draft consultation paper.
w/b 22 October 2018		Consultation paper on proposed structure changes published via Staff Portal.
26 October 2018		Recruitment: Academic Partnerships Manager
w/b 22 October – 26 November 2018	Voluntary Severance scheme opens 1 November 2018 until 30 June 2019	Individual and whole-College consultation on initial proposals published. Feedback sought via the Consultation email address, with further opportunity to discuss comments or concerns directly with line managers, the People Team or through the anonymous hotline.
7 December 2018		Joint Consultative Forum (JCF) meeting with Trade Unions to discuss final draft consultation paper.
10 December 2018		Final paper published with opportunity for individual consultation with staff / areas impacted and final comment / consultation via the Consultation email address, with further opportunity to discuss comments or concerns directly with line managers, the People Team or through the anonymous hotline.
11 January 2019		Close of final consultation.

16 January 2019		Final paper published.
21 January 2019		Progress of outcomes.
15 February 2019		Recruitment: Heads of Sector
End March 2019		Recruitment: Heads of Curriculum & Quality
End June 2019		Recruitment: Curriculum & Quality Leaders, Sector Development Leaders and Sector Coordinators
August 2019		Full new structure in operation
April 2019 onwards		Organisational and Professional Development Activity Plans Commence

9. Conclusions

The changes outlined within this paper are significant, but are built upon a clear rationale and set of approaches that it is hoped help to explain why change in necessary, and why the plans proposed are the best way forward at this point in time.

The changes proposed are designed to improve our focus on learning and teaching, simplify what are recognised to be too complex, diverse and stretched roles, and make good use of additional specialised input to support the increasing range of national strategies and developments that (whilst necessary) detract from day-to-day business.

The changes proposed will provide opportunities for development for some staff, and have been supported by a commitment on overall job security for those impacted most. It is hoped that both of these steps will help to ease the concerns that always exist in respect of change. As noted above, the focus on 'business as usual' and 'nothing changes until it changes' is important in ensuring that our current learners are not disadvantaged.

Feedback on the plans outlined in this paper is welcomed and we encourage all teams to take the opportunity over the coming weeks to reflect and discuss these proposals and how this will impact them. We look forward to engaging with staff from across the College to discuss and finalise arrangements for our new structure.

Appendix 1 Summary Outline of New Roles

Band 3 – Head of Sector	Band 2 – Head of Curriculum & Quality	Band 1 – Curriculum & Quality Leaders
• Contribute to College wide strategic curriculum change in line with local and national priorities • Lead and manage a diverse range of curriculum teams • Line manage, support and develop staff • Sector wide resource utilisation (Timetabling inc. Rooms, Staff, Equipment etc.) • Oversee operational planning • Budget setting and monitoring • Lead quality improvement and enhancement • Responsibility for performance targets • Internal/External relationship management • Up to 3 hours teaching delivery	• Implement strategic curriculum change & lead operational planning focusing on enhancing Learning, Teaching & Quality • Lead and manage a focused curriculum team • Line manage, support and develop staff • Utilise resources within team (Timetabling inc. Rooms, Staff, Equipment etc.) • Budget monitoring • Organising EV/IV, quality & self-evaluation • Monitor performance & lead improvement • 12 hours teaching delivery	• Lead a course team and ensure delivery, assessment and quality are well planned • Enhance learning & teaching • Contribute to operational planning • Contribute to the timetabling process • Supporting with EV/IV, quality & self-evaluation • Monitor performance & support improvement • 17 hours teaching delivery

Appendix 1 Summary Outline of New Roles (cont.)

Sector Development Leader	Academic Partnerships Manager	Sector Coordinator
• Act as employer liaison across a range of subject specialisms in partnership with the Customer Engagement Team • Advise and support on apprenticeship and commercial opportunities and developments • Enhance and promote workbased learning & teaching • Contribute to operational planning • Supporting with EV/IV, quality & self-evaluation • Monitor performance & support improvement • Support the enhancement of school/college, college/university, college/employment relationships	• Manage and develop partnership strategy and activities with universities and schools • Lead and act as key contact for university articulation arrangements and agreements • Advise and support academic teams on articulation arrangements, opportunities and expectations • Lead, develop and implement Schools Engagement Plan and act as key contact for senior local education authority and school staff • Strategic leadership of senior phase offer and curriculum • Advise and support academic teams on senior phase arrangements, opportunities and expectations • Lead, line manage, support, develop and manage staff	• Administer key processes, systems and needs that impact on academic teams • Support Heads of Sector and other promoted staff to plan and organise key administrative and business processes • Create and develop timelines and information flows that streamline demands and reduce duplication • Work in partnership with the range of support services to ensure the smooth operation of administrative arrangements

Appendix 2 Proposed Academic Structure

Director of Curriculum & Attainment

Head of Sector — Care, Social Science & Sport
- Sector Development Lead(s)
- Head of Curriculum & Quality — Sport & Fitness
- Head of Curriculum & Quality — Children & Young People
- Head of Curriculum & Quality — Health & Social Care
- Head of Curriculum & Quality — Social Science
  - Curriculum & Quality Leaders x 2
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 3

Head of Sector — Creative, Cultural & Digital
- Sector Development Lead(s)
- Head of Curriculum & Quality — Hospitality & Professional Cookery
- Head of Curriculum & Quality — Hair, Beauty & Comp. Therapies
- Head of Curriculum & Quality — Performing Arts
- Head of Curriculum & Quality — Art & Design
- Head of Curriculum & Quality — Computing & Creative Media
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 2
  - Curriculum & Quality Leaders x 2

Director of Curriculum & Attainment

Head of Sector — Business, Access & Education
- Sector Development Lead(s)
- Head of Curriculum & Quality — Access & Essential Skills
- Head of Curriculum & Quality — Supported Education
- Head of Curriculum & Quality — ESOL
- Head of Curriculum & Quality — Business & Tourism
- Head of Curriculum & Quality — Admin, Accounts & IT
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 2
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 2

Head of Sector — Science, Technologies & Landbased
- Sector Development Lead(s)
- Head of Curriculum & Quality — Science
- Head of Curriculum & Quality — Landbased & Animal Care
- Head of Curriculum & Quality — Engineering
- Head of Curriculum & Quality — Construction
- Head of Curriculum & Quality — Building Services
  - Curriculum & Quality Leaders x 0
  - Curriculum & Quality Leaders x 1
  - Curriculum & Quality Leaders x 3
  - Curriculum & Quality Leaders x 4
  - Curriculum & Quality Leaders x 1

BOARD OF MANAGEMENT

**Financial Statements for the Year Ended 31 July 2018 &
Annual Report from Audit Scotland**

EMBARGOED

Paper F

BOARD OF MANAGEMENT

Annual Report on Audit

Paper G

BOARD OF MANAGEMENT
ANNUAL REPORT FROM THE CHAIR OF THE AUDIT & RISK COMMITTEE

Note: At its meeting in June 2018, the Board of Management approved the re-naming of the Audit Committee to Audit & Risk Committee. The latter nomenclature is used throughout this report.

1 COMMITTEE MEMBERSHIP

The Audit & Risk Committee Membership in the 2017/18 year was as follows:

G Robertson (appointed May 2018); M Ellins (resigned December 2017); M Williamson; P Milne; S Watt; T Pirie; J Richardson (resigned June 2018).

College staff members - C Blake, Vice Principal Corporate Services, and S Taylor, Vice Principal People & Performance/Secretary to the Board were also in regular attendance at meetings.

Representatives from Henderson Loggie (Internal Auditor) and Audit Scotland (External Auditor) regularly attend the Audit & Risk Committee.

2 MEETINGS AND DISCUSSIONS

The Audit & Risk Committee met during the year on the following dates: 19 September 2017, 28 November 2017 (joint meeting with Finance & Property Committee), 13 March 2018, 15 May 2018, In addition, a joint meeting with the Finance & Property Committee was held on 27 November 2018 to consider the Financial Statements and internal and external audit reports for Financial Year 2017/18.

2.1 INTERNAL AUDIT 2017/18

The internal auditor's 2017/18 Annual Plan was presented and approved at the Committee meeting in September 2017. The reports considered by the Audit & Risk Committee under this plan included:

Ref	Report	Grading	Committee
2018/01	Annual Plan 2017/18	N/A	September 2017
2018/02	Student Fees and Contracts / Registry	Satisfactory	March 2018
2018/03	Asset / Fleet Management	Requires improvement	March 2018
2018/04	Data Protection (GDPR)	Satisfactory	May 2018
2018/05	Cash & Bank	Satisfactory	May 2018
2018/06	Workforce Planning	Good	September 2018
2018/07	Follow-Up Reviews	N/A	September 2018
2018/08	Credits Audit	Unqualified	November 2018
2018/09	Student	Unqualified	November 2018

In addition to the above, the Audit & Risk Committee held a special meeting in October 2018 to consider a report entitled Review of ICT Expenditure, which contained a number of recommendations following a breach of financial regulations during 2017/18.

In the Annual Report for 2017/18 the internal auditor concluded that, with the exception of issues noted in the reports on Asset / Fleet Management and ICT Expenditure, the College operates adequate and effective internal control systems, and proper arrangements are in place to promote and secure Value for Money.

The relationship between Henderson Loggie and College staff continues to be professional and effective in meeting internal audit needs.

The internal audit contract was awarded to Henderson Loggie in 2015, with an initial contract period to 31 July 2018. During 2017/18 the contract was extended for a further 12 months. The College has the option to extend for a further year before being required to re-tender. The fee for internal audit activities in 2017/18 was £6k.

The Committee also considers at each meeting a management report on progress made in respect of recommendations made in previous audits.

2.2   EXTERNAL AUDIT OF YEAR END FINANCIAL STATEMENTS

The external audit of the Financial Statements to 31st July 2018 was undertaken by Audit Scotland, who were appointed by the Auditor General for a 5-year term from 2016/17 to 2020/21 inclusive.

The fee for the 2017/18 is reported in the Financial Statements to 31st July 2018 as £26k

The external auditor's Annual Audit Plan was considered by the Committee at its May 2018 meeting and was subsequently published on the Audit Scotland website.

At a joint meeting with the Finance and Property Committee on 27 November 2018, the Audit & Risk Committee received the Annual Accounts for 2017/18, together with the external auditor's Annual Audit Report and the internal auditor's Annual Report to the Board of Management.

The external auditor provided an unqualified report relating to the financial statements and reported that there were no contentious items of note arising. The key accounting issues were agreed.

The Committee reviewed the Annual Audit Report and related work and expressed satisfaction with the assessment provided. In terms of the contribution from the external auditor, the Committee were satisfied as to the achievement of planned work, also with general performance and effectiveness throughout the financial year.

