



BOARD OF MANAGEMENT

Tuesday 19 March 2019 at 5.00pm, Seminar Room 5, Arbroath Campus

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST**
4. **ESRC RESEARCH PROJECT – INFORMED CONSENT** Paper A for information
5. **EDUCATION SCOTLAND QUALITY REPORT FEEDBACK** Presentation P Connolly HMIE
6. **MINUTE OF LAST MEETING – 11 DECEMBER 2018** Paper B for approval AMc
 - 6.1 Adoption
 - 6.2 Matters Arising
7. **STRATEGIC ITEMS**
 - 7.1 Strategic Risk Register Paper C for discussion ST
 - 7.2 Good to Great Strategy Project Report Paper D for discussion GR
 - 7.3 Regional Outcome Agreement Final Draft Paper E approval ST
 - 7.4 Future Strategy – Strategic Session Update Paper F for approval GR/SH
 - 7.5 Board Development Sessions Verbal update AMc
8. **NATIONAL BARGAINING UPDATE** Verbal update GR/ST
9. **PRINCIPAL’S REPORT** Paper G for information GR
 - 9.1 SFC Strategic Dialogue Verbal update GR/AMc
10. **FINANCE ITEMS**
 - 10.1 Financial Strategy Paper H for approval CB
 - 10.2 Estates Strategy Paper I for approval CB
11. **STUDENTS’ ASSOCIATION REPORT** Verbal update DH/RW
12. **GOVERNANCE ITEMS**
 - 12.1 Board Membership Paper J for information ST
 - 12.2 Governance Update Paper K for information ST
 - 12.3 Board Metrics Paper L for information ST
 - 12.4 2019/2020 Board Meeting Dates Paper M for approval ST
13. **MINUTES OF COMMITTEE MEETINGS** Paper N for information AMc
 - 13.1 Learning, Teaching & Quality – 13 February 2019
 - 13.2 Audit & Risk – 5 March 2019
 - 13.3 Human Resource & Development – 21 February 2019
 - 13.4 Finance & Property – 22 January 2019 & 12 March 2019 (verbal update)

14. CORRESPONDENCE

Paper O for information

15. ANY OTHER BUSINESS

16. DATE OF NEXT MEETING

Tuesday 11 June 2019, Room A305, Kingsway Campus at 5.00pm.



BOARD OF MANAGEMENT

Tuesday 19 March 2019

ESRC RESEARCH PROJECT – INFORMED CONSENT

Paper A

Processes and practices of governing in FE colleges in the UK

Note to Board of Management to ensure ongoing informed consent

Dundee and Angus College is one of a select number of colleges participating in a four nations study of the processes and practices of governing in FE colleges. Funded by the Economic and Social Research Council (ESRC), this project is led by a team of highly regarded and experienced investigators from the Universities of Stirling, Birmingham and Cardiff (further details available on the project website <https://fe-governing.stir.ac.uk/>).

The main focus of the study is to observe and video meetings of the College Board of Management held between January and December 2019. In addition, a select number of committee meetings may be observed, but not recorded. Observational studies of governing bodies, whether in the public or the corporate sphere, are rare so by agreeing to have your board meetings videoed you are supporting leading-edge research in this area.

In order to be funded, the research has been through a highly rigorous process of review by the ESRC. It has also been closely assessed and approved by research ethics committees at the three universities. Working to the highest ethical standards, the researchers will ensure that confidentiality is maintained, that sensitive information is not shared, and that individuals are not identifiable (unless they have explicitly agreed otherwise) in any communications, presentations or publications. Furthermore, all data will be deleted within a year of the project ending.

All participants in the meetings that are videoed and/or observed are required to complete a participant consent form to confirm that they understand the nature of the research and are aware of their right to withdraw (and have any contributions disregarded) at any time without consequence. They are also encouraged to speak to a member of the research team should they have any questions or concerns. The contacts for Scotland are Dr Helen Young, Research Fellow (01786 467748, h.l.young@stir.ac.uk) and Professor Cate Watson, Principal Investigator (01786 467626 cate.watson@stir.ac.uk).





BOARD OF MANAGEMENT

Tuesday 19 March 2019

Minute of Last Meeting – 11 December 2019

Paper B



BOARD OF MANAGEMENT

Minute of the Board of Management of Dundee and Angus College meeting held on
Tuesday 11 December 2018 at 10.00am in Room A305, Kingsway Campus

PRESENT:	A McCusker (Chair)	Grant Ritchie
	George Robertson	Alan O'Neill
	Steven Mill	Diane Humphries
	Gary Bisset	Donna Fordyce
	Steve Watt	Trisha Pirie

IN ATTENDANCE:	C Blake (Vice Principal)	S Hewitt (Vice Principal)
	S Taylor (Vice Principal/Secretary to the Board)	
	T D'All (Principal's/Board Chair PA)	
	K Keay	H Honeyman

1. WELCOME

A McCusker welcomed members to the meeting including Kirsty Keay and Helen Honeyman as observers pending appointment as full Board members.

A McCusker also took the opportunity to advise the Board of C Blake's intention to retire in April 2019 and thanked her for her service.

2. APOLOGIES

Apologies were received from P Milne, M Williamson, C Clinkscale & R Walker.

3. DECLARATIONS OF INTEREST

There were no declarations of interest. G Robertson noted his role as Chair of the Board for Gardyne Theatre Limited

4. MINUTE OF LAST MEETING – 25 September 2018

4.1 Adoption

The minute of the Board of Management meeting held on 25 September 2018 was signed and approved as an accurate record.

4.2 Matters Arising

- (i) **SDA Short Life Working Group**
S Hewitt confirmed that a first draft Business Plan had been prepared and would be discussed at the next SDA Advisory Group meeting.
- (ii) **Stakeholder Advisory Boards**
S Hewitt highlighted work progressing on the creation and operation of stakeholder advisory boards.

It was confirmed that this work would progress to ensure that all curriculum teams had active advisory boards in place. A summary of the current active boards is included as an appendix to this minute.

(iii) **Budget Revision & Timescale – D & A Foundation**

C Blake confirmed that the D & A Foundation had received the revised budget.

(iv) **Board Session – 21 January 2019**

G Ritchie confirmed that the discussion at the Strategic Planning Event on 21 January 2019 would include future strategy and the Kingsway campus estates strategy.

(v) **Discussion with SFC on Sharing FFR Benchmarking**

C Blake advised that the College Development Network's (CDN) Finance Director's Group had agreed to share FFR details with each other.

(vi) **Financial Strategy**

C Blake confirmed discussion on the strategy at the Finance and Property Committee meeting and advised that there would be a refresh of the Financial Strategy in March each year.

(vii) **VS Scheme**

S Taylor confirmed that the VS Scheme would be open until the completion of the Restructure Project

All other actions had been progressed or were included within the agenda.

5. STRATEGIC ITEMS

5.1 Good to Great Strategy Project Report

G Ritchie summarised progress on the Good to Great Project and the progress report provided highlighting:

- The Digital Strategy and the good progress in assessing the Digital competency of staff.
- The purchase of new technology for the curriculum e.g. robotics arms and hologram tech.
- Future Talent talking to approx. 3500 young people in schools about job opportunities and skills.
- The continuing development of the Help Point initiative in to 2019.
- Staff & Student Wellbeing Project with new activities promoted regularly.
- Gateway Programmes as an introduction to studying for some students that were helping to retain students and rationalising the college offer.

G Ritchie confirmed that the College is starting to realise the benefits of the Good to Great Strategy, and highlighted the range of interim measures reflected within the report along with national recognition by winning the Campbell Christie Public Services Reform Award, presented at the Scottish Government Event in Holyrood.

Discussion took place around the communication & engagement of staff in the G2G project. G Ritchie confirmed that while the #dag2g was less regularly used in social media a number of projects were moving forward under different hashtags, including #DAWellbeing or #moresuccessfullstudents. It was agreed that further work be undertaken to support promotion of the G2G work taking place, with this reported back at the next meeting. **G Ritchie to progress.**

S Taylor confirmed that the sustainability of activities, and the evaluation of the overall project, were being discussed. It was noted that this would feature within the G2G update to the March 2019 meeting. **S Taylor to progress**

S Hewitt noted that the College continued to strengthen its partnerships with schools. Two recent big events for secondary school staff were acknowledged as a good improvement by attendees. S Hewitt said that there were a number of other promotion campaigns planned in respect of the new website and information for parents.

The achievement of a number targets was noted, and targets around income per FTE staff and the number of courses with student outcomes below national average were discussed. A McCusker requested that all of the G2G theme and overall project metrics be updated for the next Board meeting. This was agreed. **S Taylor to progress.**

A McCusker noted that the progress made, and the winning of the Campbell Christie award, were phenomenal achievements and congratulated everyone involved.

5.2 Regional Outcome Agreement (ROA) Frist Draft

S Taylor summarised the first draft of the ROA, with the final version to be presented to the Board at the March 2019 meeting.

S Taylor explained that we still required the indicative funding allocation from SFC, which will not be available until February 2019, to complete the document.

S Taylor noted key areas within the ROA including the intensification of the processes, and a focus on areas including equalities; senior phase school provision, skills development and apprenticeships (Modern and Foundation).

The impact of the closure of the Michelin factory on ROA content/targets was discussed and it was confirmed that the most up to date information on this would feature within the final version. The approach to expanding schools provision was discussed.

S Taylor advised that the College would receive feedback from SFC in January on the first draft document which would inform the final version.

S Mill highlighted a minor typo on page 17. A McCusker congratulated S Taylor on a really good ROA document which was a very interesting read.

The first draft was approved.

5.3 Annual Quality Evaluation and Enhancement Plan

S Taylor noted that the first draft of the Evaluation Report and Enhancement Plan (EREP) had been discussed at the Board meeting in September 2018 and noted that he had been tasked with finalising the documents by October 2018. It was confirmed that this had been done and that feedback on the EREP was very positive. The EREP would be published by Education Scotland in January 2019 and will be circulated to the Board on publication. **S Taylor to progress.**

5.4 Board Strategic Development Session

As intimated by G Ritchie earlier in the meeting, the emphasis on the session would be to discuss the Kingsway Estates Strategy and the 2025 College strategic direction/vision.

6. NATIONAL BARGAINING

G Ritchie gave an update on National Bargaining indicating that Academic Staff were currently being balloted on industrial action in respect of their 2017/18 pay claim. The ballot would close on 19 December 2018. The College should know the outcome of the ballot before the Christmas break with possible industrial action taking place in January 2019.

G Ritchie confirmed that Support Staff had agreed a 3-year deal, with work progressing on various technical implementation points around premium payment rates.

S Taylor summarised progress on Job Evaluation nationally which will be rolled out next year.

7. PRINCIPALS REPORT

G Ritchie summarised his report noting an overall healthy performance with Retention up and student outcomes for full-time FE above the national aspirational target of 75%.

Discussion took place in respect of the Michelin closure and G Ritchie's expectation that the College would be involved in future dialogue and action groups.

G Ritchie also noted that an invitation had been extended to the Deputy First Minister, John Swinney, to visit the College with the main topic of discussion being the College's vision for STEM highlighting partnership with employers and the regional needs.

G Ritchie confirmed the appointment of a new Head of ICT (who will be starting work in early February 2018) as well as the appointment of the new Academic Partnership Manager (taking up post before the Christmas Break).

G Ritchie noted the recent announcement re the Tay Cities Deal and that D&A College's involvement in various project would become clearer in the New Year.

G Ritchie explained that D & A College students and staff had been recently involved in WorldSkills competitions with great success, winning gold and silver medals as well as a 4th place. He noted that there was an opportunity for D&A students to progress further in WorldSkills events and the hope that our students can progress to the finals in Shanghai.

G Ritchie also acknowledged the fantastic haul of awards, noted in his report, won so far this year.

8. ACADEMIC RESTRUCTURE

S Hewitt talked through the different elements of the restructure paper, highlighting progress over the last 5 years but noting that there were things that need to be addressed.

S Hewitt explained the proposed structure changes and the additional roles.

The first part of the consultation process was completed in November 2018 with good feedback being received. A second consultation stage will commence in January 2019.

S Hewitt advised that around 40 promoted academic staff and support managers had taken part in helping design the new job roles and job descriptions for the new structure, and stated that the session had been very productive with some really good thoughts.

A discussion with Board Members took place re what will happen to academic staff not wishing to apply or unsuccessful in securing one of the new posts. S Hewitt confirmed that there would be lecturing posts available to these staff (with 4 years of conserved pay) and stated that no redundancies were planned as a result of the changes.

It was confirmed that there would be very minimal financial savings resulting from the restructuring exercise, and that it had not been developed as a cost saving exercise. S Mill noted this, but noted that the recent update to the financial strategy had also made clear the need for future savings. This was discussed, and the balance between developing the correct structure, and achieving financial sustainability, was recognised.

G Bisset noted the need to also increase future commercial income, and planned structure changes in respect of the commercial forum and the new role of Sector Development Leader were discussed in respect of this.

9. FINANCE ITEMS

9.1 Financial Statements to 31 July 2017 and Audit Reports

C Blake noted the financial statements produced alongside the external audit report and confirmed that she would not go through these page by page. Attention was drawn to the range of metrics on page 8 of the financial statements, and C Blake summarised the outturn achieved and different factors impacting on each of these.

C Blake summarised the external audit report, noting that there had been no adjustments made, resulting in an overall 'clean' report by Audit Scotland.

Comments from Audit Scotland in respect of the content of the performance and governance reports were noted and would be considered for the 2018/19 financial statements.

C Blake said that there had been significant work undertaken by Audit Scotland on the accounting treatment of the Dundee & Angus Foundation, with this concluding for 2017/18 that there was no need for the Foundation to be treated as an associate of the College.

The financial statements were approved for signature and submission. **C Blake to progress**

A McCusker congratulated the finance team and others involved on a fantastic job of the accounts, statements and audit outcomes.

9.2 Annual Report on Audit

G Robertson summarised the report from the Audit Committee to the Board outlining internal and external audit activities over the course of the year. The report was approved.

9.3 Disposal of Asset - Fairlie House

C Blake outlined the background leading to the request for approval for the sale of Fairlie House in Kirriemuir. The Board of Management approved the disposal of this asset. **C Blake to progress**

Arrangements for seeking approval to retain the receipts of any sale were discussed and would be progressed.

10. STUDENTS' ASSOCIATION REPORT

D Humphries summarised her report, highlighting the following:

- The Vice President for the Gardyne Campus was no longer at College and that 2 paid volunteers had been recruited to replace the VP role for the remainder of the year.
- There had been increased student representation on the Student Wellbeing Group and also student involvement with the College Digital Group.
- Most Course Representatives had now attended training and were carrying out their duties.
- The uptake of the new Students' Association hoodies had generated an income of approximately £300, with a further order to be placed in February 2019.
- A new "Cigs for Gigs" campaign would be launched as a New Year Resolution to help reduce the amount of cigarettes being smoked by both students and staff. For each whole cigarette deposited in the cigarette container the person will be entered in to a prize draw for Ticketmaster vouchers.
- Pizza with the Principal had returned again this year and saw an increase in the number of students taking part.
- The launch of #feedbackfriday had been a great success with 112 responses between 9 – 16 November based on the Students' Experience. D Humphries noted that the next #feedbackfriday question will be on Student Funding.

A McCusker noted that this was a great way for staff to get feedback from students. She also said that the 'Cake with the Chair' event had been a success. The last event being hosted along with S Mill where students from ESOL, ICT Accounts etc had come along to chat and ask questions. A McCusker and S Mill stated that they had been struck by the comments from students about how passionate, committed, and supportive staff were.

Developments and activities were noted with interest.

11. CYBER RESILIENCE – PUBLIC SECTOR ACTION PLAN UPDATE

C Blake noted her report and stated that the College was well placed in relation to Cyber Resilience and that work was ongoing re governance and training. It was confirmed that the College had received its 'Cyber Essentials' certification.

12. GOVERNANCE ITEMS

12.1 Board Membership

The appointment of new Board members was approved, alongside the extension of appointment for P Milne. **S Taylor to progress.**

12.2 Risk Register

It was agreed that this item would be discussed at the next Board meeting in March 2019 as an early agenda item. **S Taylor to progress.**

12.3 Board Metrics

The range of Board metrics produced were noted. S Hewitt confirmed that the College was well on target to achieve its Credit target.

13. MINUTES OF COMMITTEE MEETINGS

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

14. CORRESPONDENCE

The list of recent communications was noted.

15. ANY OTHER BUSINESS

There was no other business.

16. DATE OF NEXT MEETING

**Strategic Planning Event – Monday 21 January 2019 from 9.00am – 1.00pm,
Gardyne Campus, D & A Enterprise Centre**

**Board of Management Meeting on Tuesday 19 March 2019 at 5.00pm, Seminar
Room 5, Arbroath Campus**

Action Point Summary

Action	Responsibility	Date
Good to Great progress report to be prepared, including: <ul style="list-style-type: none"> • G2G communication/promotion arrangements to ensure on-going awareness of developments. • Information on plans to make G2G supported activities/outcomes sustainable after the end of current funding. • Arrangements for the evaluation of the G2G project and impact. • Confirmation of interim progress across all metrics. 	G Ritchie/ S Taylor	19 March 2019
Regional Outcome Agreement (ROA) final draft to be considered by Board.	S Taylor	19 March 2019
Copy of the Annual Quality Evaluation and Enhancement Plan to be sent to the BOM Members on publication by Education Scotland.	S Taylor	January 2019
The financial statements to be finalised and signed for submission.	C Blake	21 December 2018
Sale of Fairlie House to progress alongside arrangements to confirm/support the retention of the proceeds of the sale.	C Blake	19 March 2019
Board membership arrangements to be progressed.	S Taylor	21 December 2018
Risk Register to feature as first agenda item at next meeting.	S Taylor	19 March 2019

Appendix 1

Stakeholder Advisory Board Updates

The establishment of the stakeholder advisory boards fall into the following three categories:

1. Board established and met at least once
2. Board established and not met
3. Board in still in planning



Department	Status
Access & Communities	Board established and met at least once
Art & Design	Board in still in planning
Business & Accounts	Board established and met at least once
Children & Young People	Board in still in planning
Computing & Creative Media	Board established and met at least once
Construction & Building Services	Board established and met at least once
Engineering	Board established and not met (Jan/Feb)
ESOL	Board established and met at least once
Essential Skills	Board in still in planning
Hair, Beauty & Complementary Therapies	Board established and not met (Feb)
Health & Social Care	Board established and not met (Jan)
Hospitality & Professional Cookery	Board established and met at least once
Performing Arts	Board established and not met (Jan)
Retail & Events	Board established and met at least once
Social Sciences	Board in still in planning
Sport & Fitness	Board established and met at least once
Supported Education	Board established and met at least once
Travel & Tourism	Board established and met at least once

- 14 out of the 18 subject areas have boards established
- 10 out of the 14 established have met at least once
- 4 have their first meeting in January/February



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Strategic Risk Register

Paper C



BOARD OF MANAGEMENT STRATEGIC RISK REGISTER MARCH 2019

1 Strategic Risk Register

The Strategic Risk Register is developed by the College and updated and approved under the scheme of delegation at each meeting of the Audit and Risk Committee. This reflects the key high level risks associated with College operations and informs risk awareness and the internal audit strategy (and resulting internal audit plans) College.

The March 2019 Strategic Risk Register enclosed was discussed and approved at the March 2019 meeting of the Audit and Risk Committee with an associated action that strategic risks in respect of People and Estates be reviewed and brought together under these respective headings. This update to the Strategic Risk Register will be considered by the Committee at its May 2019 meeting.

2 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.



STRATEGIC RISK REGISTER

2018 - 2019

As at March 2019

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

Risk Number	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
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	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	1	4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	2	8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/ projects Responsiveness to new opportunities 	5	2	10	<ul style="list-style-type: none"> 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	ELT	Executive Leadership Team	PRIN	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services			4	Major	Probable
					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	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for reduced funding 	2	3	4	<ul style="list-style-type: none"> Advance modelling of new funding methodologies and allocations Monitoring impact of changes Amendment of strategic or operational direction/plans Financial strategy sensitivities 	ELT
2.2	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	3	12	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Detailed monitoring of savings programmes 	ELT
2.3	Salary and conditions of service pressures outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities 	VPP&P, VPCS

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

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

2.4	Financial Fraud	4	3	12	<ul style="list-style-type: none">Strong financial controls: segregation of duties and review of transactions.Review of impact of any changes in structure or dutiesWhistleblowing arrangements	3	2	6	<ul style="list-style-type: none">Continuous review of financial controlsInternal Audit programme	VPCS
2.5	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none">On-going dialogue with Foundation TrusteesAppropriate bid arrangements in place	3	2	6	<ul style="list-style-type: none">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	ELT	Executive Leadership Team	PRIN	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HoICT	Head of ICT	2	Minor	Unlikely
	VPP&P	Vice Principal People & Performance	HoE	Head of Estates	3	Significant	Possible
	VPCS	Vice Principal Corporate Services			4	Major	Probable
					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	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes 	3	2	6	<ul style="list-style-type: none"> Monitoring and reporting in key areas – eg H&S, equalities, employee engagement Continuous professional development Internal audit programme Staff surveys 	ELT
3.2	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches 	4	2	8	<ul style="list-style-type: none"> Stakeholder engagement Social media monitoring arrangements 	VPC&A
3.3	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	<ul style="list-style-type: none"> Sound systems of administration Clear fire and disaster recovery arrangements Staff CPD 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing 	VPCS, VPP&P HoE, HoICT
3.4	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	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

Post Holders	ELT	Executive Leadership Team	PRIN	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HolCT	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

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	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	3	12	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff Industrial action continuity planning 	VPP&P
3.6	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	4	12	<ul style="list-style-type: none"> Planning, careful phasing of changes to processes and systems Effective management of ICT arrangements Clear investment plan 	4	2	8	<ul style="list-style-type: none"> Regular review/reporting on milestones, systems effectiveness etc Regular CPD 	VPCA, HolCT
3.7	Breach of ICT/Cyber security	4	3	12	<ul style="list-style-type: none"> Effective management of ICT arrangements Active ICT/data security monitoring and cyber security policy 	4	2	8	<ul style="list-style-type: none"> Staff CPD on cyber security issues Regular security monitoring/testing Cyber resilience plan 	VPCS, HolCT

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

Post Holders	ELT	Executive Leadership Team	PRIN	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	HolCT	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

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	<ul style="list-style-type: none"> Effective management of ICT arrangements and GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan Staff CPD 	VPCS, HolCT, Data users
3.9	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	<ul style="list-style-type: none"> Clear quality arrangements and priority actions Continuous self-evaluation and action planning Rigorous CPD arrangements in place Regular classroom observation and learner feedback arrangements 	3	2	6	<ul style="list-style-type: none"> Comprehensive monitoring of key PIs and student/staff feedback Regular Stop and Review events External review and validation findings 	VPC&A, VPP&P, DirC&A
3.10	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> Robust strategic planning and monitoring Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	2	2	4	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements External review findings 	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

Tuesday 19 March 2019

Good to Great Strategy Project Report

Paper D



PROGRESS REPORT MARCH 2019

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.....	2
1.1	Project Management	2
1.2	Progress by Theme.....	3
1.2.1	Recruitment	4
1.2.2	Retention	5
1.2.3	Digital	8
1.2.4	Learning and Teaching	10
1.2.5	Customer Experience	11
1.3	Service Design	12
2	Project Finances	13
3	Project Sustainability	13
4	Communication & Engagement Strategy.....	14
5	Project Evaluation	15
6	Risk Management	15
7	Conclusion.....	16
	Appendix 1 – Good to Great Outcome Metrics	1
	Appendix 2 – Theme Project Metrics.....	1
	Appendix 3 – Communication Strategy – Twitter Engagement.....	1
	Appendix 4 – Risk Register	1

1 Progress Report – A Summary of Key Activities to Date

The Good to Great project is progressing very well, with activity and developments taking place across a broad range of College activities, services and curriculum. All departments in the college are involved in some way, and are continuing to show great passion for improvement and change.

In December Dundee and Angus College won the **Campbell Christie Public Services Reform Award** for the Good to Great Project at the Prestigious Scottish Government Public Service Awards. This is very strong recognition for the Good to Great project as a whole, and for the range of work that staff are undertaking to deliver on Good to Great outcomes.

The Good to Great project has seen a number of significant developments since the last report was published in December 2018. The main highlights are as follows:

- Help Points reviewed, evaluated and a new Help Points management structure in place
- Appointment of Academic Partnership Manager and creation of an Academic Partnership Team
- One of the Escape Rooms is ready, with launch scheduled for April 2019
- New D&A Website nearing completion with launch scheduled for end March 2019
- Development of brand new Fujitsu Learning Lab
- Development and launch of D&A Digital Skills Course
- Fully qualified internal Mental Health First Aider Trainer
- Success of January Refresher Events #DAWellbeing
- Effective delivery of new Gateway courses
- New courses developed and planned for the 2019/20 academic year
- Further development of the IIR curriculum review process through a Rapid Improvement Event (RIE) to create a new course planning approach

Over and above all of these is the positive impact that Good to Great is having on key elements of College activity, outcomes and culture.

Over the course of year one of Good to Great the key measures in respect of learner retention and attainment have improved, and significant changes have been made to the way in which the College operates. Central within this is a shift in the underlying culture of the College. This has included the widespread adoption of service design as a mechanism to inform and develop change, and a renewed focus on the need to update, refresh and develop curriculum and services to meet changing needs and aspirations.

For a period of time the focus of Good to Great has (rightly) been on the project activities and tasks needed to develop each of the key themes. This focus will continue as the project develops into its final stages, but as Good to Great progresses focus also needs to return to the strategic elements of Good to Great, to ensure that these are embedded fully in the culture and ways of working of the College as a whole.

1.1 Project Management

In addition to on-going coordination with project theme leads, key project management activities since the previous update include the following.

Significant effort has been put in since January 2019 to create and promote a series of short videos outlining activities funded through Good to Great and the impact that these activities and funds have had across the College.

The Service Design Academy have been working in partnership with the Learner Engagement Team and Students' Association to better understand and improve learner satisfaction. This work is on-going, with a focus on understanding more about what is really important to students in terms of their satisfaction (or dissatisfaction) with their College experience.

Building upon the awards success and social media promotion, there has been increasing demand on the College to promote and tell the story of Good to Great at a range of external events, conferences and meetings.

Further work has been undertaken to improve budget forecasting and to ensure that anticipated spend to the end of the project is clear and quantified at a detailed level so that the projected total budget spend is as accurate as possible.

The budget work undertaken has also been used to confirm how project activities and costs will become sustainable when the project funds are removed, and to identify and quantify any areas of recurring expenditure that will have to be accommodated within normal budgets from 2019/20 onwards.

Finally, project management work has begun to look at arrangements for the evaluation of Good to Great in project and strategic terms. Initial plans in respect of this are outlined in section 4 below.

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
<ul style="list-style-type: none"> • Funding Focus • Recruitment Days • Help Points • Learn 2 Learn • Onboarding • You Tube Channel 	<ul style="list-style-type: none"> • Escape Room • Wellbeing • Government Retention Project • Curriculum Area Pilots 	<ul style="list-style-type: none"> • Digital Community • Digital Curriculum • Digital Environment • D&A Baseline • Data Project • MyLearning Changes 	<ul style="list-style-type: none"> • Gateway Programmes • IIIR Curriculum Portfolio Review • Curriculum Resources • Future Talent • Career Coach • CommuniTay STEM Bus 	<ul style="list-style-type: none"> • Customer Charter • College Website • SA / SU Website • Good to Great Student Ambassadors • Stakeholder Advisory Boards

Progress in respect of each theme as of 12 March 2019 is as follows.

1.2.1 Recruitment

In conjunction with a marginally earlier opening date for full-time applications, a new marketing approach was piloted by participating in the Overgate Community Roadshow, where 1922 potential students visited our stall over 7 days. This was supported by our 3 Campus Open Days which saw almost a 1,000 applications submitted in the first week. Our new embedded **recruitment** practices (developed in year one of G2G) ensure these candidates receive a speedy invitation to selection appointments or decisions on their application.

We are continuing to review and embed the new **departmental recruitment** practices developed last year throughout a number of curriculum areas to further improve the turnaround time of offers to candidates. All of the work undertaken in this area has seen an increase in applications for 2019/20 and an increase in the turnaround time for applications to offers. The College has made c. 2,000 offers for 2019/20 already, and increase of c800 on the same point last year.

Funding has been used to support the development of diagnostic testing to support improved levelling of student applications and to inform guidance and placement on the correct level course.

Microsoft One Note has been developed and rolled out to reduce the administration burden between curriculum and support teams to track the recruitment journey. This is proving to be a popular and effective approach which aligns perfectly with the work being undertaken as part of the Digital Strategy.

Student funding continues to be a barrier faced by many applicants, and remains a key focus of the recruitment process. A recent survey of our Class Reps highlighted that 48% had issues sourcing the required documentation to access bursaries and 33% did not understand what documentation was required. This information reflects feedback gathered through the **Government Retention Project**, and as part of the **Funding Focus** activity during March we will hold further focus groups with students to give them the opportunity to co-design our communication channels and terminology used.

As part of the redesign of Administration Services the **Help Point** Service now have a designated Team Leader to co-ordinate this new service for all campuses. The **Help Points** continue to receive positive feedback from learners and staff with a current rating within the Learner Survey of 8.3, 73.4% of learners that participated in that survey rated the Help Points between an 8 – 10.

Help Point staff have been pivotal in a number of areas relating to retention and recruitment. For example, they have recently contacted 125 learners that did not return from the Xmas break to offer support in getting those students back into their studies, 36 returned to study and 37 are working with support to return. They are also undertaking the daily exercise of contact all applicants that have not intimated if they are to attend their selection appointment to remind them of the appointment, this has also seen an increase in some areas of the number attending their recruitment session.

A further task for the **Help Points** is to look at the signage within the Campus, adopting the use of digital technology and social media to promote Help Point services throughout the learner journey. Work is also progressing with ICT to review and identify opportunities to offer self-service functions supported by the Help Points. We are also planning to offer additional resources at the start of term to offer flexible opening hours to support all our learners.

The Administration team is currently reviewing the **Onboarding** facility introduced last year and are undertaking an evaluation of the **Prepare Me (Learn to Learn)** events to ensure our learners are fully supported to start their journey.

The proposed **YouTube channel** initiative has been reviewed and is not progressing currently. This was a learner lead initiative and unfortunately the idea initiator has not progressed and there are no other students currently keen to pick this project up.

As a part of our **school engagement** programme the new Academic Partnerships team are now established and are a focal point for senior phase school – college partnership, including Foundation Apprenticeships, as well as strengthening links between the College and universities, with a focus on increasing articulation.

The team are:

- Angela Vettraino – Academics Partnerships Manager
- Grant Walker – Foundation Apprenticeship Lead
- Julie McDonald – Schools Co-ordinator

The team's objectives are:

- To increase number of pupils participating in senior phase school-college partnership
- To increase number of school leavers progressing to college FE and HE programmes
- To increase number of students progressing to university
- To increase number of students articulating (advanced standing) to university

As a result of work undertaken to date, we know that the uptake of the senior phase has been growing year on year, with a 27% increase over the past three years. This growth is planned to continue in line with government, College and local authority strategies in session 2019/20.

1.2.2 Retention

The Good to Great supported **Wellbeing project** is continuing to play a major part in College life for both staff and students, with more and more people recognising the **#DAWellbeing** brand. Key activities over the past quarter include:

Four fitness, health and exercise learners have been fully involved within the project where they have been **undergoing CPD training in mental health first aid and WRAP (Wellness Recovery Action Planning) training**, the student reps have been involved in delivering sessions around healthy coping strategies across all campuses and will form part of Wellbeing unit delivery in a number of curriculum areas.

The Learner Reps in conjunction with their Event management HNC unit ran a **Wellbeing fayre** across each campus in January. Over 200 students visited the stalls where health screening and advice across a variety of wellbeing areas was offered.

Curriculum visits have continued to take place where feedback and intelligence around Wellbeing collated from **twelve curricular areas (discussions now with over 225 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 50 curriculum staff CPD requests have been identified and are being actioned. There are regular opportunities for staff to complete WRAP training and suicide prevention training. We now have our own MHFA trainer and these courses will be offered internally in June.

Over 60 examples of good practise have been collated and will be captured for display within Wellbeing resources area. In response to the Wellbeing visits - WRAP facilitators have been busy servicing all areas of the curriculum and have run sessions within hard to reach areas such as construction and building services for the first time.

January "Re-freshers fayres - a feedback report has been compiled evaluating activity across all areas includes quantitative and qualitative feedback from both staff and students who were involved.

84% of the students that attended the Refresher fayre said that it helped 'smoothen' their return to College in January. Words that learners used to reflect their feedback with regards the Refresher fayre activities included "useful", "informative", "worthwhile" and "insightful"



The **#HaveYouEverFancied** monthly programme for the entire college community continues. This monthly offer includes activities that run on a weekly basis and taster sessions. Since November approximately 60 activities were offered and the programme aims to bring together all wellbeing activity by learner engagement, student services, student association alongside the **Wellbeing project**.

In December over 200 members of the College community came together to walk the “Merry mile” across all three campuses which raised over £800 for the charity.

This is the first year that the Wellbeing activities have been offered to the entire College community and it has been exciting to **see increasing numbers of students attending** within the month of February. Each month focuses on a particular theme to engage with the entire college community.

We also supported the national initiative Time to Talk Day by holding coffee, cake and chat sessions for staff & students in each campus – feedback was positive and those attending appreciated the opportunity to connect with others and talk about their mental health.

As part of the **Government Retention** project, the five colleges are being encouraged to have common measures which are:

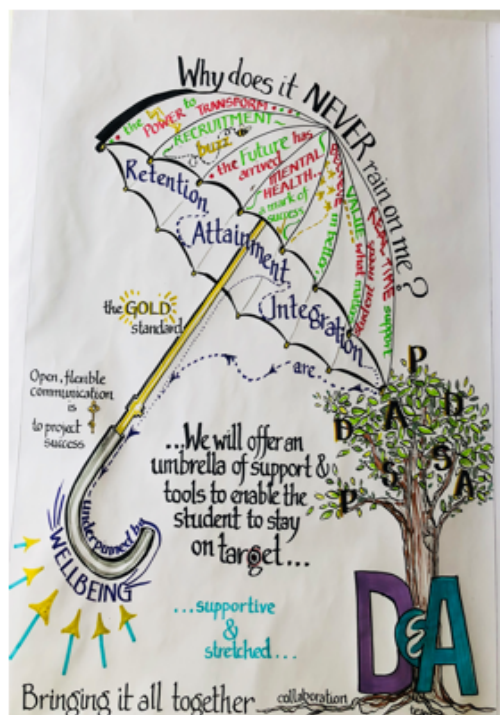
- College Improvement Project – Student Engagement Survey
- Attendance by day and week
- Tracking student attainment

We have agreed to test these approaches in our individual project settings. With the Certificate in Social Sciences group we were already measuring attendance and attainment and have now engaged with the student survey too.

The Attainment tracker is something that project group designed and has been testing over the past 3 months, which believed to be an extremely valuable tool to curriculum and support staff. As such, Dundee and Angus College have been asked to share this with other five colleges and it has certainly created a lot of interest! We are aware that New College Lanarkshire is keen on looking at the tracker and creating an online version using ours as a template!

Project Aim

‘With Level 5 Certificate in Social Sciences, Arbroath, we aim to increase learner attainment from 56% (15/26 learners) to 75% (19/26 learners) by the end of the 2018/19 session’.



The efforts of the project team have proven successful in increasing **Student Retention** for the group as follows:

- Early withdrawals 8% compared to 20% - 2017/18
- 2 students transferred course before the 25% qualifying date
- 3 further withdrawals, overall withdrawal 20% compared to 29% 2017/18

One of the **Escape Rooms** is now ready and testing of the room will commence week beginning 4th March. **Escape from D&A** will be launched on Tuesday 16 April when the College Executive team will be the first to find the clues, solve the puzzles, and (possibly!) escape the Titanic cabin to make it to their lifeboat.

