

BOARD OF MANAGEMENT



Tuesday 24 September 2019 at 5.00pm
Room A305, Kingsway Campus

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST**
4. **ESRC RESEARCH PROJECT – INFORMED CONSENT** Paper A for information
5. **MINUTE OF LAST MEETING – 11 JUNE 2019** Paper B for approval AMcC
 - 5.1 Adoption
 - 5.2 Matters Arising
6. **STRATEGIC ITEMS**
 - 6.1 Future Strategy Paper C for approval GR/SH
 - 6.2 Good to Great Strategy – Project Update Paper D for information GR
 - 6.3 Tay Cities Deal Update Paper E for approval GR
 - 6.4 Regional Outcome Agreement Timeline Paper F for approval ST
 - 6.5 Strategy Day Verbal update AMcC
7. **STUDENTS’ ASSOCIATION REPORT** Paper G for information CM/AM
8. **NATIONAL BARGAINING UPDATE** Verbal update GR/ST
9. **PRINCIPAL’S REPORT** Paper H for information GR
10. **FINANCE & ESTATES ITEMS**
 - 10.1 Estates Development Update Paper I for noting GR/JC
 - 10.2 Financial Forecast Return Paper J for approval JC
11. **GOVERNANCE ITEMS**
 - 11.1 Strategic Risk Register Paper K for approval ST
 - 11.2 Board Metrics Paper L for information ST
 - 11.3 Board Membership Paper M for information ST
 - 11.4 Chair of Board Appraisal Paper N for information GR
12. **MINUTES OF COMMITTEE MEETINGS** Paper O for noting AMcC
 - 12.1 Learning, Teaching & Quality – 4 September 2019
 - 12.2 Finance & Property – 10 September 2019
 - 12.3 Audit & Risk – 17 September 2019 (verbal update)
 - 12.4 Human Resource & Development – 19 September 2019 (verbal update)

13. **CORRESPONDENCE** Paper P for noting AMcC
14. **ANY OTHER BUSINESS** AMcC
15. **DATE OF NEXT MEETING**
Wednesday 11 December 2019 at 10.00am, Seminar Room 5, Arbroath Campus. This meeting will be followed by the Board Christmas lunch.
- Graduation** – Thursday 31 October 2019 2.30pm Caird Hall Dundee.

BOARD OF MANAGEMENT

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PAPER A

ESRC Research Project – Informed Consent

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 24 September 2019



PAPER B

Minute of Last Meeting – 11 June 2019

BOARD OF MANAGEMENT

Tuesday 24 September 2019



Minute of Last Meeting – 11 June 2019 (Draft confirmed by Chair)

Draft confirmed by Chair

Minute of the Board of Management of Dundee and Angus College meeting held on Tuesday 11 June 2019 5.00pm, Room A305, Kingsway Campus

PRESENT:

A McCusker (Chair)	G Ritchie
G Robertson	B Carmichael
P Milne	K Keay
G Bisset	D Mackenzie
N Lowden	D Fordyce
T Pirie	

IN ATTENDANCE:

J Carnegie (Vice Principal)	S Hewitt (Vice Principal)
S Taylor (Vice Principal/Secretary to the Board)	
T D'All (Principal's/Board Chair PA)	
H Young (ESRC Research Project)	C Watson (ESRC Research Project)

1. WELCOME

A McCusker welcomed members to the meeting noting that this was Jaki Carnegie's and Barry Carmichael's first meeting since being appointed as Vice Principal, Corporate Services and Academic Staff Representative respectively.

A McCusker also took the opportunity to advise the Board that Chrissie Clinkscale, Support Staff Representative, had resigned as a member of the Board. The appointment process to replace Chrissie will take place over the summer.

S Taylor to progress

A McCusker conveyed her personal thanks to Diane Humphries, out-going Student President, for her contribution to the Board of Management and Committees

2. APOLOGIES

Apologies were received from S Mill, M Williamson, S Watt, D Humphries and H Honeyman

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. MINUTE OF LAST MEETING – 19 March 2019

5.1 Adoption

The minute of the Board of Management meeting held on 19 March 2019 was signed and approved as an accurate record.

5.2 Matters Arising

- (i) **Student Social Space** – a short paper was provided showing the comparison data on the ratio of social space per student at each campus at the request of the Board as part of the wider discussion surrounding the Estates Strategy and the redevelopment of the Kingsway Tower at the March 2019 meeting.

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

6. STRATEGIC ITEMS

6.1 Good to Great Strategy Project Report

G Ritchie highlighted the work with secondary schools and the rise in applications from school pupils and noted that this was not necessarily reflected in other colleges across Scotland.

G Ritchie noted how well the work surrounding The Digital Strategy was also developing.

G Ritchie highlighted the Escape Room funded through the G2G Project, designed and built by students and staff, and the hope to create a further Room over the summer, based on a 1950's Bank Heist.

G Ritchie noted that there had been various equipment upgrades funded through G2G along with a new website which is now complete and ready to go live at the start of the new academic year.

G Ritchie confirmed that there would be a greater focus on Commercial / Income target up to December 2019. While S Hewitt noted that discussion on a Commercial Strategy would be develop with the members with commercial responsibility within the new Academic Structure.

G Robertson noted that on the G2G Outcome Metrics 185 Courses were below the National Average PI. G Ritchie confirmed that it was difficult to get a clear picture at the moment due to the level of recent disruptions. S Taylor confirmed that both College and national average PIs would shift and that the final measure for this metric would be based on the national PI data published in January 2020.

T Pirie intimated that she attended a meeting of the Dundee & Angus Foundation earlier today and conveyed to the Board members how impressed the Foundation were with the Summary Report of the G2G Project and are keen to know more about future strategies.

A McCusker congratulated the G2G Team on a well written, comprehensive report.

A short discussion took place on the different levels of participant from secondary schools from the region's local authorities and N Lowden noted that this was useful in terms of informing discussion with his colleagues.

6.2 Future Strategy

G Ritchie set the scene for a group discussion surrounding the Future Strategy paper for the College highlighting a recent comment made by John Swinney MSP:

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.

A McCusker asked that Board members split into groups to consider and give initial feedback on the Pledges, Aims and Delivery suggestions of the Future Strategy. This feedback was positive, with some areas and suggestions for improving the final document.

S Hewitt confirmed that he would collate the information provided by each group to further develop the Future Strategy and provide a more details version in September 2019. **S Hewitt to progress.**

7. NATIONAL BARGAINING

G Ritchie gave an update on National Bargaining indicating that a settlement had been agree in relation to the Academic Staff pay deal to August 2020.

G Ritchie noted that the Job Evaluation process for support staff was well under way, but that timescales were challenging.

8. PRINCIPALS REPORT

G Ritchie summarised his report noting that staff were working really hard to reach the additional 1,500 credits (approximately £230,000) for session 2018/19 secured from SFC.

G Ritchie noted that "Prepare Me" events were taking place on all campus sites for students starting in the new academic year and that applications were up in both FE & HE areas which was as a result of the extensive work being done with schools.

G Ritchie noted that there were significant opportunities for the College through the Tay Cities Deal but nothing confirmed specifically at the moment. G Ritchie intimated that he would keep the Board up to date on progress. **G Ritchie to progress.**

G Ritchie confirmed that the College had secured a further two years of funding from the Child Poverty Fund and that a range of positive opportunities for lone parents, carers and care experienced young people had been set up for the summer.

G Ritchie noted that the Academic Restructure was well under way with CPD being offered for all newly promoted posts including a Development Day in June. The CPD will also be available to other academic and support staff interested in developing their careers.

G Ritchie highlighted the work undertaken by the College with Michelin including digital skills upskilling programmes. G Ritchie also intimated a major announcement in relation to the Michelin site of plans to develop an Innovation Park & Skills Centre and that

discussions had already started with the College, Dundee City Council and Skills Development Scotland and while it is early days the development is looks really promising.

D Mackenzie took the opportunity, on behalf of Michelin, to note their appreciation for the work being undertaken by the College for the Michelin Workforce.

G Ritchie highlighted the exciting new cutting edge programme (Zoo Animal Behaviour & Welfare Course) and the great work being undertaken by the College in partnership with the Camperdown Wildlife Centre in Dundee.

9. FINANCE ITEMS

9.1 Budget 2019/20

J Carnegie highlighted the good progress achieved in 2018/19 in relation to College Finances with an outturn of £2.147m and the draft Budget prepared for the year to 31 July 2020 projecting a cash surplus of £637k.

J Carnegie noted that the Budget was still quite prudent with some uncertainties remaining in respect of expenditures and income streams.

J Carnegie intimated that funding guidance from SFC suggested that they will cover 50% of the increase in employers' contribution into the teachers' pension scheme, but that this was not yet confirmed.

J Carnegie noted that work was progressing with the Service Design Academy to build business and focus further on key sources for commercial income.

J Carnegie also noted that she was still waiting to hear about other sources of income and proposed to present a revised Budget to the Finance & Property Committee in November 2019. **J Carnegie to progress**

J Carnegie confirmed that a break-even Budget for Gardyne Theatre Limited (GTL) was approved with opportunities for the coming year.

Discussion followed regarding the Lecturers' Pay Award and it was noted that the final deal was c.£92k more than budget for. This would have to be managed within the agreed budget parameters.

J Carnegie indicated that she would be looking at the line headings in the Budget report to better reflect the areas of spend and income. **J Carnegie to progress**

A McCusker noted the fantastic position the College and such a change in 12 months.

The 2019/20 Budget was approved.

9.2 Loan Repayment

J Carnegie outlined various proposals to spend the current budget surplus including a preferred option to make a repayment towards a loan the College currently has with Santander for Gardyne Campus. J Carnegie intimated that she had already had discussions with Santander who would be happy for such a payment to be made in increments of £250k.

Following discussion by the Board approval was given to make up to £1m repayment on the Santander loan. **J Carnegie to progress**

10. STUDENT ASSOCIATION REPORT

D Humphries was not presented at the meeting however, A McCusker noted the following on behalf of the Student Association: a new Students President had been appointed along with Vice Presidents for Gardyne and Arbroath Campuses. Elections for the new Vice President for Kingsway campus will take place at the start of the new Academic Year.

A McCusker also noted the high increase in the number of students taking part in the nominations for staff for the College Staff Awards.

S Taylor noted that an up to date Student Association Strategy Plan (with areas for progress noted) was presented at the Student Association Advisory Board a copy of which will be included in this note (see below).

A McCusker noted that the Student Association was making great progress with a relatively small number of staff.

11. GOVERNANCE ITEMS

11.1 Board Evaluation

S Taylor recommended that over the course of the next Academic Year the Board undertakes an externally facilitated evaluation of the Board. This was agreed.
S Taylor to progress

Progress made in respect of the Board Development Plan was noted.

G Robertson advised that he would be asking Board Members to complete a questionnaire as part of the review of the Board of Management Chair and that responses would be confidential. On completion G Robertson intimated that he would collate responses for discussion with the Chair and feedback results to the Board in September 2019.

G Robertson reminded Board members of P Milne's role as the Board's Senior Independent Member. P Milne intimated that she would be happy to be approached by any member of the Board and would be more than happy to listen (door is always open).

12.3 Board Metrics

The range of Board metrics produced were noted.

12. MINUTES OF COMMITTEE MEETINGS

The minutes of the recent round of Committee meetings were summarised and discussions/outcomes noted.

13. CORRESPONDENCE

The list of recent communications was noted.

14. ANY OTHER BUSINESS

There was no other business.

15. DATE OF NEXT MEETINGS

Development Session on Tuesday 17 September 2019 at 4.00pm with Helen Honeyman

Board of Management Meeting on Tuesday 24 September 2019 2019 at 5.00pm, Room A305, Kingsway Campus

<u>Action Point Summary</u>		
Action	Responsibility	Date
Recruitment of new Support Staff member to the Board	S Taylor	24 September 2019
Collate responses from Board Member discussion re the Future Strategy paper and prepare an update for the Board	S Hewitt	24 September 2019
Keep Board up to date on progress with the Tay Cities Deal	G Ritchie	On-going
Update Budget report line headings to better reflect the areas of spend and income.	J Carnegie	26 November 2019
Revised 2019/20 Budget	J Carnegie	26 November 2019
Re-payment to be made to Santander Loan of up to £1m	J Carnegie	31 July 2019
Board of Management externally facilitated evaluation	S Taylor	June 2020
Questionnaire to Board Members as part of the Review of the Board of Management Chair	G Robertson	24 September 2019

Board of Management – Students’ Association Review 2018/2019

The Students’ Association Strategic Plan of work was generated and implemented in the academic year 2017/2018, it was developed by the Students’ Association Elected Officers of that year in conjunction with the Students’ Association Development Officer on behalf of Dundee & Angus College Students’ Association. The Strategic Plan of work for the Students’ Association is based around the Principals and Themes of the “*Framework for the Development of Strong and Effective College Students’ Associations in Scotland*”. The purpose of the Strategic Plan document is to provide a disciplined approach to the planning and execution of activities key to engaging, representing and supporting students throughout their college experience at Dundee & Angus College.

PARTNERED:

- Increased partnership with departments across the college
- Increase links with other institutions, associations and unions to positively promote best practice and create support networks to the benefit of the students’ association and college as a whole
- Continued partnership with Dundee University Students’ Association (DUSA)
- Increased collaboration with Sports Union – Jointly submitted Healthy Body, Healthy Mind Award submission. Jointly carried out activities and campaigns with regards to physical activity, mental health and smoking cessation. This positive partnership is set to continue over the next academic year and grow stronger

SUSTAINABLE:

- The number of Class Representatives and Lead Representatives have increased and the visibility of the Students’ Association has risen year on year. Increasing the number of representatives across the Students’ Association will provide a strong base for the association to become stronger and more sustainable
- The introduction of #FEEDBACKFRIDAY has also provided a platform for both staff and students to see the value in working with the Students’ Association which further promotes the sustainability of the Students’ Association. Gaining quality feedback from our students to ensure that we are involved in providing the best possible college experiences year on year highlights the value of the Students’ Association as well as encourages other students to be a part of the association.

ACCOUNTABLE:

- Student Congress holds the elected officers and students’ association accountable through monthly congress meetings. The increase and sustained numbers throughout this year has further held the SA to account
- Students’ Association Advisory Board further holds the association to account through an ethos of respect and support to ensure that the association is developed in a direction that best suits both the student body and the college as a whole

REPRESENTATIVE:

- Increase in visibility of the students’ association has ensured that the student body and the college are aware of the associations existence and that they understand its representative role and are able to play an active role within it.
- Increase in representation of the student voice through the class representative system, for example, the impact of split course on student funding
- #FEEDACKFRIDAY has further promoted the voice of the student by providing an avenue for our learners and staff to positively impact and promote quality enhancement throughout the college

- Increase in the number of departments across the college have ensured that they implement student perspectives through including the students' association in their service design workshops or decision making processes
- Student engagement with the students' association has increased with more and more students coming to the association with issues or concerns therefore enabling the association to function effectively on behalf of the student body.

AUTONOMOUS:

- Continued support and encouragement from the college for the students' association to act and speak autonomously has benefitted the association to remain and work autonomously for the benefit of our student body
- The students' association is encouraged to develop its activities, plans and other works in order to aim and improve the college experience for the lives of our student body

STRATEGIC PLAN – YEAR 1:

All aspects of the plan completed, however continued improvement with student representation and engagement at the Kingsway Campus is required from the point of the Students' Association.

STRATEGIC PLAN – YEAR 2:

- Continue to increase social events across campus through the Students' Association. – completed but could be improved
- Work alongside the Sports Union to promote Clubs (sports clubs) available for students – completed and ongoing
- Maintain continuity through an increased quality handover at the end of each academic year – completed and ongoing
- A fully functioning and fully engaged Students' Association – ongoing, increase number of class and lead representatives
- Increased knowledge and understanding of the role of the Students' Association and all areas of participation on offer to the students of the college – completed and ongoing, the association has increased the number of nominations in the staff awards from 63 (year 2016/2017), to 326 (year 2017/2018), to 833 this year!
- Introduction of chosen charities to raise funds for across the year – completed and ongoing, fully present going into 2019/2020
- Introduction of working in the wider community through stronger links with the Students' Association – This has not been a priority of Student Congress and therefore has not been introduced this year
- The Students' Association to work with the college to fully embed the D&A attributes Scheme – Completed, the Students' Association has engaged 315 students this year in the D&A Attributes scheme
- Increased rewards of participation through a strong and effective Students' Association – Completed and ongoing

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER C

Future Strategy

BOARD OF MANAGEMENT Tuesday 24 September 2019



2025 Strategic Purpose and Pledges

Paper for approval

1. Introduction

Building on the strategic update paper discussed at the June 2019 Board meeting (appendix 1) this paper further develops the proposed new 2025 Dundee and Angus College strategic purpose and outlines the key pledges that underpin this for our learners, partners, staff and region. This paper should be read in conjunction with the previous papers and Board feedback.

Following on from the two year Good to Great transformation plan, this strategy is designed to return the College to a more traditional single longer-term strategic purpose and vision, whilst maintaining a common thread through from the 2020 strategy and the recent Good to Great developments.

2. Draft Strategic Purpose

To develop that common thread through Good to Great and other developments it is proposed that the strategic purpose and vision of the College retain the focus on the creation of **More Successful Students**.

The hashtag *#moresuccessfulstudents* has resonated very positively with staff, students and external stakeholders, and has become very identifiable with the ethos underpinning Good to Great and the work undertaken through the G2G project.

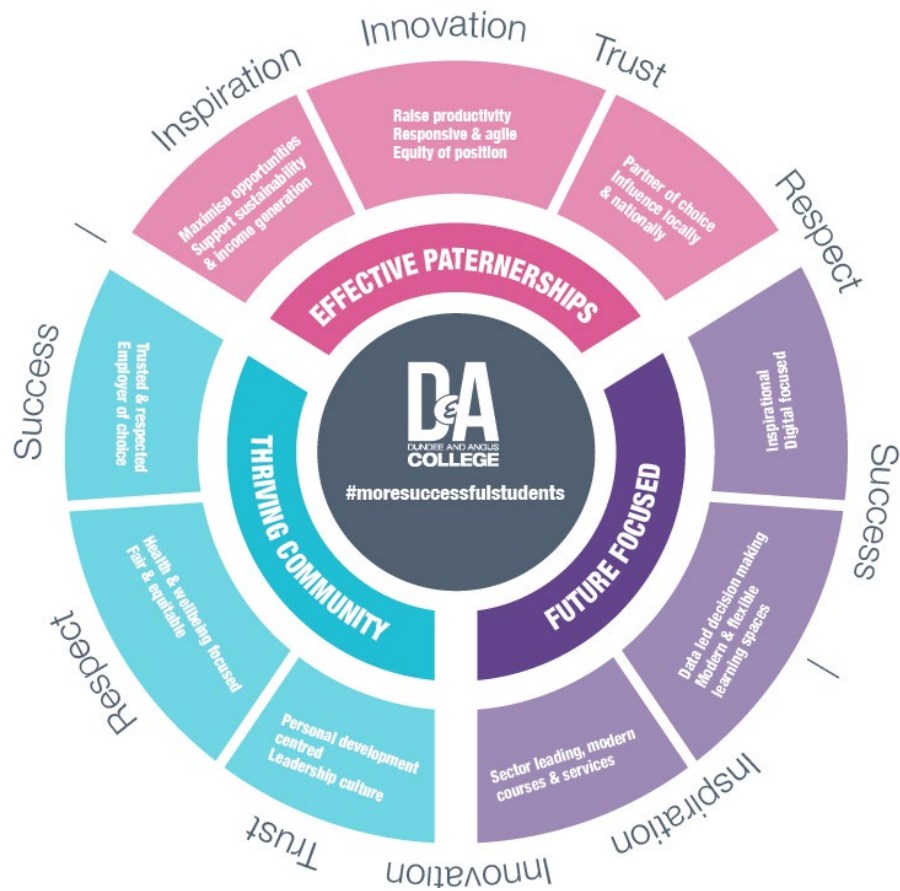
In adopting this as the central core of College strategy, it is proposed that the following strands of the strategy be emphasised.

More Successful Students is about:

- Growing the opportunities that the College can provide in partnership with individuals, companies and stakeholders in the D&A Region (and nationally) – extending the ‘reach’ of the College and growing our student/client numbers.
- Continuing our journey to enhance student retention and attainment – creating students that are more successful.
- Developing our services so that our students progress more effectively in learning, life and work – making our students more successful and enhancing their contribution to our business and regional communities.

These strands will not be the external facing element of the strategy, but will deliver on the ‘More Successful Students’ strategy. Each is also intrinsically bound into the purpose and pledges discussed in detail by the Board in March and June 2019.

Based on this approach, the proposed strategy and purpose would be as follows.



Vision:

To create more successful students through effective partnerships that change lives and create thriving communities

3. Draft Strategic Pledges

Building on previous work, the following strategic pledges will underpin the overall vision. In line with Board discussions in June 2019, each pledge is accompanied by an outline of how the vision will actually be delivered, and how these fit alongside the College values. Assuming that this approach is approved, further work will be undertaken to link the success measures to specific targets, including the relevant targets outlined within the Regional Outcome Agreement.

3.1. Pledge 1: Effective Partnerships

As a College 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 students, employers, and the wider region.

How will we deliver on our Effective Partnerships Pledge?

Pledge	Key Aims	College Value(s)	Key Plans/Strategies	How will success be measured
Effective Partnerships	Maximise opportunities for our students and clients	<ul style="list-style-type: none"> Innovation Success 	<ul style="list-style-type: none"> Stakeholder Engagement Plan Marketing/promotion Strategy 	<ul style="list-style-type: none"> Increased engagement with schools, local businesses and third sector Continued growth of and engagement with Stakeholder Advisory Boards Increased non-core income The right people, around the right tables when representing the D&A
	Support sustainability & income generation	<ul style="list-style-type: none"> Innovation Success 	<ul style="list-style-type: none"> Commercial Strategy Finance Strategy 	
	Raise productivity	<ul style="list-style-type: none"> Success 	<ul style="list-style-type: none"> People Strategy 	
	Responsive & agile	<ul style="list-style-type: none"> Innovation Inspiration Respect 	<ul style="list-style-type: none"> Stakeholder Advisory Boards Curriculum Planning Process 	
	Equity of position	<ul style="list-style-type: none"> Respect Trust Inspiration 	<ul style="list-style-type: none"> Marketing/Promotion Strategy 	
	Partner of choice		<ul style="list-style-type: none"> People Strategy 	
	Influence locally & nationally	<ul style="list-style-type: none"> Success Inspiration 	<ul style="list-style-type: none"> Stakeholder Engagement Plan 	

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3.2. Pledge 2: Future Focused

As a College we will deliver our curriculum and services in new and innovative ways that drive success and are engaging, flexible, streamlined and designed in partnership with our learners, staff, partners and wider stakeholders.