A professional and effective relationship between the external auditor and College staff was reported.

2.3   RISK MANAGEMENT

A Strategic Risk Register has been compiled and this is passed for discussion to the full Board of Management two times per year.

Risks are monitored and reported (including reporting to the Board of Management where necessary) at each meeting of the Audit & Risk Committee. Risks (including both pre- and post-mitigation risk ratings) are amended/added/deleted as appropriate through on-going analysis and approval at each Audit & Risk Committee meeting.

2.4   DISCUSSIONS BETWEEN THE AUDIT & RISK COMMITTEE AND THE EXTERNAL AND INTERNAL AUDITORS

These discussions confirmed that:

- External and internal auditors have been provided with all necessary help and information.
- College staff and managers are operating effective systems of internal control and maintaining accurate and reliable financial records.
- College managers and staff have generally responded positively and timeously to implement suggested changes for improvement.

3   OPINION

Based on the assessment and reports provided by external and internal auditors, the Audit & Risk Committee is satisfied as to the adequacy and soundness of the College's system of internal control and financial management, and the arrangements to deliver value for money from public funds, ensuring economy, efficiency and effectiveness in the use of resources.

The Audit & Risk Committee believes that the governance of the College is compliant with the principles of the Code of Good Governance for Scotland's Colleges which came into effect in December 2014, and has been compliant for the period from 1 August 2017 to 31 July 2018.

G Robertson
CHAIR - AUDIT & RISK COMMITTEE
November 2018

BOARD OF MANAGEMENT

Fairlie House – Disposal of Asset

Paper H

BOARD OF MANAGEMENT – 11 DECEMBER 2018

PROPOSAL TO DISPOSE OF FAIRLIE HOUSE, KIRRIEMUIR

Background

1. The College owns one half of a property in Kirriemuir (Fairlie House), with Angus Council owning the other half. Previously, our half was used as the base for one of the Outreach Centres in Angus, the others being in Forfar and Montrose.

2. There is no longer any outreach activity taking place in the town and consequently the College half of the property is vacant and surplus to requirements.

3. We have been notified by Angus Council that they intend putting their half of the property on the market at some point in 2019, in the expectation that there will be interest in it as a development opportunity. They advise that the valuation for the whole property is £175k.

4. Our asset is fully written down in the fixed asset register, with a nil net book value.

Proposal

5. It would make sense for the College to dispose of its half at the same time, with the property jointly marketed in order to secure optimum value from the disposal.

6. The Financial Regulations require Board approval for the disposal of assets where proceeds are expected to be over £15k.

7. Colleges are allowed to dispose of property valued at less than £500k without requiring SFC permission but, if they wish to retain the proceeds for re-investment, ministerial approval is required. This will be progressed through liaising with SFC.

Recommendation

8. The Board of Management is asked to approve the disposal of Fairlie House, Kirriemuir.

Catriona Blake
Vice Principal Corporate Services
30 November 2018

BOARD OF MANAGEMENT

Cyber Resilience – Public Sector Action Plan Update

Paper I

BOARD OF MANAGEMENT

CYBER RESILIENCE PUBLIC SECTOR ACTION PLAN

Introduction

1. The purpose of this paper is to inform the Board on the College's progress towards compliance with the Scottish Government's Public Sector Action Plan (PSAP) on cyber resilience 2017-18. Link to the PSAP here .

Background

2. The PSAP was launched in November 2017 and sets out the 11 key actions that the Scottish Government (SG), public bodies and key partners must complete by the end of 2018 to enhance cyber resilience in Scotland's public sector. Those actions which public bodies are required to complete are set out below.

3. There is close SG attention on public bodies achieving acceptable levels of compliance, as can be seen for instance in two recent letters addressed to college principals, one from John Swinney in July and one from Derek Mackay in September. This close attention is likely to continue.

4. Responsibility for ensuring compliance with the PSAP lies with the Vice Principal Corporate Services (VPCS), supported internally by the Head of ICT Services (post currently vacant) and the Team Leader (Networks and Infrastructure). Additional support is provided through a shared service, under which we have access to a Regional Chief Information Security Officer (CISO), Steve Hazelwood, who spends approximately one day per fortnight at the College.

Progress and Current Status

5. From a technical perspective, the College is in reasonable shape. There are other areas which need attention in order to meet the requirements of a cyber-resilient organisation, for instance governance response management and training. However, these should be relatively easy to resolve with clear leadership and focussed effort. This position is not uncommon across the HE/FE sectors.

6. The following provides a brief description of each relevant key action in the PSAP and a summary of progress made so far:

- **Key Action 2** asks that public bodies ensure they have in place Board/Senior Management-level commitment to manage the risks arising from the cyber threat. As part of this, they should ensure they have minimum appropriate governance arrangements in place.

   o The College has identified a senior management member responsible for organisational cyber resilience arrangements and further work is being undertaken in order to set out clearly the lines of accountability from individual ICT staff right up to the Board.

- o Arrangements need to be put in place for ELT and BoM to consider cyber threats through formal risk management processes.

- o An Information Security (InfoSec) policy is currently in draft. This needs to be approved, along with supporting policies and procedures.

- **Key Action 3** asks that public bodies who are responsible for managing their own networks become active participants in the Cyber Security Information Sharing Partnership (CiSP).

  - o Action complete – the College is an active member of CiSP.

- **Key Action 4** asks that public bodies ensure they have in place appropriate independent assurance that critical network controls are in place by end October 2018, through Cyber Essentials or Cyber Essentials Plus certification.

  - o A Cyber Essentials pre-assessment was conducted in March 2018. Several areas were deemed to be non-compliant. However, none of these was significant and most have since been resolved. The Team Leader (Networks and Infrastructure) is providing reports to the VPCS on progress.

  - o The College was notified on 18 November that it had achieved Cyber Essentials certification, just missing the SG target of 31 October.

  - o Cyber Essentials is essentially a self-assessment exercise, albeit with independent review of the College's assessment. It is likely that we will at some stage be encouraged to progress to Cyber Essentials Plus certification, which involves independent testing and assurance.

- **Key Action 5** asks that public bodies be aware of, and implement appropriately, NCSC's Active Cyber Defence (ACD) measures. These measures are described in the action plan.

  - o These are all either implemented, deemed not suitable, or being progressed by the College.

- **Key Action 6** asks that public bodies ensure they have in place appropriate training and awareness raising for staff and students.

  - o Cyber security is included in all student induction. In addition, the College participates in the annual Safer Internet Day.

  - o The CISO is drafting a communications plan, which he will discuss with the Head of People and Organisational Development. Online training tools for staff are currently being investigated.

- **Key Action 7** asks that public bodies ensure they have in place appropriate incident response arrangements that align with central coordinating and reporting protocols.

  - o College staff have responded well to several cyber incidents during the last 6 months. A Cyber Incident Response Plan is currently being drafted, capturing on paper the processes which are currently followed.

- o The introduction of vulnerability testing is currently being explored by the Team Leader, supported by the CISO.

- **Key Action 8** asks that public bodies implement the Scottish Procurement Policy Note.

  - o The College is supported by Advanced Procurement for Universities and Colleges (APUC) in ensuring cyber security in the supply chain.

- **Key Action 10** encourages leadership and knowledge sharing

- **Key Action 11** requires public bodies to respond to enquiries on progress from SG Cyber Resilience Unit

  - o The College has responded timeously to all requests for information.

7. Given the current vacancy in the Head of ICT post, completion of all actions will be achieved in the early months of 2019. Although the PSAP sets end December 2018 as the deadline, the College has made satisfactory progress and key risks are being appropriately and effectively managed.

Recommendation

8. The Board is asked to note the progress against the PSAP.

Catriona Blake
Vice Principal Corporate Services
29 November 2018

BOARD OF MANAGEMENT

Governance

Board Membership

Paper J

BOARD OF MANAGEMENT
MEMBERSHIP UPDATE

1   Introduction

This paper summarises arrangements and requirements in respect of the membership of the Board of Management of Dundee and Angus College as a Regional College under the terms of the Post-16 Education (Scotland) Act 2013.

2   Board of Management Membership

Under the terms of the Post-16 Education (Scotland) Act and the ministerial guidance on the recruitment of board members, the Board of Management must make appropriate arrangements for the recruitment of migrating and new members of the Board.

To operate within the terms of the legislation the Board of Management must include **a minimum of 15 members and a maximum of 18 members** (up to 12 of whom are classified as "ordinary members" recruited under the board arrangements). The College Board cannot operate legally with fewer than 15 members.

3   New Board Appointments

Following arrangements approved at the September 2018 Board meeting, and pending endorsement by the Scottish Government, approval is sought for the following new Board members.

Name	Current/Key Experience
Kirsty Keay	Director of Corporate and Commercial Development, Fife Cultural Trust Commercial and organisational development, corporate governance, and third sector experience.
Donald Mackenzie	Head of Personnel and Communications, Michelin PLC Human resources, organisational development and corporate communications experience.
Helen Honeyman	Head of Policy, Product & Wellbeing, Royal Bank of Scotland Risk management and corporate governance, human resources, employment policy, and wellbeing experience
Neil Lowden	Head Teacher, St Francis School Educational leadership and development, learning and teaching, and educational policy experience

3   Extension of Appointment

The tenure of Pamela Milne as a member of the Board will expire at the end of March 2018.

Under the terms of the ministerial code the following arrangements apply.

> A regional college board may extend the period of appointment of a non-executive board member for a single further period of up to four years; such an extension requires to be approved by the chair of the regional college board and Scottish Ministers. [Paragraph 5(2B)]

Given the number of new appointments to the Board, Pam has highlighted her willingness to stay on beyond March for a period of time. Given this it is proposed that membership be extended alongside those of George Robertson and Steve Watt agreed previously.

4   Approvals

Board members are asked to confirm approval for appointments as detailed above.

5   Information

Further information in respect of Governance matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk.