Although subject to unavoidable delay due to other capital works, this has been a positive example of multi-team cross-curricular learning that will support improved teambuilding (and reduce costs) going forward.

1.2.3 Digital

As part of the **Data Project** it has been agreed to purchase Microsoft PowerBI Pro licensed version to mitigate the limitations of the current set-up, to leverage the significant capabilities of the pro version, and to expand the scope of reporting using dashboards beyond the curriculum into areas such as Finance, HR, Estates, ICT and External Relations and within the curriculum to include absence, timetabling, room utilisation and teaching resource management.

These developments are designed to support and inform the increasing use of data and data analytics to support reflection, evaluation and improvement.

The new **MyLearning** site has been enhanced and now receives over **36k** hits per month, with over **20%** of these coming from **mobile devices**, such as phones and tablets.

The results of the **Digital Capabilities Assessment** have now been analysed by the **Digital Strategy Group**. From this, bespoke CPD resources and sessions that align with the 'Key Areas for Development' identified in the survey have been created by the Learning and Digital Resources team.

In addition, Organisational Development have identified a number of college wide digital training opportunities. These include:

- Purchasing a subscription to Lynda.com, allowing all staff 24/7 access to their high quality digital training videos and resources
- Rolling out the Priority Management's Working Sm@rt training product to all members of Leadership and Development Forum
- Supporting all post holders in the new academic structure to develop the essential digital skills to be able to undertake their role as efficiently and effectively as possible
- Embedding digital training into the College's induction programme

To further help staff understand how the Digital Strategy can support each of the five key areas of their digital development, we have created the Digital Strategy Pie. This will appear on all training resources, allowing staff to easily identify which elements of the Digital Strategy they are working on.



To help support staff from day one, we created 20 online **CPD** courses. Each of which was linked directly to the result staff scored at the end of each of the five digital capabilities sections. These courses have been designed to be a light touch and mainly consisted of short, sharp videos and online training. To further encourage staff to participate in this training, '**Open Badges**' have been created. Once staff have completed a section, they will automatically receive their open badge.

An online Digital Toolkit, one stop shop for digital support has proved to be popular and is added too regularly by the Learning and Digital Resources team, as the pool of digital resources used within the College expands.

Eight new **digital sessions**, designed for both staff and students, are also being developed. These sessions will allow staff and students to learn about these tools in a safe and supportive space. The sessions will be hands on, with each participant being supported through the learning process by the combination of step-by-step instructions and a member of the LDR team.

To further support staff and students, we are in the process of creating an online '**Digital Skills**' course. This course has been designed around the Digital Capabilities Self-Assessment framework, by the Essential Skills and Learning and Digital Resources teams, and is currently being piloted in Semester 2. The course will be evaluated and updated in-time for it to be offered as part of the College 'locally devised unit' (LDU) resource pool for academic year 19/20.

For the **Digital Strategy** to be successful the digital strategy group recognised from the start that we not only had to develop a wide range of CPD materials, but we also had to look at different ways to engage staff and create a 'Digital Community'. A key part of this was to keep the Digital Strategy high on the agenda. To help achieve this we created a weekly 'Digital Strategy Blog'. This consists of either a 'Take a Minute' video that teaches staff a new digital skill in a minute or is an example of good practice, to inspire, encourage and motivate staff to engage.

To further highlight good practice and inspire staff to use **digital**, we have created an 'Online Learning Showcase' site on MyLearning. This includes examples of the courses that have created online using Rise, since the strategy was launched in May. Since starting the project we have supported with the creation of over 30 online units including Higher English, Supervision in Care Settings, NPA Science Waves and Optics, Economics and Art & Design in Context. To help us create a robust and flexible digital environment we recognised that we needed to firstly understand how staff and students use digital devices and secondly create safe spaces' that will allow them to enhance their digital skills.

In December, we discovered that we had been successful in bidding to have a **Fujitsu Innovation Space** installed in Gardyne Campus. The colorful space will be kitted out with 10 best-in-class portable computers – notebooks, ultrabooks and hybrid devices – that will help our staff and students develop digital skills. Due to open in spring 2019, the space will also host a number of events that support the College's wider **Future Talent** strategy.

New Read and Write 12 software has been purchased as a part of **digital strategy**. Read and Write has been designed to help students read, write, study and organise their work more efficiently whilst making information more accessible for everyone. Twelve staff from Students Services team will receive full software training.

1.2.4 Learning and Teaching

Good to Great continues to make a massive contribution to the overall modernisation and refresh of the College curriculum. Since the previous report, funds from Good to Great have successfully supported further staff development in new subject areas, the purchase of new equipment/software and the redefinition and co-creation of the existing course planning process.



Within both the Engineering and Computing & Creative Media teams, staff have undergone dedicated CPD in the field of Robotics. Specialist robotic arms have been purchased and these will be utilised within the new Design & Advanced Manufacturing course in Engineering, as well as within the Software Development courses in Computing & Creative Media. Staff within both teams have worked together to share ideas, skills and techniques which has helped develop stronger relationships across the College.

The Computing & Creative Media team have also benefited from CPD, equipment and development time to implement both new full time and part time courses in Cyber Security. Their new 'Cyber Lab' will be supported and sponsored by BT and has been an excellent example of how the power of the Stakeholder Advisory Board approach can be really effective. College wide, overall progress on the Stakeholder Advisory Boards has improved with now over 80% of boards planned and/or have met at least once.

The Sports and Fitness team will also benefit from both CPD and equipment, including a state of the art 26ft tripod and camera, to enhance the delivery of performance analysis within all courses in the Sports & Fitness portfolio. We will be the first College in Scotland to invest in and deliver this type of provision. Continued progress and evaluation has taken place on both the Gateway and [OU Choice](#) programmes, with both set to expand in the 2019/20 academic year. Retention on both these courses is already better than the overall College average for 2018/19, proving the rationale and approach to curriculum design for these learners was correct. However, whilst this is clear progress, it is recognised that further refining and evaluation needs to be undertaken for the 2019/20 session.

The new [Zoo Animal Behaviour and Welfare course](#), which launched in January, has also been successful with plans now to make it a new full time option starting in August 2019. The Animal Care team have also benefited from a range of CPD and equipment to enhance their delivery, this has included dog bandaging and resuscitation mannequins which have broken bones that learners can splint and give mouth to nose resuscitation to, simulating a more 'true to life' scenario for the learners.

The 'Fork to Plate' collaboration project with both the Horticulture and Hospitality teams continues to make progress with team, equipment and CPD all identified to take place over the coming months. This project was an output from a **Service Design** session and Service Design continues to focus heavily on a number of different areas right across the curriculum.

From a commercial perspective, progress has been made in new subject areas such as Data Analytics/Business Intelligence, Digital Upskilling, Hybrid & Electric Vehicle Maintenance and Dementia Awareness, with the latter in the process of being fully digitised, via the Digital Strategy work, in collaboration with staff from NHS Tayside.

Good to Great funds have also been used to help streamline and improve our Course Planning process. Currently this process is inefficient and, given the level of duplication, causes frustration in a number of different support and academic departments right across the College. A week long Rapid Improvement Event, ran by St. Andrews Lean, was held on week commencing 11th February which involved the Curriculum, Admin, Marketing, Customer Engagement and Quality teams to review and co-design a new, more efficient process. The week was extremely successful and work will progress to start the implementation of this new process in time for August 2019.



Further progress continues on the Future Talent initiative with this academic year looking like another increase in the number of school pupils participating. The work undertaken through this initiative, including the new **D&A Pledge**, has been vital in raising awareness of the College as a validation option/route and, with the newly implemented Academic Partnerships Team, this continues to be a high priority.

A new version of **Career Coach** will be launched in line with the New College website at the end of March 2019.

With the onset of semester 2 almost all the **Gateway** students moved into their respective vocational areas – some of them transferring over to that course so that they can fast track to the next level the following session (which is the ultimate aim of Gateway after all). The few exceptions, for whom their tasters did not work out as expected, joined the short full time January Gateway to College course on an infill basis. With true individualisation of timetables, each of the learners on the course is progressing satisfactorily through the units, picking the topics most relevant to them to study.

The short **Gateway to College** kicked off with high numbers, mostly made up of school leavers but also being a natural progression for those on other short courses in the first semester. Consisting of a variety of units to bolster self-esteem, focus on personal presentation, develop communication and numeracy skills and to identify their next steps, this version of Gateway has successfully engaged learners in exploring their career options. With the support of SDS and various speakers, we are opening the eyes of the learners in terms of jobs, career pathways and courses available. Many of these learners want to 'try before you buy' so have applied for the full time **Gateway course** next session which will allow them to have hands-on experience in their preferred vocation.

Our external relations team have gone out to tender through Public Contracts Scotland to increase our capacity and flexibility to deliver commercial opportunity and grow commercial income by 5% by 2020 through creating an associate trainer framework.

1.2.5 Customer Experience

A clear focus on Customer Experience has been at the heart of all of work undertaken within the Good to Great project. Through projects such as funding focus, help points, curriculum review and the wellbeing project, the thoughts and ideas of our customers have been fundamental to ensuring we design and implement the best possible solution and experience.

Building on the previously reported successes within the Customer Experience strand of Good to Great, which has seen the successful implementation of a new Student Association/Sports Union website, work continues to progress with the development of our new Customer Charter.

The D&A Customer Charter has been created as a result of feedback received across the range of our customer groups including learners, staff, stakeholder partners and employers. It aims to provide a clear expectation of the level of service we aim to provide to all our customers but also what commitments and expectations we expect from them when working with us. A finalised version of the charter will be completed by May 2019 with a view to implement in August 2019.

Progress continues with the College restructure and an important part of the structure moving forward is the new Sector Development Leader role. Working alongside the Customer Engagement Team, this role will be fundamental in building deeper, more meaningful partnerships externally. To support this and funded through Good to Great, the College is keen to implement a new Customer Relationship Management (CRM) system to help take a more planned and targeted approach to working with external customers. Microsoft Dynamics has been identified as a potential option and work continues to investigate the viability of this option.

A major part of the Customer Experience strand of Good to Great is the implementation of the new College website. Originally planned to launch in December 2018, the website has unfortunately been delayed until March 2019 due to technical issues stemming from the initial requirements gathering stage. Despite this delay, our new Digital Content Assistant has now created videos, case studies and imagery for all academic teams within the college to really showcase the experience of each department. Work continues on the support areas.

Significant work has also been focused on the new 'Careers' section of the website which details key growth sectors within the region, what jobs are available, the types of salary in these roles and what courses that relate to these sectors.

1.3 Service Design

From the very start of the Good to Great Project, Service Design has played a big role in working with staff and students across the College to co-design creative and innovative approaches that meet the needs of service users. Undernoted is a summary of some of the Service Design Academy work that has been supported through Good to Great to enhance and streamline a wide range of services and activities.

The **Help Point** service has been developed from the very first workshop run in 2017 and has been supported in its development by two significant evaluation events. Many other support teams have been benefited from **service design** approach those included:

- Administration – redesign of recruitment, funding and on-boarding approaches
- Students Services team – Redesign of the FLO student support management system
- Arbroath Catering Team – Food for thought project
- Operations Team - streamlining their processes to maximise on time and resource
- Customer Experience team - CommuniTay Bus
- ICT, Customer Engagement and other department working together on redesigning book and pay systems

Curriculum teams have also been heavily involved in reviewing their services in partnership with the Service Design Academy. These include:

- Hair and Beauty Department – Cutting the Edge (Curriculum improvement and wider training opportunity)
- Horticulture – Fork to plate initiative and the introduction of new Level 6 course provision
- Supported Education – Co-design of the part time provision and possibility of e-learning opportunity
- Performing Arts – Redesign of the recruitment process, creating of new portfolio handbook
- Computing and creative media – Cyber Security Lab and women in Technologies projects

D&A College staff have benefited from **Service Design training**, seven staff attended the Tools & Methods Bootcamp in September; four staff attended the Taster Day in November. Through funding from the Flexible Workforce Development Fund, six staff were able to undertake the full PDA in Service Design.

2 Project Finances

To the end of January (Quarter 6), expenditure on the project was £373K, with the remaining £472k forecast to be spent by December 2019 (Quarter 10). A report showing spend to date and forecast spend by budget heading was submitted to Finance & Property Committee on 12 March 2019.

A Good to Great project meeting was held on 5 March 2019 with all Project Theme Leads in attendance to review forecast spend. Subject to minor virements between budget headings, the forecast was confirmed.

As detailed above, further work has been undertaken to improve budget forecasting and to ensure that anticipated spend to the end of the project is clear and quantified at a detailed level so that the projected total budget spend is as accurate as possible.

From this work it is anticipated that the remaining budget will be utilised through to completion of project activities in December 2019.

3 Project Sustainability

Many of the projects within the Good to Great umbrella will be self-sustainable as they were funded for a specific period of activity only and do not require further investment. Other projects, like the new D&A College website, will be managed and updated internally with one-year support included through the contract entered into.

Other elements of Good to Great funded activity will require an on-going commitment of funds to sustain new approaches, practices, services or products. Where this is required, the costs elements have been quantified, and these have been incorporated within the updated Financial Strategy and will be built into future budgets as appropriate.

Alongside the more detailed budget forecast, a future sustainability review was undertaken in respect of the Good to Great budget. A summary of the project elements that will require on-going funding is detailed below.

Activity	Budget	Sustainability Review comments March 2019	Recurrent Costs
	£'000		£'000
Recruitment			
Help Points	100	On-going staffing to be funded, built into Financial Strategy for 2019/20 budget	50
Digital			
Digital Community	50	Predominantly one off project funding, with no recurrent funding needs. Some elements will incur recurrent licence costs to be built into ICT resource plan	22
Digital Curriculum	40		
Digital Environment	75		
Data project	15		
Learning & Teaching			
Career Coach	28	Reduced licence costs to be built into ICT resource plan.	7
		Total recurrent costs	79

Underpinning almost all of the above project activities has been changes in the way in which the College, teams and staff approach tasks, services and curriculum. The new approaches, knowledge and skills developed through Good to Great will continue to be embedded into the way in which the College operates. In many ways these changes are the real benefit of the Good to Great project and funding, but are difficult to identify in terms on on-going sustainability.

4 Communication & Engagement Strategy

After the last report, a series of short Good to Great videos have been produced and shared via twitter by the Project Manager and staff from the areas involved.

These videos showcase the positive impact of the Good to Great strategy and funding and cover activities as diverse as:

- The use of new robotic arms in the Engineering team
- New curriculum equipment for use with animals and students in the Animal Care team
- The creation of an NHS spec Hospital Training ward in the Gardyne Campus
- The creation, services and impact of the Help Points.

The videos have been very well received by both staff and students and have been picked up and shared by many others out with the College. It is planned that further short videos will be created and shared in this way throughout the remainder of the project.

The Good to Great Portal continues to be updated regularly with new stories added regularly in addition to the sharing of each progress report.

Staff communicate regularly with the Project Manager and Project Theme Leaders and relevant information is shared via staff portal.

Twitter continues to play a big part in communication with staff, students and wider audiences using hashtags #DAG2G, #DAWellbeing, #moresuccessfulstudents, #morethanjustacollege - a collage of recent post have created and can be viewed in Appendix 3.

5 Project Evaluation

As the project progresses, initial consideration has been given to the evaluation of Good to Great, both as a project and (perhaps more importantly) as a strategy.

It is proposed that the overall evaluation of Good to Great be undertaken in a number of ways.

It is proposed that the final project report focus on the evaluation of project activities and outcomes, pulling together feedback and evaluation information that has been threaded throughout the range of project themes and activities.

As a part of the initial project planning activities, a series of key project metrics were agreed relative to the various project themes. Interim reporting on these metrics is included in each project update (Appendix 1 and 2) and it is planned that a more detailed report on these be produced for the final project report.

This initial project evaluation will be completed by the Project Manager as project activities are being completed and will be included within the final report in December 2019.

It is important to recognise that Good to Great is about more than just the range of themes and project activities that underpin it. As a strategic development, Good to Great is about changing culture and awareness on an on-going basis.

It is recognised that Good to Great is a 'journey rather than a destination' and it is felt that it is important that post-project evaluation arrangements focus on the longer-term impacts of the Good to Great strategy.

To support this, it is proposed that an independent evaluation take place a year after completing the Good to Great project. This evaluation will be both quantitative and qualitative in nature and will focus on the following key elements.

- The extent of sustained change in respect of the range of key Good to Great metrics.
- Sustained and sustainable changes to College curriculum and operations as a result of Good to Great.
- The extent to which key messages and elements of the Good to Great strategy are embedded in College activities and culture.
- Identification of points for future action/learning.

This evaluation would be reported for discussion at the full Board.

6 Risk Management

The project risk register has been recently reviewed at the Project team meeting, with an additional risk added to support a focus on the sustainability of project activities and outcomes. A copy of the risk register is included in Appendix 4.

7 Conclusion

With only 9 months remaining of the Good 2 Great project, it's all hands on deck to move the funded projects to their next stages. From winning awards, to improving retention, to creating new and dynamic materials for our students, there's a real sense of positivity around the College as these projects energise both staff and students in the move from Good to Great.

The Good to Great initiative has created a culture shift and has inspired the willingness of staff in making positive changes. Like a domino effect, access to funding has inspired thinking, creating new and exciting opportunities for our students in line with current changes.

Appendix 1 – Good to Great Outcome Metrics

Project Outcome Link	High Level Good to Great Project Metric	Baseline June 2017	March 2019 Interim Measure	Target	Baseline/Data Source
1a	Financial savings	N/A	£1.3M	£1.5M	Budget Monitoring Reports linked to Financial Strategy
1b	Reduction in Administration costs by 10%	£8M	£7.3M	£7.2M	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)	£51,2K	£59K	£56K	2016/17 Annual Accounts and Annual Staffing Return
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	£2.1M	£2.3M	July 17 Academic I&E non-core income report
2	Learner Retention	84.6%	85.2*	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	80	70	Staff Engagement Survey 2016/17

*2017-2018 Annual Figures, updates will be available following closure of 2018/19 FES reporting

Appendix 2 – Theme Project Metrics

Theme	Good to Great Project Metric	Baseline	National Average	Interim Measure Mar 2019	Target	Baseline/Data Source
Digital	Staff Digital Competency	zero data		58% *	100%	Digital competency assessment tool
Digital	6 x Fully digital course provision available	0	No data	3	6	Online learning audit in May 2018
L&T	Increased class sizes as an average by Dept.	11	11	16.2	16	Business Intelligence: class size by course and department
L&T	Commercial Course Enrolment increase by 5%	936		968	983	Business intelligence 2016/17 metrics commissioned
Retention	Staff completed health & wellbeing training (FTE)	10%		50%	80%	CPD Data March 2018
Retention	Group Tutors completed health and wellbeing toolkit training	0		50%	100%	CPD Data March 2018
Retention	Student Awareness and engagement with health and wellbeing <ul style="list-style-type: none"> The college cares about my wellbeing I know how to look after my wellbeing 	74% 92%	No data	*Next survey due May 2019	100% 100%	Student Survey Commissioned May 2018
Recruitment	Increase in full time recruitment (each mode)	5225		5307	5320**	2016/17 FES Data
Customer Exp	Active Stakeholder Advisory Boards per Academic team	20%		100%	100%	2016/17 Stakeholder curriculum saturation
L&T	% of Course Portfolio modernised	0		65%	80%	Curriculum portfolio 2016/17
Recruitment, L&T	Number of distinct/individual courses at SCQF Level 4	103		53	53	Curriculum Portfolio 2016/17
Customer Exp	Number and duration of website sessions/month	Zero data		86536	85000	Website Analytics
Customer Exp	Number of 'administrative' services redesigned	0	No data	2	4	Systems availability review

* Data from May 2018, second Digital Competency Test is to be done in the new Academic year

** This target has been reviewed in line with the overall credit target reduction by the Scottish Funding Council, as well as from the outcome of the recent curriculum review regarding the full-time vs part-time balance of the College portfolio and the planned increase in part time, senior phase provision. The previous target was 5563

Appendix 3 – Communication Strategy – Twitter Engagement

Tatiana Zorina @TatianaZorina · Feb 20
Fantastic Zumba class today @dundee_angus! Thank you @bellabella1606 @DA_wellbeing #DAG2G

Sport&FitnessAngus @DundaAcollge · Feb 20
Huge thank you to @WebstersHigh @WebstersHighPE for hosting us today - our staff were joined by former Webster's pupils to chat about courses & share their current college journey #collegefamily #moresuccessfulstudents #DAG2G

DA_wellbeing @DA_wellbeing · Feb 20
Super excited for the March programme of free Wellbeing activities on offer for D&A college staff & students 🧡 Launches tomorrow! #morethanjustacollege #DAG2G

Tatiana Zorina @TatianaZorina · Feb 20
Fantastic progress this week in developing our own Escape rooms @dundee_angus Watch this space! #DAG2G #morethanjustacollege #CanYouEscape @DAEngageMe

ServiceDesignAcademy @SDA_Scot · Feb 9
Our team has been working with people across @dundee_angus to design services that really work for our students and staff and it's great to see everyone's hard work recognised. #moresuccessfulstudents #DAG2G #morethanjustacollege

The Courier @courier_dundee · Feb 12
College principal hails 'most successful year' div:u/R00vLk

Good to Great Improved Animal Care @GtoGtoG · Feb 12
Watch this video and hear for your self how Good to Great funding is helping us to prove quality of learning for our Animal re students @chrisvet99 @dundee_angus AnimalCareDA1 #moresuccessfulstudents #DAG2G

DA_wellbeing @DA_wellbeing · Feb 20
Fantastic indoor climbing session today - ran by sports lecturer Lee where staff learnt to belay and improve climbing technique. This will be offered again in May / June #DAG2G

DA_wellbeing @DA_wellbeing · Feb 20
Free fitness classes for staff & students this wk 🧡 Arbroath Tues Zumba inspired workout with Debbie @ Learner engagement area 430 Kingsway- Metafit with Claire Thurs 4.45 @ the Space 🧡 Gardyne - Thurs, Indoor group cycling with Sarah 4.30 @ the sports lab, incubator 🧡 #DAG2G

metafit. @metafit · Feb 11
HARD WORK
DANCING
METABOLISM IN FIRE

Simon Hewitt @shewitt_vp · Feb 25
Further example of how our curriculum review, through the @dundee_ang Good to Great Strategy #DAG2G, is modernising & enhancing our curricula Well done @EngineeringBohr & @EngineersDA #morethanjustacollege #moresuccessfulstudents #EngineeringRobots

Tatiana Zorina @TatianaZorina · Feb 25
Robots have arrived @dundee_angus! #DAG2G #moresuccessfulstudents #STEM @EngineersDA @EngineeringBohr

Alastair Caird @EngineeringBohr · Feb 25
Replying to @shewitt_vp @dundee_angus @EngineersDA
Cheers Simon (@shewitt_vp) and thanks - the strategy welcomes ideas throughout the college and you guys follow through with plenty of encouragement. The very essence of #DAG2G #morethanjustacollege #moresuccessfulstudents

Katie Lisa Bain @KL Bain_30 · Feb 12
Students @HorticultureDA1 defined shared staff + student department values + ambitions today as part of the #codesign process around building new curriculum + student opportunities! We even squeezed in filming in the greenhouse for an @SDA_Scot case study #DAG2G @dundee_angus

Karen Donaldson @kdonaldson · Feb 12
Another very productive day @dundee_angus looking at how we plan our course portfolio to meet regional needs - watch this space for the radical overhaul by Friday! #DAG2G #moresuccessfulstudents

DA_wellbeing @DA_wellbeing · Feb 12
The combination of developing yourself, challenging yourself & deliberately thinking about yourself in a more constructive way, represents the ideal recipe for building self-belief. Thank you so much to Rochelle for a fantastic session today #DAG2G #moresuccessfulstudents

Believe in yourself!

DA_wellbeing @DA_wellbeing · Feb 9
Our re-design of recruitment with @dapsa_danda is through #prototyping, going live this month. No @ involved but let's share #userresearch & lessons learned to spread good practice! #DAG2G #moresuccessfulstudents @LeannCrichton @donaldsondeb @alice_ewen @KL Bain_30 @jopriest

Leann Crichton @LeannCrichton · Feb 9
Working together with our curriculum colleagues in Hospitality, Professional Cookery, Hair & Beauty, Travel & Tourism to review admin and recruitment processes. What better way to start a meeting with these amazing...

Did You Know - here @dundee_angus we no longer sell still bottled water! Instead we have installed Water Stations to provide free water for everyone #dag2g @DA_wellbeing #SayNoToDisposables #NoSingleUsePlastic #TopUpFromTheTap @scottish_water

Water Refill Station

DA DA_wellbeing @DA_wellbeing

Following

It's been a busy day for our Wellbeing bear - spending time with so many staff and students 🐻 spreading the love on Valentine's Day 🐻 #morethanjustacollege #DAG2G



6:37 AM - 14 Feb 2019

3 Retweets 15 Likes



DA_wellbeing @DA_wellbeing

Following

Poundfit running now at the Arbroath campus at Dundee & Angus College. staff & students #investinyourself #DAG2G #DAwellbeing



6:44 AM - 5 Mar 2019



6:44 AM - 5 Mar 2019

2 Retweets 25 Likes



Alice Ewen and 8 others liked

Grant Ritchie @Grant_Principal · Feb 17 This is how we rock #dag2g



Simon Hewitt @shewitt_vp February 2017 seen the launch of @dacfuturetalent & our focus on 'careers not courses'. In just 2 years we have delivered Future Talent sessions to over 4000 school pupils, helping to increase the awareness of career...

Show this thread

1 20

ORIGINAL CORE @D&A and 7 others liked

Simon Hewitt @shewitt_vp · Feb 7 A fantastic example of how the Good to Great strategy/Curriculum Review is improving our learning and teaching. #DAG2G #morethanjustacollege #moresuccessfulstudents



0:54

Tatiana Zorina @TatianaZorina Find out how our new "training ward" is helping our Health and Social Care students get experience and training they need #DAG2G #moresuccessfulstudents #morethanjustacollege @dundee_angus

0:54

12

George McAteer @gmac10

Following

Work stress? Unfit? Need a workout? Come along to the Walking Football sessions, every Thursday, Gardyne Gym, 5-6. Come along and kick a ball around, good banter and no judgement. Go on you know you want to!! #dag2g #morethanjustacollege #dawebeing

7:30 AM - 5 Mar 2019

3 Likes



Social Science at D&A @socialscience

Following

#OpenDay is go!! Visit our stall at the Gardyne campus to find out the doors that Social Science study can open for you! #morethanjustacollege #moresuccessfulstudents #DAG2G

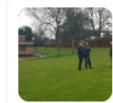


8:15 AM - 15 Jan 2019

1 Retweet 1 Like

Karen Donaldson and 3 others liked

Tatiana Zorina @TatianaZorina · Feb 13 Can not wait to see the final result! Very exciting and innovative project! #DAG2G #morethanjustacollege



Horticulture@D&A @HorticultureDA1 Site meeting this morning. This is where the new market garden is going for our fork to plate initiative with professional cookery. Once we mark out where the services are. We will get started!

5

Science@D&A College and 5 others liked

Rona Jack @RonaJack2 · Feb 7 Join @JCCoopz and I at lunchtime today for "time to talk day" A309 Kingsway from 12.15 onwards for coffee/cake/chat @dundee_angus @DA_wellbeing @ceemescotland #TimeToTalkDay #endingthestigma #itsgoodtotalk #morethanjustacollege #DAG2G

1 2 7

animal care @ D&A @shewitt_vp

Following

So proud of the impression our Zoo Students are making on the patrons of @CamperdownWild We are so privileged to have this fantastic partnership. #DAG2G #morethanjustacollege #DedicationsWhatYaNeed #NotJustCuddlingBunnies #ZooAnimalBehaviourAndWelfare



4:27 PM - 7 Mar 2019

2 Retweet 1 Like

Christine Calder @JCCoopz and 3 others liked

Jane Cooper @JCCoopz · 19 Dec 2018 Made the effort to get my wellbeing fix over lunchtime today - another fab African drumming class. big thanks to @stevehaden #DAwellbeing #DAG2G



4

Simon Hewitt @shewitt_vp

Following

Amazing progress in such a short period of time for our Digital Strategy #DADigiStrat. Well done to all our teams, both academic and support, for embracing this and extra well done (and thanks) to the @DA_Technologies team for their ongoing work! #morethanjustacollege #DAG2G



5:06 AM - 7 Mar 2019

8 Retweets 15 Likes



ServiceDesignAcademy @SDA_Scot

Following

Today we used the Lotus Flower ideation tool and this team came up with 250 ideas to improve and build a great department! #greattool #greatteam #GoodtoGreat #DAG2G #moresuccessfulstudents @alice_ewen @donaldsondb @DundeeandAngusC @dundee_angus @KLBain_90 @joprins



3:02 PM - 24 Jan 2019 from Dundee, Scotland

2 Retweets 5 Likes



stephen.mcgregor @smcgregor101

Following

@AbertayUni @DAsportsfitness HN Conference Strength & Conditioning workshop #DAG2G #moresuccessfulstudents #universitycollegepartnership #supportingtransition #articulation #guaranteedplaces #FE #HE



3:57 AM - 12 Dec 2018

2 Retweets 6 Likes



Rona Jack and 13 others liked

DA_wellbeing @DA_wellbeing

Jan 10

Keynote lecture this morning with Tina McGuff at The Space @TinaMcGuff #morethanjustacollege #DAG2G



4 19

Appendix 4 – 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	<ul style="list-style-type: none"> Lack of sustained project management Lack of clarity of projects/outcomes Poor implementation 	<ul style="list-style-type: none"> Project Board in place Experienced Theme Leads Distributed projects 	<ul style="list-style-type: none"> Regular project updates Monitoring of key metrics 	Project Manager, Theme Leads
2.	Failure of strategy and activities to deliver required improvements	2	4	8	<ul style="list-style-type: none"> Strategic misalignment/ confusion/drift Project activities ineffective or misaligned with outputs 	<ul style="list-style-type: none"> Project Board in place Experienced Theme Leads Distributed projects 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Project communication/ engagement ineffective Complexity of messages – G2G/ savings requirements Change handled poorly 	<ul style="list-style-type: none"> Clear communication & engagement strategy Focus on core business & students 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Management attention diverted by project activities Project activities not “mainstreamed” with operational cycles 	<ul style="list-style-type: none"> Standing item at SLT meetings Discussion on implementation with wider operational groups Allocation of specific project time Focus on core business & students 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Failure to adequately plan/control expenditures • Project budget insufficient • Project management and approvals processes ineffective 	<ul style="list-style-type: none"> • Project Management and Board in place • Budget held centrally with sign off at Executive level only • Clear budget allocation at project level 	<ul style="list-style-type: none"> • Regular budget monitoring & reporting 	Board, Executive
	Project activities and outcomes are not sustainable beyond the funding period	2	3	6	<ul style="list-style-type: none"> • Project plans fail to consider/support sustainability • Project management processes ineffective • Failure to embed learning/approaches/cultures 	<ul style="list-style-type: none"> • Project Management and Board in place • Sustainability Focus within each project 	<ul style="list-style-type: none"> • Regular project monitoring & reporting • Project sustainability highlighted as key outcome • Post project evaluation 	Board, Executive



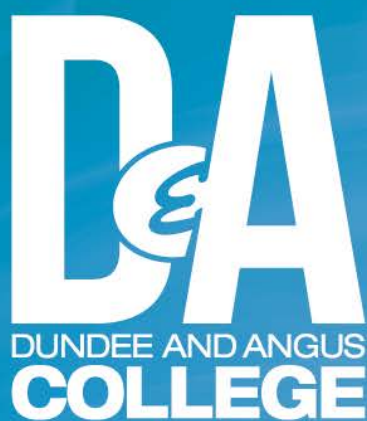
BOARD OF MANAGEMENT

Tuesday 19 March 2019

Regional Outcome Agreement – Final Draft

Paper E

Final Draft for Board Approval March 2019



Regional Outcome Agreement 2019 – 2021

CONTENTS

Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2019 -2021	4
Supporting National Priority Outcomes	6
1. Regional Context	8
1.1 Dundee and Angus College	8
1.1.1 Quality Arrangements	8
1.1.2 Gender and Equalities	9
1.1.3 Learner Engagement	12
1.1.4 D&A Students' Association (DASA)	13
1.1.5 Student engagement in the ROA process	14
1.1.6 Union engagement in the ROA process	14
2. Key National Outcome 1 – Access and inclusion	15
3. Key National Outcome 2 - An outstanding system of learning	17
3.1 College overview and developments	17
3.1.1. Curriculum Development	17
3.1.2 Senior Phase Vocational Pathways	18
3.1.4 Progression	21
3.1.5 Science, Technology, Engineering and Mathematics (STEM)	22
3.1.6 Early Years and Child Care provision	23
3.1.7 Land based provision	23
3.1.8 Gaelic provision	24
3.1.9 English for Speakers of Other Languages (ESOL)	24
3.1.10 Care Experienced Students	25
3.1.11 Student Carers	25
3.1.12 Graduate Apprenticeships	26
3.1.13 Scottish Credit Qualification Framework (SCQF)	27
4. Key National Outcome 3 – A more successful economy	28
4.1 College overview and developments	28
4.1.1 Developing the Young Workforce (DYW)	29
4.1.2 Work Experience	30
4.1.3 Employer Engagement	31
4.1.6 European Social Funds – Developing Scotland's Workforce	34
4.1.7 National and Regional Initiatives	34
5 Key National Outcome 4 – High performing institutions	38

5.1	College overview and developments.....	38
5.1.1	Governance.....	38
5.1.2	Financial Stability	38
5.1.3	Cyber Resilience	38
5.1.4	Kingsway Campus.....	39
5.1.5	Carbon Reduction	39
5.1.6	College Transformation Strategy – From Good to Great.....	40
6	College Outputs and Outcomes.....	42
7	Measurement Framework – Trends and Targets	45
	Appendix 1 Dundee and Angus Regional Economic Context	50
1.1	Dundee and Angus Region	50
	Appendix 2 Access and Inclusion Strategy Activity and Resources Update	60
	Objectives and Outputs 2019-2020	60
	Resourcing our Approach	62

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

College Region - Dundee and Angus
<p>Funding (indicative at this stage)</p> <p>College region Tayside (Dundee and Angus College) will receive £28,950, 397 core teaching funding, and £1,646,000 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.</p> <p>In addition, the college region will receive £1,161,614 in European Social Fund (ESF) grant through the SFC to deliver a further 4,433 Higher Education credits to eligible learners.</p> <p>The total credit target for 2019/20 is therefore 107,747.</p> <p>Core Student Support funding for 2018/19 is £8,957,814</p> <p>This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.</p>
<p>Priority Outcomes to be delivered by end of AY 2019-2020</p> <ol style="list-style-type: none"> 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.

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.

Further improvement in outcomes was evident in 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 curriculum areas with gender segregation of 75% or more (as identified in our Gender Action Plan of July 2017) are detailed below with information on changes in enrolments for session 2017/18.

Team	Gender Baseline July 2017	Female Enrolments 2017-2018	Change
Curriculum Areas >75% male enrolments			
Building Services	0.4%	1.7%	+1.3%
Engineering	4.8%	6.5%	+1.7%
Construction and Technology	5.4%	13.8%	+8.4%
Computing and Creative Media	12.6%	11.8%	-0.8%

Team	Gender Baseline July 2017	Male Enrolments 2017-2018	Change
Curriculum Areas >75% female enrolments			
Retail and Events	24.1%	29.9%	+5.8%
Health and Social Care	9.1%	15.2%	+6.1%
Hair, Beauty and Complementary Therapies	3.5%	6.5%	+3.0%

The progress made in the majority of subject areas is welcome, and although not universal, this does represent steps towards achievement of our overall gender equality aims. To further support this work, the college has adopted a contextualised recruitment arrangement for session 2019/20 to increase conversion rates for applicants in curriculum areas where a gender imbalance is evident.