How will we deliver on our Future Focused Pledge?

Pledge	Key Aims	College Value(s)	Key Plans/Strategies	How will success be measured
Future Focused	Sector leading, modern courses & services	<ul style="list-style-type: none"> • Innovation • Success • Inspiration 	<ul style="list-style-type: none"> • Service Design Academy • Curriculum Planning Process • People Strategy 	<ul style="list-style-type: none"> • New products brought to market faster • Recognised nationally and beyond • Improved space utilisation • Improved learner and staff surveys.
	Inspirational & Inclusive	<ul style="list-style-type: none"> • Inspiration • Success • Trust 	<ul style="list-style-type: none"> • College-wide CPD & support 	
	Digitally enabled	<ul style="list-style-type: none"> • Success 	<ul style="list-style-type: none"> • Digital Strategy 	
	Data driven decision making	<ul style="list-style-type: none"> • Innovation 	<ul style="list-style-type: none"> • People Strategy 	
	Modern & flexible learning spaces	<ul style="list-style-type: none"> • Inspiration • Innovation 	<ul style="list-style-type: none"> • Estates Strategy • Curriculum Planning Process 	

3.3. Pledge 3: Thriving Communities

As a College we will foster trusted, supportive, inclusive and resilient communities that puts partnerships, engagement and the health, wellbeing and success of our students, staff, stakeholders and communities at the core of how we operate.

How will we deliver on our Thriving Communities Pledge?

Pledge	Key Aims	College Value(s)	Key Plans/Strategies	How will success be measured
Thriving Communities	Health & wellbeing focused	<ul style="list-style-type: none"> • Respect • Trust • Success 	<ul style="list-style-type: none"> • Wellbeing Strategy • College-wide CPD & support 	<ul style="list-style-type: none"> • 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 • Improved wellbeing and resilience
	Fair & equitable			
	Trusted & respected			
	Employer of choice	<ul style="list-style-type: none"> • Inspiration • Respect • Trust 	<ul style="list-style-type: none"> • Workforce Plan • Marketing/promotion Strategy 	
	Personal development centred	<ul style="list-style-type: none"> • Inspiration • Respect • Trust • Success 	<ul style="list-style-type: none"> • College-wide CPD & leadership development programme • College Restructure • People Strategy 	
Leadership Culture				

4. Potential Metrics

We invite the Board of Management to consider the above metrics and confirm they are satisfied with the range of measures. Once agreed we will look at baseline and target figures in these current metrics.

Effective Partnerships	Future Focused	Thriving Communities
More learners into Employment	More successful students (FT/PT)	Improved staff satisfaction score
More learners into University at advanced standing	Enhancing Digital Competency	Improved student satisfaction score
All courses to have an element of work simulation	Continuing Financial/Operational Efficiencies	Improved student retention
Increased non-core income	Enhanced Part Time/Commercial Portfolio	

5. Visualising the Strategy

One of the many successes of Good to Great was the way in which staff could visually relate to the strategy, be this via the Good to Great portal, via twitter and the hashtags or by watching a series of short videos produced to highlight the success. As we move into the 2025 strategy, and really highlight the importance of more successful students, we want to ensure we present this new strategy in a way that is engaging and that staff can relate to.

To achieve this a draft digital version of the 2025 strategy has been created via our RISE software and includes short interviews with staff and students, some quotes and industry endorsements. Providing the strategy in a modern and engaging way will continue the theme of staff and stakeholder engagement. The digital version can be found here:

[Link to 2025 Strategy](#)

6. Approval

The Board of Management are asked to discuss and agree the following:

1. The content of this update accurately reflects the discussions held at the June 2019 Board meeting.

2. The proposals underpin the creation of the new 2025 vision and related strategic pledges and success criteria.
3. The potential metrics are satisfactory in order to measure the impact of the strategy.

Author: Executive Team
Executive Sponsor: G Ritchie/S Hewitt



BOARD OF MANAGEMENT STRATEGY UPDATE JUNE 2019

4.0 Introduction

- 4.1. 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.
- 4.2. 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.
- 4.3. 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.
- 4.4. 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.
- 4.5. 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%.
- 4.6. 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.
- 4.7. 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.

- 4.8. 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.
- 4.9. 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.
- 4.10. 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.
- 4.11. 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.
- 4.12. **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'.**

5.0 Strategy Development & Context

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

5.1. Good to Great Transition

- 5.1.1. 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.
- 5.1.2. 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.
- 5.1.3. 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.

5.2. Tay Cities Deal

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

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

5.3. Skills Alignment

5.3.1. 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.

5.3.2. 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.

5.4. Digital Skills

5.4.1. 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.

5.5. Scottish Government Alignment

5.5.1. 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

6.0 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.

6.1. Purpose

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

6.2. Pledge 1: Effective Partnerships

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?
<ul style="list-style-type: none">• Maximise opportunities• Support sustainability & income generation• Raise productivity• Responsive & agile• Equity of position• Trusted partner of choice• Influence locally & nationally	<ul style="list-style-type: none">• Marketing/promotion strategy• Stakeholder engagement plan• Stakeholder advisory boards• Commercial strategy• Financial strategy

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?
<ul style="list-style-type: none">• Sector leading, modern courses & services• Inspirational• Digitally enabled• Data driven decision making• Modern & flexible learning spaces	<ul style="list-style-type: none">• Curriculum planning process• Digital strategy• Estates strategy• College-wide CPD & support

6.3. 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?
<ul style="list-style-type: none">• Health & wellbeing focused• Fair & equitable• Trusted & respected• Employer of choice• Personal development centred• Leadership culture	<ul style="list-style-type: none">• Wellbeing strategy• Workforce plan• College-wide CPD & leadership development programme• College restructure

7.0 Actions

The Board of Management are asked to agree the following:

4. The content of this update accurately reflects the discussions held at the January 2019 event and March 2019 Board meeting.
5. The high level direction of travel for the themes and ambitions (pledges).
6. 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)

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER D

Good to Great Strategy – Project Update



PROGRESS REPORT SEPTEMBER 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

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1 Progress Report – A Summary of Key Activities to Date

With just over 3 months to go until the end of the Good to Great project, we are seeing the significant impact of this project on the overall experience of our students. From fully operational Help Points and staff, to new systems and processes, new courses and study opportunities and brand new and innovative curriculum resources.

Since the last report in June 2019, the following project key outcomes and developments are worth noting:

- Improved recruitment and on-boarding approaches have led into many students receiving travel support and funding earlier than in previous years
- A drop in the number of applicants that did not receive an offer to study at D&A College
- Highest level of Schools Engagement ever
- Fully functioning Escape Room, with the second one due to be open this month
- New and unique Cyber Security Lab, launched in June 2019
- State of the art equipment has been purchased and installed to further support new curriculum delivery
- Launch of brand new Gateway into Care course (building on the success of new Gateway provision in 2018/19).
- #DAWellbeing Project is continuing to support both students and staff wellbeing.

1.1 Project Management

The main focus of the Project Manager continues to be the support of the Project Theme Leaders and to manage the overall communication with the project team, staff and students. Project meetings have been held in June, August and September to ensure that all projects are on target and are supported and finalised by the end of December 2019.

1.2 Progress by Theme

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

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

Progress in respect of each theme as of 17 September 2019 is as follows.

1.2.1 Recruitment

The continued holistic approach to our **recruitment** practices have seen a **further 18% drop** in the number of applicants that do not receive an offer to study. Early intervention by our Student Services team to provide applicants with support at interviews, and by all relevant staff being involved in the recruitment sessions, is assisting applicants be better prepared for college and understand the administration processes necessary to becoming a student.

The continuation of our **Gateway Provision**, and a new cohort in the Care area, allows us to provide an opportunity to our SCQF level 4 applicants with the prospect of trying a range of subject areas. This helps to ensure that these learners progress to the right vocational programmes as they move through their learning journey but also ensures the College operates in an efficient way.



In June this year just over 2,300 students took part in our **“Prepare Me”** events. These sessions offer the chance to meet staff, peers and have a small introduction to College life. Several programmes were supported from local employers and 3rd parties offering career talks, exhibitions, visits and demonstrations. Throughout the week students were also given the opportunity to meet with various support teams to assist with any administrative tasks that are required to be completed before starting classes in August.

In mid-July, all prospective students received an invitation to undertake a new **Onboarding** process. This Good to Great funded online service pulls together all the tasks such as registration, funding, photo, student card, timetable and induction into one place. This was piloted with full-time students last session and received significant positive feedback, further enhancements have been introduced for this session, such as a ‘track your ID card’ facility, and a bulk communication tool for administrative staff to use. It is now available to all students for session 2019/20 and early feedback has been extremely positive.

Following completion of the pilot year, the **Help Point** service is now fully operational, with some significant progress made over the summer. The Help Point priorities were to contact all students that had not accepted their offer, and those still requiring to bring in documentation to support their funding application or to complete the online registration process. This resulted in **87% of students** having completed online registration before the 1st day of term. This means for these students they can go to classes knowing their IT account is set up, they appear on the register and there are no hold-ups to their learning. You can see an example of the system interface on the next page.

Hi Nicole

Welcome to Onboarding - your learner journey starts here.

Your Courses <p>Continue your registration</p>	Your Funding <p>Begin your funding application</p>	Your Photo <p>Complete your registration to upload your photo</p>	Your ID Card <p>View the status of your Student ID card</p>
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Action required
 For information only - no action required

Your Courses

Top



Access to Nursing (encompassing SWAP)

DPATNU19-G-1FA

Complete Registration

Level: 06

Campus: Gardyne Campus

Start Date: 26th August 2019

Mode: Full Time

See course details including your induction information, what you'll study, lecturers and first 3 weeks timetable

Here to help



If you require any assistance with your learner journey, please visit your Campus Help Point

We are open between:
8:30am - 4:30pm, Monday-Friday

You can contact us on:
0300 123 1036
or email us:

heretohelp@dundeeandangus.ac.uk

[Click here for more information](#)

Campus Guides



[Learn About Our Campuses](#)

Societies



Your Full-Time Funding

Top

FE Funding

There are two main funds which provide further education (also called non-advanced) student assistance with living expenses. These are the Education Maintenance Allowance (EMA) for students who are under the age of 18 years at the official start date of their course and the Further Education Bursary Fund for all other students at non-advanced level.

The courses below are then the ones you have applied for that fall into this category of funding:

Access to Nursing (encompassing SWAP) [Click for Funding Application](#)

FE Funding Information

Your Photo

Top

Photo Approved

Your photo has been approved and will be used on your Student ID Card.



Your Student ID Card

Top

Want student discounts? You need a Student ID Card for that.

Photo Guidance

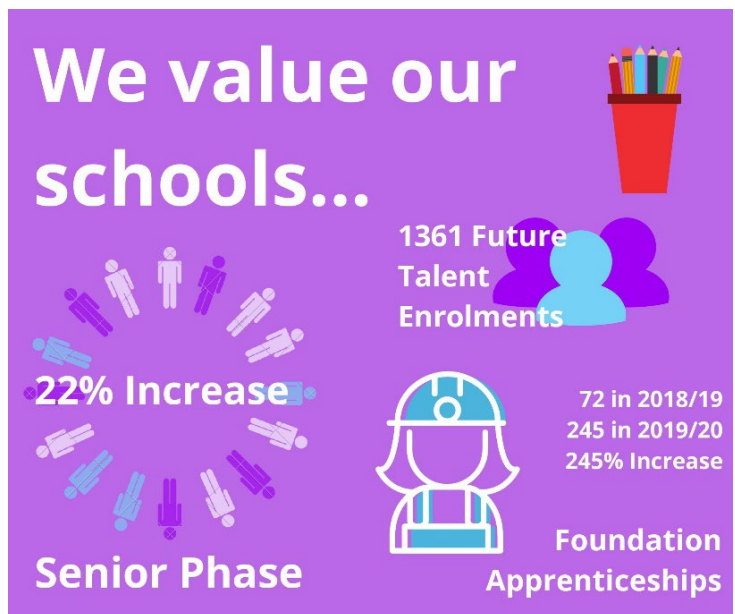
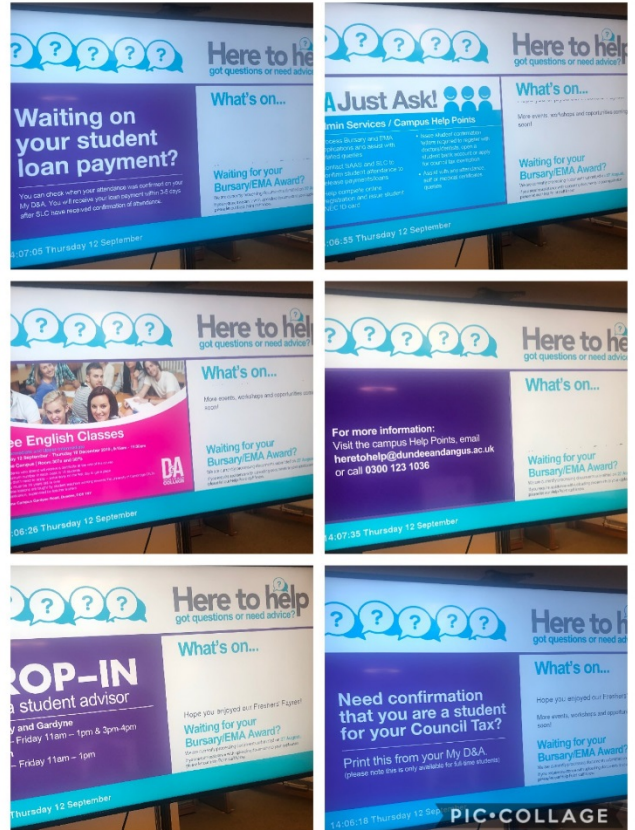
As a result of all these sessions being offered from June to support learners to be organised for starting College, we received **over 3,500 student ID cards** for induction week. This also meant for **70% of our students who opt in to our smart travel products**, their card was ready for collection prior to starting college which would enable them to use for their journey to their first class.

The introduction of digital screens at each of the Campus Help Points allows us to **promote** each week advice and support on student issues, answer some of those questions students have in those early weeks and detail student related events. We have also introduced **new self-service** options for our full-time students within their MYD&A facility, such as the student confirmation letter and enhanced certificate of absence process.

Offering the Help Point service in the evenings has also made sure our part-time students are receiving the same face-to-face service as our day time students.

The streamlined process within Student Funding continues to prove successful and with the Help Point staff dealing with the frontline queries this has allowed the Student Funding team to focus on assessing and operating as a back of house team. This has resulted in our process times not exceeding 10 days and **100 more** students receiving a payment in the first week of term compared to last session.

A huge amount of work has been put into **Schools Engagement** over the past academic year and before the holidays, our school- college partnership pupils undertook a problem-solving SQA module as a part of their induction into College. This new development was aimed at giving pupils the opportunity to work together as a class and get to know each other, the college and their subject. Examples of work undertaken include reviewing College signage from the point of view of a visually impaired student as part of the health and social care courses, and investigating college sustainability initiatives in social science. Feedback from staff, pupils and schools was that this helped the group get to know each other better and acted as good introduction to their course, while at the same time giving them a beneficial, extra accredited qualifications.





In the last week of the school term, pupils undertook a range of diverse activities, with service design, learning and digital resources and growth mindset sessions on offer, as well as a 'Freshers Fair', where pupils enjoyed a range of fun activities including inflatables, orienteering around the campus, a DJ, mocktails and pizza. This allowed pupils to spend time with classmates and College staff informally, outside the classroom and gave them a taster of some of the engaging extra – curricular activities that the college has to offer.

The numbers attending senior phase courses is currently just over 1100 pupils from across Dundee, Angus and our two Aberdeenshire schools, Mackie Academy and Mearns Academy, this a **22% increase** from the same time last year. Of particular note is the 240% increase in Foundation Apprenticeships, with over 210 pupils across each of the 11 frameworks and provision running on all campuses and continuing on-site at Brechin High and Grove Academy, too. Our bid for the FA contract for 2020-22 has been submitted and we should hear the outcome in October. We are also currently working with our school and local authority partners to agree the curriculum offer for 20-21 and will work with schools to communicate that to pupils, parents and teachers once it is agreed.

Operationally, the Academic Partnerships Team is currently working on streamlining and improving absence and progress reporting mechanisms, which will create efficiencies internally in terms of time and resource, and will provide better and quicker reporting for our school partners that better meets their requirements.

1.2.2 Retention

The **Escape Rooms** has proven to be a very successful project and to date 196 people have taken part in the TITANIC Escape Room. This have been 35 teams in total attending the Escape Room (22 Student, 8 Staff, 4 External and 1 mixed team of staff & students). To date five of these teams have successfully escaped (neither our Executive nor our Quality team managed it!). This is a good ratio and fits with the difficulty rating of the room, and is on par with the general statistics of professional Escape Rooms.

The room is proving very popular, and all feedback has been very positive:

- *The standard of the room was very high. Couldn't believe it was all created by students, well done!*
- *I've done a few Escape Rooms before and this was just as good as the professional.*
- *Keep up the great work & can't wait to see the other rooms once completed.*

Many teams are now getting excited about the opening of the second room and are poised to book the new room and try again.

Our second **Escape Room** is themed as a Bank Heist, and safety deposit boxes, gold bars and gems will face our teams, all just out of reach in the vault. The room is near completion and is due to launch in September.

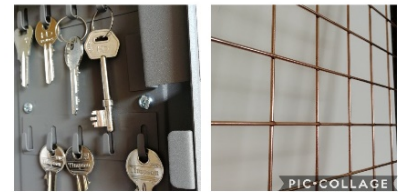
First year Joinery Apprentices have been working on this room since the start of the term, with much of the painting and prep work completed during the summer break by staff and student volunteers.

Since the start of term, our first year Painting & Decorating students also have been busy in our **Escape Rooms**. They are redecorating and upgrading the corridors, doors and stairwells surrounding and leading to the Escape Rooms. This work will bring the whole visual experience of a rip to the rooms up to the same high standard as the game rooms.

Our students have been working on theming the décor, with many techniques and skills being taught on-site. This is a great addition to their learning experience and gives them an insight into the real life employment skills of working on a live project. This work will continue with each first year class annually.

Work is also being progressed to train and recruit additional **'Gamemasters'**. These students will be fully trained and able to operate and run the games, increasing our booking availability and providing practical volunteering work experience in an innovative setting.

As soon as HEIST is launched, all curriculum areas will be invited to pitch their design ideas for the third and final Escape Room. We will be looking for puzzle ideas, themes and designs. The group whose design is chosen will then work over the course of this session to help to create the third room. This will involve project management, liaising with Construction & Decorating Teams, budget management, teamwork and many other valuable skills. This class/curriculum project will be supported and guided by Learner Engagement team and will lead to the successful launch of the third room by the end of semester 2.



For the second year in a row, the **Wellbeing Project** opened the all staff event in August, showcasing what the project had achieved to date and outlining plans for the remainder of the project. Around 500 staff attended this event and you can download a copy of the wellbeing presentation video from [Dropbox here](#).

In terms of the sustainability of the **Wellbeing Project** after the Good to Great project is completed, the following work has been considered by the Executive team and will support the creation of an on-going and sustainable focus on the wellbeing of students and staff agreed to support the on-going sustainability of the Good to Great #DAWellbeing after completion of the Good to Great project funding.

#DAWellbeing - Sustainability Report – July 2017

The G2G #DAWellbeing project has been running since April 2018 under the student retention strand. The remit of this project covered both staff and learner wellbeing, pulling together resources and current good practice, developing a toolkit and raising the profile of wellbeing in the workplace.

This project has gained significant support and engagement from staff and students across the College community, following successful launch events in June 2018 followed by highly successful input to the whole staff event in August 2018. Using the hashtag #DAwellbeing, the project has developed awareness of positive wellbeing practices across all staff and students and provided access to a broad range of support materials, information and practical guidance on wellbeing and resilience.



Some key outcomes/success from the project have been: increased numbers of staff undertaking wellbeing training; the offer of around 80 activities to the whole College community through #haveyoueverfancied; introduction of exam relaxation stations; a highly successful Re-Fresher Fayre; recruitment of learner wellbeing posts; several examples of cross-curriculum wellbeing projects; improved statistics in relation to learner wellbeing; and the group tutor toolkit.

There is a strong feeling that this project has started to build quite a bit of momentum and expectations have been raised through some of the opportunities offered since April 2018. Of course, ‘wellbeing’ will never be complete, it is something that we will always need to consider through every aspect of College life.

#DA Wellbeing Project - Sustainability Report

Activity	Suggested Action
Wellbeing Email Address	There is currently a shared mailbox that is reasonably active, certainly on a weekly basis if not daily. There are a broad range of enquiries coming through this mailbox, i.e. booking into opportunities & queries relating to wellbeing resources and support and is currently used by both staff and students. It is recommended that this continue.