BOARD OF MANAGEMENT

Governance

Risk Register

Paper K

STRATEGIC RISK REGISTER

2018 - 2019

As at November 2018

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

Risk Number	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
1	**Strategic and Structural**									
1.1	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/plans • Rolling curriculum review	Board, ELT
1.2	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	ELT
1.3	College disadvantaged by changes arising from UK leaving European Union	5	4	20	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	5	2	10	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy ESF sensitivity • Workforce planning	ELT

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

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

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	**Financial**									
2.1	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	4	• Advance modelling of new funding methodologies and allocations • Monitoring impact of changes • Amendment of strategic or operational direction/plans • Financial strategy sensitivities	ELT
2.2	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Monthly monitoring of budgets • Regular review of financial strategy and non-core income sensitivity • Detailed monitoring of savings programmes	ELT
2.3	Salary and conditions of service pressures outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities	VPP&P, VPCS

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

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

		POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION			
Risk Number		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring			Responsibility
2	Financial												
2.4		Financial Fraud	4	3	12	• Strong financial controls: segregation of duties and review of transactions. • Review of impact of any changes in structure or duties • Whistleblowing arrangements	3	2	6	• Continuous review of financial controls • Internal Audit programme			VPCS
2.5		D&A Foundation refuses/withholds funding for key College priorities	5	3	15	• On-going dialogue with Foundation Trustees • Appropriate bid arrangements in place	3	2	6	• Monitor and advise Board of Management			VPCS

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

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

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
3	**Organisational**									
3.1	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	ELT
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements	VPC&A
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5	• Business Continuity Plan including scenario testing	VPCS, VPP&P HoE, HoICT
3.4	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPCS, VPP&P

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

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SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment		2	Minor	Unlikely
Board	Board of Management	HoICT	Head of ICT		3	Significant	Possible
VPP&P	Vice Principal People & Performance	HoE	Head of Estates		4	Major	Probable
VPCS	Vice Principal Corporate Services				5	Critical	Very Likely

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
3	Organisational (cont.)									
3.5	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	3	12	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning	VPP&P
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements • Clear investment plan	4	2	8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD	VPCA, HoICT
3.7	Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan	VPCS, HoICT

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

Post Holders						Score	Impact	Likelihood
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	Board	Board of Management	HoICT	Head of ICT		3	Significant	Possible
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates		4	Major	Probable
	VPCS	Vice Principal Corporate Services				5	Critical	Very Likely

Risk Number	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring		Responsibility
3	**Organisational (cont.)**										
3.8	Breach of data security / data protection	5	4	20	• Effective management of ICT arrangements and GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD		VPCS, HoICT, Data users
3.9	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	3	2	6	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings		VPC&A, VPP&P, DirC&A
3.10	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	2	2	4	• Effective internal monitoring/review/verification arrangements • External review findings		SLT, VPP&P

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

BOARD OF MANAGEMENT

Governance

Board Metrics

Paper L

BOARD DATA METRICS
DECEMBER 2018

1   Introduction

This paper outlines a series of standardised Board Metrics as discussed and agreed at previous meetings.

2   Board Metrics Report

To ensure that there is clear visibility of data and progress the following series of clear metrics is produced for consideration at each Board meeting. These metrics link together a number of data sources into a single high level Board report to provide high level indications of College performance. The further detail in each case should rest with the relevant Committee, or be part of the operational activities of the College. In this way, the metric report should supplement, rather than replace, the range of current information provided to the Board and its Committees.

3   Information

Further information in respect of Quality matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk
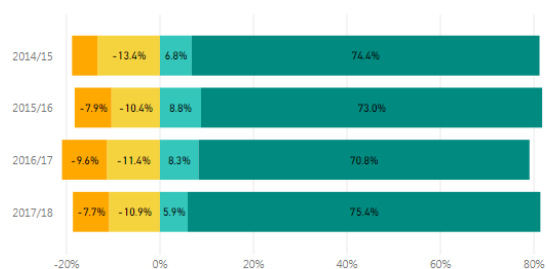
Board Metrics Report December 2018
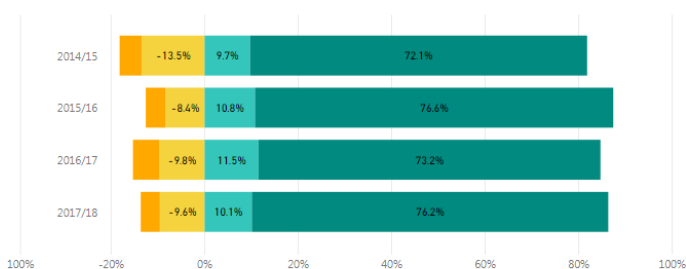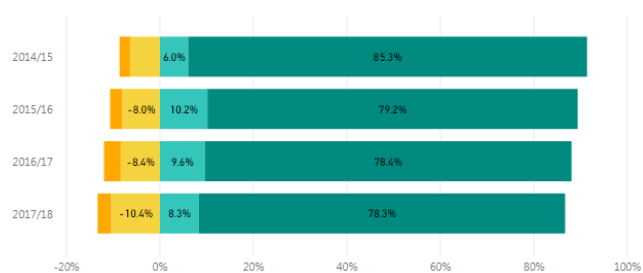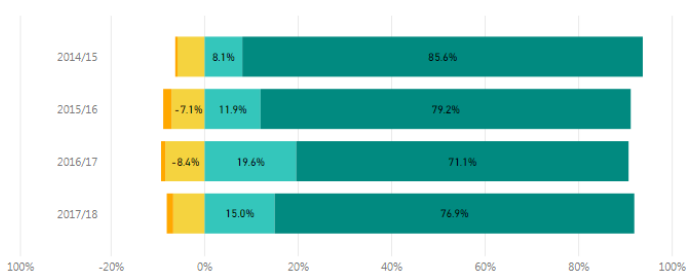
Performance Indicators

Total PI by Session

Session			
2014/15	-10.3%	7.2%	78.7%
2015/16	-8.8% -4.5%	10.0%	76.8%
2016/17	-9.6% -5.8%	10.2%	74.4%
2017/18	-10.1% -4.7%	8.4%	76.8%

FE Full Time

Session			
2014/15	-13.4%	6.8%	74.4%
2015/16	-7.9% -10.4%	8.8%	73.0%
2016/17	-9.6% -11.4%	8.3%	70.8%
2017/18	-7.7% -10.9%	5.9%	75.4%

HE Full Time

Session			
2014/15	-13.5%	9.7%	72.1%
2015/16	-8.4%	10.8%	76.6%
2016/17	-9.8%	11.5%	73.2%
2017/18	-9.6%	10.1%	76.2%

FE Part Time

Session			
2014/15		6.0%	85.3%
2015/16	-8.0%	10.2%	79.2%
2016/17	-8.4%	9.6%	78.4%
2017/18	-10.4%	8.3%	78.3%

HE Part Time

Session			
2014/15		8.1%	85.6%
2015/16	-7.1%	11.9%	79.2%
2016/17	-8.4%	19.6%	71.1%
2017/18		15.0%	76.9%

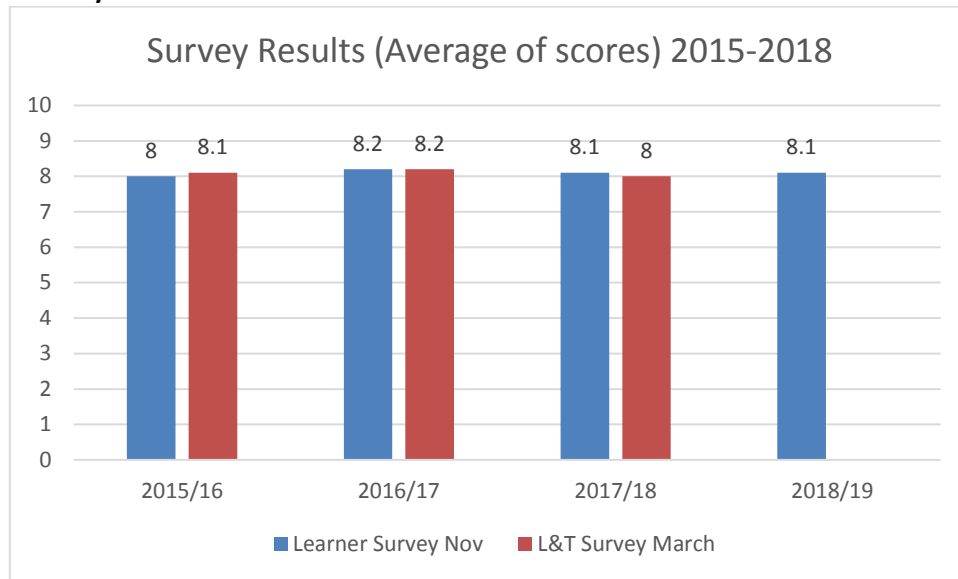Note: Finalised 2017/18 PIs by level and mode:

FE Full Time: Successful Completion 75.4% (up 4.6%), Partial 5.9%, Withdrawal 18.6%

FE Part Time: Successful Completion 78.3% (down 0.1%), Partial 8.3%, Withdrawal 13.3%

HE Full Time: Successful Completion 76.2% (up 3%), Partial 10.1%, Withdrawal 13.7%

HE Part Time: Successful Completion 76.9% (up 5.8%), Partial 15.0%, Withdrawal 8.1%
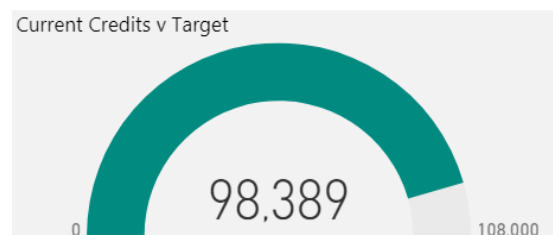
Student Survey Results

Survey Results (Average of scores) 2015-2018

Year	Learner Survey Nov	L&T Survey March
2015/16	8	8.1
2016/17	8.2	8.2
2017/18	8.1	8
2018/19	8.1	

SFC Student Satisfaction & Engagement Survey – Positive response rate

	D&A	National
Overall Satisfaction 2015/16	90.1%	82.5%
Overall Satisfaction 2016/17	90.6%	83.5%
Overall Satisfaction 2017/18	90.4%	83.6%

18/19 FT Applications and Offers

Applications	Offers	Minimum	Maximum
9,175	5,751	6,257	7,065

9175
5751
6257
7065
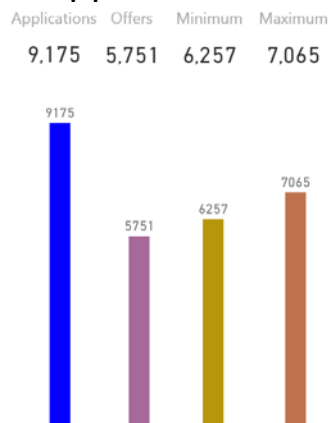
Credit Count v Target 18/19