Equality analysis highlights consistency of successful learner outcomes irrespective of gender or other protected characteristic. Outcomes for minority gender learners within the above areas are strongly positive and in line with successful outcomes for other learner groups.

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, progression and post course success 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 has significant engagement with the armed forces and the veteran community and associations, particularly through our close links with RM Condor in Arbroath. The College is a signatory to the Armed Forces Covenant, and work alongside ex-service personnel and agencies 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.

The College is one of very few that offer opportunities through the City and Guilds Licentiateship programme for ex-services and others to accredit prior management and leadership experience towards recognised City and Guilds qualifications.

Gender Based Violence (GbV)

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 embed the GbV toolkit 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 adopted a GbV strategy and has supported the introduction and promotion of the Gender based violence cards and toolkit by issuing these alongside comprehensive staff training and awareness raising on a team by team basis. This approach has been recognised nationally and ensures that all staff have the knowledge and awareness of how to access immediate support as well as the information required for referral or access to other services.

The managed and CPD based approach to the rollout of the GbV toolkit adopted by the College has been picked up nationally through the Equally Safe campaign, and promotional materials developed by D&A to support awareness raising within the College have been adopted for use across the college and university sector.

This work is supported by the introduction of policy guidance for staff and students on preventing and eradicating gender based violence and the introduction of clear policy guidelines for staff on the identification, management and responses to issues of gender based violence.

Mental Health

The College and our Students' Association/Sports Union have worked jointly on a Mental Health strategy to be published in August 2019 (as an embedded element of our overarching Wellbeing strategy). This strategy will include a related mental health action plan that also incorporates our Student Mental Health Partnership Agreement.

Mental health issues are a significant issue for the College, and are one of the main reasons cited for learners withdrawing from their studies.

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. As at March 2019 around 50% of all staff had undertaken dedicated mental health training, including Mental Health First Aid. Plans in place will see this increase to 80% by January 2020.

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.

Diet and Wider Wellbeing

As a part of our wellbeing strategy and wider student and staff wellbeing project, the College offers a significant range of opportunities, activities, information, support and guidance targeted to improve diet, wellness and physical fitness.

All College catering outlets offer healthy menu choices and recent curriculum projects include a major healthy eating project run by introductory students in partnership with Carnoustie Golf hotel, and an innovative long-term curriculum tie up between our level 6 Horticulture and Hospitality students to create a restaurant garden at our Kingsway campus.

Significant work is embedded within the curriculum to promote the importance of diet as an integral part of wellbeing. This includes a focus on the impact of diet in areas such as sleep that make the direct link between healthy diet and good mental health.

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 refreshed [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 independent Students' Association Advisory Board, our Students' Association continues to take full 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 and co-design curriculum and services. The Students' Association have worked with the College to create a group of Good to Great Ambassadors to inform and support our Good to Great enhancement strategy (see section 5.1.6 below).

Our Students' Association led a major campaign (involving the College and local MSPs) in session 2018/19 to improve rural bus links to our Arbroath Campus. Work has also been undertaken to inform the review and development of our canteen services, and extensive feedback has been provided through their innovative 'Feedback Fridays' approach for class representatives, leading to significant changes in arrangements for student funding and our student (MyD&A) portal.

Our Students' Association have active members of the range of College committees, and are members of key strategic working groups such as our Good to Great Digital Strategy working group

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 [their 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.

1.1.6 Union engagement in the ROA process

The College recognises three unions for staff, EIS-FELA, Unison and GMB and welcomes the opportunity to engage in positive dialogue with our unions on a combination of both strategic and operational matters. This includes regular updates on strategic development and structural issues, alongside detailed discussion around College finances, financial strategy and sustainability.

The ROA is discussed fully with our unions through our Joint Consultation Forum (JCF) during the drafting stage to allow each union to influence and contribute ideas to the final document

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.

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

A review of our Access and Inclusion Strategy has been undertaken for 2019 to provide updates on progress made and to capture new developments, projects and activities being delivered alongside further areas of development for the years ahead.

Major developments for 2019/20 in respect of our Access and Inclusion Strategy include (but are not limited to) the following.

Student Services

Significant new work as detailed above to enhance services to support mental health wellbeing, WRAP training, British Sign Language users and the eradication of gender based violence.

Supported Education

Work is progressing well to improve and enhance employability for all supported education learners by embedding a wide range of social enterprise and employability projects into the curriculum. These projects enliven the curriculum and provide direct work and enterprise experience for learners that would not otherwise benefit from these opportunities.

Work is progressing well with the Angus Health and Social Care Partnership to improve arrangements for the provision of in-class support for learners that is also more flexible and cost effective.

Through close working with Schools within Angus and Dundee, transition forums have been created to ensure a consistent and supported transition process for pupils leaving school to start their College journey within Supported Education. A comprehensive School Link, which leads on to a Bridge Programme, ensures students are fully aware of the environment and what college offers prior to them starting their full-time course.

During session 2019/20 the team will bring Project Search to the Dundee and Angus area. The Project SEARCH Transition-to-Work Programme is a unique, business-led, one-year employment preparation programme that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations to deliver significant improvements in employment opportunities and outcomes for learners. This is an exciting development for the College and is one that builds on the already excellent (near 100%) learner success that the team achieves each year.

Learning and Digital Resources

The Learning and Digital Resources team continue to support and develop new approaches to encourage learners with additional support needs to access learning in ways that best suit their requirements. Recent developments include the expansion of the Skills for Learning, Life and Work portfolio to include 32 guides and sessions. The majority of these sessions have been adapted to be suitable for SQCF level 4 groups, whilst sessions such as Stress Management have proven to be very popular across programmes at all levels.

The expansion of the Reading Ahead national literacy initiative to include the Outreach Centres and Arbroath Supported Education and ESOL has been extremely successful in its pilot year – with the College being awarded the Gold Award for participation. The project is designed to promote reading and in turn enhance literacy levels in lower level groups or those whose first language is not English.

Access and Communities

Our Access and Communities team has reviewed its entire provision and modernised the curriculum to support learners to identify their vocational area of interest. Using a range of delivery modes, our Access provision offers opportunities for learners from as young as 14 to enable them to attend College and explore the vocational choices available to them.

With a focus on those who are who are the furthest from the world of work, or who need to build up their confidence to begin their learning journey and become work-ready, the area provides a number of bespoke, tailored access courses such as Gateway, PACE, Progression, Aspire, Moving Forward and Prince's Trust Team.

Much of this work has underpinned developments to the wider College curriculum and has been central to our focus on creating '[T shaped learners](#)' from the earliest stage of their College learning journey.

Work in all other areas of our Access and Inclusion Strategy continues to progress, with all of those engaged in the delivery of this strategy making a significant contribution to learner success, progression and employability across all subjects areas and levels of provision.

The key outcomes from the strategy have been updated to incorporate further objectives and outputs for 2019-20, and to confirm resourcing allocated to deliver on these key access and inclusion objectives. These objectives, outputs and resource commitments are detailed in appendix 2 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 College overview and developments

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.

This review drew heavily on the full range of labour market data available, including RSA and SiP data provided by SDS, employment trend data available through our EMSI system, and direct information provided by our network of local Stakeholder Advisory Boards

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 Baseline 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 extend work 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. A joint Strategic Engagement Plan was developed in 2018 with both Angus and Dundee local authorities 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	8,000

Courses	Campus			
	Arbroath	Gardyne	Kingsway	In school delivery (numbers permitting)
VTCT: Extended Award in Hair and Beauty Skills (Level 1) (equivalent to SCQF Level 4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
VTCT: Extended Award in Hair and Beauty Skills (Level 2) (equivalent to SCQF Level 5)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Automotive Skills National 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Construction Crafts National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose
Skills for Work: Construction Crafts National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose
Skills for Work: Engineering Skills National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose & Monifieth
Skills for Work: Engineering Skills National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose & Monifieth
Skills for Work: Early Education and Childcare National 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Early Education and Childcare National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Health Sector National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Health Sector National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Skills for Work: Hospitality National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Hospitality National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills For Work: Rural Skills National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills For Work: Rural Skills National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Sport and Recreation National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SVQ Hospitality Service at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) Practical Science at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) in Business and Marketing at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) in Web Design at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Photography at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Digital Media at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Dance at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National 5 Sociology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National 5 Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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	2017/18	2018/19 Target	2018/19 Target
Dundee and Angus College	587	650	650
Proportion articulating with advanced standing	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 adoption of our [Regional STEM Strategy](#) in 2017 and subsequent curriculum review activities, 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

A Regional Hub Steering Group was established in September 2018 and has a partnership working group consisting of representatives from Abertay University, Dundee University, Baker Hughes GE, Glaxo Smith-Kline, Dundee Science Centre, DYW, Angus Council, Dundee & Angus College, SDS, Dundee City Council, ESP, and STEM East Central Hub.

The group have an agreed remit to co-ordinate STEM activities in the region and to develop the Regional Action Plan & Strategy. Agreed priorities include an overall focus on collaboration and pooling resources, whilst sharing good practice and gathering data to inform benchmarks and trends. With so much activity going on in the region we have also agreed to a regional focus on STEM events, pulling together a calendar and theming these to better focus on regional specific issues.

The group feel that STEM activity is strong in primary schools across the region but more could be done to engage those entering S1 and progressing through secondary school.

Employers are working closely with the group to provide knowledge, skills and expertise in industry lead projects with a particular focus on emerging technologies and how all partners could benefit from this.

The group are working to address skill shortages in specific areas, and work together with industry sectors to support those underemployed in the region enabling them to upskill and enhance their career prospects. Overall the group agreed the following pledges.

- We will create STEM innovation hubs linking our key partners together.
- We will offer STEM activities to all BGE school pupils in the D&A region.
- We will support STEM ambassadors to promote the value and importance of STEM skills to school pupils.
- We will proactively engage with employers and will develop the capacity to deliver new and emerging technology provision that meets the needs of the key regional industry sectors.

- We will commit to supporting those underemployed in the region to upskill in STEM courses by providing opportunities to progress into further training in FE, HE or employment.
- We will promote STEM to the wider communities to inform parents and key influencers in the value and importance of STEM.
- Through our networks we will provide CLPL opportunities for all stakeholders.

The regional STEM Strategy and Hub 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](#). [Add link to students 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 created our 'Care Experienced Commitment' to guarantee a course place to all care experienced young people that apply for a place at College.

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.

3.1.12 Graduate Apprenticeships

Dundee and Angus College is committed to the growth of the apprenticeship family and is the contract holder for the Foundation Apprenticeship programme in the Dundee and Angus region and has been a successful provider of Modern Apprenticeships since the creation of the programme.

College involvement in the Graduate Apprenticeship (GA) scheme has centred around raising awareness of the GA as a career pathway for school pupils and College learners through the Foundation and Modern Apprenticeships.

The College has been unable to bid independently for a contract to deliver GAs (due to levelling barriers) but works closely alongside the University of Dundee and Abertay University to collaborate on pathways and opportunities for young people. The College was a named partner in the recent (unsuccessful) Abertay University GA contract bid.

As an employer, the College is working in partnership with Robert Gordon University to support staff access to GA opportunities.

As the GA programme develops the College will continue to welcome the opportunity to be a delivery partner working in collaboration with the university sector as an education provider and employer.

3.1.13 Scottish Credit Qualification Framework (SCQF)

The College uses the SCQF framework extensively within its website and promotional materials to actively promote clear learning journeys. This promotion is underpinned by extensive work throughout all areas of the curriculum to create clear and effective learning pathways that enable high quality and streamlined learning both in terms of progress through SCQF level, but which also develop the relevant skills for learning, life and work.

The College has made good use of SCQF credit rating to create specific certification opportunities for learners and/or employers where suitable other recognised assessment opportunities are not available.

This approach will continue throughout the duration of this agreement.

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 and in supporting retraining arising from the 2019 closure of McGill's construction.

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% (almost doubling from the 2018/19 baseline of 26%) 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 now 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 FWDF 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 uptake 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.

The College will seek to grow the number of apprenticeship places that it offers by bringing in new apprenticeship frameworks and employers where possible. The loss of major contributors such as McGill's and Michelin who together accounted for c 50 apprenticeship places, will make this challenging.

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 the Code Academy 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.

The College has delivered successfully on the ESF Funded Developing Scotland's Workforce (LUPS) project for a number of years and sees this activity as a core part of our offer. Each year the College is in a position to identify and 'tag' significantly more learners eligible under this funding than places are available and is keen to ensure that this activity (and the related programmes) are not lost to the region when current funding arrangements come to an end. Success rates for ESF funded activity is strongly positive, and this provision offers clear benefit to individual learners and the region as a whole.

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.

Child Poverty Fund

The College was successful during 2018/19 in attracting significant funding through the Scottish Governments Child Poverty Fund. This is a strategic fund facilitated by the Scottish Funding Council (Child Poverty Working Group) and the College sector.

These funds will be used to boost employment and educational engagement on a focused basis for a wide range of individuals and families suffering from poverty and deprivation within our communities, including lone parents, carers and care experienced young people.

Through these funds the College will offer community based support and opportunities that will directly enhance employability and provide the personal and skills development needed to support the transition into sustained and successful employment.

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 College overview and developments

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. This strategy is updated on a rolling annual basis, but is also subject to further review and update where significant changes within the financial environment arise.

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 its 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
<p>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.</p>	<ul style="list-style-type: none"> • Achieve Core and ESF funded target of 107,747 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%.
<p>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.</p>	<ul style="list-style-type: none"> • Maintain apprenticeships starts at c 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
<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>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</p>	<ul style="list-style-type: none"> • 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

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.

2017-18 Priority Outputs

- 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)	101,605	103,861	103,314	103,314	109,500
Core Credits target (region)	103,861	103,861	103,314	107,747	109,500
% towards core Credits target (region)	98.6%	100%	100%		100%
The volume of Credits delivered (ESF)	7,755	5,101	4,494	4,433	
The volume of Credits delivered (core + ESF)	109,360	108,962	107,807	107,747	109,500
1(b) 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	18,993	18,524	19,405	20,500	21,3050
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	17.4%	17%	18%	19%	19.5%
1(c) 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	51,732	54,160	53,904	53,760	54,650
Proportion of Credits delivered to Male learners	47.3%	50%	50%	50%	50%
Volume of Credits delivered to Female learners	56,840	54,160	53,904	53,760	54,650
Proportion of Credits delivered to Female learners	52.0%	50%	50%	50%	50%
Volume of Credits delivered to Other learners	788	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	5,500	3,800	4,312	4,300	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	13,478	18,524	19,405	19,400	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	3,068	3,269	3,773	4,300	4,380
Proportion of Credits delivered to students with Care Experience	2.8%	3%	3.5%	4%	4%

2(a)* The number of senior phase pupils studying vocational qualifications and Foundation Apprenticeships delivered by colleges	366	400	400	450	480
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges (Nat 5 or above)					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2,542	2,179	3,234	4,300	4,380
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.3%	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	10,697	4,358	4,851	5,400	5,475
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	9.8%	4%	8.5%	9%	9%
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	30,006	37,000	36,600	36,600	36,600
Volume of Credits delivered at HE level to learners from SHEP schools	2,524	370	4,000	4,000	4,000
Proportion of Credits delivered at HE level to learners from SHEP schools	8.4%	1%	8%	8%	8%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	24,326	24,900	22,621	27,000	27,350
Proportion of Credits delivered to learners enrolled on STEM courses	12.2%	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	2,511	2,516	2,475	2,475	2,508
The total number of FT FE enrolled students	3,329	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	2,902	3,600	3,818	3,864	3,864
The total number of PT FE enrolled students	3,705	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	1,511	1,690	1,716	1,738	1,738
The total number of FT HE enrolled students	1,982	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	560	738	747	756	756
The total number of PT HE enrolled students	728	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	532	504	511	518	518
The total number of MD10 FT FE enrolled students	717	700	700	700	700
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	74.2%	72%	73%	74%	74%
The number of MD10 PT FE enrolled students achieving a recognised qualification	362	390	390	400	400
The total number of MD10 PT FE enrolled students	467	460	460	470	470
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	77.5%	85%	86%	87%	87%
The number of MD10 FT HE enrolled students achieving a recognised qualification	182	190	200	210	210
The total number of MD10 FT HE enrolled students	260	260	270	280	280
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	70.0%	73%	74%	75%	75%
The number of MD10 PT HE enrolled students achieving a recognised qualification	45	126	135	144	144
The total number of MD10 PT HE enrolled students	56	180	190	200	200
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	80.4%	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	51	14	47	48	48
The total number of Senior Phase FT FE enrolled students	69	15	50	50	50
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	73.9%	93%	94%	95%	95%
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	202	320	336	360	360
The total number of Senior Phase PT FE enrolled students	279	400	420	450	450
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	72.4%	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	11	-	26	26	26
The total number of Senior Phase PT HE enrolled students	15	-	35	35	35
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	73.3%	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	80	61	90	97	140
The total number of CE FT FE students	140	125	150	150	200
The percentage of CE FT FE enrolled students achieving a recognised qualification	57.1%	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	1,237	1188	1225	1224	1258
The total number of FT FE enrolled students aged 16-19	1,697	1752	1750	1700	1700
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	72.9%	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)					
Contracted apprenticeships	142	200	250	200	200
6. Number of full-time learners with '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	741	1,400	2,700	2,970	3,240
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	13.8%	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)					
Percent agree or strongly agree	94.8%	95%	96%	97%	97%
10 Gross carbon footprint (tCO²)	2,964	3,700	2,900	2,700	2,700

Former Measures

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	50,935	52,000	50,670	49,500	50,370
Proportion of Credits delivered to learners aged 16-19	46.6%	48%	47%	46%	46%
Volume of Credits delivered to learners aged 20-24	21,721	23,972	21,562	21,500	21,900
Proportion of Credits delivered to learners aged 20-24	19.9%	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%

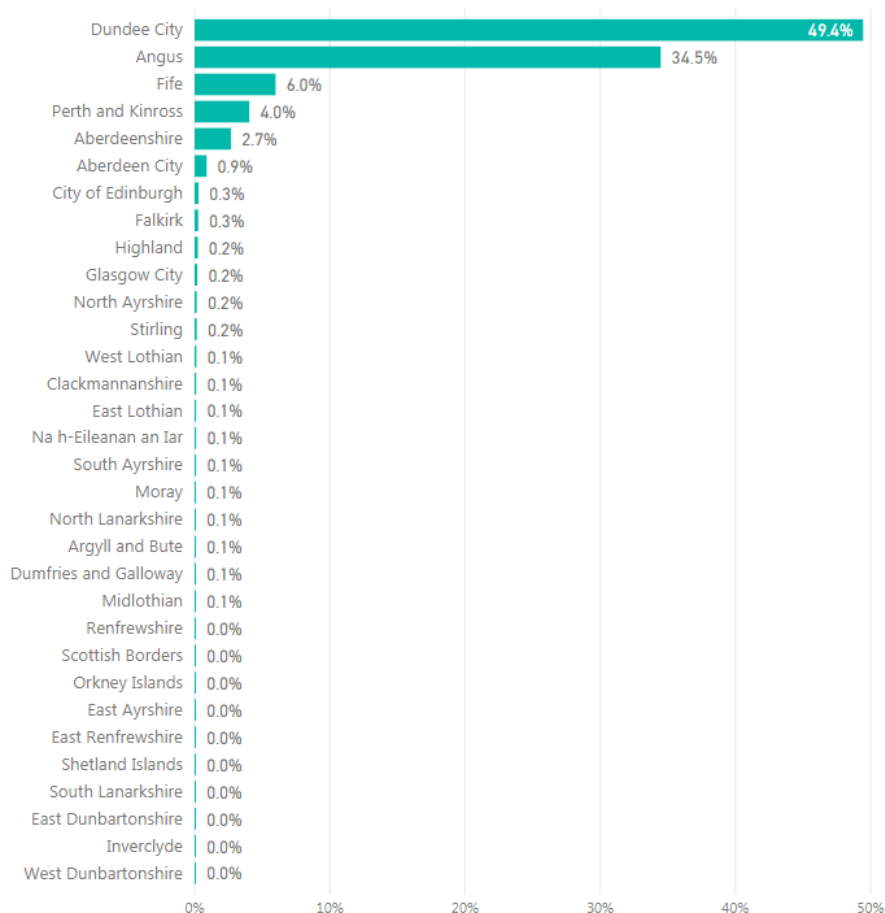
Appendix 1 Dundee and Angus Regional Economic Context

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 16% of all College students come from out with the regional area considered in respect of funding and activity projections.

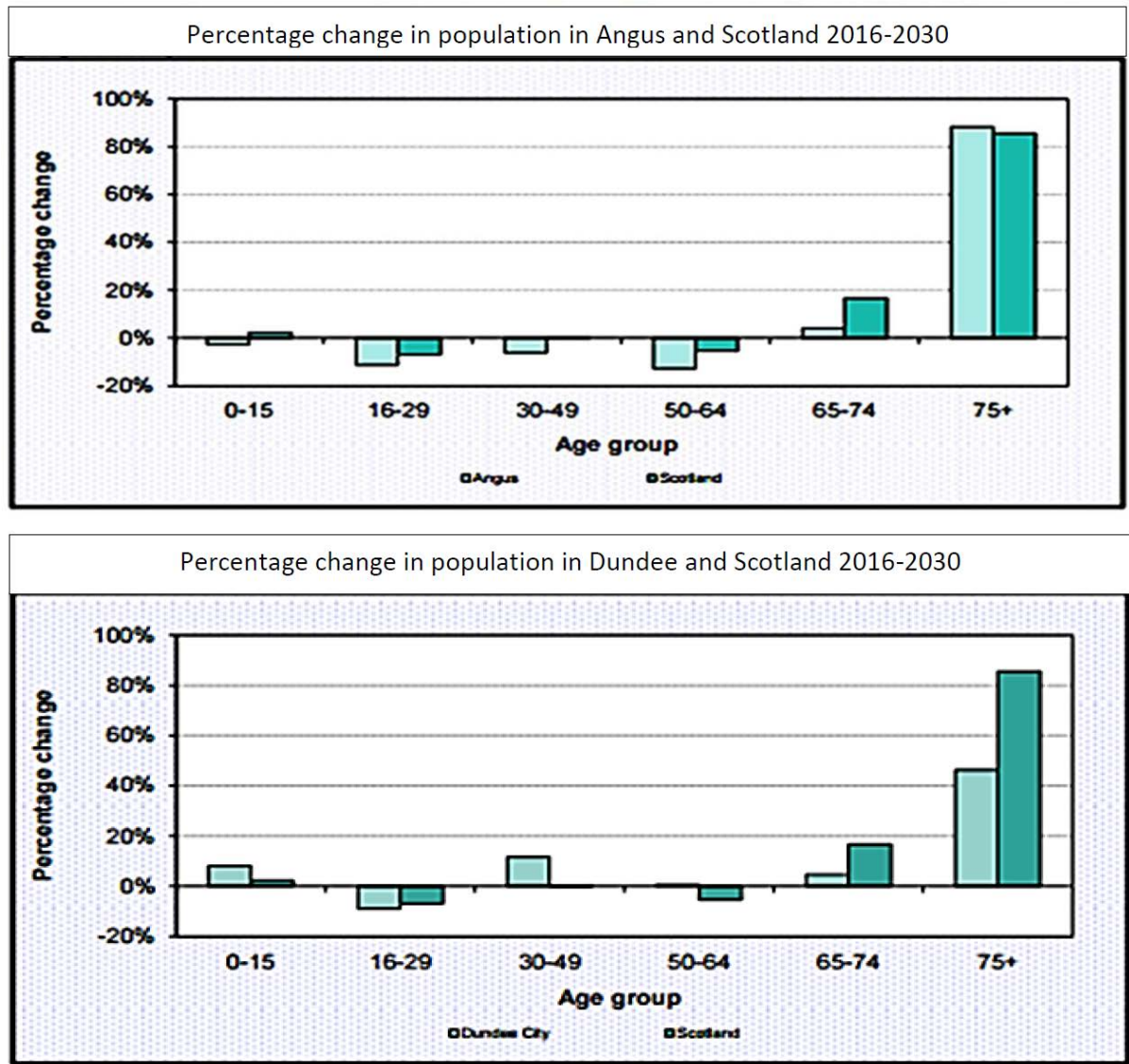
Dundee and Angus College, 2018/19 Enrolments by Local Authority



1.1.1 Regional Demographics

Dundee and Angus has a total population of 266,000 people (Dundee 149,000 and Angus 117,000) – c. 5% of Scotland's population. A total of around 36,000 enrolled students attend either Dundee and Angus College or one of the two Dundee universities. In Dundee 66% of the population are working age, while in Angus 60% of the population are working age, compared to 64% 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.



Working Age Population
68% of people in Dundee and 60% of people in Angus are of working age (16-64), slightly lower than for Scotland as a whole at 64%.

Economically Active
70% of the population in Dundee and 81% 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 30% of economically inactive persons are students).

Unemployment

Dundee’s 2017 unemployment rate of 3.2% is above the Scottish average of 2.3% whilst the unemployment rate in Angus at 2% is slightly better than 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

43,000 people in Dundee and Angus are designated as economically inactive, representing 29.5% 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 22.4%, although as previously noted for Dundee, almost one third of the economically inactive population are students. Within the Dundee and Angus economically inactive group c 25% are students (full-time aged 16-64), 30% are long term sick, 14% are retired and 17% look after family and/or home.

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 (22.6% of total employed compared to 22.5% for Scotland) whilst Dundee has a relatively high proportions employed in caring, leisure & sales (19.4% of total employed compared to 18.5% for Scotland).

Qualifications

A significantly lower proportion of working age people in Dundee have a recognised NVQ or 'other' qualification (86%) compared to Angus (92%) and Scotland as a whole (91%).

In terms of higher level achievement, 37% of working age people in Dundee have an NVQ4+ qualification compared to 41% in Angus and 41% for Scotland. At the lower end, 10% of working population in Dundee and 10% in Angus have no qualifications compared to 9.0% 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 outwith Cambridge and is home to 13% of the UK's digital entertainment industry.

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

The £1 billion Dundee Waterfront project is the only major project of its type currently in Scotland and is one of the most active regeneration projects in the UK.

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 (13.6%), and Hotels and Restaurants (9.1%)

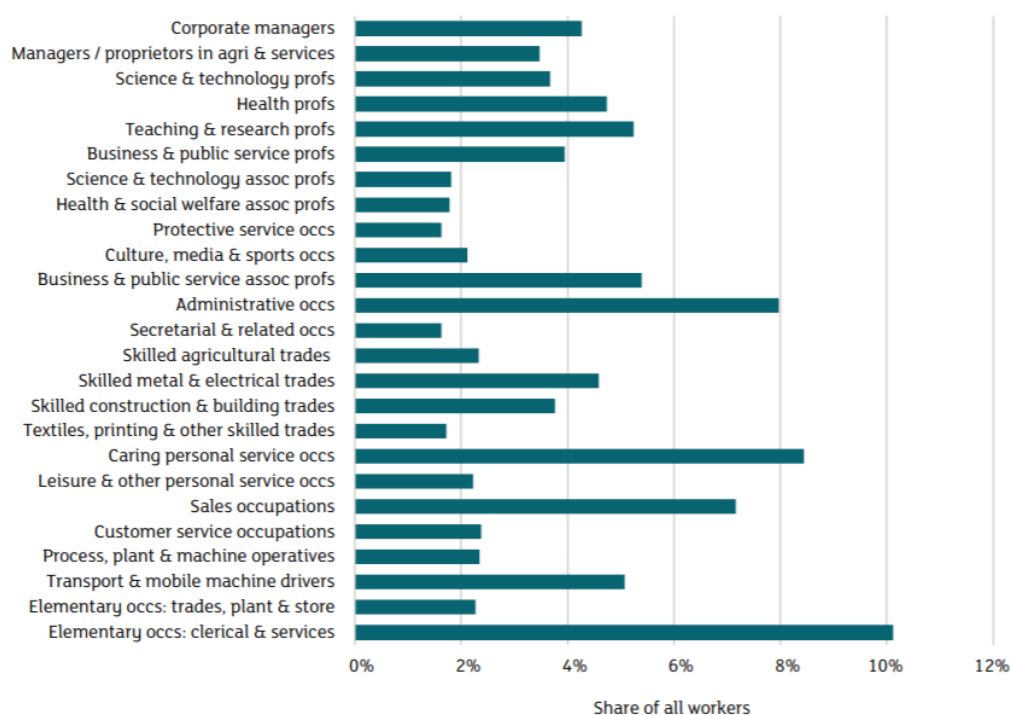
The Angus economy has been dependent historically on small to medium sized businesses and on traditional activities of food production & processing, agriculture, forestry & fishing and textile industries. It is acknowledged that the local economy needs to diversify and develop more growth industries, with a corresponding development of the relevant skills to achieve this.

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

Sectoral Employment Summary

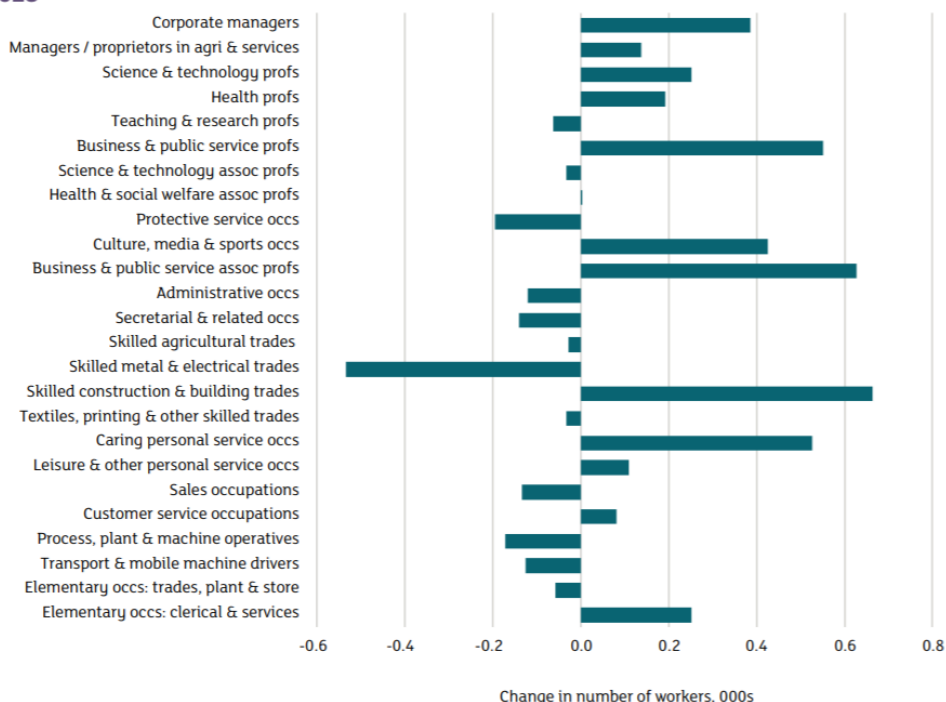
The chart below demonstrates the spread of employment in the top 20 Employment Sectors across Tayside as a whole in 2018.

Occupational structure, 2018



The chart below shows the projected changes in employment by occupation in Tayside, which reflects changes overall in Scotland.

**Change in employment by occupation,
2018 - 2028**



Source: ONS / Oxford Economics

Productivity (GVA)

Gross Value Added (GVA) is a measure of the value of goods and services produced in an area. GVA in Tayside in 2018 was £9.6bn, seven per cent of total national output (£134.7bn). This share of GVA ranks Tayside the sixth largest of all Scottish RSA regions in economic terms.

GVA in Tayside is forecast to grow at a rate below the Scottish average over the next decade. GVA in Tayside is forecast to grow at a rate of 1.4 per cent between 2018 and 2028 (see Figure 2.1). This pace of growth is below that expected for Scotland (1.7 per cent) and the UK (1.9 per cent). Growth is expected to be relatively modest in the short term, as businesses show their reluctance to invest while operating under Brexit related uncertainties.

Productivity in Tayside is below the Scottish average. Productivity is the measure of goods and services produced per unit of labour input. Productivity has been calculated by dividing total regional GVA by total regional employment (measured in jobs). As of 2018, productivity in Tayside was £46,900, below the national average of £47,300. Productivity in Tayside is forecast to grow at an average of 1.2 per cent per year between 2018 and 2028, slightly below both the Scotland rate of 1.3 per cent and the UK rate of 1.4 per cent.

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 notes that entrepreneurial activity in Scotland is increasing but continues to lag well behind the UK rate. The report argues that co-ordinated effort is needed in Scotland to turn the increasing number of low aspiration start-ups (often by graduates) into higher quality, sustainable entrepreneurial initiatives.

The report encourages education providers to provide specific tuition and mentoring in entrepreneurship skills and, in particular, highlights the need to improve opportunity perception, start-up skills, networking and aspiration in order to promote successful, innovation-driven entrepreneurship.

Skills issues

'Low number of applicants with required skills' continues to be 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.

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 £1 billion 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 will transform 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. The new V&A Museum of Design Dundee, international centre opened in 2018, alongside Dundee's new railway station and a number of new hotels, restaurants and bars. 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, in fact Dundee's food and drink industry grew by £43 million in one year.

There are still plans for The Wellgate Shopping Centre to undergo a £21m refurbishment in the near future to include an eight screen cinema and food hall. 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 continues. 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. In Dundee, significant investment is being made to develop an Oil & Gas industry decommissioning hub which will attract significant numbers of jobs. The recent recovery in the price of oil, and associated exploration and increase in production has seen a recovery in related activity in both Dundee and Angus.

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.

1.1.3 Tay Cities Deal

The four local authorities across the Tay Cities Region, Angus, Dundee City, Fife and Perth & Kinross have been successful in their bid to win a "Cities Deal", resulting in combined Scottish Government, UK government and private investment of £700M:

"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 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 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	<i>Angus is a great place to live, work and visit</i>				
Our Priorities	Tackling inequalities Building services around people and communities Focusing on prevention Working together effectively				



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 Access and Inclusion Strategy Activity and Resources Update

Objectives and Outputs 2019-2020

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	2019/20 Outputs
To increase the proportion of Credits delivered to learners from the 10% most deprived (SIMD) postcode areas.	<ul style="list-style-type: none"> • Increase volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas by 1% to 19%. • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To deliver on the ambitions of the College Gender Action Plan

Objectives	2018/19 Outputs
<p>To ensure the appropriate provision of access level learning opportunities for individuals with behavioural, emotional or learning difficulties.</p> <p>To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist.</p> <p>To develop strong partnership and communication links to ensure differing needs of a diverse learner population are met thus enhancing retention and success at key transition points.</p> <p>To evaluate and report upon the impact of College activities and policies in respect of equalities mainstreaming.</p>	<ul style="list-style-type: none"> • Increase learning activity Credits in Price Group 5 • Deliver on the ambitions of our Estates Strategy • Improve learner retention across all modes of delivery by 1 percentage point. • To develop and embed a toolkit of resources, approaches and CPD 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 our schools digital portal to facilitate the effective transfer of transition information. • Deliver on the ambitions of our Equalities Mainstreaming Report • To maintain the equal 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

	<u>Staff Costs 2019-20 £'000</u>	<u>Non-pay Costs 2019-20 £'000</u>	<u>offset Income 2019-20 £'000</u>	<u>TOTAL 2019-20 £'000</u>
Teams involved in transition planning for students with additional support needs				
Social Sciences & Transition	689	6		695
Supported Education	962	12		974
Access	258	7		265
Prince's Trust	132	32		164
Essential Skills	1,238	7		1,245

Specialist services the college buys in/welfare services provided by the college

Learner Engagement	213	79		292
Student Guidance & Support	1,146	128		1,274
Nursery	138	8	-114	32

Bespoke individualised support for price group 5 or students using PLSPs

2hr pw for teaching staff across other academic centres	856			856
---	-----	--	--	-----

Development & Support of Inclusive Teaching Practices

Mentor posts	39			39
Professional Learning course Leader	110			110

CPD programmes(in house & bought in)

20		20
----	--	----

ICT investments, software and specialist equipment e.g hoists

Equipment- Disability (included in centre 403)		10		10
Learning Systems & Technology	603	132		735
ICT investments				
Software & Licences (Academic centres)		12		12

Transition planning activities e.g school/college partnership, articulation & work placement

included in centre 403 above

Planned expenditure 2017/18	£6,723
Comparative expenditure 2018/19	£6,061



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Future Strategy – Strategic Session Update

Paper F



DUNDEE & ANGUS COLLEGE
BOARD STRATEGIC PLANNING UPDATE
MARCH 2019

1 Introduction

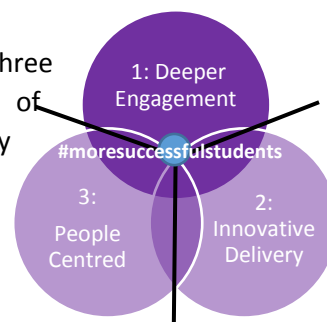
As both Good to Great and the 2020 strategic ambitions move into their final phases, the Board of Management were asked to consider a revised vision and strategic direction through to 2025 for the College and to clearly define what this would look and feel like for our learners, staff, partners and wider stakeholders.