<p>Social Media Accounts</p>	<p>The project has an Instagram account & Twitter account to help support the wellbeing of staff, learners & the community of D&A College. The Instagram account has over 100 followers and the Twitter account has nearly 300 followers & each post has a good level of engagement. It is recommended that this continue.</p>
<p>#haveyoueverfancied initiative</p>	<p>Consider replacing this with #justonehour (see attached document). This initiative encourages staff & students to take some time out and do something that helps their wellbeing. An annual program of opportunities would be easier to plan than on a monthly basis.</p>
<p>Refresher Fayre</p>	<p>Feedback from this event was very positive in January 2019 and it is an optimal time of year to hold this for a number of reasons. 84% of students who attended said it smoothed their return to College, it also aided transition for new January starts and was generally viewed as a great addition to the College Calendar. This is a fairly large scale event for staff & students & therefore requires a level of organization & planning prior to the event and at the actual event. It is recommended that this event be offered again.</p>
<p>Exam Relaxation Stations</p>	<p>Some positive feedback was received from both staff & students in relation to these stations, which were introduced via feedback to provide a peaceful spot to relax & enjoy light refreshments before, between and after exam papers. Engagement was mixed across the campus/curriculum areas so further evaluation/feedback required from Highers Forum Group to decide whether these should be offered next session.</p>
<p>Staff wellbeing CPD Sessions</p>	<p>There are some outstanding curriculum staff wellbeing CPD needs, it is planned that these will be met throughout the session 19/20 through specific team training and/or via the CPD Calendar opportunities, as arranged by the People Team. Further opportunities will be utilised for any relevant train the trainer opportunities.</p>

Learner wellbeing Sessions	These will be continued to be offered via the Students Services Team, Learner Engagement Team & the Students Association.
Staff Wellbeing Fayre	For a number of years now, the Wellbeing Group has offered individuals and / or teams (end of May/June) the chance to engage in a range of wellbeing CPD activities within June and invest in their wellbeing. Numbers engaging with this has decreased over last few years due to other work commitments placed upon staff at this time of year. Further discussion required with the Executive team as to how we can fit these valuable opportunities into the College Calendar.
Website	This action has been delayed due to some challenges in sourcing a web designer. It is planned that this action be carried forward to achieve the objective of having a 'one stop shop/signposting' for wellbeing resources and opportunities for both staff & students. This is currently quite disjointed. This activity would need to be overseen and resources/ opportunities pulled together from Sports Union/Learner Engagement/Students Association/Student Services & People Team.
Use of MHFA'S	Feedback to date has indicated that staff would prefer a number of ways to support them to talk about their mental health. e.g MHFA's/Wellbeing Coaches (training required, boundaries set), Walk n'Talk, Mental Health/Wellbeing Cafes, People team line managers (but training essential). (see mental health action plan)
Wellbeing Messages around campus	This initiative has been picked up by the current Digital Signage Group and will be actioned this academic session.
Wellbeing Group	Current group led by Sarah & Jane covers learner & staff wellbeing and we generally hold meeting 4 times a year at each campus. This group would really benefit from Executive/SLT chair/membership to aid decision making and improve wellbeing culture/assist wellbeing message. Lots of research demonstrates that senior buy-in to wellbeing agenda/strategy is crucial to success.

<p>Group Tutor Toolkit</p>	<p>The toolkit is still in development but will be complete by end of Aug. This resource will continually evolve with regular checking of links/sign posting required. This task will be shared between the student wellbeing reps and the staff wellbeing group.</p> <p>Different areas of specialism should sit with those experienced in that area/generic areas covered by reps. This will be in partnership with the Learning & Digital Resources team who are supporting the development of this toolkit & the conversion into Rise package.</p>
<p>Learner Wellbeing Posts</p>	<p>These roles should remain each year, HN learners studying fitness, health & exercise can be offered the opportunity to undertake these roles within their work placement unit. (Other related curriculum areas could also be explored.) The role is clearly defined but still allows flexibility to suit learners wellbeing interests. These posts are supervise by the Sport & Fitness team tutors in partnership with Learner Engagement Team/Sports Union staff.</p>
<p>Staff & Learner Surveys</p>	<p>Further surveys (or other feedback mechanisms) should be explored to continue to gather intelligence and feelings around staff wellbeing and appropriate actions taken, documented & publicised.</p>

Work nationally in respect of the retention project has been completed, and the **Government Retention Project** team will attend a meeting with four other colleges on 9 October 2019 to look at the way forward. In terms of the next stages of this work, a number of areas are being considered nationally, including:

- The role of the College Development Network in showcasing the lessons learner and project approaches;
- Discussing the role of the Improvement Adviser
- Testing the three tools/packages identified at the Unconference – Pro-monitor, attainment tracker and iReflect.

Within the College, Susan Laing, Quality Liaison Officer, has been trained in the use of the **Model for Improvement** and has used this to support work with the Social Science team. The improvement model approach has been showcased with the Senior Academic Leadership Team and will continue to be used to support focused quality improvements in areas where retention or attainment is particularly low.

Project work is continuing to finalise the **Attainment Tracker** approach developed through this project work, with this planned to become a formal College developed system.

Whilst challenges remained in terms of overall retention and attainment for the level 5 group covered by this project, improvements were made and lessons learned will be progressed into session 2019/20.

1.2.3 Digital

Following its launch in May 2018 significant progress has been made on delivering the **D&A Digital Strategy**. The impact to date made by both the Learning & Digital Resources team and ICT Services team to fully align their support and resources towards the core strands of the strategy has been outstanding.

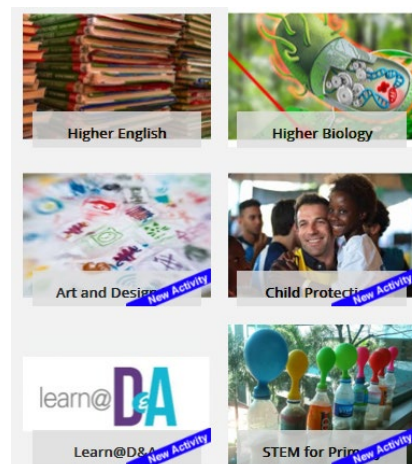
Within the Learning & Digital Resources (LDR) team there has been a real emphasis on providing dedicated support for both teams and individuals. Prioritising their input and support around the digitisation of curriculum using our new RISE platform, enhancing our Virtual Learning Environment, MyLearning, and increasing the uptake of eAssessment has meant there has been a clear focus and targeted support for our academic teams.

For our support teams there has been bespoke support and training around the Colleges core systems and communication tools, which was identified following the analysis of the digital capabilities self-assessment data. With the introduction of Microsoft Teams, almost all managers are now using this as their standard communication and collaboration tool.

Now with the LDR operating a fully aligned ‘business partner’ model, the College teams now have a dedicated contact within the LDR team to help support them through digital upskilling and training, this is proving extremely popular, with a number of teams either planning or already held ‘Digital Days’, these were supported by their LDR lead.

Progress has also been made on the digitisation of our curriculum, with the following list a sample of those already completed and available, all created in partnership with the academic and LDR teams:

- Higher English
- Higher Biology
- Health Care Policy
- Dementia Care
- STEM for Primary Schools
- Intro to Thermofluids
- Digital Basics



To follow on from the success of our Fujitsu Innovation Space, a new Digital Innovation Space has been created at our Arbroath Campus.

This now means that there is a dedicated, highly innovative space for staff and students to help them digitally develop, play with new technology and to undertake dedicated training and support. Plans for an Innovation Space at our Kingsway Campus will be built into the Kingsway Tower Redevelopment plans.

The ICT Services team have also been extremely busy implementing the new College WiFi solution as well as reviewing a number of systems enhancements and developments aligned to work identified within Good to Great. They are also reviewing the support and guidance given to both students and staff with a review of their helpdesk model which aims to align to the same idea as the Help Points, i.e., providing a 'one stop shop' for all ICT needs.

The ICT team have also worked closely with the Computing & Creative Media team to implement the new **Cyber Security lab**.

Officially opened in June, the lab offers a start of the art facility for our students to learn and develop in.



Again, significant interest has been received regarding the new lab and a number of partnerships have materialised.

The D&A Digital Strategy itself continues to receive national interest with a number of Colleges in contact regarding its model and implementation, as well interest from the Edge Foundation who are keen to do some research into the approach we have taken.

Finally, 2019/20 is an important year for the Digital Strategy as we will be running the self-assessment exercise for all staff again in March 2020 as this will be two years since its original launch. Given the outstanding work, over a short period, we are confident in seeing an improvement to the original baseline score.

1.2.4 Learning and Teaching

Learning and Teaching has greatly benefited from the Good to Great project from modernised curriculum to new modern equipment – all to make sure our learners getting the best possible experience.

Gateway to College is still under constant review to ensure that the learners are at the centre of their own learning. Staff are trying where possible to have individualised timetables ready from the beginning of the course so students can get a real taste of their vocational areas - this is not always possible due to the chosen subjects. Following the feedback from learners and staff at the end of last academic year, there has been some changes to course content for Gateway to Trades. The units that have been selected will now enable those learners who need to move from GTT one session to GTC the next (as appropriate) without the risk of not being able to do so due to duplication of units.

Units that are being delivered are also vocationally centred for example in brand new Gateway to Care delivery which is around Health and Safety and Working in a Care Sector - making those more meaningful qualifications to the students. In addition, the new units introduced will develop money management skills among other essential lifelong experiences.

“Fork to Plate” project has evolved into a “Dig and Dine” after a successful **Service Design** Event in May 2019. “Dig and Dine” recently has applied for further financial support from the Good to Great to allow built growing structures to be able to grow fresh produce all year round, their bid has been approved. Learners from both horticulture and professional cookery students started to work collaboratively and will continue throughout the academic year to grow and prepare produce with a Banquet using their skills at the end of the academic year. The initiative has already received a very positive feedback from students and they are enjoying working together.

A new bid has been submitted for **curriculum resources** from Building Services team and was approved after budget review meeting. Modern Electrical Machines Training System is a brand new product and

Modern Electrical Machines Training System



Modern electrical machines training system is a revolutionary way of safely studying the characteristics of different motor types in a learning environment. This solution includes eight different types of machine, integrated power supply and control box and PC-based applications for advanced controller of the different machine types. Further to this, we provide four separate curriculum manuals for teaching electrical machines principles using manual control with external meters, using PC control and also control using MATLAB.

will allow the team to safely teach the theories of electrical motors and electrical generation through demonstration in a practical manor displayed through computer software, this will allow learners to analyse each type of electrical machine in terms of its attributes such as voltage, current and torque and the relationships between them. The need for teaching these theories is spread over all the current electrical curriculum within the Building Services department and is one area where students ask to see the theories taught demonstrated to aid their own learning and understanding of the process of generation and motors.

Prior to a summer break a bid to buy electrical or hybrid vehicles plus relevant software was approved and work has been done over the summer to find relevant vehicles for affordable prices. Two hybrid vehicles will be purchased by the Engineering Team that will give our students the best possible experience and equip them with the right skills to move through our progression routes and into employment. Also a fully operational Electric Vehicle Trainer (EV) will also be purchase which will demonstrate the operation of the EV system along with regeneration when braking or deceleration, this will give students enhanced training experience with greater accessibility than the original vehicle.

1.2.5 Customer Experience

Steady progress continues to be made on the new College website with the site now complete and ready to be issued to all staff for testing. A number of enhancements to the homepage identified previously have now been completed by Innovation Digital and they have officially handed the site over to the College in June.

Whilst we recognise that there has been a significant delay in the delivery of the new website, it is important that it delivers the message and experience that was planned initially. The expected ‘go-live’ date will coincide with the confirmation of the 2020/21 portfolio and will be launched before we open for recruitment in January 2020.

Through Good to Great, the College has identified a potential product for its CRM solution. Hanlon is a product that offers this functionality as well as a work placement function. This solution is used by both Dundee and Angus local authorities and could mean that we could work together to ensure there is a more jointed up approach to customer engagement. A demo of the system will be held on 26th September with a view to implementation in February 2020.

Having their [own unique website](#), **Student Association/ Sports Union** teams have also seen a positive impact on gaining interest and direction from D&A College students. The new SA/SU Website is a central point for students to gain information with regards to both the Students' Association and Sports Union and events across the college. The website has further improved information available to students on wellbeing and student representation, outlining roles such as class and lead representatives and smoking cessation.

2 Project Finances

As reported to the Finance and Property Committee on Tuesday 10 September, expenditure of the project to the end of August 2019 was £595K with remaining £250K is to be spend by the end of December 2019. This includes an element of funding that was deferred over summer 2019.

A full project meeting was held on Tuesday 3 September, where the budget forecast was reviewed in detail and amended slightly. All project expenditures are on target and it is anticipated that the remaining budget (with allowance for a £22k contingency) will be utilised by the end of December 2019.

3 Project Sustainability

As reported previously, 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 and future financial strategy.

4 Communication & Engagement Strategy

In addition to on-going discussion, project groups and College wide communications, Twitter continues to be the main platform for the communication around the project and its many success stories.

The short videos produced during the last academic year have proven to be a very popular way of communication with staff, students and wider stakeholders, with these being picked up by others with an interest in the College including Education Scotland and the Scottish Funding Council. Further videos are currently being filmed and will be disseminated in due course. These will cover Good to Great supported curriculum activities including Dig and Dine, Cyber Lab, Sports Diagnostic Kits, Gateway Programmes – all to come out very soon!

Regular project team meetings are in place through to the end of the project, to make sure all projects are fully supported to the end of 2019.

5 Project Evaluation

As confirmed in June 2019, a full project evaluation will be completed approximately one year after completion of the project. This work is currently being planned and will be undertaken independent of the College.

A shorter initial project feedback and impact exercise will be undertaken by the Project Manager prior to completion of the project. This report will be shared with the board and the D&A Foundation to highlight key activities, outcomes and impacts from the past two years.

A Good to Great celebration event will be organised in the new year with staff, students and Board members involved to celebrate successes and discuss and show case the range of good practice developments arising through the project.

6 Risk Management

The project risk register was reviewed at the Project team meeting on 3 September 2019. As the project nears completion, most of the potential risks have been downgraded. A copy of the risk register is included in Appendix 4.

7 Conclusion

With less than 4 months remaining of the Good to Great Project and the start of the new academic year, we see a positive impact Good to Great has on our students' experience; this will continue to be highlighted through further series of video clips that are being shared via Twitter and G2G portal.

As mentioned above in the last quarter of the project, Project Manager will focus on immediate evaluation with full report to be submitted to the Board in December 2019.

Appendix 1 – Good to Great Outcome Metrics

Project Outcome Link	High Level Good to Great Project Metric	Baseline June 2017	September 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	177	167	2016/17 Credit out-turn and Annual Staffing Return
1e	Commercial Income generation increased by 5%	£2.2M	£2.1m	£2.3M	July 17 Academic I&E non-core income report
2	Learner Retention	84.6%	93.2%*	90%	Performance Indicators Summary Report 2016/17
3a	Full Time Learner Attainment	74.4%	71.4%*	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	8.4	8.5	2016/17 Learner Satisfaction Survey
7	Staff Engagement	68	80	70	Staff Engagement Survey 2016/17

*2018/19 annual figures will be available following closure of FES reporting and post-course success measurement

Appendix 2 – Theme Project Metrics

Theme	Good to Great Project Metric	Baseline	National Average	Interim Measure September 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 <ul style="list-style-type: none"> 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		5364	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		59	53	Curriculum Portfolio 2016/17
Customer Exp	Number and duration of website sessions/month	Zero data		87976	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 May 2020

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

Appendix 3 – Communication Strategy – Twitter Engagement

Tatiana Zorina @TatiannaZorina · 1m
#DAG2G Project is having a huge impact on our learners experience from modern curriculum to modern tools, our students are taking how it has benefited them! #moresuccessfulstudents @DundeeAngus @DandAScience

Tatiana Zorina @TatiannaZorina · Apr 4
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 #happyfuture

DA LearnerEngagement @DAEngageMe · Sep 9
@DANPAConstruct! Some of our 1st year Joinery Apprentices hard at work in our new Escape Room HEIST! #DAG2G #morethanjustcollege #moresuccessfulstudents

DA LearnerEngagement @DAEngageMe · Sep 9
1st year Painting & Decorating students hard at work in our Escape Room corridors and stairwells #escapefromDA #DAG2G #moresuccessfulstudents #morethanjustcollege

DA LearnerEngagement @DAEngageMe · Sep 6
COMING SOON! The 2nd of our very own Escape Rooms, HEIST will be opening at Escape from D&A #DAG2G #morethanjustcollege #moresuccessfulstudents

Tatiana Zorina @TatiannaZorina · Sep 6
Our second room is due to be opened in a couple weeks! watch this space! #DAG2G

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 it's not our college Executive! If you want to escape the sinking Titanic get in touch! #DAG2G #moresuccessfulstudents #morethanjustcollege @DAEngageMe #EscapefromDA

Steve Haden @stevhaden · Aug 30
The new 'coding with robots' course at D&A college. #dag2g #moresuccessfulstudents

DAsportsandfitness @DAsportsfitness · Sep 5
Fitness testing today for Level 5 students today making use of our timing system and other pieces of technology. #moresuccessfulstudents #dag2g #digitaltechnology #learning #fitstudents

Simon Hewitt @shewitt_vp · Sep 4
Another example of how our #DAG2G project has helped enhance the learner experience in our @DandAScience team. Well done all. #moresuccessfulstudents

Tatiana Zorina @TatiannaZorina · Sep 2
Check out our latest video - a testimony of a positive impact of G2G project funding #DAG2G #morethanjustcollege #moresuccessfulstudents @Dundee_Angus @DandAScience

Simon Hewitt @shewitt_vp · Sep 1
Since putting #school partnerships at the heart of our strategy 2 years ago we've seen huge progress with our local schools. Increases in our senior phase, FA & Future Talent numbers have all led to an increase in full time applications from schools in 2019/20. #Thanks #partners

DA_wellbeing @DA_wellbeing · Aug 15
Fantastic to spread the wellbeing message at the all staff event today. lots of great chat in marketplace, wellbeing wishes & cuddles! #morethanjustcollege #DAG2G #wellbeingisajourney

DAsportsandfitness @DAsportsfitness · Aug 12
Exciting first day back & fantastic CPD session for staff around the Focus Analysis software. #moresuccessfulstudents @FOCUS_analysis #DAG2G

Tatiana Zorina @TatiannaZorina · Sep 2
Check out our latest video - a testimony of a positive impact of G2G project funding #DAG2G #morethanjustcollege #moresuccessfulstudents @Dundee_Angus @DandAScience

ANIMAL CARE @ D&A @AnimalCareDA1 · Jun 26
"Have a nice summer!" from the ducks #morethanjustcollege #inonhisdayoff #dag2g #moresuccessfulstudents #moresuccessfulducks #coupleofmugsofpeasbeforetheholidays

ServiceDesignAcademy @SDA_Scot · Jun 22

@dundee_angus when it comes to #servicedesign we practice what we teach. #DAG2G tells the Good to Great Story, powered by Service Design. The @DA_wellbeing Project initiative #HaveYouEverFancied monthly programme for the entire College community continues to grow and develop.

#HaveYouEverFancied? Every month there will be opportunities for College staff and students to get involved in activities across all three campuses. This programme includes faster activities in partnership with community clubs, organisations and in house sessions that are run on a weekly basis. To keep updated please follow us on Twitter and/or Instagram @DA_Wellbeing. Let's come together to support our own Wellbeing. These activities run over the month of April - please book in or find out more by emailing wellbeing@dundeeanangus.ac.uk

1 3

ServiceDesignAcademy @SDA_Scot · Jun 22

@dundee_angus when it comes to #servicedesign we practice what we teach. Our #DAG2G tells the Good to Great Story, powered by Service Design. Over 2.2k applicants attended Prepare Me, a valuable intro to College life, helping build confidence for the student journey @DAHeretoHelp

1 5

ServiceDesignAcademy @SDA_Scot · Jun 21

@dundee_angus when it comes to #ServiceDesign we practice what we teach. Our #DAG2G tells the Good to Great Story, powered by Service Design. Student Funding is complex and jargon heavy, we simplified the documentation process #userresearch = #greatcustomerjourneys

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?

1 3

Grant Ritchie @Grant_Principal · Jun 19

#morethanjustacollege #dag2g

Horticulture@D&A @HorticultureDA1 · Jun 19

Dig and Dine planning meeting this morning. Joint teaching and skill swap between professional cookery, horticulture and essential skills. Professional cookery students learning how to grow fruit and veg and horticulture students learning how to prepare and cook it!