Current Credits v Target

98,389

0   108,000

Staff – Engagement and Happiness Index, FTE & Headcount and Absence

Staff Engagement & Happiness Index 2018 v 2016
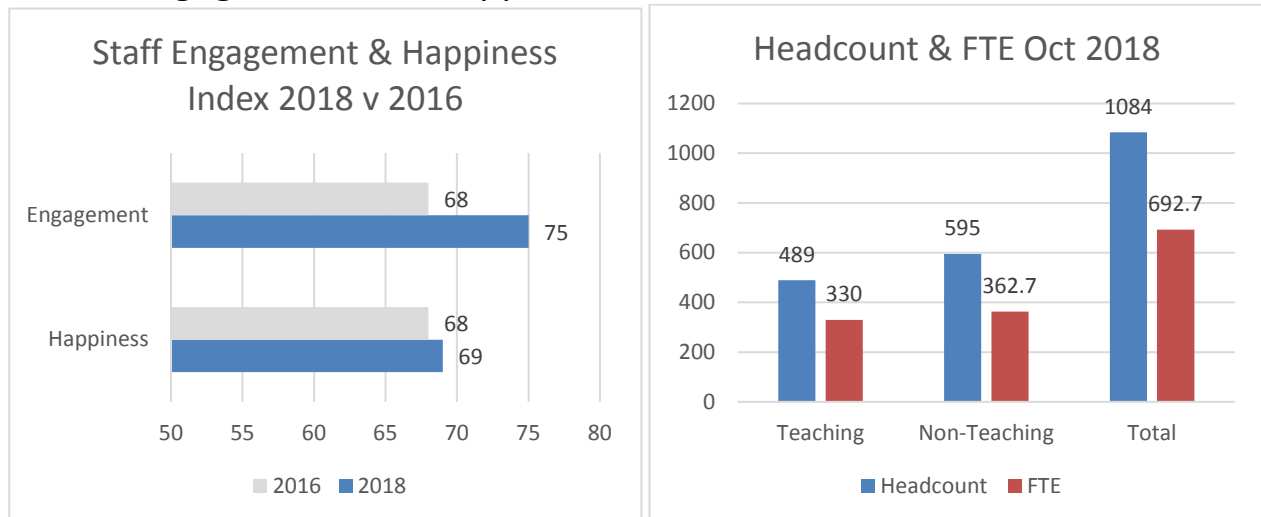
	2017/18	2016/17	2015/2016
Average working days lost per headcount	5.4	5.3	5.7
Working time lost	2.1%	2.0%	2.6%

Finance – Surplus/Deficit v Planned Budget out-turn
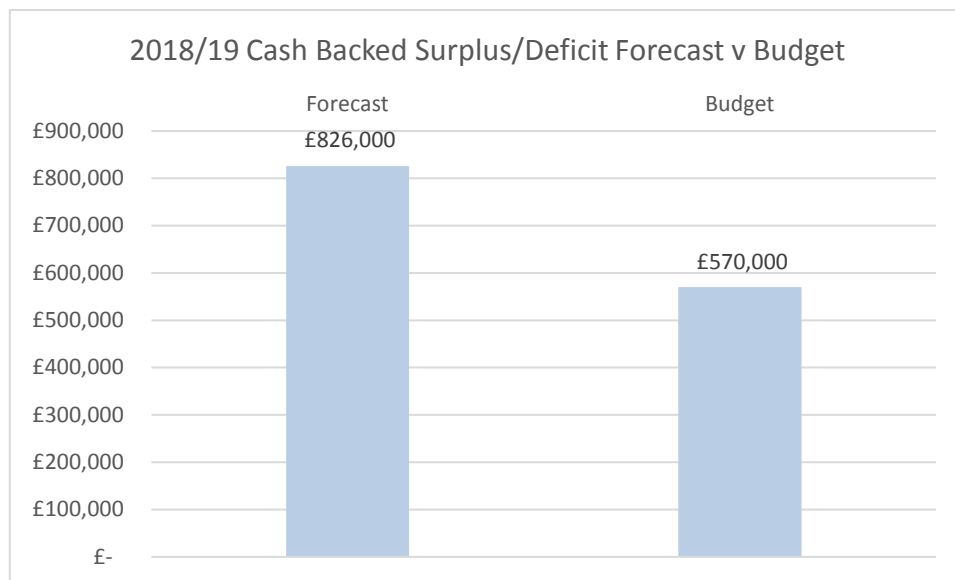
	Year to date	2017/18
RIDDOR – Reportable Accidents	1	3

	Completed	Planned
Audits Completed v Planned	0	9

BOARD OF MANAGEMENT

Minutes of Committee Meetings

13.1 – Learning, Teaching & Quality – 14 Nov 2018
13.2 – Audit & Risk – 18 Sept & 23 Oct 2018
13.3 – Human Resource & Development – 20 Septs 2018
13.4 – Joint Audit & Risk / Finance & Property – 27 Nov 2018

Paper M

BOARD OF MANAGEMENT
LEARNING, TEACHING AND QUALITY COMMITTEE MEETING

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 14 November 2018 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT: M Williamson (Chair)   G Robertson
                A O'Neill   A McCusker
                G Ritchie   S Mill
                R Walker   D Humphries

IN ATTENDANCE: S Hewitt (Vice Principal)
                      C Blake (Vice Principal)   G McGovern (Head of Learning)
                      S Taylor (Vice Principal/Secretary to the Board)
                      M Sanderson (Executive Secretary)

1.   WELCOME

M Williamson welcomed Committee members and M Sanderson who will take minutes at future LTQC Meetings. M Williamson welcomed G McGovern to the meeting.

2.   APOLOGIES

Apologies were received from S Watt.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 29 August 2018 was approved as an accurate record.

5.   MATTERS ARISING

5.1 Student satisfaction – Service Design Event

S Taylor noted that initial discussions have taken place with SDA and there has been no specific developments as yet. Changes to students satisfaction measurement by the Students' Association had been implemented with feedback on the first of these (Student portal) to be covered under the Students' Association report.

5.2 Highers Improvement Plan

S Hewitt noted that there had been issues over recent years with Highers programmes. There had been a significant reduction in Highers Programmes and as part of the Curriculum Review different options to improve outcomes were being looked at.

S Hewitt stated that the Certificate in Highers programme would be reviewed for session 2019/20 and changes had been introduced to bring in 'Preparation for Highers' programmes in 2018/19 to help improve outcomes.

It was noted that the overall low outcomes for Highers had reduced the College PI by around 2%. G Robertson asked if this 2% would be recovered. S Hewitt explained that the reduction in Higher courses, and replacement by other options should help to address this.

M Williamson asked when the Preparation for Highers would run. S Hewitt explained that this runs from September to December with successful learners progressing on to the full Higher. If they do not achieve sufficiently to undertake the Higher, then they would be offered a further course which will allow upskilling in the areas they require. The units that have been achieved will still show on the students SQA Certificate if they do not progress on to the full Higher.

6.   **CURRICULUM REPORT – EMPLOYER AND STRATEGIC PARTNERSHIPS**

M Williamson welcomed G McGovern to the meeting. S Hewitt opened the presentation – Raising Attainment and Improve Retention.

S Hewitt used presentation to explain that the restructure will help with partnerships internally and externally as the new roles will be more defined and people will know who to contact directly.

S Hewitt explained that School Partnerships are improving and Dundee and Angus Schools are coming together more to discuss ways of improving and looking at doing things differently for school learners. Service Design events with both local authorities had helped to inform the updated Strategic Engagement Plan.

S Hewitt stated that the number of school pupils attending the Future Talent Sessions had increased by around 1000 pupils from the launch and stated that schools really value these sessions. Taster sessions for schools has also increased, and the College was developing a new partnership approach with Community Learning and Development (CLD).

S Hewitt noted that S Stirling and team were developing resources to help with Exam preparations for students.

S Hewitt explained to the Committee that the interviews for the Academic Partnership Manager will be imminent, ahead of the restructure and was confident this new role would improve the Schools relationship even more as there will be a single key point of contact.

G McGovern presented to the Committee on the employer partnerships in Computing and Creative Media through their Stakeholder Advisory Board. The Board had helped to design the Curriculum to improve the skills set needed for students going to work within the digital skills workforce.

G McGovern stated that since the launch, links with employers had dramatically improved with companies such as Microsoft and BT involved with helping the curriculum team teach the right skills for jobs at present.

G McGovern explained that traditional classrooms within the digital area had been remodelled to reflect modern ICT work spaces with the help of external companies. This was beneficial to students as they are working and learning in an employer environment.

G Ritchie noted that the team won the SQA Star Award for Partnership of the Year for their Digital Mile project.

G McGovern stated that other Academic teams have been showing interest in their approach and were keen to launch similar projects in their area and involve external partners.

G Robertson asked how quickly changes to the curriculum could be made to ensure that learners keep up with the demands of employers.

S Hewitt explained that this could be a challenge where national frameworks needed updating but noted that the College would create short / part time programmes or amend teaching approaches and/or get students out on placement as quickly as possible so that they had the right skills.

7. 2017 / 18 PERFORMANCE INDICATOR REPORT

S Taylor summarised the report and confirmed that outcomes have improved from last year. A lot of work had gone on to ensure that students complete courses, such as providing boot camps and support sessions for students to attend.

S Taylor stated that the overall full-time FE percentage was 75.4%, exceeding the governments aspirational target for the sector, although there was still work being done with the courses and areas that had lower rates of success.

A McCusker noted that these were good results, but noted that Social Sciences and Essential Skills were worrying low and this needed to be improved and ensure that the courses in red areas were reduced. It was noted that the courses in red had reduced from the previous year, but that work remained to reduce this further.

G Ritchie noted that work was being done in these areas to improve outcomes and highlighted changes such as the introduction of the new Gateway approach to engage students and keep them at College.

S Taylor noted that there were many issues such as mental health and student poverty impacting on courses with lower retention/attainment.

G Ritchie stated that the restructure, and having more focused roles introduced, would help to improve the focus on learning and teaching.

M Williamson welcomed the figures and noted that there had been a huge amount of work put in, given the challenging circumstances, and stated that she was sure that the College would remain focused on improving the figures even more.

8. 2017 / 18 SFC NATIONAL SATRISFACTION SURVEY

S Taylor noted that the paper was embargoed by the Scottish Funding Council.

S Taylor summarised the paper, noting that the College was in a good position in terms of Student Satisfaction percentages compared with others across the sector.

A McCusker asked R Walker about student responses to the satisfaction survey. R Walker stated that they have been positive overall.

The report was welcomed.

9. **EDUCATION SCOTLAND ANNUAL QUALITY REPORT & ENHANCEMENT PLAN**

S Taylor noted that this was a very detailed report which the College was required to provide under the Scottish Funding Council and Education Scotland quality guidelines. It was noted that the report (and related enhancement plan) would be endorsed formally by Education Scotland in the coming weeks.

S Taylor noted that overall these were positive reports and Education Scotland were very happy with the content, structure and grading. S Taylor stated that the gradings were to be released in January for 2017/18, with the details confidential until then.