2 Progress to Date

The Board of Management held an initial strategic planning event on 20 September 2018 in which key aspects of the future direction of travel for the College Sector were presented and discussed. Led by Paul Smart from the Advanced Learning & Science Directorate of the Scottish Government, colleges are expected to become more agile and flexible, working in closer partnership with local and national stakeholders to ensure the needs of the region are met.

Colleges should provide a portfolio of courses that are fully aligned to the both regional and national growth sectors and address key Scottish Government drivers such as STEM, Developing the Young Workforce (DYW) and Early Learning & Childcare (ELC). Colleges must also link closer with local schools and universities to provide the best possible opportunities and pathways to enable learners to be better prepared for progressing into further study or employment.

Following the September strategic session, a 2025 vision, three core themes and three outline strategic ambitions were drafted (*Appendix 1*) and formed the basis of discussion for a second planning session held in January 2019. At the January session groups were asked to consider the three major themes and answer a series of challenge questions focused around alignment to the Board's ambitions, potential gaps and/or opportunities and, finally, prospective success measures for the three themes.



2.1 General Observations/Comments

The following general/overarching observations and comments were noted from the January strategic session.

Topic	Comments/Questions/Considerations
Vision	<ul style="list-style-type: none">Does the vision statement drafted in the September update really encapsulate the Board's ambition?Two of the three groups felt the vision statement was too long and needed to be refined.
Overarching Themes	<ul style="list-style-type: none">All groups agreed that the overall principles and content of the three themes were the correct areas of focus.

	<ul style="list-style-type: none"> All groups thought the theme names did not articulate fully the vision for the future. <ul style="list-style-type: none"> Alternative suggestions are noted in the theme specific feedback.
Tay Cities	<ul style="list-style-type: none"> There was no mention of this within the overarching document & underlying sub-themes. Key questions were raised around how can the Tay Cities deal support the overall ambition of the College?
Good to Great Transition	<ul style="list-style-type: none"> The 2025 vision should be seamless from Good to Great and staff should not feel like this is a brand new initiative. How do we build on the successes and messaging of Good to Great? How can we best embed and sustain the learning from Good to Great?
Strategic Ambitions	<ul style="list-style-type: none"> It was suggested that the strategic ambitions should be turned into pledges. i.e. we will be, we will deliver. This approach shows a confidence and belief in what we plan to achieve.

2.2 Theme Specific Feedback

The following theme specific observations, comments and questions were captured as part of the breakout sessions within the January strategic planning event.

2.2.1 Deeper Engagement

All groups thought this theme accurately represented the board's ambitions but commented on a number of gaps and/or opportunities to help enhance this theme:

Gaps/Feedback/Points to Consider
1. All groups felt the theme name should be changed, suggestions included 'Partnerships', 'Strategic Partnerships', 'Effective Partnerships', 'Stronger Engagement' and 'Extending Influence'.
2. How do we raise awareness of what the College does and the impact it has? This should be a key part of 'deeper engagement'. What is the marketing/promotion strategy for the 2025 vision?
3. Is it enough to be partner of choice? Should this be 'trusted' partner of choice or '1 st choice partner'?
4. We need to highlight the importance of the college as the 'glue' or 'joiner' between different sectors, groups and activities. It is the college that joins the pieces of the regional jigsaw together, but also need to be an influencer and instigator/driver
5. Is raising productivity too broad? More clarity is needed on how the College will support/deliver this.
6. Is the College confident that they are represented on the right groups and forums across Scotland? How will we maximise and realise the benefits of this engagement?
7. How are we surveying our customers/stakeholders? Are they happy with their interactions with the College?
What does success look like? How do we know we are successful?
1. Increased engagement with schools.
2. Increased engagement with local businesses.
3. Increased engagement with the third sector.

4. Meeting the pledges (ambitions).
5. Continued growth of and engagement in the advisory boards.
6. Increased non-core income.
7. The right people, around the right tables when representing the College.
8. A quality experience for customers & stakeholders, use of 'net promoter score'.

2.2.2 Innovative Delivery

Again, all groups thought this theme accurately represented the board's ambitions but commented on a number of gaps and/or opportunities to help enhance this theme:

Gaps/Feedback/Points to Consider
1. All groups felt the theme name should be changed, suggestions included 'Future Focused', 'Employment/Industry focused', 'Future Thinking' and 'Flexible Delivery'. The need for 'Effective Delivery' and for delivery to be 'Exciting, Engaging and Dynamic' and/or 'Inspirational Delivery' was also noted. Innovation however should be a bullet point.
2. No mention of inclusiveness, how does the 2025 vision incorporate this? What is the role of the College in building social equity?
3. How is the College promoting entrepreneurship and entrepreneurial thinking? Especially on the back of the Entrepreneurial College of the Year award in 2017.
4. Given its success, how does the College improve and embed the use of data led decision making?
5. What are the Board's expectations of modern & flexible learning spaces? Does this link to the estates strategy?
6. Is there a strategic plan for partnering to help lever funds/new markets?
What does success look like? How do we know we are successful?
1. New products brought to market faster.
2. Recognised nationally and beyond.
3. Improved space utilisation.
4. Improved learner and staff surveys.
5. Clear benchmarking and targets set.
6. Shift in proportion of traditional learning vs digital/online.
7. Feedback from Education Scotland
8. Need to use mix of PIs and distance travelled

2.2.3 People Centred

Lastly, all groups also thought this theme also accurately represented the board's ambitions but commented on a number of gaps and/or opportunities to help enhance this theme:

Gaps/Feedback/Points to Consider
1. All groups felt the theme name should be changed, suggestions included 'Thriving community', 'The D&A Way' and 'Cohesive Culture'.
2. How are we using the staff and learner surveys to inform this theme? What are the obvious priorities?
3. How does this link to the College values, and how are the values used and supported to encourage behaviours?
4. Transition support (school/college, college/university, college/employment) should be included within this theme.
5. Is there any learning from the work undertaken through the D&A Attributes and Future Talent?
6. Leadership culture is important but how are the College building on the fantastic culture of all staff throughout the college?
7. How is the college developing their staff? The college should be personal development centred.
8. No mention of diversity & inclusion.

9. How do we build upon the work from the Good to Great wellbeing project? Has it made an impact? How do we better promote health, wellbeing and resilience?
What does success look like? How do we know we are successful?
1. Improvements in both staff and learner feedback/satisfaction
2. Increased number of applicants for D&A roles.
3. Reduction in sickness, in particular work related stress occurrences.
4. Increased engagement in staff CPD.

3 Next Steps & Timeline

From the work carried out at both the September 2018 and January 2019 strategic planning sessions the Executive Team have built up a clear understanding of the tasks and timeline needed to plan and deliver the 2025 vision and strategy. The Board of Management have provided a number of important questions and points to consider, all of which will need further investigation and review.

The following actions and timeline are proposed:

	Month						
Action	March	April	May	June	July	August	Sept.
Board approval to progress							
Exec meet to discuss next steps & progress							
Clarify the 'Vision & Ambitions/Pledges'							
Review theme 1 (Deeper Engagement)							
Review theme 2 (Innovative Delivery)							
Review theme 3 (People Centred)							
Good to Great learning & evaluation							
Produce version 1 of 2025 strategy							
Produce final version of 2025 strategy							
Board approval and next steps							

4 Recommendations

The Board of Management are asked to agree the following:

1. The content of this update accurately reflects the discussions held as part of the January 2019 event.
2. The high level direction of travel for the vision, themes and ambitions (pledges).
3. The actions and timelines set out in section three.

Simon Hewitt
Vice Principal (Curriculum & Attainment)



DUNDEE & ANGUS COLLEGE

BOARD STRATEGIC PLANNING SESSION SEPTEMBER 2018

Objective: Building on our current vision and the Good to Great strategy, how do we want the College to look and feel for students, staff, partners and other stakeholders.

Outcomes:

1. A vision for 2025 which everyone feels passionate about
2. Consideration of Estates strategy and implications for Kingsway plans

A strategic planning event was held on 20 September 2018 in which the Board of Management for Dundee & Angus College were invited to discuss the strategic vision, ambitions and priorities for 2025 in line with the College values of **Inspiration, Innovation, Trust, Respect** and **Success**.

Building on the 2020 ambitions finalised by the Board in 2015, as well as the more recent Good to Great strategy, when considering the 2025 aspirations the Board were asked to consider the wider National strategic context and Paul Smart, from the Advanced Learning & Science Directorate of the Scottish Government, outlined a number of key points and questions to consider when building the 2025 strategic plan:

Agility	With an ever changing educational landscape in Scotland and a constant strain on resources, how flexible and agile are D&A to allow us to adapt and reinvent as the demand changes?
Collaboration	How well are D&A working and collaborating with both regional and national partners to ensure that the needs of the Dundee and Angus region are met?
Skills Alignment	How well do D&A plan, deliver and meet both the regional and national skills demand for all demographics and backgrounds?
Early Learning & Childcare (ELC)	How are D&A meeting the Scottish Government agenda and targets for the growth of ELC?
DYW	How are D&A meeting the recommendations of DYW and working with regional DYW team to meet the expectations of schools and employers?
Youth Unemployment	Are D&A actively working to close the youth unemployment gap, especially within the Dundee and Angus region?
Links with Schools	How are D&A working in partnership with schools to provide enhanced senior phase options and a more seamless and joined up senior phase experience?

National Performance Framework	Are D&A taking into consider the national indicators for the National Improvement Framework when planning?
---------------------------------------	--

Taking the above points into consideration, the Board were asked to discuss how we should be perceived by our students, staff, partners and wider stakeholders and the following feedback was recorded:

By students:

1. College on demand (24/7) with flexibility on delivery models with a focus on Digital
2. College of choice with a variety of pathways and learning opportunities
3. A wide range of support services available, including Mental Health & Wellbeing
4. Inspirational, engaging and high quality learning and teaching
5. Aligned to industry with opportunities for work experience
6. Modern and inspirational environment and facilities
7. Meets the needs of everyone within the D&A region
8. A key part of the community
9. Focused on equality and fairness

By staff:

1. Supports wellbeing
2. Provides personal and professional development
3. Cohesive cross college working
4. Shared aims, purpose and vision
5. Effective internal and external communications
6. Proud to work for D&A
7. Freedom to be creative

By Employers and other partners:

1. Innovative
2. Flexibility and agility of provision and delivery
3. Go to provider for all training needs
4. Clear understanding of the financial support available
5. Dedicated named contact/support
6. Clear understanding of the range of services and opportunities available
7. Responsive, flexible, skilled/knowledgeable, up-to-date

By wider stakeholders:

1. Trusted by all key stakeholders
2. Innovative and future focused – constant evolving to meet their needs
3. Modern and dynamic
4. Well governed
5. Clearly defined USPs and clearly aligned to national priorities (STEM, Gender, ELC etc.)
6. Deliver on Tay Cities Deal

Overarching statement – Deeper Engagement

Moving on from 'Good to Great', D&A college needs to focus on the areas of work that will build on the successes of the previous strategy, and move us forward on to a new phase of operation. 'Good to Great' was in many ways an internal exercise to sharpen up and to improve the key services targeted by the project.

The project was successful and allowed us to make rapid improvements in key areas. We have modernised services to learners, improved our curriculum, and developed a strong digital presence.

The next strategic phase will be characterised by looking outwards to partners and collaborators, whilst continuing to build on the successful relationships established internally. It is important we use the success of the College to become a key regional and national player. We will achieve this by making a powerful contribution to local economic and social development and influencing the direction of the sector on the national stage.

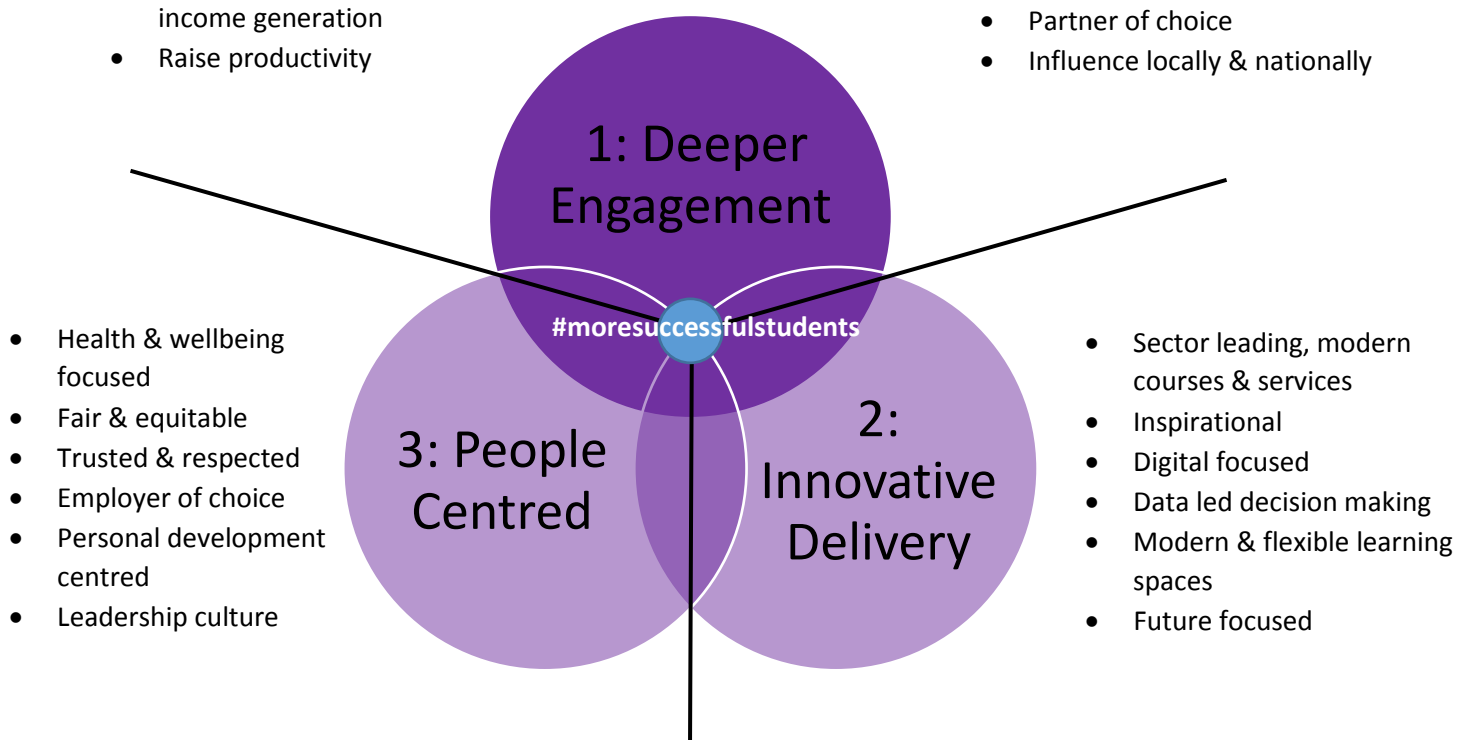
Vision:

"To have deeper, more meaningful engagement with key partners and stakeholders in order to support the economic growth of the Dundee & Angus region by providing relevant, inspiring, innovative & responsive courses and services in a way that are sustainable and efficient."

Themes:

- Maximise opportunities
- Support sustainability & income generation
- Raise productivity

- Responsive & agile
- Equity of position
- Partner of choice
- Influence locally & nationally



Strategic Ambition 1: Deeper Engagement

To establish and enhance deeper, more meaningful partnerships both internally and externally to drive sustainability, and ensure the best possible experience and outcomes for our learners, local industry, and the wider region.

Strategic Ambition 2: Innovative Delivery

To deliver our curriculum and services in new and innovative ways that are sector leading, flexible, streamlined and designed in partnership with our learners, staff, partners and wider stakeholders.

Strategic Ambition 3: People Centred

To foster a trusted, supportive, equal and resilient environment which puts our partnerships and the health and wellbeing of our learners and staff at the heart of key decision making.

Further Points of Reference/Strategic Drivers & Priorities

We must ensure that any strategic ambitions align closely to the overall strategic landscape, which include:

Priority	Reference
1. Smarter Delivery	Enterprise & Skills Review
2. Better Customer Experience	Enterprise & Skills Review
3. Simplified & Streamlined	Enterprise & Skills Review

Priority	Reference
4. Skills Alignment/LMI	ROA Priorities
5. 15-24 Learner Journey Implementation	ROA Priorities
6. Access and Learning (includes CoWA implementation)	ROA Priorities
7. STEM Strategy for Education and Training	ROA Priorities
8. Developing the Young Workforce and Employer Engagement	ROA Priorities
9. Early Learning and Childcare	ROA Priorities
10. Digital Skills	ROA Priorities
11. Health and Well-being	ROA Priorities
12. Tackling Gender Imbalances	ROA Priorities

SFC Drivers	
1. The intensification process is to continue, with the aim of providing a clearer line of sight between Scottish Government investment and the delivery of the desired outcomes	10. Confirmation of an enhanced role of the SFC in validation of financial and operational information in relation to National Bargaining
2. A focus on equality and fairness	11. Minister seeking advice from SFC on the scope for improving the efficiency and effectiveness of the Regional Strategic Bodies
3. SFC and Skills Development Scotland to establish a single demand and provision planning cycle	12. The Good Governance Task Group recommendations to be taken forward
4. Provision of a high-quality responsive STEM offering, in line with the STEM Strategy for Education and Training	13. Work towards gender balance on boards

<ul style="list-style-type: none"> 5. A focus on improved digital skills development 6. Continued progress towards the widening access targets, including improved retention and outcomes for students from disadvantaged backgrounds 7. Working in partnership to provide support services related to student mental health and wellbeing 8. Confirmation of the move to core Outcome Agreement teaching funds of £1.455m of Strategic Funds, previously used to fund ESOL delivery 9. The current volume of activity is to be maintained 	<ul style="list-style-type: none"> 14. Progress towards all colleges achieving Living Wage Accreditation 15. SFC to use the Estate Conditions Survey as a basis to prioritise future capital funding 16. Continued expansion of Early Learning and Childcare 17. An enhanced involvement for colleges in innovation and entrepreneurship. 18. Colleges, in seeking to improve retention and raise attainment, to build upon the pilot year of the revised quality arrangement 19. SFC to work with the sector to agree assumptions for the 2018 Financial Forecast Return
---	---



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Principal's Report

Paper G

Principal's Report to the Board March 19

Additional Credits

We have been successful this year in gaining 1500 additional credits from SFC.

The credits come from the inability of a neighbouring College to meet their targets for this current session.

We will use the credits to deliver additional Future talent activities with local schools. We will also target retraining work with people made redundant from the Michelin and McGills.

So far we have been in touch with over 130 Michelin employees and we are scoping work with them in May and June. At the moment we have four information sessions set up for March.

The additional credits have a value in the region of £230,000.

Student Recruitment

Whilst it is still very early in the recruitment cycle it is worth reporting that we have over 1000 additional full time applications this year than at the same time last year.

We have also trebled the full time applications direct from schools as at this point last year. We may simply be reporting on changing patterns of application and a shift to early response but the figures are remarkable at the moment. We will keep the Board updated regularly on this.

Tay Cities Deal

The wheels continue to grind slowly on further progress with the Tay Cities Deal. In some areas such as manufacturing and engineering there has been progress made in taking forward projects and we are heavily involved in both, particularly in Angus.

Many of the other projects we have been involved in are being wrapped into a 'skills' workstream that is being developed.

A specific business plan is in preparation for the whole of the 'skills' area that will then be opened up for bids for separate projects. Skills Development Scotland are leading this work and I am sitting on the Management group so we are at least in position to influence the process. The overall business case needs to be submitted by May with decisions on projects to be funded expected in November.

Child Poverty Funding

We have received the official notification of approval of our bid to the Scottish Government's Child Poverty Action fund.

We are the only college in Scotland to gain an award. The funding is for c£300k and covers 3 years, with the first tranche to cover year one, and the following years dependent on success in year one. The fund is administered by the Funding Council. Katie Baxter from Learner Engagement is leading the project which will involve multiple departments. We are promoting two employability programmes and recruiting two engagement workers to work with external communities to work with parents and young people struggling with poverty, or in danger of falling into poverty.

Service Design Academy

Board members have been working alongside college staff putting together a specific business plan to underpin the work of the Service Design Academy. The plan will focus on following up leads on work specifically in the UK. We have a number of International opportunities particularly in the middle east but we have decided to wait until we have a stable platform to build from. We are looking at cash flow to service investment in sales capacity and for further product development.

There are still a healthy number of enquiries coming in every week and the existing staff are timetabled right through to November.

Arms' Length Foundation

I met with the members of Arms' Length Foundation to discuss how the Trust has been operating, and their relationship with the College. It was a good conversation offering a chance for me to explain the success of the Good to Great project and to thank them for their support. The Trust have a couple of ideas of ways that they can support further the work of the College and we will be discussing that in more detail as we progress.

Gender Based Violence

As part of the roll out of national approaches to Gender Based Violence we have been supporting staff in the use of the toolkits and issuing information cards to staff and students. We are following up the issuing of the material with visits and talks with teams to

raise awareness of gender based violence and to support staff and students in tackling issues.

Barry Carmichael is leading this for the College and has been asked to speak at a regional event in Stirling on the D and A Approach. The work undertaken by the College has been picked up by Fiona Drouet (mother of Emily Drouet whose suicide prompted this initiative) as excellent practice within the sector.

Period Poverty

Learner Engagement are instrumental in the roll out of free sanitary products throughout all our campus buildings in an effort to relieve Period poverty. Period poverty is the term used to describe when women and girls struggle or are unable to afford menstrual products. The impact can be that up to 1 in 4 women and girls have missed work, classes and other occasions for this reason.

This initiative is progressing positively, with the College being commended for the approaches it has taken. As a part of this, work is progressing to install free sanitary product dispensers into all of our buildings.

John Swinney Dinner

John Swinney brought his team of International Education Advisers to the college for dinner in February. The committee were in Dundee to visit the V and A. I was given time to talk to the group about our work in the college and to join them for the formal dinner and conversation. Needless to say the group were highly complimentary about the way they were looked after by staff and students.

Dundee Central Mosque

I was invited down to the central mosque earlier this month to talk to their organising committee and congregation about links with the college. There is undoubted enthusiasm within the Muslim community to look for retraining and upskilling opportunities. We are going to follow up with an information and recruitment session at a later date.



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Financial Strategy

Paper H



BOARD OF MANAGEMENT – 19 MARCH 2019

5-YEAR FINANCIAL STRATEGY

1. Background

- 1.1.** In March every year the Board approves a financial strategy, which covers the current year forecast and a further 5 years. The key targets are to achieve a break even operating result and to maintain cash balances sufficient to support short-term working capital movements.
- 1.2.** The 2018 financial strategy was refreshed in November to reflect revised assumptions as set out in the SFC Financial Forecast Return guidance. This refresh was submitted to FPC in November for noting.
- 1.3.** This paper sets out the draft financial strategy for the years 2019-20 to 2023-24 to achieve the above targets. Projected operating cash, sensitivities and assumptions are set out in appendices to this paper.
- 1.4.** FPC considered the financial strategy on 12 March and, subject to minor amendments, approved it for submission to the Board. The Board is now asked to approve the financial strategy.

2. Assumptions

2.1. Credits.

The indicative College credit target for 2019-20 is as follows, with 2018-19 shown for comparison:

	<u>2019-20</u>	<u>2018-19</u>
Core	103,314	103,314
ESF	4,433	4,494
Additional credits		1,500
Total	<u>107,747</u>	<u>109,308</u>

Note: there is a separate target for childcare places, to be delivered from within the above core credits.

In 2018-19 the College has received a non-recurring additional allocation of 1,500 credits, as a result of redistribution from other colleges who have signalled they will be unable to meet their target and have therefore surrendered credits and funding in the current year. SFC have allocated additional funding to the College of £231k, with the surrendering colleges retaining a portion of funding related to the transferred

credits, reflecting the balance of fixed and variable costs involved in curriculum delivery.

In addition to the above, a final sector reconciliation of ESF-funded teaching credits delivered in 2017-18 has allowed SFC to allocate additional non-recurring funding of £81K in 2018-19.

For subsequent years, the strategy follows the schedule contained in SFC's guidance note on preparation of the 2018 Financial Forecast Return (FFR), which indicates that the 2019-20 credit target will continue unchanged until 2022-23, when there will be a reduction of 3.2% at the end of the European Social Fund (ESF) programme.

With the College demonstrating its ability to deliver a higher number of credits than target in 2018-19, the case will continue to be made to SFC that our target and associated funding should be increased. This position will be kept under review as changes to the shape of the curriculum are considered in order to meet evolving needs of the local region and demand from learners.

2.2. Funding changes

The 2019-20 indicative allocations include an additional £576k, the final tranche of transitional funding to meet additional costs arising from harmonisation of pay and conditions for curriculum staff. There is a small increase in ESF funding of £8k. Other than these adjustments, the indicative revenue allocation is "flat cash".

Again following FFR guidance, the strategy assumes "flat cash" for the following two years, followed by a reduction of £0.8m in 2022-23 at the end of the ESF programme. While the sector reduction in credit funding in 2022-23 is forecast by SFC to be 1.2%, redistribution of transitional harmonisation funding would see the College's reduction in that year equating to 2.9%.

The College has been successful in its bid for Scottish Government funding aimed at reducing child poverty, with £225k awarded per year for 3 years. With the funding period commencing in October 2018, £185k of funding along with associated costs have been included in 2018-19. As fresh confirmation is required for each annual funding tranche, a conservative assumption has been made in the strategy, with nothing included for subsequent years.

2.3. Non-core income

Price levels for all non-core income, including commercial, are assumed to rise by 1.5% annually. As many non-commercial funding streams are closely tied to costs of delivery, which are expected to rise by a higher percentage, it is hoped that this is reasonable. In addition to price increases, the volume of commercial income is assumed to rise by 2% annually. This latter assumption is of course challenging and will be strategically planned and closely monitored. There is a general understanding across the College that existing commercial activity needs to be maintained and new streams delivered, and this is reflected in the "stretch target" included in annual budgets.

In the FFR guidance, SFC reconfirmed the ability of colleges to donate commercial surpluses to arms-length foundations by the end of March each year, provided they have the necessary cash and resource budget cover. It is clear that we would have this cover for FY 2018-19 but we would still need to identify commercial activity

which has generated a surplus on a full cost basis, ie after taking account of all direct and overhead costs.

See below for a summary of in-year increases to non-core income:

	2019-20	2020-21	2021-22	2022-23	2023-24
	£'000	£'000	£'000	£'000	£'000
Tuition fees – price	57	58	59	60	60
Other income – price	64	66	68	70	73
Other income – volume	85	88	91	94	97
Total non-core increase	205	211	217	224	231

Note: this equates to £80k for every percentage point increase per year on non-core income.

2.4. Pay costs

The transitional harmonisation period comes to an end on 1 April 2019 at which point curriculum staff migrate fully to the new national pay scale. The full year effect of this is reflected in staff costs in 2019-20.

The effective date for support staff job evaluation is September 2018 but it is not at all clear when this may be implemented. The approach taking in previous versions of the financial strategy continues whereby costs and associated funding are not reflected at all, on the basis that costs will be fully funded and therefore there will be a nil net effect. The funding is being held back by SFC until implementation and so there is no need to factor back-dated payments for job evaluation into our cash flow planning.

Cost of living awards for support staff have been agreed up to the end of August 2020, with year on year increases (including a final five months pro rata increase) as follows:

Salary range	Increase
Up to £21,667	£650
£21,667 to £36,500	3%
£36,500 to £80,000	2%
Over £80,000	£1,600

Annual cost of living increases for subsequent years in the strategy period have been included at 2%, in line with the FFR guidance.

Cost of living awards for curriculum staff have not yet been agreed for the three years from April 2017 to March 2020 and are currently subject to industrial action. It is very difficult to assess the likely outcome and we continue to make prudent assumptions. Increases for subsequent years have been included at 2% as above.

Employer's contributions under the Scottish Teachers Superannuation Scheme, one of the schemes administered by the Scottish Public Pensions Agency (SPPA), are due to rise by 5.2 percentage points from April 2019. The increase will cost the College £225k in 2018-19 and £675k in the full year. In a departure from the management accounts, this strategy includes an assumption that the College will receive transitional support for the first 12 months after the date of the increase,

which improves the current year and 2019-20. An announcement is expected in early April following confirmation of Barnett consequentials.

See below for a summary of changes to pay costs:

	2019-20	2020-21	2021-22	2022-23	2023-24
	£'000	£'000	£'000	£'000	£'000
Prior year	29,133	30,642	30,437	30,658	30,256
Harmonisation – final step	476				
Vacancy adjustments	317				
Other adjustments	(115)				
SPPA increase	450				
Cost of living	756	670	596	598	594
VS costs (change)	125	(125)	125	(250)	(125)
VS savings	(500)	(750)	(500)	(750)	(250)
	30,642	30,437	30,658	30,256	30,475

2.5. Non-pay costs

It is assumed that operating costs will rise in line with general inflation but that price increases will be off-set by efficiency savings. Over the long term, the annual cost of unfunded early retirement will fall from its current level of £400k per annum but the strategy assumes continuation of this level throughout the planning period.

As annual capital repayments of £571k are made on our outstanding loan, interest charges fall by c£20-30k per year. The term loan with Santander will be fully repaid by July 2028.

2.6. Capital expenditure

It is assumed that capital expenditure will be fully-funded, principally through the SFC capital grant and bids to Dundee & Angus Foundation, although other external funding will continue to be sought. Other than an assumption of continuing annual Capital & Maintenance Grants from SFC, nothing is included in the strategy for capital projects.

3. Financial Recovery Plan

3.1. Savings required

Based on the above assumptions, without any ameliorative action, the cash- backed result for each year, along with the cash balances at the year end, would be as follows:

	Cash-backed result	Year end cash balance
		£'000
2018-19	2,315	2,316
2019-20	356	2,100
2020-21	(543)	986
2021-22	(926)	(511)
2022-23	(2,139)	(3,221)
2023-24	(2,534)	(6,326)

The profile set out in the table above is different from that set out in recent years. The forecast is that the result for 2018-19 will be a significantly higher cash-backed surplus at over £2.3m (including SPPA funding) than previous years (2016-17 - £149k; 2017-18 - £184k). After the capital loan repayment of £571k and negative working capital movements of £600k, the forecast is for a net cash inflow of £1.1m, almost doubling the previous year end cash balance of £1.2m.

The proposed strategy is to take the opportunity offered by this strong current position, allowing there to be a balance between the need to break even year on year with a realistic set of annual savings targets.

The following table sets out the proposed savings targets for each year of the strategy period, along with the resulting cash-backed results and year end cash balances:

	Savings required	Cash-backed result	Year end cash balance
	£'000		£'000
2018-19		2,065	2,066
2019-20	500	481	1,975
2020-21	750	467	1,871
2021-22	500	484	1,784
2022-23	750	307	1,521
2023-24	250	338	1,288

As additional income generation and non-pay savings have already been factored into the projections, the savings required above are likely to come from reduced head count.

The assumption is that these staff savings will be achieved through voluntary severance (VS). This assumption is conservative, as savings will also accrue from natural staff turnover and redeployment. Under the terms of the current VS scheme, a full year saving incurs average severance costs of approximately 50% of the saving.

3.2. Action plan

The Executive Leadership Team has started working on an action plan to achieve the required savings in 2019-20, including the following:

- Applications are being actively considered under the current voluntary severance (VS) scheme which remains open until 26 April. To date, four applications have been approved, generating £200k of savings, with associated costs of £106k.
- Robust controls continue to be exercised on other staff departures, with close consideration of the option not to replace being undertaken in every case.
- Savings are expected on non-pay costs in 2019-20 through effective procurement processes. For instance, participation in a recent national tender for mobile phone services is projected to generate a cost reduction of around £40k per annum. These savings, however, are effectively factored into the strategy's flat cash assumption on non-pay budgets, with inflation off-set by savings.
- It is anticipated that the comprehensive review currently being undertaken into Catering will significantly improve the trading position. Similarly, actions to maximise utilisation of the nursery on the Arbroath campus are hoped to bring it back into a break even position.
- Good progress continues to be made following the introduction of new management arrangements for Gardyne Theatre Ltd. The target is for the small surplus being projected for the current year to improve further in 2019-20.

Progress on the above action plan will be reported to subsequent meetings of Finance & Property Committee through the management accounts commentary.

4. Projections, assumptions and sensitivities

- 4.1. Projections for five years to 2023/24, along with the current year forecast as at Month 6, are set out in Appendix 1.
- 4.2. A summary table setting out key assumptions can be found at Appendix 2.
- 4.3. The impacts of a range of alternative assumptions are set out in the sensitivity analysis in Appendix 3.
- 4.4. The approved financial strategy will provide the parameters for the 2019/20 budget-setting exercise.

5. Recommendation

- 5.1. The Board is invited to approve the financial strategy.