1 8

Simon Hewitt @shewitt_vp · Jun 15

My pleasure to open the new @dundee_angus, state of the art, Cyberlab yesterday! Another Innovation funded via our Good to Great project. What a fantastic space for our learners to learn much sought after industry skills. Well done to @gilly2710 & the team #DAG2G #CyberSecurity

5 41

ServiceDesignAcademy @SDA_Scot · Jun 14

Today sees the launch of @dundee_angus Cyberlab, the first of its kind in a Scottish College! It's also the result of a #servicedesign project, using #codesign our students and staff played a huge part in designing their work space of the future. #DAG2G #morethanjustacollege

2 7

Grant Ritchie @Grant_Principal · Jun 12

I can't believe that, it's impossible #morethanjustacollege #DAG2G

DA LearnerEngagement @DAEngageMe · Jun 12

They did it 🙌🔥👏 Brilliant effort from our students today, making it out of our Escape Room in 57 mins 30 secs. 🏆👏👏👏 Top of the leaderboard, well done! They were not keen on handing back the costumes though 🤔 Who's next for the challenge? #morethanjustacollege #DAG2G

2

DAsportsandfitness @DAsportsfitness · Jun 11

Prepare Me day 2 in the Sport & Fitness department - Fitness Testing. 1st proper use of our new Brower timing system - massively increasing accuracy of results. Great relationship building between students as they worked together #DAG2G #moresuccessfulstudents

2 15

Jessie Ann @JessieAnnSkiv · 7h

Thank you to those who joined me in both kingsway and Arbroath for poundfit this week! #stressrelease #angerrelease #wellbeing #g2g #wellbeingproject @DA_wellbeing

1 2

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	1	4	4	<ul style="list-style-type: none"> Lack of sustained project management Lack of clarity of projects/outcomes Poor implementation 	<ul style="list-style-type: none"> Project Board in place Experienced Theme Leads Distributed projects 	<ul style="list-style-type: none"> Regular project updates Monitoring of key metrics 	Project Manager, Theme Leads
2.	Failure of strategy and activities to deliver required improvements	1	4	4	<ul style="list-style-type: none"> Strategic misalignment/ confusion/drift Project activities ineffective or misaligned with outputs 	<ul style="list-style-type: none"> Project Board in place Experienced Theme Leads Distributed projects 	<ul style="list-style-type: none"> Regular project updates Monitoring of key metrics 	Board, Executive Team, Project Manager, Theme Leads
3.	Lack of staff engagement and involvement results in limited impact	1	2	2	<ul style="list-style-type: none"> Project communication/ engagement ineffective Complexity of messages – G2G/ savings requirements Change handled poorly 	<ul style="list-style-type: none"> Clear communication & engagement strategy Focus on core business & students 	<ul style="list-style-type: none"> Face to face communications Regular discussions with Theme Leads Discussion/updates with trade unions 	Executive Team
4.	Focus on Good to Great impacts adversely on normal operations/ developments	1	3	3	<ul style="list-style-type: none"> Management attention diverted by project activities Project activities not “mainstreamed” with operational cycles 	<ul style="list-style-type: none"> Standing item at SLT meetings Discussion on implementation with wider operational groups Allocation of specific project time Focus on core business & students 	<ul style="list-style-type: none"> Regular project updates Monitoring of key metrics Discussion of G2G alongside other key priorities 	Executive Team, Senior Leadership Team

	RISK	DEGREE OF RISK			POTENTIAL CONTRIBUTING FACTORS	CONTROLS/ MITIGATING FACTORS	RISK MONITORING	RESPONSIBILITY
		Likelihood	Impact	Risk Factor				
	Poor financial management	1	3	3	<ul style="list-style-type: none"> • Failure to adequately plan/control expenditures • Project budget insufficient • Project management and approvals processes ineffective 	<ul style="list-style-type: none"> • Project Management and Board in place • Budget held centrally with sign off at Executive level only • Clear budget allocation at project level 	<ul style="list-style-type: none"> • Regular budget monitoring & reporting 	Board, Executive
	Project activities and outcomes are not sustainable beyond the funding period	2	3	6	<ul style="list-style-type: none"> • Project plans fail to consider/support sustainability • Project management processes ineffective • Failure to embed learning/approaches/cultures 	<ul style="list-style-type: none"> • Project Management and Board in place • Sustainability Focus within each project 	<ul style="list-style-type: none"> • Regular project monitoring & reporting • Project sustainability highlighted as key outcome • Post project evaluation 	Board, Executive

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER E

Tay Cities Deal Update

BOARD OF MANAGEMENT

Tuesday 24 September 2019



Tay Cities Deal - Creating a Smarter and Fairer Region

Paper for information

The Tay Cities Deal brings together public, private and voluntary organisations in the council areas of Angus, Dundee, Fife and Perth & Kinross to deliver a smarter and fairer region.

To do so, the local authorities and Partners that make up the Tay Cities region have negotiated with the UK and Scottish Governments to secure investment and greater local powers. This will be used to encourage skills development and progress infrastructure such as roads, rail links, buildings and communications networks.

Under the deal, business, higher and further education, local government and the Third Sector will work closely together to create growth more quickly and sustainably using the significant public investment to bring greater prosperity and equality.

The Heads of Terms (HoTs) was signed on 22 November 2018. The funding received will be paid back over an agreed time period through increased business and tax receipts to the UK and Scottish Governments.

This paper highlights the two Projects that Dundee and Angus College are directly involved with.

Appendix 1- provides a summary of all the TCD projects and identifies some other projects that D&A could be involved in, however, it is too early to identify the involvement and commitment from the College to these projects as early discussions have just begun.

Project: TCD024 Skills and Employability Development Programme

£20 million over 5 years to:

- Reduce skills shortages and gaps
- Boost the flow of individuals from disadvantaged groups
- Support reskilling into the career opportunities that will be generated as a result of the investment through the Tay Cities Deal.
- Deliver incremental system-wide improvements to ensure Inclusive Growth

Projects funded under the programme will:

- Be aligned to The Regional Economic Strategy, The Regional Skills Investment Plan and the ambitions within the Tay Cities Deal Heads of Terms.
- Make a significant contribution to the sustainable and inclusive growth of the region by one or more of the following:

- Increased participation in the workforce, particularly from the most disadvantaged groups.
- Boosting the flow of individuals from disadvantaged groups.
- Addressing equalities issues across the region.
- Increased productivity (GDP).
- Be delivered collaboratively through working with private and/or public-sector stakeholders across local/regional/national boundaries/agencies and between different delivery services.
- Be innovative, for example by:
 - Use of new approaches to tackle difficult issues
 - Incorporating technology and data creatively
 - Creating skills required for current vacancies and jobs of the future.
- Show additionality:
 - Provide a service/product that is not otherwise available or would not be achievable without funding through this programme.
- Provide value for money

Work towards Achieving Inclusive Growth:

- This may include working with the most disadvantaged groups as identified through an established evidence base, such as the SCRIG dashboard.
- May target demand-side activity to promote fair and sustainable work with employers and/or target those further from work and from disadvantaged groups.
- Where applicable projects will link in with and maximise the use of Community Benefits.
- Projects will link with and maximise the opportunities available via the City Region Deal.

Tay Cities Project - D&A involvement.

The first two projects are sub projects of the overall Skills Programme and are led by Dundee and Angus College. Each has a preliminary value of £2.5m

Project: Life Sciences – Biotechnology and Medical Technology (Dundee and Angus College, to be developed)

The region's Biomedical sector sustains more than 4,000 high-value jobs in research, development and manufacturing. Funding has been allocated within the Heads of Terms to build on the region's international reputation of drug discovery research and minimally-invasive surgical techniques and technologies.

Growth envisaged by the Tay Cities Deal Innovation Hub and development of the Biotechnology/Medical Technology and Life Sciences cluster will see the need for more than 400 new and replacement lab staff in the near future, in a range of positions from introductory scientific support, lab technician and lab management roles. Additionally, of the 4,000 current roles over 20% are in technical occupations which need to keep pace with the ever-changing biotechnology landscape.

To support this a project will be developed which will establish a training package to support Biotechnology and Medical Technology priorities by developing technical training facilities and life science workforce development programmes at Dundee & Angus College to increase the supply of skilled laboratory staff.

This project will target gaps in training provision, which cannot be filled using current provision (such as apprenticeships or SFC-funded courses), enhance training prospects for individuals from disadvantaged groups or communities and help to address inequalities in the workforce.

Training routes will be developed, in collaboration with industry that are based on and use the same levels of biotechnology equipment and processes as the industry to ensure that people moving into working positions are skilled and experienced in the correct environment. The training will be at the cutting-edge of technology and techniques to complement the world-class research base.

Work will also be undertaken to enhance understanding of career opportunities available within this sector to encourage local people to make the most of new opportunities as they arise.

This project will deliver an increased number of highly trained personnel for life science companies. This will provide a career path for young people and those from disadvantaged areas to enter the life sciences sector in the Tay Cities region, equipping them with high-tech transferable skills. Greater engagement with schools through the Developing the Young Workforce team will increase the awareness of career paths into Biopharmaceuticals/Biotechnology and Medical Technology and widen the candidate pool, including those from SIMD 40 areas within the Tay Cities Region.

Recruitment of girls, women returners and those with disabilities will be encouraged by positive discrimination. Tailored training and supported work experience for these groups will be developed by the programme.

There will be strong links within the pathways and training to existing provision in the MA and GA routes and an expansion of the scope and range of the current qualification base will be developed.

The variety of routes into these jobs, whether through full time courses, FAs, MAs or GAs will be enhanced and promoted by this project.

A significant part of the project will be focussed on promoting and developing clear career routes and ensuring that everyone, not just those in schools (primary and secondary) are exposed to the knowledge that these career pathways exist, thereby working to expand the potential talent pool of the sector.

Work will also be developed to upskill the existing workforce who would benefit from the greater job opportunities resulting from this investment and to enhance and diversify the lab skills of undergraduates and graduates to increase their effectiveness.

**Project: Supporting the development of our business-base (SMEs)
(Dundee and Angus College, to be developed)**

Nine out of ten business enterprises are micro-businesses, with fewer than ten employees. Smaller companies can only grow through recruitment, induction and development of new

staff but many find this difficult for a variety of reasons including their lack of dedicated HR support, lack of suitable, accessible training and support and difficulty in accessing training and support. The Tay Cities Regional Skills Investment Plan identified the need for a coordinated approach to workforce development in SMEs and, with this in mind, a project will be developed to support and enable SMEs to upskill/reskill their staff members in order to take advantage of opportunities developing through the Tay Cities Deal, and other opportunities as they emerge, and enable them to grow and compete in a regional and global market.

This project will focus on tackling barriers to accessing training and addressing identified gaps in training. A specific focus will be on helping rural businesses, which can encounter additional barriers to accessing training, access the training they require.

The existing provision from organisations such as a Business Gateway and FSB is high-quality but limited in volume. The aims of this new project will be to harness the expertise available in the college and other training networks across the area to make a step change in the volume and responsiveness of the training offer. This is an ambitious attempt to coordinate and plan a regional service that will be determined by the needs of individual SMEs.

Training-needs analysis will lead to bespoke provision for companies. The delivery method will be varied and diverse, utilising face-to-face training, embedding staff and suitably qualified students in companies, on-line, and in more formal training opportunities.

The aim is to work with a large number of SMEs over the period of the project, as many as 800 across the region in the first phase. The focus will be on helping companies grow and identifying barriers to growth while recognising that one-size will not fit all as each company will have specific barriers such as their access to markets, limited ICT capability, lack of export knowledge, out dated equipment, lack of upskilling opportunities.

Funding will be required to co-ordinate and plan activity, communicate and generate training plans and to provide the appropriate training solution. If every SME entering the programme did so with the intention of recruiting one more worker, the intervention will contribute a significant part of the overall Tay City Deal target around provision of 6,000 new jobs.

Project: TCD025 The Tay Cities Engineering Partnership (TCEP)

This £4.2m innovative project will bring together the resources of training organisations, public sector bodies and engineering employers across the Tay Cities Region to establish the Engineering and Advanced Manufacturing (EAM) network.

TCEP will drive the transformation of manufacturing processes required to meet the ambitions of The Forth Industrial Revolution - from implementation of robotics and artificial intelligence and the digital skills to operate those new engineering methods. TCEP will:-

- Create an Advanced Engineering Manufacturing, Demonstration and Training Facility equipped with state-of-the-art industry production machine tools to trial, test and demonstrate new processes using Smart Technology and Virtual Learning to support increased product innovation, productivity, R&D and skills needs of the sector across the east of Scotland. It will also offer secondary school and college students real work experience as an introduction to modern engineering, to contribute to STEM targets and showcase engineering as an exciting, stimulating and modern career.

- Become the regional hub for the National Manufacturing Institute for Scotland (NMIS) being created at Strathclyde University to support the development of innovation in engineering practices.
- Bring together the key private and public engineering training facilities across Tayside in a new collaboration that will drive up the skills and technology base of the sector to become more competitive in an international marketplace. - to ensure cohesion of ambition, alignment of industry skills needs and integration of modern manufacturing processes and machinery,
- A Mobile Engineering Technology Unit will be fitted out and used to create a pipeline of opportunities in EAM from early years through both primary and secondary schools, into further and higher education and into the workplace. Learners in schools throughout the Tay Cities region will have the opportunity to use robotics and virtual reality technology to explore and develop their skills to allow them to seamlessly progress into the EAM industry in the future.
- Develop new foundation and graduate level apprentice training places in colleges and the Angus Training Group to meet skills demand and enhance employability, career development and staff up-skilling opportunities
- Develop enhanced up-skilling programmes, led by the industry itself to meet industry needs for existing employees. The Mobile Engineering Technology Unit will be also flexible enough to be used as a demonstrator/upskilling unit travelling to major engineering employers
- Increase in the number High Growth start-up businesses

Recommendation

The Board is asked to note this paper and further updates will be provided at a future Board Meetings.

Information

Further information in respect of Tay City Deal is available for Board members by contacting Grant Ritchie, Principal. G.ritchie@dundeeandangus.ac.uk, or Kevin Murphy, Director of Curriculum & Attainment. K.murphy@dundeeandangus.ac.uk.

Author: Kevin Murphy, Director – Curriculum & Attainment

Executive Sponsor: Grant Ritchie, Principal

Tay City Project no	Project Title	Value		Overview	Project Owner	College Involvement	R=No, Amber= possible G=Yes.
		SG	UKG				
TCD001	Arbroath Aspiring To Grow (TBC)		3	Condor			
TCD002	Dundee Airport Investment	9.5		Dundee Airport submitted a bid to Tay Cities Deal to further develop the facilities at the airport, and to support route development opportunities, to ensure that the airport can achieve the wider connectivity of the Tay Cities region and sustainable economic growth, through enhanced linkages with other UK airports and potentially European hubs. The project comprises of both capital and revenue investment	Dundee City Council		
TCD003	Perth Bus & Rail Interchange	15			Perth & Kinross Council		
TCD004	Regional Transport Model	0.3					
TCD005	Digital Rural Angus			The aim of the project is to support economic development in the Tay Cities area by developing world class digital infrastructure that is needed by both businesses and communities in urban and rural areas. It will build on the existing commercial broadband deployment focussed largely on the urban areas and the UK and Scottish Government interventions such as the current Digital Scotland Superfast Broadband programme and the forthcoming R100 programme providing broadband into the rural areas. However, it will go further to provide the ultrafast speeds to businesses and communities that the Tay Cities needs to compete economically and develop as an attractive place to live in the future. The focus will therefore be on the development of a local full fibre (Fibre to the Premises – FTTP) network supported in addition to City Deal funds by the DCMS Local Full Fibre Network programme. LFFN programme funds will be used to provide FTTP in Dundee and Perth by use of Public Sector Asset Reuse (PSAR) and Public Sector Anchor Tenancy (PSAT) models with Public Sector Building Upgrade (PSBU) being used in rural areas. The Tay Cities deal funding will be used to support the build in rural areas of Angus and Perth and Kinross. As full fibre and 5G are closely inter-related (full fibre being necessary to provide backhaul for 5G) the development of 5G across the Tay Cities area beginning with a trial and test bed on Dundee Waterfront where full fibre and 5G technology will be integrated			
TCD006	Digital Rural PKC						
TCD007	5G Testbeds	2	2		3 councils leading		
TCD008	Low Carbon Transport & Active Travel Hubs	3.5		The Project aims to create an innovative Low Carbon Transport Hub at a key strategic site on the Scottish motorway network (Broxden Park and Ride), which will provide refuelling facilities for alternative fuels and transport modes. It will utilise innovative low carbon technologies in the provision and support of alternative fuelling facilities. A combination of on-site renewable energy generation from solar and a battery storage unit will be deployed to sustainably support the EV charging systems	Project/Programme Owner: Michael Figures Email: mfigures@pkc.gov.uk Tel No: 01738 476513		
TCD009	Advanced Manufacturing - Programme	8		The Tay Cities deal is providing an allocation of £8m over 9 years for the development of High Value Manufacturing in the Tay City Area (TCA). SE, on behalf of the regional partners, has been tasked with leading on identifying and developing a process to maximise the economic benefits and impacts of this investment across the TCA. The Tay Cities Advanced Manufacturing Fund (TCAMF) will be targeted at supporting strategic investment in the region's industrial base with focus on securing long term sustainable jobs in advanced manufacturing and the growing industries of renewable energy and decommissioning. To achieve the investment, it is envisaged that an open competitive call-based approach will be taken to identify and support a range of impactful projects. Such an approach will assist in drawing out industry and academia in their view of the issues/challenges facing the sector and potential solutions. The proposals could cover the transfer of existing proven technology into a new sector, with associated development or the development of new technology/IP. We will look for collaborations between academia and/or research institutes and companies. It is proposed that there will be a minimum of 3 calls over the 9 years, each focussed on a different theme developed by SE on behalf of the regional partners and in consultation with manufacturing specialists and the proposed TCA Innovation Committee.	Scottish Enterprise		Potential to bid into £8m fund for capital works
TCD010	Advanced Plant Growth Centre	17	25	The APGC will bring together a unique combination of state-of-the-art facilities that will develop the underpinning science to bring increased commercial, economic and environmental benefits to the agriculture, food and drink sectors. The centre embodies the idea of Agriculture 4.0, a green revolution with science and technology at its heart, and the aim of feeding future populations.	Project/Programme Owner: Alasdair Cox Email: Alasdair.cox@hutton.ac.uk Tel No: 01382 568944		links with TCD025

TCD011	International Barley Hub		20	<p>Future barley supply is increasingly uncertain due to the implications of climate change, developing worldwide demand, evolving pest and disease risks and agronomic pressures. Barley is indispensable to the UK economy, being vital to the distilling, brewing and food industries and having potential for a host of emerging uses in the health, chemicals and energy sectors. It is therefore vital that the UK has access to a vibrant barley research and innovation community. This is what the partnership involving research organisations and industry will create in the International Barley Hub: a centre of excellence linking industry-focused research with innovation, to both deliver impact and ensure the long-term sustainability of the UK's agriculture, brewing and distilling sectors as well as identifying and developing research for new market opportunities.</p>	<p>Project/Programme Owner: Alasdair Cox Email: Alasdair.cox@hutton.ac.uk Tel No: 01382 568944</p>		links with TCD025
TCD012	Angus Fund		26.5	<p>The Angus Fund "Mercury Programme" purpose is to increase productivity through clean growth, protecting places for future generations to live, work and visit. There are three components to The Mercury Programme as follows:- 1. Clean Growth Hub in North Angus * Public/private centre for R&D * Offshore Wind Servicing * International Business Growth/Start Up * Bio-centre to repurpose agricultural co products * North Masterplan Opportunity . 2. Low Carbon Network *Hydrogen fuel innovation/EV charging * Civil engineering innovation * Renewables – solar/wind *Smart, zero carbon housing demonstrator . 3. Agri tech Productions * Soft Fruit/Potatoes - R&D/New Growth/Sustainable Food * Soil Technology *Robotics for Agriculture * Food Innovation</p>	<p>Project/Programme Owner: Vivien Smith/Alison Smith Email: smithv@angus.gov.uk or smithAJ@angus.gov.uk</p>		very likely to be involved in a number of the projects.
TCD013	Cyber Quarter	6	5.7	<p>Abertay University has built an international reputation for the quality of its graduates in computing, cybersecurity and ethical hacking. The cyberQuarter project seeks to use that reputation as the seed from which to grow a cybersecurity industry cluster in Tayside. By attracting existing cybersecurity businesses and facilitating the creation of new ones based on the availability of a graduate/postgraduate level skilled workforce and the research and development capability of the Cybersecurity Research Group the project will bring greater prosperity and highquality jobs to the Tay Cities region</p>	<p>Project/Programme Owner: Abertay University/Scottish Business Resilience Centre Email: i.ferguson@abertay.ac.uk k.n.coull@abertay.ac.uk Tel No: 01382 308000</p>		very likely to be involved in a number of the projects.
TCD014	Eden Campus	2	24.5	<p>We are creating a platform for innovative economic activity in North East Fife with a focus on de-carbonising society. We will be seeking to work with business, industry, government, and investors to create a place where green energy, innovation, academia, and entrepreneurship come powerfully together. This will accelerate the process of transfer of knowledge from the lab to the real world. As a whole, Eden Campus is a 32.5-acre industrial site (formally a paper mill), with capacity to co-locate industry alongside academic expertise from across Scotland, thereby utilising knowledge, skills and research to exploit emerging commercial opportunities.</p>	<p>Project/Programme Owner: Geoff Morris Email: gom@st-andrews.ac.uk Tel No:01334 463998</p>		links with TCD025
TCD015	Forensic Science Research Centre (Just Tech)		15	<p>As part of their ongoing work to support and nurture the forensic science ecosystem in the UK and internationally the University of Dundee has developed the concept of JustTech as an Institute for Innovation in Forensic Science. JustTech will work with private sector providers to enhance the provision of scientific and technological solutions within the justice system and to broaden the impact of forensic science across the economy. This new sister institution to the Leverhulme Research Centre for Forensic Science (LRCFS) at the University of Dundee will meet a critical need in the broader ecosystem.</p>	<p>Project/Programme Owner: Prof Niamh Nic Daeid & Michael Marra Email: n.nicdaeid@dundee.ac.uk m.marra@dundee.ac.uk</p>		very likely to be involved in a number of the projects.
TCD016	Growing Tayside Biomedical Cluster		25	<p>Our vision of Growing the Tayside Biomedical Cluster is to harness our leadership position and unique assets in Life Sciences (including MedTech) to help drive the innovation economy in Tayside and Scotland. Our MedTech Pipeline vision (budget £5m) is to augment existing University of Dundee Medical School and NHS facilities to create a vibrant, innovative space for the development, testing and adoption of emerging medical technologies proximal to ongoing clinical care. MedTech solutions developed in this unique environment will provide a pipeline of investment opportunities to create spin-out companies, and attract spin-in opportunities, that will feed into the Innovation Hub. The Innovation Hub (budget £20m) will provide the appropriate estate with the necessary business support to attract significant inward investment to anchor and grow successful spin-out companies, and attract spin-in companies, in the areas of Life Sciences & technology Innovation.</p>	<p>Project/Programme Owner: Professor Sir Mike Ferguson/Professor Graeme Houston Email: m.a.j.ferguson@dundee.ac.uk/j.g.houston@dundee.ac.uk Tel No: 01382 386672/01382 632651</p>	D&A Partner	