A McCusker asked if there would be any press coverage in January as this is a good story for the College. This would be looked at. **G Ritchie to progress.**

10. **VP CURRICULUM AND ATTAINMENT REPORT**

The VP Curriculum and Attainment report was noted. S Hewitt highlighted that, following a series of strategic planning sessions with both the Senior Academic Leadership Team and the wider Academic Leadership Team, thy had identified 7 key priorities for the 2018/19 academic year.

The Service Design Academy (SDA) will host a development session to help with the restructure. Demand for SDA boot camp sessions has increased and the team were currently in Helsinki to share ideas and skills.

S Hewitt noted the successful awards season for the College and congratulated staff on winning these awards at CDN and SQA award ceremonies. M Williamson congratulated everyone involved on the successful awards season.

M Williamson asked for an update on the Future Skills College (FSC). S Hewitt explained that he held a 'make or break' meeting with the two local authorities to see if there was still a demand for the FSC. There is still a place for FSC and they would like to expand and increase the number of pupils to 100 (previously around 40).

S Hewitt explained they are looking at the next steps and looking at areas the College and FSC should target. It was noted that there was a clearer understanding of the costs involved and the group will hold a wider stakeholder meeting in January to finalise arrangements going forward.

G Ritchie stated that the purpose of FSC is to ensure that school pupils receive apprenticeships / jobs at the end of their studies and it's not focused purely on students who want to progress in further education or on to Highers' courses.

G Robertson noted the update on the new website and asked about progress and costs. S Hewitt explained there has been a delay of around 3 working days at a cost of around £1500. This will be covered within the project contingency within the Good to Great funding.

A McCusker asked about early withdrawal numbers for 2018/19, S Hewitt noted that these were on a par with the previous year.

A McCusker asked for an update on the consultation for the restructure. S Hewitt provided a short summary of the planned changes.

S Hewitt highlighted that there would be new Sector Coordinator roles introduced, which will be high level / skilled administrators. They would focus on the business side of the curriculum areas and keep data clean and consistent. There will also be Sector Development Leaders who will provide a more focused service for curriculum teams and customer engagement teams, rather than them having to deal with 19 Curriculum and Quality Heads.

S Hewitt explained that all of the new roles were open to any member of staff to apply for.

G Ritchie noted that the consultation paper on the new structure was on the agenda for the Human Resources and Development Committee and that an update would be provided to the full Board of Management meeting in December. G Ritchie stated that this will be the biggest academic restructure since merger but stressed there would not be any redundancies. As part of the National Bargaining agreement, those in promoted posts currently would be on protected salaries for four years.

A McCusker stated that staff may not understand the restructure and some might feel jobs are being cut. S Hewitt explained that no jobs will be cut and those who don't get / apply for the promoted posts will go back to teaching.

G Robertson asked how many reporting lines there will be. S Hewitt explained that the Sector Coordinator and Sector Development Lead will report via the Head of Centre who will then report to the Curriculum Directors.

11. LT&Q Metrics

S Taylor summarised the metrics paper produced.

G Ritchie explained that, with the ongoing Michelin situation, the Scottish Funding Council have agreed to support if extra courses are needed to retrain and reskill staff from Michelin. G Ritchie stated this will not affect our current credits.

12. STUDENTS ASSOCIATION REPORT

D Humphries summarised the Student's Association report to the committee. An update was given on class reps, with 320 class reps in place and this is growing constantly.

D Humphries stated that class rep training is still on going and will be completed at Kingsway soon. Gardyne and Arbroath have already completed. Learner Engagement team will also be carrying out Class Rep Training in outreach centres.

D Humphries noted that there is still work to do with recruiting Lead Reps. Number is currently sitting at around 12, compared to over 20 last years.

The Students' Association are looking at ways of receiving feedback from students whilst trying to avoid having too many student surveys, they have launched 'Feedback Friday' where students can give feedback. Online methods were proving more effective with 112 student responses completed online.

D Humphries stated that 'Pizza with the Principals' has been launched again this year and is already proving popular with students.

G Ritchie noted that the Sports Union have published their annual report and encouraged the Committee to have a look at this (available here).

13.   DEVELOPING SCOTLAND'S YOUNG WORKFORCE

G Ritchie summarised the DYW report and highlighted the new national indicators, but noted that these do not yet have national targets/ KPI's.

G Ritchie stated that J Grace now sits on the DYW board for the College.

M Williamson noted that there was not any data within the report that's useful to the Committee and noted that the governance doesn't sit with the College, but the DYW Board.

Reporting arrangements were discussed and it was agreed that A Vettraino attend a future LTQC to present to the Committee and give a more detailed report of the work that goes on in the DYW team. **S Taylor to progress**.

14.   DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 13 February 2019 at 5.00pm, Room Y150, Gardyne Campus.

Action Point Summary

Action	Responsibility	Date
Media coverage for Education Scotland Report to be planned	G Ritchie	January 2019
DYW Update to be presented to next meeting.	S Taylor	13 February 2019

BOARD OF MANAGEMENT
AUDIT & RISK COMMITTEE MEETING

Minute of the Audit & Risk Committee meeting held on Tuesday 18 September 2018 at 5.00pm in Room A214, Kingsway Campus.

PRESENT:	G Robertson (Chair)	T Pirie
	M Williamson	P Milne
	M Thomson	

IN ATTENDANCE:	C Blake (Vice Principal)
	S Taylor (Vice Principal and Secretary to the Board)
	D Archibald (Henderson Loggie)

1. **WELCOME**

   G Robertson welcomed members of the Audit & Risk Committee, and welcomed Michael Thomson to his first meeting.

2. **APOLOGIES**

   Apologies were received from S Watt and C Hislop (Audit Scotland).

3. **DECLARATIONS OF INTEREST**

   There were no declarations of interest.

4. **MINUTE OF AUDIT COMMITTEE – 15 MAY 2018**

   The minute of the Audit Committee meeting held on 15 May 2018 was approved as a correct record.

5. 5.1 **Matters Arising**

   GDPR

   M Williamson asked that the Committee receive regular updates on any breaches of data security/data protection. This was agreed and it was agreed that information on the reporting arrangements for data breaches would be copied to Committee members. **C Blake to progress.**

   Cash Values

   C Blake noted that the annual value of cash handled was c.£1.2 million with the majority of this taken through the canteen facilities. It was noted that this value was likely to decline following the introduction of contactless payment systems.

   Internal Audit Contract Extension

   C Blake confirmed that this had been progressed. A query on the detail of the notification of this was noted and C Blake/D Alexander would discuss.

Asset and Fleet Management

C Blake stated that there was not a lot more to report on from the previous meeting, but that work was progressing to finalise the central asset register, with the data capture work for this progressing as planned.

The timescale for this work was discussed and it was agreed that a clear timescale would be set (relative to the audit report recommendations) and further progress reported at the next meeting. **C Blake to progress.**

6.   **STRATEGIC RISK REGISTER**

G Robertson noted the risk register and stated that he wanted to focus on the risk areas that remained as amber or above post mitigation.

G Robertson stated that this also linked into the Audit Scotland report on Scotland's Colleges and the positioning of D&A College in terms of the underlying operating position. G Robertson stated that he was concerned that there was a lack of visibility in terms of this underlying position.

C Blake summarised the discussions held on this at the Finance and Property Committee, and noted that it was awareness of this position that underpinned the Financial Strategy and the work completed on recent savings plans.

M Williamson asked if this discussion had identified anything additional required in respect of College strategy. C Blake noted that it had not, and that the information underpinning the report had been known to the College and the only surprise was the relative position of others in the sector. Arrangements to seek to better develop benchmarking with other colleges were discussed.

The importance of the income per full-time equivalent staff measure was discussed and opportunities to improve this ratio, and to make progress on this and other sustainability measures more visible were discussed.

The links between information and metrics provided to each Board Committee were discussed, and concerns around how these were visible to all Board members noted.

It was noted that the paper and actions arising from this would be discussed at the full Board. This was welcomed

The positioning of the College in respect of learner performance within the Audit Scotland report was discussed, and S Taylor advised that this had been queried with Audit Scotland as it did not match with SFC published performance indicator data. It was noted that Audit Scotland had revised the data but it was not fully clear why this had been done.

Risks in respect of industrial relations matters were discussed and it was agreed that the risk in respect of Brexit (1.3) should be updated to reflect potential staffing risk for EU national staff should there be a 'no deal' Brexit outcome. **S Taylor to progress**.

The updated register was approved.

7. INTERNAL AUDIT REPORTS

Workforce Planning

D Archibald summarised the report on workforce planning and the range and scope of the audit work undertaken relative to the CIPD standards and Audit Scotland recommendations.

D Archibald confirmed that the outcome of the audit was ranked as good, with no recommended actions. It was stated that this was an unusual outcome and reflected the standard of the work undertaken. D Alexander stated that this was not common in other organisations where similar reviews had been undertaken.

D Archibald stated that there was evidence of longer term planning for staff numbers and skills profiles relative to a range of College strategies and criteria. It was noted that the report highlighted good integration across a number of strategies, including the financial strategy and curriculum review looking forward over 2018/19 and 2019/20.

The report was approved.

Follow Up Reviews

D Archibald summarised the report produced, highlighting that this provided information on actions taken in respect of recommendations arising from previous audit reports. He advised that overall progress was good, with 16 from 20 recommendations completed in full, 3 partially implemented and 1 still outstanding.

D Archibald stated that the 1 outstanding action related to procurement and had been delayed due to the overall project delay on implementation of the 'P2P' system.

C Blake noted that the Follow-up Review report built on the College's on follow-up tracking arrangements and reporting.

Concern was noted at the partial implementation in respect of space utilisation surveys given the importance of space considerations for campus redevelopment and required cost savings. C Blake stated that there had been a large number of recommendations to be implemented in terms of space utilisation, and that was the final piece of the 'jigsaw' to be progressed.

The importance of effective space utilisation was discussed alongside the need to carefully plan these needs for the future.

The report was approved.

Audit Progress Report

D Archibald noted that all audit work from the 2017/18 plan was on track, with the final credit and student fund audits to be brought to the next meeting.

Audit Plan 2018/19

D Archibald summarised the proposed audit plan, noting that this followed the audit strategy and needs assessment agreed in May 2018. The plan fleshed out the timescales and scope for each of the proposed audits.

The plan was discussed and the scope and timing of the range of audits confirmed. S Taylor confirmed that the scope of the Equality and Diversity audit appropriately reflected the range of demands and reporting placed on the College and confirmed that there was no issue in terms of conflict/duplication between the planned audit on Students' Association/Learner Engagement and the work undertaken with Education Scotland.

The planned audit on Risk Management and Business Continuity was discussed and G Robertson asked if this would consider different approaches to risk management. D Alexander stated that it could, and noted approaches where risks were split up between different Board Committees. This input was welcomed.