Catriona Blake
Vice Principal Corporate Services
13 March 2019

	2018-19	2019-20	2020-21	2021-22	2022-23	2022-24
INCOME						
Funding council grants	30,806	30,998	30,548	30,548	29,725	29,725
Tuition fees and education contracts	3,796	3,853	3,911	3,969	4,029	4,089
Other income (incl GTL net)	5,275	4,384	4,538	4,697	4,861	5,031
Total income	39,877	39,235	38,996	39,214	38,615	38,845
EXPENDITURE						
Staff costs before VS savings	28,883	30,767	31,447	32,068	32,701	33,347
VS costs (in-year)	250	375	250	375	125	0
VS savings (cumulative)	0	(500)	(1,260)	(1,785)	(2,571)	(2,872)
Other operating expenses	8,488	7,954	7,954	7,954	7,954	7,954
Interest payable	191	158	138	118	98	78
Total expenditure	37,812	38,754	38,529	38,730	38,308	38,507
Cash-backed surplus/(deficit)	2,065	481	467	484	307	338
Net depreciation	(2,736)	(2,736)	(2,736)	(2,736)	(2,736)	(2,736)
Other non-cash	(36)	(36)	(36)	(36)	(36)	(36)
Operating surplus/(deficit)	(707)	(2,291)	(2,305)	(2,288)	(2,465)	(2,434)
Cash-backed surplus/(deficit)	2,065	481	467	484	307	338
Working Capital / Provision movements	(600)					
Loan repayments	(571)	(571)	(571)	(571)	(571)	(571)
Cash movement	894	(90)	(104)	(87)	(264)	(233)
Cash balance b/f	1,172	2,066	1,975	1,871	1,784	1,521
Cash movement	894	(90)	(104)	(87)	(264)	(233)
Cash balance c/f	2,066	1,975	1,871	1,784	1,521	1,288

Element	Period	Financial Strategy - March 2018	Financial Strategy - updated November 2018	Financial Strategy - March 2019
Credit funding	2019-20	As 2018-19 plus final curriculum harmonisation increase		
	2020-21 and 2021-22	Flat cash		
	2022-23	Flat cash	3.2% reduction	
Non-SFC income	All years	1.5% price increase on all non-SFC income plus 2% volume increase on commercial income		
Cost of living - academic	April 2017	1% (consolidated)	1% (non-consolidated)	
	April 2018	1% (consolidated)	2% (non-consolidated)	
	April 2019	1%	2.5%	
	April 2020 onwards	1%	2%	
Cost of living - support	April 2018	Public sector pay policy	Public sector pay policy, subject to minimum £650	
	April 2019	1%	Public sector pay policy, subject to minimum £650	
	April - August 2020	1%	Public sector policy pay pro rata, subject to minimum £300	
	September 2020 onwards	1%	2%	
Pensions	All years	No increase	SPPA to increase to 22.4% from April 2019	
Non-pay	All years	Inflation off-set by efficiencies		
Student Support Funds	All years	Assume funding sufficient to cover costs	£200k shortfall in 2018/19, thereafter risk transferred	Assume funding sufficient to cover costs

SENSITIVITIES

Element	Base case	Change	July 2020 cash balance	July 2024 cash balance	July 2020 - change from base	July 2024 - change from base
Base case			1,975	1,288	0	0
Savings	2019-20 £500k saving	Target missed by 30%	1,900	582	-75	-706
Savings	2019-20 £500k saving	Target missed by 6 months	1,725	1,017	-250	-271
SFC core funding	Job evaluation fully funded	25% shortfall	1,646	224	-329	-1,064
SFC core funding	1 year funding SPPA	No funding	1,300	613	-675	-675
SFC core funding	Flat cash 2020-22	1% increase	1,975	3,186	0	1,898
SFC core funding	2.9% reduction in 2022-23	50% replacement funding	1,975	2,111	0	823
Non-core income	1.5% price, 2% volume	Zero growth	1,770	-1,914	-205	-3,202
Cost-of-living pay awards - academic 2017 and 2018	1%/2% non-consolidated	1%/2% consolidated	1,482	-1,274	-493	-2,562
Cost-of-living pay awards - from 2020	2%	2.5%	1,946	-266	-29	-1,554



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Estates Strategy

Paper I



BOARD OF MANAGEMENT – 19 MARCH 2019

ESTATES STRATEGY 2019 - 2024

1. Introduction

- 1.1. The attached Estates Strategy covers a five-year period from 2019 to 2024.
- 1.2. In March 2014, the newly merged College approved a 5 year Estates Strategy covering the period 2014 to 2019. It was subsequently updated annually through capital budget plans. To a great extent the specific objectives set out in that strategy have been achieved.
- 1.3. This Strategy sets out the strategic context and external environment, along with the curriculum requirements which drive it. It describes the existing estate in detail, providing a clear assessment of its current physical condition and the suitability of accommodation for our learners and for staff. Finally, it sets out a master plan to be followed during the five-year period and how this plan will be implemented.
- 1.4. At its meeting on 12 March, Finance & Property Committee approved the strategy, with minor amendments, and recommended that it be submitted to the Board for approval.

2. Development of the Strategy

- 2.1. In December 2016 the College submitted an Outline Business Case (OBC) to the Scottish Funding Council (SFC) for the redevelopment of the Kingsway Campus. The preferred option was for a hybrid solution, involving redevelopment of the Tower and a new-build STEM centre.
- 2.2. Following the request from SFC to provide clarifications on a number of points, the College submitted a revised OBC in September 2017, with a complete new-build as the preferred option.
- 2.3. Since then, there has been little progress. There is neither a capital funding pot available to support major projects like the Kingsway redevelopment, nor a revenue funding model to provide an alternative route.
- 2.4. At its strategy session in January 2019, the Board considered the existing position and resolved that an Estates Strategy should be brought to the March Board meeting for approval, followed by business cases to progress elements of the master plan.
- 2.5. The broad parameters for the master plan as set out in the Strategy are as follows:

- Confirmation of our vision of “three campuses, one College”.
- An assessment of the Arbroath and Gardyne campuses which confirms that accommodation is generally of a high quality but with significant backlog maintenance challenges, particularly at Arbroath.
- Prioritisation of redevelopment of the Kingsway Campus.

2.6. The following broad shape of the master plan for Kingsway was approved at the strategy session:

- Returning to the hybrid model
- Progressing the redevelopment of the Tower through a package of projects
- Building the case for major funding for a new-build STEM centre

3. Recommendation

3.1. The Board of Management is invited to approve the Estates Strategy.

Catriona Blake
Vice Principal Corporate Services

13 March 2019



Estates Strategy 2019 – 2024

March 2019

Contents

1. EXECUTIVE SUMMARY	2
2. INTRODUCTION	3
3. STRATEGIC CONTEXT	4
4. EXTERNAL ENVIRONMENT	7
5. CURRICULUM REQUIREMENTS	11
6. EXISTING ESTATE	14
7. SUSTAINABILITY	20
8. THE ESTATES MASTER PLAN	21
9. IMPLEMENTATION	27
Appendix 1 - Map of campus locations.....	29
Appendix 2 – Arbroath Campus details	30
Appendix 3 – Gardyne Campus details	33
Appendix 4 – Kingsway Campus details.....	35
Appendix 5 – Condition Survey	40
Appendix 6 – Curriculum Data	43
Appendix 7 – Backlog Maintenance Projects	45

1. EXECUTIVE SUMMARY

The purpose of the Estates Strategy is to set out how Dundee and Angus College will develop and manage an estate which supports an excellent, future-focussed curriculum and provides an environment which promotes the physical and mental wellbeing of our learners and staff.

The needs of our learners are constantly evolving, particularly with technological change, the demand for new generic attributes in the worker of the future, and the need to adapt to the evolving skills requirements generated by “the fourth industrial revolution”. The watchword in terms of our curriculum, teaching staff, and learners themselves is “flexibility” and this needs to be placed at the heart of all estates planning.

The strategy sets out how the development and management of the estate helps to support the delivery of the College’s Regional Outcome Agreement and how they are linked to a range of other internal strategies and policies, including those relating to curriculum, finance, people, technology and sustainability.

The external environment within which the College operates provides opportunities as well as constraints and challenges. We have strong partnerships locally, regionally and nationally with a wide range of public sector entities, including local authorities, schools, universities, government agencies, and employers of all types and scale across the region. These partnerships are crucial to helping us transform the lives of our learners and supporting the development of the regional economy. This has seen decline over recent years, particularly in manufacturing, but there are a number of areas with potential for future growth, particularly in life sciences, digital, tourism and hospitality.

Unfortunately, funding for the college sector is significantly constrained. Revenue funding has experienced a long-term decline over recent years and this is expected to continue over the period of this strategy, with the continuation of austerity-driven public funding settlements, pressure from an increasing cost base, and the impact of departure from the EU.

The capital funding landscape is equally challenging. The College is almost entirely reliant on grants from the Scottish Funding Council (SFC), as we are unable to build up our own cash reserves or take out loan funding. Annual capital grants are limited and the College is reliant on these to fund ongoing maintenance before it is able to deploy them on infrastructure or accommodation enhancement. At the time of writing, SFC are unable to provide financial support for major capital projects in the college sector, with a new funding model being developed.

The condition of our existing estate is mixed, with the requirement for an extensive range of critical backlog maintenance across all three main campuses and major redevelopment of one of these. The recent condition survey commissioned by SFC identified a funding requirement of £26m in order to bring all the buildings on these campuses to a minimum condition standard. This is likely to be the focus of limited capital funding over the period of this strategy. In addition, the learning spaces at the Kingsway Campus in Dundee require significant redevelopment in order to provide acceptable accommodation to meet the needs of the curriculum. While options exist for some buildings at Kingsway to be redeveloped to address these issues, other parts of the Campus require to be replaced in their entirety.

Despite the challenges of the condition of much of the estate, significant progress has been made in meeting, and indeed exceeding, our obligations under climate change legislation. As well as achieving impressive reductions in carbon footprint through targeted investment in infrastructure, the emphasis placed on engagement and awareness-raising among our

learners and staff has the potential to bring even greater progress towards our sustainability goals.

Space utilisation has been a particular focus in the three years prior to the start of this strategy period. The estate continues to be used intensively on weekdays during the teaching year, but with lower usage at other times. Comprehensive processes have been put in place to ensure that room allocations are planned effectively and utilisation levels monitored rigorously on an ongoing basis.

Driven by the condition of the existing estate, the masterplan focuses on dealing with the backlog maintenance requirements and delivering the transformation of the Kingsway Campus. We expect to be reliant on SFC funding to allow us to carry out backlog maintenance works. In order to reconfigure the retained elements of Kingsway, we hope to be able to utilise funding from SFC as and when it becomes available, along with grants from other sources including The Dundee and Angus Foundation. The vision for a new STEM centre to replace the other buildings on the Kingsway will be pursued vigorously, with a compelling case being developed around delivering the regional STEM strategy through a partnership model.

Total funding required in order to implement the master plan is estimated to be in the region of £90-100m, including the redevelopment of the Kingsway Campus and completion of all backlog maintenance works. It is anticipated that expenditure would be phased over the five-year period of this estate plan. The master plan will be implemented utilising robust business cases and financial plans, with excellent procurement and risk management processes utilised throughout.

2. INTRODUCTION

Dundee & Angus is a regional college serving a population of 265,000 across the local authority areas of Angus and Dundee City, as well as attracting learners from surrounding areas of Fife, Perthshire and Aberdeenshire. The College provides education and training to over 11,000 learners, employs around 1,000 members of staff, and manages total funds of £44m.

The College operates across three main campuses, one in Arbroath and two in Dundee (Kingsway and Gardyne), comprising buildings with a range of original construction dates and current condition. They house general learning spaces, specialist centres for vocational skills, and social spaces for learners, as well as office and other support areas. The College also delivers curriculum at two outreach centres in Forfar and Montrose and two specialist centres in Arbroath.

In March 2014, the newly merged College approved a 5 year Estates Strategy covering the period 2014 – 2019. It was subsequently updated annually through Capital Plans. To a great extent the specific objectives set out in that strategy have been achieved.

This new strategy covers the 5 year period 2019 – 2024. It is a framework which outlines our aspirations for the estate and focuses on the long term strategic aims and objectives of the College rather than a prescribed short-term plan of action. While it sets out clear parameters for the development of the estate, it is designed to adapt to the changing needs of the College and be sufficiently flexible to ensure ongoing consistency between this strategy and the evolving needs of the curriculum.

The strategy addresses the short, medium and longer term needs of the estate and will be reviewed and updated on an annual basis. It will be fully refreshed after five years, with

specific reference to the Regional Outcome Agreement, the Curriculum Strategy as well as other College strategies and external influences.

The Board of Management has responsibility for the oversight and governance of the Estates Strategy, with detailed review being primarily undertaken through the Finance & Property Committee, whose remit includes consideration of the estates/property strategy (including capital proposals), monitoring capital expenditure against agreed development plans, ensuring that the College's existing buildings are fit for purpose, and providing a healthy and safe environment for the College's staff, students and visitors.

3. STRATEGIC CONTEXT

The College mission is to generate regional economic growth and social wellbeing through the provision of skills and education for individuals, employers and the wider community. Our ambition is that, from 2020 onwards, we will be the outstanding model of how regional colleges in Scotland operate and how they impact on their local economy.

In order to achieve the mission and ambition, we aim to:

- develop confident, successful learners who are inspired by their learning experience, achieve their full potential and are actively sought by employers;
- have a major impact on regional and national economic success;
- be highly valued and trusted by all who work with us;
- have staff who are excellent at what they do and are proud and happy to work here;
- create learning spaces and facilities that are dynamic, inviting and inspire success;
- deliver innovative and exciting technology solutions that widen access, transform learning and enhance work;
- ensure financial sustainability and generate significant funds for future investment.

The mission and ambition are underpinned by a strong set of College values, which thread through all our activities and provide a positive culture for learners and staff:

- Inspiration
- Innovation
- Trust
- Respect
- Success

The College curriculum is regularly refreshed to meet the needs of the future, embracing the emerging technologies which characterise the so-called Fourth Industrial Revolution. We have used our Good to Great strategy (see below) to update the curriculum to meet areas of unmet demand, particularly in STEM subjects, and to overhaul the processes of teaching and learning themselves. Responding to the needs of the modern workplace, we ensure that our learners gain attributes beyond their technical training and become adaptable, flexible and highly employable. We provide seamless support to students through streamlined and joined up services in administration, finance and student advice.

In order to achieve the College's mission and ambition, it is imperative that a strategy is in place for developing and managing an estate which supports our first-class, future-focussed curriculum. The leadership team across Dundee and Angus College has a shared vision and commitment to provide excellence in facilities and service, which will enhance the learning and working experiences of students and staff respectively and be a key enabler for their physical and mental wellbeing.

The learning environment will be designed for the future and will motivate students to engage with all aspects of college life. State-of-the-art facilities will be developed and the use of new and emerging technologies will be maximised. Specialist centres of skills excellence will be provided, promoting an environment which encourages ambitious, confident and successful learners.

The strategy will be based on a set of guiding principles in order to ensure value for money is achieved from the estate:

- **Scale:** the estates will be of appropriate size and scale, applying rigorous space utilisation targets, and estate planning will exploit opportunities to consolidate space and collaborate with partners.
- **Suitability:** campuses will be in the right places for our learners, with buildings accessible to all; space will be functionally suitable, legally compliant and designed to the highest level.
- **Flexibility:** buildings will be designed for maximum efficiency and space utilisation (see above); facilities will be capable of continuous modernisation in response to changing curriculum needs, working practices and technology advances.
- **Sustainability:** investment will support the College's commitment to carbon reduction, achieving the highest possible level of environmental performance measured against externally accredited sustainability standards.

The Estates Strategy will be closely aligned with the College's Regional Outcome Agreement, as well as other College strategies such as learning and teaching, digital, people, finance, ICT. It will also take account of strategic documents from the Scottish Government, the Scottish Funding Council (SFC), and a range of external stakeholders and partners.

The College's Regional Outcome Agreement sets out the framework for the College to meet the Scottish Government's post-16 education reform priorities 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 has set out five key national 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

Each year the Regional Outcome Agreement sets out a number of priority outcomes for the College which are designed to support achievement of the above national outcomes. The

effective implementation of the Estates Strategy will be a key factor in achieving these priority outcomes.

It is imperative that the Estates Strategy is fully aligned with a number of other strategic planning documents which direct outcomes across the College, including:

- *Curriculum*
This strategy outlines the aims, principles and priorities to support the delivery of learning and teaching. This is the key driver for the space required, in terms of size, utilisation, level of specialism, and standards.
- *Digital*
The College's Digital Strategy 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 having all staff certified as competent digital users.
- *STEM*
The College has a strong commitment to ensuring Science, Technology, Engineering and Maths (STEM) subjects are embedded within every course and to meeting the recommendations, aims and objectives made in the STEM Education and Training Strategy for Scotland, 2017. The regional STEM Strategy builds capacity in areas of key economic strategic importance, addresses weaknesses or gaps in STEM activity and provision, and aligns STEM curriculum, economic development and employer needs.
- *Good to Great*
The Good to Great strategy is a two-year transformation project to ensure that by 2020 the College will be the outstanding model of how a regional college in Scotland should operate. This is being achieved by modernising the curriculum and placing labour market information and industry intelligence at the centre of our planning. Learning and teaching will be geared to moving learners up the SCQF chain and will be based on our digital and wellbeing strategies. Support services will be streamlined and improved to be more efficient and effective by using service design techniques to ensure we deliver the changes that our learners, staff and partners need. Finally, our communications will be sharpened to project a dynamic, visionary college doing excellent work for our community and economy.
- *Finance*
This strategy sets out how the College plans to maintain financial sustainability in order to enable it to continue to deliver the highest possible learning outcomes within the funding envelope available. As the College is no longer able to retain cash reserves or to access bank loans, the financial strategy assumes that any capital investment is grant-funded.
- *ICT*
The College is sector-leading in the use of technology to enhance learning and teaching. The needs and impact of investment in ICT infrastructure and services need to be fully understood and reflected in estates planning.
- *Commercial*
The College seeks to deliver learning which meets the changing needs of the workplace, is a key driver for inclusive economic growth in the region, and encourages innovation. These strategic aims will impact on the design of future facilities.

- *Procurement*
The Procurement Strategy provides the framework for our purchasing activities, which supports our strategic objectives, delivers value for money, and ensures legal and regulatory compliance.
- *Risk*
The Risk Management Policy outlines approaches and arrangements in respect of the management, oversight, control, mitigation, evaluation and reporting of risks associated with College operations and activities. This is supported by a Strategic Risk Register and departmental risk registers and assessments. The project methodology employed by the College includes a rigorous risk management approach tailored to the scale and inherent level of risk of each project.
- *People*
The Workforce Plan sets out a vision of flexibility for how we work which has implications for the size and type of space required for staff. The College has a strong commitment to promoting the wellbeing of its staff and this includes ensuring that the workplace contributes to positive physical and mental health. The vision is that staff will enjoy a working environment which supports the aspiration to perform at the highest possible level and as a result staff will feel proud to be associated with the College.
- *Sustainability*
There is a strong commitment to developing individual 'creative and innovative' approaches in order to demonstrate leadership in embedding environmental and social responsibility across the whole College, as evidenced by successive reductions year on year in our carbon footprint which exceed legislative and sector requirements.
- *How good is our College?*
The condition of the current estate at the Kingsway campus is highlighted in respect of the 'How good is our college?' quality framework for Education Scotland as a factor that limits the quality of learning, teaching and outcomes for the College. This limiting factor runs contrary to College ambitions for learners and the contribution that we can make to our regional economy.

4. EXTERNAL ENVIRONMENT

The Estates Strategy is influenced and constrained by a range of external environmental factors, many of which are outwith the College's control. They will necessarily shape the direction of estates planning and they must be kept under constant review so that the Strategy adapts responsively to changes in the environment.

Demographic trends

The total population of the College Region is 265,000, comprising 117,000 in the Angus local authority area and 148,000 in Dundee City. The most recent projection from the National Records of Scotland is for this population to grow to 269,000 by 2041, with the 1.4% increase lower than the 4.5% projected growth for Scotland as a whole. The population of children (0-15) is expected to fall in Angus by 4.6% and in Dundee City by 2.3% during this period. These demographic trends will impact on the longer term strategic planning for the College.

However, levels of student activity will fluctuate over time for other reasons as well as demographic trends, including changing behavioural choices made by young adults, further

development of our schools offer, and a return to more part-time study by those in employment. Crucially, they will also be determined by government priorities, as the majority of our overall activity is grant-funded. Regardless of changes to total student numbers over time, other changes can have a material impact on the size and type of space needed by our learners, such as the balance between full-time / part-time or day / evening and curriculum mix.

There are clear signals from our main funder, SFC, that a significant reduction in funded student numbers is anticipated during the period covered by this Strategy, mainly due to a major European Union funding stream coming to an end. While the Strategy must be responsive to future unknown shifts in activity, this known downward trend will require to be factored into planning from the start of the period.

Revenue and Capital Funding

During the years prior to this strategy period, revenue funding has seen zero or small increases even in cash terms, with any real terms increases ring-fenced for specific activities or to cover particular cost pressures. With no end in sight for government spending plans heavily influenced by austerity, it is not expected that the sector will see real terms increases for a number of years. This presents real challenges in terms of management of our existing estate, with staff numbers and non-pay budgets squeezed in order to cover cost of living awards and other increases in pay costs.

Capital funding is significantly constrained. Annual formula grants from SFC are barely enough to maintain the existing estate in its current condition, including minor refurbishment works and investment in equipment, and is not sufficient to address the backlog maintenance burden from an ageing estate. The revenue funding model which was used for a few years to deliver major capital projects in the sector is no longer available and major capital funding on a cash basis is likely to remain elusive for many years.

Legislation

The way we manage and develop our estate is influenced by local, national and international legislation and regulation, relating to issues such as local planning and development, building control, fire safety, health and safety, environment, community empowerment etc. As well as making sure that we abide by these requirements at any given time, we need to do what we can to anticipate changes to the legislative and regulatory environment in order to avoid potentially disruptive and costly remedial action in the future.

The Scottish Government is committed to tackling climate change and in 2009 the Scottish Parliament passed the most ambitious change legislation anywhere in the world. The Climate Change Act (2009) set a target of 42% reduction in emissions by 2020 with an 80% reduction by 2050.

As a public sector body, the College is legally required via the Mandatory Public Bodies Climate Change Duties Reporting to demonstrate how its operations are driving down carbon emissions. The College has, since 2009, reduced its carbon emissions by an outstanding 53% which significantly exceeds the Scottish government 42% target for 2020.

A significant aspect of the mandatory reporting relates to Climate Change Adaptation which requires a risk assessment to be carried out to identify the risks that climate change may have on the College estate. Control measures require to be implemented to mitigate these risks. This will be a key consideration when planning projects linked the College Estates Strategy. The Adaptation Risk Assessment process for the College has started.

Student and staff engagement and awareness-raising continue to be a priority as we strive to promote sustainability and social responsibility into all curriculum areas. This is in line with

SFC's Outcome Agreement guidance which requires 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 is working very closely with the Environmental Association for Universities and Colleges and Learning for Sustainability Scotland to design a professional learning programme focusing on how to embed sustainability in learning and teaching within a Further Education College.

It is hoped that embedding sustainability and social responsibility into the curriculum will have profound impact on influencing behaviour change amongst our students and staff to make a positive contribution to mitigating the effects of climate change. This would in turn have a positive impact on the effective and environmentally sustainable management of the College Estate.

In our strategic decision-making and operational management, we have to pay close regard to Scottish Government policy, particularly issued by the department responsible for education. Specific examples of policy which would directly affect our Estates Strategy might include the promotion of particular curriculum areas in order to meet the needs of the economy, which in turn would be reflected in the size and type of space in the College estate. For example, expansion of nursery places has led to an increase in learner numbers in early years practice.

Regional economy

Output from the Dundee and Angus region as measured by Gross Value Added (GVA) was £5.1bn in 2014, which represented 4.2% of total Scottish output. Productivity was lower than the averages for Eastern Scotland, Scotland and the UK, as measured by GVA per hour worked. When measured by GVA per head, which is impacted by levels of employment in the population, the comparison is even poorer. In both cases, the relative positions of the region, Eastern Scotland and Scotland have all declined compared with the UK. See the table below for details, with UK as the base index at 100.

	Date	Dundee and Angus	Eastern Scotland	Scotland	UK
GVA per hour worked	2007	95.5	98.6	93.8	100
	2014	94.2	98.1	97.5	100
GVA per head	2007	83.4	98.7	95.1	100
	2014	78.8	92.1	93.9	100

Note: all values are at 2016 price levels

While GVA measures the performance and wealth of the local economy, the alternative indicator Gross Domestic Household Income (GDHI) measures the economic wellbeing of the local population. The GDHI for the region declined slightly from 88.7% of the UK figure in 2007 to 88.1% in 2014:

	Date	Dundee and Angus	Eastern Scotland	Scotland	UK
GDHI per capita	2007	£13,524	£15,022	£14,478	£15,255
	2014	£15,828	£17,489	£17,095	£17,965

Note: all values are at 2016 price levels

Average earnings for those resident in Angus and those working in Dundee are broadly in line with averages across Scotland and the UK. However, average earnings for those working in Angus and those living in Dundee are 10-15% lower, indicating that higher paid jobs in Dundee are held by those commuting into the city.

In common with the picture across the UK, there are significant numbers of small employers in several STEM sectors, particularly construction, ICT, and professional, scientific & technical services. This significantly influences the strategic approach taken by the College in establishing effective training opportunities with local businesses.

Between 2014 and 2024 employment in the agriculture, manufacturing, education sectors are projected to decline. Employment in other sectors are projected to grow at greater rates than the UK averages with particular growth in real estate, professional services and support services sectors. In particular, the following sectors are expected to experience strong development:

- Retail, hospitality and tourism, stimulated by the opening of V&A Dundee in 2018 and the wider developments along the waterfront.
- Renewable energy and decommissioning, as the oil and gas industry moves into a post-mature phase.
- Skilled work in health and care, particularly expansion of pre-school provision.
- Food and drink and life sciences.
- Digital and creative industries.

The College is a major player in a number of projects to be funded through the Tay Cities Deal, which brings together public, private and voluntary organisations in the council areas of Angus, Dundee, Fife and Perth & Kinross to deliver a smarter and fairer region. The partners have negotiated with the UK and Scottish Governments to secure significant investment funding, which will be used to encourage skills development and progress infrastructure such as roads, rail links, buildings and communications networks. The funding received will be paid back over an agreed time period through increased business and tax receipts to the UK and Scottish Governments.

The Fourth Industrial Revolution

Technological advances are driving what has been called “the fourth industrial revolution”. The world of work is moving faster, and becoming more global and mobile, supported in particular by digital transformations. New technologies are being developed to help people communicate, connect, collaborate, and share resources. Members of a new generation, fully accustomed to all the digital tools at their disposal, are entering the workforce and are being given greater freedom in managing how they work, and when. The modern workplace requires the following: individual access to devices and business applications, an appropriate communications infrastructure, a team-oriented workplace environment, and robust information security.

Automation and advanced manufacturing techniques may suggest we need less traditional workshop space but we still need to be alert to retraining opportunities for engineers keen to enter the renewables and decommissioning industries that will still rely on practical mechanical engineering skills.

Technological advances are also changing learning and teaching, and the impact this will have on the size and shape of our future College will need to be considered very carefully. Our students are seeking learning without walls: they require constant access to learning materials, resources and support, and autonomy in how and when they learn. This aspect of our operating environment means our campuses will require to be more flexible, a blend of the physical and digital, with ICT more embedded into the infrastructure. These smart buildings and digital learning approaches will be driven not only by our students, but also by changing and evolving teaching approaches and employers' needs.

Balanced against that, however, are our growing markets in young learners and those with learning or physical disability. Many of the younger or 'hard to reach' learners still require a classroom experience and traditional relationship with a teacher/mentor. Many of our learners are not equipped for independent learning but need to develop those skills over time.

5. CURRICULUM REQUIREMENTS

In its Regional Outcome Agreement with SFC, the College sets out how it will deliver on the following national priority outcome: 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.

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 the College consistently delivering among the best outcomes for learners in Scotland. Despite this success, the College is committed to continuous improvement for itself, and to supporting improvements for the sector as a whole. Our target is to ensure that learner outcome levels in **all** curriculum areas are above national average.

Our Future Talent initiative is a whole College approach to employability and enterprise, with a clear focus on careers information, advice and guidance. 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.

The College's Digital Strategy 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 having all staff certified as competent digital users.

Regional Economy

The College delivers a curriculum that is directly informed by local employers and undertakes regular review and development of the curriculum in order to ensure that it continues to meet the needs of the regional and national economy. This review activity focuses 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 required to meet the needs of today's learners and employers.

The College seeks to remain at the cutting edge of exciting economic changes predicted within our region, responding to trends in technology, leisure activities and new business processes. We respond to, and indeed anticipate, trends in demography and working patterns by flexing our offer, for instance ensuring that part-time opportunities are available for those in employment who are seeking to upskill and progress their career.

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

Through a range of measures, the College sets out to improve the employability of all our students. We actively encourage self-employment and entrepreneurship, particularly through our enterprise facilities at our Arbroath and Gardyne Campuses.

Access for all learners is achieved through 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.

Partnerships

The College works closely with employers to develop the ambition of our students and to enable them to pursue careers in their chosen disciplines/areas of employment. Our website has employability at its heart, with our Career Coach portal backed up by robust labour market data across the key industries within the region. This 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.

The College places a strong strategic focus on growing and enhancing its school/college partnerships. We offer vocational pathway opportunities for all of the senior phase school pupils, a full range of taster sessions for S1-S3 pupils, and enrichment opportunities for S6 pupils to support and widen existing career pathways. 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.

The College has a successful and increasing range of agreements with university partners locally and further afield to ensure that students have the opportunity to gain access, progress and articulate to degree programmes. We are also committed fully to the Associate Student scheme, whereby learners participate in classes both at college and at university and are jointly supported by both institutions. We also participate in the Scottish Wider Access Programme, enabling adult returners to access Degree level study in the areas of Science, Nursing and Humanities.

The College has a strong commitment to ensuring Science, Technology, Engineering and Maths (STEM) subjects are embedded within every course and to meeting the recommendations, aims and objectives made in the STEM Education and Training Strategy for Scotland, 2017. The regional STEM Strategy builds capacity in areas of key economic strategic importance, addresses weaknesses or gaps in STEM activity and provision, and aligns STEM curriculum, economic development and employer needs.

Student Numbers

The College has over 20,000 enrolments with a total of almost 110,000 credits delivered across the three main campuses and elsewhere:

	Enrolments	Credits	Ful-time equivalent
Arbroath Campus	5,283	31,106	2,194
Gardyne Campus	7,103	44,545	3,142
Kingsway Campus	5,703	27,941	1,971
Distance/offsite/outreach	2,602	5,768	
Total	20,691	109,360	

Note: the full-time equivalent numbers for the main campuses above have been derived, as student data is not held in this format. They are included here as they provide the truest indicator of space requirements, as a significant element of our activity is not credit-bearing.

The curriculum delivered across the three campuses covers a wide range of vocational and classroom-based subjects. See Appendix 6 for 2017-18 enrolments and credits analysed by curriculum area / mode of attendance and by campus.

The strategy for the curriculum is predicated on an assumption that we intend to maintain a range of subject areas in each of Angus (Arbroath campus) and Dundee (Gardyne and Kingsway campuses), supporting our vision of “three Campuses, one College”.

While it is difficult to be definitive about forecasting future student numbers within an agile, demand-led curriculum, there are some likely trends over the period of this Estates Strategy:

- We expect the overall size of the curriculum offer to remain broadly unchanged until 2022-23, when the European Social Fund programme under which the College receives funding comes to an end. Early indications are that this will reduce credit targets by 3%.
- Within this, there are specific targets for early years practitioners in our Care curriculum area.
- Full-time numbers are expected to remain broadly unchanged in total but there are likely to be shifts in priorities between curriculum areas and campuses, in response to local needs and demands.
- After a significant reduction during the previous ten years, numbers of part-time learners are expected to increase by around 5%, particularly through schools, community and work-based delivery.
- The drive to ensure efficient class sizes will continue, building on good progress made under the College’s Good to Great Strategy.

The above considerations mean that any significant capital planning will be broadly based on current curriculum delivery patterns and numbers. However, refreshed detailed student number projections will be carried out at the time to underpin any business case for major capital projects to create new or reconfigured buildings.

Future Trends in Learning and Teaching

What is likely to change are the assumptions around patterns of delivery, some of which impact on space requirements for the campus of the future. These include:

- Clear focus on digital delivery, capitalising on the flexibility this offers for our learners. By the end of this Estates Strategy period, we will be the outstanding model of how Colleges operate in the digital landscape. Our learners will engage with and benefit

from relevant and exciting digital curricula and be empowered digital practitioners. Our staff will engage in lifelong digital learning, independently analysing and implementing tools and resources to support their work and curriculum developments.

- Development of the “T-shaped” learner, where knowledge and skills acquisition are strongly supported by a range of transferable professional and personal attributes, such as creativity, critical thinking, communication, team-working and leadership. This supports the development of enterprising, work-ready individuals who meet the needs of local and national employers, particularly in STEM-related industries.
- Further strengthening of inter-disciplinary work, bringing together two or more curriculum areas in joint work, mirroring real life scenarios. This will be pursued through powerful mechanisms to deliver cross-curricular provision such as project-based learning, peer-driven and/or mentored learning, shared workshops and taster days.

Whilst we will always evolve the type of learning spaces we need, it is possible to predict that we will need fewer traditional classroom spaces. Our emphasis will be on group work, interdisciplinary work, real time project work and the development of digitally enabled 21st century skills. We will need flexible spaces, more learning hubs and areas for group work. Whilst we will need a balance of specialist areas and formal classrooms, the dominant feature of our new learning spaces will be flexibility.

6. EXISTING ESTATE

Description of existing estate

The estate comprises three main campuses, three outreach centres and two specialist facilities:

- Arbroath Campus
- Gardyne Campus (Dundee)
- Kingsway Campus (Dundee)
- Montrose Learning Centre
- Kirriemuir Learning Centre
- Forfar Learning Centre
- The Glebe, St Vigean's (Arbroath)
- Saltire Centre (Arbroath)

The estate across the three main campuses extends to 59,612m² Gross Internal Floor Area (GIFA), as detailed in the table below:

Campus	GIFA (m ²)
Arbroath	16,097
Gardyne	22,765
Kingsway	20,750
Overall Estate	59,612

A map showing the above locations can be found in Appendix 1.

Arbroath Campus

The College's main campus in Angus is based in Arbroath and is located on a hectare of freehold land owned by the College, close to the town centre and within easy walking distance from the rail and bus networks. Car parking arrangements are good.

Operating on a "community college" model, a large range of curriculum areas are delivered on the Arbroath campus, including classroom based areas such as business and social science, and vocational areas such as care, engineering, hair and beauty, sport, landbased and IT.

The Arbroath campus comprises six buildings of varying ages, with a total gross internal area of 16,097m²:

- Community Access and Learning Centre (CALC)
- Clova
- Creative Studies Workshop (CSW)
- Esk
- Isla
- Helping Hands Nursery

Full details are provided at Appendix 2.

Gardyne Campus

Gardyne Campus opened in June 2011 following a £49m redevelopment project. It is an outstanding state-of-the-art facility, with highly intelligent learning spaces and innovative social spaces. It is fully technology-enabled which allows us to provide students and staff with a real 21st century learning and work environment. The campus houses a range of curriculum subjects for Care, Creative and Digital Industries, Progression, Business and Retail, ESOL and Sport. The sports facility includes a number of gyms and a swimming pool, and there is a theatre embedded in the main building.

The campus comprises two buildings, with a total gross internal area of 22,675m²:

- Main building, which includes the theatre and sports facility
- North Annexe

Full details are provided at Appendix 3.

Kingsway Campus

The Kingsway Campus is located in the north of the city of Dundee and is located on approximately 5 hectares of freehold land owned by the College.

The curriculum delivered at this campus falls mainly into STEM areas, such as construction, building services, engineering, landbased and science, or service areas, such as hospitality and hair and beauty. Along with these STEM and service areas, performing arts and retail and tourism are based at Kingsway.

There are eight buildings on the Kingsway Campus, most built in 1963, with a total gross internal area of 20,750m²:

- Main Tower
- Library and Learning Centre
- Catering and Hospitality

- Gymnasium
- Construction Trades
- Engineering
- Science and Horticulture
- The Space

Full details are provided at Appendix 4.

Montrose Learning Centre

This centre on the outskirts of Montrose, the first of the College's learning centres, was opened in 1996. The building was bought freehold and is a stone built property on three storeys. There are four general purpose teaching rooms, two PC rooms, reception and small social space. The property is situated about 1km from the town centre, with only street parking available. There is a small garden to the rear which the students use during good weather, for social space. The classroom accommodation is small and inflexible and the upper floors are not wheelchair accessible.

Kirriemuir Learning Centre

The centre at Kirriemuir was purchased freehold by the College from Angus Council in 2000. The building accommodates two classrooms and two computer rooms with reception, kitchen and interview rooms and a small private car park. The walls of this building are unusual in that they are covered in grey slate and the roof is flat with a single waterproof membrane. This centre has not been used in recent years and in 2018 the Board approved its disposal.

Forfar Learning Centre

The Forfar Centre is leased from a local business and houses two classrooms and two computer rooms with reception, interview room and kitchen facilities, all of which are located on the ground floor. The centre is situated close to the centre of town, is fully utilised and cannot meet the current demand for training in the Forfar area. It has its own private car park for 20 cars. At the time of writing, the College is in negotiation with Angus Council to re-locate the Forfar Centre to a council building at Orchardbank on the outskirts of Forfar.

St. Vigean's Glebe

The Glebe is approximately 15 acres of land, leased to the College for educational use only, by the Church of Scotland at a peppercorn rent. In 1999 the College extended a timber-framed storage shed measuring 260m² and these facilities are used exclusively for the storage of tractors and horticultural tools and the delivery of the landbased curriculum.

