BOARD OF MANAGEMENT
Tuesday 11 June 2019 at 5.00pm, Room 305, Kingsway Campus

AGENDA

1. **WELCOME**

2. **APOLOGIES**

3. **DECLARATIONS OF INTEREST**

4. **ESRC RESEARCH PROJECT – INFORMED**   Paper A for information
   CONSENT

5. **MINUTE OF LAST MEETING – 19 MARCH 2019**   Paper B for approval   AMc
   5.1   Adoption
   5.2   Matters Arising
   -     Student Social Space   Paper C for information   JC

6. **STRATEGIC ITEMS**
   6.1   Good to Great Strategy Project Report   Paper D for discussion   GR
   6.2   Future Strategy   Paper E for discussion   GR

7. **NATIONAL BARGAINING UPDATE**   Verbal update   GR/ST

8. **PRINCIPAL'S REPORT**   Paper F for information   GR

9. **FINANCE ITEMS**
   9.1   2019/20 Budget   Paper G for approval   JC
   9.2   Loan Repayment   Paper H for approval   JC

10. **STUDENTS' ASSOCIATION REPORT**   Verbal update   DH/RW

11. **GOVERNANCE ITEMS**
    11.1   Board Evaluation   Paper I for information   ST
    11.2   Board Metrics   Paper J for information   ST

12. **MINUTES OF COMMITTEE MEETINGS**   Paper K for information   AMc
    12.1   Learning, Teaching & Quality – 1 May 2019
    12.2   Audit & Risk – 14 May 2019
    12.3   Human Resource & Development – 9 May 2019
    12.4   Finance & Property – 21 May 2019

13. **CORRESPONDENCE**   Paper L for information

14. **ANY OTHER BUSINESS**

15. **DATE OF NEXT MEETING**
    Tuesday 24 September 2019, Room A305, Kingsway Campus **at 5.00pm**.

BOARD OF MANAGEMENT

Tuesday 11 June 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 11 June 2019

Minute of Last Meeting – 19 March 2019

Paper B

BOARD OF MANAGEMENT

Minute of the Board of Management of Dundee and Angus College meeting held on `
Tuesday 19 March at 5.00pm, Seminar Room 5, Arbroath Campus

PRESENT:

A McCusker (Chair)	G Ritchie
G Robertson	A O'Neill
S Mill	D Humphries
M Williamson	K Keay
P Milne	H Honeyman
G Bisset	D Mackenzie

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)
P Connolly (Education Scotland)
H Young (ESRC Research Project)

1. WELCOME

A McCusker welcomed members to the meeting noting that this was Donald Mackenzie's first meeting since being appointed to the Board of Management.

A McCusker also took the opportunity to advise the Board that this would be both Alan O'Neill's and Catriona Blake's last meeting and thanked them both for their contribution.

A McCusker also advised the Board that Jaki Carnegie would take up her post as the new Vice Principal Corporate Services from 7 May 2019.

2. APOLOGIES

Apologies were received from N Lowden, C Clinkscale, D Fordyce, T Pirie & S Watt

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. ESRC RESEACH PROJECT

It was noted that the meeting would be videoed as part of the ESRC Project.

5. EDUCATION SCOTLAND QUALITY REPORT FEEDBACK

P Connolly thanked the Board for the opportunity to present on Dundee and Angus College's recently published Evaluative Report and Enhancement Plan 2017-18.
P Connolly commented that this was a concise, well-written, honest and accurate report acknowledging the work carried out by the Executive Team in producing this.

P Connolly noted it was clear that Dundee & Angus College was one of the leading Colleges in Scotland. The College had a very strong Quality Culture with staff engaged in the drive for improvement.

P Connolly acknowledged the College's focus on retention, attainment and assessment with positive practice in Career Management Skills, Work Placements and progression.

P Connolly intimated that there would be College HMI progress monitoring visits on the Quality Enhancement Plans prior to publishing and update in October 2019.

S Mill asked (as one of Scotland's leading Colleges) how excellent practice was shared with other institutions. P Connolly confirmed that Education Scotland are currently looking at a new digital way of sharing information.

S Hewitt noted that Dundee & Angus College had a number of Associate Assessors undertaking work on behalf of Education Scotland and feedback took place to share practice seen elsewhere within the sector. G Ritchie noted that informal discussions also take place with other college networks and groups.

M Williamson noted on behalf of the Board of Management the fantastic evaluation report, and asked P Connolly if Education Scotland were being proportionate in their visits to the College in light of this report. P Connolly confirmed the reduction in the number of formal review visits under the current review model and noted that the next full report would be not need to be produced until 2 years' time.

The feedback and positive endorsement was welcomed.

6.   **MINUTE OF LAST MEETING – 11 December 2018**

6.1   **Adoption**

The minute of the Board of Management meeting held on 11 December 2018 was signed and approved as an accurate record.

6.2   **Matters Arising**

(i)   **Fairlie House** – the sale will be in conjunction with Angus Council who own part of the building.

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

7.   **STRATEGIC ITEMS**

7.1   **Strategic Register**

G Robertson explained the current format of the Risk Register and plans to update the format / headings in light of discussions at the Audit & Risk Committee meeting on 5 March 2019.

G Robertson advised that H Honeyman had offered to deliver a BOM Development Session on 11 June 2019 at 4.00pm on risk culture; our own personal responsibility; and the tone from the top. It was hoped that the session would give members a better understanding of the College's "Risk Maturity Level" and "Risk Appetite". It was agreed that this date be circulated alongside a doodle poll to identify possible alternatives if required. **T D'All to progress.**

G Robertson noted discussions with Henderson Loggie had highlighted approaches to risk management where high level risks were 'delegated' to the relevant Board Committees to oversee. This was discussed and it was agreed that a proposal on this be considered at the next Audit and Risk Committee. **S Taylor to progress.**

A McCusker noted recent discussions in respect of business continuity planning and highlighted the importance of the practical and operational information needed to ensure business continuity should an incident arise. This as noted and it was highlighted that business continuity was on the internal audit schedule for 2018/19.

7.2   Good to Great Strategy Project Report

G Ritchie noted that the Good to Great Project (G2G) was progressing well and that Twitter continues to play a big part in communication with staff, students and wider audiences using hashtags #DAG2G, #DAWellbeing, #moresuccessfulstudents, and #morethanjustacollege

On project sustainability G Ritchie noted that most elements of G2G will be self-sustainable as they were funded for a specific period of activity only and do not require further investment.

G Ritchie highlighted the online Digital Toolkit, one stop shop for digital support that has proved to be popular and is added too regularly by the Learning and Digital Resources team. Work on "training for trainers" in Mental Health First Aid; WRAP (Wellness Recovery Action Planning) involving staff and student was also noted as positive development that would support sustainable activity going forward.

G Ritchie noted the intention to undertake and independent evaluation a year after the project's completion for discussion at the full Board.

7.3   Regional Outcome Agreement

S Taylor updated the Board on the final draft of the Regional Outcome Agreement (ROA) based on the detailed Guidelines from SFC in October 2018 and feedback on the draft discussed at the Board Meeting in December 2018.

S Taylor noted several areas of high priority including:

- Gender Equality – contextualised admissions arrangements to increase conversion rates for applicants in curriculum areas where a gender imbalance is evident
- Gender Based Violence (GbV) – support for the campaign to expand awareness of gender based violence issues
- Social Inclusion and plans to further increase the proportion of learners from SIMD 10 postcodes
- Graduate Apprenticeships – raising awareness of the GA as a career pathway for school pupils and College learners through the Foundation and Modern Apprenticeships.
- Care Experience Commitment – to guarantee a course place to all care experienced young people that apply for a place at College.

Measurement Framework – Trends and Targets – S Taylor intimated the College's desire to remain at 109,500 credits, with all of these allocated as 'core' credit activity.

Gross carbon footprint (tCO_2) – S Taylor highlighted that this was currently sitting at 2,900 tonnes per annum, well ahead of the 3,700 tonne target.

S Taylor noted a correction required to deduct the value of the ESF activity from the total funding as this was recorded separately.

A McCusker congratulated the Executive Leadership Team on a fantastic ROA document highlighting the challenging targets and acknowledging the desire to achieve these.

The final document (as updated) was approved for submission to SFC.
S Taylor to progress.

7.4 Future Strategy – Strategic Session

S Hewitt explained that 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 and to clearly define what this would look and feel like for our learners, staff, partners and wider stakeholders.

Discussions with the Board around this were summarised and S Hewitt sought the Boards approval on:

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

S Hewitt also noted that the Learning & Evaluation from the G2G project would be finished by September 2019 and outlined the need for a seamless transition between the old and new strategies.

S Hewitt highlighted the new academic structure going forward and the new Vice Principal for Corporates Services. The re-structure exercise is to be completed by August 2019.

Following discussion on the key elements of the future strategy and timescales the Board approved the proposal. **S Hewitt to progress.**

7.5 Board Development Session

A McCusker explained that there had been a number of Development Sessions organised prior to the start of each Board of Management meeting however, attendance had started to tail off. The Board were asked to consider if the sessions were useful.

After discussion it was agreed that there should be a note of the Development Sessions included on the 2019/20 Board of Management Meeting Calendar and that the sessions would be highlighted at the top of each Board Meeting Agenda.
S Taylor / T D'All to progress

8. FINANCE ITEMS

8.1 Financial Strategy

C Blake noted that the Financial Strategy was a 5-year rolling strategy coming to the Board in March each year. The Finance and Property Committee considered the Financial Strategy at its meeting on 12 March 2019 and were now asking the Board to consider and approved this.
C Blake outlined a communication received regarding the SPPA pension contribution increase will affect the strategy going forward, squeezing the contribution increase over a shorter period (from September 2019) and resulting in a higher contribution rate in the longer term.

The range of sensitivities within the financial strategy were discussed, and the potential negative impact of these noted.

A McCusker noted the discussions held at the Finance and Property Committee and outlined the request that the Executive Leadership Team consider different options that might be available to achieve the required saving in 2019-20.
G Ritchie to progress

The Board approved the Financial Strategy.

8.2 Estates Strategy

C Blake noted that the Estates Strategy document was different from previous versions, with this setting out the strategic context and external environment, along with the curriculum requirements which drive it. It described the existing estate in detail, providing a clear assessment (positive and negative) of its current physical condition and the suitability of accommodation for our learners and for staff. Finally, it sets out an overall plan to inform estates priorities and developments over the coming 5-year period.

C Blake noted that work on business cases for the Kingsway Campus Tower had already started and that the broad parameters for the master plan were as set out in the Strategy.

Following some discussion, the Board confirmed they were happy with the vision of "three Campuses, one College" and the prioritisation of the Kingsway redevelopment whilst noting the significant backlog maintenance needs, particularly at the Arbroath Campus.

The Board asked if C Blake could find out what the ratio of student social space would be at Kingsway Campus in comparison to Gardyne & Arbroath Campus.
C Blake to progress.

Potential opportunities to receive small amounts of additional capital funding were discussed and it was agreed that this would be discussed further with SFC.
G Ritchie to progress.

The Board approved the Estates Strategy 2019 – 2024.

9.   **NATIONAL BARGAINING**

G Ritchie gave an update on National Bargaining indicating that academic staff's next strike day would be 21 March 2019. G Ritchie also noted that the Academic unions were currently balloting their members on industrial action short of strike action (not processing results for students). Concern was expressed that, if successful, this may impact seriously on student certification and progression.

S Taylor noted that the Job Evaluation process for support staff has started with Dundee & Angus College having 173 roles to be evaluated by June 2019.

10.   **PRINCIPALS REPORT**

G Ritchie summarised his report noting that SFC had offered and additional 1,500 credits (approximately £230,000) for session 2018/19. These would be used to increase Future Talent and other activities with local schools and target retraining for workforces in Dundee & Angus as a result of the closure announcements at Michelin and McGills.

G Ritchie noted that the College had received over 1,000 additional full-time applications more than at the same time last year and that direct applications from schools had trebled.

G Ritchie intimated that Dundee & Angus College was the only college in Scotland to receive funding from the Scottish Government's Child Poverty Action Fund. This was an ambitious project to address under-employment and under-attainment as key drivers of poverty.

G Ritchie noted that Board members had been working alongside College staff to bring together a specific Business Plan for the Service Design Academy (SDA). SDA has real potential to grow commercial income focusing initially on leads in the UK.

G Ritchie said that he was recently invited to attend a meeting at the Dundee Central Mosque to discuss possible links with the College. The meeting is to be followed up with an information and recruitment session.

Developments were noted with interest.

11.   **STUDENT ASSOCIATION REPORT**

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

12.   **GOVERNANCE ITEMS**

12.1   **Board Membership**

The extension of appointment for G Robertson, P Milne & S Watt were noted and the formal appointment date for D Mackenzie confirmed as April 2019.

12.2   **Governance Update**

S Taylor highlight a national proposal to introduce two trade union nominees to college boards in addition to the two existing staff representatives. Potential issues in respect of conflict of interest were noted.

12.3 Board Metrics

The range of Board metrics produced were noted.

12.4 2019/2020 Board Meeting Dates

As a result of earlier discussions it was agreed that the Board Meeting dates will also include the dates for the Development Sessions. The meeting dates were approved. **S Taylor / T D'All to progress**

13. MINUTES OF COMMITTEE MEETINGS

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

14. CORRESPONDENCE

The list of recent communications was noted.

15. ANY OTHER BUSINESS

There was no other business.

16. DATE OF NEXT MEETINGS

Board of Management Meeting on Tuesday 11 June 2019 at 5.00pm, Room A305, Kingsway Campus

Development Session on Tuesday 17 September 2019 at 4.00pm ~~Tuesday 11 June at 4.00pm~~ **with Helen Honeyman**

Action Point Summary

Action	Responsibility	Date
Board development session to be organised/date confirmed	T D'All	18 April 2019
ROA final draft to be submitted to SFC	S Taylor	29 March 2019
Future Strategy discussions and document to be progressed	S Hewitt	11 June 2019
BOM Development Session Dates to be included on the BOM Calendar of Meeting Dates for 2019/20	S Taylor / T D'All	18 April 2019
Paper on 'delegating' risks to Board Committees to be developed	S Taylor	14 May 2019
Executive Leadership Team to review and report on plans to achieve necessary savings in 2019-20. Report to F&P Committee	G Ritchie	21 May 2019
Comparison data on ratio of social space per student at each campus to be provided	C Blake	11 June 2019
Discussion with SFC on estates plans and potential for funding	G Ritchie	11 June 2019

Student Representation
The class rep system is working well and we are gaining feedback and making changes across the college, the 'Split course' have had their funding extended to take them over the Christmas holiday period and Simon has agreed to contact the councils to see if there is anything that can be done to lessen the Council Tax burden.
Quiet spaces – quiet spaces are being brought up across all three campuses of the college, Gardyne being the most voiced by the students. Sarah Rennie, is working with Craig Nicoll in order to carry this out for the students. Sarah Rennie will contact Billy Grace to ensure a suitable location is found and utilised.
Hot water has become another topic of feedback from students. Students are being charged 40p for a cup of hot water at the canteens in the College. They have no other way to access hot water and are being charged for obtaining it and also being charged 10p extra for sugar etc if they are purchasing the hot water. It has been brought to light that there are no kitchen facilities for students to use, ie. No hot water, no microwaves etc etc, however there are a number of staff areas in which staff can use these types of facilities. Students have recently asked the Students' Association to look into this for them.

Recruitment
The Students' Association has recruited two new members to the Team in the role of Students' Association Supply, Colin Ogilvie and Cher Meldrum. Both Colin and Cher are making a positive impact on the Students' Association at the Gardyne Campus and across the college.
We have a new student representative on the new Steering Group. The aim of the group is to prioritise the Systems team's workload to ensure that the priorities of the College and the priorities of team are aligned. Our lead representative Roland Doyle has enthusiastically taken on this role and looks forward to working with different teams from across the college.

Health & Wellbeing
The breakfast club at Gardyne has proved to be popular with students on a Monday morning and are attracting around 12 students each Monday morning. The breakfast club at Arbroath Campus is maintaining its numbers on a Friday morning with regular students arriving for tea and toast. Crack Open has very much increased its number of participants and now is attended regularly by at least 16 or more students each week, Monday afternoon. SocieTea is also increasing in number of individuals attending each Wednesday. The introduction of "Walk a Mile in My Shoes" on a Friday at Gardyne Campus will be closely monitored to ensure that we are providing the best options for our students. It is based on walking with someone you have never met across the college and walking the Daily Mile and talking about different experiences, it is aimed at tackling the stigma of mental health.

Both the Students' Association and Sports Union launched the 'Cigs for Gigs' campaign to reduce the amount of cigarettes being smoked by both staff and students across the college throughout the wellbeing week at the start of January. The idea is that for each whole cigarette deposited into our 'cigarette' containers each person will be provided with a raffle ticket corresponding to their campus and will go into a prize draw to win vouchers for Ticket Master. There has been a good uptake from both students and staff across the college with the number of cigarettes being deposited into the containers. Sarah Rennie and Craig Nicoll will make the first draw shortly.
The Students' Association has been working with #DAWellbeing group, Sarah Rennie has been involved with discussions with the group and takes forward the views of the student body on behalf of the Students' Association. Through this collaboration the positive moves forward with health and wellbeing will benefit both staff and students from across the college.

Students' Association Restructure consultation

The Students' Association held an initial consultation with the Students' Association Advisory Board with regards to a possible restructure of the Students' Association with regards to the role of the VPs, President and Staff members. Four models were chosen from across the country including the current model of operation and evaluated using the traffic light system. Once complete the information and models were further discussed with the Student Congress who leaned towards having four VP's and staff member to ensure the smooth running of the Students' Association. Discussion were then held again with the Advisory Board and it was decided that Sarah Rennie would collaborate with Steven Taylor to facilitate the next meeting with a proposal paper after reviewing and evaluation both past 'Stop & Review's" with the "Framework for the Development of Strong and Effective College Students' Associations in Scotland". Sarah Rennie is completing this and will call another Student Congress meeting in order to discuss the proposals for the Students' Association before bringing it back to the Advisory Board.

Students-Led Teaching Awards

Last year the Students' Association launched their own student-led teaching awards which broke the record of nominations fourfold through a 6-week period, gaining 326 nominations in total. This year the Students' Association are currently sitting at just over 450 nominations and still have two weeks to push before closing the nominations. Almost reaching our 500 target for the year. The team at the Students Association will push this out over the next two weeks to ensure that all students have the opportunity to nominate both academic and support staff across the college.

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Student Social Space

Paper C

BOARD OF MANAGEMENT

STUDENT SOCIAL SPACE

1   Introduction

At the March Board, as part of a wider discussion surrounding the Estates Strategy and the redevelopment of the Kingsway tower, members asked that comparison data on ratio of social space per student at each campus be provided.

2   Comparison

The following analysis is the most straightforward means by which to provide a comparison;

Campus	Area of Social Space (m²)	Number of Full-Time Students[1]	Social Space per Full-Time Student (m²)
Arbroath	425	1,179[2]	0.36
Gardyne	1,250	2,771	0.45
Kingsway	500	1,712	0.29

3   Recommendation

The Board are asked to note the comparative data.

4   Information

For further information contact Jaki Carnegie, Vice Principal Corporate Services, j.carnegie@dundeeandangus.ac.uk.

Author: Billy Grace, Head of Estates
Executive Sponsor: Jaki Carnegie, Vice Principal Corporate Services

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[1] Full time students are the most prolific and regular users of social space.
[2] Arbroath numbers excludes students studying at the Saltire Centre.

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Good to Great Strategy Project Report

Paper D

PROGRESS REPORT JUNE 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

Following confirmation in March 2019 that elements of the Good to Great (G2G) project would continue to run until the end of the calendar year, there is now a maximum of 6 months to go.

As project work has developed, we can see a significant positive impact in various areas of College activity, including increased recruitment for full time courses and a substantial increase in schools' provision and in school leavers applying to study with D&A College.