Risks around Brexit were discussed and C Blake highlighted the likely drop of c3,400 credits in 2022/23 as a result of the loss of ESF funded credits, and work being undertaken to incorporate this into financial and workforce planning. D Alexander stated that he was aware that a number of organisations were developing more specific risks around Brexit as the EU leave date gets closer.

The audit plan was approved. **Henderson Loggie to progress.**

8.   EXTERNAL AUDIT

C Blake advised that fieldwork for the external audit would commence on 24 September and that productive discussions had been held to prepare for this.

C Blake advised that there was no further update in terms of the accounting treatment of the D&A Foundation.

9.   OTHER BUSINESS

G Robertson reported that an issue had been raised via the Finance and Property Committee with regard to adherence to the terms of the financial regulations for a significant ICT purchase. It was noted that this matter had been referred to the internal auditors to review and that an additional meeting of the Committee may be required over the coming weeks to consider the report arising from this. **S Taylor to progress.**

10.   DATE OF NEXT MEETING

Tuesday 27 November 2018 **at 4.00pm in Room Y150, Gardyne Campus** (Joint Meeting with Finance and Property Committee).

Action Point Summary

Action	Responsibility	Date
Data breaches to be reported to Committee.	C Blake	27 November 2018 and on-going
Data breach reporting procedure to be shared with Committee members	C Blake	30 September 2018
Update on actions in respect of Asset and Fleet Management audit findings	C Blake	27 November 2018
Risk Register to be updated	S Taylor	27 November 2018
Audit Plan to be progressed	Henderson Loggie	27 November 2018
Additional Committee meeting to be organised	S Taylor	30 September 2018

BOARD OF MANAGEMENT
AUDIT & RISK COMMITTEE MEETING

Minute of the Audit & Risk Committee meeting held on Tuesday 23 October 2018 at 5.00pm in Room A214, Kingsway Campus.

PRESENT:	G Robertson (Chair)	T Pirie
	M Williamson	

IN ATTENDANCE: C Blake (Vice Principal)
                                S Taylor (Vice Principal and Secretary to the Board)
                                D Archibald (Henderson Loggie)

1.   WELCOME

G Robertson welcomed members of the Audit & Risk Committee to this additional meeting and noted that he wanted to run through the report provided and pick up any questions and actions arising from this. G Robertson stated that he also wanted to have an opportunity for members of the Committee to pick up any points without the internal auditors or College officers present.

2.   APOLOGIES

Apologies were received from S Watt and P Milne.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   INTERNAL AUDIT REPORT – REVIEW OF ICT EXPENDITURE

G Robertson introduced the paper outlining that this had arisen as a result of a suspected breach of procurement thresholds and related College regulations around the renewal of a contract for the College's virtual desktop environment.

The complexity of the arrangements surrounding the contract were explained given the (not uncommon) third party contractual arrangement between the software retailer and the actual software service provider.

D Archibald summarised the report, outlining the background to this and the approach taken to review the procurement arrangements and approval process adopted. D Archibald highlighted the review of the overall timeline in terms of the arrangements and decision making process surrounding the procurement.

G Robertson highlighted that the report had also been shared for information with the Chair of the Board and the Chair of the Finance and Property Committee.

The range of recommendations were discussed in detail and the following points noted.

Recommendation 1 and 2:

> C Blake confirmed that work had progressed on the Contracts Register with this scheduled for completion by mid November 2018. It was confirmed that the register would inform the work and financial forward planning needed for the Procurement and Resources Group. A report on progress and completion of this work would be provided for the next Finance and Property Committee meeting. **C Blake to progress.**

Recommendation 3:

> Induction arrangements for budget holders were discussed and C Blake advised that changes had already been made to ensure that financial responsibilities and thresholds were incorporated into induction plans for all new budget holders.

Recommendation 4:

> The requirements of the financial regulations in respect of both revenue and capital contracts were discussed and G Robertson outlined his understanding that the thresholds and approval approaches should be consistent for both. This was recognised and it was agreed that a paper be produced for the Finance and Property Committee confirming the position in respect of contract 're-lets' and restating the requirements outlined within the financial regulations. Outcomes of this would be confirmed at a future meeting. **C Blake to progress.**

Recommendation 5:

> Requirements and approaches in respect of the creation of purchase order numbers (rather than requisition numbers) were discussed and it was noted that current on-line procurement systems generated a purchase order number automatically. The need for clarity around approval requirements for all staff placing orders was noted, and it was agreed that information be provided to all those involved in requisitioning goods or services to reinforce the need to follow the agreed approval arrangements, and the potential consequences of not doing so. This information would include notification that purchase order numbers were not to be shared with suppliers until all required approvals had been obtained. **C Blake to progress.**

> The wording of recommendation 5 was discussed and it was agreed that this would be updated to reflect the known practice embedded within the procurement systems in operation. **D Archibald to progress.**

Recommendation 6:

> Requirements in respect of the scope and detail of options appraisals for major purchases were discussed and it was noted that arrangements were in place but that the timescales in respect of the specific issue being reviewed had resulted in these arrangements not being followed.

Recommendation 7:

> Arrangements for risk management and monitoring were discussed and it was noted that a detailed business continuity plan for ICT systems was in place. Risks in respect of major ICT systems were included in the Strategic Risk Register.

D Archibald summarised the timeline of events and it was agreed that the discussion held at the September Finance and Property Committee be included within this. **D Archibald to progress.**

M Williamson noted comment under conclusion 5.12 with regard to the management of the unexpected increase in costs arising from the contract. C Blake advised that these costs had been incorporated into budget planning and forecasting going forward and that this was not a major issue or risk.

The Committee thanked D Archibald for the clear report produced and thanked C Blake for her openness in highlighting this issue and the background underpinning this.

G Robertson thanked all present for attending and asked that D Archibald, C Blake and S Taylor withdraw to allow the Committee to discuss any further points that they felt were relevant.

5. DATE OF NEXT MEETING

Tuesday 27 November 2018 **at 4.00pm in Room Y150, Gardyne Campus** (Joint Meeting with Finance and Property Committee).

Action Point Summary

Action	Responsibility	Date
Update on Contracts Register completion and utilisation to be provided to Audit and Risk and Finance and Property Committees	C Blake	27 November 2018
Paper confirming financial regulations approval thresholds and arrangements for capital, revenue and contract 're-lets' to be developed for Finance and Property Committee	C Blake	27 November 2018
Decisions reached in respect of approval thresholds and arrangements for capital, revenue and contract 're-lets' to be confirmed with Committee	C Blake	5 March 2019
Information to be provided to staff to confirm financial procedures and importance of following agreed approval arrangements prior to sharing purchase order numbers with suppliers	C Blake	16 November 2018
Wording of recommendation 5 to be updated to reflect discussions	D Alexander	16 November 2018
Finance and Property Committee discussions on 11 September 2018 to be include in report timeline.	D Alexander	16 November 2018

BOARD OF MANAGEMENT
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING

Minute of the Human Resources and Development Committee meeting held on Thursday 15 November 2018 at 5.00pm in Room A214, Kingsway Campus.

PRESENT:	P Milne	A O'Neill	
	T Pirie	C Clinkscale	
	D Fordyce	G Ritchie	

IN ATTENDANCE:	S Taylor (Vice Principal)	C Blake (Vice Principal)
	A Mawhirt (Head of People and OD)	S Hewitt (Vice Principal)
	B Grace (Head of Estates)	
	Megan Sanderson (Executive Secretary)	

1. WELCOME

P Milne welcomed members to the meeting.

2. APOLOGIES

Apologies were received from G Bisset.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 20 September 2018 was approved as an accurate record.

5. MATTERS ARISING

All matters arising were included in the agenda.

6. ACADEMIC RESTRUCTURING PROPOSALS

P Milne summarised the restructuring paper and G Ritchie went through a presentation used for staff briefings.

G Ritchie outlined the rationale and approach underpinning the restructuring plans and noted opportunities for staff to find out more about the changes planned and to feedback their thoughts and ideas into the consultation process. G Ritchie noted that good feedback had been received but noted that some staff had not recognised that the proposed roles were different from those within the current structure.

G Ritchie explained in the presentation that there was no threat of redundancies as a result of the restructure, and advised that any current Course Leader or Heads of Learning, who don't get a role within the new structure would go back to teaching hours but will be on protected pay for 4 years (in line with national conditions of service).

G Ritchie explained that jobs in the new structure would be different with wider roles and additional support roles being introduced. There will be four Sector Coordinators, Sector Development Leads, a Foundation Apprenticeship Lead and an Academic Partnership Manager.

P Milne asked how many of these posts are additional and S Hewitt explained the only additional roles will be the Sector Coordinators who will be high level administrators, providing support to academic teams.

G Ritchie stated that the unions had been consulted over the changes and feedback to the consultations had been positive overall. The Executive team had opened a Consultation email inbox for all staff to submit their questions and queries. The first stage of consultation would be completed at the end of November, with final proposals out for consultation until mid-January, and the restructure in place before the end of session 2019.

G Ritchie stated that the Voluntary Severance scheme had opened on 1 November 2018 for staff who wish to apply. P Milne asked if the College are funding this themselves and G Ritchie confirmed that this was the case.

D Fordyce asked if the new posts would be open to all staff and how this process would work. S Taylor explained that they were hopeful for a balanced and manageable process and that any staff not achieving a place in the new structure would pick up the teaching hours of those that did.

P Milne asked if there could be an issue if teaching isn't flexible across all areas. S Taylor noted that this was possible, but was not likely.

S Hewitt stated that a Service Design event was planned to engage staff in defining the new rolls, prepare the Job descriptions and work with support teams including Admin. This was planned for early December 2018.

T Pirie asked if someone who isn't experienced in a specific curriculum area goes for a new role, will they get it. S Hewitt explained that there have been Heads of Learning who teach out with their team area, so this could be a possibility. It was confirmed that Job descriptions will be defined and finalised prior to roles being advertised.

S Taylor noted that there will be significant 'post-restructure' CPD and support plans in place for staff appointed to these new roles.

G Ritchie explained that, for the first time, the roles will be constructed by looking a comparable numbers of credits, courses and staffing so that teams were closer in size and managers had reasonable numbers reporting to them.

P Milne noted there was less in the paper regarding the outputs expected from the new roles and the likely review measurements in place for these. S Hewitt noted that this would be looked at for inclusion within the final consultation paper. **S Taylor/S Hewitt to progress.**

G Ritchie noted that one to one reviews have been reintroduced and the new structure will help with the formalisation of this.

P Milne asked if other colleges are reviewing structures after merger. G Ritchie explained that at least five colleges are undergoing a restructure at that time.

The planned changes were noted, and a further update would be provided at the next meeting. **G Ritchie to progress.**

7.   **NATIONAL BARGAINING**

S Taylor provided a verbal update to the committee.