The Saltire Sports Centre

The Saltire Sports Centre is a Council owned facility which was extended in partnership with Angus College and opened in September 2006. The College, through a Service Level Agreement, has exclusive use of the 1,550 m² extension during term time with the balance of the time available to the local community, an arrangement which meets both the College and the local community's requirements. The centre houses two classrooms, a fitness suite, dance studio, gymnasium, changing facilities and associated academic staff workroom. The Centre is a steel frame composite metal construction and is managed and maintained by the Council.

Valuation

Our estate is included in the balance sheet at Depreciated Replacement Cost, as most buildings are highly specialised and therefore open market valuations would not be appropriate. As at 31 July 2018, this resulted in a net asset value of £79m following the most recent triennial revaluation exercise carried out by independent chartered surveyors. The

Insurance Replacement Value, which reflects the cost of replacing buildings on a like-for-like basis, was assessed at £150m as at the same date.

Condition surveys

In 2008/09 SFC commissioned a condition survey (the Watts survey) of all of Scotland's Colleges which resulted in the identification and prioritisation of backlog maintenance requirements. For many years this survey underpinned the College's capital plans, with short, medium and long-term priorities informed by its findings.

In 2017 SFC commissioned Gardiner & Theobald to carry out another condition survey of the college sector estate across Scotland. The purpose was to identify the total cost of the works required to bring the estate up to a minimum of condition B, with a proposed scheduling of these works over the subsequent four years by college and campus based on the following priority ratings: very high, high, medium, low. The results of the survey were published in December 2017 and identified a total funding requirement for the sector of £163m. This excludes fees, VAT, inflation and optimism bias and, once these are added in, the sector total rises to £363m.

Many of the buildings in the College are at condition B, with one building at each of Arbroath and Gardyne at condition C, and the majority of the buildings at Kingsway at condition C. However, most buildings contain a mix of elements which usually covers the whole range from A to D and therefore investment is still required in those buildings with an average B condition.

The following table sets out in summary form the costs to bring the whole College estate to a minimum of condition B. The costs quoted in the table include fees, VAT, inflation and optimism bias, using the uplift multiplier of 2.24 from the sector totals.

	Very high	High	Medium	Low	
	£'000	£'000	£'000	£'000	£'000
Arbroath	911	4,322	4,197	0	9,431
Gardyne	154	886	928	1,152	3,119
Kingsway	294	595	7,980	4,853	13,723
	1,358	5,803	13,105	6,006	26,273

Details of building conditions and remediation costs are shown in Appendix 5.

The total cost of £26m is 7.2% of the sector total cost of £363m. It is recognised that this exercise was a snapshot in time and any updated valuation will depend on subsequent works carried out and any further deterioration in building condition.

The College believes that the above costs underestimate the work requiring to be done and underplay the urgency. Having scrutinised the condition survey report, we expressed our concerns to SFC that it does not capture the immediacy of the need to address a number of the backlog maintenance elements, in particular at our Kingsway Campus. All of the high spend is projected 4 and 5+ years from now, whereas we believe that a high number of the highlighted elements need to be addressed as soon as possible. We also feel that the costs put against some of the elements, for instance the cladding in the Tower, are insufficient. Finally, there are other significant maintenance elements that have not been included in the report. In summary, we believe that the report understates the cost by £3.8m. See Appendix 5 for details.

Space utilisation

When considering the development of the estate, we must continue to seek opportunities for space rationalisation and operational efficiencies, as building costs are typically a college's second largest annual expenditure after staff costs.

At the College, timetabling and room allocation processes are carried out by individual curriculum teams with oversight provided by one "super-user" per campus. Efficient space utilisation is closely monitored through a suite of reports drawn from the College's timetabling system. These reports are actively used to analyse utilisation on a room-by-room basis, identifying instances where rooms are not occupied or where their full capacity is not being used.

In addition to clear processes and system reports being used to manage room allocations and monitor utilisation, physical checks are conducted periodically throughout the session. Efforts are made in our management of space to strike the right balance between flexibility, avoiding the assumption of room ownership and territorial behaviour, and the need to foster a sense of belonging, particularly for some of our learner groups. It is worth noting that there is little evidence of lower occupancy on Fridays or Wednesday afternoons, which we are aware can be a problem in tertiary education institutions.

Since the introduction of the above system in 2017-18, space utilisation has improved across the College. Rooms have been reallocated to curriculum teams in order to ensure that they meet the size and range of courses on offer in that area. Some course provision was moved from Gardyne to Kingsway to reduce the burden on the Gardyne campus. Future developments, in line with the curriculum review, will continue to seek improvements in overall space utilisation, ensuring the curriculum is best delivered in the most suitable learning space for the benefit of the students and for college overall.

With the above improvements in managing our space easing some pressure points, the situation at the start of this strategy period is that we have broadly the right amount of space at each of our three campuses to meet the demands of our current student numbers and range of curriculum.

While the above indicates that utilisation of our estate is generally effective, this is largely confined to the main teaching periods, with low room usage during the evening, at weekends and outwith the standard 32-week teaching year. Consequently, the College strategy involves focusing on maximising efficiency during the main teaching periods, where possible extending usage of our estate during off-peak times, and minimising property costs when there is no activity taking place.

A key metric used across the sector to measure estate efficiency is m²/FTE. The following table sets out data for each of the three main campuses:

	FTE	m ²	m ² /FTE
Arbroath	2,194	16,097	7.34
Gardyne	3,142	20,750	6.60
Kingsway	1,971	22,765	11.55
Total/average	7,307	59,612	8.16

Sector norms for a **new build** college tend to sit at 6.5 m² per FTE. However, care must be exercised in applying benchmarks when reviewing use of existing space or planning the development of new or replacement space. Buildings which were developed in the past for educational use may not lend themselves to configurations which enable space efficiency.

Moreover, it is important to understand that space requirements vary markedly across our curriculum areas, with vocational areas tending to require significantly more space than classroom based subjects. This is the main reason why the above table shows Kingsway with a poorer space efficiency measure than Arbroath and Gardyne. It is not possible to drill down to show comparisons by curriculum area for each campus, as curriculum delivery takes place across a range of spaces, including dedicated specialist areas and generic classrooms.

See Chapter 4 for more detail on space requirement of particular curriculum areas.

Despite the caveats with applying benchmarks, we would expect the specification for any new buildings to include an assumption that a reduction in floor area of around 10-12% should be achievable. In addition, we will continue to improve efficient utilisation of our existing estate.

Managing the estate

The management of the College's estates assets is undertaken by the Estates Department, comprising 84 full-time equivalent staff with responsibility for around 60,000 m² of accommodation across 3 campuses, along with outreach centres and other accommodation.

The Estates Department is responsible for:

- Capital projects
- Major property repairs
- Facilities management
- Utilities
- Waste management
- Sustainability and the Environment
- Health and Safety
- Planned and reactive maintenance
- Caretaking and cleaning
- Catering
- Management of the College fleet of vehicles
- Furniture
- Other professional services, for instance lease management, project management, interior design.

All catering, caretaking and cleaning services are undertaken by in-house staff, along with a range of planned and reactive maintenance. Other minor works and specialist services are delivered through local and national contractors through rigorous procurement procedures. At all times, the balance between in-house and contracted out is kept under review in order to secure best possible value for money, balancing quality, responsiveness, flexibility and cost.

The College incurs £5.7m in relation to estates operating costs on an annual basis, which represents around 13% of total expenditure. Principal categories of expenditure included in these operating costs are as follows:

	£,000
Staff costs	2,227
Utility costs	848
Repairs and maintenance	1,005
Rent, rates and insurance	403

Catering	601
Other	621
Total	5,705

Those costs which are captured by location (utilities, repairs & maintenance, rent & rates) are similar across the three main campuses, ranging from £24 to £26 per m².

Overall assessment

The College has established a strategic objective of ensuring that all the buildings in its estate support the curriculum of the future, providing facilities of the highest possible quality to ensure an excellent learning experience for our students and working environment for our staff.

This section clearly demonstrates the diversity of our existing estate. Buildings are of varying sizes, ages and conditions and the condition survey confirms that capital investment over the next 5 years needs to be targeted at certain campuses and buildings.

The Arbroath Campus comprises a mix of building ages, with varying degrees of refurbishment over the years. The majority of the backlog maintenance requirements relate to mechanical and engineering infrastructure, rather than room accommodation.

The Gardyne Campus underwent major redevelopment within the last ten years and, with the exception of a small part of the main building, is expected to continue to provide high quality and adaptable accommodation for the period of this estates strategy.

The Kingsway Campus has the highest proportion of buildings with an average condition C. As well as the infrastructure requirements, the teaching spaces across most of the campus are critically in need of modernising in order to meet the needs of the current, let alone the future, curriculum. For this campus, we consider that major capital investment is required, for which significant funding support is being sought.

7. SUSTAINABILITY

The issue of environmental sustainability is addressed in the planning of all new accommodation and redevelopments. The main priorities for the College are providing energy efficient buildings, safe friendly environments that promote wellbeing, accessibility, a well-designed and aesthetically pleasing built environment which is in good condition, fit for purpose and meets the needs of the communities which are served by the College.

A key driver for the College's sustainability aspirations is the Scottish Government's commitment to tackling climate change. In 2009, the Scottish Parliament passed the most ambitious change legislation anywhere in the world. The Climate Change Act (2009) set a target of 42% reduction in emissions by 2020 with an 80% reduction by 2050.

In 2009, when the Climate Change Act was passed, both legacy Colleges signed up to the Universities and Colleges Climate Commitment for Scotland (UCCCfS) supported by the SFC and the Carbon Management Programme (CMP) supported by the Carbon Trust Scotland. An initial five year action plan was developed for each College, and both planned to reduce their carbon emissions by 25% within the life of the plan. The initial emission target set by Angus was met in August 2012 at the end of the second year and Dundee exceeded its initial target at the end of year one. At the point the two Colleges merged in 2013, the actual carbon reduction was 30%.

In 2013, the newly merged Dundee and Angus College signed up to a new Universities and Colleges Climate Commitment for Scotland (UCCCCfS) and developed a Carbon Management Plan, with a further carbon reduction target of 15% set to be achieved from a baseline year of 2012/13 by 2018. However, by the end of the five year plan, the College had reduced its carbon emissions by 53% and a new five year Carbon Management Plan is currently being developed, with the College targeting a further 10% reduction during this period.

The College has continued to invest in a range of Sustainable Technologies that have greatly assisted with our carbon reduction successes. In addition to the installation of a 1MW biomass boiler for the Arbroath Esk and Isla buildings, a further 800kw of biomass plant was installed at our Arbroath Campus to provide heating and hot water to the Clova, CALC and CSW buildings. This means that all of our heating and hot water requirements are supplied via biomass, although gas fired boilers have been retained as backup. The installation of the additional biomass plant has assisted with significantly reducing our carbon footprint.

Other sustainable projects have included replacement of gas-fired boilers to the main Kingsway Campus boiler house and the replacement of the single glazed windows in the ESK building with double-glazed units. We have also completed similar window replacement projects in the Main Tower, Catering Block and Science Annexe at our Kingsway Campus and in the North Annexe and PE Block in our Gardyne Campus. All of these projects have further enhanced the sustainability credentials for Dundee and Angus College.

While the range of sustainable projects in recent years highlights the College's commitment to reducing its impact on the environment, there is still a lot to be done to mitigate the poor environmental rating of the old buildings at Kingsway and Arbroath. Nonetheless, the College will continue to identify and develop plans to improve energy efficiency across all of our estate and these will be included in the short, medium and long term Backlog Capital Works Programmes.

Effective student and staff engagement and awareness raising will be key to the College meeting its Climate Change responsibilities and we continue to strive to promote sustainability and social responsibility into all curriculum areas. This is in line with SFC's Outcome Agreement guidance which requires 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 is working very closely with the Environmental Association for Universities and Colleges and Learning for Sustainability Scotland to design a professional learning programme focusing on how to embed sustainability in learning and teaching within a Further Education College. It is hoped that embedding sustainability and social responsibility into the curriculum will have a profound impact on influencing behaviour change amongst our students and staff to make a positive contribution to mitigating the effects of climate change. This would in turn have a positive impact on the effective and environmentally sustainable management of the College estate.

8. THE ESTATES MASTER PLAN

Introduction

As set out in Chapter 5, our assessment of the existing estate leads to the following broad conclusions regarding future investment needs at each of our campuses:

- Arbroath: some significant backlog maintenance requirements relating to mechanical, electrical and external fabric infrastructure, with some remodelling of accommodation to deliver modern curriculum.

- Gardyne: some backlog maintenance requirements relating to mechanical and electrical infrastructure, rather than room accommodation.
- Kingsway: significant and critical backlog maintenance requirements, relating to mechanical, electrical and external fabric infrastructure, with extensive remodelling of accommodation urgently required to deliver a modern curriculum.

Capital Backlog Maintenance Projects

The College has a prioritised list of backlog maintenance projects, which is refreshed annually in order to inform the Capital Budget for the coming year. As explained earlier, we are almost entirely reliant on SFC funding to meet the costs of these projects. We are also constrained by the results of the condition survey, with a significant element of the SFC annual Capital & Maintenance Grant ring-fenced to deal with backlog maintenance work set out in the survey report.

The backlog maintenance prioritisation process takes account of future development plans, in order to ensure we lever maximum value for money from any funds which become available. However, with significant uncertainty around the timing and value of capital allocations to fund these development plans, certain high priority works have to be undertaken even where this potentially conflicts with longer term plans.

As this strategy covers a 5-year period, it does not contain a full detailed list of all the backlog maintenance needs at the time of writing. Instead, two illustrative lists are included in Appendix 7:

- A selection of major projects completed during the previous 5 years
- The highest priority projects anticipated over this strategy period

Financial planning

Since reclassification as a public body in 2014, the College has been unable to borrow funds in order to meet the cost of estates development without the permission of the Scottish Government, which is highly unlikely to be granted. The College is prohibited from generating surpluses and building up cash reserves in order to fund capital projects from its own resources.

Therefore, the College depends almost entirely on SFC for capital funding. In recent years, SFC has itself been reliant on utilising the “Non Profit Distributing” revenue funding model to fund estates developments but this is now not available for college projects. A replacement funding model was not in place at the point this strategy was published.

For some colleges, disposal proceeds may be a significant element of total funding for a capital project. The only property which is deemed to be surplus to requirements is the Kirriemuir Learning Centre but the proceeds from its sale are expected to be modest. It is expected that these will be deployed towards refurbishment or maintenance projects.

The College is able to bid for funding from external bodies. This includes The Dundee and Angus Foundation, which was set up through a donation from the two legacy colleges prior to merger. The College relates to the Foundation on a fully arms-length basis, submitting applications for funding which meet the charitable criteria, in the same way as any other body seeking support. The level of funding potentially available through the Foundation

would only be sufficient to provide a relatively small element of match funding as part of a much bigger funding strategy.

Kingsway redevelopment

The need for significant redevelopment of the Kingsway campus is fully recognised by SFC. Since early 2016, a number of high level meetings have taken place between the College and SFC in order to identify a sustainable solution to the pressing need to improve learner experience on this campus.

In December 2016, the College submitted an Outline Business Case (OBC) to support the bid for major capital funding. The conclusion of the OBC was for a hybrid solution:

- Major redevelopment of the infrastructure and learning spaces in the Tower and Tower Extension, with demolition of the Library and creation of a new atrium space to provide a much-needed “heart” for the campus.
- Construction of a new STEM centre, to replace a number of existing facilities which currently house construction and building services, engineering, science and horticulture.
- Retention of The Space, constructed in 2002.

The total capital cost was estimated to be £61.5m, with an expected commissioning date of August 2021.

Following detailed discussions about the College’s vision, a revised OBC was submitted in September 2017, which set out an alternative vision. The College’s preferred option was now for a full new-build solution to replace all existing buildings, with the exception of The Space. The total capital cost was estimated to be £72.6m, with an expected commissioning date of April 2021.

By the point this Estates Strategy was finalised, little progress had been made since the submission of the revised OBC, primarily due to the position with capital funding. There is no obvious route to secure the capital funding necessary to undertake the scale of redevelopment required at Kingsway.

Given the uncertainties around substantial capital funding becoming available in the near future, the College Board of Management has decided to return to the vision set out in the first OBC, with an initial focus on packages of work to redevelop the Tower, Library and Tower Extension within their existing footprints. The College believes that this approach is more likely to align with the availability of smaller amounts of capital which it hopes might become available through bids to the SFC and to the Foundation.

The emphasis will be on preparing our estate to train the hospitality and service sector workers critical to the regional vision of regeneration through the development of cultural tourism around the Tay Waterfront. This requires a wholesale refurbishment of all of our traditional areas of food production, training restaurant and hair and beauty studios. We also require to address the lack of central student space and to provide a social ‘heart’ to the campus.

In parallel, the College will pursue a longer term strategy to secure capital funding sufficient to deliver a new build STEM centre on the north side of the campus. Inevitably, we will look to SFC as the major source of funding for this development, as well as seeking a contribution from the Dundee and Angus Foundation. It is likely that some capital funding will

be levered through the Tay Cities Deal and other potential sources of match funding will be fully explored.

The STEM centre will be an ambitious project to provide a locus for the development of advanced manufacturing, renewables engineering, and 'state-of-the-art science' training relevant to the growing Biomedical cluster in the city and to the skills agenda within the Tay Cities Deal.

It would be the logical next step in delivering the vision set out in the 2017 Regional STEM strategy, which was developed by a range of partners across the Dundee and Angus region, including local authorities, universities, the Dundee Science Centre, and a range of skills and employability organisations. The strategy set out the potential for a collaborative approach for schools and the College, with closer integration resulting from sharing resources, attracting funds and working with local employers

We will continue to engage with local partners in co-operating with us to make the STEM centre truly regional in focus, providing a pipeline of young people with the skills and personal qualities to fill the posts required in our universities and in employers in sectors such as pharmaceuticals, decommissioning and renewables.

The above twin track strategy will be taken forward through detailed business cases, with the aim initially of securing approval from the Board of Management and subsequently of obtaining the necessary funding from SFC and other sources.

Information Technology (IT)

The College's Digital Strategy and its multi-year IT resource plan between them set out the technological requirements needed to support the activities of the College. The current and future impact of technology requires to be understood and factored into estates management and development. Plans for IT infrastructure and the Estates Strategy need to evolve together in order to ensure seamless development of both.

The College's approach to IT infrastructure is based on the following requirements:

- Meets the learning and teaching needs of curriculum and quality.
- Supports innovation in learning and teaching.
- Provides online access to established and emerging learner and support processes.
- Ensures existing hardware and software assets are utilised to their maximum potential.
- Embraces mobile and flexible ways of learning and working.
- Promotes the benefits of collaborative working and shared service delivery.
- Ensures compliance with regulatory and policy requirements.
- Provides required levels and standards of IT service delivery.

The condition of the College's IT infrastructure at the start of the period covered by this Estates Strategy is generally good, with significant investment having been undertaken since merger. However, there is a major ongoing investment requirement, to maintain, replace and upgrade existing hardware and software, and to respond to technological advances. Without sustained investment we risk not being able to meet future needs and so it is essential that the College continues to invest in its IT infrastructure on an ongoing basis. This requirement has to be taken into consideration when allocating scarce capital funding on an annual basis.

Technological advances will have a direct impact on space planning, as indicated in the sections above on the curriculum of the future and the evolving needs and demands of our

learners. They will also play a major part in supporting our sustainability objectives, as we move away from a default assumption that we need to have physical spaces and to travel between these. Our campuses will require to be more flexible, with asset optimisation a key objective, as staff and learners operate within an integrated network of physical and virtual technologies and smart, sustainable buildings.

Procurement

The College's Procurement Strategy 2016-20 was designed to ensure legislative compliance with the Procurement Reform (Scotland) Act 2014 and other relevant legislation and is aligned with the College's and SFC's key strategic outcomes as detailed in our Regional Outcome Agreement.

The 2014 legislation requires us to:

- publish a procurement strategy;
- maintain a public contracts register on our external website;
- increase the scope of our regulated procurements;
- publish an annual procurement report;
- meet the sustainable procurement duty.

The Strategy sets out challenging but realistic goals for the development of our procurement activities during the 4-year period, with these subject to regular and transparent review. The successful implementation of this Strategy will significantly contribute to the future sustainability of the College through the reinvestment of resulting savings and efficiencies from our procurement activities.

In addition, the College's Procurement Policy sets out the following:

- Responsibilities of senior managers, departmental heads and the procurement team;
- Approach to securing value for money, through effective tendering and use of frameworks;
- Efficient procurement processes, including e-tendering and supplier management;
- Clear purchasing thresholds, linked to the scheme of budgetary delegation set out in the Financial Regulations.

The College is supported in its procurement activities by membership of Advanced Procurement for Universities and Colleges (APUC) in order to ensure we secure best value for money in the purchasing of goods and services.

The approach set out in the Procurement Strategy, along with the Procurement Policy and associated procedures, will support the Estates Strategy in ensuring that we adopt best practice public sector procurement in developing our estate and in delivering projects.

Risk management

The College's Risk Management Policy governs the approach to be taken to the management of risk across the College. Its purpose is to:

- outline approaches and arrangements in respect of the management, oversight, control, mitigation, evaluation and reporting of risks associated with College operations and activities;
- ensure that significant risks are monitored and managed more closely;
- confirm the roles and responsibilities of the Board of Management, senior management and others in the effective management of risks.

The College's risk management framework is integrated with strategic planning arrangements and relates directly to strategic developments and detailed analysis of the regional operating context for the College. Within these arrangements, senior management undertake the ongoing monitoring mitigation of risks significant to the College.

The Strategic Risk Register details eighteen high level risks the College faces in achieving its organisational goals set out in the Regional Outcome Agreement. Risks are managed based on a series of risk factors determined by assessment of the likelihood multiplied by the impact of each specific risk using a scale of 1 (low) to 5 (high). Mitigating actions are listed, with clear accountability identified, along with arrangements for ongoing monitoring. The Register is formally reviewed and updated quarterly through the Audit & Risk Committee and the risks contained within it are discussed by the Board of Management twice a year.

The following sections of the Risk Management Policy are of particular relevance to the management and development of the College's estate:

3.4 Operational Risk Frameworks

Managers ensure that significant risks related to the outcomes, activities and operational objectives of their area of responsibility are identified, assessed and monitored. Operational risks are appraised on a rolling basis through team/service/project meetings and emerging risks are communicated and managed as required. Where necessary, the impact of risks in respect of the achievement of operational outcomes is detailed within self-evaluation records.

3.5 Determination and Management of Project-Based Risks

Approval of all capital and revenue projects where College contribution is in excess of £250k in value will include the requirement to create and manage specific risk register in relation to the project or activity. This determination and rating of risk must include the following:

- Risks impacting on project/College objectives.
- Significant financial and other operational risks.
- Reputational or other risks.

Project based risk registers may be necessary in other circumstances where the nature of the project or the level of non-financial risk involved warrants this.

A key element to our risk management approach is to conduct rigorous post-project evaluations for all capital developments, referring back to the risk register established at the outset of each project. Through this approach, we will ensure that we learn from each project and are therefore better placed to manage risks in future developments.

The key risks associated with the delivery of the Estates Strategy are considered to be:

- Lack of funding impacting on the College's ability to:
 - sustain effective management of the existing estate;
 - address backlog maintenance requirements;
 - achieve its ambitions to create spaces which meet future curriculum needs.
- Poor project definition leading to:
 - delays in contracts being concluded;
 - cost escalation during implementation;

- sub-optimal delivery outcomes.
- Poor project management resulting in:
 - lack of co-ordination of project components;
 - disruption to normal business activities;
 - cost and time overruns.

These and other risks associated with delivering the Estates Strategy will be kept under close review throughout implementation in order to ensure that they are effectively managed.

9. IMPLEMENTATION

In taking forward the business cases for elements of this master plan, the College will continue to adhere to the following fundamental principles which are embedded in this Estates Strategy:

- Flexibility – to accommodate current and evolving pedagogies
- Future Proof – to enable space to be re-allocated and re-configured
- Creative – to energise and inspire learners and staff
- Supporting – to develop the potential of all learners no matter what style of learning
- Enterprising –to make each space capable of supporting different purposes
- Sustainability – to ensure an excellent learning environment that is suitable, safe, aesthetically pleasing, preserves equity and is conducive to good health and wellbeing

The College has a strong track record in consulting with staff and students on estates projects. Stakeholder engagement was a strong feature of the redevelopment of the Gardyne Campus, from initial concept through detailed design and post-implementation. As part of the Kingsway OBC, a Consultation Engagement Plan was produced and workshops were held with key stakeholders at critical points in the design process. A micro-site was developed for the staff portal, attracting great interest and a number of thoughtful contributions.

In a more recent example, when the reception areas at each campus were reconfigured to accommodate the new Help Points, the new designs were co-created by groups of staff and students. This exercise benefitted from the College's embracing of Service Design methodology, which creates an effective user-led set of solutions to physical and organisational design issues.

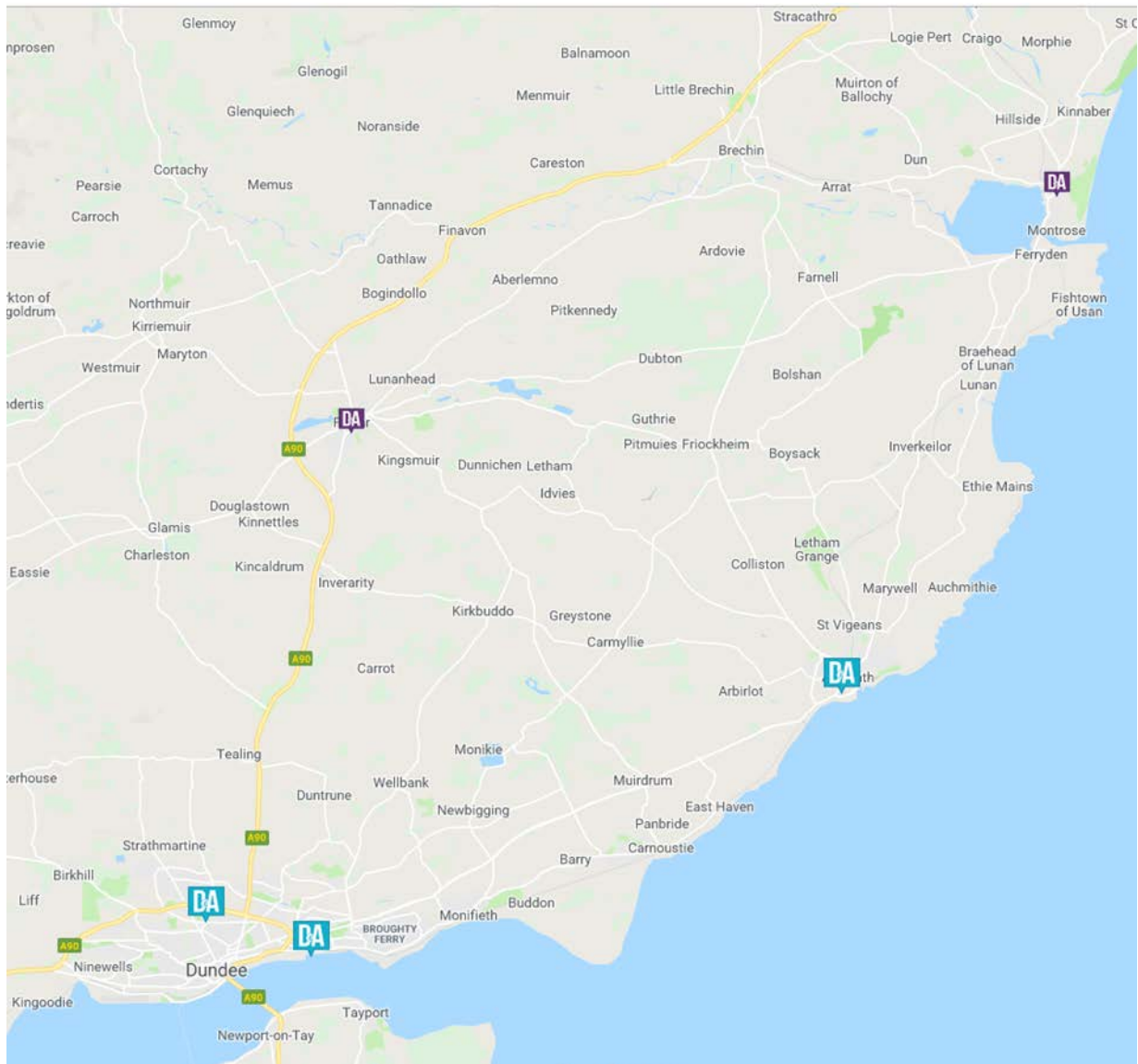
From the very start of the planning process, these principles will underpin the direct involvement of staff from across all curriculum and support areas, and of learners through the Students' Association and other channels. Throughout the implementation of the master plan, there will be a clear determination that any new or reconfigured space will be designed collaboratively with all relevant stakeholders.

The backlog maintenance requirements at the Arbroath and Gardyne campuses, along with any space reconfiguration, will be planned on an annual basis. This will take as its starting point the SFC Capital & Maintenance grant, which is allocated by fiscal year from April to March. A Capital Budget is submitted annually to the March meeting of the Board of Management Finance & Property Committee for approval.

The Kingsway redevelopment will be progressed through the twin track approach described above. Major reconfiguration of the Tower, Library and Tower Extension will be progressed

through a business case process, with funding likely to be sought from SFC and the Dundee and Angus Foundation. In parallel, the College's goal of securing major capital funding for a STEM centre will be progressed, working closely with partners in schools and universities to achieve a common vision as set out in the regional STEM strategy.

Appendix 1 - Map of campus locations



Appendix 2 – Arbroath Campus details

There are six buildings at the Arbroath Campus.

Community Access and Learning Centre (CALC)

The CALC was constructed in 2004 and provides 2,397 m² Net Internal Area (NIA) of space on three storeys. It accommodates the College library, a Learning and Technology Suite (LTS), Business and Social Sciences and Computing suites, with associated academic staff workrooms.

It is a steel frame structure with composite metal panel and reconstituted stone in-fill with a pitched reconstituted slate and polymer roof.

Heating to the building is to mainly steel radiant panels, via the 800kw Biomass boilers located in the Clova boilerhouse, although the gas-fired boilers have been retained as back-up. The heating and ventilation systems are partially controlled by a Building Management System.

The electricity supplies are provided via a main Moulded Case Circuit Breaker Panel Board which in turn feeds various Distribution Boards throughout the area. Local lighting and power is provided via local distribution boards to the various learning and teaching areas.

A passenger lift serves all floors.

Clova Building

This building has been extended on at least four separate occasions since it was first opened in 1956, consequently the structure varies throughout. The latest addition of a construction workshop was completed in 2006. It now provides 3,920 m² NIA of space, the majority of which is single storey. The building houses classrooms and workshops for the trowel trades, joinery, slating, motor vehicle, mechanical and electrical engineering and welding, with associated academic staff workrooms. It also has a Learning Technology Suite and a diner, coffee bar and student social space.

The building is of concrete frame construction with brick in-fill, concrete flat roof over the classrooms and barrel and flat roofs over the workshops. The extension to the construction workshops is steel frame, with concrete block and insulation panel in-fill and insulated composite flat metal roof.

Heating to the building is provided by steel radiators via a biomass boiler which was installed in 2016 with the additional back up of gas fired boilers located in the CALC and CSW boilers. The heating system is controlled automatically by a Continuum Building Management System (BMS).

The electricity supplies are provided via a main Moulded Case Circuit Breaker Panel Board which in turn feeds various electrical Distribution Boards throughout the area. Local lighting and power is provided via local distribution boards to the various learning and teaching areas.

A passenger lift serves all floors.

Creative Studies Workshop (CSW)

This building was opened in 2003 and measures 666 m² NIA. It accommodates classrooms and workshops for the land based and painting and decorating teams, with associated academic staff workrooms.

It is steel frame with brick and block in-fill and flat concrete roof.

Heating and hot water to the building is provided by steel radiators via a biomass boiler which was installed in 2016. There are also gas-fired boilers which act as back up to the biomass system. The heating system is controlled automatically by a Continuum Building Management System (BMS).

The electricity supplies are provided via a main Moulded Case Circuit Breaker Panel Board which in turn feeds various Electrical Distribution Boards throughout the area. Local lighting and power is provided via local distribution boards to the various learning and teaching areas.

Esk Building

The Esk building is 4 storeys at the front and 3 storeys at the rear. It was built in the 1930s, extended by one storey in the 1950s and extensively refurbished in 1990 and 2004. The building now measures 2,709 m² NIA incorporating an Enterprise Centre, production training kitchens, a restaurant, student social space, art and photography studios, general purpose classrooms, independent living space for the community programmes, hair, beauty and complimentary therapy salons with associated academic staff workrooms. It was constructed from stone with concrete and timber flooring and a pitched metal frame roof covered in mineral bitumen felt. The inefficient sash timber framed single glazed windows were replaced with double glazed replacement windows during 2017.

Heating and hot water to the building is provided via the 1MW biomass system installed during 2013 to steel radiators. The building has retained their gas-fired boiler heating systems which will be used as back-up in the unlikely event of the biomass breaking down and the heating and ventilation systems are controlled by a Building Management System.

The electricity supplies are provided via a new Main Electrical Panel Board which was installed in summer 2018. The Panel Board in turn feeds various Electrical Distribution Boards throughout the area. Local lighting and power is provided via local distribution boards to the various learning and teaching areas.

A passenger lift serves all floors.

Isla Building

This is the oldest building of the estate and was originally the Arbroath High School from 1894 to 1985. It was extensively modernised in 1990, 2004 and again between 2014-15. It now houses the majority of the College's support offices, a diner, a business suite, board room and two specialist classrooms. It is also now the location of a bright and vibrant student social space and Learner Engagement office.

It measures 1,268 m² NIA and is two storeys with two small single extensions to the rear. The construction materials are traditional stone with timber flooring and timber stairs. The roof is timber with traditional slate and lead covering. It is also a grade B listed building. The timber framed single glazed windows were draught-proofed in 2011.

Heating and hot water to the building is provided via the 1MW biomass system installed during 2013 to steel radiators. The building has retained their gas-fired boiler heating systems which will be used as back-up in the unlikely event of the biomass breaking down and the heating and ventilation systems are controlled by a Building Management System.

The electricity supplies are provided via a new Main Electrical Panel Board which was installed in summer 2018. The Panel Board in turn feeds various Electrical Distribution

Boards throughout the area. Local lighting and power is provided via local distribution boards to the various learning and teaching areas.

A passenger lift serves all floors.

Helping Hands Nursery

This listed building was constructed in 1894, extended in the 1950s and converted to a modern nursery in 2003. The building is single storey, measuring only 198 m² NIA, and was constructed from local stone with timber flooring and timber pitched roof with traditional slate covering.

The heating system is partially controlled by a Building Management System.

Mechanical Systems

A new 1MW bio-mass boiler was installed at Angus in 2013 and now provides heating and hot water to the Isla and Esk buildings. The £1m system was installed free gratis by Angus Biofuels who funded the project using government grants. The College's contribution of £50k was for the inclusion of classroom facilities within the boiler and will allow the College to lead the FE sector with the provision of training programmes and qualifications linked to the renewables industry.

A further 800kw of Biomass plant was installed in 2016 designed to provide heating and hot water to the Clova, CALC and CSW building. Both systems are fuelled by woodchips and both still have the existing gas boiler located in the CALC and CSW buildings as back-up for the biomass plant. The heating and hot water systems are controlled by a Contactium Building Management System.

Low Temperature Hot Water for all areas of the Campus is pumped around heating circuits by Grundfos pumps and heating to the areas is provide via steel radiators, radiant panels and fan coil units. Hot water across the campus is generally generated by the heating boilers and stored in hot water cylinders and pumped to the various locations. The cold water is supplied either directly from the mains or from the cold water storage tanks, located at roof level of each building.