TCD017	Perth Cultural Transformation		10	<p>Perth and Kinross Council has, with a range of public and private sector partners, embarked on a 20 year programme to establish Perth as one of Europe's leading small cities. Central to this is the £33M Cultural Transformation Programme (PCTP) to strengthen and diversify the local tourism economy. The Council is investing £23M in the PCTP and £10M has been earmarked in the Tay Cities Deal Heads of Terms. The PCTP will address the current situation by transforming Perth's performance and spearheading growth, in the value of the visitor economy. Perth is well placed to complement and counterbalance the world class tourism offer under development elsewhere in the TCD Region. Detailed market appraisal commissioned by the Council from 20132017 to underpin the PCTP shows significant scope to grow market share in both the UK domestic and overseas tourism markets, and to reconnect with local audiences which have markedly declined in the last 5 years. The city centre is a key focus for physical, social and economic regeneration and culture at the forefront of the Council's regeneration strategy and the current development of the 'Perth and Kinross Offer' to effect wider transformation in public service delivery across the area. Perth City Hall is one of 3 capital projects in the PCTP with £23M capital investment already committed by Perth and Kinross Council. Scheduled to open in 2021 City Hall will be a new museum attraction of UK/international significance showcasing Perth's Ancient Roots through museum collections of National Recognition Status and the proposed relocation of the Stone of Destiny from Edinburgh Castle to City Hall.</p>	<p>Project/Programme Owner: Fiona Robertson Email: FionaRobertson@pkc.gov.uk Tel No: 01738 476270</p>		
TCD018	Pitlochry Festival Theatre		10	<p>Vision 2021 will transform the Company's physical premises and significantly develop its capacity to deliver high quality cultural activities and education opportunities. Pitlochry Festival Theatre is a subsidised producing theatre that creates up to nine of its own productions onsite annually. It currently attracts c.100,000 visitors annually to its productions, its botanical garden, café-bar, restaurant, exhibition gallery space, and retail shop. Pitlochry Festival Theatre is the largest employer in the area with a permanent workforce of over 100 which rises to 200 during the busiest periods</p>	<p>Pitlochry Festival Theatre</p>		
TCD019	Plastics Recycling (Beacon Project)		5.2	<p>Over 300 million tonnes of new plastic products are created annually. The annual global plastics recycling rate remains under 15%. Pi Polymer Recycling Ltd uses a global first optical sorting system to separate whole large rigid plastics into different polymer streams then shreds, granulates and washes these plastics ready for pelletising. It will be the first plant in the UK to recycle this undervalued group of waste plastics from waste to finished product</p>	<p>Project/Programme Owner: John Ferguson Email: john.ferguson@ecoidea.co.uk Tel No: 07730 400382</p>		link with TCD025
TCD020	Regional Logistics, Fulfilment & Business Innovation Park		5	<p>The Perth West Regional Logistics, Fulfilment and Business Innovation Park (RLFBIP) combines Government funding with collaborative private sector investment to delivering strategic infrastructure that will unlock substantial economic benefits whilst supporting a national agenda to decarbonise our economy. Investment in a strategic Innovation Highway from the A9 will create city and regional fulfilment space, facilities which support the transition to electric transmission and Mobility as a Service alongside mixed uses to support changing consumer demands. Development of the Innovation Highway will provide a central access through the site, opening up logistics and related development opportunities whilst affording more direct access to the city of Perth. Maximising the advantages of its strategic location along the A9, Perth West RLFBIIP will be part of the response to low carbon mobility solutions through a collaborative delivery model aimed at strengthening ties between academia and the private sector.</p>			
TCD021	Regional Culture and Tourism Investment Programme		27	<p>The culture and tourism programme is a key component of the Tay Cities Deal and has a value of £27m for the main programme and a further £10m identified for Pitlochry Festival Theatre. However, these resources will be used to lever at least an additional 50% of investment. The Tay Cities area is one where tourism is thriving and increasing. The many cultural attractions are being recognised nationally and internationally. Tourism is also on the up. Significant collaboration between partners is now underway and a regional Tourism Strategy was agreed by the Tay Cities Joint Committee last week. The strategy set the scene for much longer term growth aspirations around the three key connectors of – *Culture and the Creative Industries *Food and Drink *Outdoor Activities. Projects which will be considered for funding as part of this Programme are: Tay Adventure Dundee Cruise Terminal Pitlochry Festival Theatre Hospitalfield, Arbroath The Unicorn Centre – Dundee Maritime Museum Dundee Contemporary Arts: DCA20 Discovery Point The Comic Centre</p>	<p>Project/Programme Owner: Vivien Smith and Robin Presswood Email: smithV@angus.gov.uk robin.presswood@dundee.gov.uk</p>		potential to link with Culture & tourism Board.. KM exporing
TCD022	Studio Dundee		3	<p>Studio Dundee is a development proposed for Site 2 at Dundee Waterfront, located to the northwest of the Central Waterfront between Yeaman Shore and South Marketgait. The development will focus on the creation, acceleration and nurturing of entrepreneurial talent and creative industries. Studio Dundee will showcase the best of Tay Cities' design-led talent in the heart of the City Waterfront. Comprising a state-of-the-art co-working space, urban studios, shipping container business pods, prime retail frontage and 117 Private Rental Sector apartments, the development aims to attract young businesses, offering a point of sale and the business development support required to grow. At the heart of Studio Dundee, a state-of-the-art co-working space will encourage collaboration and innovation. It offers a variety of workstations, meeting rooms, break out areas, fully equipped tech lab and 1Gb broadband in an affordable, monthly, membership model.</p>	<p>Dundee City Council</p>		potential to be involved further discussions required.

TCD023	Aviation Academy for Scotland		8.1	<p>The project to create the Aviation Academy for Scotland (AAS) will bring together the resources of Tayside Aviation (TA), Air Service Training (AST), Perth & Kinross Council (PKC) and Perth College UHI (PC) to significantly enhance the current levels of Aviation skills and training in Tayside and improve the capacity and capability of the sector to ensure it remains competitive within a Global Industry. The proposal for the creation of the Aviation Academy for Scotland will see the creation of purpose built Aviation Academy in the grounds of Perth College UHI, housing both Air Service Training and the College's Engineering and Aviation departments with a specialism in Engineering, including licensed engineer, and high level Air Traffic Management following on the from the foundation training delivered at Tayside Aviation. It will also the creation of a new facility within Dundee Airport in which Tayside Aviation will deliver pilot training and the foundation years of Air Traffic Control leading to the provision of a licence. As demand for Cabin Crew dictates, this will be delivered within the premises in Dundee.</p>	<p>Project/Programme Owner: Jennifer Thompson-Young Email: Jennifer.Thompson-Young.perth@uhi.ac.uk Tel No: 01738 877412 or 07792 234915</p>		link with TCD 025
TCD024	Regional Skills Investment Programme		20	<p>£20 million over 5 years to: * Reduce skills shortages and gaps * Boost the flow of individuals from disadvantaged groups * Support reskilling into the career opportunities that will be generated as a result of the investment through the Tay Cities Deal. * Deliver incremental system-wide improvements to ensure Inclusive Growth</p>	<p>Project/Programme Owner: Allison Carrington Email: allison.carrington@sds.co.uk</p>	D&A Partner	Partner in project.
TCD025	Tay Cities Engineering Partnership		2	<p>This innovative project will bring together the resources of training organisations, public sector bodies and engineering employers across the Tay Cities Region to establish the Engineering and Advanced Manufacturing (EAM) network. TCEP will drive the transformation of manufacturing processes required to meet the ambitions of The Forth Industrial Revolution - from implementation of robotics and artificial intelligence and the digital skills to operate those new engineering methods. TCEP will:- ☐ create an Advanced Engineering Manufacturing, Demonstration and Training Facility equipped with state-of-the-art industry production machine tools to trial, test and demonstrate new processes using Smart Technology and Virtual Learning to support increased product innovation, productivity, R&D and skills needs of the sector across the east of Scotland. It will also offer secondary school and college students real work experience as an introduction to modern engineering, to contribute to STEM targets and showcase engineering as an exciting, stimulating and modern career. ☐ become the regional hub for the National Manufacturing Institute for Scotland (NMIS) being created at Strathclyde University to support the development of innovation in engineering practices. ☐ bring together the key private and public engineering training facilities across Tayside in a new collaboration that will drive up the skills and technology base of the sector to become more competitive in an international marketplace. - to ensure cohesion of ambition, alignment of industry skills needs and integration of modern manufacturing processes and machinery, ☐ A Mobile Engineering Technology Unit will be fitted out and used to create a pipeline of opportunities in EAM from early years through both primary and secondary schools, into further and higher education and into the workplace. Learners in schools throughout the Tay Cities region will have the opportunity to use robotics and virtual reality technology to explore and develop their skills to allow them to seamlessly progress into the EAM industry in the future. ☐ develop new foundation and graduate level apprentice training places in colleges and the Angus Training Group to meet skills demand and enhance employability, career development and staff up-skilling opportunities ☐ develop enhanced up-skilling programmes, led by the industry itself to meet industry needs for existing employees. The Mobile Engineering Technology Unit will be also flexible enough to be used as a demonstrator/upskilling unit travelling to major engineering employers ☐ increase in the number High Growth start-up businesses</p>	<p>Project/Programme Owner: Kevin Murphy Email: k.murphy@dundeeandangus.ac.uk Tel No: 01241 432669</p>	D&A Project Lead.	Lead Partner

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER F

Regional Outcome Agreement Timeline

BOARD OF MANAGEMENT MEETING

Tuesday 24 September 2019

Session 2019/20 Regional Outcome Agreement
Process/Timescale



Paper for approval

1 Background

Please find attached the proposed process and timescale for the creation and development of the Regional Outcome Agreement (ROA) for the College for 2020/2021.

Key dates proposed for Board members are:

November 2019 and January 2020	Board Strategic Development Session including discussion and agreement on high level strategic direction and ROA impacts
11 December 2019	Board consideration of first substantive draft of ROA.
13 December 2019	Completion of first substantive draft ROA for discussion with the Scottish Funding Council.
17 March 2020	Board consideration of Final Draft ROA.
31 March 2020	Regional Outcome Agreement submitted to SFC
May – July 2020	ROA jointly signed-off by Board Chair, Principal and Scottish Funding Council

2 Approval

The Board of Management is asked to approve the proposed Regional Outcome Planning process and timescales.

3 Information

Further information in respect of Regional Outcome Agreement requirements, approaches or content is available for Board members by contacting Steve Taylor, Vice Principal (People & Performance), s.taylor@dundeeandangus.ac.uk.

Author and Executive Sponsor: Steve Taylor,
Vice Principal People and Performance



SESSION 2019-20 REGIONAL OUTCOME AGREEMENT PROCESS AND TIMESCALES

The proposed process and timescale for production of the Regional Outcome Agreement for 2020/21 is:

October 2019	Initial Planning meeting of Executive Team following publication of SFC guidance. Initial consideration of external environment changes and priorities.
24 September 2019	Approval of Regional Outcome Agreement process – Board of Management.
November 2019 & January 2020	Board of Management strategic events.
October 2019	Publication of ROA guidance (tbc)
November 2019	Liaison with and linkages to plans of key organisations from a Dundee and Angus perspective, including: Scottish Government; Scottish Funding Council (SFC); Dundee City Council and Angus Council – Single Outcome Agreements, Community Plans, Economic Development Strategies, Lifelong Learning Strategies; Employer groups and contacts; Skills Development Scotland; Job Centre Plus; NHS Tayside, other local and national FE/HE providers. Commencement of draft Regional Outcome Agreement in discussion with Scottish Funding Council.
11 December 2019	Board consideration of first substantive draft of ROA.
13 December 2019	Submission of first substantive draft of ROA to SFC
January/February 2020	Briefings to Staff, Student Representatives and unions on Regional Outcome Agreement Planning, Strategic Objectives and external impacts.
Jan/ Feb/March 2020	Discussion of Strategic Direction and draft ROA within key College and Students' Association forums.
17 March 2020	Final draft Regional Outcome Agreement to Board of Management.
31 March 2020	Submission of Final Regional Outcome Agreement to Scottish Funding Council.
April/June 2020	Incorporation of ROA strategy and targets within team plans and arrangements.

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER G

Students' Association Report

BOARD OF MANAGEMENT

Tuesday 24 September 2019



Students' Association Learner Representative Update (as reported to LT&Q Committee)

Paper for information

1. Student Association

The Students' Association had a very unsettled start to the academic year (2018/19) due to staffing issues through a number of different concerns, however, over the course of the year we have built our numbers and increased the visibility and participation rates. This year we are delighted to have a new team:

Students' Association President – Cher Meldrum

Vice President Arbroath – Amy Monks

Vice President Gardyne – Colin Ogilvie

Students' Association Assistant Kingsway – Jessie Skivington

Throughout the academic year, 2018/19 the Students' Association has confidently progressed on its journey towards a strong and positive relationship with the College, where the Students' Association works alongside the College in partnership. The Students' Association is very much on the way to being regarded as an integral part of the College's governance, quality development, and decision making processes. The Students' Association has representatives at all levels of the College decision making groups, boards and committees across the College., such as the Board of Management, Learning & Teaching Group, Wellbeing Group and Equality & Diversity Group as examples. The development of partnership working relationships between the Students' Association, senior management, board members, teaching and support staff has provided the Students' Association with the platform to engage, consult and collaborate on matters of common interest across the College therefore helping to shape the life and work of the College.

One of the major aspects of the Students' Association has been to promote and engage students in all aspects of wellbeing to ensure their best possible student experience at college. The Students' Association and Sports Union have increased their collaboration over the year to ensure that the voice and representation of the students of our college are fully represented. During the 2018/19 academic year we have jointly submitted a Healthy Body, Healthy Mind submission highlighting all of the work that we have carried out over the year with regards to physical activity, mental health, wellbeing and smoking cessation. The Students' Association endeavours to make strong and effective

partnership links with outside agencies, other institutions, associations and unions to positively promote best practice and create support networks to the benefit of the Students' Association and the College as a whole.

This paper will address aspects of positive practice and growth, as well as challenges that we face with the new academic year going forward.

2. Class & Lead Representatives

A vital part of the Students' Association role is to develop, encourage and promote the voice of the students in all aspects of their college experience. Students are engaging with the associations democratic governance structures and are becoming more and more confident and able to bring their issues and concerns to the Students' Association enabling the association to function effectively. The increase in visibility and interaction with the Students' Association has resulted in enthusiastic, motivated students to take up leadership roles at all levels of the association, from President to Lead Representatives which has allowed the association to develop and deliver services and activities more effectively.

Although the Students' Association has significantly improved in terms of representation and governance, self-evaluation, discussions and networking with other institutions has highlighted that we have areas which can be further improved. The class and lead representatives which form the governing body of the Students' Association have emphasised the role of class representative is not currently being utilised to the best of its ability. Moving forward with the new academic term providing allocated time within 'Guidance and Support' classes to allow class representatives to actively provide our students with a voice and provide quality feedback to services provided would be beneficial to both the association and the College as a whole.

Allocated time to disseminate information to the students with regards to all aspects of their college life through a 'bulletin' of information will ensure that everyone has the opportunity to engage and participate in the wider college environment. In order to implement an effective class representative structure, we require the support from the academic staff across the college to ensure that each of the class representatives are provided with the opportunity to relay information to their class as well as actively engage with the processes of their department.

Allowing the class representatives to actively engage with the processes of their department will ensure that each of the departments across the college are working in partnership with their students to inform decisions during 'Stop & Review' processes as well as the delivery of the courses themselves. Involving students in the departmental processes ensures that the College is working positively with the quality framework HGIOC to evaluate and report on their performance.

3. Student Representation Campaigns

3.1 Buses:

At the beginning of the academic year Stagecoach terminated the Forfar to Arbroath route for operational times for students. Students were therefore stranded due to overcrowded buses at earlier or later services, this also effects local community members who are commuting to their places of employment. The issue was raised by concerned students who attended the Arbroath Campus as it was effecting their attendance and causing them to be repeatedly late for the start of class, which in turn caused them to miss vital learning and teaching.

Class Representatives from the Arbroath Campus raised the concerns with the Students' Association as well as the Stagecoach themselves. The bus company blamed their decision to take away the service was the result of "*a cut in subsidies paid to them*", suggesting that prior to merger in 2013 Angus College would "*subsidise the bus operator to put on the service for its students*". The reasoning for withdrawing these subsidies for one service morning and one in the evening was to allow our students more flexibility through the introduction of travel passes for throughout term time. The introduction of the travel passes allowed students to travel the route on times that it suited them and therefore offering them more flexibility around timetabling and employment commitments. The bus company is therefore remunerated per passenger and per trip instead of one lump subsidy payment.

The Students' Association, students, college and local government worked in a collaborative partnership to address the situation and issues facing our students to come to an agreement to benefit those students effected. Consultation meetings were held with all representatives and the bus company to resolve the issue on several occasions with very little to no positive outcome from the bus company themselves. A social media campaign created by one of our students was launched alongside the collaborative consultative meetings to campaign for a change for our students and the local community. An additional bus service was reinstated to ensure that not only our students could travel stress free from Forfar to Arbroath, but members of the local community also benefitted as a result.

This is the second time that students campaigning and working together in partnership with the college has provided a positive outcome for the students at our Arbroath Campus. The previous year the reduction in service from the village of Edzell had impacted our students who attended the college, forcing them to leave for college at 5am each morning, as well as having to make two stop changes in order to reach the Arbroath Campus. This partnership saw the service reinstated and a direct bus route installed to the benefit of our students.

3.2 Two-Part Course:

December 2018 class representatives of the introductory courses for a number of departments raised an issue surrounding two-part courses. (courses that had been split from one full time course to two 16 week course). The following course were affected:

- Steps to Hospitality
- Introduction to Hairdressing (Arbroath)
- Introduction to Hairdressing (Kingsway)
- Access to Animal Care (Arbroath)
- Certificate in Child, Health & Social Care at SCQF Level 4 (Arbroath)
- Certificate in Child, Health & Social Care at SCQF Level 4 (Gardyne)

The implications for the students involved were lack of funding throughout the Christmas break, reapplying for their courses and funding in January, which in return effects their ability to claim council tax reductions and other benefits as they are not classed as “full-time” students.

Working in partnership with the Senior Leadership Team (SLT) the issue was raised in order to come to some solution for the students concerned. The SLT meeting resulted in Part One of the course being extended to 17 weeks to ensure that the students were being supported throughout the Christmas break, the college SLT agreed to £25,000 in extra support funding to be provided to the students concerned. The SLT further agreed to contact the local councils, Dundee City Council and Angus Council to enquire into further arrangements that could be put into place with regards to council tax relief as a result of the two part courses. The Students’ Association, SLT and other members of the College community worked in partnership to address the issues with the Chief Executive of the Councils to gain answers or solutions for our students. The response from the council was less than positive with regards to the legislation and governance of benefits such as Universal Credits.

As a result of discussions, impact on students and going forward the SLT in partnership with the Students’ Association have moved forward with the two-part courses and have made the decision to ensure that all of these courses should be returned to full time courses to ensure the benefit to the students on these courses over a period of time.

3.3 Graduation:

In June 2019, several complaints and enquiries came through from across the Hair, Beauty and Complimentary Therapies VTCT Level 3 students who had been informed that they did not qualify to attend graduation this year, despite previous years being able to do so. Due to a change in the qualification to the VTCT Level 3, the resulting SCQF level had dropped from a level 7 to a level 6 and therefore did not include the students concerned in the graduation list. Our students had not been informed of the change and therefore were looking forward to graduation as their peers had previously, the concerns were initially raised by the class representative and then further students from across the department. The original outset of the decision was to improve conditions for the students who attended these courses, however, the unintended consequences as a result of the decision was unforeseen and addressed swiftly by the college executive.

The Students' Association worked in partnership with the students, Quality Manager, College Executive and other members of the college community to answer the concerns of our students who had raised their concerns. The result was the reinstatement of graduation for the students of this department who had achieved their VTCT Level 3 in their area of study.

4. Successes in 2018-19

The Students' Association has had a number of successes this year and look forward to further building a positive profile across the college throughout the coming academic year.

4.1. #feedbackfriday

The introduction of #FEEDBACKFRIDAY has further promoted the voice of the students by providing timely and accurate quantitative and qualitative information from our learners and has positively impacted and promoted quality enhancement throughout the College. Consultation and collaboration with the Student Body has increased at the College through the Students' Association since the implementation of the Strategic Plan, decisions and directions are discussed with the Student Body as well as Service Design workshops carried out in order to gain the student perspectives. Students have been able to contribute their thoughts and opinions on everything from the funding application process to the impact of the effectiveness of the implementation of the Clean Air Policy.

4.2. Staff Awards

This year the Students' Association was delighted to work alongside the Events Committee to run the Student Led Staff Awards. As with last year the Students' Association ran the whole process from advertising the awards to collecting the nominations then deciding on the winners. We decided to continue with having the same categories as last year, with three academic staff winners and three support staff winners.

Hearing the amazing words from our students during these nominations was so moving, and makes you realise that the staff at Dundee & Angus College care so much about our students. Some of our students' have gone from considering dropping out of College, to moving on to studying on at a higher level, all because of the emotional and academic support from one staff member – it's so important to recognise that one person can have such an immensely life-changing impact on a student's life.

A record-breaking 833 students put forward staff nominations with a huge range of moving tributes, beating last year's nominations of 326, we were blown away by the response from our students. From preventing students dropping out of College, to outstanding teaching, or simply brightening up a students' day, the nominations have highlighted the immense number of staff who have shown that they play such an important role in students' lives at Dundee & Angus College.

Going forward this academic year we are aiming to put all of the information collected from our students to good use and pick out key themes in positive practice in both academic and support staff. In addition, we are reviewing the awards categories that we have utilised these past two years through working with our students to ensure that we are picking out key attributes of staff that our students hold as positive practice towards their college experience.

4.3. Increased Engagement

- Staff Awards:
 - 2017 – 64 nominations
 - 2018 – 326 nominations
 - 2019 – 833 nominations
- Class Representatives:
 - 2017 – 143 reps
 - 2018 – 311 reps
- Lead Representatives:
 - 2017 – 8
 - 2018 – 18
- Attributes:
 - 2018 – 73 students
 - 2019 – 315 students
- Voting in elections:
 - 2018 – 244 votes
 - 2019 – 397 votes

4.4. Healthy Body, Healthy Mind Award

The 2018-19 academic year saw 21 institutions from across Scotland take part in the HBHM awards. To recap, the HBHM awards are a partnership initiative between NUS Scotland and Scottish Student Sport, funded by the Scottish Government, which focus on the link between sports, physical activity, smoking prevention and mental health. With a newly revised criteria, all 21 Universities and Colleges worked hard to put in some of the “best work” the panel “have seen to date”.

Out of the 21 Universities and Colleges that took part, Dundee & Angus College aimed to gain top spot with 5 stars this year, however, we fell just short of the full five stars and gained a respectable 4 stars along with Fife, College, University of Dundee, University of Stirling, University of West of Scotland and West Lothian College. City of Glasgow College were the only institution to gain 5 stars again this year. (Please see table of awards below) Although slightly disappointed that we fell just short of the five stars this year we were delighted to continue to be in the top scoring college and universities in Scotland. The feedback that we received from the awarding panel suggested that there were several areas of 5 Star practice within our awards submission.