Our curriculum is modernised and delivery is enhanced through new teaching approaches and with new equipment that has been purchased through G2G funding. A wide range of activities and services have been redesigned, and student wellbeing has seen a substantial improvement through the G2G funded Wellbeing project.

Since the report in March 2019 the following key project developments are noted:

- The pilot on the Help Point service has been evaluated and permanent Help Point arrangements developed.
- The first Escape Room has launched and work has started on the remaining two rooms
- The Fujitsu Learning Lab has been officially opened
- Our new Cyber Security Lab is nearing completion (launch planned for mid-June)
- Successful launch of the #DAWellbeing 'Relaxation Stations'
- Successful first year of the new Gateway course provision
- More new equipment has been purchased to support new curriculum developments and enhance curriculum delivery
- Increase in school engagement

1.1 Project Management

The main focus of the Project Manager has remained as communication with project theme leads, staff and students. Further work has been done to communicate the success and impact of G2G activities to the wider College community (and externally) through series of videos and posts on twitter and the G2G portal.

Project management meetings have focussed on completion of key activities and in supporting budget management and forecasting to ensure that there is no budget overspend and that all remaining funds continue to be spend relative to known and agreed G2G project activities and themes.

As project spending begins to be completed, it has proven possible to consider and support a small number of additional funding bids to enable future developments and add value to the future curriculum.

1.2 Progress by Theme

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

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

Progress in respect of each theme as of 3 June 2019 is as follows.

1.2.1 Recruitment

This year to date has seen a **5% increase in full-time** applications, with a particular focus on an increase in HE applications. Embedding the new recruitment practices - ensuring applicants are being offered selection of appointments and receiving decisions promptly, has also resulted in **approximately 130 more** course offers being confirmed compared to this time last year.

Continuation of our partnerships with schools and SDS have seen a **27% increase in School Leavers** applying to study full-time and 1,300 candidates have taken advantage of the D&A Pledge and been offered a place to study with us next session.

The introduction of our **Gateway to College** provision in session 18/19 is providing candidates with limited qualifications the opportunity to try several of our curriculum areas and decide on a future career path whilst also gaining a level 4 qualification, life skills and confidence. These candidates now have the opportunity to progress onto their chose vocational specialism on an informed basis and continue their studies with us in session 2019/20. This option is proving to be attractive to applicants and in 2019/20 we will offer Gateway provision in all 3 campuses.

The **Help Point** service has undergone a full evaluation and will now become a permanent fixture at each campus with a Team Leader and 7FTE staff incorporated to the Administration Services team. These staff are fundamental to ensuring learners are supported throughout their journey with the College. Key tasks being undertaken by this team include maximising recruitment by 'chasing' students still to accept their offer and contacting candidates still to submit documentation to support their funding applications. This work will ensure that more students have all administration tasks completed and their funding in place prior to starting the College - which shown improved retention in the early weeks of study in the current academic year.

Help Points will use the digital signage during the **Prepare Me** week to engage with learners and are continuing to work with ICT to develop and offer some self-service facilities at each Help Point.

As a key outcome from the evaluation, recruitment is underway for supply staff to support the Help Point functions at the start of term to ensure we have the resources to cope with demand and support our learners at the very start of their journey. This will also allow us to offer the service over more flexible hours which will give our evening students a similar service as our full-time students.

Work has continued on the Student Funding application process and sessions have been held with student volunteers and the Service Design team to simplify the terminology used to ensure students understand the documentation required. With assistance from student funding and marketing teams, a "Get Prepared" infographic has been designed and is being used as part of our social media campaign to highlight the importance of applying for funding early.

Get Prepared for your Funding Application

When filling in Bursary/EMA applications you will need information from a number of documents about your personal circumstances. You will need to contact external agencies for some of the information. Work through the different steps below to help identify the documents you need.

All applicants need

- **1 form of identification** – acceptable forms of ID are a birth certificate, passport, driving licence, or National Entitlement Card
- **your own bank account** – if you don't have one please see a bank or building society now to ensure your account is active before you start college.

What is your employment status?

Employed?	Receiving DWP Benefits?	No Income?
we need 3 current payslips.	we need a copy of your current benefit letter or, if getting Universal Credit provide 2 copies of your Universal Credit Statements.	we need a written statement confirming you have no income from benefits or employment with bank statements to support this.

What is your age & relationship status?

over 18	single, under 25 and supporting yourself from employment or benefits	under 25, married or in an established relationship	single, under 25 and caring for a child
we need a written statement confirming full employment, unemployment & education history from 1st August 2013 to present day with no gaps.	we need evidence of how you have supported yourself for any 3 years, e.g. P60 from employment or a letter from HMRC confirming employment details and income or letter from DWP confirming your benefits for this period or a copy of your formal rent agreement for any 3 years.	we need Council Tax Demand Notice 2019/20 showing both names or joint tax credit award notice 2019/20 (all pages) or joint benefit award letter or marriage/civil partnership certificate or rent/mortgage agreement/utility bill with both names.	we need your 2019/20 tax credit award notice or Universal Credit statement (all pages) and your child's birth certificate.

Within the website a documentation page and funding video have been created to enable applicants to check they have the correct documentation, and to help them to source the documents when applying for funding.

Building on a G2G funded pilot in 2018, During the week of 10th June we are expecting over 2,000 applicants to attend our **Prepare Me** sessions. These sessions are a valuable introduction to College life. Giving candidates the opportunity to meet staff and other students, take part in team building activities, confidence building sessions, demonstrations, visits and inspirational talks from many external partners and employers. All front-line services will support these days, working with curriculum staff to ensure our learners feel comfortable and excited about starting their journey with Dundee and Angus College.

School engagement work 'pump-primed' by G2G funding has been focussing on our new senior phase intake and the S2 Future Talent Vocational Taster days.

A great deal of time was spent earlier in the year, around course choice time, communicating the senior phase offer and the Foundation Apprenticeships to schools, building on and complementing other schools' engagement work, including Future Talent, the D&A Pledge and closer partnership working with the local authorities and head teachers across the region. As a result of this strategic and operational engagement, we have seen an over 50% increase in numbers of pupils applying for College courses as part of their senior phase, with **over 600 pupils in Dundee and 900 in Angus** choosing College this year. Within that, Foundation Apprenticeship numbers have increased from **40 in 2018/19 to 260 for 2019/20**.

This year, senior phase pupils will undertake an SVQ problem solving unit as part of their pre- summer induction, and in their last week before the end of term, there are range of fun and engaging activities being put in place for pupils, with teams across the college collaborating to run a Service Design Academy event, with action packed Fresher Fayre events also being run on all campuses. The work is to ensure school pupils get a positive and broad introduction to College life from the start, and have time to get to know their class and each other, as well as staff from across the college.

Our S2 Future Talent Vocational Tasters are currently running, and we have over 1500 pupils expected to come through our doors in May and June to experience a range of short introduction session across our academic areas. These events are a valuable early introduction to the College environment and the diversity it offers, and give us the opportunity to showcase vocational pathways and opportunities to potential future students and their accompanying teachers.

1.2.2 Retention

A **Government Retention Project** video has been produced to showcase how D&A College has used the Model for Improvement within the Social Science team. The video has been used nationally as a part of the project and was shown at the Learning and Teaching Committee meeting on 1 May – receiving extremely positive feedback in both instances.

Project work is continuing to further develop and test the **Attainment Tracker** approach developed through this project work, with the aim that this becomes a formal College developed system.

Whilst challenges remain in terms of overall retention and attainment for the level 5 group covered by this project, review of the College Learning & Teaching survey provided us with excellent feedback with student satisfaction for the group increasing from 7.4 to 8.4.

The first of the Colleges **Escape Rooms,** aptly named 'TITANIC', was launched on 16 April, with members of the College Executive Team taking on the challenge to solve the puzzles and escape before the hour was up. Despite a valiant attempt they were unable to escape within the 60 minutes.

The launch event also allowed an opportunity to thank the students and staff involved in the creation, design and building of the facility, with representatives from: Construction & Joinery, Painting & Decorating and Computing. It was a great opportunity for students who had worked on the project to see how their skills contributed to the overall finish and build, and they could appreciate their input into a live project and finished article.

Since its launch there have **been 15 Teams take part**, (8 student teams, 6 staff teams and one mixed team). The feedback on the rooms as a teambuilding facility has been excellent, including the following feedback.

"got everyone interacting to try and solve the room and it was fun trying to do it"
"it improved my team working skills and brought me out my shell"
"Great, because it was something different and was a challenge"
"Superb layout and well thought out puzzles"
"Yes great, because it was proven a bit of a challenge and we go so close to getting out ☺"

One of the real benefits of the room, is that the experience and journey through it can be varied – depending on what and when you find and solve clues. It also provides an immersive experience, and students who are initially more reserved are fully engaged and enthused with the experience. The team observation and de-brief element of the rooms is also very beneficial particularly for teaching staff. The feedback on this element as also been very positive. Please see below a testimonial from one of our tutors.

"We really appreciated the chance to take part in the Escape room. The whole group loved the experience. The group I brought are doing a series of activities to increase their confidence. Most of them are grouped together for the rest of the week in an offsite provision due to their anxieties and mental health difficulties. My job is to introduce them to college in an engaging but relaxed and flexible way, with the longer term view of getting them interested in going onto courses.

Viewing them together in the escape room, I was really impressed with how they worked together where often they struggle to communicate with each other. They were absolutely engrossed in the task which is amazing as they are difficult to motivate and engage. They were gently pushed out of their comfort zones but having to open things and investigate further. I saw lots of smiles and heard people asking each other questions. They weren't disappointed about not making it out of the room but eager to find out what was going on.

I believe this is an invaluable asset to the development of any college group and will serve to reinvigorate my group moving forward." – Katie Sawyer – AIM (Supported Education)

Work has now started on remaining two escape rooms and it is planned they will be finished by the start of new academic year.

There is further scope for student engagement with the D&A Attributes throughout this project, with 7 students already in receipt of Attributes Badges (including 3 Bronze Awards) for their work.

The training of student volunteers (Social Science) to operate the Escape Room during games, will not only provide an excellent volunteer experience for them, but it is anticipated it will link directly to elements of their curriculum. It is also an opportunity for them to gain practical experience, deliver feedback and observe live team dynamics and team psychology.

The **Wellbeing Project** initiative #HaveYouEverFancied monthly programme for the entire College community continues to grow and develop. Since November 2018 approximately 80 activities have been offered and the programme aims to bring together all wellbeing activity by learner engagement, student services, student association alongside the Wellbeing project.

This is the first year that these Wellbeing activities have been offered to the entire College community and it has been exciting to **see increasing numbers of students attending** within the past few months. Each month focuses on a particular theme to engage, with May's focus on the College charity triathlon. This event was organised by students as part of their course and was a great success with over 500km run and 650km cycled by both students and staff.

Learner Representative Wellbeing Officers – D&A Attributes recognition. Three fitness, health and exercise learners that have been fully involved within the project (undergoing CPD training in mental health first aid and WRAP (Wellness Recovery Action Planning) training) have been recognised and achieved various levels of the D&A attribute program. The student reps have been involved in delivering sessions around healthy coping strategies, creating Wellbeing resources in partnership with the sports union across all campuses and which formed part of Wellbeing unit delivery in a number of curriculum areas. Two of the learners achieved the silver award, whilst the third received bronze.

Over the past month, the Wellbeing project has provided a **Relaxation Station** on each campus for all learners undertaking Higher and National 5 exams. These stations are available prior and in between papers and provide a peaceful spot to relax and enjoy light refreshments. A joint project with the Hospitality Team, saw hospitality learners research the ingredients, design and manufacture a healthy breakfast cereal bar, which would include slow release carbohydrates. Hospitality Lecturer Gerry McMenemy and his students produced 500 bars which have been available free of charge to the learners at the relaxation stations.
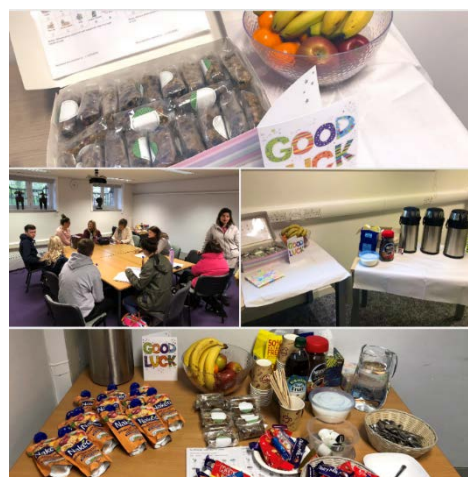
Over the past few weeks the second **Wellbeing Survey** was conducted and results analysed to measure the impact of the project activity so far. This quantitative data will be presented alongside the rich qualitative comments captured for the first time within the Learning and Teaching survey. Key highlights include increases in learner awareness and engagement in wellbeing, including a significant increase within the Gardyne campus (which was a cause for concern in the first survey) showing a jump of 30% to over 90% of learners at Gardyne feeling that someone cares for their wellbeing. Full report will be included within next report to the Board.

Work is progressing on the **Wellbeing Toolkit for Group Tutors** which will help support and sign post services around wellbeing and provide a chance to showcase great case studies and resources.
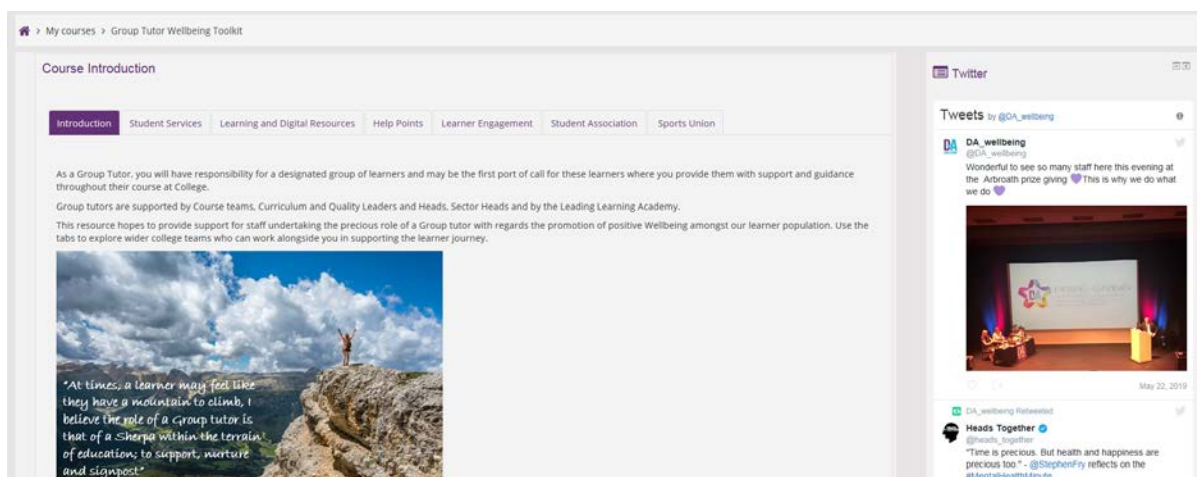
As we reach the end of another academic session the **#DAWellbeing** project are offering individuals and/or teams the chance to engage in a range of wellbeing CPD activities within June to invest in their own wellbeing. Some of these opportunities include yoga, outdoor circuits, mountain biking, making a will, mortgage clinics, mental health awareness, suicide prevention training & gambling addiction CPD.

These activities are built upon the rich feedback that the project and Wellbeing group has gathered over the past year across the college. The project has also offered the opportunity of bespoke CPD inputs and sessions to teams across the College.

1.2.3 Digital

Following the launch of the Digital Strategy in May 2018 and the roll out of the self-assessment survey for staff, the following progress has been made.

To support and increase in **eAssessment** a bespoke diagnostic tests have been created using Nearpod for the Children and Young People, Health and Social Care and Engineering teams. Benefits of switching to this online tool include:

- Students now sit a bespoke test at application – allowing staff to assess them on the skills and values specific to the course
- All results are automatically generated and instantly accessible to staff – vastly reducing the time spent on marking and analysing the results
- Increased motivation by staff to explore the use of new digital tools and technology in their learning and teaching

In addition, work is underway with the Construction, Building Services and Engineering departments to move all their paper-based multiple choice assessments online.

Work has also been ongoing throughout the semester to support staff in moving to, or starting to use Turnitin and SQA Solar. Usage figures of Turnitin alone show an uptake of 22%.

A number of changes are planned for **MyLearning** in preparation for 2019/20 and these include:

- A simplified and quicker enrolment process for staff and students
- Seamless single sign on
- Realignment of the backend structure to match the new Curriculum.

In addition, support has been put in place to completely redesign both the Engineering and Health and Social Care MyLearning courses, to make them more accessible and engaging for students.

To help enhance the level of digital online resources available for staff and students the subscription for **Lynda.com** has been renewed. Since January 2019, the site has had:

- 162 active users
- 13 new users
- 195 hours of video has been viewed
- 2951 individual videos have been viewed
- 612 certificates of completion have been issued.

Further promotion of this site is planned for academic year 2019/20.

Based on feedback the Staff and Student Digital Toolkits have also been redesigned and updated to include new tools and technologies.

To further support the enhancement of **training for staff** the Learning and Digital Resources Leads have now also been allocated Support teams as part of their remit. All Leads have met with their Support Managers and bespoke training plans are in the process of being created.

The first **'Digital Day'** (bespoke, hands on digital training) with the Health and Social Care team and Learning and Digital Resources Leads, proved to be extremely successful. Plans to roll this model out to all academic areas are now in place for the new semester.

In addition, ten staff digital tools (OneNote, Turnitin, SWAY etc.) training sessions and guides have also been created to support staff with their digital skills development.

Following on from the success of the **Priority Management's** *Working Sm@rt* training pilot in February, two out of the three cohorts have now started this training programme, with the third due to start in the new academic year.

Online content continues to grow and the demand to create and develop learning and teaching materials using **Articulate Rise software** continues, with over 40 units created and numerous staff/student training guides and reports created. Work is underway with the Health and Social Care team to fully digitise all their learning and teaching materials held on MyLearning using this fantastic product.

To allow us to further enhance our online resources and eAssessment tools, ClickView has been purchased. In addition to allowing access to a wide range of educational training videos and a digital television archive, this tool permits staff to embed assessment activities directly into the video content.

Full training will be offered to all academic staff in August 2019 to ensure maximum update of this excellent new resource.

A number of additional activities have been developing as part of the Digital Strategy:

New Digital Learning Spaces

The new academic year will see an increase in 'safe' digital learning spaces for both staff and students, with the launch of the Fujitsu Innovation Hub at Gardyne Campus, and the creation of a Learning Lab at Arbroath Campus.

Awareness Raising

To ensure the profile of the Digital Strategy is maintained, a new Digital Strategy portal site has been created. This site acts as a one-stop-shop for staff on all things digital. The weekly Digital Blog post continues to be popular, with over 4000 hits this academic year.

Our new 'I'm a DigiStar' badge has also been launched. Badges have been sent to the Senior Leadership Team, members of the Digital Strategy Group, and handed out to all staff who participate in any digital training session.

External Interest

Staff from the University of St Andrews, Fife College, Forth Valley College, City of Glasgow College and Abertay University have been in contact to find out more about the Digital Strategy, how it was developed, and are implementing it within their organisations.

External Digital Skills Course

In response to external demand, a new online Digital Skills course, based on the UK Government's Essential Digital Skills Framework, has been created and rolled out to Michelin and Caledonia Housing Association.

Early discussions are in place to look at how the College can make this course available to all students for academic year 2019/20.

1.2.4 Learning and Teaching

Learning & Teaching continues to be enhanced through the support provided via the Good to Great project. A number of curriculum and delivery developments have taken place since the March update, these include:

A new capture mast video recording device has been purchased, installed and staff trained within the **Sports & Fitness team**. The addition of this new equipment will allow the team to capture sports performance in areas such as football, rugby, trampolining and badminton from a whole new angle. This will allow staff and students to analyse movements and tactics to improve overall performance and technique.