The campus buildings are generally naturally ventilated with some rooms having additional roof or wall mechanical fans. Specialist ventilation systems are also installed within the catering, engineering, and construction areas.

Air-conditioning has been installed in some key areas of the College including IT server rooms and food storage areas.

Electrical Systems

The Electrical systems in a number of areas and buildings have been upgraded in recent years. The main electrical panel boards serving the Isla and Esk buildings were replaced in summer 2018. Statutory Periodic Inspection and Testing was also carried out in all buildings during 2018.

All fire alarm systems have been upgraded to L1 standard, which is automatic detection in all rooms, escape routes and voids.

Appendix 3 – Gardyne Campus details

Gardyne Campus opened in June 2011 following a £49m redevelopment project.

The Gardyne Campus is an outstanding state-of-the-art facility, with highly intelligent learning spaces and innovative social spaces. It is fully technology enabled which allows us to provide students and staff with a real 21st century learning and work environment. The campus houses a range of curriculum subjects for Care, Creative and Digital Industries, Progression, Business and Retail, ESOL and Sport.

On campus is the Gardyne Theatre. The theatre has an auditorium capacity of 400. It is operated by Gardyne Theatre Limited (GTL) – a wholly owned subsidiary of the College. GTL operates the theatre under a Licence to Occupy arrangement. This arrangement runs to 2021. The theatre is fully owned by the College – and thus the College has maintenance and capital obligations to meet and fund in order that the theatre is fit for purpose.

Main building

The main building external walls are polyester powder coated aluminium rainscreen cladding with insulation to cavity and polyester powder coated aluminium double glazed windows and curtain walling.

The roof comprises single ply polymeric roofing membrane on insulation on concrete screed.

The electricity supplies are provided via the main building switch room located adjacent to the main boilerhouse supplying electrical Distribution Boards on each floor which in turn provides local lighting and power to learning, teaching and office areas.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders.

Two passenger lifts serve all floors, and a further passenger lift serves the floors within the main atrium space.

Air-conditioning has been installed in some key areas of the College including IT server rooms and a range of south facing classrooms and workrooms.

Heating and hot water to the building is provided via gas fired boilers to a range of fan coil units, radiant panels and air-handling units. The heating and hot water is controlled via a TREND Building Management System.

PE Block

There are also sports facility which comprises of a number of gyms and a swimming pool. The PE Block external Walls are cavity block-work construction, comprising of 100mm inner and outer leaf, nominal cavity and insulation.

The roof comprises Asphalt roofing felt on Woodwool insulation slabs spanning timber purlins.

The main electrical Panel Board was replaced in the summer 2018 and there has been an ongoing replacement of the electrical wiring systems which is nearing completion.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders.

Heating and hot water to the PE Block is provided via the main boiler house gas fired boilers to a range of radiant panels and steel radiators. The heating and hot water is controlled via a CYLON Building Management system.

North Annexe

There is also a single storey building to the north of the campus (North Annexe) which houses a range of standard classrooms and IT classrooms, along with staff workrooms and facilities for PACE and Prince's Trust projects. The external walls are cavity block-work construction, comprising of 100mm inner and outer leaf, nominal cavity and insulation with double glazed uPVC windows that were installed in early 2017.

The roof comprises Asphalt roofing felt on Woodwool insulation slabs spanning timber purlins.

Appendix 4 – Kingsway Campus details

There are eight buildings at the Kingsway Campus.

Main Tower

The main building is a seven storey Tower building which accommodates a range of academic and support functions. Levels ground, 1 and 2 house support functions including the Executive, HR, Registry, Quality, External Relations Group and Finance. Level 2 also houses the main IT hub as well as the IT technical support team. Levels 3, 4 and 5 are a mix of general purpose classrooms, specialist classrooms and IT classrooms. Level 6 is the location of the hair and beauty department.

The Tower is of cast in-situ concrete framed construction dates from the 1960's. The existing single glaze timber and aluminium framed windows were replaced in summer 2018 with uPVC double glazed units.

The roof is comprised of a concrete deck with a parapet wall detail to the perimeter and a central gutter with outlets, which drain to internal downpipes. The roof covering was replaced in December 2013 and comprises a layer of 1200mm insulation on the existing structure with a single layer of bituminous felt. The new roof has a 20 year guarantee.

The immediate external areas comprise a macadam surfaced car park and concrete slabbed and cobbled pathways.

The electricity supplies are provided via the main building switch room to a busbar riser supplying electrical Distribution Boards on each floor which in turn provides local lighting and power to learning, teaching and office areas.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders. Two passenger lifts serve all floors.

Library, Open Learning Centre, Lecture Theatre

This building group comprises steel and concrete framed structures, and it is joined to the Main Tower. The flat roofs comprise concrete decks with wood wool slabs noted within the construction of some roof decks. Reconstituted stone and concrete cladding panels have been used for external cladding to parapets. Rainwater goods comprise cast iron internal downpipes, which serve flat roof outlets. External walls are formed in cavity masonry construction with facing brick externally. The existing timber framed, single glazed windows were replaced with uPVC double glazed units in summer 2018. The new windows have been installed in such a way to facilitate the future creation of an additional floor within this building.

The central plant located within the main tower building provides heating to these areas in the form of steel radiators and fan coil units. There is also an Air Handling Unit located under the library which provides heating via floor vents.

The electricity supplies are provided via the main building switch room to an electrical Distribution Board situated on the raised stage area of the Library which in turn provides local lighting and power to learning, teaching and office areas.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders.

Refectory, Hospitality and Tourism Departments

These functions are an integral part of the Main Tower, and include 3 specialist teaching kitchen facilities along with specialist and IT classrooms, staff workroom and student and staff changing facilities. The College refectory kitchen and seating areas are co-located here.

The building section is a single storey structure, which had a new kitchen extension added, along with additional seating facility constructed within an existing quadrangle formed by the older building sections. The structures are mainly steel framed with flat roof and there is a northlight roof detail to the centre of the Restaurant and Tourism department roof. A pitched roof was installed over the whole of this structure in 2010 with adaptations made to the various mechanical heating and ventilation systems maintaining flow of intake and extract air. External walls are formed in cavity brickwork with facing brickwork to the external elevation. Concrete blockwork has been used internally in newer building sections.

The Refectory incorporates a pitched roof and with profiled steel cladding. The Restaurant incorporates a pitched roof with a similar cladding to roofs and upper walls. Windows are uPVC double glazed units which installed in the summer of 2014. External doors are mainly of timber construction, some incorporating glazed viewing panels.

Heating to the building is via Air Handling Units, steel radiators and fan coil units.

The electricity supplies are provided via the main building switch room to a main Moulded Case Circuit Breaker Panel Board supplying electrical Distribution Boards which in turn provide lighting and power.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders.

Kingsway Gym

This building which originally was a single storey gym facility was redeveloped in 2014 into a 2 storey facility which now houses a state-of-the-art dance studio and toilet and storage facilities on the ground floor and an additional dance studio on the upper floor. The original changing facilities have been adapted into office space for technical staff as well as a wardrobe department. The building section is a single storey structure, mainly steel framed with flat roofs, which are covered by built up mineral felt roofing. The roof of this structure was replaced in 2015.

External walls are formed in cavity brickwork with facing brickwork to the external elevation. Windows are all uPVC double glazed units.

Heating to the building is via steel radiators and fan coil units.

The electricity supplies are provided via the main building switch room electrical Distribution Boards throughout the area which in turn provides lighting and power.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders.

Construction Trades Workshops

The building houses classrooms and workshops for the trowel trades, joinery, plumbing and electrical, with associated academic staff workrooms.

These single storey workshops were constructed in the 1960's with a steel framed extension added in 2000.

The structure is concrete framed with concrete flat roof slabs, which are covered by mineral felt. The roofs previously incorporated steel framed north light details, which were single glazed and incorporated a corrugated, asbestos cement sheet cladding to the upper mono-pitched roof slopes, but this has been replaced and this has greatly improved the U values and heat retention within the building.

External walls are formed in cavity brickwork with facing brickwork to the external elevation.

Heating to the building is via panel heaters, steel radiators and fan coil units supplied via a boiler plant that was installed within the Construction block in 2011.

The electricity supplies are provided via the main building switch room to a main Moulded Case Circuit Breaker Panel Board in each block supplying Electrical Distribution Boards which in turn provides lighting and single and three phase power.

The area is covered by an automatic fire detection system with manual call points at exits and sounders throughout.

Engineering Workshops

The building houses classrooms and workshops for the motor vehicle, mechanical and electrical engineering and welding, with associated academic staff workrooms.

These single storey workshops were constructed in the 1960's.

The structure is concrete framed with concrete flat roof slabs, which are covered by mineral felt. The roofs incorporate steel framed north light details, which are single glazed and which incorporate a corrugated, asbestos fibre cement sheet cladding to the upper mono-pitched roof slopes. External walls are formed in cavity brickwork with facing brickwork to the external elevation.

Heating to the building is via panel heaters, steel radiators and fan coil units.

The electricity supplies are provided via the main building switch room to a main Moulded Case Circuit Breaker Panel Board in each block supplying Electrical Distribution Boards which in turn provides lighting and single and three phase power.

The area is covered by a manual fire system with manual call points at exits and sounders throughout.

Science Annexe

This is a three storey building, constructed in the 1960's. The building is of concrete framed construction with a flat concrete roof deck, which is covered by mineral felt. The roof incorporates a small parapet perimeter detail and drains to central rainwater outlets, which in turn discharge through internal cast iron downpipes.

External walls are formed in cavity brickwork with reconstituted concrete and stone cladding panels externally from first floor upwards. Windows are uPVC double glazed units which were installed in summer 2014. External doors are double glazed with aluminium frames.

Adjacent external pathways are mainly of precast concrete slab construction.

Internally, there are two full height staircases of concrete construction.

Heating to the building is via steel radiators and fan coil units. A renewables teaching classroom is also connected to two Dimplex air heat pumps. The heating gas fired boilers and associated plant were replaced in 2011.

The building is generally naturally ventilated, but there are also fume cupboards for the science labs.

The electricity supplies are provided via the main building switch room to a main Moulded Case Circuit Breaker Panel Board located in the Annexe boiler-house supplying electrical Distribution Boards which in turn provides lighting and power.

The area is covered by automatic fire detection in all rooms and escape routes with manual call points at exits and sounders.

A passenger lift serves all floors.

Horticulture Block and Vehicle Workshop

These are single storey buildings, assumed to date from circa 1970. The buildings are of cavity wall construction with flat steel framed roofs, which are covered by mineral felt.

The roofs incorporate small parapet perimeter details and drain to central rainwater outlets, which discharge through internal uPVC down pipes. A replacement roof was installed in summer 2018.

External walls are formed in cavity brickwork with facing brickwork to the external elevations. Windows are uPVC double glazed units which were installed in summer 2014 and spring 2015. Adjacent external areas are mainly finished in cast in-situ concrete and macadam.

The buildings are generally naturally ventilated with mechanical extract to toilets and dedicated extract to the spray paint workshop.

MCB distribution boards are located throughout. Recessed module luminaires, strip fluorescents and circular bulkheads illuminate the buildings. External lighting is provided via wall mounted bulkheads, controlled via photocell.

The area is covered by automatic fire detection, manual call points at exits and sounders.

The Space

This is a bespoke, three storey building, completed in 2001, of cast in-situ concrete and steel framed construction. Roofs are covered by single ply membrane and drain via internal downpipes. A new roof was partially installed in January/February 2019 following storm damage caused by high winds. External walls are clad in cast in-situ concrete and glazed curtain walling. External doors are double glazed with aluminium frames. Adjacent external pathways are mainly of precast concrete slab construction.

The heating to The Space building comes from the main building via underground pipework. Rooms are heated via wall mounted steel radiators, perimeter low level heaters or via the central AHU systems. The hot water generation comes from the main building with all cold water being direct mains fed without storage.

The electricity supplies are provided via the main Moulded Case Circuit Breaker Panel Board located in the lower ground plant room supplying Electrical Distribution Boards which in turn provides lighting and power.

The fire alarm is a "Gent - Vigilant". The building is covered by automatic detection with manual call points at exits and sounders.

Mechanical Systems

The Tower building houses the heating plant that supplies the Tower, Library, Open Learning Centre, Lecture Theatre, Catering block, Gymnasium, the Space building and classroom side of the Engineering block. Replacement Hamworthy Wessex 250kw boilers and associated plant and Cylon heating control panel were installed in summer 2015.

The Science and Horticulture area also houses heating plant and the boilers and associated plant were replaced in 2011 with two Buderus boilers.

A heating plant room was developed for the Construction Trades area in 2009 comprising Wessex 200 modular boilers and provides heating within the Construction Trades area and extended to include the north block of the Engineering area.

LTHW for all areas of the Campus is pumped around heating circuits by Grundfos pumps and heating to the areas is provided via steel radiators, radiant panels and fan coil units. Hot water across the campus is generally generated by Hamworthy direct, gas fired water heaters situated in various locations, with the cold water supplied either directly from the mains or from the cold water storage tanks, located at roof level of the main tower. The Hamworthy gas fired generators in the main boilerhouse were removed in the summer 2018 and replaced with a domestic hot water storage cylinder supplied via the main boilers.

The campus buildings are generally naturally ventilated with some rooms having additional roof or wall mechanical fans. Specialist ventilation systems are also installed within the catering, engineering, construction and science areas.

Air-conditioning has been installed in some key areas of the College including IT server rooms and food storage areas.

All heating and domestic hot water systems for the whole campus are controlled via Cylon controls linked to a Building Management System located in the Estates office.

Kingsway Electrical Systems

The main Tower building's electrical switch room was replaced in 1995 and serves all other buildings on the campus with the exception of The Space building. The panel board is manufactured by Dorman Smith, with an air break isolation of 1250A at incomer. The sub-distribution equipment within the main tower building is generally separated floor by floor.

The main fire alarm panel is located within the electrical switch room. The FAP is a Notifier system and was replaced in July 2012 replacing the Honeywell system. This panel receives repeaters from the other buildings on the campus and in turn, is connected to a BMS system located within the Estates department (Space building). The campus now has automatic fire detection to L1 standard in all but the Engineering department.

Appendix 5 – Condition Survey

The tables below show the average condition of each building by campus, according to the following building maintenance definitions published by the Royal Institution of Chartered Surveyors:

Condition	Description
A	As new
B	Sound, operationally safe, exhibiting only minor deterioration
C	Operational but major repair or replacement needed soon
D	Inoperable or serious risk of failure or breakdown

Arbroath Campus

ISLA Building	B
ESK Building	B
Nursery	B
CALC Building	B
CSW Building	B
Clova Building	C
Store 1	B
Store 2	B
Store 3	B
Glasshouse & Polytunnels	B

Gardyne Campus

Main Building	B
PE Block	B
North Annex	B
Store 1	C
Store 2	B

Kingsway Campus

Tower	C
Library	C
Catering Block	B
Gym Block	B
Construction Block	B
Engineering Block	C
Space conf. venue	B
Science Annex	C
Motor Trades	C
Horticulture	C
Polytunnels & Greenhouses	C
Gatehouse North	B
Gatehouse South	C

Note: most buildings have elements which range from Condition A to Condition D and therefore remedial works are required even where the average condition is B.

The following tables set out the funding required in order to bring all building elements to a minimum of Condition B:

Arbroath	Very high	High	Medium	Low	Total
	£'000	£'000	£'000	£'000	£'000
ISLA Building	108	1,004	2,154		3,267
ESK Building	166	4	817		987
Nursery			48		48
CALC Building	339	28	325		692
CSW Building	21	7	114		143
Clova Building	272	3,272	724		4,267
Store 1	2		2		4
Store 2			2		2
Store 3	1	1	3		6
Glasshouse & Polytunnels	1	5	9		15
Total	911	4,322	4,197	0	9,431

Gardyne	Very high	High	Medium	Low	Total
	£'000	£'000	£'000	£'000	£'000
Main Building	3	714	159	1,134	2,011
PE Block	79	163	345		586
North Annex	58	9	394	18	478
Store 1	13		30		43
Store 2	1				1
Total	154	886	928	1,152	3,119

Kingsway	Very high	High	Medium	Low	Total
	£'000	£'000	£'000	£'000	£'000
Tower	132	356	3,475	3,814	7,778
Library	51	135	851	804	1,841
Catering Block		3	199		202
Gym Block	31	17	103		151
Construction Block	26	49	669		744
Engineering Block	15	4	1,289	65	1,373
Space conf. venue	6		324		330
Science Annex	1	23	810	61	895
Motor Trades	6		103	3	111
Horticulture		8	71	92	171
Polytunnels & Greenhouses	1		53	15	69
Gatehouse North			9		9
Gatehouse South	24		26		49
Total	294	595	7,980	4,853	13,723

Campus	External fabric	Internal fabric	Mechanical Infrastructure	Electrical Infrastructure
	£'000	£'000	£'000	£'000
Arbroath	1,314 (2,926)	841 (1,873)	813 (1,810)	1,952 (4,347)
Kingsway	2,746 (6,115)	834 (1,857)	1,946 (4,334)	546.5 (1,217)
Gardyne	369 (822)	597 (1,330)	30.5 (68)	204.5 (455)

[Add table showing analysis by main category, eg M&E, building fabric, etc]

Billy

Additional elements set out in the College's response to the SFC condition survey:

Campus	Building	Element	£'000
Arbroath	Isla	External elevations	150
Arbroath	Isla	Lifts	40
Arbroath	Car park	Resurfacing	100
Gardyne	Main	Lighting	250
Gardyne	PE Block	Roof	200
Gardyne	PE Block	Cladding	200
Gardyne	PE Block	Windows	25
Gardyne	Store 2	Roof	20
Kingsway	Tower	Windows	700
Kingsway	Tower	Electrical	100
Kingsway	Tower	Lifts	150
Kingsway	Construction	Brickwork	120
Kingsway	Construction	Windows	40
Kingsway	Construction	Electrical	35
Kingsway	Engineering	Roof	1,000
Kingsway	Engineering	Brickwork	120
Kingsway	Engineering	Electrical	30
Kingsway	Engineering	Fire alarm	100
Kingsway	Gym block	Render	35
Kingsway	Science	Cladding	260
Kingsway	Horticulture	Fabric	15
Kingsway	Horticulture	M&E	100
Total			3,790

Appendix 6 – Curriculum Data

The following tables sets out the 2017-18 enrolments and credits by curriculum area / mode of attendance and by campus:

BY CURRICULUM AREA / MODE	Enrolments				Credits		
	Full-time	Part-time	Total		Full-time	Part-time	Total
Access	74	304	378		1,260	1,548	2,808
Art & Design	371	459	830		5,301	101	5,402
Business	585	1,581	2,166		8,778	1,906	10,684
Children & Young People	370	871	1,241		5,721	1,806	7,527
Computing & Creative Media	434	652	1,086		6,285	610	6,895
Construction, Technology & Building Services	367	1,513	1,880		5,559	6,593	12,152
Engineering	350	945	1,295		5,520	2,462	7,982
ESOL	276	356	632		4,626	354	4,980
Essential Skills		493	493			1,051	1,051
Hair, Beauty & Comp. Therapies	380	610	990		6,213	1,470	7,683
Health & Social Care	321	1,179	1,500		4,806	2,732	7,538
Hospitality, Retail & Tourism	265	574	839		4,246	286	4,532
Land Based	242	435	677		3,855	558	4,413
Other		2,289	2,289			803	803
Performing Arts	115	1,175	1,290		1,742	1,267	3,009
Prince's Trust		73	73			536	536
Retail & Events	104	63	167		1,576	158	1,734
Science	129	128	257		1,557	266	1,823
Social Sciences & Transition	439	727	1,166		6,393	1,060	7,453
Sport & Fitness	300	629	929		4,704	887	5,591
Supported Education	157	251	408		2,790	513	3,303
Travel & Tourism	84	21	105		1,311	150	1,461
Total	5,363	15,328	20,691		82,243	27,117	109,360

BY CAMPUS	Enrolments				Credits		
	Full-time	Part-time	Total		Full-time	Part-time	Total
Arbroath	1,450	3,833	5,283		22,875	8,231	31,106
Gardyne	2,542	4,561	7,103		38,335	6,210	44,545
Kingsway	1,280	4,423	5,703		19,566	8,375	27,941
Distance/Offsite		2,352	2,352			4,215	4,215
Outreach	91	159	250		1,467	86	1,553
Total	5,363	15,328	20,691		82,243	27,117	109,360

Appendix 7 – Backlog Maintenance Projects

Selection of major projects completed during the previous 5 years:

Project	Campus	Year Completed	Cost £'000
Science Annexe window replacement	Kingsway	2014	107
Catering Block window replacement	Kingsway	2014	50
Tower Block roof replacement	Kingsway	2014	70
Games Hall roof replacement	Gardyne	2014	142
Main boiler plant replacement	Kingsway	2015	188
Tower Corridor door and screen upgrade	Kingsway	2016	100
Clova boiler plant replacement (biomass)	Arbroath	2016	350
Esk Building window replacement	Arbroath	2017	500
Tower building window replacement	Kingsway	2018	372
Road and pathway resurfacing	All	2018	158
Total			2,037

The following tables set out the backlog maintenance projects required over this strategy period. The values are taken from the Gardner Theobald survey, uplifted to include fees, VAT etc.

Most of the projects included in that survey are included here, with the exception of works to those buildings at Kingsway where the master plan identifies full replacement. Some other lower priority works are also excluded. Priorities (High, Medium) are those assigned by the College's Head of Estates.

Summary by Campus

	Arbroath	Gardyne	Kingsway	Total
	£'000	£'000	£'000	£'000
High	4,677	639	2,486	7,802
Medium	3,168	1,618	7,130	11,916
Total	7,845	2,257	9,616	19,718

Arbroath Campus

Project	Priority	Cost £'000
External Cladding – CALC Building	High	327
External Fabric Replacement and Repairs – Isla Building	High	891
External Fabric Repairs – Esk Building	High	120
Upgrade Mechanical Infrastructure – Clova Building	High	1,489
Upgrade Electrical Infrastructure – Clova Building	High	1,850
Replacement and Repair of External Curtilage	Medium	1,487
Internal Fabric – Decoration and Flooring –All buildings	Medium	1,556
LED Lighting Replacement – All Buildings	Medium	125

Gardyne Campus

Project	Priority	Cost £'000
External Paving and Road Repairs	High	639
Internal Fabric – Decoration and Flooring –All buildings	Medium	1,368
LED Lighting Replacement – All Buildings	Medium	250

Kingsway Campus

Project	Priority	Cost £'000
External Tarmac and Boundary Fence replacement	Medium	746
External Cladding of the Tower Block	Medium	3,000
Upgrade Mechanical Infrastructure – Tower Block	High	1,986
Upgrade Electrical Infrastructure – Tower Block	High	250
Upgrade Passenger Lifts – Tower Block	High	250
Upgrade Mechanical Infrastructure – Library	Medium	1,180
Internal Fabric – Decoration and Flooring –All buildings	Medium	2,004
LED Lighting Replacement –All Buildings	Medium	200



BOARD OF MANAGEMENT

Tuesday 19 March 2019

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 Extension of Appointments

Following approval at the December 2018 meeting, approval was sought to extend the appointments of the following Board members for a period of up to 4 years.

George Robertson

Pamela Milne

Steven Watt

This approval was received on 19 February 2019 and Board memberships have been updated accordingly.

4 Revised Appointment Date – D Mackenzie

Due to understandable work commitments, Donald Mackenzie has requested that his commencement date with the Board of management be put back from January to April 2019. The Board are asked to approve this change.

4 Academic Staff Member

The term of office for Alan O’Neil as an academic staff member of the Board will expire with effect from 31 March 2019. Arrangements are progressing for the nomination/election of an academic staff Board members, with the outcome of this process known in advance of the summer cycle of Board and Committee meetings.

5 Approvals

Board members are asked to approve the change in appointment date for Mr D Mackenzie.

6 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 Membership as at 12 March 2019

	Appointment	Member Until	Profession/Specialism
1. Angela McCusker	Regional Chair July 2014	Scottish Government Appointment until 31/07/22	Business, Management, Finance
2. Margo Williamson	June 2014	31/05/21	Public Service Management, Education
3. Gary Bissett	June 2014	31/05/21	HR, Management, Manufacturing
4. Steven Mill	June 2014	31/05/21	Finance, Management
5. Donna Fordyce	April 2017	31/04/21	Economic Development/ Enterprise, Fisheries, Retail Management
6. Trisha Pirie	April 2017	31/04/21	Economic Development, Commercial Management, Enterprise
7. Neil Lowden	January 2019	31/12/22	Educational Leadership, Learning & Teaching, Educational Policy
8. Helen Honeyman	January 2019	31/12/22	Risk Management, Corporate Governance, HR,
9. Kirsty Keay	January 2019	31/12/22	Commercial and Organisational Development, Governance, Third Sector
10. Donald Mackenzie	January 2019	31/12/22	HR, Organisational Development, Corporate Communications
11. George Robertson	March 2015	31/03/23	Finance, Management
12. Steven Watt	March 2015	31/03/23	ICT, Management
13. Pamela Milne	March 2015	31/03/23	HR, HE Management
14. Grant Ritchie	--		Principal
15. Chrissie Clinkscale	September 2018	31/10/20	Non-Teaching Staff Member
16. Alan O'Neill	April 2015	31/03/19	Teaching Staff Member
17. Diane Humphries	August 2018	31/07/19	Student Member
18. Reece Walker	August 2017	31/07/19	Student Member



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Governance Update

Paper K



BOARD OF MANAGEMENT GOVERNANCE UPDATE – EDUCATION SECRETARY’S TASK GROUP

1 Background

The Education Secretary’s Task Group was established to review governance arrangements within colleges following a small number of high profile issues of governance within the sector.

This Task Group reported in 2016 and highlighted a number of actions that were incorporated quickly into the Code of Good Governance for Scotland’s Colleges. A further range of proposals were identified for consultation, with this work progressing during 2018. The outcomes of this consultation were reported by the Scottish Government in late 2018.

2 Proposed Changes

Following on from the above consultation, the Minister for Further Education, Higher Education and Science (Richard Lochhead) has signalled that the following changes are planned to governance requirements for colleges. The proposals that will impact on D&A College as a regional college under the legislation are outlined below.

- **Partnership working:** introduce two trade union nominees to college and regional boards *in addition* to the existing staff representatives.
- **Board appointments:** amend ministerial guidance for college board appointments to:
 - strengthen the guidance on succession planning and multiple candidate appointments, and;
 - require all board vacancies to be advertised on the Colleges Development Network Website.
- **Training:** ask the Colleges Development Network to embed teamwork within the induction training of board members.
- **Alignment:** bring colleges into line with other Scottish public bodies where appointing bodies may suspend board members.

3 Implementation

The first of these proposals has given rise to concern from Colleges Scotland and the College Development Network Board Secretaries group. The principle concerns raised relate to the potential for a perpetual conflict of interest to arise in a situation where there are nominee places on the board.

The second major concern raised nationally relates to the overall number of individuals and the balance of members on boards that will comprise a Chair, the Principal, 4 staff members, 2 student members and 12 'ordinary' members.

Timescales and details in respect of how the various changes will be determined and implemented have yet to be published. It is however anticipated that these changes will be implemented without significant delay.

As and when the final details of arrangements and requirements are known, steps will be taken to confirm the additional appointments and to update the Governance articles and standing orders as appropriate.

4 Approvals

Board members are asked to note the above changes in respect of governance requirements and board membership.

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

Tuesday 19 March 2019

Board Metrics

Paper L



BOARD DATA METRICS MARCH 2019

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.

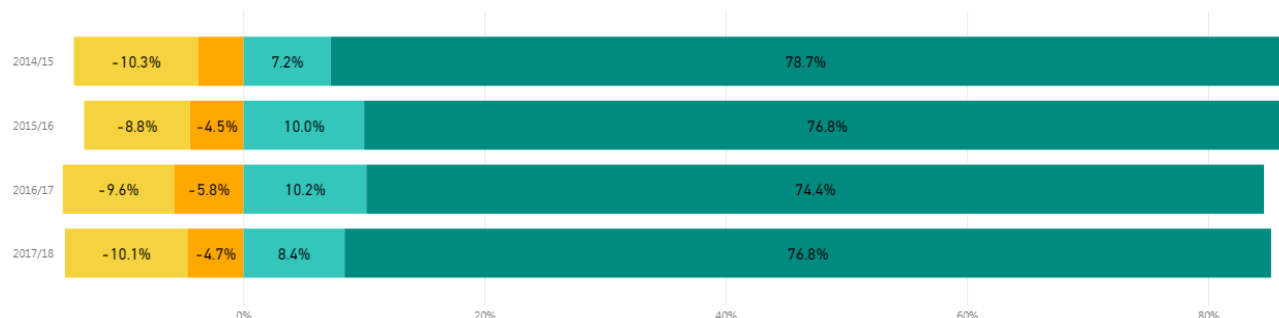
3 Information

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

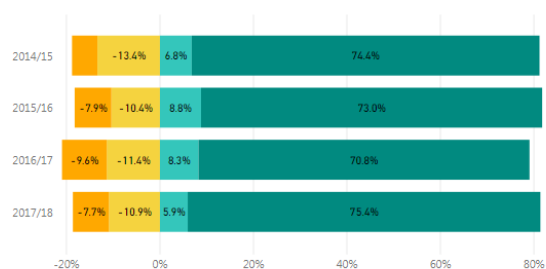
Board Metrics Report March 2019

Performance Indicators

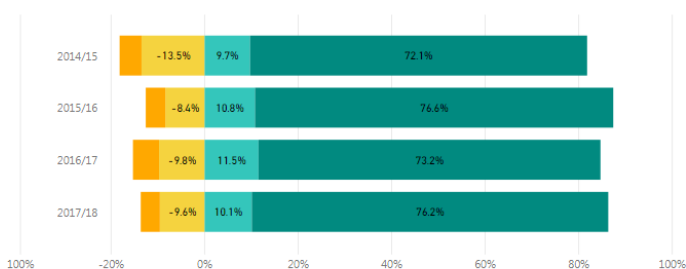
Total PI by Session



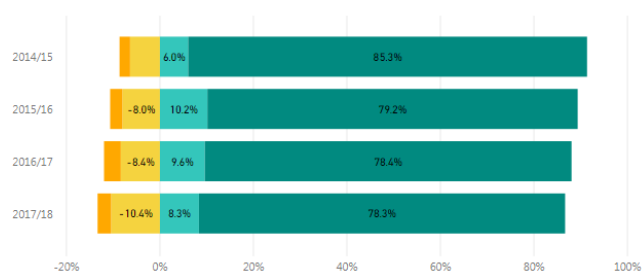
FE Full Time



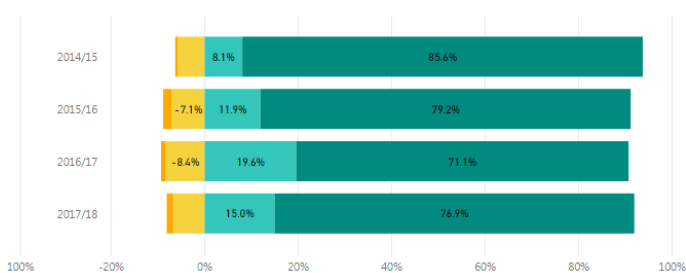
HE Full Time



FE Part Time



HE Part Time



Finalised 2017/18 PIs by level and mode:

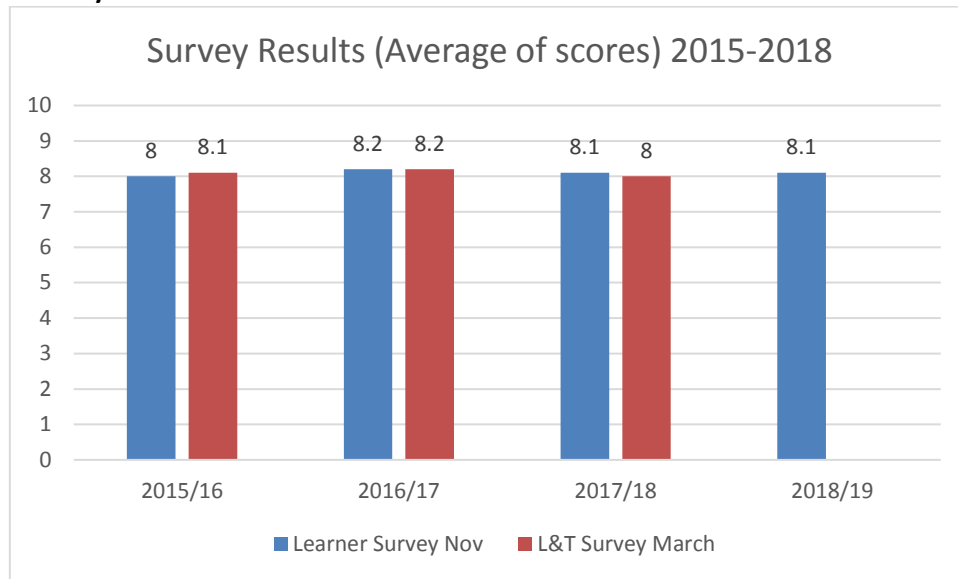
FE Full Time: Successful Completion 75.4% (up 4.6%), Partial 5.9%, Withdrawal 18.6%

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%

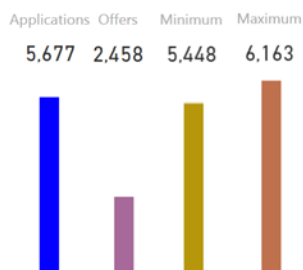
Student Survey Results



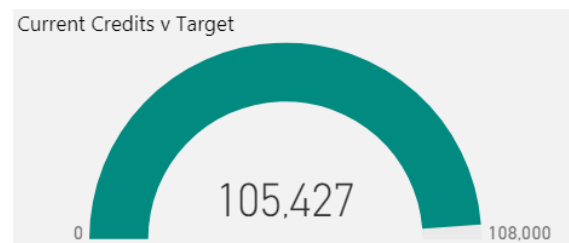
SFC Student Satisfaction & Engagement Survey – Positive response rate