Working towards 1 Star:

- Glasgow Kelvin College

1 Star:

- Borders College
- Glasgow Caledonian University
- New College Lanarkshire
- North East Scotland College
- Scotland’s Rural College
- West College Scotland

2 Stars:

- Dumfries and Galloway College
- Edinburgh College
- Edinburgh Napier University
- Queen Margaret University

3 Stars:

- Glasgow Clyde College
- South Lanarkshire College
- University of the Highlands and Islands

4 Stars:

- Dundee and Angus College
- Fife College
- University of Dundee
- University of Stirling
- University of the West of Scotland
- West Lothian College

5 Stars:

- City of Glasgow College

5. Charity Focus

This year the Students' Association elected officers have decided to work towards working with students, staff and the local community through raising awareness and money for two very worthwhile local charities, Maggie's Dundee and Besty Charity.

Maggie's provides free practical, emotional and social support to people with cancer and their family and friends, following the ideas about cancer care originally laid out by Maggie Keswick Jencks. Built in the grounds of NHS cancer hospitals, Maggie's Centres are places with professional staff on hand to offer the support people need.

Our Centres are places to find practical advice about benefits and eating well; places where qualified experts provide emotional support; places to meet other people; places where you can simply sit quietly with a cup of tea. Maggie Keswick Jencks lived with advanced cancer for two years. During that time, she used her knowledge and experience to create a blueprint for a new type of care. Maggie's Centres are built around her belief that people should not "lose the joy of living in the fear of dying".

Besty's charity was officially registered as a charity in January 2019 by Tracey Burke's husband Greg Burke, only months after his wife lost her three-year fight with cervical cancer. Locals had raised £100,000 in just six weeks to fly Tracey to Germany for specialist private treatment – but at the age of 30 her fight came to an end. Inspired by Tracey's battle against cancer and his late mum Margaret's fundraising efforts – which earned her an MBE – Greg wanted to start giving back to the community which supported him in his darkest hour. The charity aims to give back to those in need across both Dundee and Angus, they are a relatively new charity and we are looking forward to working alongside them this year to increase awareness and funds. The elected officers were inspired after meeting Greg and wanted to ensure that they gave back to the local communities and those in need across the local areas of Dundee & Angus College.

The elected officers will be working across the academic year to engage and work alongside these charities to provide opportunities for students to gain D&A Attributes, experiences and give back to the local community through a number of events such as, charity nights, sponsored walks, bubble football tournament and much more! Each of these events and activities will have a wellbeing focus and raise awareness across the college and local community. We hope that both staff and students across the College will come together to make a huge and positive impact on these very worthwhile charities.

6. Elected Officer Projects

This year the elected officers in the Students' Association have agreed to work on separate projects for the duration of this academic year. Each of the Vice Presidents and the Association President have allocated themselves the following project areas:

Cher Meldrum – Student Representation (Class & Lead Representatives)

Amy Monks – Equality & Diversity

Colin Ogilvie – Learning & Teaching

Jessie Skivington – Health & Wellbeing

Each of the elected officers have been provided with a mentor to aid them with their project area and guide them throughout the year.

7. Adventure Days

For the academic term 2019/2020 we have furthered our partnership working with the Sports Union to increase participation and engagement with academic departments across the college through a new project to reward students through taking part in adventure days as a rewards. In order to increase buy in from each of the academic departments across the college and to increase engagement with the new academic structure we will be working with each of the departments in order to identify students to take part in wellbeing activity based adventure days as a reward for their hard work and dedication. We are very much looking forward to increasing our partnerships across the college and build positive working relationships will all staff and students.

Authors: Cher Meldrum, Student Association President
Sarah Rennie, Students' Association Development Officer

Executive Sponsor: Steve Taylor, Vice Principal

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER H

Principal's Report

BOARD OF MANAGEMENT

Tuesday 24 September 2019

Principal's Report



Paper for information

Credits for 2018/19

I am delighted to report that we have hit our extended credit target for this session. Our total is sitting at 109,404 but that may still be liable to change slightly. We have successfully delivered the additional 1500 that SFC transferred to us earlier this year. Next year's target is 107,450 and the recruitment figures below suggest we will be able to meet that figure. We have indicated to SFC that we would be comfortable with additional credits up to 1000 should other Colleges fail to reach their targets.

Recruitment 2019/20 as at 17/09/19

	Mode 17 17/09/2019	Mode 17 13/09/2018	Mode 05 17/09/2019	Mode 05 13/09/2018
Current	5,127	5,165	170	261
Registered	95	47	3	5
Pre-Registered	121	79	3	15

	HE 12/09/2019	HE 13/09/2018	FE 12/09/2019	FE 13/09/2018
Current	1,857 (Includes 105 Associates)	1,948	3,270	3,217

Academic Restructure

The major restructuring exercise for senior academic posts is almost complete. There are a small number of posts currently being re advertised but the majority of the posts are now filled and the structure is in full operational mode.

The extent of the exercise in the last term cannot be overestimated. There were some 250 interviews for 77 posts. The nature of the exercise has led to significant change in some curriculum areas. Change of this scale has also led to unhappiness in certain areas and we are working with the academic trade union to monitor the progress of the structure, to address any areas of concern moving forward, and to learn lessons from the overall exercise.

Child Poverty Project

We have secured the final two years of funding for the Child Poverty project and are engaged in a whole series of outreach activities aimed at getting parents and young people attracted to beginning formal learning and seeking a way out of a workless future.

We have completed two short full time programmes with mainly young people and have had significant success both in the retention and achievement of learners and with ensuring that people leave with a final destination of College or work. The approaches we are using are innovative and are based on personal development and encouraging people to take responsibility for their own futures.

The group beginning next will have a digital theme.

The Edge Foundation

The Edge Foundation are a research organization based in England. They have visited the College and are keen to work with us regarding conducting research in order to investigate how FE colleges are using education technology to equip students with the digital skills they will need in their future careers. The research seeks to understand how D&A are using education technology for teaching and learning. Being invited to take part in this research shows the reputation D&A are obtaining through its Digital Strategy and there still remains a significant amount of interest across the sector in both our Digital Strategy and how we use data led decision-making. Simon has become very popular on the College speaking circuit visiting other colleges to explain how we do things.

New Chief Executive of SFC

Angela and I met with Karen Watt the new Chief Executive of the funding council. It was an interesting meeting as she is very open in questioning some of the ways we have traditionally worked. She was very frank on her opinions on the Regional Outcome Agreement process and many of the measures we are measured against. She was very impressed in our work with Industry as this is an area she feels Government don't really understand in relation to Colleges. She was also very frank on the economic challenges that could follow Brexit.

Economic Value of the College Sector

Paul Little and Audrey Cumberland, principals of City of Glasgow and Edinburgh respectively have been asked to carry out a piece of work on describing the economic value of the work that college do with businesses. The timescale for the work is very short and will not involve much in the way of hard economic data but it is an opportunity to outline how much Colleges contribute to the business sector and to lead the way for a fuller economic survey. We have made a significant contribution to their work.

Open University (OU) and Upskilling

I took the opportunity of a speaking engagement in Dundee with the Minister for FE Richard Lockhead to fully appraise him and the audience of the work that we are doing with companies and the potential of the College sector in the area of upskilling. Helpfully the audience contained many businesses who had worked with the College and spoke highly of their experience. The Minister remarked that he was very impressed and wanted to visit to see the Digital Mile and other examples of our Industry cooperation.

Michelin Scotland Innovation Parc

As part of the plans for the repurposing of the Michelin site, a new company has been formed consisting of Dundee City Council, Michelin and Scottish Enterprise to lead on the new development. The plan is to develop a manufacturing and research hub around low carbon transport focussing on hydrogen and electric sources of energy. The plans include a

Skills hub at the centre of the development which would focus on introducing young people to careers in the field, training engineers in the new technologies and methods and upskilling existing workers. The college will be a lead partner in this development and we are discussing the details with the new company.

CDN Awards

As usual we have a good number of finalists for the CDN awards, four in total.

They are:

Colleague of the year – Andy Cathro for his Locher work, winner of the Lord Cullen prize.

Health Promoting College – D&A Wellbeing, the G2G project.

Marketing and Communications – Schools engagement campaign – 27% increase in school applications this session

Sustainability – Project Plastic, 140,000 plastic cups removed from the college plus innovative recycling initiatives

We are also finalists in two categories of the **Green Gown awards**:

Student engagement for Project plastic

Campus health, food and drink for the removal of crockery and the food waste composting project.

Author & Executive Sponsor: Grant Ritchie, Principal

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER I

Estates Development Update

Board of Management

Tuesday 24 September 2019



Estates Development Update

Paper for approval

1. Introduction

This report provides an update on progress over the summer months with regards to the development of our Kingsway Estate and recent steps approved by the Finance and Property Committee to support developments.

2. Recommendations

Members are asked to approve the approach proposed to support progressing Estates developments. In particular, Members are asked to approve:

- the development of the Kingsway Tower to full design stage
- sharing our vision for the Kingsway Campus with Dundee and Angus Foundation and developing a future funding bid to support the Kingsway Tower development
- working with SFC to progress work for a funding bid for the STEM centre
- active engagement on the development of the Michelin site

3. Background

The Board approved the Estates Strategy in March 2019 that confirmed the vision of “three campuses, one College”. The Board supported the prioritisation of the development of the Kingsway Campus. The outline for the development of the Kingsway Campus in stages was agreed as follows;

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

The critical factor in enabling any of the developments on the Kingsway Campus was access to capital funding and the prioritisation of the use of any capital funding that could be secured. The Board were also unwavering in their commitment to delivering a quality learning environment for students, with the driver for any developments being a future-focussed curriculum.

In June 2019 the Board agreed that the 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 articulate its alignment with future curriculum requirements. (Appendix 1)

4. Progress

Following an exceptionally positive meeting in August, SFC has provided very encouraging indications of the likelihood of being able to support the implementation of our Estates Strategy, which included:

- New build STEM Centre on the Kingsway Campus
- Kingsway Tower refurbishment
- Backlog maintenance of Arbroath, Gardyne and the Kingsway Campus
- Potential impact of the development of the centre of excellence on the Michelin site.

STEM Centre

The Scottish Government, as part of their Programme for Government, are committed to support major capital infrastructure projects. Financing of major investment projects has always been a challenge and a model currently being used in Wales, Mutual Investment Model (MIM), is anticipated to be introduced into Scotland. The model, which is very like PFI, is described as an innovative way to invest in public infrastructure development to finance major capital projects. MIM schemes will see private partners build and maintain public assets. In return, the Government will pay a fee to the private partner, which will cover the cost of construction, maintenance and financing the project. At the end of the contract the asset will be transferred into public ownership.

For a project to qualify as a MIM it must be a **new build** and the contract worth at **least £20-£25M**.

For the purposes of the development of the Kingsway Campus SFC were strongly supportive of the College's Estates Strategy and the 'hybrid' Outline Business Case that was commissioned by the SFC and presented to the Board and the SFC in 2016.

The SFC advised that we should consider the development of our STEM centre as a MIM funded project. In terms of the impact on the College's finances, any annual revenue costs associated with the contract are paid by Scottish Government and would not impact the College's accounts.

Kingsway Tower

SFC confirmed their support of the development of the Kingsway Tower and recognised fully that it was not currently a fit for purpose learning environment. SFC understood and accepted the urgency of having a plan in place to refurbish the Kingsway Tower. SFC confirmed that there are no funding models currently available that would support the development of the Kingsway Tower.

SFC recommended that we approach the Dundee and Angus Foundation to support this development. The SFC confirmed that securing financial support from the Foundation to undertake Phase 1 of the Kingsway Tower development would be regarded favourably by the SFC. They were clear that progressing on this basis would enhance, rather than detract, from the opportunities for future major capital funding.

Understanding that there were two phases of the Kingsway Tower development, SFC would seek to identify future financial options to support the College to undertake Phase 2.

SFC also suggested that longer term (c.10 years) the College could consider submitting a further MIM funding bid for a new build of the Kingsway Tower. They advised that a new build for both the Kingsway Tower development alongside the STEM development at the same time was not recommended.

Backlog Maintenance

The College attracts annual Backlog Maintenance monies from SFC in the region of £1.6M which aim to address the shortcomings in the fabric of all our Estate; Arbroath, Gardyne and Kingsway Campuses. As part of the requirements of the Kingsway Tower development, an element of the Backlog Maintenance monies may be used legitimately to support redevelopment works.

Michelin

SFC were advised of the aspirations for the Michelin site development, including the key partners that have already committed to supporting this initiative. The College was encouraged to involve SFC and Dundee and Angus Foundation in the future plans to support the role of the College within this multi-faceted project. SFC advised that any contribution required from the College for this project may be eligible for strategic funds and considered separate from broader capital plans.

Funding Models

In summary, the possible funding options available to enable the delivery of the Estates Strategy are;

- Backlog maintenance monies that SFC allocate the college on an annual basis continue to be used to support the required maintenance in Arbroath and Gardyne Campuses.
- Part of the existing business case for the development of the Kingsway Tower includes infrastructure upgrades that could be part-funded by SFC backlog maintenance monies.
- The elements of the proposed Kingsway Tower developments that cannot be legitimately funded through backlog maintenance would form the basis of a substantive bid to Dundee and Angus Foundation.
- The STEM centre is presented as a bid to SFC for full funding under the proposed MIM funding model.
- As the strategy for the development of the Michelin site progresses, SFC and Dundee and Angus Foundation are considered to support the development.

5. Timelines

STEM

SFC have identified an indicative timeline for the development of MIM funded projects;

September 2019	The College submits a bid to SFC to support the development of a business plan
January 2020	The College submits the business plan
June 2020	The SFC approves the package of sector-wide MIM funded projects for submission to Scottish Government
Autumn 2020	Scottish Government agree their proposed Infrastructure investment priorities as part of the Comprehensive Spending Review.
2020-2022	Preparations and planning for the development
2022-2025	Construction

Kingsway Tower

September 2019	The Finance and Property Committee approved expenditure of up to £100k to develop the Kingsway Tower develop to full design.
November 2019	The College presents the plans for the Kingsway Tower developments, within the overall context for the Kingsway Campus.
March 2020	The Finance and Property Committee/Board receive/approve the fully costed design proposals for the Kingsway Tower. The Finance and Property Committee/Board receive/approve bid to be made to the Dundee and Angus Foundation for the Kingsway Tower Development, including the design costs incurred to date.
April 2020	Dundee and Angus Foundation consider the bid for funding.
Summer 2020	Contract awarded and work starts.

Backlog Maintenance

October 2019 onwards - works are scheduled to align with potential Kingsway Tower developments and maximise value of spend from funding available.

Michelin

September 2019 onwards – continue active engagement and involvement in the development of the options for the Michelin site.

6. Conclusion

The options presented by SFC appear to provide a very palatable way in which the College can navigate through the many challenges that we are faced with in providing a state of the art, future-proofed curriculum in a high quality learning environment.

Whilst we cannot guarantee that any funding bids will be successful, there is undoubted recognition and support from SFC. SFC consider that it is not satisfactory for the Kingsway Campus to continue indefinitely without major investment and that the proposals for the short to longer term solutions are very credible.

Authors: Executive Team

Board of Management

Tuesday 24 September 2019



Appendix 1: Kingsway Tower Development

Executive Summary

Dundee and Angus (D&A) College came into existence on 1 November 2013, combining a large urban college in Dundee with a smaller rural community college in Angus.

The College works across all areas of the region (including the Mearns, north Fife and parts of Perthshire) supporting changes in the regional environment, working with partners to support new and established industries, providing the skills and services required to support the economy of our diverse communities; and addressing issues of social inclusion and economic deprivation.

There are strong links with both Dundee City Council and Angus Council Education Departments and the College's provision includes an extensive programme of school link activity (c.5,500 credits) and support for activity under the Developing the Young Workforce initiative.

The College supports local economic growth and social regeneration by operating in close collaboration with a wide range of strategic partners. Staff are pro-active members of a number of local and national committees and the College is a key contributor to both Angus and Dundee Community Planning Partnerships.

The College's revenue budget in 2017/18 was around £35m, with grant in aid from the SFC accounting for around 75% of the total. The College employs just over 1,000 staff and was targeted to deliver 108,962 credits in 2017/18. Actual credits exceeded this funded total at c.110,000, with total enrolments of c.5,500 full-time and c.15,500 part-time.

Learner retention and attainment levels for the College have been significantly above the sector average for both FE and HE programmes on a consistent basis since merger.

Seventeen percent of learners within the College (30% in Dundee campuses) come from the 10% most deprived postcode areas in Scotland and successful outcomes for these learners are consistently above sector averages. A high proportion of Arbroath campus enrolments are from rural postcode areas.

The combined regional estate consists of three main campus buildings, two in Dundee, (Gardyne and Kingsway) and one in Arbroath, providing a total estate of 59,612m². Further

provision is delivered in outreach centres in the main towns in Angus. Sustainability is at the heart of all aspects of our estate management.

The College delivers a range of further and higher education programmes between SCQF levels 1 to 10. The focus of the College is to align the curriculum to the local and regional economy.

Current and future regional developments include:

- The growth of the construction, retail, hospitality and tourism economy stimulated by the Tay waterfront regeneration and the ongoing development of the V and A museum
- The growth in renewable energy and decommissioning developments in the off shore coastal waters
- The demand for skilled workers within the health and care industries, particularly around the projected growth in childcare
- Local developments in food and drink and life sciences
- The continued demand for digital industries, with a particular focus on cyber security and data analytics
- The College is a major player in a number of developing themes making up the Tay cities deal currently being negotiated with the Holyrood and Westminster governments. The specific areas of interest for the College are in advanced manufacturing and clean energy, biotech skills and engineering.

On a daily basis, the college also works with a range of strategic partners including the local authorities, the NHS, Scottish Enterprise, Skills Development Scotland, the chamber of commerce, community and employers' associations, the local Universities and other Colleges. The College is a key partner with the local Community Planning partnerships and has staff at all levels involved in various committees and working groups.

Kingsway Campus

Before merger, Dundee College had completed a major rationalisation of its estate at Gardyne and Kingsway. In the main, there is no duplication of curriculum on these two campuses: technical and practical courses are delivered on Kingsway and classroom-based courses on Gardyne.

The courses that are delivered at Kingsway attract learners from across the city and, where there is no equivalent provision on the Arbroath campus, from across Angus as well.

The curriculum delivery at Kingsway therefore complements delivery on the other campuses and is central to the '*three campuses: one college*' estate. A rejuvenated Kingsway campus will allow Dundee and Angus College to play a full part in the regeneration of the region brought about by the Tay Cities Deal and the Waterfront development.

In considering the outline business case for Dundee and Angus College it was essential that the approach was based around reviewing all of the options regarding construction

and site potential, including the “do nothing”. The overwhelming conclusion is that Kingsway Campus requires immediate action to address the issues relating to the Estate.

Kingsway was originally the local trades college and is still occasionally referred to in the city as ‘Kingsway tech.’ Many skilled tradespeople in the city spent part of their apprenticeship in the building and its history tells the full story of the city’s industrial past. Apprentices from the Robb Caledon shipyard, from Timex, from NCR, and from Veeder Root all learnt their trade at the Kingsway, and that history continues.

The campus has kept continuity in many other curriculum areas and for several decades has produced the painters and decorators, plumbers, electricians, hairdressers, chefs and hospitality staff for the city.

In 2002 the campus acquired a cultural dimension with the construction of the Space, a purpose built dance training and performance venue that hosts the Scottish School of Contemporary Dance. It is a unique, prize winning facility.

In contrast, however, the majority of the facilities on the campus are now in need of serious upgrading. Built in 1963, the buildings are generally perceived as beyond their effective life and this was confirmed in the 2008-Watts Survey and again in the Gardner Theobald survey in 2017. The cost of completing the required backlog maintenance is estimated to be in the region of £6.2m, with further significant investment required to provide consistently high quality learning spaces.

Continuing investment by the College over the years in specialist areas has maintained their currency but the general fabric and infrastructure of the campus is now severely limiting the potential to modernise the learning areas and is prohibiting the college from providing the types of learning spaces and the student experience to which modern learners are entitled to and expect. The infrastructure such as toilets, corridors, social space, general classrooms are no longer fit for purpose. ICT infrastructure is limited and stretched beyond capacity, and whilst a recent upgrade to the windows has helped significantly, the roofs and many other services require replacement.

Even with the above challenges Dundee and Angus College was the best performing college in Scotland for both full time FE and full time HE learners in the 2017/18 academic year. Dundee and Angus College, however, recognises that to continue this progress and to improve the learning experience, the redevelopment of the Kingsway Campus is a priority. The current detrimental impact on the experience of student and staff has been evident in the post-merger evaluation report carried out by the College and is a recurring theme in our own student and staff surveys.

Future Ambitions

The college has an excellent reputation and, in 2017, embarked on a new transformation strategy geared towards pushing the standards of teaching, employer engagement, and student experience higher than they have ever been. Our Good to Great strategy was recognised by receiving the Campbell Christie award for Public Service reform for 2018. As part of this, we wanted to offer enhanced and inspiring opportunities for all our learners,

with state-of-the-art facilities and cutting edge technologies. However, we are severely restricted in providing an equitable experience for all our learners by the limitations imposed by the Kingsway estate.

There are specific examples of areas of work where we make a real difference to the local economy but we are being held back by our facilities.

Our digital strategy is also developing and providing new learning experiences and transformed access and delivery for many of our learners but, despite a recent Wi-Fi upgrade, the Kingsway learners are not able to enjoy the same quality of digitally enhanced learning.

Our gas workshops are sponsored by Worcester Bosch and we train their apprentices, although the workshops are a cramped space as part of our construction block. With a modern campus, we will be able to expand and meet growing demand.

Similarly, with our hospitality, retail & tourism, and hair, beauty & complementary therapy programmes, the Tay waterfront development is bringing substantial hotel and leisure businesses to the area and we want our students to be learning in conditions that reflect the modern industry.