DAsportsandfitness @DAsportsfitness · 17 Apr
First try of our new @CaptureMast equipment today giving our students the ability to learn how to analyse their own performance in any sport #DAG2G #morethanjustacollege #performanceanalysis

A **Science team** bid for new pipettes and industry standard microscopes has been approved. This new equipment will be used to support the additional schools' taster sessions and to enhance the overall experience of the learners within the Science team. It will also support delivery of the new NPA in Science which has also been supported via the Curriculum Review element of the Good to Great strategy.

Following the launch in January of Scotland's first Zoo Animal Behaviour course in partnership with Camperdown Zoo, the **Animal Care team** showcased the student documentaries created by the first (January start) cohort. The standard of the documentaries created is phenomenal and are a testament to the innovation, creativity and hard work of the students and staff. A number of Zoo's across the UK and Europe have expressed an interest in this course and the results of the first group speak for themselves, with one very early withdrawal (due to personal reasons) and all others successfully completing. One student has also received an interview in June for a full time position at Camperdown Zoo. Following the success of the 16 week programme the course will be run in 2019/20 as a full year programme, commencing in August.

Work continues on the new, ultramodern Cyber Security Lab within the **Computing & Creative Media team** and a number of staff within the team have undertaken CPD in Cyber Security ran by the Digital Skills Partnership. The team have received sponsorship interest from a number of companies within the region and conversations regarding articulation to Abertay's degree programmes are progressing. The new Cyber Lab will open in August.

Within the **Horticulture team,** staff and students are benefiting from new modern landscaping equipment. This is not only better for the environment but is lighter and easier to use for students and staff, whilst also ensuring that students are trained in industry standard techniques and equipment. A video demonstrating the impact of this G2G investment can be seen here.

The Horticulture team, alongside the Service Design Academy, Hospitality, Professional Cookery and Science teams ran a co-design event in May to look at what makes a fine dining experience and how this feedback can be used to design a more collaborative, inter disciplinary 'Fork to Plate' learning experience for the students on these courses.

On top of the above developments, a number of **new CPD requests** have been approved and funded via Good to Great, these include various forms of training in areas such as Business Intelligence, Data Visualisation, Dementia Care, Robotics, Artificial Intelligence and Digital Marketing.

Following the initial **Course Planning Process Rapid Improvement Event (RIE)** delivered by St. Andrews LEAN in February, the project team has since met and broken up the work into five work streams, these include:

Workstream	Led by
1. System/Capture Tool	Simon Hewitt
2. Process/Guidelines	Steve Taylor
3. Rollover/Curriculum Builder	Leann Crichton
4. Comms/External Data	Julie Grace
5. Promotion/Marketing	Anne Cant

The team are confident that phase one of the implementation will be in place for August 2019 with work continuing through academic year 2019/20 to implement the next phases.

The introduction of the new **Academic Partnerships Team** and the ongoing work with Schools Engagement is proving a success. After many meetings with Heads and Depute Heads of our regional schools and local authority colleagues, as well as the introduction of Future Talent and the D&A Pledge, the revised Senior Phase offer and the growth of Foundation Apprenticeships, we are now in a position where:

- Applications from school leavers have increased by 27%
- HN applications have increased
- We have increased senior phase applications by 50%
- We were the top performing College in Scotland for learners aged under 18 in 17/18
- We have over 2000 school pupils undertaking Future Talent taster sessions this year, up from 1500 last year and 1000 the year before.
- Foundation Apprenticeship numbers have risen from 85 to 270

With the completion of the first pilot phase of **Gateway to College** full time and Gateway to Trades, revisions are already being made to adapt the programme based on learner and tutor feedback. With the sole aim of these programmes being to 'put the learner at the centre', there is no denying that this has been managed very effectively with a total of just under 2000 City & Guilds units being delivered to the learners along with their vocational qualification units. This individualised timetable has been challenging for staff from all teams, but especially for the Access area who monitored progress and liaised with many, many staff across all areas in terms of achievement, attendance and attainment.

The first pilot of the new Short Full Time Gateway to College ran with 6 streams (3 in Arbroath and 3 in Dundee) and saw the implementation of a new model of programme that helps inform learners of their career options, opportunities 'outside the box' and progression pathways. Working very closely with Skills Development Scotland these courses have seen almost all who completed the course progress into further education either in the full time vocational course of their now 'informed' choice, or onto Gateway to College/Trades to explore these options further.

A full evaluation of this provision is underway, and changes have already been made to enhance the learner experience and opportunities.

Gateway to College will continue to grow from strength to strength and staff are already looking at Gateway to other areas in the college.

The **CommuniTay Bus** project will now form a part of the Tay Cities Advanced Manufacturing project. This project will drop from the Good to great portfolio, with previously allocated G2G funding for this work repurposed to support other curriculum activities (as noted above.

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.

A major part of the Customer Experience strand of Good to Great is the implementation of the new **College Website**. Whilst originally planned for December 2018, following a period of both visual and technical enhancements the website is now in a position to launch in time for the new academic year.

The website new offers a range of rich media content, including images, videos and case studies/testimonials. This visual content is mixed with region specific careers information and key data such as growth sectors within the region, what jobs are available, the types of salary in these roles and what courses that relate to these sectors.

Career Section

Dept. Section

Course Section

All teams within the College have now established their **Stakeholder Advisory Boards** with almost all of them meeting at least once up to May 2019 with a further number of advisory board meetings scheduled for June 2019. Wider benefits from establishing these boards are now being seen within a number of teams, for example the Computing & Creative Media team continue to see sponsorship opportunities. The Accounts team have secured additional placement opportunities and the Social Sciences team have enhanced articulation opportunities.

In conjunction with the Digital strand, a subgroup has been established to look at the future of **digital signage** within the campuses to improve the overall customer experience for learners and visitors.

2   Project Finances

As reported to the most recent Finance and Property Committee, expenditure of the project to end April 2019 was £537K with budget remaining £308K to be spent by the end of December 2019.

A full project team meeting has been held on Tuesday 14 May 2019, where the budget forecast was reviewed and updated. This has seen some very minor virement between projects as final spending begins to crystallise and projects are completed. Overall the project will be completed within the planned budget.

3   Project Sustainability

As reported in March 2019, a few areas of project expenditure funded through Good to Great will require recurrent funding after the project is completed (c75k). These areas were identified in March 2019 and have been built into the 2019/20 Budget.

4   Communication & Engagement Strategy

Project manager has a regular communication with theme leads via project team meetings and general communication via email and phone calls.

Further videos have been produced to communicate successes of Good to Great those have been shared via Twitter and on an internal streaming server where they can be viewed by staff. This approach has proven popular and received very positive feedback.

Twitter has also proven to be a very popular medium for communication around the project, with staff sharing various successes by using the #DAG2G, #moresuccessfulstudents, #morethanjustacollege and #DAWellbeing hashtags.   A collage has been produced to showcase just some of the messages shared since the last update and can be viewed in Appendix 3 of this report.

5   Project Evaluation

As outlined in the March 2019 report, it is planned that the Good to Great evaluation will take two stages.

Firstly, the G2G Project Manager will schedule a series of focus group/meetings with relevant teams during the period September – November 2019 to review the success of the strategy and implemented changes, with a focus on identifying 'lessons learned' and good practice that can be brought to future College activities and developments. A full report arising from this evaluation will be provided for discussion at the board.

Secondly, an independent evaluation of the project outcomes will take place c.12 months after the completion of the Good to Great project. This independent evaluation will look at the on-going impact of the Good to Great investment and implemented changes.

6   Risk Management

The project risk register was reviewed at the Project team meeting on 14 May 2019, and no changes to this have been made. A copy of the risk register is included in Appendix 4.

7   Conclusion

With only 6 months remaining, we now see significant improvements to the College from student wellbeing to improved recruitment figures. Staff across the College continue to speak very positively about the strategy and continue to seek to be engaged in developments and opportunities. This engagement, and the resulting impact for students is captured and highlighted in the series of the videos that have been created and shared with both staff and students.

As detailed above, after the summer break the Project Manager will focus more on the evaluation of the project. This work will be coupled with the completion of a wide range of project activities through to December 2019.

Appendix 1 – Good to Great Outcome Metrics

Project Outcome Link	High Level Good to Great Project Metric	Baseline June 2017	June 2019 Interim Measure	Target	Baseline/Data Source
1a	Financial savings	N/A	£1.51M	£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	£2.1K	£2.3M	July 17 Academic I&E non-core income report
2	Learner Retention	84.6%	90%	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%	19.8%	20%	Course Leaver Destination Survey 2015/16
5	Learners into self-employment	26	50	40	Couse Leaver Destinations Survey 2015/16 (new metrics added to show self-employment)
6	Customer Satisfaction	8.1	8.4e	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 June 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	6	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%		67%	80%	CPD Data March 2018
Retention	Group Tutors completed health and wellbeing toolkit training	0		75%	100%	CPD Data March 2018
Retention	Student Awareness and engagement with health and wellbeing • The college cares about my wellbeing • I know how to look after my wellbeing	74% 92%	No data	88.5% 92.5%	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		85%	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		89254	85000	Website Analytics
Customer Exp	Number of 'administrative' services redesigned	0	No data	4	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*

Tatiana Zorina @TatiannaZorina · May 14

We are the first college in Scotland to have our own Escape room! And so far only one group escape... And its not our college Executive! If you want to escape the sinking Titanic get in touch! #DAG2G #moresuccessfulstudents #morethanjustacollege @DAEngageMe #EscapeFromDA

Christine Calder 👏 and 3 others Retweeted

Dr Elaine McGinnis @elaineemmcginnis · 22 Nov 2017

Great workshop today with Dr Heleen Plaisier and colleagues from University of Edinburgh, helping my students get to grips with bioinformatics. For most this was also an introduction to coding using a RaspberryPi computer. #DAG2G @DandAScience pic.twitter.com/SR1bMVHQG8

💬   ♻ 4   ♡ 13   ✉

Tatiana Zorina @Tatian... · 04/04/2019

A little sneak peak into our own #EscapeRooms! Fancy having a go?! Get in touch with @DAEngageMe! #DAG2G #morethanjustacollege

💬   ♻ 1   ♡ 13   ↑

Tweets | Tweets & replies | Media | Likes

💬   ♻ 2   ♡ 15   ↑

Tatiana Zorina @Tatian... · 18/04/2019

Help Points Service has been created from a very first Service Design Bootcamp @dundee_angus! Help Points is aimed to provide first line service to all our staff and students! #OneStopShop #HereToHelp #moresuccessfulstudents #DAG2G @DAHeretoHelp @SDA_Scot

388 views

💬   ♻ 3   ♡ 16   ↑

Tatiana Zorina @Tatian... · 01/05/2019

Brilliant day introducing pupils to college life! They all had fun and enjoyed small taster of college! Thank you to our partners for their support! #ShapeYourFuture #morethanjustacollege #CollegeIsCool @CarnoustieHigh @MonifiethHigh @WebstersHigh @ForAcad @BrechinHigh1 @dominos

💬   ♻ 6   ♡ 28   ↑

Gillian Mcgovern @gilly2710

Sneak preview of the new Cyber Lab. Do you want to be a part of the unveiling?

17:02 · 11/03/2019 · Twitter for iPhone

4 Retweets 14 Likes

Alastair Caird 🏴󠁧󠁢󠁳󠁣󠁴󠁿 @En... · 25/04/2019

Replying to @RoboDKinc and @FANUCAmerica

We've been getting to grips with this fabulous software @dundee_angus, @EngineersDA students gaining great insights of #Industry40 technologies with @DobotArm, so vital for their futures. @ESPScotland #DAG2G #morethanjustacollege #moresuccessfulstudents

💬   ♻ 1   ♡ 3   ↑

Zoon @zoondear · 17 May 2018

Lisa Hill and 4 others liked

Staff taking part in the Digital Capabilities Self Assessment #dag2g #morethanjustacollege

💬   ♻ 3   ♡ 11   ✉

Tatiana Zorina @Tatian... · 04/04/2019

Modern Landscaping - short video about our new equipment that is #environmentfriendly #modern and easy for students to use! Fancy studying horticulture?! Why not choose D&A?! #DAG2G #moresuccessfulstudents @EnvironmentD_A @dundee_angus @HorticultureDA1 #shapeyourfuture

Good to Great
Modern Landscaping

1:44

377 views

💬   ♻ 5   ♡ 16   ↑

ANIMAL CARE @ D&A · 01/05/2019

Today some of our Zoo Animal Welfare and Behaviour students introduced the enrichment they had designed to the @CamperdownWild macaques. The project was assisted by the joinery students at Kingsway Campus #teamwork #dag2g #morethanjustacollege #moresuccessfulstudents

74 views

💬   ♻ 1   ♡ 7   ↑

Tatiana Zorina @TatiannaZorina

We are the first college in Scotland to have our own Escape room! And so far only one group escape... And its not our college Executive! If you want to escape the sinking Titanic get in touch! #DAG2G #moresuccessfulstudents #morethanjustacollege @DAEngageMe #EscapeFromDA

ESCAPE FROM D&A
DUNDEE AND ANGUS COLLEGE

1:33

◄   Tweet

Michael Swan @MikeS... · 14/05/2019

Replying to @TatiannaZorina and @DAEngageMe

Looking forward to developing and creating further escape rooms with our construction students. Great project, all have enjoyed working on it. @dundee_angus

💬 1   ♻   ♡ 5   ↑

DA LearnerEngagement · 15/05/2019

@MikeSwan1884 a huge amount of thanks to your students and staff teams too! Their input was fantastic and the staff support was brilliant. Great work.

💬   ♻   ♡ 2   ↑

Jennifer Tempany @je... · 14/05/2019

Replying to @TatiannaZorina and @DAEngageMe

@CarolineHogg6 @LaganTowers development day with a difference!

💬   ♻   ♡ 1   ↑

Dr Elaine McGinnis @elainemmc... · 2d

Great day spent at #AngusSTEMfestival. Fantastic turnout, so many enthusiastic kids and adults keen to get involved with STEM subjects. Thanks to my daughters, Selena and Kirsty for being such great helpers. @DandAScience #morethanjustacollege #moresuccessfulstudents

💬 1   ♻ 1   ♡ 12   ↑

Dundee&Angus College · 21/05/2019

Everyone at @dundee_angus would like to wish Stephenie Barron the best of luck as she has reached the final of the prestigious @Screwfix Apprenticeship of the Year Awards. To reach the final ten, Steph had to beat of competition from over 1,200 candidates. #moresuccessfulstudents

💬   ♻ 6   ♥ 39   ↑

Tatiana Zorina @Tatian... · 02/05/2019

Massive thank you to our students who was involved in showcasing college to school pupils yesterday!!! You all did an amazing job!!! #ShapeYourFuture #morethanjustacollege #moresuccessfulstudents @EngineersDA @DAHospitality1 @DundeeandAngusC @dacfuturetalent @HorticultureDA1

💬   ♻ 2   ♡ 17   ↑   📊

Tatiana Zorina @Tatian... · 08/05/2019

Relaxation station is busy in Arbroath this morning! The excitement is in the air 😌 #DAG2G @DA_wellbeing #morethanjustacollege #moresuccessfulstudents @dundee_angus @SarahRamminger @JCCoopz

💬 1   ♻ 3   ♡ 13   ↑   📊

Alice Ewen @alice_ewen · 4d

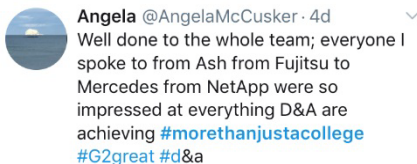So proud of all of our Arbroath #Hair #Beauty #Barbering #Makeup students celebrating their successful achievements throughout the year at last nights Student Awards Ceremony #DAAttributes #moresuccessfulstudents @DundeeandAngusC @donaldsondeb

SUCCESS IS NO ACCIDENT.
It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing.
Pelé

💬   ♻ 1   ♥ 13   ↑

Rona Jack @RonaJack2 · 16/05/2019
Outstanding performances at the EOYDS2019 at the Space! @dundee_angus I love seeing the students I support flourish!! #moresuccessfulstudents #morethanjustacollege #madskills

💬 🔁 ♡ 10 📤

Susan Laing @susanlai... · 07/05/2019
Proud to present Dundee and Angus College's contribution to the Scottish Government "College Improvement Project" applying improvement methodology to raise attainment and improve retention.

youtube.com/watch?v=3baXmJ...

@SGCollegeIP @dundee_angus @SciL_NES #dag2g #SciL17 #QI

Introducing:
The Retention & Attainment Project

Susan Laing

💬 6 🔁 6 ♡ 30

Alan O'Neill @Group_Tutor · 4d
1 of 2 Thanks @shewitt_vp and @Grant_Principal for your kind words yesterday. It's now time to put up. A class set of Microsoft Surface's for next AY. If @MargoWilliamson can do it for an Angus school surely you can do it for the most successful college in Scotland?

💬 2 🔁 ♡ 📤

Alan O'Neill @Group_Tutor

2 of 2 Let's get @dundee_angus classrooms moving from good to great #DAG2G

09:22 · 24/05/2019 · Twitter for Android

Angela @AngelaMcCusker · 4d
Well done to the whole team; everyone I spoke to from Ash from Fujitsu to Mercedes from NetApp were so impressed at everything D&A are achieving #morethanjustacollege #G2great #d&a

Debbie Thom @Debora... · 22/04/2019
HNC CP Students prepare for employment. Q & A session with potential employers and mock interviews. Thanks to LA Team, HR and External partners. @DAEngageMe #moresuccessfulstudents #dag2g

💬 🔁 2 ♡ 7 📤

Dundee&Angus College @dund... · 4d
Today at @dundee_angus we launched our very own @fujitsu_uk innovation hub. A modern, colourful space equipped with an array of Fujitsu technology including notebooks and hybrid devices that will further enhance the college's drive to embrace technology and develop digital skills

💬

Alan O'Neill @Group_Tutor · 3d
The first of Sustainability Champions at @dundee_angus graduation. #DAG2G

💬 🔁 ♡ 11 📤

vickie craig @vickiecraig12 · 5d
Fantastic turnout for the new Fujitsu Innovation Space @dundee_angus #fujitsuinnovation #learninganddigitalresources #moresuccessfulstudents #DigiStratDA

💬 🔁 4 ♡ 13 📤

Simon Hewitt @shewitt... · 14/05/2019
Another amazing example of the innovation that has come from our Good to Great #DAG2G strategy. Fantastic demonstration of multiple students and staff working together to create something stunning! Well done all. #morethanjustacollege #moresuccessfulstudents

Tatiana Zorina @T... · 14/05/2019
We are the first college in Scotland to have our own Escape room! And so far only one group escape... And its not our college Executive! If you want to escape the sinking Titanic get in touch! #DAG2G #moresuccessfulstudents #morethanjustacollege @DAEngageMe #EscapeFromDA

Steve Swinley @Steve... · 20/05/2019
Prepped and ready for PrepareMe this year after a great CPD session from @ESPScotland where we will be using these kits for team building and getting to know the students this year! #collaboration #newskills #morethanjustacollege

Dundee&Angus College

💬 1 🔁 2 ♥ 25 📤

Simon Hewitt @shewitt_vp · 4d
Really excited to open our @Fujitsu_Global Innovation Hub this morning to mark the next stages of our Digital Strategy #DigiStratDA. Thanks to @AshMerchant1 & our partners at @intel, @NetApp & @ruckusnetworks for their support. #DAG2G #digital #morethanjustacollege

💬 🔁 7 ♥ 24 📤

ANIMAL CARE @ D&A · 17/05/2019
youtu.be/hVyoY2c64U0 We've received the first completed documentary from the Zoo Animal Behaviour and Welfare course. Wow! Leighanne has kindly given permission to share her documentary #moresuccessfulstudents #morethanjustacollege #dag2g #transferrableskills

💬 1 🔁 ♡ 7 📤

Show this thread

Alan O'Neill @Group_Tutor · 4d
Give me a class set and let's get this #innovation @DundeeAndAngus started. #DAG2G

Simon Hewitt @shewitt_vp · 4d
Replying to @JakiCarnegie and @Fujitsu_Global

Working ya say..... Haha. This is working in the future!