	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%

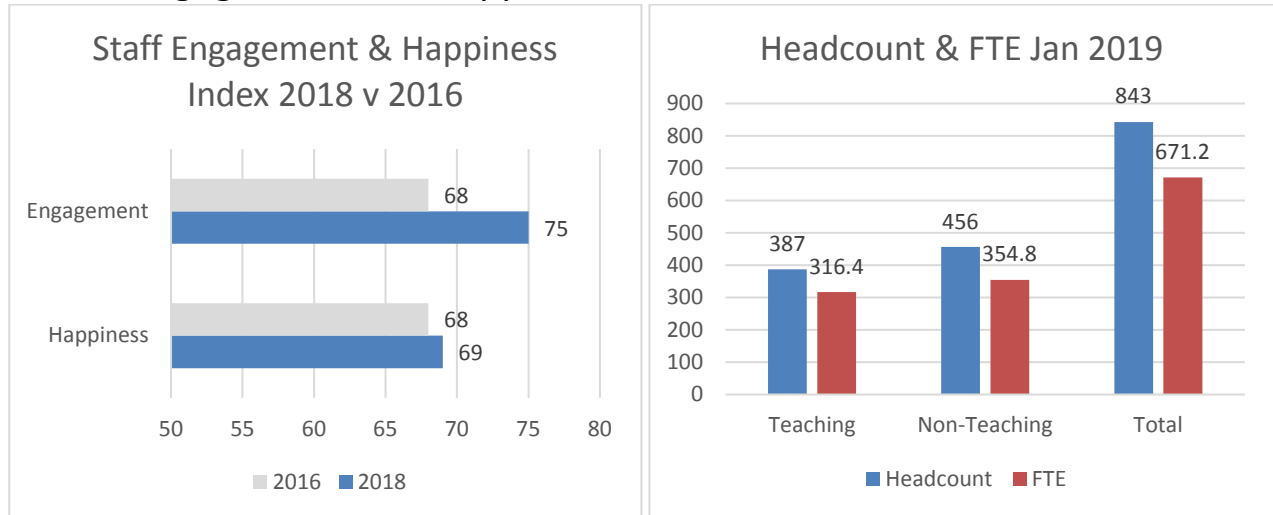
18/19 FT Applications and Offers



Credit Count v Target 18/19

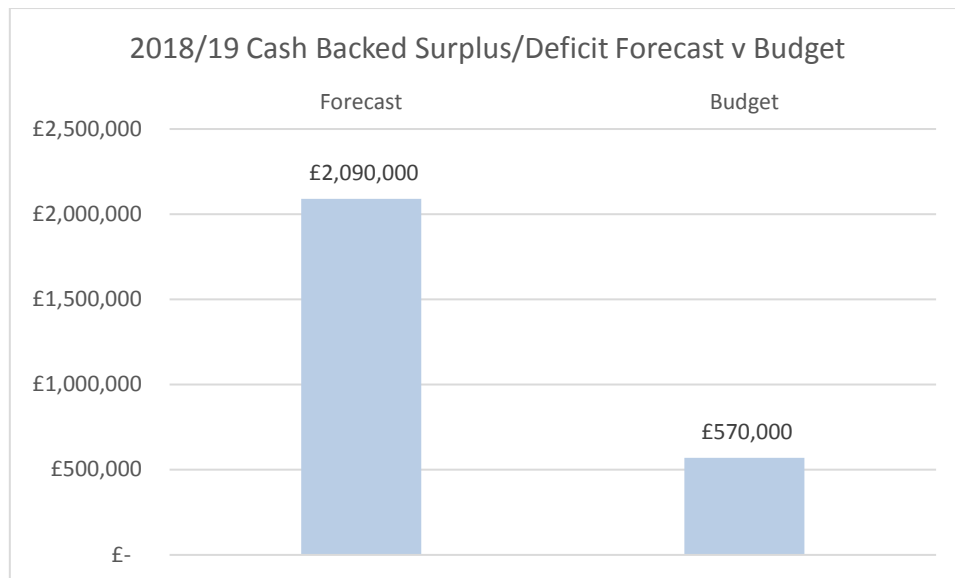


Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	2018/19	2017/18	2016/17
Average working days lost per headcount	5.9	5.7	5.3
Working time lost	2.3%	2.2%	2.0%

Finance – Surplus/Deficit v Planned Budget out-turn



	Year to date	2017/18
RIDDOR – Reportable Accidents	2	3

	Completed	Planned
Audits Completed v Planned	1	9



BOARD OF MANAGEMENT

Tuesday 19 March 2019

2019 / 20 Board Meeting Dates

Paper M

CALENDAR OF BOARD AND COMMITTEE MEETINGS 2018-20

BOARD/COMMITTEE	DATE
Board of Management - 5.00pm <i>A305, Kingsway Campus</i> <i>Seminar Room 5, Arbroath Campus</i> <i>A305, Kingsway Campus</i> <i>Seminar Room 5, Arbroath Campus</i>	Tuesday 24 September 2019 Wednesday 11 December 2019 at 10.00am Tuesday 17 March 2020 Tuesday 9 June 2020
Audit and Risk Committee – 5.00pm <i>A214, Kingsway Campus</i> <i>Y150, Gardyne Campus</i> <i>A214, Kingsway Campus</i> <i>A214, Kingsway Campus</i>	Tuesday 17 September 2019 Tuesday 26 November 2019 (Joint Meeting) Tuesday 3 March 2020 Tuesday 12 May 2020
Finance and Property Committee – 5.00pm <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i>	Tuesday 10 September 2019 Tuesday 26 November 2019 (Joint Meeting) Tuesday 21 January 2020 Tuesday 10 March 2020 Tuesday 19 May 2020
Human Resources and Development Committee – 5.00pm <i>A214, Kingsway Campus</i> <i>A214, Kingsway Campus</i> <i>A214, Kingsway Campus</i> <i>A214, Kingsway Campus</i>	Thursday 19 September 2019 Thursday 14 November 2019 Thursday 20 February 2020 Thursday 7 May 2020
Learning, Teaching and Quality Committee – 5.00pm <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i> <i>Y150, Gardyne Campus</i>	Wednesday 28 August 2019 Wednesday 13 November 2019 Wednesday 12 February 2020 Wednesday 29 April 2020
Chairs Committee	Minimum 2 times a year
Other Dates:	TBC
Board of Management Strategic Planning Days	
Principal's Christmas Party	Tuesday 10 December 2019 at 6.45pm, Gardyne Campus (Tentative)
Board of Management Christmas Lunch	Wednesday 11 December 2019 at 12.00 noon, Restaurant 56, Arbroath Campus
Board of Management Dinner	TBC
Graduation Ceremony	Thursday 31 October 2019 at 2.30pm, Caird Hall, Dundee



BOARD OF MANAGEMENT

Tuesday 19 March 2019

Minutes of Committee Meetings

13.1 – Learning, Teaching & Quality – 13 Feb 2019

13.2 – Audit & Risk – 5 March 2019

13.3 – Human Resource & Development – 21 Feb 2019

Paper N



BOARD OF MANAGEMENT LEARNING, TEACHING AND QUALITY COMMITTEE MEETING

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 February 2019 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT:	M Williamson (Chair)	G Robertson
	A O'Neill	A McCusker
	G Ritchie	N Lowden
IN ATTENDANCE:	S Hewitt (Vice Principal)	C Blake (Vice Principal)
	S Taylor (Vice Principal / Secretary to the Board)	
	J Grace (Director of Curriculum and Attainment)	
	A Vettraino (Academic Partnerships Manager)	
	M Sanderson (Executive Secretary)	

1. WELCOME

M Williamson welcomed Committee members including new Board Member N Lowden who attended his first committee meeting. M Williamson also welcomed A Vettraino and J Grace.

2. APOLOGIES

Apologies were received from S Watt, S Mill, C Clinkscale and D Humphries.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 14 November 2018 was approved as an accurate record.

5. MATTERS ARISING

5.1 Education Scotland Report

G Ritchie noted that the Education Scotland report hadn't yet been published.

5.2 DYW Update

G Ritchie noted that the update to the Committee from the DYW team had been postponed as A Vettraino was now in new role of Academic Partnership Manager and the new DYW Manager had only in her role a few weeks. J Grace confirmed that Hilary Tasker had been appointed to this role and the Committee have asked if she could provide an update on DYW at the September meeting. **G Ritchie to progress.**

6. CURRICULUM REPORT – LEARNER PATHWAYS

M Williamson welcomed A Vettraino and J Grace to the meeting and highlighted her interest in ensuring that effective and streamlined learner journeys were in place to support progression and avoid duplication or repetition of levels.

J Grace outlined the approach taken by the College to create clear learner pathways and how these were making a difference to our students (see enclosed slides).

J Grace summarised key Government strategies, including:

- 15-24 Learner Journey Review
- Developing the Young Workforce
- National Improvement Framework
- Commission on Widening Access
- STEM Strategy

J Grace stated that the ultimate aim of learner pathway developments was to create the right courses and opportunities for students.

J Grace noted that the partnership between Schools and the College was very strong and developing and summarised the key areas of work progressing.

J Grace explained to the Committee that there has been an increase in pupils coming through Senior Phase programmes, with improved opportunities for learners to progress on to the next course / programme in their field of study.

J Grace stated that the College had introduced a School Leaver pledge, offering a course place to all school leavers. The College expected to receive c.2000 applications for courses by 30 April 2019.

J Grace summarised the wide range of partnerships and articulation links that the College has in place with a range of universities. M Williamson asked how many courses have partnerships with universities for continuing to progress onto a degree course. S Hewitt confirmed that all courses now have this identified as a pathway, with work developing to create specific articulation routes with guaranteed access in years 2 and 3. The developments of joint degree programmes (such as accounting with Abertay) were discussed.

J Grace stated that there will be more employer engagement in Senior phase programmes. This will benefit students by gaining workplace experience. Hopeful of more internships / Apprenticeships in each department. J Grace explained that Sector Development Leads will play a key role in supporting employer engagement / partnerships once appointed.

Examples of progression pathway literature were shared with the Committee.

J Grace introduced A Vettraino (Academic Partnership Manager) to the meeting. A Vettraino outlined the membership and role of the new Academic Partnership Team. This consists of A Vettraino (Academic Partnership Manager), Grant Walker (Foundation Apprenticeship Lead) and Julie McDonald (School and Community Co-ordinator). It was noted that the team had only been in place since January, but that work was progressing to further develop links and activities with schools and universities.

A Vettraino explained that there had been an increase in activity around Foundation Apprenticeship, with the team attending parent's evenings, careers events etc.

Around 1500 promotional Foundation Apprenticeships flyers have been distributed since the middle of January.

A Vettraino noted that there were well established School and Foundation Apprenticeship relationships already in place but these need to continue to grow. A Vettraino and G Walker will continue to work with schools and SDS to promote Foundation Apprenticeships to school pupils.

A Vettraino stated that Social Media will play a big factor in their new job roles, with the team establishing Foundation Apprenticeship social media channels.

A McCusker noted that there is a huge amount of work going on and asked if the team have found any barriers in the system. J Grace responded and said that at a strategic level no, but at an operational level yes. It was noted that the Team were still building up trust with schools and local authorities as many are unsure what programmes the College can offer. J Grace noted that the team will be delivering to a teaching staff in-service day at Dundee City Council in April.

A McCusker asked what the target was for school pupils undertaking a Senior phase programme. S Hewitt responded and explained that there was a specific target within the ROA as a proportion of credits and that the College currently had around 500 – 600 school pupils participating in Senior Phase programmes. S Hewitt noted this has increased by 32% from last year.

A McCusker asked if the information around Foundation Apprenticeships is getting through to parents, not just pupil's. J Grace stated that the College and SDS are working together to ensure that the information around Foundation Apprenticeships is being sent home to parents. J Grace explained that SDS and local authorities are working together to comply with GDPR and hope to start sending more focused information home to parents.

A McCusker asked if the College had responded to the recent letter from Mr Swinney MSP urging a collective effort in the expansion of FAs throughout Scotland. J Grace and G Ritchie confirmed there has been a response and a meeting is being arranged with SDS, DYW and local authorities to discuss improved ways of working to deliver on the increased targets.

M Williamson asked if the Committee should send a collative response to the letter. G Ritchie agreed this is a good idea and will draft something. **G Ritchie to progress.**

A McCusker praised the team for their work and support in sending out promotional materials.

7. 2017 / 18 NATIONAL PERFORMANCE INDICATOR (PI) REPORT

S Taylor summarised the report and stated that it could not be published as the College was not allowed to publish direct PI comparisons with other colleges.

S Taylor stated that the Performance Indicators were very strong for full time FE and HE and also for younger learners and for those from the most deprived postcode areas. S Taylor noted that these PI's were the best in the Sector by a considerable margin.

S Taylor noted that there is a lot of work being done around full-time retention and attainment rates. However, it was noted that there were a couple of curriculum areas where learner outcomes were not as strong and noted that part-time provision was not as strong as full-time.

Reasons for this were discussed and M Williamson asked how Higher courses were recorded. S Hewitt confirmed that most Highers were recorded as part-time FE.

A McCusker congratulated the team on the recent PI Figures and praised the team for achieving an additional 350 successful full-time learners from last year. A McCusker noted this was a huge achievement as it has impacted on 350 people's lives from last year. G Ritchie stated that other colleges have been asking how Dundee and Angus have managed to achieve exceptionally good figures on an on-going basis.

A McCusker asked how this will be celebrated in the College. G Ritchie acknowledged that an event should take place to praise all members of staff and thank them for their hard work. This would be arranged and confirmed with Board members. J Grace suggested that an event is held on each campus for all teaching staff to attend with the Board Chair and Executive Team. **G Ritchie to progress.**

Arrangements to review part-time outcomes were discussed and M Williamson asked for a summary of actions to be brought to the next meeting. S Hewitt noted that this work had already started and stated that he will do an analysis on part time PI's and present at the next meeting. **S Hewitt to progress.**

8. DEVELOPING SCOTLAND'S YOUNG WORKFORCE

G Ritchie provided a verbal update on the DYW team, confirming that there was still two years' worth of funding for the team and that a new strategic plan would be discussed for endorsement at the next full DYW Board meeting in March 2019.

G Ritchie noted that national targets for DYW activity were still under discussion and noted that any changes or developments to these would be reflected within the DYW Board strategic plan.

G Ritchie stated that there are no issues with funding and the team are waiting on their allocated budget for next year.

9. 2018 LEARNER SURVEY REPORT

S Taylor summarised the Learner Survey Report.

S Taylor noted that the overall response rate and student satisfaction questions remained very good. However, it was clear that overall student satisfaction had 'flat lined' at around 82% for a number of years.

S Taylor stated that there has been a huge amount of work going on to improve services and activities based on survey outcomes and feedback, but that these don't seem to be impacting on the overall survey results.

G Robertson asked if students should be asked different questions in the survey, rather than them getting the same questions each time and hopefully this would bring out the most important elements to students. S Taylor confirmed that the Student's Association carried out a Service Design session last week for that reason.

Feedback from this session was discussed.

S Hewitt noted that some of the responses to the survey questions have a poor percentage rate but are things that can be easily fixed (i.e. more small spaces to sit and lunch and break times). A McCusker asked if this would improve the overall satisfaction rates or if they would still stay the same.

M Williamson noted that the Group Tutor feedback needed to improve in some teams.

S Hewitt noted that Construction and Landbased were two areas with the lowest percentage rates where students gave feedback about their inductions. S Taylor confirmed that there were questions asked to teams at Stop and Review Meetings around the specific survey results in their areas.

S Taylor noted that students continue to complain about the price of the canteens but felt that prices were reasonable compared to external outlets.

G Robertson asked if the College could identify the problem with canteens amongst students to see what the issues are. It was noted that extensive work on this had been undertaken.

G Ritchie stated that a review of Canteen services was being carried out with Henderson Loggie as it has been an issue for a period of time.

N Lowden asked the question why percentages for additional support are so low in Landbased compared to other areas and questioned if students are receiving support when required. S Taylor noted that details in each area were discussed at Stop and Review meetings and that actions for issues of this type would be progressed at team level.

A McCusker noted that she was concerned that four areas had low percentage rates overall, and noted that this was impacting on the overall satisfaction level. S Hewitt noted that work was always taken forward where there were trends emerging and noted that this was progressing.

S Taylor noted that work would continue with the Students' Association to further refine the feedback received and to seek to better identify the areas that were of greatest value in terms of prioritising and focusing actions arising from the survey.

10. VP CURRICULUM AND ATTAINMENT REPORT

The VP Curriculum and Attainment report was noted. S Hewitt highlighted that January recruitment had exceeded the target.

S Hewitt provided an update on the new website, noting that there had been a number of technical delays, but providing assurance that there wasn't a rush to complete work as full time recruitment was open for August and applications were being submitted. It was planned that the new website would launch and be live at the end of March 2019.

S Hewitt noted that credits were on target. G Ritchie explained that the College had been offered (and would take) an additional 1500 credits. These would be prioritised for school link activities and to support individuals impacted by recent closure announcements at Michelin and McGill's. It was noted that this activity would not be fully funded but it was anticipated that it would be funded at c.75% of the full rate.

M Williamson asked if the College would adapt quickly to Michelin and McGills needs. G Ritchie and S Hewitt noted that this work was already underway.

S Hewitt explained that there was a team of staff participating in a Rapid Improvement Event for the Curriculum Planning Process.

S Hewitt noted that there had been a huge success for the LOCHER project and the team were in London at the House of Lords where they won the Lord Cullen Trophy for a ground-breaking safety film after winning the first prize in the Innovation section of the Safety Group Awards. S Hewitt noted that a celebration event was being arranged for all staff and students involved.

M Williamson queried what the Choices Programme was. S Hewitt explained that the Choices programme was a full time programme where students from different areas and studying different subject through the Open University came together as one full-time class group.

G Robertson asked if the SDA Business Plan should come to the next LTQC. This was discussed and it was noted that the business plan would more likely go to the Finance and Property Committee, depending upon the overall value of the proposed activity.

11. LT&Q Metrics

S Taylor summarised the metrics paper produced.

S Hewitt stated that he had looked at the most recent applications update and stated that there had been over 600 more applications submitted for August than at the same point last year.

12. STUDENTS ASSOCIATION REPORT

S Taylor provided a verbal update to the committee in D Humphries absence.

S Taylor noted that Class reps were discussed at the last Student Advisory Board Meeting and there has been an increase in the number of reps in place and trained.

The Students Association had launched "Feedback Friday's" to give focused feedback on specific matters raised by students. This had proved popular and had provided good feedback on specific topics.

S Taylor stated that talks had been taking place around the structure of the Students' Association, with any changes to be progressed through the Student Congress prior to going to the Board.

A McCusker noted that this had been a difficult year for the Student's Association.

M Williamson suggested that the Students Association report should be further up the Agenda to allow them to leave the meeting early if needed. **S Taylor to progress.**

13. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 1 May 2019 at 5.00pm, Room Y150, Gardyne Campus.

<u>Action Point Summary</u>		
Action	Responsibility	Date
Invite H Tasker to give an update on DYW group activity.	G Ritchie	September 2019
Collective response to be sent to Scottish Government from College and school partners in respect of Foundation Apprenticeship plans	G Ritchie	19 March 2019
Events to be organised to recognise staff efforts in achieving excellent learner outcomes	G Ritchie	1 May 2019
Part-time activity outcomes to be reviewed and key actions identified. Report to next meeting.	S Hewitt	1 May 2019
SA report to feature earlier in agenda.	S Taylor	1 May 2019



BOARD OF MANAGEMENT AUDIT COMMITTEE MEETING

Minute of the Audit Committee meeting held on Tuesday 5 March 2019 at 5.00pm in Room A214, Kingsway Campus.

PRESENT:

G Robertson (Chair)	S Watt
T Pirie	P Milne
M Williamson	M Thomson
H Honeyman	K Keay

IN ATTENDANCE:

- C Blake (Vice Principal)
- S Taylor (Vice Principal and Secretary to the Board)
- S Inglis (Henderson Loggie)
- T D'All (Principal's/Board Chair PA)

1. WELCOME

G Robertson welcomed members of the Audit Committee meeting.

2. APOLOGIES

None

3. DECLARATIONS OF INTEREST

A declaration of interest from S Inglis was noted in relation to Agenda Item 12 and it was confirmed that he would leave the meeting prior to that item being considered.

4. ESRC RESEARCH PROJECT – INFORMED CONSENT

G Robertson gave a brief explanation of the Project and confirmed that H Young from Stirling University would not be attendance.

Filming for the ESRC Project will be limited to BOM Meetings with the videos being used for the purpose of research then destroyed. The videos will not be made public.

5. MINUTE OF AUDIT COMMITTEE – 27 NOVEMBER 2018

The Minute of the Audit & Risk Committee meeting held on 27 November 2018 was approved as a correct record.

6. 6.1 Matters Arising

C Blake confirmed that that the error reported in the Follow-Up Summary had been corrected and a new report prepared for the meeting.

7. STRATEGIC RISK REGISTER

S Taylor explained that the Risk Register is reviewed in the run up to each Audit and Risk Committee meeting and reported to the Board of Management. There were no changes to the Register or the scoring of this high level document.

H Honeyman asked if “People” should have a separate classification in the Risk Register for example due to critical skills, wrong doing etc. S Taylor confirmed that there were elements of “People” threaded throughout the Risk Register for example Teaching Standards, Compliance / Verification, Industrial Relations.

K Keay asked about including the Estates Risk in particular Kingsway Campus and STEM in the Risk Register.

It was agreed that S Taylor would review the Risk Register and include the points raised in a revised document for the Committee’s next meeting. **S Taylor to progress.**

The Committee approved the Risk Register for circulation to the Board of Management noting recommended updates.

7.1 Brexit Risk

S Taylor explained that this paper had been prepared summarising the work being progressed to identify key risks and impacts for the College arising from Brexit. There were a number of areas of risk across the College associated with Brexit and the College had in place appropriate monitoring to allow action to be taken where possible.

S Taylor intimated that over a year ago EU staff employed by the College were identified and offered specialist immigration/residency advice via Thornton Solicitors.

S Taylor also confirmed that work had been undertaken in respect of Brexit in relation to the College’s Financial Strategy and that the College is monitoring the situation with a lot of work ongoing.

T Pirie questioned if there had been a lot of queries from students re Brexit and S Taylor confirmed that there had been a number of enquiries regarding course fees and student funding but that there had been no guidance to offer until quite recently. This had now been clarified and a clear answer available for session 2019/20. S Taylor noted that the College does not attract a significant number of EU Nationals into the area as students, with most EU national students already living and working in the area.

G Robertson thanked S Taylor for bring the papers to the Committee and noted that it was a very good update.

8. DATA BREACH REPORTING

C Blake declared a recent Data Breach, which was classified as “minor” with no need to report to Information Commissioner’s Office (ICO), had involved a member of academic staff using “reply all” to an email naming a particular student who needed to change their mode of attendance, due to ill health. This had been sent to approximately 90 individuals. C Blake noted that the student had received a full explanation about the breach and an apology.

C Blake confirmed that there has been a follow-up discussion with the member of staff. An announcement has also appeared on the College Intranet (Portal) reminding all staff re GDPR and the risk of using “reply all” when emailing.

T Pirie highlighted the default settings re “reply all” on mobile phones and that this will be check out with the ICT Team and noted to staff for information. **C Blake to progress.**

9. INTERNAL AUDIT REPORT

9.1 Cyber Security

S Inglis summarised the report on Cyber Security, outlining the audit scope and noting progress and implementation of the key actions set out in the Public Services Action Plan (PSAP). S Inglis indicated that the PSAP set out 11 key actions in 2018 five of which are to be taken forward at national level with the remaining six being addressed at local public sector level.

A discussion took place in relation to governance, training, cyber response action plan and on the whole it was noted that the College does respond well. C Blake noted that the ISP (Internet Security Policy), currently at the final draft stage, will be included alongside the Business Continuity Plan. S Watt suggested that even in an initial draft format the ISP should be signed off and published. This was agreed. **C Blake to progress.**

The report was approved.

9.2 Progress Report

S Inglis summarised the Progress Report table that indicated when each report will come to the Audit Committee. Changes in some of the planned dates were noted and it was confirmed that these had been discussed and agreed with the College.

9.3 Audit Plan 2018/19 & 2019/20

G Robertson asked the Committee for their thoughts on whether the Procurement Audit should be moved from the 20/21 to the 19/20 cycle. Following discussion, it was agreed that the Procurement Audit should be brought forward and the impact of this on other planned activities to be discussed further with the College.

Further to discussion it was also agreed that: Cyber Security Audit can be left until later in the plan cycle; Duty of Care and Equality & Diversity would be taken forward in parallel; Student Engagement / Students' Association will commence once a new Student President was in place

9.4 Follow-Up Summary

C Blake noted that the Follow-Up Summary for both Internal and External Audits, noting the status of each recommendation, will come to the Audit & Risk Committee other than the meeting at which the Internal Auditors' own report is considered.

Revised Deadlines

C Blake highlighted that the College's Customer Relations Management system (CRM) is being implemented by June 2019 as part of the G2G project. The Students Experience action around software updates will be finished for the start of Academic Year 2019/20.

C Blake intimated that the Asset / Fleet Management Audit recommendations had to disappointingly be moved again but confirmed that they would be completed by April 2019. M Williamson noted that she was disappointed that the Asset / Fleet Management recommendations had been pushed back once again. It was confirmed that these outcomes should be prioritised to ensure that the new deadline was met. **C Blake to progress.**

10. BUSINESS CONTINUITY POLICY

C Blake noted that the cover page of the document will be changed to reflect that this document is a Policy rather than a Plan. C Blake indicated that there had been no change in direction from the previous issue of the document.

Discussion took place on how important it was for ICT and Estate to be included in the Business Continuity Policy rather than being supported by departmental plans. It was agreed that (even if not finalised) it was important to have something available publicly about the College's continuity plans for ICT and estates. **C Blake to progress.**

S Inglis noted that the Internal Audit for Risk Management / Business Continuity would take place from 26 March 2019. It was agreed that the ICT and Estates Plans be included in the BCP for this Audit.

11. EXTERNAL AUDIT

C Blake confirmed that Audit Scotland were happy with the External Audit arrangements and will be on site from 29 April 2019 to complete the interim audit.

12. RENEWAL OF CONTRACT - INTERNAL AUDIT

S Inglis excused himself from the meeting at this point.

G Robertson explained the thinking behind the original contract extension and the reluctance of making a major decision at the same time as a possible change to the Chair of the Audit Committee.

The proposal to extend the Henderson Loggie contract was approved. **C Blake to progress.**

It was confirmed that the procurement process for a new contract be planned, with a paper outlining the process and timescale to be brought to the September meeting. **S Taylor to progress.**

13. DATE OF NEXT MEETING

The next Audit Committee meeting was confirmed as: **Tuesday 14 May 2019 at 5.00pm in A214, Kingsway Campus.**

As this was C Blake's last Audit Committee meeting before retiring G Robertson took the opportunity to thank her, on behalf of everyone, for her work, input and guidance at the meetings.

Action Point Summary

Action	Responsibility	Date
Strategic Risk Register to be updated to incorporate Estates and People risk headings/risks	S Taylor	14 May 2019
Guidance on possible 'reply all' setting on mobile devices to be provided	C Blake	31 March 2019
Internet Security policy to be completed and published	C Blake	31 March 2019
Remaining actions from Asset/Fleet Management audit to be prioritised for completion by revised due dates	C Blake	14 May 2019
Extension to Henderson Loggie contract to be confirmed	C Blake	14 May 2019
Procurement process for internal audit to be confirmed	S Taylor	17 September 2019



**BOARD OF MANAGEMENT
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING**

Minute of the Human Resources and Development Committee meeting held on Thursday
21 February 2019 at 5.00pm in Room A214, Kingsway Campus.

PRESENT: G Bisset K Keay
 T Pirie G Ritchie

IN ATTENDANCE: S Taylor (Vice Principal) C Blake (Vice Principal)
 B Grace (Head of Estates)
 Megan Sanderson (Executive Secretary)

1. WELCOME

G Bisset welcomed members to the meeting and noted that he had been asked to Chair in the absence of P Milne. G Bisset welcome K Keay to her first meeting.

2. APOLOGIES

Apologies were received from P Milne, D Fordyce, A O'Neil, C Clinkscale, A Mawhirt, and S Hewitt.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. ESRC RESEARCH PROJECT – INFORMED CONSENT

H Young was in attendance to observe the meeting. Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public.

5. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 15 November 2018 was approved as an accurate record.

6. MATTERS ARISING

6.1 Health and Safety Training

B Grace provided an update on Health and Safety Training noting that 99% of Support Staff have completed the FireRite Training and 94% of Support Staff have completed the AssessRite Training.

The figures for Academic staff were 94.5% for FireRite and 92% for the AssessRite training. B Grace noted that the team had been supporting and encouraging all staff to complete the training and staff had been informed that failure to undertake mandatory H&S training may become a performance management issue.

G Bissett asked how often the training had to be re-done by staff. B Grace confirmed that this was done every two years. Options to support the clearer planning and tracking of this training were discussed.

The significant increase in completion of training was welcomed.

7. LOCHER H&S PROJECT

B Grace reported an update on the LOCHER project. The project had been led by A Cathro Health and Safety Officer. B Grace stated that the recognition for the project had been exceptional. G Ritchie noted that the College received the top UK award for the project and were recently awarded the Innovation Award 1st prize – Lord Cullen Trophy at the House of Lords.

A Cathro to be invited to the next Committee meeting in May. **S Taylor to action.**

8. ACADEMIC RESTRUCTURING

G Ritchie summarised the Academic Restructure Paper, noting the extensive consultation adopted to support this.

G Ritchie confirmed that job descriptions had been developed and that recruitment to the new structure had commenced that day.

G Ritchie stated that the new appointments will be made by summer and the new structure will be in place for the new academic year in August.

G Bissett asked if there would be redeployment and G Ritchie confirmed there would be. G Ritchie noted this will be a significant change for staff as some staff wouldn't have had an interview for many years and highlighted the support available to staff for this.

G Bissett asked if there would be CPD in place to help staff who were appointed with their new roles. G Ritchie and S Taylor confirmed there would be and the People Team would be working with staff on this to support the embedding of the new structure across a period of c.18 months.

G Bissett asked if there were plans in place if no applicants were appointed internally. S Taylor noted this was highly unlikely but discussions had taken place on possible options should there be any appointment gaps within the new structure.

K Keay asked if there has been a specific risk register developed for the restructure. S Taylor confirmed that various risk areas had been picked up through the consultation and that overall this was covered under the strategic risk register.

G Bissett asked if staff don't get appointed to promoted posts if they could be displaced into an unpromoted lecturer role. S Taylor confirmed this may be the case for some staff. G Ritchie advised that staff would be eligible for four years protected salary.

G Bissett noted the changes in responsibilities within the Executive team structure.

9. NATIONAL BARGAINING UPDATE

G Ritchie provided an update on National Bargaining, confirming that the national dispute over academic staff salaries was on-going with another two strike days planned for March 2019.

The potential further escalation of this action was noted.

10. EMPLOYEE ENGAGEMENT SURVEY

S Taylor summarised the survey report produced, noting that this was the third survey of this type undertaken on a fully anonymous basis through Peachy Mondays in recent years.

S Taylor noted that the survey was based around College Values and that there had been a healthy response rate (around 65% of current staff completing). Overall results were noted, with increases in the high level indices (Engagement from 68% to 80% and happiness from 68% to 69%) but some reductions in respect of College values.

G Bissett noted that engagement levels had increased but trust and respect categories of the survey had reduced from 62% to 60% and from 65% to 62% respectively. This was noted and S Taylor highlighted that work had been undertaken through the 'anonymous questions' facility of the survey to seek to drill into this in more detail. It was noted that the survey was issued at the same time the Restructure Paper and notification of likely ballot on industrial action. S Taylor noted that this backdrop may have impacted on some responses.

G Ritchie noted that one of the key elements of the restructure plans was to create more manageable teams and hopefully increase engagement and trust.

S Taylor noted that there was a lot of work being supported by the People Team to ask staff further questions regarding their responses in the survey, and to work with individual managers and teams on the back of the survey responses received.

S Taylor noted that A Mawhirt investigated the survey results to see if there were any significant differences between campuses or Academic and Support staff. It was noted that there were very few differences at campus level, but that Support staff were marginally more positive than Academic staff.

K Keay welcomed the survey report and noted that she felt from past experience that this showed exceptionally good responses for a large organisation.

11. VP PEOPLE AND PERFORMANCE REPORT

S Taylor summarised his report, highlighting that the VS Scheme was still open. Ten members of staff had applied with 5 declined, 1 accepted and 4 to be reviewed. More applications may be submitted through the restructure. G Bissett asked if there was a split in applications between Support and Academic Staff. S Taylor confirmed it was a 50/50 split.

S Taylor noted that discussions and arrangements were progressing around National Job Evaluation for Support Staff.

S Taylor noted that there was a lot of work being done around the Wellbeing project with a huge amount of activities available for staff and students.

S Taylor highlighted the fantastic student outcome figures and noted discussion at the Learning, Teaching and Quality Committee around recognising the contribution of staff to these results.

S Taylor stated the team are currently in the process of recruiting a new Vice Principal Corporate Services and two candidates have been progressed (from a long list of seven) to the final shortlist.

T Pirie asked if the candidates were external or internal. S Taylor confirmed they were all external, with 21 candidates applying overall.

12. HR METRICS

S Taylor provided a summary of the metrics presented, highlighting that these had remained stable from previous meeting with a slight increase in staff turnover.

G Bisset highlighted the staff absence figures and stress related absences were discussed. The role of the Health, Safety and Wellbeing Committee in reviewing absence data was discussed and S Taylor noted that the People Team were aware of all stress related absences and tracked patterns and provided individual guidance and support as required.

13. MEETING MINUTES/UPDATES

The minutes of the Joint Consultation Forum and Equality and Diversity Strategy Group were noted with interest.

14. DATE OF NEXT MEETING

The next Human Resources and Development Committee meeting will take place on Thursday 9 May 2019.

Action Point Summary

Action	Responsibility	Date
A Cathro to attend HRD meeting to outline LOCHER project success	S Taylor	9 May 2019



BOARD OF MANAGEMENT

Tuesday 19 March 2019

SFC Correspondence

Paper O

SFC Communications

<p><u>Indicative college funding allocations 2019-20</u></p> <p>Ref: SFC/AN/05/2019 Date: 28/02/2019</p>	<p>Announcement of indicative college outcome agreement funding allocations for Academic Year 2019-20.</p>
<p><u>National Bargaining Funding for AY 2018-19</u></p> <p>Ref: SFC/AN/03/2019 Date: 22/02/2019</p>	<p>Announcement of an adjustment to the funding to meet the costs of national bargaining and additional funding to support the job evaluation process costs in AY 2018-19.</p>
<p><u>In-year redistribution of student support funds 2018-19</u></p> <p>Ref: SFC/AN/02/2019 Date: 22/02/2019</p>	<p>Announcement of in-year redistribution of student support funding to colleges for academic year 2018-19, detailing the recovery of unspent funds from 2017-18 and allocations of additional funding for 2018-19.</p>
<p><u>Gender Action Plan: annual progress report</u></p> <p>Ref: SFC/CP/01/2019 Date: 06/02/2019</p>	<p>SFC's second report outlining the progress made since publication of our Gender Action Plan (GAP), highlighting key priorities for action in the coming year</p>
<p><u>Mid-year financial forecast return (MYR) for FE colleges 2018-19</u></p> <p>Ref: SFC/CI/01/2019 Date: 01/02/2019</p>	<p>This Call for Information requests colleges to provide an updated financial forecast return for the academic year 2018-19. The return should be sent to the Scottish Funding Council (SFC) by 31 March 2019.</p>
<p><u>College Performance Indicators 2017-18</u></p> <p>Ref: SFC/ST/02/2019 Date: 29/01/2019</p>	<p>Overview of college performance indicators from 2008-09 to 2017-18</p>
<p><u>College Statistics 2017-18</u></p> <p>Ref: SFC/ST/01/2019 Date: 29/01/2019</p>	<p>This publication provides an overview of college sector statistics from 2008-09 to 2017-18.</p>
<p><u>College Student Satisfaction and Engagement Survey Guidance 2018-19</u></p> <p>Ref: SFC/GD/25/2018 Date: 13/12/2018</p>	<p>Guidance notes for the completion of the College Student Satisfaction and Engagement Survey: Academic year 2018-19.</p>

<p><u>College Leaver Destinations Guidance 2017-18</u></p> <p>Ref: SFC/GD/24/2018</p> <p>Date: 11/12/2018</p>	<p>Guidance notes and code lists for completion of First Destination of College Leavers data: Academic Year 2017-18 student cohort.</p>
<p><u>Transparent Approach to Costing (TRAC) Return 2017-18</u></p> <p>Ref: SFC/CI/07/2018</p> <p>Date: 11/12/2018</p>	<p>This Call for information requests completion of the annual TRAC return by 31 January 2019 and the TRAC(T) return by 28 February 2019.</p>
<p><u>EU Exit and Scottish colleges and universities</u></p> <p>Ref: SFC/CP/01/2018</p> <p>Date: 09/12/2018</p>	<p>This briefing provides a summary of the potential impacts of the UK leaving the European Union (EU) on colleges and universities.</p>
<p><u>Early Statistics and Early Access Returns 2018-19</u></p> <p>Ref: SFC/GD/23/2018</p> <p>Date: 12/11/2018</p>	<p>SFC uses the Early Statistics Return to collect information on students eligible for funding at the higher education institutions it funds. It uses the Early Access Return to collect information on enrolments from the most deprived areas in Scotland in order to monitor progress on targets set by the Commission on Widening Access and on Outcome Agreement measures.</p>

Further details on the above Communications can be accessed via:

<http://www.sfc.ac.uk/publications-statistics/sector-communications.aspx>