We secured substantial ERDF funding to purchase a large-scale pipefitting and pressure rig to support the chemical and engineering sectors. Glaxo Smith Kline are interested in us training their technical apprentices, and we are keen to develop appropriate space in order to realise this exciting opportunity.

What we need in Kingsway is a transformed space that allows us to continue to supply all the trades people and service sector staff that the region needs and at the same time raise the profile of STEM education for all our communities. It will also allow us to showcase our facilities to employers, engage school pupils and young people a distance away from the labour market with an environment and an experience that will lift their ambition, and fire their imagination to get involved with the world of science, engineering and technical training.

College Vision

The Senior Leadership Team at Dundee and Angus College has a shared vision and commitment to provide excellence in facilities and service, thus enhancing the working and learning experience of our staff and students. The physical environment will be such that students will be motivated to engage and learn and staff will continue to feel proud to be associated with the College.

State-of-the-art facilities will be developed and the use of new and emerging technologies will be maximised. Specialist centres of skills excellence will be provided, promoting an environment that encourages ambitious, confident and successful learners.

College Objectives

The College's Regional Outcome Agreement sets out the framework for the College to meet the Scottish Government's Post 16 Education reform programme.

SFC has identified six outcome areas to assist colleges in meeting this:

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

It is a framework that will outline the College's aspirations for the estate and will focus on the long-term strategic aims and objectives of the College rather than a prescribed short-term plan of action. It will address key estates management issues and inform the development of the Capital Works and Planned Maintenance Programmes.

In order to achieve this vision the College aims to:

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

Provision

In the main, there is no duplication of curriculum on these two campuses: technical and practical courses are delivered on Kingsway and classroom-based courses on Gardyne. The only exceptions are Performing Arts, Retail & Tourism and Access, which are delivered across both campuses.

There are curriculum areas that are delivered on the Arbroath campus which are also delivered on either Kingsway or Gardyne, although this may not be the full range of qualification levels.

The courses that are delivered at Kingsway attract learners from across the city and, where there is no equivalent provision on the Arbroath campus, from across Angus as well. In addition, there are small numbers of students who travel from outwith the College area, particularly North-East Fife and Perthshire.

The curriculum delivery at Kingsway therefore complements delivery on other College campuses and is vital to the College providing learning opportunities and support to employers in these technical and practical industries.

Curriculum Challenges at Kingsway Campus

In relation to our other campuses, the overall learning and teaching environment within the Kingsway Campus is dated, inflexible and not designed for modern teaching approaches. The exterior of the campus is not welcoming and is hard to navigate, while the interior classrooms and workshops are dated with a wide-ranging mix of old and new resources.

There is a distinct lack of central, social spaces and learning resources such as the library are dated and uninspiring. This leads to students spending little or no additional time on campus after class hours. The current spaces on campus are not designed for modern learning approaches such as group work, cooperative learning and independent study.

The lack of suitable and inspirational social space at Kingsway has been highlighted at Education Scotland reviews and also regularly by our student body via the student satisfaction survey process.

Kingsway Campus Overview

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

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

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

- Main Tower
- Library and Learning Centre
- Catering and Hospitality
- Gymnasium
- Construction Trades
- Engineering
- Science and Horticulture
- The Space

Of the three campuses, Kingsway has the greatest estates need. There are a number of buildings in poor condition, some of which require immediate attention. The general condition and layout of the campus presents an unacceptable public face to students, staff and visitors alike.

The existing campus has circa 20,750m² of accommodation and over 250 car park spaces. The site is fragmented, there is poor connectivity between the existing buildings, the Campus lacks identity, it is difficult to navigate and there is no campus heart.

The site has good orientation and there is good aspect to the east from the tower block. Current vehicle routes into the site are well located but need improvement and there is heavy traffic to the south of the site on Kingsway. Whilst the majority of the site is flat, there is a level difference between the site at large and the Kingsway edge to the south.

Kingsway Campus Condition Summary Main Tower

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

The general condition of the tower is poor, however, replacement double glazed windows were installed in 2018 and this has enhanced the learning environment in terms of heating and eliminating draughts and water ingress.

Replacement insulated rain screen cladding would further enhance it aesthetically and significantly improve the operating efficiency of the building. The cladding was identified as a medium to long term priority within the recent condition survey commissioned by SFC in 2017.

The majority of the teaching facilities are uninspiring and do not promote a learning environment that meets the aspirations of our learners and staff. The location of our hairdressing department is also an issue and requires to be relocated from the top two floors of the Tower block to a ground floor site to improve public access.

Library, Open Learning Centre, Lecture Theatre

This area comprises a large open plan library and learning hub along with a 2-storey building that houses an IT classroom and some staff offices. There is also a 120-seat lecture theatre.

The general condition of the building fabric is poor, however, replacement double glazed windows were installed in 2018 and this has enhanced the learning environment in terms of heating and eliminating draughts and water ingress. The learning environment is dated and uninspiring.

Refectory, Hospitality and Tourism Departments

This building is single storey and is attached to the main tower. It houses 3 large teaching kitchen facilities along with specialist and IT classrooms, staff workroom and student and staff changing facilities. The College refectory kitchen and seating areas are co-located here. There has been significant investment in this area in recent years with a new roof which has aesthetically enhanced the building and replacement double glazed windows. The teaching facilities have been completed to a high standard. The existing Training Restaurant is somewhat dated and there is a lack of natural light within the facility. There is an aspiration to relocate the Training Restaurant to a more suitable location. Ongoing maintenance issues will also be a consideration in the medium term.

Kingsway Campus Gym

This building that originally was a single storey gym facility was redeveloped in 2014 into a 2-storey facility which now houses a state of the art dance studio and toilet and storage facilities on the ground floor and an additional dance studio on the upper floor. The original changing facilities have been adapted into office space for technical staff as well as a wardrobe department. A replacement roof was completed in early 2016, but external condition of the brickwork is deteriorating and consideration should be given to installing cladding or an insulated render.

Construction Trades Workshops

The building houses classrooms and workshops for the trowel, joinery, plumbing and electrical trades, with associated academic staff workrooms. There has been some investment in this area in recent years with the creation of more flexible space for some departments, but more still needs to be done. A replacement roof was installed between 2011-13 and some of the mechanical and electrical infrastructure has also been upgraded during this time. The external condition of the brickwork is deteriorating due to extensive spalling.

Engineering Workshops

The building houses classrooms and workshops for the motor vehicle, mechanical and electrical engineering and welding trades, with associated academic staff workrooms. The building fabric is in very poor condition – the structure is concrete framed with concrete flat roof slabs, which are covered by mineral felt. The roofs incorporate steel framed north light details, which are single glazed and which incorporate a corrugated, asbestos fibre cement sheet cladding to the upper mono-pitched roof slopes. External walls are formed in cavity brickwork with facing brickwork to the external elevation.

The building is operationally inefficient and there is significant spalling to the external brickwork. While a large proportion of the equipment within the workshops is industry standard, the learning environment is inflexible and hinders innovative learning and teaching techniques.

Science Annexe

This is a three storey building, and houses Science labs, IT classrooms and general purpose classrooms. The learning environment is in the main satisfactory but is not developed to a standard conducive to modern learning and teaching approaches. It is also isolated from other elements of the existing campus, which limits the ability of collaborative working and cross disciplinary working across other STEM subjects. The roof and cladding are categorised as Condition D.

Horticulture Block

This is a single storey building which houses a potting shed, 3 greenhouses, IT lab/ classroom and staff offices. The learning environment is satisfactory and the recent installation of double glazed windows has enhanced the operational efficiency of the building. However, the heating infrastructure requires investment and the cladding is Condition D.

The Space

This 3 storey building was built in 2002 and houses a theatre with a 180 seat auditorium, 3 large dance studios, dressing rooms, general purpose classrooms and staff workrooms. The facilities are mainly in good condition with one or two areas showing signs of wear and tear where refurbishment will be required. Some of the mechanical and electrical infrastructure is also reaching the end of its life. We would envisage using our formula grant allocation to address these issues along with other ongoing maintenance issues in the short to medium term.

Existing Estate Summary:

- Kingsway has a number of outdated buildings in very poor condition
- The condition of the Kingsway building stock is affecting student use and perception of the Campus
- The nature of the space at Kingsway is not conducive to modern learning approaches
- Kingsway Campus is difficult to navigate around and is inefficient in its layout
- The condition of Kingsway Campus is hampering other initiatives (sustainability measures etc.)

Aspirations for Kingsway Campus

Creating a positive learning environment in the classrooms and workshops will allow students to feel comfortable, safe and engaged. In a classroom or workshop where values and roles remain constant and focus is placed on the positive aspects of learning, students will be more open to actively participating in class.

One of the principal aspirations will be to develop flexible learning and digitally enhanced study spaces to improve the learners' experience and to allow the development

and delivery of new curriculum that will meet the changing needs of both our community and industry, as seen with the Learning Hubs at Gardyne

Key aspirations:

1. Fully align the curriculum to local needs and create Centres of Excellence with satellite provision as required (e.g. Engineering / consideration of access levels).
2. Consider commonalities between curriculum areas and create shared facilities that are flexible depending on industry demand. This should include looking at the current STEM provision and resources and combining this into a centre of excellence.
3. Relocate curricular areas with commercial potential (e.g. Hairdressing) to ensure high visibility and high quality facilities.
4. Ensure better utilisation of facilities all year round by creating centralised flexible learning spaces that are open to the public (including potential opportunities for national and international markets).
5. Maximise sharing and reciprocal use of facilities (schools, universities, community) and look for complementarity.
6. Further develop mutually beneficial industry partnerships to facilitate
7. Workplace based learning and sustainable enterprise experience.

Curriculum Summary:

- The type of space available at Kingsway is not designed for modern learning approaches.
- The College aspires to develop flexible learning and study spaces to enhance the learners' experience and allow development and delivery of new curriculum.

The Way Forward

In March 2019 the Board of Management approved an Estates Strategy for the five-year period 2019 – 2024. The strategy sets out the strategic context and external environment, along with the curriculum requirements which drive it. It describes the existing estate in detail, providing a clear assessment of its current physical condition and the suitability of accommodation for our learners and for staff. Finally, it sets out a master plan to be followed during the five-year period and how this plan will be implemented.

The condition of our existing estate is mixed, with the requirement for an extensive range of critical backlog maintenance across all three main campuses and major redevelopment of one of these. The last condition survey commissioned by SFC identified a funding requirement of £26m in order to bring all the buildings on these campuses to a minimum condition standard. This has been the focus of limited capital funding over the period of this strategy.

In addition, the learning spaces at the Kingsway Campus in Dundee require significant redevelopment in order to provide acceptable accommodation to meet the needs of the curriculum. While options exist for some buildings at Kingsway to be redeveloped to address these issues, other parts of the Campus require to be replaced in their entirety.

The key parameters for the master plan as set out in the Strategy are as follows:

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

Work to tackle the backlog maintenance associated with each campus began in April 2018 and the College has received ‘ringfenced’ funding of £1.3m for the April 2018-March 2019 period and a further £1.1m for the April 2019-March 2020 period.

This funding has enabled the college to tackle some ‘big ticket’ backlog maintenance projects like replacing the Kingsway Tower windows, extensive mechanical and electrical infrastructure replacement and significant road and car park resurfacing projects across all 3 campuses.

It is expected that this type of ‘ringfenced’ funding to tackle the capital backlog maintenance projects across the whole college estate will continue for at least the next 3-4 years.

The master plan for the Kingsway Campus will be implemented by:

1. Following a hybrid model, with redevelopment of the Tower and a new build STEM centre
2. Progressing redevelopment of the Tower through a package of projects
3. Building the case for major funding for a new-build STEM centre

This Kingsway Tower Project Plan sets out initial thoughts on the second bullet point above. The intention is to build consensus for these initial thoughts and develop them into a comprehensive business case in order to secure external funding.

This Plan is structured as follows:

1. Two main sections on each of the main projects, which make up the Tower redevelopment, with a third section outlining our ambitions for the creation of a STEM centre.
2. Within each of these sections, there is a brief description of the work involved at each project stage.
3. These are followed by sources of funding and approvals, and consultation.

PROJECT A

Project A involves the creation of a new hair and beauty facility in the location currently occupied by the Kingsway library. This in turn will enable the library and learning hub to be relocated and the intention is to create a new facility on Level 2 of the tower block. Level 2 is currently occupied by a range of support services and they would be relocated to Level 6 which was the original location of the hair and beauty department.

This project would have 8 stages. These would be undertaken in the following order and could commence at any point in the year.

An outline of the works and other actions required at each stage is set out below.

1. Decant External Relations Team

Temporary relocation of the External Relations team. The temporary relocation would likely be for a period of around 9 months.

2. Move Library to space vacated by External Relations Team

As the existing library space is proposed to house the new Hair and Beauty department, a temporary library facility will be created in the existing External Relations facility on Level 2 of the tower block. The existing power and data infrastructure in this area is extensive and so capable of accommodating a high number of PCs and learning spaces for students. The temporary relocation would likely be for a period of around 9 months.

3. Carry out enabling works for new space in ex-Library

To facilitate the creation of the new Hair and Beauty learning space, enabling work will be required to strip the existing facility back to a shell. Prior to the commencement of the strip out a **Type 3 asbestos survey** will be carried out: A Type 3 survey is normally carried out prior to a building's demolition. This type of survey is similar to type 2, however all areas must be inspected if there is a risk of asbestos content. This could mean inspection in cavity walls, below floors or above ceilings if the surveyor believes that there is a risk of asbestos being present.

Another element of the enabling works will include the removal of existing mechanical and electrical infrastructure. The installation of new heating and hot and cold water supplies and the installation of replacement electrical sub-main cabling will also be included as part of the enabling works.

Depending on the outcome of the Asbestos Type 3 survey, the enabling works should take around 6 weeks to complete.

4. Create new space in ex-Library

The existing library space has the capacity to accommodate 2 floors which will be required to facilitate the curriculum needs of the Hair and Beauty department.

A feasibility survey has been carried to establish if the creation of a 2 storey facility is possible and it has been confirmed that it is.

Initial consultation has been conducted with the Hair and Beauty staff to develop an early vision of what the facility could look like along with establishing the footprint that is required to support and maintain the future curriculum demands. This vision has been translated in to initial draft drawings.

Next steps will involve wider consultation with students and staff to fully develop the vision for state of the art facilities. This consultation would begin as part of progressing to the full design stage.

The creation of this facility will require full planning and building warrant consent and so the assistance of the Professional services – Quantity Surveyors, M&E Consultants and Structural Engineers will be required to fully develop the plans for this project.

The projects should take 16-20 weeks to from to complete once the enabling works have been completed.

It should be noted that this project could be carried out during term time.

5. Move Hair & Beauty to ex-Library

On completion of the project Hair and Beauty would move in to the new facility which could be mid-term if necessary.

6. Carry out M&E and other works on Level 6

Once Hair and Beauty relocate to their new facility, work would commence on stripping the existing facilities on the 6th floor back to a shell. Once this is completed, work would begin on creating a suite of offices to house Finance, HR and ERG staff from level 2 of the tower block.

Prior to the commencement of the strip out a **Type 3 asbestos survey** will be carried out.

There will be a consultation with staff to fully develop the vision for the new office facilities.

All of the mechanical and electrical infrastructure on the floor will be replaced and depending on the timeline, the intention is for the majority of these works will be completed by the in-house team of electricians, heating engineer and plumber with some assistance from external contractors. This approach will ensure that costs to replace the mechanical and electrical infrastructure will be kept at a minimum. All other building works around construction, flooring, suspended ceilings and decoration will be carried out by external contractors.

The design and project management for the creation of the new office facilities will be provided by the in-house Estates management team which will again mitigate costs normally associated with architects, quantity surveyors and M&E consultants.

7. Move External Relations, Finance and People Team to Level 6

On completion of the new office suites on Level 6, staff from level 2 would move to their new accommodation. It would be our intention to use the majority of the existing office furniture from level 2 for the new offices on level 6.

8. Move Library to whole of Level 2

It is not envisaged that the layout of the existing level 2 will be change significantly for the creation of the new library and learning resources facilities. However, a consultation will be conducted with key staff and students to develop an early vision of what the facilities could look like and to establish whether the existing layout is fit for purpose.

The existing finance area provides a large open plan space with 2 rooms that could be used as break out spaces for staff and students. The existing HR space also provides a large open plan space with 2 breakout spaces for staff and students and the 2 ERG spaces provide very large flexible learning spaces. There is also a good sized space in A214 which is used currently as a meeting room and there are also 2 small offices. There are both male and female toilet facilities on this floor.

The main IT server for the tower is also located on this floor and this is also the location of IT technical support team. The intention is for this arrangement to be maintained, although there is an opportunity to create an IT help desk facility.

The main works associated with this project will involve minor structural changes, along with replacement flooring, decoration and lighting. New library furniture will be required although existing library furniture will also be used.

The following sections provide a description of the new spaces that could be created, and the commentary is provided by staff currently working in these areas.

Hair and Beauty

As a department we are certain that with a training centre that is recognisable at industry standard, appropriate and competitive we could prospect and attract several commercial enterprises. We believe that the regional industry would view us as a serious option for future training and inspirational centre.

If we have an environment that matches the “look and feel” of a modern work environment, we can attract and retain the right learners on the right training programmes. Potential learners should view the new training centre as a viable and appealing option where they will gain a valuable qualification. We will be able to create shorter learning journeys for many learners in the region, compared to industry, and subsequently be recognised by those entering the industry, as a centre of excellence.

This new training area will allow an opportunity for centralised distribution of resources, encourages a higher level of student responsibility concerning reception duties, care of visitors and makes integrated learning a much more viable prospect for practical teaching by all staff. By changing the current environment, the “traditional” learning and teaching methods can be developed in a more innovative way which will also address solutions to staffing pressures, economic challenges, resource budgeting and personal responsibility can be realised. An awareness and responsibility will be spread across the department regarding the modernisation of learning and teaching within these areas with long term benefits.

Beauty Salons

Salons proposed and designed for specific areas of specialisms with hidden storage for equipment with a different visual experience in each salon to reflect services.

Each salon would have 9 beds and 1 demo bed – 10 in total

1. Complementary suite (ITEC, massage, Indian Head)
2. Electrical suite
3. Nail and pedicure suite (level 1 and 2 units and with commercial opportunities)
4. General Purpose Beauty Therapy salons
5. Each bed space to have bespoke unit with small sink, storage and mood lighting with enough space to move around freely
6. Demo bed in each salon with camera/video facilities for recording demonstrations enhancing the digital strategy
7. Sound proofing for Beauty salons

Spa Facilities

1. Steam, sauna and Jacuzzi with wet walls,
2. Shower treatments, water/spa experience
3. Shower suite with showers off set from the Spa and Salons to capture multiple use
4. Relaxation room next to these areas above creating a commercial environment fit for purpose

Hairdressing Salon

Large open plan Hairdressing salon with glass frontage with smart storage with zoning for areas with a U shaped idea

1. Air-conditioning throughout
2. Lift for upper floor
3. Modern Reception and Retail area
4. Separate entrance for clients to enable out of college working hours and commercial opportunities
5. Laundry room with towel storage – where students can gain work experience
6. Storage rooms for stock and equipment
7. Cold storage system for products extending shelf life
8. ICT suites
9. Study pods
10. Lockers for all students with smart storage, using beauty bespoke stations with a lockable cupboard for coats and bags – then no need for taking up huge amount of locker space
11. Specialist cleaners for spa and service areas

Specialist Barbering Salon – As above, area glass frontage in populated area to generate clients and income

Separate Make-Up Suite – to accommodate state of the art facilities for Fashion Make-Up, Artistry, Theatre and Film

Photographic studio – to accommodate and complement all of the practical areas in the same environment which will enhance collaborative learning

Library and Learning Resources

Feedback from the Learner Survey consistently highlights the inadequate nature of the existing library space, with a particular focus on the lack of mixed use areas and the noise issues this causes.

Modern libraries need to be flexible and multi-zoned to suit the plethora of learning styles and tools. Therefore, having the opportunity to create a modern Learning and Digital Resources area will allow us to design a space to meet our students current and future needs through the creation of a positive, safe learning environment.

The area would be designed to include:

1. Individual Study Booths
2. Two ICT Group Study Rooms
3. A Learning Lab
4. A Learning Hub
5. A Fixed PC Zone
6. Groups Study Areas
7. Staff Office
8. Accessible Service Desk
9. ICT Help Desk

Careful consideration will also be given to the flow of the area, with it being designed so that the quiet study area would be located furthest from the service desk and access points. Lighting and smart furniture would also be used to help define spaces and create flexible working zones.

A key part of our Digital Strategy is to create a 'Robust, Flexible Digital Environment' where students are encouraged and supported to 'Bring Their Own Device'. Therefore, the space and furniture would include multiple data and power

Creating this space will also bring Kingsway campus into line with the facilities currently on offer at Gardyne and Arbroath campus, ensuring a consistency of service to all our students.

Level 6 Support Area

Activity Based Working – 6th Floor Development Kingsway

At Dundee and Angus, Activity Based Working (ABW) means creating the best circumstances for people to be able to perform to the best of their ability. To achieve this, bringing together the Estates, ICT and Organisational Development visions and goals to ensure an effective balance between culture, resources and environment is key.

ABW brings together the right place (culture and expectations) with the right resources (technology, software, materials) with the right environment (location, heat, light, connectivity etc.). The expected benefits of this approach are increased productivity and satisfaction and better collaboration, as well as maximised space utilisation.

An opportunity to pilot ABW principles is presented in the 6th floor development at Kingsway Campus. Research has been undertaken into best practice around ABW, with visits to colleges and universities in Sweden and the Netherlands, as well as through engagement with Veldhoen Company who are sector leaders in this area. The combined research suggests that simple and often inexpensive changes to the space utilisation planning process and subsequent layout can have a significant impact on both productivity and satisfaction.

By developing the 6th floor utilising examples from the good practice research, there is a genuine opportunity to create an environment which allows staff to work to full potential, in a supportive and functional environment that meets the needs of a wide range of occupiers. Working with the staff involved and drawing on real life examples, simple changes to the planning approach and layout should provide a full and thorough pilot of these principles and how they can be effective at D&A.

PROJECT B

Project B involves the creation of a new social space for students and staff and also the relocation and creation of a new Training Restaurant.