S Taylor noted that a Support Staff settlement had been reached to September 2020, with details of this summarised in his VP report.

In addition to pay increases, S Taylor noted that support staff would receive an additional annual leave day, increasing the amount to 45 days, with 12 of these days set as closure days. The extra closure day being used in February.

A number of other changes impacting on premium payments and arrangements were noted.

S Taylor explained there had been no further developments with the Academic Staff settlement, with a final offer made, but rejected by unions.

S Taylor noted at it was likely that a ballot for industrial action would be called in the near future.

8.   **VP PEOPLE AND PERFOMANCE REPORT**

S Taylor provided a summary of the VP People and Performance Report.

S Taylor stated that VS applications were open, as noted in agenda item 6, and that the number of applications submitted had been very low.

S Taylor noted that A Mawhirt had been accredited an Insights Practitioner and will be providing training for the College.

S Taylor noted that a number of on-line training packages had been purchased, providing access to around 20 different training courses for staff.

A Mawhirt noted that there were around 530 returns for the staff survey (over 50% response rate). There was a real recognition from staff around the amount of work put into Wellbeing and the organisation will continue to invest time and resources into the Wellbeing project. A full update was scheduled for the next meeting.

P Milne noted the success at recent awards and congratulated staff on the wins. G Ritchie noted the College was nominated in 3 categories at the Scottish Public Service awards, taking place on Wednesday 5 December 2018 at Scottish Parliament.

P Milne asked how many teaching staff held the TQFE qualification. A Mawhirt stated that this was around 83% and that the College had put a lot of staff through the qualification (compared to others) in recent years.

P Milne asked for something in the next VP People and Performance report, which shows and explains how we measure performance overall. S Taylor noted that he would do, and highlighted that much of this appears in the papers for the Learning, Teaching and Quality report. This was noted. **S Taylor to progress.**

9. HEALTH AND SAFETY TRAINING UPDATE

B Grace summarised the update paper and stated that significant discussion had been held at the health, safety and wellbeing committee around this.

B Grace stated that he appreciated there was a lot of online training courses for staff and noted that this could be overwhelming for some, but that Health and Safety is a priority.

B Grace explained that emails have been sent to all staff who haven't completed their online Health and Safety courses and set a deadline of Friday 21 December 2018 with a planned 90% completion rate. All managers whose staff hadn't completed the training, had also been sent reminder emails. Cleaners and some support staff were being trained in other ways.

A further update would be provided for the next meeting. **B Grace to progress.**

10. HR METRICS

S Taylor summarised the HR Metrics paper and explained the staffing metrics were based on the Scottish Funding Council (SFC) Annual Staffing Return methodology and that the figures excluded Energy Skills Partnership Project and Gardyne Theatre limited as they were funded different to the College.

S Taylor noted that there were no notable changes from the previous metrics. Absence rates remained good and staff turnover remained low.

P Milne asked if trend figures for FTE were declining and S Taylor confirmed that they were.

D Fordyce asked about the spend per FTE on staff development activities and A Mawhirt explained that this matched the overall budget but was calculated as a specific figure at the end of the year.

11. MEETING MINUTES/UPDATES

The minutes of the Joint Consultation Forum were noted with interest.

12. DATE OF NEXT MEETING

The next Human Resources and Development Committee meeting will take place on Thursday 21 February 2019.

Action Point Summary

Action	Responsibility	Date
Key outputs/expectations of new roles to be incorporated into next restructuring consultation paper	S Taylor/S Hewitt	10 December 2018
Update on restructuring developments	G Ritchie	21 February 2019
Information on key performance metrics to be included in VP People and Performance report	S Taylor	21 February 2019
Update on mandatory health & safety training	B Grace	21 February 2019

BOARD OF MANAGEMENT
AUDIT & RISK COMMITTEE MEETING

Minute of the Audit & Risk Committee meeting held on Tuesday 27 November 2018 at 4.30pm in Y150, Board Room, Gardyne Campus.

PRESENT:	G Robertson (Chair Audit)
	T Pirie
	M Thomson
IN ATTENDANCE:	C Blake (Vice Principal)
	S Taylor (Vice Principal)
	C Hyslop (Audit Scotland)
	D Kerr (Audit Scotland)
	S Inglis (Henderson Loggie)

1.   WELCOME

G Robertson welcomed members of the Audit Committee and indicated that the meeting was not quorate. Decisions made at the meeting would be confirmed with members by e-mail and formally approved at the next meeting.

It was confirmed that an independent meeting with audit representatives had been held directly prior to the meeting.

2.   APOLOGIES

Apologies were received from S Watt, P Milne & M Williamson.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   MINUTE OF AUDIT & RISK COMMITTEES – 18 SEPTEMBER & 23 OCTOBER 2018

The minutes of the Audit Committees meetings held on 18 September & 23 October 2018 were approved as a correct record.

4.1 Matters Arising

Data Breaches Report to Committee

It was agreed that a report should come to each Audit & Risk Committee even with a "nil" response if appropriate. **C Blake to progress.**

Asset & Fleet Management

C Blake explained that the Asset Register was virtually complete and captured data on 660 items at a replacement value of c. £2.5m. B Grace will take over the maintenance of the Register and in early summer 2019 physical asset and random checks will be carried out.

Contract Register

C Blake confirmed that the Contract Register (managed by the Procurement Manager) was live.

All staff using P2P had been given a clear message on the requirements and approaches in respect of orders (rather than requisitions).

Discussion took place on the inclusion of Procurement in the Internal Audit Plan. This would be considered and reported back to the next meeting. **C Blake and S Inglis to progress**

5. STRATEGIC RISK REGISTER

G Robertson commented that there had not been a review of the Risk Management policy since 2015, but noted that this was on the Internal Audit Plan for 2018/19.

S Taylor confirmed that the Risk Register was "high level" and that potential lower risks were picked up and discussed at Executive Leadership Team level. After discussion it was agreed that there was no need to change the reporting on the Risk Register.

S Taylor noted that there were no changes to risk factors or ratings, but noted that the risks associated with Brexit had been updated to highlight the role of Workforce Planning as a mitigating factor.

The inclusion of reference to the Cyber Security action plan was noted and C Blake confirmed that the College had achieved Cyber Secure Essential and that the Cyber Security Plan was on the agenda for the Board of Management meeting in December 2018.

The Strategic Risk Register was approved.

6. AUDIT COMMITTEE REPORT TO BOARD

The Committee noted that they were content with the content of the report and agreed the circulation to the Board in December 2018. **S Taylor to progress.**

7. INTERNAL AUDIT REPORTS

Student Activity

S Inglis summarised the report on student activity, highlighting that this was a prescribed audit to fulfil SFC requirements. S Inglis confirmed the "clean opinion" to SFC.

G Robertson thanked S Inglis for his input.

The report was approved.

Student Funding

S Inglis summarised the audit report on student support funds, confirming that this conformed to SFC requirements in relation to the range of funds identified. S Inglis indicated that there had been one overpayment due to clerical error – repayment is being pursued by the Finance Department.

The report was approved.

AUDIT FOLLOW-UP SUMMARY

C Blake noted that there were 5 revised deadlines that had been agreed with S Inglis.

G Robertson enquired about the "not due yet" for 2016 and 2017. C Blake confirmed that she would look in to these but suspected that they were noted in the wrong column and should be "revised deadlines". **C Blake to progress.**

The Committee noted that the report indicated that monitoring of agreed actions was under control.

8.   **DATE OF NEXT MEETING**

The next Audit Committee meeting was confirmed as: **Tuesday 5 March 2019 at 5.00pm in A214, Kingsway Campus.**

Action Point Summary

Action	Responsibility	Date
Data Breach Reports (including nil reports) to be made at each meeting	CB	Every Meeting
Internal Audit plan to be reviewed to consider including Procurement in the 2019 Cycle	CB & SI	5 March 2019
Audit Committee Report to be provided to the Board	ST	11 December 2018
Audit Follow-Up – Check "not yet due" 2016 & 2017 and report to Committee chair	CB	21 December 2018

BOARD OF MANAGEMENT
JOINT AUDIT AND FINANCE & PROPERTY COMMITTEE MEETING

Minute of the Joint Audit and Finance & Property Committee meeting held on Tuesday 27 November 2018 at 5.15pm in Y150, Board Room, Gardyne Campus.

PRESENT:	G Robertson (Chair Audit)	Steven Mill (Chair Finance & Property)
	T Pirie	A McCusker
	M Thomson	A O'Neill
	G Bisset	G Ritchie
	D Fordyce	

IN ATTENDANCE:	C Blake (Vice Principal)	S Hewitt (Vice Principal)
	S Taylor (Vice Principal)	B Grace (Head of Estates)
	C Hyslop (Audit Scotland)	B Ferguson (Head of Finance)
	D Kerr (Audit Scotland)	
	S Inglis (Henderson Loggie)	

1.   WELCOME

G Robertson welcomed members of the Finance and Property Committee to the joint meeting.

2.   APOLOGIES

Apologies were received from S Watt, P Milne, M Williamson & C Clinkscale.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   FINANCIAL STATEMENTS AND ACCOUNTS

4.1   AUDIT REPORT (Audit Scotland)

C Hyslop guided members through the key points of Audit Scotland's Annual audit report, commenting in particular that the achievement of the very positive clean audit report.

She drew attention to the well prepared Accounts and thanked the Finance Team for the work completed on time.

A McCusker congratulated the Finance team and this was echoed by other members. C Hyslop highlighted the requirement to include more details in the Performance Report, as a requirement of the Government Guidance which was now included.

Discussion took place on the benefits of including web links in the Performance Report for example Education Scotland rather than large amounts of text.

C Hyslop indicated the Audit Scotland are preparing Good Practice Guide for the sector on what should be included in the performance and governance reports.

C Hyslop confirmed that there was no requirement to consolidate the D&A Foundation funds within the 2017/18 accounts and advised that this would be reconsidered again in future years.

Confirmation that the College was financially sustainable as a 'going concern' was noted and A McCusker queried how this was judged given the difficult financial circumstances faced. It was noted that this was considered over a range of factors including the in-year position and future financial strategy.

A range of detail in the report was discussed and it was confirmed overall that the College had effectively managed its Finances.

The report was approved for submission to the full Board. **C Blake to progress.**

4.2 ANNUAL REPORT ON AUDIT (HENDERSON LOGGIE)

S Inglis delivered a summary of the year's work including a summary of the individual reports.

G Robertson asked if ICT Security would be added to the Internal Audit Plan. S Inglis indicated that discussion had taken place at the Audit Committee meeting with regards to adding Procurement to the Internal Audit Plan and noted that both items could be considered when looking at the plan going forward.