Dundee&Angus College @dund... · 5d
#morethanjustacollege

John Swinney @JohnSw... · 6d
Great to join pupils @PerthGrammar taking part in #CreativeSpaces @dundee_angus with inspirational Doug Binnie and @PerthandKinross team. Fabulous creativity and interdisciplinary learning.

💬 🔁 ♡ 4 📤

DA_wellbeing @DA_well... · 16/05/2019
Beautiful evening for an outdoor circuit class 😊😎💪 #morethanjustacollege #DAG2G

💬 🔁 1 ♡ 14 📤

Katie Lisa Bain @KLBai... · 13/05/2019
Students, year on year, have great difficulty with funding. @DAHeretoHelp have organised F2F sessions to prevent delays and sorted funding early to support an easy, stress-free start to studying 🎓 please share ❤️ @dundee_angus @DundeeCouncil #DAG2G

Here to Help @DA... · 13/05/2019
Do you have a conditional or unconditional offer on one of our bursary funded courses and need help with completing your funding application? Pop along to our funding session today at Arbroath between 10:00 - 15:00, we are located at Learning Hub A.

Funding Application Workshops

ServiceDesignAcademy @SDA_... · 2h
Day 1 of #codesign #SDABoot working on a brief set by @HorticultureDA1 @DAHospitality1 We are on a design walkabout with @gregorfmcg showing off the fantastic grounds @dundee_angus #servicedesign #morethanjustacollege

💬 🔁 1 ♡ 4 📤

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

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
	Poor financial management	2	4	8	• Failure to adequately plan/ control expenditures • Project budget insufficient • Project management and approvals processes ineffective	• Project Management and Board in place • Budget held centrally with sign off at Executive level only • Clear budget allocation at project level	• Regular budget monitoring & reporting	Board, Executive
	Project activities and outcomes are not sustainable beyond the funding period	2	3	6	• Project plans fail to consider/support sustainability • Project management processes ineffective • Failure to embed learning/approaches/cultures	• Project Management and Board in place • Sustainability Focus within each project	• Regular project monitoring & reporting • Project sustainability highlighted as key outcome • Post project evaluation	Board, Executive

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Future Strategy

Paper E

BOARD OF MANAGEMENT

STRATEGY UPDATE JUNE 2019

1.0   Introduction

1.1.   Dundee & Angus College has an enviable reputation as the most consistent top performer within Further Education in Scotland. With sector leading student outcomes for both full time FE and HE in 2017/18, as well as sector leading outcomes for learners aged 18 and under, the College continues to build on its ongoing success.

1.2.   Through the recent Good to Great strategy implementation we have focused a considerable amount of time and effort on ensuring how we operate in as efficient and effective way as possible. With new ways of working implemented within both the academic and support areas, we have created a strong platform to build on post 2020.

1.3.   A refreshed and modernised curriculum offer has now been planned via the recent curriculum review and our curriculum portfolio is now more closely aligned to the skills needs of the region with gaps such as Data Analytics, Cyber Security, Food Science and Activity Tourism now filled.

1.4.   How we deliver our provision has also changed with new offers in part time, digital and distance modes of delivery introduced. To support this, staff have benefited from a range of subject specific CPD as well as targeted upskilling on future-focused learning and teaching approaches such as project based delivery, interdisciplinary learning and digital pedagogy.

1.5.   The strategic decision to build on and enhance engagement with our regional schools through our Future Talent Initiative, Schools Engagement Plan, the D&A Pledge and new Academic Partnerships Team has also ensured our full time applications have stabilised and, since declining year on year since merger, we have seen a 27% increase in the number of applications from school leavers for the 19/20 recruitment cycle. Applications for our senior phase offer for 19/20 have also increased by 50%.

1.6.   Our support services and processes have been reviewed with areas such as Administrative Services, Recruitment, Learning & Digital Resources, the People Team and Student Services all benefiting from a refresh in processes, procedures and systems.

1.7.   Underpinning the majority of the internal enhancements has been the College's approach to Service Design. With the introduction of our new Service Design Academy we have ensured that Service Design principles are firmly at the heart of both strategic and operational change within the College. These principles and methodology will form the ongoing basis to our approach to managing and supporting change in the future.

1.8.   With the introduction of our Digital Strategy and the enhanced use of Data and Data Driven Decision making, the ongoing development of our digital skills, digital community and digital environment underpins how we will operate moving forward in what is a rapidly changing technological world.

1.9.   Financially, we continue to face challenges and uncertainty with the full impacts of National Bargaining and Brexit still to be realised. However, good progress has been made over the past few years to stabilise the College finances and build a sustainable platform upon which we can develop and focus on further development and enhancement to learning, teaching and services.

1.10. Our unique innovation and differentiation of approach continues to be recognised nationally with the College winning a number of prestigious awards at the College Development Network awards as well as the Campbell Christie Award for Public Service Reform for the Good to Great strategy.

1.11. Building on this recognition, the next strategic phase will be characterised by looking outwards to partners and collaborators, whilst continuing to build on the successful relationships established internally.

1.12. **It is important we use the success of the College to become further embedded as 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 through a strategy focused on 'deeper engagement'.**

2.0 Strategy Development & Context

Whilst considering the 2025 strategy a number of key areas were taken into consideration to help drive its development:

2.1. Good to Great Transition

2.1.1. It is important to recognise the impact that the Good to Great strategy has had on the College and ensure that this is communicated well to staff and key stakeholders. The transition to the 2025 strategy should be seamless and continue to build on, and align to, the key successes from this strategy.

2.1.2. Following a post-project evaluation on Good to Great it is important to highlight and learn from the key successes from the project and ensure any key learning is embedded and sustained within the 2025 strategy.

2.1.3. Staff within the College should feel that the high-level objectives planned within the 2025 strategy are a continuation of the progress made within Good to Great and not a separate, unconnected initiative and strategy.

2.2. Tay Cities Deal

2.2.1. Significant opportunities will arise from the Tay Cities deal and the College must ensure that it is in a position to capitalise on this.

2.2.2. Enhancing new and existing partnerships within the region will grow the reputation of the College as well as open up new commercial opportunities.

2.3. <u>Skills Alignment</u>

2.3.1. Skills alignment continues to be a key driver to ensure the people of the region are fully aware and prepared for the opportunities expected over the next 5-10 years and beyond.

2.3.2. The provision at the College must fully align to need and Labour Market Intelligence should be used to ensure all staff are aware of the region skills needs and are planning appropriately.

2.4. <u>Digital Skills</u>

2.4.1. Through the implementation of the Digital Strategy the College must continue to put the digital upskilling of staff, learners and the wider Dundee & Angus community at the heart of its future moving forward.

2.5. <u>Scottish Government Alignment</u>

2.5.1. It is important that our 2025 strategy continues to align closely with the key priorities of the Scottish Government. The work progressed has been developed in line with the future vision information provided by Paul Smart at the Board strategic session in September 2018. This underlying direction of travel was also reconfirmed recently by the Deputy First Minister.

> *To achieve collective impact on the common good, we need collective and cohesive action; deep collaboration; citizen empowerment; increased pace of change.*
>
> *John Swinney, Scottish Leadership Forum, 3 June 2019*

3.0 Draft 2025 Strategic Purpose & Pledges

Following discussion at the Board meeting in March 2019, the following updates have been made to flesh out the pledges' developed to underpin the overall strategy.

3.1. Purpose

We will work in partnership to change lives through learning and services.

3.2. <u>Pledge 1: Effective Partnerships</u>

We will 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, employers, and the wider region.

What are our aims from Effective Partnerships?

What are the aims?	How will it be delivered?
- Maximise opportunities - Support sustainability & income generation - Raise productivity - Responsive & agile - Equity of position - Trusted partner of choice - Influence locally & nationally	- Marketing/promotion strategy - Stakeholder engagement plan - Stakeholder advisory boards - Commercial strategy - Financial strategy

3.3. Pledge 2: Future Focused

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

What are our aims from being Future Focused?

What are the aims?	How will it be delivered?
- Sector leading, modern courses & services - Inspirational - Digitally enabled - Data driven decision making - Modern & flexible learning spaces	- Curriculum planning process - Digital strategy - Estates strategy - College-wide CPD & support

3.4. Pledge 3: Thriving Community

We will 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.

What are our aims from our Thriving Community?

What are the aims?	How will it be delivered?
- Health & wellbeing focused - Fair & equitable - Trusted & respected - Employer of choice - Personal development centred - Leadership culture	- Wellbeing strategy - Workforce plan - College-wide CPD & leadership development programme - College restructure

4.0 Actions

The Board of Management are asked to agree the following:

1. The content of this update accurately reflects the discussions held at the January 2019 event and March 2019 Board meeting.

2. The high level direction of travel for the themes and ambitions (pledges).

3. The development of a full revised 2025 strategy, incorporating the above approaches and pledges, for the September 2019 meeting of the Board.

Simon Hewitt
Vice Principal (Curriculum & Attainment)

5.0 Summary Diagram

Vision:

"Working in partnership to change lives through learning and services."
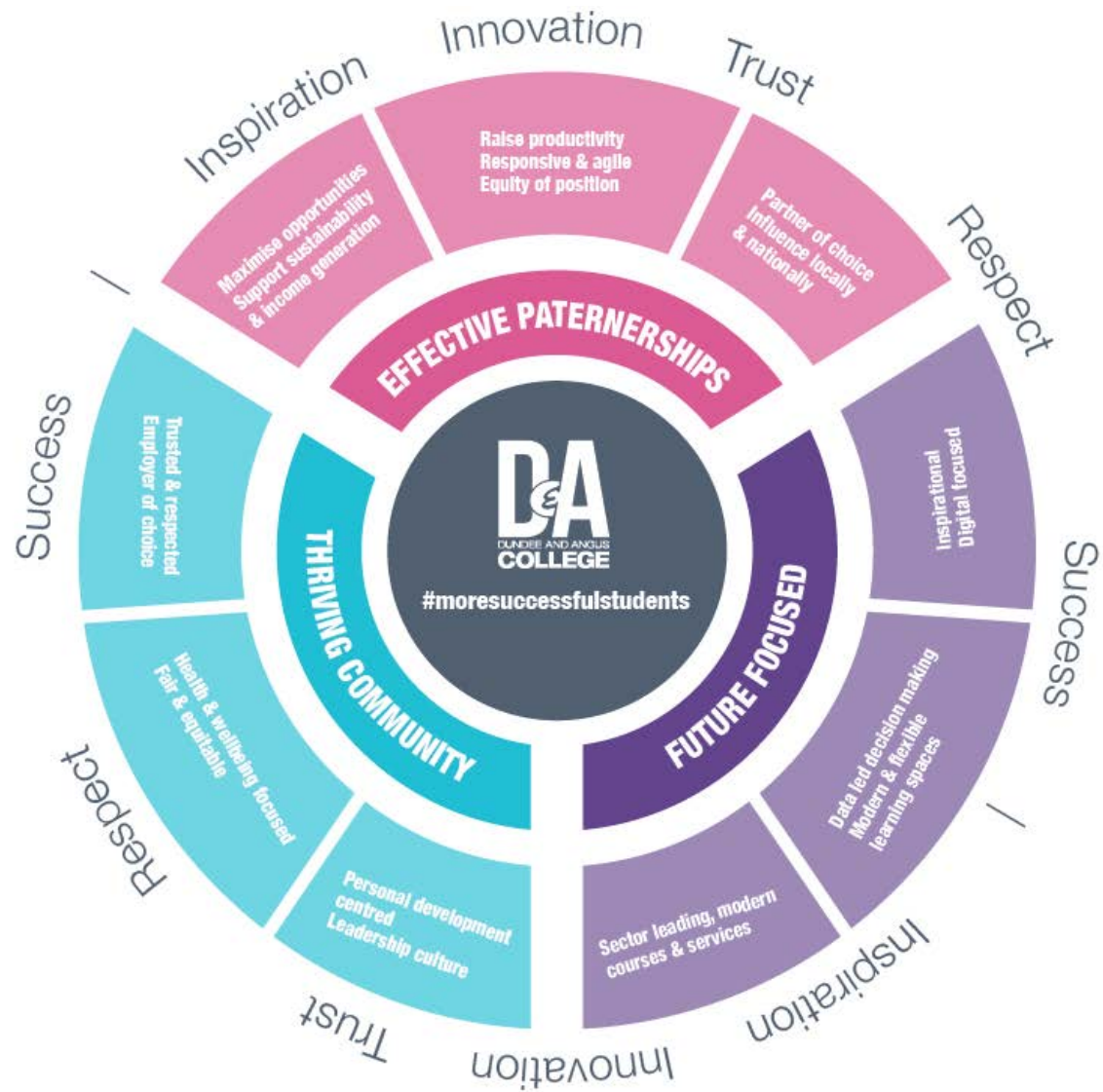
6.0 Summary & Strategic Integration

To support further development alignment between the above proposals and current College strategies has been undertaken as follows.

Ambition	Aim	Value(s)	Strategic Link(s)	Success
Effective Partnerships	Maximise opportunities	• Innovation • Success	• Stakeholder Engagement Plan • Marketing/promotion Strategy	• Increased engagement with schools, local businesses and third sector • Continued growth of and engagement in the advisory boards • Increased non-core income • The right people, around the right tables when representing the D&A
	Support sustainability & income generation	• Innovation • Success	• Commercial Strategy • Finance Strategy	
	Raise productivity	• Success	• People Strategy	
	Responsive & agile	• Innovation • Inspiration • Respect	• Stakeholder Advisory Boards • Curriculum Planning Process	
	Equity of position	• Respect • Trust • Inspiration	• Marketing/Promotion Strategy • People Strategy	
	Partner of choice			
	Influence locally & nationally	• Success • Inspiration	• Stakeholder Engagement Plan	

Ambition	Aim	Value(s)	Strategic Link(s)	Success
Future Focused	Sector leading, modern courses & services	• Innovation • Success • Inspiration	• Service Design Academy • Curriculum Planning Process • People Strategy	• New products brought to market faster • Recognised nationally and beyond • Improved space utilisation • Improved learner and staff surveys.
	Inspirational & Inclusive	• Inspiration • Success • Trust	• College-wide CPD & support	
	Digitally enabled	• Success	• Digital Strategy	
	Data driven decision making	• Innovation	• People Strategy	
	Modern & flexible learning spaces	• Inspiration • Innovation	• Estates Strategy • Curriculum Planning Process	
Thriving Community	Health & wellbeing focused	• Respect	• Wellbeing Strategy	• Improvements in both staff and learner feedback/satisfaction • Increased number of applicants for D&A roles • Reduction in sickness, in particular work related stress occurrences • Increased engagement in staff CPD
	Fair & equitable	• Trust	• College-wide CPD & support	
	Trusted & respected	• Success		
	Employer of choice	• Inspiration • Respect • Trust	• Workforce Plan • Marketing/promotion Strategy	
	Personal development centred	• Inspiration • Respect • Trust • Success	• College-wide CPD & leadership development programme • College Restructure • People Strategy	
	Leadership Culture			

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Principal's Report

Paper F

Principal's Report to the Board June 19

Credit target

Our credit target sits at 109,307 (including 4495 ESF credits and 1500 additional credits).

Actual Credits at 3/6/19	Actual Credits at 4/6/18	Final 17/18 Credits	Credit Projection June 2019
104,623	108,180	109,360	109,354

The final credit total for this session will be tight to our target. There is still activity to come in from Princes Trust, employability activity and January starts. Schools registrations are still to be fully realised. A small amount of commercial activity will take place as will digital skills delivery to Michelin and Caledonian Housing.

Student Recruitment

Recruitment Review - 29/05/2019

Overview:

	Mode 05 & 17 As at 29/05/19	Mode 05 & 17 As at 03/06/18
Applications	8486	8147
Unconditional	2357	2834
Conditional	2658	2051
Interviews Scheduled	1377	1196
Rejections	196	299
Waiting List	438	433
Awaiting Processing	413	347

HE & FE:

	FE	FE (03/06/18)	HE	HE (03/06/18)
Minimum Target	**3,429**	**-**	**1896**	**-**
Applications	5779	5554	2707	2593
Unconditional	1795	2037	562	797
Conditional	1192	899	1466	1152
Interviews Scheduled	1148	1030	229	166
Rejections	139	215	57	84
Waiting List	355	335	83	98
Awaiting Processing	326	270	87	77

Despite the new environment we are working in where schools hold on to young people and Universities attract many applicants using using contextual admissions our application numbers are actually improved on the numbers for last year.

This is a great result and is not common across the sector. The work we have been doing with schools working in partnership and the hard graft in bringing thousands of pupils into college for events and 'prepare me' sessions is undoubtedly paying off.

Tay Cities Deal

Progress is being made with business cases for the Tay Cities Deal Projects. A governance structure has been out in place to oversee the development of bids and to decide on funding priorities. We will have representation on some of the Boards being formed to complete the work.

The business case for the Skills Workstream is with the Scottish Government with a response expected later in the summer. We will be submitting a couple of sizeable bids to the Skills pot, particularly in relation to SME training and development, and the Bio Tech sector. There are opportunities in Angus around the Montrose port with wind farm support work and in agri tech and advanced manufacturing. We are working hard to maximise the partnership working that will help access significant funds.

Child Poverty Funding

We have successfully delivered two programmes as part of our Child Poverty funding, with both projects involving young participants (c. 28 so far) including lone parents, carers and care experienced individuals from hard to reach backgrounds with the aim of attracting them to formal education and/or known employment opportunities.

With the support funding we have employed two Community Outreach Workers to engage with young people through a variety of settings, and are setting up further projects with community partners targeting lone parents and other key groups during the summer.

We have now had confirmation that the next two years of the project will be fully funded.

Skills Work/Lobbying

I now chair Colleges Scotland's Skilled Workforce Forum and in that capacity I have had the opportunity to address government and civil servants on the work that the sector is doing.

So far I have presented at the Scottish Parliament Skills Committee and the College Strategic Future's Group. I am also representing the sector at a conference on Future Skills in Edinburgh on June 13th.

Whilst these are good opportunities to promote the sector and then College we have some dates in the diary for more direct lobbying. In July we have Linda Pooley coming from the Scottish Government and then in August the new Chief Executive of the Scottish Funding Council is coming to visit. We will make sure that capital funding for the Kingsway Campus development is on the agenda.

Academic Restructure

We are firmly in the closing stages of the restructure of the senior academic posts. We have a total of 7 posts unfilled and we have advertised internally and externally to fill those, hopefully we will be able to complete the exercise by the end of June.

So far some 150 interviews have taken place and we have made 59 appointments. Many are new appointments and we are developing an extensive programme of CPD for all postholders focussing on the key areas of knowledge/development required by those new in position but also on the 'D&A Way', the cultural approach we need senior staff to adopt and 'buy in' to.

I would like to praise the professionalism of all the staff involved in what is recognised as a challenging process. This has not been an easy exercise and some people in College are disappointed by the outcome in certain areas but the work of closing down the current term and preparing for academic year 19/20 has gone on with purpose and energy.

Michelin

We have been working hard to promote skills training to the workers affected by the Michelin redundancy. A booklet has been produced with a range of courses and course types and we are recruiting now for programmes to run in July and August.

We have offered an on line digital skills upskilling programme to the workforce and so far over 50 have enrolled on the course with some completing already.

The major announcement of an Innovation park to be developed on the site has a planned Skills Centre at the heart of the development. We have already discussed the College's role in the Skills Centre with Dundee City Council and SDS. It is early days but the development looks really promising.

Exciting New Programme

It is not often that I include specific programmes to bring to the Board's attention but this example is so innovative I could not resist.

> The **Zoo Animal Behaviour and Welfare** course that launched in January is an excellent example of creative thinking and taking risks. It shows innovation in the curriculum and includes inter-disciplinary learning, work experience, project-based learning and research and digital skills. Chris Ditchburn, Course Leader in Animal Care says:
>
> *We wrote the NPA in Zoo Animal Behaviour and Welfare ourselves in partnership with Camperdown Wildlife Centre and SQA happily validated and packaged the units for us. We were determined that we wanted to present the students with diverse assessment opportunities and write this into the descriptors.*

We decided that the units on the course would all feed into a single project and that this would be a documentary. To enable learners to do this we delivered units to complement the NPA in areas such as Digital Media, Academic Skills, Problem Solving and some bespoke comms and numeracy units. Producing the documentary allowed learners to meet the evidence requirements for almost all of the to achieve their award. We have been delighted with the end results – some real David Attenborough's out there, it seems!

The research undertaken by the students has been quoted as being invaluable for the zoo and the documentaries were shown at an end of course exhibition. Copies of the documentaries produced can be [seen here](#).

Grant Ritchie

June 2019

BOARD OF MANAGEMENT

Tuesday 11 June 2019

2019 / 20 Budget

Paper G

BOARD OF MANAGEMENT

2019/20 DRAFT BUDGET

1. The draft Budget prepared for the year to 31 July 2020 projects a cash-backed surplus of £637K.

2. The budget has been prepared using a combination of bottom-up and high level assumptions.

3. A Risk Assessment has been prepared in order to provide an indication of the possible movements in each of the main budget categories as a result of inherent uncertainties.

4. Variance from the latest forecast for the current year is provided along with an adjusted variance, stripping out both top and bottom movements from the cessation during the year of the Good to Great (G2G) transformation project. Adjustments have not been made for either the SFC Capital &Maintenance Grant (C&M), nor the Flexible Workforce Development Fund (FWDF) as they no longer have such a substantive impact.

SFC income

	2018/19		2019/20	
	Budget	**Forecast**	**Financial Strategy**	**Draft Budget**
	£000's	£000's	£000's	£000's
SFC Credit income	26,412	26,768	27,112	27,112
SFC ESF Credits	1,154	1,250	1,154	1,162
Other SFC grants	2,129	2,591	2,732	2,669
SFC Total	**29,695**	**30,609**	**30,998**	**30,943**

5. SFC teaching grants are budgeted as indicative per the Briefing Note prepared in March. Final allocations further reduced ESF Credit income by only £3K. Credit target remains almost unchanged from 2017/18 at 107,735 with a reduction of only 73 ESF Credits, but this comparison excludes the additional 1,500 Credits received in-year for 2018/19. The increase in price is restricted to academic harmonisation costs. Notional Job Evaluation allocations for support staff continue to be excluded from all financial budgets.

6. SFC Capital & Maintenance grant funding is allocated on an FY basis, requiring assumptions around distribution of expenditure across the academic years together with level of funding beyond March 2020. The FY allocation of £1,646K, is £363K less than 18/19, with most of this reduction coming from the lifecycle element and thereby reducing flexibility.

7. The Flexible Workforce Development Fund has not yet been allocated, however SFC has directed us to assume that the current year's level of funding will continue unchanged.

8. Latest SFC guidance also suggests that permanent funding will be made available for 50% of the increase in employers' contribution into the teachers' pension scheme, effective from 1st September. This has been included in the budget at an estimated £320K for 11 months, and departs from the Financial Strategy assumption of transitional funding.

9. Reducing Child Poverty Funding has been approved by SFC through to 2020-21 but is subject to availability of funds from Scottish Government. Potentially £239K could be provided for 2019/20 but has been omitted from the budget pending final confirmation.

Non-SFC income

	2018/19		2019/20	
	Budget	Forecast	Financial Strategy	Draft Budget
	£000's	£000's	£000's	£000's
Tuition Fees	3,893	3,740	3,853	3,791
Non-Core income	2,229	2,926	2,560	2,795
Catering & other income	2,092	2,253	1,824	1,695
Commercial Income Stretch target	126	-	-	-
Total non-SFC income	**8,340**	**8,919**	**8,237**	**8,281**

10. Budgeted Tuition Fees utilises the latest forecast for 2018/19 as the basis for budget and also recognises the restricted scope for price increase, with HE Fees set by SFC.

11. A break-even position has been adopted for Service Design Academy in this draft budget, covering established costs, pending further development of a business case.

12. Non-Core income is budgeted relatively prudently, taking cognisance of a range of output related funding streams, and ignoring potential public sector contracts and miscellaneous grant funding where these are not yet identified. Whilst increases are therefore likely, this can also attract additional associated cost.

13. The Financial Strategy omitted funding for European projects, along with associated direct costs. The draft budget recognises income of £440K, up £57K on forecast, within Non-Core income, being primarily Erasmus mobility programme funding for staff and students.

14. The substantial reduction in Catering & other income from current year is almost entirely due to funding from Dundee & Angus Foundation Good to Great Funding coming to an end.

15. A Commercial Income Stretch target has not been established within this draft budget.

Pay Costs

| | 2018/19 | | 2019/20 | |
	Budget	**Forecast**	**Financial Strategy**	**Draft Budget**
	£000's	£000's	£000's	£000's
Teaching Pay	16,663	15,710	17,190	17,073
Support pay	11,791	11,877	12,254	12,218
Other pay	666	757	823	721
VS Scheme	-	300	375	-
Total Pay costs	**29,120**	**28,644**	**30,642**	**30,012**

16. Budgeted pay costs include savings assumptions from Voluntary Severance Scheme costs forecast for the current academic year. No budget is provided for costs chargeable in 2019/20, and no further savings assumed.

17. Teaching Pay is budgeted this year at high level based upon the new academic promoted structure and requisite number of teaching hours for current levels of activity, with allowance made or TQF and project activity where backfill is required. Part-time variable savings secured in the current year through timetabling efficiencies etc. are therefore already factored in. This approach inevitable introduces a degree of risk.

18. The final stage of harmonisation of lecturing pay was implemented in April 2019 and included in budgeted costs.

19. Provision is made for the increase in employers' pension contribution to the teaching scheme, from 17.2% to 23%, from September 2019.

20. Allowance is made for the agreed pay award for support staff, whilst assumptions continue to be made for academic cost of living in line with the Financial Strategy.

Non-pay costs

| | 2018/19 | | 2019/20 | |
	Budget £000's	Forecast £000's	Financial Strategy £000's	Draft Budget £000's
Property cost	2,530	2,630	2,578	2,739
ICT & Telephony	1,056	1,215	1,109	1,085
Student support funds	200	-	-	-
Other non-pay	4,536	4,894	4,425	4,751
Total Non-pay costs (cash)	**8,322**	**8,739**	**8,112**	**8,575**

21. Property costs are budgeted in line with discrete capital and maintenance funding and with increases for utility prices. Transport costs may be flexed to match available funding.

22. The ICT & Telephony forecast for the current year was supplemented by both SFC C&M grant and higher G2G funding. Increases in annual recurrent costs are substantially matched by other savings, most notably from the new mobile phone contract.

23. Whilst Inflationary increases are generally assumed to be offset by efficiency savings, notable exceptions include utilities, licences and maintenance agreements, insurance etc. Savings secured through more effective procurement processes, together with other reductions, have largely off-set the overall impact upon this budget.

24. No allowance is deemed necessary for a possible student support funds subsidy in light of increased SFC allocation for 19/20. Expenditure is estimated to rise by approximately 6%, in line with increased student allowance, but will be influenced by the profile of our student intake, retention etc. Whilst a significant element of risk therefore remains, it is mitigated by the in-year distribution mechanism available from SFC.

25. G2G removes non-pay costs of approximately £121K from budget, however increased international activity adds £92K. Continued annual reductions in loan interest, of £18K, also helps off-set inflationary pressures.

Non-cash expenditure

26. Net Depreciation has stabilised following last year's property revaluation and is budgeted at £2.7 million. No substantial capital additions are currently budgeted and there will be no further property valuation until July 2020.

Gardyne Theatre Limited

27. A break even position is adopted for the draft budget, approximately mirroring current year forecast. This budget is yet to be approved by the subsidiary company's Board.

Cash

	2018/19		2019/20	
	Budget	**Forecast**	**Financial Strategy**	**Draft Budget**
	£000's	£000's	£000's	£000's
Cash-backed surplus	570	2,146	481	637
Loan repayment	(571)	(571)	(571)	(571)
Working capital movement	-	(600)	-	-
Net cash movement	(1)	975	(90)	66
Opening cash balance	213	1,172	2,065	2,147
Closing cash balance	**212**	**2,147**	**1,975**	**2,213**

28. The current year's forecast promises a strong opening position and the draft cash-backed surplus continues to be sufficient to cover the College's annual loan repayment due each August.

Recommendation

29. The Finance & Property Committee considered the draft budget at their meeting of 21st May 2019. The Committee approved the Draft Budget for submission to the Board.

   The Board is invited to consider and approve the attached draft budget.

Author: Brian Ferguson, Head of Finance
Executive Sponsor: Jaki Carnegie, Vice Principal Corporate Services

Draft Budget for the year to 31 July 2020

College

	2019/20			
	Draft Budget	**Forecast 2018/19**	**Variance**	**Adjusted Variance**
	£000's	£000's	£000's	£000's
SFC Credit income	27,112	26,768	344	344
SFC ESF Credits	1,162	1,250	(88)	(88)
Other SFC grants	2,669	2,591	78	78
SFC Total	**30,943**	**30,609**	**334**	**334**
Tuition Fees	3,791	3,740	51	51
Non-Core income	2,795	2,926	(131)	(131)
Catering & other income	1,695	2,253	(558)	(35)
Total Income	**39,224**	**39,528**	**(304)**	**219**
Teaching Pay - established	13,858	12,817	(1,041)	(1,064)
Teaching Pay - variable	3,215	2,893	(322)	(333)
Invioced Staff Costs	217	254	37	37
Teaching Support Pay	2,086	1,962	(124)	(124)
Support pay	10,132	9,915	(217)	(440)
Apprenticeship Levy	100	95	(5)	(5)
VS Scheme	-	300	300	300
Unfunded pension payments	404	408	4	4
Total Pay Costs	**30,012**	**28,644**	**(1,368)**	**(1,625)**
Staff related costs	485	430	(55)	(66)
Consumables & Equipment	1,392	1,458	66	7
Exam fees	835	835	0	0
Student related costs	345	401	56	56
Property cost	2,739	2,630	(109)	(128)
ICT & Telephony	1,085	1,215	130	4
Insurance	119	113	(6)	(6)
Marketing	65	68	3	2
Professional fees	179	176	(3)	(3)
General Overheads	320	342	22	12
Interest & Charges	173	198	25	25
VAT	838	873	35	(5)
Total non-pay costs	**8,575**	**8,739**	**164**	**(102)**
Cash-backed surplus/(deficit)	**637**	**2,145**	**(1,508)**	**(1,508)**
Add: subsidiary profit/(loss)	**-**	**1**	**(1)**	**(1)**
Consolidated Cash-backed surplus/ (deficit)	**637**	**2,146**	**(1,509)**	**(1,509)**
Net Depreciation	(2,732)	(2,736)	4	4
Other non-cash items:	(36)	(36)	-	-
Consolidated surplus/(deficit) after net depreciation	**(2,131)**	**(626)**	**(1,505)**	**(1,505)**

Memo - **SFC Student Support funds**				
Core allocation, inc. in-year distribution	8,957	8,957	-	
ESF allocation	-	-	-	
Total income	8,957	8,957	-	
Expenditure	(8,657)	(8,157)	(500)	
Excess/(shortfall)	**300**	800	**(500)**	

2

Risk Assessment of key volatile areas

£000's Income/Expenditure Category	Draft Budget	Possible Cash Deviations		Adverse Risk Assessment			Comments and mitigation
		Favourable	Adverse	Likelihood	Impact	Overall	
SFC Credit income	27,112	-	-	-	-	-	Continued management of in-year credit forecasts should remove any significant risk.
SFC ESF Credits	1,162	-	150	Low	Low	Low	Notional value, reflecting both sector and college risk of failing to achieve sufficient HN credits. SFC have given no indication that this is likely to crystallise.
Other SFC grants	2,669	100	800	Low	High	Mid	Adverse risk reflects maximum funding assumptions for both FWDF and increased pension costs, however any shortfall is unlikely to be material values.
Tuition Fees	3,791	100	100	Low	Low	Low	With aggregated budget set at only approx. 1.5% higher than current year forecast, adverse swing is unlikely to be substantive.
Non-Core income (Including stretch target)	2,795	300	300	Low	Mid	Low	Swings each way possible across an extensive range of disparate income streams. Adverse risks present particularly from CITB and other output related activity.
Total Pay (Excluding VSS & unfunded pensions)	29,608	200	300	Mid	High	High	High level budgeting during transition to new academic structure carries inherent risk, coupled with continued uncertainty over cost of living pay awards and VS savings.
Property cost	2,739	50	150	Low	Low	Low	Whilst timing of works cannot be precise, net costs are tightly managed in line with funding. Risks emanate from unscheduled maintenance and utility costs.
Student Support Funds subsidy	-	-	100	Low	Low	Low	Subsidy considered unnecessary given higher initial allocation and potential from in-year distribution.

Cashflow

	2019/20 Draft Budget
	£000's
Cash backed surplus/(deficit)	**637**
Loan repayment	(571)
Working capital movements	-
Net Movement in cash balances	**66**
Opening cash balances	2,147
Closing cash balances	**2,213**

Gardyne Theatre Limited

	2019/20		
	Draft Budget	**Forecast 2018/19**	**Variance**
	£000's	£000's	£000's
Rental Income	100	107	(7)
Box Office	73	73	-
Merchandise	-	1	(1)
Bar	42	50	(8)
Catering	7	7	-
Grants, Sponsorships & Awards	30	30	-
Donations	-	-	-
Total Income	**252**	**268**	**(16)**
Payroll Costs	124	132	8
Other Staff Costs	-	-	-
Production Costs	76	77	1
Box Office Costs	-	1	1
Property & Transport Costs	12	12	-
Catering	7	7	-
Marketing & PR	4	7	3
Property & Transport Costs	12	12	-
Bad Debts	5	5	-
Other Operating Costs	9	7	(2)
Total Expenditure	**252**	**267**	**15**
Surplus/(-Deficit)	**-**	**1**	**(1)**

Good to Great

	2019/20		
	Draft Budget	**Forecast 2018/19**	**Variance**
	£000's	£000's	£000's
Catering & other income	91	614	(523)
Total Income	**91**	**614**	**(523)**
Teaching Pay - established	-	23	23
Support pay	21	244	223
Support pay	21	244	223
Total Pay Costs	**27**	**284**	**257**
Staff related costs	5	16	11
Consumables & Equipment	15	74	59
Property cost	-	19	19
ICT & Telephony	22	148	126
Marketing	-	1	1
Professional fees	11	11	-
General Overheads	1	11	10
VAT	10	50	40
Total non-pay costs	**64**	**330**	**266**
Cash-backed surplus/(deficit)	**-**	**-**	**-**

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Santander Loan Repayment

Paper H

BOARD OF MANAGEMENT
PROPSOED LOAN REPAYMENT

1   Introduction

Board members will have noted from the 2019/20 Draft Budget that the cash-backed surplus for 2018/19 is forecast to be £2,146k. This is a positive variance of £1,576k from the original budgeted cash surplus of £570k. This positive variance was highlighted in the revised Financial Strategy presented to the Board in March 2019.

Following discussion at the Finance and Property Committee on 21st May it was deemed appropriate that consideration should be given to using this cash-backed surplus to bring forward expenditure from 2019/20 and beyond to reduce the burden on future years. The Finance and Property committee encouraged the Executive Team to bring forward a paper to the Board to consider the implications of repaying some of the Gardyne long term loan.

The Committee were also keen that a high level analysis on the impact of such a decision on the Financial Strategy be presented to the Board.

This paper presents both the proposal for the early repayment of £1m of the long term loan and a high level summary of the impact of this and other brought forward expenditure on the Financial Strategy.

2   Existing Loan

The college entered into a £8m 16-year loan with Santander UK PLC in June 2011.

The total loan of £8m was made up of two facilities;

- £1.6m - subject to variable interest rate based on LIBOR, + 1.25% margin
  As of June 2019 the balance outstanding is £1.029m.

- £6.4m - subject to fixed interest rate of 2.59% for 10 years, + 1.25% margin
  As of June 2019 the balance outstanding is £4.114m.
  After 10 years (April 2023) the outstanding balance (£2.286m) from the £6.4m fixed rate portion would revert to a variable interest rate based on LIBOR + 1.25% margin.

The annual loan capital repayment is £571k.

The final loan payment is due in June 2027.

There are no covenants surrounding the loan.

There are no penalties surrounding early repayment of the loan that is subject to variable interest payments. Any repayment must be in multiples of £250k.

3   Repayment Proposal

It is proposed that £1m of the currently outstanding £1.029m loan facility that is subject to the variable interest rate is repaid in this academic year.

This would reduce our future annual capital repayments from £571k to £460k and reduce our annual interest payments by roughly £13k per annum.

Santander are satisfied that the deadline of July 2019 in respect of any necessary paperwork/ approvals can be achieved, providing that 4 weeks notice of our intention is provided.

4   Impact on Financial Strategy

Based on a high level analysis of the bringing forward of expenditure from 2019/20+ to 2018/19, including:
- the option of buying out of conservation costs as a result of the recent staffing restructure
- proposed early repayment of £1m of the long-term loan and
- other, almost certain, income streams and contributions

the adjusted Financial Strategy is presented as follows:

	2018-19	2019-20	2020-21	2021-22	2022-23	2022-24
Financial Strategy (approved by the Board in March 2019)	**2,065**	**481**	**467**	**484**	**307**	**338**

I&E Adjustments

	2018-19	2019-20	2020-21	2021-22	2022-23	2022-24
Forecast/Budget adjustments	81	276	120			
VSS not within draft budget		(375)				
Accelerated spending from 19/20	(100)	100				
50% pension funding[1]			337	337	337	337
Conservation buy-out (assuming 75% take-up)	(300)	75	75	75	75	
Loan repayment interest saving		17	15	13	11	9

Net I&E adjustments	**(319)**	**93**	**547**	**425**	**423**	**346**

Cash-backed surplus/(deficit) restated	**1,746**	**574**	**1,014**	**909**	**730**	**684**

Cash balance reconciliation

Cash balance b/f (as per Financial Strategy)	**1,172**	**747**	**861**	**1,415**	**1,864**	**2,134**
Cash-backed surplus/(deficit)	2,065	481	467	484	307	338
I&E adjustments	(319)	93	547	425	423	346

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[1] The SFC have advised Colleges that the worst case planning assumption is that 50% of the increased employer pension contributions (17.2% to 23%) will be funded. The Financial Strategy had previously assumed that only Year 1 would be funded. This has a significant, previously unforeseen, positive impact.

Loan repayment, as adjusted	(1,571)	(460)	(460)	(460)	(460)	(460)
Working Capital movement	(600)					
Cash balance c/f	**747**	**861**	**1,415**	**1,864**	**2,134**	**2,359**
Change (from Financial Strategy)	**(1,319)**	**(1,114)**	**(456)**	**80**	**614**	**1,071**

Factors to consider:

a) The College holds c£700k of restricted cash; Energy Skills Partnership, Developing the Young Workforce, Balance to European Partners, Creative Loop. It would not be appropriate to drop below a cash balance of £700k.

b) The end of year cash balance of £747k assumes payment of the currently in dispute pay award.

c) There are a number of teams where current year budget spend has not yet materialised, and payroll "savings" as a result of strike action in May. It is feasible that further savings will be realised by not spending existing budget.

d) We are due to pay our next annual instalment of loan repayment on 2nd August, either £571k or £460k depending on whether we make an early repayment.

e) The March 2019 approved Financial Strategy assumed staff savings realised from Voluntary Severance of £500k in 2019/20, and thereafter, with associated costs of future Voluntary Severance opportunities, savings of £750k/£500k/£750k/£250k are expected. It will be important to continue to make staffing and other efficiencies and generate new/increased sources of additional income/contributions.