Highlighted by D Fordyce S Inglis will look at the Time Spent - Actual v Budget as there is an error re the number of days indicated for Management & Planning.

A McCusker asked if S Inglis was happy with the speed of the progress and he confirmed that this was manageable. C Blake confirmed that the Audit & Risk committee scrutinised the report at each meeting.

S Mill asked how work arising from the Asset and Fleet Management audit was progressing. C Blake confirmed that this had been discussed at the Audit & Risk Committee and confirmed that B Grace would be leading on working toward a single Asset Register which is almost complete.
S Inglis will update the document page 19 showing "*" (highlighted by A O'Neill) which was a direct lift from a previous version of the document in error.

The report was approved subject to the minor amendments.

5. DATE OF NEXT MEETING

The next Joint Audit and Finance & Property Committee meeting would be confirmed within the 2018/19 Board meetings schedule.

Action Point Summary

Action	Responsibility	Date
Financial Statements and External Audit report to be forwarded for approval at full Board	CB	11 December 2018
Internal Audit plan to consider Procurement & ICT Security for 2019	CB & SI	5 March 2019

BOARD OF MANAGEMENT
FINANCE AND PROPERTY COMMITTEE MEETING

Minute of the Finance and Property Committee meeting held on Tuesday 27 November 2017 at 5.45 pm in Y150, Gardyne Campus.

PRESENT:	S Mill (Chair)	A McCusker
	A O'Neill	G Ritchie
	G Bisset	
	D Fordyce	

IN ATTENDANCE:	C Blake (Vice Principal)	S Hewitt (Vice Principal)
	S Taylor (Vice Principal)	B Ferguson (Head of Finance)
	W Grace (Head of Estates)	

1. **WELCOME**

   S Mill welcomed members to the meeting.

2. **APOLOGIES**

   Apologies were received from C Clinkscale.

3. **DECLARATIONS OF INTEREST**

   S Mill noted that he was an employee of Angus Council in respect of item 7 but had no input or interest in respect of this. There were no other declarations of interest.

4. **MINUTES OF FINANCE AND PROPERTY COMMITTEE MEETING 11 SEPTEMBER 2018**

   The minute of the Finance and Property Committee meeting held on 11 September 2018 was approved as an accurate record.

5. **MATTERS ARISING**

   ICT Resources Plan

   C Blake intimated that the previous Head of ICT had now left the College and that the interview process had taken place for his replacement. Until the new Head of ICT takes up post C Blake will continue to look after the budget for ICT. It was confirmed that this item would be brought to the next meeting. **C Blake to progress.**

   Good to Great

   G Ritchie indicated that the meeting with D&A Foundation trustees would be rescheduled to coincide with the launch of the new College Website.

6. **ESTATES UPDATE**

B Grace summarised his report and commented on the positive range of works that had been progressed.

B Grace noted that spending on backlog maintenance was on target. Discussion took place on the possibility of requesting more money from SFC to complete works before the end on the Financial Year.

B Grace highlighted the energy reduction at Kingsway Campus due to the window replacements project. B Grace also highlighted that a successful appeal on the RHI payments from the Biomass project had been made, with funds in the region of £50,000 to be paid.

S Mill congratulated the Estates Team on their efforts and in particular the Food Waste Management Project that had received a Scottish Resources Award.

7. **OUTREACH**

7.1 Fairlie House, Kirriemuir

C Blake explained the joint effort with B Grace to seek approval for the sale of Fairlie House, Kirriemuir. There had previously not been an opportunity to dispose of the property (jointly owned with Angus Council) until now. The estimated sale price was around £175,000 and would be split between the joint owners. Plans are in the pipeline to use the money from the sale.

The committee discussed other potential savings from the sale of Fairlie House, Kirriemuir.

A McCusker asked that C Blake investigate if approval of Government Ministers (not SFC) is required as it is her understanding that this might be the case for any property disposals proposed by colleges. **C Blake to progress.**

Pending further information the Committee approved the paper for submission to the Board. **C Blake to progress.**

7.2 Forfar Centre Lease

C Blake explained the opportunity that had arisen with regards to the Forfar Centre and due to the sensitive commercial nature this item would not be minuted.

The Committee approved the proposal.

8. **BUDGET MONITORING REPORT**

8.1 Management Accounts

S Mill highlighted the projected £826k surplus and the £226k adverse movement from the previous FPC meeting.

B Ferguson summarised the budget monitoring report and associated commentary.

B Ferguson highlighted the adverse impact of the increase in Employers Pensions contributions from SPPA and expressed his hope that some additional funding would be available to mitigate the impact of this. A McCusker intimated that SFC was seeking additional government funding for this but noted that there might be a gap in funding between April and the new financial year. It was noted that the potential for funding was reasonably positive.

B Ferguson highlighted a positive position with regard to HE fees and enrolments, with this to be confirmed after the 1 December 2018 cut-off date for SAAS funding eligibility.

B Ferguson intimated that a request had been submitted for £1.3m for Student Support Funds and explained the changes underpinning this, including the new entitlements for Care Experienced Learners, changes in Universal Credit entitlements and improved learner retention. C Blake also highlighted the anticipated 'rich' mix of funding eligibility from the planned January 2019 recruitment.

S Hewitt explained the changes to recruitment, timetabling and audits etc had resulted in the number of students being down by 59 but the number of course streams being down by 71. Average class sizes were up as a result of this, resulting in improved efficiency.

The report was approved by the Committee.

8.2   Good to Great Monitoring Schedule

S Mill highlighted that the report reflects the new project structure.

C Blake intimated that spending has ramped up which was good news. The most recent funding claim had gone to the D & A Foundation and payment had been received.

9.   FINANCIAL STRATEGY UPDATE

S Mill drew the Committee's attention to the main movements including the benefits from staff vacancies with the budget savings being used for the Curriculum Restructure and that the vacancies would be added back in 2019/20.

C Blake explained the updated assumptions noted in the report and highlighted the likely need for further annual savings of c. £750,000.

The following table summarises the changes from the strategy approved in March:

Table: comparison between financial strategy and November update	2019-20 £'000	2020-21 £'000	2021-22 £'000	2022-23 £'000
Cash-backed surplus				
Financial strategy	380	688	630	577
November update	445	553	597	573
Closing cash balances				
Financial strategy	126	243	302	308
November update	761	744	769	771
Savings target				
Financial strategy	0	250	0	0
November update	500	750	500	750

The factors leading to a deterioration since March are:

- the reduction in credit funding for 2022/23, as a result of the end of ESF funding and the move to a new funding model;
- more pessimistic assumptions regarding cost of living awards; and
- the increase in employer's contribution to SPPA from April 2019.

10. **FINANCIAL AUTHORISATION PROCESS**

S Mill explained the background to the report and the main issues re oversight of renewals.

C Blake explained the proposed way to deal with the procedure for Contract Renewals on a clear but streamlined basis. It was confirmed that new contracts would continue to go through the full 'business case' approval process.

The Committee discuss the report and confirmed they were happy with the approaches identified.

The Committee approved the report.

11. **FEES POLICY**

The proposed fees structure and policy was discussed.

C Blake noted that the Service Design Academy fees were very low and A McCusker confirmed that the SDA are looking at a working group to meet and discuss and finalise future business plans. It was noted that the fee changes were estimated to generate additional income of circa £130k which was in line with the Financial Strategy assumption.

The policy was discussed and approved, with fees slightly increased. **B Ferguson to progress.**

12. **PROCUREMENT REPORT**

C Blake explained this is the first report from Rhona Munro, APUC Procurement Manager, which is very good, readable and useful.

S Mill also acknowledged that it was a well-pitched report but suggested that it might be worth noting processes for non-regulated suppliers in order that anyone reviewing the report not familiar with the College's procurement processes would have comfort that there was due process with regard to these also. **This was agreed. C Blake to progress.**

C Blake intimated the work taking place with Abertay University as part of the Tayside Regional Procurement group.

B Ferguson confirmed that the current Procurement Strategy 2014- 2020 is still a live document. However, Rhona Munro has looked at the Procurement Policy,

The report was approved.

13. **VP CORPORATE SERVICES REPORT**

S Mill noted that most of the content of the report had already been covered.

14. **DATE OF NEXT MEETING**

Tuesday 22 January 2019 in Y150, Gardyne Campus.

Action Point Summary		
Action	**Responsibility**	**Date**
ICT Resource Plan to be developed	CB/Head of ICT	12 March 2019
D&A Foundation Trustees to be invited to College website launch event	GR	January/February 2019
Proposed sale of Fairlie house to be progressed to Board	CB	11 December 2018
Key bullet points from Financial Strategy to be included in FPC minute to the Board	CB	11 December 2018
Revised 2018/19 Fee policy to be implemented	BF	immediate
Approach to non-regulated supplier purchases to be incorporated into Procurement annual report	CB	21 December 2018

BOARD OF MANAGEMENT

SFC Correspondence

Paper N

SFC Communications

College financial statements and returns 2017-18 Ref: SFC/CI/06/2018 Date: 31/10/2018	This call for information requests copies of audited 2017-18 financial statements and associated supporting information
Student Satisfaction and Engagement 2017-18 Ref: SFC/ST/08/2018 Date: 30/10/2018	SFC has been working with the college sector to conduct a Student Satisfaction and Engagement Survey (SSES) since 2015-16. This is the third publication based on the College SSES returns and covers the academic year 2017-18 only, The figures presented are considered to be experimental statistics.
Men in Early Years Challenge Fund Ref: SFC/AN/14/2018 Date: 24/10/2018	Bids are sought from colleges to develop new ways to attract and retain me to successfully complete SSSC registered Early Learning and Childcare (ELC) Courses
In-year management of student support allocations 2018-19 Ref: SFC/CI/04/2018 Date: 19/10/2018	College are invited to relinquish unspent support funds or request an increase to their student support allocations for academic year 2018-19
College Outcome Agreement Guidance 2019-20 Ref: SFC/GD/22/2018 Date: 18/10/2018	Process and framework for developing and negotiating College Outcome Agreements
College Region Outcome Agreements - Summary of Progress and Ambitions report 2018 [PDF] - 0.92 MB Date: 16/10/2018	Summary of Progress & Ambitions report 2018
College Leaver Destinations 2016-17 Ref: SFC/ST/07/2018 Date: 09/10/2018	To inform stakeholders of the publication of the 2016-17 College Leaver Destinations (CLD) measurements
SFC Annual Report and Accounts 2017-18 [PDF] - 1.51 MB Date: 28/09/2018	SFC Annual Report & Accounts

Further details on the above Communications can be accessed via:

http://www.sfc.ac.uk/publications-statistics/sector-communications.aspx