5   Recommendation

The Board are asked to consider early repayment of £1m of the Gardyne long term loan.

6   Information

For further information in respect of this proposal contact Jaki Carnegie, Vice Principal Corporate Services, j.carnegie@dundeeandangus.ac.uk.

Executive Sponsor: Jaki Carnegie, Vice Principal Corporate Services

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Board Evaluation

Paper I

BOARD OF MANAGEMENT JUNE 2019
EVALUATION OF THE EFFECTIVE OPERATION OF THE BOARD OF MANAGEMENT

1 Introduction

This paper summarises progress made in respect of the evaluation of the effectiveness of the operation of the Board of Management conducted in May 2018. This report also proposes planned actions to support the external review of the effectiveness of the Board of Management during session 2019/20.

2 Board of Management Evaluation

The Code of Good Governance for Colleges in Scotland outlines the following requirement for Boards of Management.

> The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three to five years. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online.

The approach adopted in respect of the evaluation of the effectiveness of the operation of the Board meets all of the above requirements.

3 Board Self-Evaluation and Development Plan

A full Board Self-Evaluation was undertaken during 2018 and the report and development plan approved at the June 2018 Board meeting. This evaluation encompassed three specific streams of work as follows. This work was undertaken relative to the key components of the Code of Good Governance and the self-evaluation framework adopted by the Board.

- A survey of all Board members was undertaken to provide baseline information and feedback on Board effectiveness and the effectiveness of Board and Committee Chairs.

- A detailed self-evaluation report has been completed through the Chairs Committee, facilitated by the Board Secretary and Quality Manager.

- Individual appraisal meetings have been held with each member of the Board. This includes appraisal of the Board Chair by the Vice Chair.

A summary of progress made in respect of the Board Development Plan arising from this work is outlined in appendix 1 below.

4   Externally Facilitated Review of Effectiveness

As detailed above, the Code of Good Governance for Colleges in Scotland stipulates that Board evaluation activities should be externally facilitated on a three to five year basis.

The Board of Management approved its last externally facilitated review in September 2016 and it is felt that it would be appropriate to repeat this exercise during 2020.

It is proposed that this externally facilitated review follow a similar process to that undertaken during 2016, with the review also encompassing the planned changes to the Code of Good Governance that are likely to be implemented in autumn 2019.

5   Approval

Board members are asked to consider and approve as appropriate the following elements of the evaluation process.

- Note progress and approval of the updated Board Development Plan.

- Agree progression of the externally facilitated review of effectiveness to be completed during calendar year 2020.

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

EVALUATION OF THE OPERATION OF THE BOARD OF MANAGEMENT

BOARD DEVELOPMENT PLAN PROGRESS REPORT JUNE 2019

Following on from the evaluation of the effectiveness of the operation of the Board of Management approved in June 2018, the following key development actions were identified for action. Progress in respect of these actions is summarised below, and as appropriate revised implementation dates have been identified.

Action	Responsibility	Timescale
1. The diversity of Board membership should be included within all future recruitment arrangements to seek to maintain 50:50 gender representation and to further improve overall diversity of background/experience.	Chair/Secretary	Next and future recruitment
Progress June 2019 **50:50 gender balance maintained through recruitment**		
2. The Board should consider options to co-opt members to Committees where this is considered appropriate to enhance knowledge and skill-sets.	Chair/Secretary	As required
Progress June 2019 **New member co-opted to support work of the Audit & Risk Committee**		
3. Student Board member induction arrangements will be developed to highlight the importance of consistent attendance/input at Board level.	Secretary	August 2018
Progress June 2019 **Student Board members included within full induction programme. Additional support provided by SA Development Officer**		

Action	Responsibility	Timescale
4. Board training/CPD matrix to be developed to support individual members in identifying and tracking CPD needs.	Secretary/Chair	September 2018
Progress June 2019 **Limited progress. New deadline established**		**September 2019**
5. Future Board strategy sessions to incorporate input and discussion around the integration of Good to Great with current 2020 aspirations.	Chair/Principal	September 2018
Progress June 2019 **Discussed through Board strategic sessions**		
6. Strategic visioning and strategy development looking forward to 2025 to be incorporated into Board strategic sessions	Chair/Principal	September 2018
Progress June 2019 **Work discussed through Board strategic sessions and progressing**		
7. A "Kingsway Plan B" strategy is required to inform the future direction of campus development activities in the absence of opportunity for current replacement plans.	Chair/Principal	September 2018
Progress June 2019 **Work progressing through Board processes**		
8. Training opportunities will be made available to better support input and engagement in Finance matters by all Committee members.	Secretary/VP Corporate Services	December 2018
Progress June 2019 **Session completed December 2018**		

Action	Responsibility	Timescale
9. Increase information/reporting on staffing related matters at full Board level. **Progress June 2019** **HR Metrics report updated**	Secretary	December 2018

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Board Metrics

Paper J

BOARD DATA METRICS
JUNE 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.
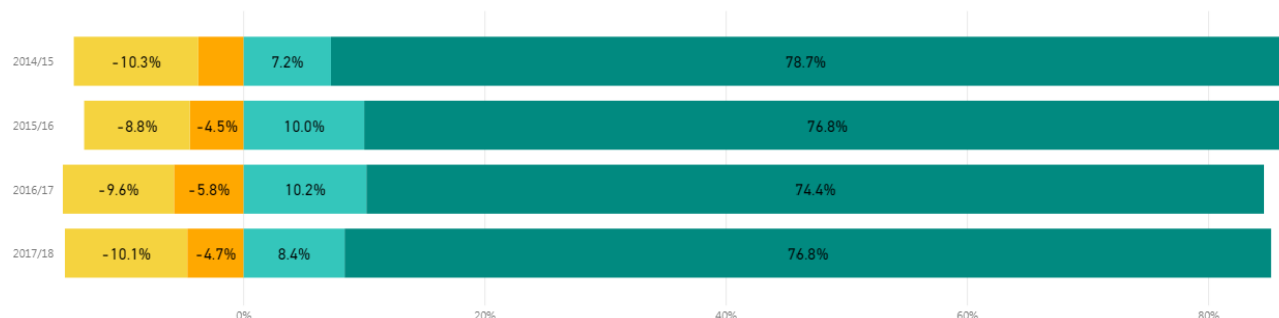
3   Information

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
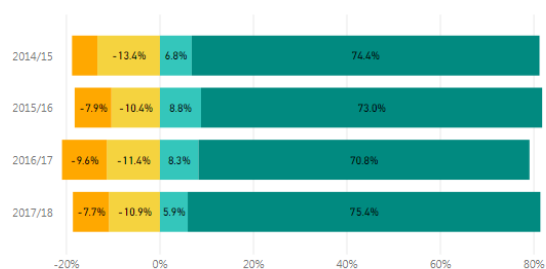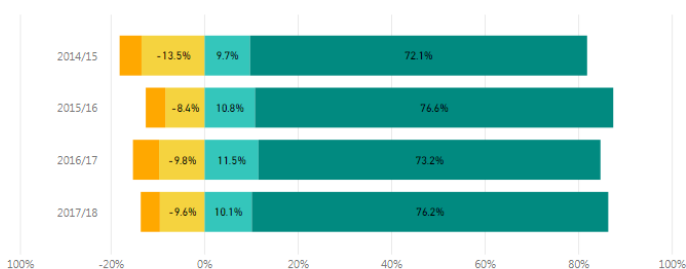
Board Metrics Report June 2019

Performance Indicators

Total PI by Session
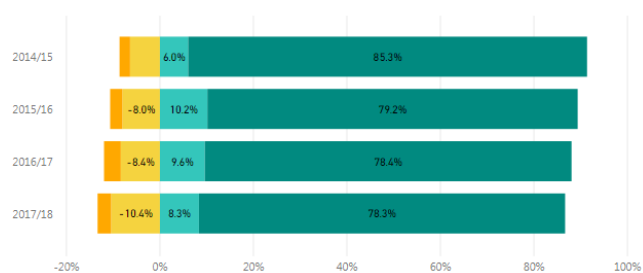

FE Full Time
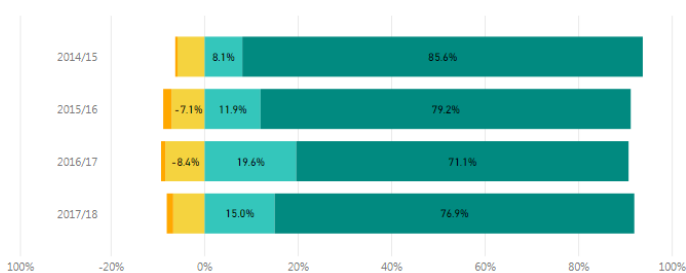

HE Full Time

FE Part Time

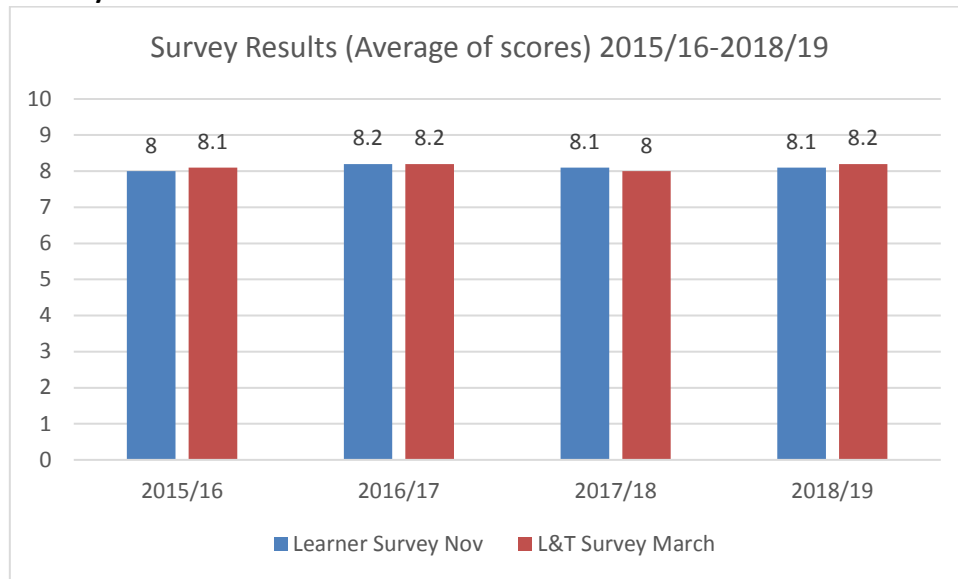HE Part Time

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

Survey Results (Average of scores) 2015/16-2018/19

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

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%

19/20 FT Applications and Offers

Applications	Offers	Minimum	Maximum
9,805	5,043	5,596	6,358
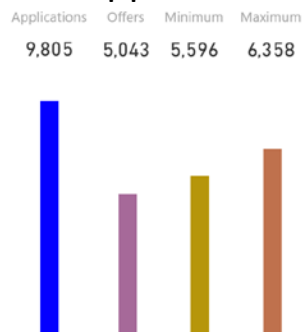
Credit Count v Target 18/19

Current Credits v Target

0   106,869   108,000
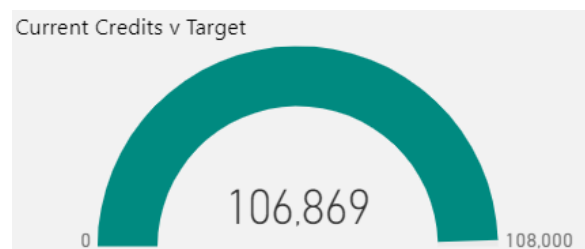
Staff – Engagement and Happiness Index, FTE & Headcount and Absence

Staff Engagement & Happiness Index 2018 v 2016

	Engagement	Happiness
2016	68	68
2018	75	69

Headcount & FTE March 2019

	Teaching	Non-Teaching	Total
Headcount	431	451	882
FTE	339.4	361.8	701.2
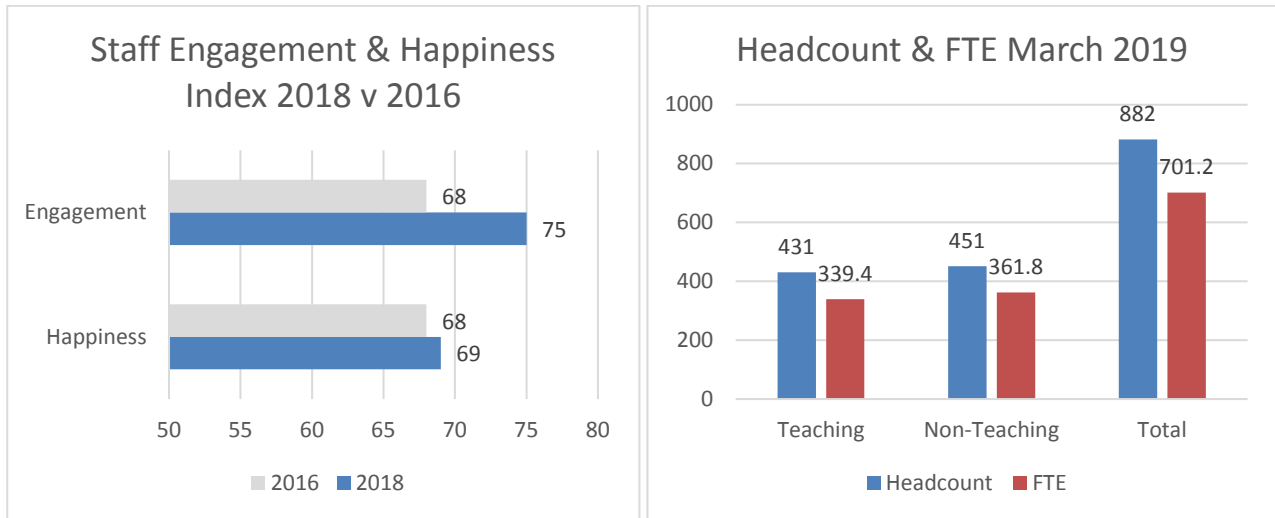
	2018/19	2017/18	2016/17
Average working days lost per headcount	7.35	5.7	5.3
Working time lost	2.8%	2.2%	2.0%

Finance – Surplus/Deficit v Planned Budget out-turn

2018/19 Cash Backed Surplus/Deficit Forecast v Budget

Forecast	Budget
£2,146,000	£570,000
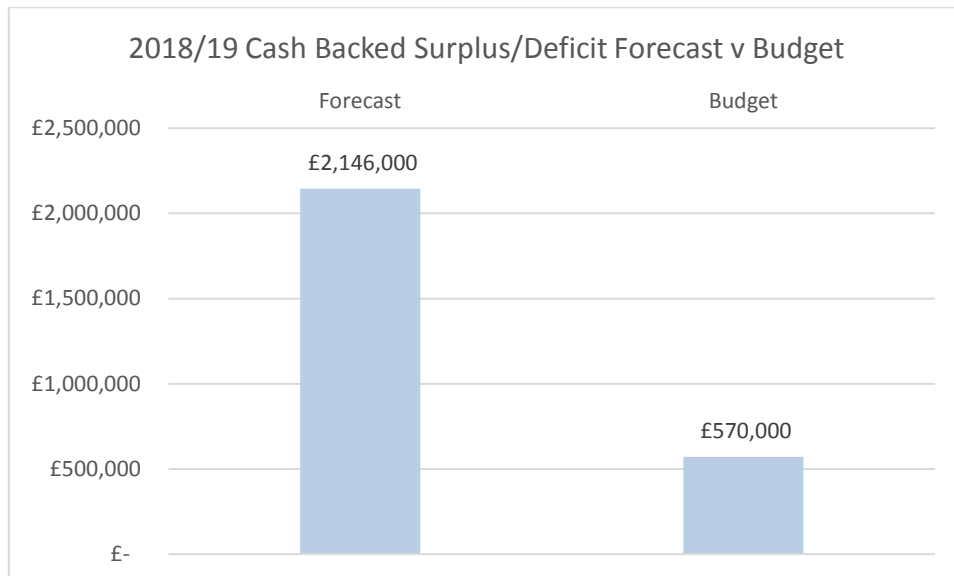
	Year to date	2017/18
RIDDOR – Reportable Accidents	2	3

	Completed	Planned
Audits Completed v Planned	4	9

BOARD OF MANAGEMENT

Tuesday 11 June 2019

Minutes of Committee Meetings

12.1 – Learning, Teaching & Quality – 1 May 2019
12.2 – Audit & Risk – 14 May 2019
12.3 – Human Resource & Development – 9 May 2019
12.4 – Finance & Property – 21 May 2019

Paper K

BOARD OF MANAGEMENT
LEARNING, TEACHING AND QUALITY COMMITTEE MEETING

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 1 May 2019 at 5.00pm in Room Y150, Gardyne Campus.

PRESENT: M Williamson (Chair)   G Robertson
                    B Carmichael   A McCusker
                    G Ritchie   N Lowden
                    H Honeyman   S Mill
                    D Humphries

IN ATTENDANCE: S Hewitt (Vice Principal)   S Taylor (Vice Principal / Secretary to the Board)
                    S Laing (Quality Liaison Officer)   K Morton (Student Services Officer)
                    S Gregory (Course Leader - Social Sciences and Transition)
                    M Sanderson (Executive Secretary)

1.   WELCOME

M Williamson welcomed Committee members including new Board Member B Carmichael who attended his first Committee meeting. M Williamson also welcomed S Laing, K Morton and S Gregory.

2.   APOLOGIES

Apologies were received from C Clinkscale and S Watt.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   ESRC RESEARCH PROJECT – INFORMED CONSENT

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 13 February 2019 was approved as an accurate record.

6.   MATTERS ARISING

6.1 Recognition for PI Performance

Instead of events being organised for all staff, G Ritchie noted Executive decided to give all staff free tea / coffee and soft drinks for a full week as a thank you for their achievements.

G Ritchie noted that there was a positive reaction from this with staff emailing their thanks.

6.2 Collective Response to Scottish Government – Foundation Apprenticeship Plans

G Ritchie noted that he wrote to J Swinney regarding the Foundation Apprenticeship plans and is awaiting response.

7. **CURRICULUM REPORT – SCOTTISH GOVERNMENT RETENTION PROJECT, YEAR 2**

M Williamson welcomed S Laing, S Gregory and K Morton to the meeting and highlighted her interest in the Retention Project and the work being carried out by the project group.

S Laing outlined the approach taken by the College to create a Retention project and how this was making a difference to the student group involved.

S Laing showed the Committee the project video that the group have made to explain the Retention Project and summarised key points including:

- Before the project, withdrawal rates were steadily rising
- 75% of withdrawals were due to financial problems
- Financial sessions have been set up within the project to help students
- Retention and attainment have improved since project has been established
- Withdrawals have decreased from 20%+ to 8%

S Gregory noted that the partnership between Academic and Support teams was very strong and teams are extremely positive about the project, which is helping students to be retained and to successfully complete their courses.

S Gregory noted that Student Services are now within classrooms and are there to offer students first hand advice, without them having to go into the advice centres and ask. K Morton noted that students can receive one to one meetings in the classroom, if they are struggling.

S Laing explained that the project group are using Microsoft teams as a method of communication and this has been received very well with teams as it is an informal instant chat service rather than emailing.

M Williamson noted from the video it is a fantastic project. A McCusker also noted it is a fantastic achievement and asked if the financial reasons for withdrawal would be the same in other college's. S Laing noted that that not all colleges are working with the same approach or groups, so it was difficult to say.

A McCusker asked how the group are prepared for rolling out the approaches developed if there is a huge demand for the project. S Laing noted that the PDSA Cycle and Attainment Tracker will help with the project going forward.

K Morton added that not all classes will be under the project, only those classes at risk.

H Honeyman asked if the video could show personal stories from students who have used the benefits of the project to help them in their course. S Laing noted this is something the group was looking at.

N Lowden stated that this is an exceptional piece of work and asked how the group review PDSA. S Laing explained this is reviewed weekly.

A McCusker asked how the group were planning to keep communicating between Academic and Support teams. S Laing noted they will continue to use Microsoft teams to communicate as this has proven to be effective.

H Honeyman questioned the implications of Data Protection with using Microsoft Teams and asked if Students data would be secure using this. S Laing noted that personally identifiable data is shared beyond the direct team involved. S Hewitt noted that Microsoft Teams is all contained within the College's secure networks.

M Williamson noted that the video mentioned that the group have established a two-part interview process when interviewing students and asked what this meant. S Gregory explained that students could be applying for courses that they didn't know about and weren't interested in. The two-part process means that the first part will be diagnostic tests based on the subject area to demonstrate to students what the course entails before they come back for an interview. If they are interested, they will be invited back for an interview two weeks later. This had improved withdrawals.

M Williamson asked what the next stages for the project are. S Laing noted that the group are planning to use a quality improvement process to review the project and make further improvements.

M Williamson noted that the staff involved in the project are very committed and enthusiastic and were a credit to the College.

8.   **STUDENTS ASSOCIATION REPORT**

D Humphries provided a summary of the report to the committee.

D Humphries noted that S Rennie and C Nicoll are working on the submission for the Healthy Body, Healthy Mind awards and are working towards gaining five stars this year. The work is being carried out as part of both NUS Scotland and Scottish Student Sport award (which gained four stars last year).

D Humphries noted that a Student Mental Health Agreement had been signed between the College, Student Association and Sports Union. The agreement is a pledge to ensure that mental health and wellbeing are at the forefront of everything the team do and will be highlighted as part of the College ROA.

Student Executive Elections are underway. There are 3 presidential candidates and 7 Vice Presidential candidates running in this year's elections. Last year there were a total of 240 votes in the election period and so far this year they have already exceeded that amount of votes.

D Humphries noted that a new role for the Vice Presidents in 2019/20 had been developed, with each focussing on certain aspects of the wider College. Each VP will be given roles such as Health & Wellbeing officer, where they will attend these key College committee meetings and work on a project to carry out throughout their term in office in conjunction with these committees. Each of the VP's will also be given a mentor from each of the committees to aid their new roles and to gain the most from their term in office.

D Humphries provided an update on the Strategic Plan review. The Student's Association will carry out a review of the Strategic Plan for the next Advisory Board Meeting to ensure that they are continually evaluating and reviewing their progress in line with the plan.

M Williamson noted that there had been great success evident during the year.
M Williamson also noted that there is good engagement with the Student Elections this year.

A McCusker noted this year has the highest number of votes in the Elections.

S Hewitt noted it is a good approach with the new Vice President roles and looks forward to working with the Vice President for Learning and Teaching.

9.   PART–TIME COURSE PERFORMANCE

S Hewitt summarised the paper outlining student retention and attainment for part-time provision.

S Hewitt noted that Part-time courses have caused slight concern over the last few years compared with full-time provision and noted that a significant amount of research had gone into the report.

S Hewitt noted that Higher Programmes have been analysed as curriculum teams were finding students were failing the main exam but still going on to do other programmes within the College.

S Hewitt also noted that that evening and distance learning provisions attainment was low and review had found that students who don't pay for these courses are not progressing or attaining compared to those who do pay.

S Hewitt noted that a small number of programmes had been set up in ways that limited the opportunity for achievement. For example, HNC Social Services had been set up as a roll on / off programme in which learners could start at any point in the year. The success measure for this programme was, however, a successful completion of 70% of the course units which isn't feasible for someone starting part-way through the year.

G Robertson asked if they were changing entry requirements for student's. S Hewitt confirmed that this wasn't the case and would be changing in house coding systems.

S Hewitt noted that assessment 'boot camps' were working well for full-time courses and would be adopted where appropriate for part-time courses as well.

G Robertson noted that there was good feedback from Distance Learners in the student survey. S Hewitt explained this was likely from student's who have to self-fund the courses and those using fee waiver tended not to complete the survey as they were more likely to have withdrawn by this stage.

M Williamson asked if there are other opportunities for students doing part-time courses whilst in employment. S Hewitt noted that they are working on a new Commercial Portfolio and this will be more condensed than previous years.

G Ritchie noted that success rates for part-time programmes are higher at some other colleges due having more employed part-time students funded as part of their career progression. This was less prevalent in the Dundee and Angus region.

10.   DEVELOPING SCOTLAND'S YOUNG WORKFORCE

G Ritchie outlined the report to the Committee.

G Ritchie noted that A McCusker and G Ritchie had met with S Barlow (DYW Chair) to discuss DYW and how to take this forward in the next year. S Barlow confirmed the main focus was employer input for the next couple of years. G Ritchie noted it was an extremely positive meeting.

M Williamson asked if the Chamber were involved in these plans. G Ritchie confirmed they are and there will be partnership agreements with employers.

H Tasker to be invited to give an update on DYW progress to the September Committee meeting. **G Ritchie to action.**

11. **STUDENT SURVEYS**

11.1 **LEARNING AND TEACHING SURVEY MARCH 2019**

S Taylor summarised the report and noted that figures were consistently high and had improved, but had not changed dramatically year-on-year.

S Taylor noted that each curriculum team can view their results and analyse them down to individual stream level, using data dashboards. This supported reflection on the survey feedback and action planning at course level.

A McCusker asked if all students can complete the survey, or just full – time students. S Hewitt confirmed that all students are asked to complete, including School Pupils, but that the main focus was on full-time.

M Williamson noted a huge improvement in results within Engineering. G Ritchie noted there has been a huge improvement as a result of a sustained focus in this area in the last couple of years.

11.2 **POST COURSE SUCCESS SURVEY**

S Taylor summarised the survey results.

S Taylor noted that this survey tracked destinations of full-time students six to nine months after completing their course. However not all students will complete as some contact details may have changed since leaving the College.

A McCusker noted she has learnt from Cake with the Chair sessions, that students are applying for different courses each year instead of progressing in the one area and asked how long they can stay at College. S Taylor noted that data on this had been analysed, with this occurring in some cases but generally being limited. It was noted that funding was generally available for a maximum of 3 years.

N Lowden noted he is astounded at the positive numbers in the survey and noted this was a fantastic achievement.

S Hewitt noted there was a report released from the SFC on Articulation. The College are looking at new articulation agreements with a range of different universities in Scotland. The complexities of working with different institutions was noted, and the central role to be played in this by the academic partnerships team was welcomed.

12. **VP CURRICULUM & ATTAINMENT REPORT**

The VP Curriculum and Attainment report was noted. S Hewitt highlighted that lots of activity is going on within Good to Great.

S Hewitt provided an update on the academic restructure, highlighting that c.200 interviews will have been completed by 10 May.

G Ritchie noted this is the biggest Restructure since merger and with industrial action taking place at the same time, it was proving challenging. G Ritchie noted by summer the recruitment will be finalised going forward into next term.

S Hewitt noted that student recruitment is going well. Number have exceeded last year already. A slight decline in numbers at Angus in particular areas was noted.

A McCusker asked if there was confidence in reaching the additional credits target. S Hewitt noted he is, with around 1600 school pupils already registered to attend in June. Additional courses have been identified with a commercial Digital Skills course also being launched. S Hewitt noted that this was being supported for employees from Michelin.

S Hewitt noted that the Service Design Academy had developed plans to deliver provision in London through an agent.

13. **LT&Q METRICS**

S Taylor summarised the Metrics report.

S Taylor noted the revised 2018/19 credit target (109,307) was on target to be achieved.

14. **AOCB**

M Williamson noted that A O'Neill had been the Vice-Chair of the Committee and asked if there was any interest in this role to confirm this with S Taylor in advance of the next meeting.

15. **DATE OF NEXT MEETING**

Note change of Date

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 4 September 2019 at 5.00pm, Room Y150, Gardyne Campus.

Action Point Summary		
Action	**Responsibility**	**Date**
Invite H Tasker to give an update on DYW group activity.	G Ritchie	4 September 2019

BOARD OF MANAGEMENT
AUDIT AND RISK COMMITTEE MEETING

Minute of the Audit and Risk Committee meeting held on Tuesday 14 May 2019 at 5.00pm in Room A214, Kingsway Campus.

PRESENT: G Robertson (Chair)   H Honeyman
                   T Pirie   M Thomson
                   M Williamson

IN ATTENDANCE: J Carnegie (Vice Principal)
                     S Taylor (Vice Principal and Secretary to the Board)
                     S McNaught (Henderson Loggie)
                     R Smith (Audit Scotland)
                     A Kerr (Audit Scotland)
                     T D'All (Principal's/Board Chair PA)

1.   WELCOME

G Robertson welcomed members of the Audit and Risk Committee meeting noting this was Jaki Carnegie's first meeting since taking up the post of Vice Principal Corporate Services. G Robertson also introduced both Richard Smith and Andrew McNaught from Audit Scotland and Steven McNaught from Henderson Loggie.

2.   APOLOGIES

Apologies were received from Steve Watt, Pam Milne, Kirsty Keay & David Archibald

3.   DECLARATIONS OF INTEREST

None

4.   ESRC RESEARCH PROJECT – INFORMED CONSENT

G Robertson gave a brief explanation of the Project.

5.   MINUTE OF AUDIT AND RISK COMMITTEE – 5 MARCH 2019

The Minute of the Audit & Risk Committee meeting held on 5 March 2019 was approved as an accurate record.

6.   6.1   Matters Arising

Data Breach Reporting

S Taylor confirmed that the "Reply All" layout for emails had been changed globally to seek to reduce accidental sharing of personal data.

7. **STRATEGIC RISK REGISTER**

S Taylor summarised the Risk Register paper highlighting the changes / updates made following on from discussions at the Audit & Risk Committee and Board meeting in March 2019. Changes included identifying which Board Committee should assume responsibility for individual risks.

Discussion took place on who should be 'lead person' responsible (from the Senior Leadership Team) for individual risks where those risks fell into more than one individual's area of responsibility.

It was agreed that a paper outlining proposals and the planned range of risks, and giving guidance on responsibilities/approaches be prepared for each Committee **S Taylor to progress**. G Robertson stated that he would also speak to each Committee chair to discuss thoughts on these arrangements.

The Committee approved the Risk Register noting the recommended updates.

8. **DATA BREACH REPORTING**

S Taylor intimated that the College had recently suffered from two fraud losses as a result of three staff email accounts being compromised by cyber-attacks. In both cases action had been taken in line with the Fraud Prevention Policy.

Approaches to mitigate the risks of fraud of this type were discussed and S Taylor confirmed that cyber security and related finance process testing on a 'mystery shopper' basis was planned as a part of this.

S Taylor noted that the Head of ICT was considering a range of fraud prevention measures to reduce the likelihood of future cyber-attacks. Potential approaches to support this were discussed.

M Williamson asked if there was an issue with staff training. S Taylor confirmed that approximately 475 staff had engaged in awareness training during Cyber Security Week, but that there was on-going work to be done to ensure that staff were aware of potential risks and vigilant to these. It was confirmed that all staff had been required to update their passwords.

S Taylor also confirmed that, as and when individual potential cyber-attacks and phishing scams become know, these were communicated to staff via the College Portal.

G Robertson intimated on behalf of S Watt the open offer of assistance and good practice sharing.

9. **INTERNAL AUDIT REPORTS**

9.1 **Business Continuity Plan & Risk**

S McNaught summarised the report on Business Continuity Planning & Risk Management noting the overall scoring Assurance Level as Satisfactory.

A discussion took place in relation to the Risk Register, with S Taylor noting that this was no longer a requirement in the Regional Outcome Agreement but that it would not be difficult or onerous to link this back to the Register. S Taylor also noted that the College would be taking up the offer from the College insurers (Zurich) to undertake a desk top BCP exercise. This was planned to take place on 10 September 2019.

The status in respect of the appendices included with the Business Continuity Plan in the business critical areas of Estates and ICT would be checked, and an update included with the minute meeting.

This was checked after the meeting and it is confirmed that the updated Business Continuity Policy went live on 5 March 2019. This policy includes appendices incorporating information and checklists to support critical incident management. Disaster recovery plans were being developed (see update below).

It was confirmed that the audit recommendations noted had all been agreed with the College.

The report was approved.

9.2 Equality & Diversity

S McNaught summarised Report which looks at Dundee & Angus College against the Equality Act and Scottish Government/Scottish Funding Council requirements in respect of equalities, noting the Level of Assurance as Good with no recommendations arising.

G Robertson asked that his congratulation be noted to the Student Services Team and others involved. **S Taylor to progress.**

The report was approved.

9.3 Duty of Care

S McNaught summarised Duty of Care report noting the overall Leave of Assurance as Satisfactory.

S McNaught outlined the recommendations made and highlighted the potential risk of hosting external events and speakers in relation to the Prevent responsibilities of the College and stated that the creation of guidance on this would be of benefit.

G Robertson noted in the report that the date for the mandatory refresher training was noted as 31 December 2019 and asked if this was early enough. This was discussed and it was noted that there was a considerable amount of mandatory staff training to be completed at induction and on a rolling basis thereafter. S Taylor noted that the College was working on a rolling 3-year programme across a wide range of mandatory training to break this up across a reasonable timeframe and support recording and follow up.

M Williamson queried the need for annual training for staff groups delivering schools provision as annual training was mandatory for local authority teachers. It was agreed that approaches to this within the College sector would be checked and practice developed as appropriate. **S Taylor to progress.** It was noted that a wide range of other training around safeguarding and other duty of care elements was undertaken by staff in addition to the mandatory refresh training.

The report was approved.

9.4 Progress Report

S McNaught noted that the Catering (Business Process Review) was still being worked on and that further focus sessions where required at each campus (to be undertaken by David Archibald).

S McNaught noted that the Student Engagement / Students Association audit has commenced but was tied to the timing of the Student President and Vice President Elections so a meeting was still to be arranged with the new office bearers.

It was noted that overall the audit programme was on schedule.

9.5   Audit Plan 2018/19 & 2019/20

S McNaught summarised arrangements and timescales for the production of the 2019/20 audit plan.

9.4   Follow-Up Summary

S Taylor noted that all audit recommendations to date had been completed or were on track by the relevant due date.

G Robertson noted his disappointment that the report was missing details in relation to the Asset / Fleet Management report that appeared on the report in March. J Carnegie intimated that she would confirm the status of the Asset / Fleet recommendations and include these within the meeting minute (see update below). **J Carnegie to progress**

10.   EXTERNAL AUDIT

R Smith introduced himself and his colleague A Kerr who will be working with Dundee & Angus College for Audit Scotland, giving some background to their previous experience in the college sector. R Smith noted that the College were now in year three of a five year contract.

A Kerr described the work carried out for 2018/19 explaining the layout of the report and each exhibition in the key audit risks. Indicating that Audit Risks 1 – 4 were standard while Risk 5 was more specific to Colleges re Performance & Governance.

A Kerr noted that Risk 7 (Estates Investment) was part of an overview of reporting on capital & revenue funding relative to Scottish Funding Council and Scottish Government investment.

A Kerr noted that Risk 7 related to a National Fraud Initiative (NFI) and indicated that the College had submitted payroll data to Audit Scotland for this.

A Kerr noted that Audit Risk 9 – Plans & Policies. In respect of the Board Manual and Committee Remit the versions are from 2015. S Taylor intimated that this was driven by the Code of Good Governance from Colleges Scotland and the Scottish Funding Council. S Taylor noted that the Board of Management Code of Conduct is produced by the Scottish Government with no authority for the College to make changes to this.

A Kerr explained Exhibit 3 and the material reporting thresholds for reporting. Exhibit 4 intimated the timescales for the Audit sign off of the College Accounts.

The audit plan update was welcomed.

11.   RENEWAL OF CONTRACT - INTERNAL AUDIT

A potential conflict of interest for Henderson Loggie was noted in respect of this item and S McNaught left the meeting.

S Taylor explained that approval to extend Henderson Loggie's contact for a further year had been agreed at the March Audit & Risk Committee Meeting and the Committee's request to have a timeline produce for future contracting.

S Taylor explained the proposed draft timeframe.

G Robertson confirmed that the Committee would be happy with a 'mini' procurement tender arrangement. The Committee also confirmed that they would be happy to delegate responsibility to the Chair. An updated copy of the timeline would be circulated to members. **S Taylor to progress.**

12. DATE OF NEXT MEETING

The next Audit and Risk Committee meeting was confirmed as: **Tuesday 17 September 2019 at 5.00pm in A214, Kingsway Campus.**

Action Point Summary

Action	Responsibility	Date
Paper summarising plans for the delegation of risks to individual Board Committees to be discussed at each Committee meeting	S Taylor	24 September 2019
The minute will include an update on the status of the appendices to the Business Continuity Plan in respect of the business critical areas of Estates and ICT. (see 1. below)	J Carnegie	31 May 2019
Congratulations to relevant staff on the positive E&D Audit outcome	S Taylor	20 May 2019
Approaches to annual Duty of Care updating for staff in college sector to be sought and D&A approach adapted as required	S Taylor	24 September 2019
Progress on audit recommendations from Asset/Fleet Management audit to be confirmed. (see 2. below)	J Carnegie	31 May 2019
Internal Audit contract timeframe to be circulated to Committee members.	S Taylor	31 May 2019

Updates

The review of the existing ICT Business Continuity Plan and documenting the Estates Business Continuity Plan is scheduled for completion over the summer with these being re-issued for the start of the 2019/20 Academic session. This review will be supported by the CISO shared service.

The following is the extract from the Asset / Fleet Management Internal Audit report with an update included.

Grade	Action	Deadline	Revised Deadline	Update
2	The procedural instructions for asset additions, currently in draft, should be reviewed to take on board any issues arising from the review. Once updated the procedures should be discussed and agreed by the SMT for dissemination and implantation across all departments	Jul-18	~~Dec 18~~ Apr 19	Updated procedural instructions for asset additions and asset disposal have been produced and aged and were uploaded to the staff portal on 30th April 2019

Grade	Action	Deadline	Revised Deadline	Update
2	The procedural instructions for the disposal of assets, currently in draft, should be reviewed to take on board any issues arising from this review. Once updated the procedures should be discussed and agreed by the SMT for dissemination and implementation across all departments	Jul-18	~~Dec 18~~ Apr 19	
3	We recommend that the manual log of mileage be transferred to an electronic system to allow vehicles details to be held in one central fleet vehicle repository. The information to be captured for each vehicle should include the annual mileage; date of completed safety checks and MOTs; maintenance and repair costs; fuel costs. This information should be reviewed annually to ensure that the financial viability of vehicles is regularly monitored and challenged.	Sep-18	~~Feb 19~~ Apr 19	An electronic system has been procured and all fleet vehicle data has been captured into the Fleet Check system. The final remaining data set requirement is for the details of all authorised fleet drivers (potentially any member of staff) to be captured (drivers licence, any limitations on driving, etc.). This data is currently being provided by staff and will enable the upload of the complete data sets to the live system to take place at the one time. This is planned to take place prior to the end of session, with rolling updates thereafter (as staff leave/join/change details). Annual review and periodic reporting arrangements will be developed as usage data within the system builds up over the forthcoming year.

BOARD OF MANAGEMENT
HUMAN RESOURCES AND DEVELOPMENT COMMITTEE MEETING

Minute of the Human Resources and Development Committee meeting held on Thursday
9 May 2019 at 5.00pm in Room A214, Kingsway Campus.

PRESENT: G Bisset   K Keay
                     T Pirie   G Ritchie
                     D McKenzie   B Carmichael
                     P Milne

IN ATTENDANCE: S Taylor (Vice Principal)   J Carnegie (Vice Principal)
                     B Grace (Head of Estates)   A Cathro (Health and Safety Officer)
                     A Mawhirt (Head of People and   Megan Sanderson (Executive
                     OD)   Secretary)

1.   WELCOME

P Milne welcomed members to the meeting. P Milne welcomed D McKenzie, J Carnegie and
B Carmichael to their first meeting.

2.   APOLOGIES

Apologies were received from D Fordyce and C Clinkscale.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   ESRC RESEARCH PROJECT – INFORMED CONSENT

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 21 February 2019 was approved as an accurate record.

6.   MATTERS ARISING

There were no matters arising.

7.   LOCHER H&S PROJECT

A Cathro presented to the Committee a short video with details of the project.

A Cathro gave an overview of LOcHER and how it started. A Cathro explained he is the Chair of the Health and Safety Committee for Scotland and came up with the idea to bring LOcHER to Dundee and Angus College,

Video showed Student's being interviews about their experience with LOcHER with the main focus being on asbestos, and showed statistics with asbestos related deaths.

A Cathro and the group of students, attended a European safety event in Glasgow which was live streamed throughout Europe. From this the project was recognised and the group were invited to Birmingham to the SGUK National Health and Safety competition where they finished in the top three. The group were then invited to London to the House of Lords to learn they had won the Lord Cullen Trophy for innovation in health and safety.

A Cathro noted that Students have learned basic life skills, more confidence in public speaking and skills to use computers etc, demonstrating that the project isn't just for learning about Health and Safety.

A Cathro noted that companies are aware of the project, particularly through the Motor Vehicle department and are keen to be engaged in future project work.

P Milne asked about opportunities to expand the approach adopted and A Cathro outlined different projects being supported across a wide range of curriculum areas.

The Committee thanked a Cathro for his input, noting how positive the approach and outcomes were.

8.   **ACADEMIC RESTRUCTURING**

G Ritchie provided a verbal update to the committee on Academic Restructuring.

G Ritchie noted that the College was coming to the end of the Academic Restructure. New roles had been created and noted that around 150 people had been interviewed.

G Ritchie noted that interviews for the Curriculum and Quality Leader posts had been completed and outcomes would be communicated in the next few days. Staff who opted not to apply, or who were not appointed to promoted roles, would have their salaries conserved for four years.

G Ritchie explained that staff will stay in their current posts until Summer with the transition taking place in August and is hopeful that by October / November the restructure will be have fully transitioned.

P Milne asked how many new posts have been created. S Taylor noted that 77 posts in total have been created.

G Bissett asked if any posts haven't been appointed and if they have been advertised externally. G Ritchie noted that six posts have been advertised externally but the appointments won't all be external due to internal staff applying second time around.

S Taylor noted that embedding the structure and changes in approaches and working arrangements will be the hardest part, and that a CPD development programme has been created to help staff for the first 18 months to 2 years. S Taylor noted that it is crucial to follow this timeline as roles will have changed significantly for some staff and it is important to have support and guidance in place for those in new roles.

P Milne asked if there are any review processes in place to ensure that staff are clear about the aims and expectations of their new roles.   S Taylor noted that there is a plan in place for review and one to one review for staff. G Ritchie added that the current structure meant it wasn't manageable for line managers to meet with staff individually on a recurring basis and with the new structure this would be more manageable.   A Mawhirt noted that the team had looked at a new system on developing staff reviews, with staff in new promoted posts being supported on these arrangements.

G Ritchie noted that the unions had highlighted concern at some of the feedback staff had received from their interviews, and that this had been picked up.

D Mackenzie asked if the restructure will be broadly accepted throughout the College. G Ritchie noted that the recruitment phase had been disruptive, but that overall staff are supportive, with B Grace adding he has heard a lot of positivity from staff around the restructure.

P Milne asked if the four years consolidated pay for staff not in promoted posts will have financial implications on the College. G Ritchie noted that the process is cost neutral with S Taylor also noting the College had offset funds from two unfilled roles within the structure. These funds would help to support the cost of the conserved pay and, with the VS Scheme, should ensure that the new structure is cost neutral. S Taylor added this restructure was not to save money but to deliver a better operating way for the College.

P Milne asked if equalities considerations had been reviews with the restructure. S Taylor noted that not all roles had been filled yet, but that it was expected that appointments would reflect the overall College demographic. An equalities summary of restructure changes would be provided for the next meeting. **S Taylor to progress.**

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 May 2019.

G Ritchie noted that discussions were on-going with the Employers Association and Unions this week, with positive noises being made on the possibility of a settlement.

10.   **VP PEOPLE AND PERFORMANCE REPORT**

S Taylor summarised his report, highlighting that the Job Evaluation process for support staff has started. A job analysis questionnaire will be sent to staff internally for completion at the end of June.   Every College will be carrying out a similar approach, with Dundee and Angus College looking at 177 different job roles. SFC have granted funding to colleges to help to support this work and C Brown had been appointed to provide support for managers, staff and unions through the process.

S Taylor noted that the College had been shortlisted for two Cherries HR Awards, with members of the People Team attending the ceremony on 30 May 2019.

K Keay asked what system the College are using for the Job Evaluation Process. S Taylor confirmed all colleges involved were using the FEDRA system, which was a nationally recognised product. K Keay also asked if there have been any challenges around equal pay in the process. S Taylor noted that the actual job role scoring would be undertaken nationally and noted that there was no agreement nationally on how the outcomes from the evaluation process would be managed in terms of grade structures or pay scales.

P Milne wished the team a successful night at the Cherries awards.

11. EQUALITIES MAINSTREAMING REPORT

S Taylor summarised his report and noted this was part of compliance.

P Milne noted that it is important the report complies with the date given and it was confirmed that this was published in the public domain.

S Taylor noted the data is very similar to the report published two years ago.

Gender segregation in the curriculum was discussed and S Taylor highlighted that the College also had a Gender Action Plan in place focussed specifically on this work.

11.1 Gender Pay Gap Reporting

S Taylor summarised the report, with P Milne asking if the pay gap is in favour of men. S Taylor confirmed that it was. S Taylor noted that the key issue underpinning this was the occupational segregation highlighted within some roles (mainly canteen and cleaning) and noted that outwith this then Gender pay comparisons were favourable. A Mawhirt noted that overall, female staff in the curriculum are paid c.2% more than males.

It was noted that the pay data used was as at 31 March 2019, so this did not include the most recent harmonisation raises for academic staff, or support staff salary award.

12. HR METRICS

S Taylor provided a summary of the metrics presented, highlighting that these had remained stable from previous meeting.

P Milne asked the committee if the metrics report was useful to them or if it should be communicated in a different way. The committee agreed they were happy with the report format.

D Mackenzie asked if the metrics were in place to measure the restructuring in managerial posts. S Taylor noted that the issues have been around not managing staff effectively, and summarised the range of metrics and performance indicator data used to assess performance and outcomes for students and staff. G Ritchie added that efficiencies will be measured by departments on an individual basis. P Milne noted that KPI's should tell when something isn't right during the year, rather than at the end. G Ritchie noted this was the case, and summarised the approaches adopted through Stop and Review Sessions.

K Keay asked if the rise in staff absences at the beginning of the calendar year are due to the restructure. S Taylor noted this was unlikely to have had an effect and noted that generally absences were higher at that time of year.

13. MEETING MINUTES/UPDATES

The minutes of the Joint Consultation Forum and Equality and Diversity Strategy Group were noted with interest.

S Taylor noted the Equality and Diversity Agenda has changed this year to reflect the range of equalities priorities identified by the Scottish Funding Council (SFC).

G Ritchie noted that the College is the first in Scotland to receive funding from the Scottish Government Child Poverty fund, with two new programmes established through the project

alongside extensive community engagement work. This work had started and it was noted that retention on the new programmes had been exceptionally high.

14. DATE OF NEXT MEETING

The next Human Resources and Development Committee meeting will take place on Thursday 19 September 2019.

Action Point Summary

Action	Responsibility	Date
Equalities summary report on restructure changes to be produced.	S Taylor	19 September 2019

BOARD OF MANAGEMENT
FINANCE AND PROPERTY COMMITTEE MEETING

Minute of the Finance and Property Committee meeting held on Tuesday 21 May 2019 at 5.00 pm in Y150, Gardyne Campus.

PRESENT: S Mill (Chair)   A McCusker
                     G Bisset   G Ritchie
                     B Carmichael

IN ATTENDANCE: J Carnegie (Vice Principal)   S Hewitt (Vice Principal)
                     S Taylor (Vice Principal and Secretary to the Board)
                     W Grace (Head of Estates)   B Ferguson (Head of Finance)
                     A Ross (Head of ICT)
                     T D'All (PA to Principal & BOM Chair)

1.   WELCOME

S Mill welcomed members to the meeting along with Jaki Carnegie the new Vice Principal Corporate Services and Barry Carmichael newly appointed to represent Academic staff on the Board.

2.   APOLOGIES

Apologies were received from: D Fordyce, D Mackenzie, N Lowden, and C Clinkscale

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   ESRC RESEARCH PROJECT – INFORMED CONSENT

S Mill noted that this was for information.

5.   MINUTES OF FINANCE AND PROPERTY COMMITTEE MEETING 12 MARCH 2019

The Minute of the Finance and Property Committee meeting held on 12 March 2019 was approved as an accurate record with a slight change of date required to two Action Points (change to March 2019).

6.   MATTERS ARISING

6.1   Pay 360 Business Case

A Ross noted that procurement had taken longer than expect but a purchase order had been submitted in early May 2019 and the College should soon have a Project Manager in place through Pay 360 to progress roll out.

6.2   Forfar Lease

B Grace intimated that the Forfar Lease was still with the legal team but that the building would be ready in August for the start of Academic Year 2019/20.

6.3   Outreach Costs

G Ritchie explained that the Finance & Property Committee had asked for a comparison of property costs per Campus including the current Forfar Outreach.

G Ritchie noted that the higher cost for the Forfar Outreach Centre would come into line with the other centres once the move to new premises was complete and intimated that this would be kept under review in relation to activity levels and full-time streams. The low costs for the Montrose centre were noted and that these were owned by the college compared with Forfar's rental.

S Hewitt noted work progressing to review the curriculum offer at outreach to ensure that this continued to meet local demand.

7.   BUDGET MONITORING REPORT AND UPDATE

S Mill introduced the budget monitoring paper, highlighting that the forecast had improved to a £2,146 cash backed surplus. This represents a net increase of 56K since the last report to the Committee.

J Carnegie noted that the good work and efforts had paid off in relation to the efficiency of course delivery, reduced course streams, and other one-off factors, to realise the positive cash surplus.

Discussion took place on the potential options available to the College to best utilise cash relative to the needs of the Financial Strategy. It was noted that most of these could be dealt with by operationally but, if required, a paper on future options in respect of the Gardyne loan would be brought to the June Board meeting. **J Carnegie to progress.**

S Mill noted the positive forecast for a break-even outturn for the Gardyne Theatre Limited, noting that this was a significant shift and an improvement on the projected budget deficit.

The report and positive movement was welcomed.

7.1   Good to Great Monitoring Report

S Mill noted that the expenditure for the G2G Project was sitting at £537K and was in line with the budget. B Ferguson intimated that this was on track for Quarter 7.

S Hewitt confirmed that a meeting of the G2G Project Group had taken place and that a run through of each line on the budget had been undertaken. S Hewitt noted that the G2G Group were confident that each project and related spend was on schedule, with minor virements between a small number of project lines.

G Bisset enquired if there were still project submissions being made and S Taylor confirmed that a further 3 bids had been received for relatively small amounts, one of which was to support developments in training on hybrid & electrical vehicle maintenance.

8.   **2019 / 20 DRAFT BUDGET**

S Mill confirmed that the Finance & Property Committee were asked to approve the 2019/20 Draft Budget for submission to the Board of Management Meeting on 11 June 2019.

S Mill noted that the big move was in pay costs, with the last element of harmonisation funded by SFC along with anticipated funding of 50% toward pension costs. Any increases arising in respect of cost of living awards would not be funded.

J Carnegie noted that the final grant-in-aid announcement did not have any significant changes from the indicative figures, but noted that the starting point for the 2019/20 budget was improved as a result of the efficiency improvements continuing from the 2018/19 position.

It was noted that it was very likely that the Child Poverty Fund would be confirmed, with money from the Scottish Government via SFC.

Discussion took place regarding commercial activity and the challenges for D & A College in growing this. The need to better define what is commercial activity and expectations was noted, and S Hewitt outlined plans for the review and development of a new commercial strategy.

The link between the current budget outturn forecast, the 2019/20 draft budget, and the financial strategy were discussed. It was agreed that the high level assumptions within the financial strategy would be updated to allow forward years' savings requirements to be reassessed. This high level forecast would be brought to the next meeting of the Board. **J Carnegie/B Ferguson to progress.**

J Carnegie intimated that when the new academic structure was in place it was the intention to undertake a revised budget exercise during the autumn which would be presented to the November meeting of the Committee.

Broader budget development arrangements were discussed, and the challenges of finalising a budget whilst still early on in the process of student recruitment was noted. J Carnegie noted her wish to explore this further as the new structure and budgeting arrangements developed. This was welcomed.

The Committee approved the Draft Budget for submission to the full Board. **J Carnegie to progress.**

8.1   **Savings Plan**

G Ritchie intimated that, given the more positive cash position, work was progressing on a more systematic (rather than reactive) approach to future savings and that conversations were progressing, looking at changes to some areas for implementation over the coming year.

This approach was welcomed.

9.   **2019 FINANCIAL FORECAST RETURN (FFR)**

B Ferguson noted that the SFC's intention was to have FFR guidance available for the end of May, with further discussion planned with the Finance Directors group during June. Given this, it was anticipated that the planned submission date for College FFRs (End June 2019) would be moved again, potentially to end September 2019.

S Mill asked if the submission of the FFR could be required before the next Finance & Property Committee in September 2019. It was agreed that, if this was the case, S Mill and A McCusker be given authority to agree final FFR details prior to full Board approval.

10. D & A FOUNDATION – ENGAGEMENT STRATEGY

G Ritchie summarised his recent meeting with the D & A Foundation trustees to discuss the relationship with D & A College. G Ritchie also summarised discussions and proposals in respect of the need for the College to develop a strategy on how it would best seek to work with the foundation and plan future bids for funding, recognising the independent status of the Foundation. The importance of this alongside the College estates strategy and developing capital plans was noted.

G Ritchie requested that the Chairs Committee meet to further discuss this relationship. This was agreed. **A McCusker to progress.**

11. CAPITAL

11.1 Estate Annual Report

B Grace noted several highlights from the Estates Annual Report including the Estate Strategy; pride in the sector leading sustainability projects; and the College's year on year reduction in carbon emissions. The Estates Team had a number of awards successes during the year including the LOcHER Project.

B Grace noted that Dundee City Council had been very generous in allocating the College approximately £300K for 10 new electric vehicles, allowing the College to replace old vehicles from its fleet and improve sustainability.

S Mill commended the work of the Estates team particularly in respect of driving forward the sustainability agenda through recycling and CO2 reduction initiatives.

11.2 Kingsway Campus Tower Redevelopment

G Ritchie explained that the Board of Management had previously approved the Estates Strategy for the Kingsway Campus with funds potentially from the D & A Foundation and SFC. The blueprint would allow the tower building to be modernised in a series of smaller projects to improve outdated facilities, including better social space for students.

Discussion took place in relation to various options considered previously, including a STEM facility at Kingsway Campus and potential opportunities at the Michelin site in Dundee. G Bisset noted possible options developing for the Michelin site with a variety of funding streams emerging and G Ritchie confirmed that these would be discussed further to inform potential STEM centre developments.

The impact of these developments on the overall Kingsway campus and tower developments was discussed in detail and it was agreed that a Business Case for development of the Tower building be progressed at the same time as progressing discussions around the STEM centre options and consideration of future bids to the D&A foundation and SFC. It was agreed that this business case would detail its alignment with future curriculum requirements. **B Grace & G Ritchie to progress.**

12. BUSINESS CASE – Wi-Fi ENHANCEMENT

S Mill explained that the ICT Resource Plan noted that a number of issues had been identified with the College Wi-Fi.

A Ross gave a brief background to the current Wi-Fi available in College with older access points that perform poorly by modern standards, and were a limiting factor in respect of digital strategy developments for students.

A Ross summarised the three options appraised and noted that the preferred option was to migrate towards a cloud managed solution. A Ross explained there were 3 potential providers of a cloud solution. It was noted that this approach was consistent with the overall ICT resource plan and strategic direction towards cloud hosting.

It was noted that the project could not be funded from the current ICT infrastructure budget, and a discussion took place around the best option to fund the Wi-Fi Enhancement Project.

The Committee approved the business case and agreed that the Executive Leadership Team determine the best way to fund the work. **A Ross & J Carnegie to progress**

13.   **VP CORPORATE SERVICES REPORT**

J Carnegie informed the Committee that she was now in the middle of her 3rd week in post and was getting to meet the Teams she will be working with. J Carnegie noted the importance of the Colleges Financial Sustainability, commercialisation and the Estates Strategy.

14.   **DATE OF NEXT MEETING**

Tuesday 10 September 2019, 5.00pm, Room Y150, Gardyne Campus

Action Point Summary

Action	Responsibility	Date
Review cash holding and bring paper on proposals for Gardyne Loan repayment as required	J Carnegie	11 June 2019
High-level Financial forecast review of the Financial Strategy (bottom-line cash position) to be undertaken	J Carnegie & B Ferguson	11 June 2019
Draft budget to be finalised for Board approval	J Carnegie	11 June 2019
Chairs Committee to consider D&A Foundation engagement strategy	A McCusker	10 September 2019
Business Case for the Tower Building to be progressed	G Ritchie & B Grace	10 September 2019
Wi-Fi Enhancement Project (and funding options) to be progressed	A Ross & J Carnegie	10 September 2019

BOARD OF MANAGEMENT

Tuesday 11 June 2019

SFC Correspondence

Paper L

SFC Communications

Report on Widening Access 2017-18 Ref: SFC/ST/07/2019	This report presents data towards the Commission on Widening Access targets, and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age
Institutional Efficiency SFC/CI/02/2019 Date: 20/05/2019	Announcement of Outcome Agreement Funding for Colleges – Final Allocations for AY 2019-20.
Colleges Final Funding Announcement 2019-20 SFC/AN/10/2019 Date: 16/05/2019	Announcement of Outcome Agreement Funding for Colleges – Final Allocations for AY 2019-20.
College Performance Indicators 2018-19 Guidance SFC/GD/04/2019 Date: 10/05/2019	Guidance notes on college performance indicators derived from student FES data: Academic Year 2018-19 student cohort.
Education Maintenance Allowance return 2018-19 SFC/GD/02/2019 Date: 07/05/2019	This document provides guidance notes on the collection of the 2018-19 Education Allowance Maintenance return.
Articulation from Scottish Colleges to Scottish Universities 2017-18: SFC/ST/06/2019 Date: 30/04/2019	The purpose of this publication is to provide information on movement from college to university across articulation pathways and to provide figures for levels of accreditation for prior learning.
Public Sector Equality Duty Progress Report SFC/CP/02/2019 Date: 30/04/2019	This is a progress report for the period 2017-19. It shows our activity to support the colleges and universities that we fund in meeting the requirements of the Equality Act 2010. It also details our own work as a public body to deliver on the Public Sector Equality Duty as well as progress made against the Equality Outcomes set for the period 2017-21.
FES Guidance notes 2019-20 SFC/GD/01/2019 Date: 12/04/2019	Guidance notes and code lists for completion of Further Education Statistics (FES) course / programme data: Academic year 2019-20.

In-year transfer of credit activity targets 2018-19 **Announcements,Reports and publications:** SFC/AN/08/2019 **Date:** 12/04/2019	In-year transfer of credit activity targets and funding allocations in the college sector for academic year 2018-19.
College Staffing Data 2017-18 **Reports and publications, Statistical publications:** SFC/ST/05/2019 **Date:** 26/03/2019	This publication provides summary information on staff employed in the college education sector in Scotland.

Further details on the above Communications can be accessed via:

http://www.sfc.ac.uk/publications-statistics/sector-communications.aspx