This project would have 3 stages. These would have to be carried out in the following order and the two main stages could only be carried out over the summer.

An outline of the works and other actions required at each stage is set out below.

10. Move Travel & Tourism (and decant Energise if required)

There is a plan to transform the areas currently occupied by the Travel and Tourism team and also Energise to create a new Training Restaurant. If alternative accommodation can be identified for T&T and Energise, work to create the new Training could commence quickly.

11. Move Training Restaurant to space vacated by Travel & Tourism and Energise

The existing Training Restaurant facilities are dated and uninspiring and the environment lacks the benefit of natural light.

The creation of a new Training Restaurant in the areas vacated by Travel & Tourism and Energise will provide a south facing outlook and the opportunity to create a modern and inspiring restaurant fit for the 21st century.

There will be a consultation with students and staff to fully develop the vision for the new restaurant facilities, and this should be extended to the existing clientele who regularly use the restaurant facilities.

The work to create the new restaurant will involve a complete stripping out of existing facilities – there would be no requirement to carry out a Type 3 Asbestos survey as these areas have undergone modernisation not that long ago and this would have been previously done.

The main works associated with this project will involve structural changes, along with replacement mechanical and electrical infrastructure, creation of a bar, general construction, flooring, decoration. New restaurant furniture will be required throughout.

These works should take around 8 weeks to complete.

12. Create student social space

The creation of a new student social space is a significant project that can only be carried out during non-term time and given the area that is to be developed, it would be a real challenge to complete it all in a single phase.

Initial steps will involve consultation with students and staff to fully develop the vision for the new social space.

The creation of this facility will require full planning and building warrant consent and so the assistance of the Professional services – Architects, Quantity Surveyors, M&E Consultants and Structural Engineers will be required to fully develop the plans for this project. Students and staff will be heavily involved in the design process.

The new social space will comprise of the areas around the main reception into the upper Dine@ facility and conservatory space along with the 2 lower Dine@ seating spaces, existing training restaurant and KC Café Bar. The intention is to completely open up all of these spaces ensuring as much natural light as possible is captured to replicate the atrium space we already have at Gardyne.

The work to create the new social space will involve a complete stripping out of existing facilities – there would be no requirement to carry out a Type 3 Asbestos survey as these areas have undergone modernisation not that long ago and this would have been previously done.

The main works associated with this project will involve significant structural changes, along with replacement mechanical and electrical infrastructure, general construction work, flooring, decoration. New social space furniture will be required throughout.

As already stated, transforming such a big area during non-term time in the summer will be extremely challenging, but that will be established once the planning process has been completed.

SOURCES OF FUNDING AND APPROVALS

The total indicative costs are £7.087m, which is based on high level estimates from our retained quantity surveyors, Christies, and includes construction costs, professional fees (10%), project risk (10%) and VAT (20%). These costs are detailed in the tables below.

The estimates for construction costs are regarded as generous and therefore it is estimated that the project could be delivered for a value closer to £6.5m inclusive of VAT and fees.

Project A

Description	Quantity	UOM	Rate	Sub-total	Total
Level 2 - Temporary Library	177	m2	250	44,250	44,250
Level 2 Conversion - South (Minimal M&E)	231	m2	600	138,600	138,600
Level 2 Conversion North (Minimal M&E)	176	m2	600	105,600	105,600
Level 6 Conversion (Full Electrical and Partial Mechanical)	708	m2	1,000	708,000	708,000
Library Redevelopment (Full M&E)	1,146	m2	1,300	1,489,800	1,489,800
New Upper Floor	400	m2	250	100,000	100,000
				Total	2,586,250

Project B

Description	Quantity	UOM	Rate	Sub-total	Total
Creation of Social Space - Ground Floor (Full M&E)	1,266	m2	1,300.00	1,645,800	1,645,800
Restaurant Relocation (Full M&E)	169	m2	1,150.00	194,350	194,350
				Total	1,840,150

Professional & Associated Fees - Allow 10%	442,640
Fittings and Furnishings	500,000
Project Risk – Allow 10%	536,904
Total	1,479,544

Total for Project A	2,586,250
Total for Project B	1,840,150
Fees, Fittings and Risk	1,479,544
Total	5,905,944
VAT @ 20%	1,181,188
Total for Building including VAT	7,087,132

A significant part of the Mechanical & Electrical infrastructure could also be captured under the SFC Backlog Maintenance budget to the tune of around £500k which would further reduce the overall funding required to complete both projects.

CONSULTATION

The intention would be to involve learners and staff in co-creation of the design for each of the new spaces. They would also be consulted fully on the timing and logistics of the various moves.

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER J

Financial Forecast Return

BOARD OF MANAGEMENT



Tuesday 24 September 2019

Financial Forecast Return (FFR)

Paper for approval

1. Introduction

This report and appendix provides the medium-term (to 2023/24) financial forecast information for submission to the Scottish Funding Council.

2. Recommendations

Members are asked to discuss and approve the Financial Forecast Return for submission to the Scottish Funding Council.

3. Background

Members will recall the Audit Scotland report published in June 2019, based on 2017/18 accounts, advised that Colleges should agree and submit financial plans with mitigating actions to ensure future financial sustainability. SFC use the FFR as part of their financial health monitoring framework to support these Audit Scotland recommendations.

The September Finance & Property Committee received a briefing on the requirements of the FFR. Although the briefing has not been replicated, the key factors that have a significant beneficial or detrimental impact on our financial sustainability are highlighted here.

- No funding for inflation – annual efficiency savings of 3% are expected to continue. 3% efficiency equates to £868K in 2019/20.
Inflation is currently running in the region of 2% and therefore to achieve 3% efficiencies is increasingly challenging.
- Current Public Sector Pay Policy should be assumed beyond current pay deals;
 - 3% increase for staff earning less than £36,500
 - 2% for staff earning over £36,500The cost of these pay increases equates to £668K in 2019/20
- Teaching grant to be assumed at
 - 2019/20 - £28,947,218
 - 2020/21 - “
 - 2021/22 - “
 - 2022/23 - £28,296,485 (reduction of £650,733 - 2.24%)
 - 2023/24 - “
- Credit target to be assumed at
 - 2019/20 – 107,735
 - 2020/21 - “
 - 2021/22 - “

- 2022/23 - 104,385 (reduction of 3,350 – 3.1%)
- 2023/24 - “
- Colleges are encouraged to consider an activity and cost reduction to match funding.
Without additional funding secured to replace ESF funding in 2022/23 and with discretionary expenditure being a reducing proportion of overall budget, to achieve meaningful activity and cost reductions would require the ability to reduce delivery of learning and teaching and associated costs. Current national policies will make this especially challenging to deliver.
- Capital & Maintenance funding is to be assumed at 19/20 levels (£1,646K) throughout.
Capital & Maintenance funding has fluctuated over the last few years;
 - 2016/17 - £1,574,433
 - 2017/18 - £1,280,198
 - 2018/19 - £2,009,162
- Full funding for additional Scottish Teachers Pension Scheme contributions should be assumed. This is a significant upside as the increase in pension contribution equates to £760K per annum.

4. FFR Commentary

The FFR guidance advises of the broad content of the supporting commentary. For the purposes of this paper it seemed appropriate to aim to satisfy the requirements of the FFR guidance alongside providing the Board with the necessary information to scrutinise the financial plans and the mitigating actions to aim to ensure the College's long-term financial sustainability. The FFR guidance advises of the following key headings as they relate to College finances, which will be followed in the same order in the proceeding content;

- Context
 - Strategic Plan
 - Human Resources
 - Estates Strategy
- Review of Financial performance
- SFC Recurrent Grant
- Changes in Income
- Commercial income
- Changes in staff & non-staff costs
- Cash budget for priorities
- Operating Cash position
- Risk

5. Context

Although already well understood it is worth highlighting that the Further Education sector makes a significant and invaluable contribution to Scottish Government priorities and the Scottish economy. Within the context of the National Performance Framework, Colleges contribute to 9 of the 11 National Outcomes;



Dundee and Angus College is widely acknowledged as a very successful College. Learner retention and attainment levels for the College have been significantly above the sector average for both FE and HE programmes on a consistent basis. The College employs just over 1,000 staff and provides education and training to c. 5,500 full-time and c.15,500 part-time students.

Seventeen percent of learners within the College (30% in Dundee campuses) come from the 10% most deprived postcode areas in Scotland and successful outcomes for these learners are consistently above sector averages. A high proportion of Arbroath campus enrolments are from rural postcode areas.

The College delivers an extensive programme of school link activity and support for activity under the Developing the Young Workforce initiative.

The College delivers a range of further and higher education programmes between SCQF levels 1 to 10. The College aligns the curriculum to the local and regional economy.

Current and future regional developments include:

- The growth of the construction, retail, hospitality and tourism economy stimulated by the Tay waterfront regeneration as highlighted by the tourism success of the V&A museum
- The growth in renewable energy and decommissioning developments in the off shore coastal waters
- The demand for skilled workers within the health and care industries, particularly around the growth in supporting the expansion of the early learning and childcare programme
- Local developments in food and drink and life sciences
- The continued demand for digital industries, with a particular focus on cyber security and data analytics
- The College is a major player in a number of developing themes making up the Tay cities deal currently being negotiated with the Holyrood and Westminster governments. The specific areas of interest for the College are in advanced manufacturing and clean energy, biotech skills and engineering.
- Being a key partner in the redevelopment of the Michelin site, which will be decommissioned in 2019/20 and transform into a centre of excellence with a focus on sustainable transport and low carbon energy.
- Piloting important initiatives to break the long-term cycle disadvantaged young people can face through the Scottish Government's Child Poverty Fund.
- Mitigating the impacts of the climate emergency through our estates developments and new innovative curriculum offers.

On a daily basis, the College works with a range of strategic partners including the local authorities, the NHS, Scottish Enterprise, Skills Development Scotland, the chamber of commerce, local and national businesses, community and employers' associations, local Universities and other colleges. The College is a key partner with the local Community Planning partnerships and has staff at all levels involved in various committees and working groups.

6. Staff Engagement

As a result of a number of national and local developments and changes, 2018/19 was a challenging year for the College. The impact from the academic staff National Bargaining dispute in terms of strike days and the boycott on resulting have been evident, as are the challenges that a dispute of this type brings in terms of local industrial and staff relationships. The national Job Evaluation exercise for support staff has been a complex and challenging process for many staff and, following on from the academic staff national bargaining, understandably sets high expectations for the outcome of this national process.

The College also embarked upon an ambitious programme that reconfigured the whole of our promoted academic structure. This restructure process is now almost complete and a significant continuing professional development programme is now underway.

The College also secured funding from the Dundee and Angus Foundation for the Good to Great Transformation project. This project work is being progressed through a series of major themes as detailed below, with each theme built up from a range of projects and activities focussed on modernising our curriculum and enhancing the operation and services of the College. Amongst many excellent individual projects, the Good to Great work has supported the reconfiguration of the administration team and student onboarding processes to enhance the learners' journey into and through College.

The Good to Great transformation project had five core themes with a number of projects embedded within each theme.

Recruitment	Retention	Digital	Learning & Teaching	Customer Experience
<ul style="list-style-type: none"> • Enhanced Induction Process • D&A Pledge • Onboarding System • Streamlined Recruitment Process 	<ul style="list-style-type: none"> • Escape Rooms • Wellbeing Project • Government Retention Project 	<ul style="list-style-type: none"> • Digital Strategy • D&A Baseline • Data Project • MyLearning Changes • Digital Upskilling 	<ul style="list-style-type: none"> • Curriculum Portfolio Review • Future Talent Initiative • Career Coach • Student Led Excellent L&T 	<ul style="list-style-type: none"> • College Website • SA / SU Website • Good to Great Student Ambassadors • Stakeholder Advisory Boards

Despite on-going challenges and change we are optimistic that, as a group of dedicated staff, we can confidently achieve our ambitions to remain at the forefront of the sector whilst maximising best use of our resources.

The College has adopted a clear People Strategy, supported by a detailed workforce planning framework that sets out the direction we wish to develop for all of our staff. Over the next few years we will progress this strategy and will continue to realise the benefits of the Good to Great Transformation project and the revised promoted academic structure. As a College, we will continue to use data analytics to help us understand the marketplace and the local economy, as well as the interventions we require at critical points in our students' journeys, which will in turn will support efficiency of delivery.

7. Estates & Digital Strategy

Dundee and Angus College generates c£40M of income, of which c£30M is spent on staff costs. The next biggest expense is the investment required to maintain our estate and ICT/Digital infrastructure.

The College has been supported over the last few years by high priority backlog maintenance and lifecycle maintenance funds from SFC to maintain our three campuses; Arbroath, Gardyne and Kingsway. As members can see from paragraph 3. above, the level of funding is changeable. Until very recently there was also significant uncertainty of any major capital funding being available to the Further Education sector. The recent announcement of the potential availability of the Mutual Investment Model for the development of a STEM centre on our Kingsway Campus offers a significant boost to

addressing not only a new STEM centre but strategically using the priority backlog/lifecycle maintenance monies alongside a bid to the Dundee and Angus Foundation to address the not-fit-for-purpose Kingsway Tower. All of these proposed developments align with the Estates Strategy that the Board approved in March 2019.

The Outline Business Case presented to the SFC in 2016 described a hybrid model that our plans will now focus on bringing to fruition. We will target the new development STEM centre by developing an outline business case to be presented to the SFC in 2020. At the same time, we will develop a detailed design for the refurbishment of the Kingsway Tower with the expectation that we will apply to Dundee and Angus Foundation to support this development as well as strategically maximising the SFC capital maintenance funds available. We do not envisage that we will be able to complete all the necessary refurbishment of the Kingsway Tower to future-proof the curriculum and meet the needs of learners from the funds available so we will stage the works. It is envisaged that the SFC will, at some point, be able to attract capital funding to support the development of a 21st century Further Education sector estate where new build capital investment under the Mutual Investment Model is not an option. It is anticipated that with the College addressing the first stages of the Kingsway Tower redevelopment, the SFC will look favourably on supporting the College to complete this development.

As we are at the planning stage of the proposed Kingsway Campus developments the FFR does not currently include any forecasting for any additional capital funds.

In regards to ICT, as part of the College's Digital Strategy there are three key focuses, a digital environment, a digital community and a digital curriculum. The College is ambitious for its plans for its use of technology to ensure our learners and staff have a cyber resilient infrastructure and the best possible experience, however, with on-going advancements in technology, significant longer-term investment is needed to ensure these ambitions can be realised.

8. Review of Performance

As you will see from the surplus/(deficit) for the year there was a significant improvement in the outturn between

2017/18	(£1,976K)	and
2018/19	£82K	

The notable variances between the outturn in 2018/19 and 2017/18 result from:

- Increase in Skills Development Scotland income primarily associated with Foundation and Modern Apprenticeships
- Increase in Public Sector Contracts
- Significant reduction in staff costs, associated with savings as a result of the Voluntary Severance Scheme and reduced Part Time Variable salary costs
- Increase in SFC Credit income from additional teaching credits

The FFR guidance requests that there is an analysis between what was forecast in the FFR in September 2018 compared to the forecast that is being submitted in September 2019 for 2018/19.

Statement of Comprehensive income and expenditure	2018/19	
	Forecast in September 2018	Forecast In September 2019
£000s		
INCOME		
Tuition fees and education contracts	5,217	5,558
Funding council grants	31,754	32,255
Revenue grants from Arms Length Foundation	669	454
Deferred capital grant release (SFC and non-SFC Government)	2,703	2,702
Other income	2,797	3,251
Investment income	2	8
Total income	43,142	44,228
EXPENDITURE		
Staff costs	29,191	28,192
Staff costs - exceptional restructuring costs	0	219
Other operating expenses	9,705	10,115
Depreciation	4,382	5,438
Interest and other finance costs	182	182
Total expenditure	43,460	44,146
SURPLUS/(DEFICIT)	(318)	82

The notable variances between what was forecast in September 2018 and forecast now includes:

- Greater staff costs savings than were predicted as a result of Voluntary Severance Scheme and reducing Part Time Variable salary costs
- Higher levels of Skills Development Scotland and Other Public Sector Contracts than were predicted
- Funding support for Reducing Child Poverty and Period Poverty
- SFC Credit income from additional teaching credits not initially predicted

9. SFC Recurrent Grant

The College has assumed that recurrent grant will be that stipulated in SFC/AN/10/2019, as highlighted in paragraph 3. above.

For the purposes of this FFR the College has assumed full funding for the additional costs of the Scottish Teachers Superannuation Scheme for the whole planning period. The value of this being fully funded cannot be underestimated in achieving the College's future financial sustainability. The cost of this increase in 2019/20 (11 months) is £700K.

10. Changes in Income

We have made the following assumptions in terms of the growth, (or reductions), on the 2019/20 baseline figure over the next 5 years:

Income Stream	2019/20	2020/21	2021/22	2022/23	2023/24
£000s	Baseline				
SFC Teaching Funding	27,789	-	-	508	508
ESF Teaching Funding	1,158	-	-	(1,158)	(1,158)

Other SFC Grants ¹	3,450	(103)	(348)	(333)	(317)
Tuition Fees ²	3,543	190	390	600	823
Education Contracts ³	1,585	98	203	314	432
Non-core Income ⁴	1,314	-	-	-	-
Commercial ⁵	nil	100	200	300	300
Catering/Other	1,807	-	-	-	-

The new senior academic restructure, alongside the appointment of Sector Development Leads is expected to reshape the Curriculum in response to market demands and skills shortages and to drive part-time, short courses, commercial courses and workforce development delivery.

The net change in the Teaching Funding (£650K) will result in a reduction in 190 FTE students in 2022 and beyond, with a consequent impact on staffing of c. 12 FTE staff. The parts of the curriculum these reductions will be targeted will form part of the Curriculum review process.

11. Commercial Income

A review of Commercial income is underway and, as referred to above, will maximise the benefits of the academic restructure and the appointment of the Sector Development Leads to work with the Business Development staff to focus on key markets, products, margins, cross selling and upselling. The College already has an excellent reputation working with employers on delivering apprenticeships, sponsorship/placement of students, upskilling their workforce using the Flexible Workforce Development Funds.

There are projects in the Tay Cities Deal that will look to encourage commercial relationships with SME's around upskilling and retraining of the workforce over the next five years. The College is also working with the new Michelin Innovation Park to set up a Skills centre on the site to upskill companies in low carbon energy, advanced manufacturing and industry 4.0. The college will be a key training partner in this initiative.

There is a complex balance to sell profit generating courses and services in an environment where the same employer receives what they may regard as "free" training/education or where businesses are supporting the College to deliver on other national priorities.

The "profit" will be marginal until such time as the College grows the volume market for the high margin products; such as is the aspiration for the Service Design portfolio.

12. Changes in Staff & Non-Staff Costs

¹ Assumes no Reducing Child Poverty Project income (and associated costs) after 2020/21.

Assumes Capital & Maintenance funding will continue at £1,646K each year, fully funded Pension increases, continuation of the Flexible Workforce Development and the Period Poverty funds.

² Assumes 1.5% price and 5% volume increases year on year in Higher Education fees and franchising, Part Time fees and short courses.

³ Assumes 1.5% price and 5% volume increases year on year in Managing Agent contracts, Modern and Foundation Apprenticeships and work-based learning.

⁴ Assumes continuation of Developing the Young Workforce, ERASMUS, Interreg with associated costs

⁵ The College has successfully developed the Service Design Academy and a high quality portfolio of courses. The expectation is that this portfolio will deliver a new profit stream.

Changes in staff costs have been modelled based on Public Sector Pay Policy. The table below shows the cost of the pay increases from the 2019/20 baseline.

Cost of Pay Award £000s	2019/20 Baseline	2020/21	2021/22	2022/23	2023/24
Staff Salary Cost	30,589	668	1,383	2,085	2,804

The College's strategy will be to continue to encourage staffing savings through the voluntary severance scheme where this matches up with our People Strategy and workforce planning objectives. Based on the reduction in credits in 2022/23 we have assumed a corresponding reduction of c.12 FTE teaching staff.

The FFR includes the assumption that the impact of Support Staff Job Evaluation exercise, when finalised, is fully funded from September 2018. The cost to the College is currently assumed to be £676K per annum.

The FFR assumes that there will be no further changes to increases in pension contributions although the next valuation of the Tayside Local Government Pension Fund in March 2020 may result in an increase from 17%, currently projected at 21.5%. This increase would cost £450K per annum.

The FFR assumes that the College will absorb the cost of inflation currently at 2% on non-pay expenditure. This will continue to be challenging when taken alongside the expectation of 3% efficiency savings. Procurement good practice will continue to be embedded to maximise opportunities for Best Value.

13. Cash Budget for Priorities

The College will continue to use the "ring-fenced" cash budget for the ongoing costs associated with the 2015-16 pay award, unfunded additional pension and National Insurance contributions, voluntary severance and capital loan repayments.

14. Operating Cash Position

As with previous years, the cash position is largely driven by the operating position, which is subject to considerable volatility. The College financial strategy is to generate sufficient cash-backed surpluses to meet the annual capital repayment of our long-term loan.

£000s	2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	Forecast 2023-24
Opening cash	1,172	2,149	1,886	1,814	1,316	573
Net cash flow/(outflow)	2,544	224	389	(37)	(283)	(627)
Loan repayment	(1,567)	(486)	(461)	(461)	(461)	(461)
Closing cash	2,149	1,886	1,814	1,316	573	(515)

As can be seen from the forecast, even allowing for the reductions in staffing and other income and costs measures outlined above the College is forecast to run out of cash in 2024. Mitigating the risk of this will include rationalisation of provision, further reductions in discretionary and non-discretionary spending, and the pursuit of new income streams.

15. Risk

Our Strategic Risk Register highlights specific financial risks, which are aligned as shown in the FFR risk table. The Board and its respective committees monitor risks and the progress of mitigating actions at every meeting. We will continue to manage our financial and other risks accordingly.

16. Conclusion

Notwithstanding the Board and the Executive's absolute commitment to ensuring the financial sustainability of the College, this will only be achievable in the long term where national policies and funding methodologies are supportive of the challenging decisions that will be necessary to ensure we continue to be a successful College for the benefit of our learners and supporting National Outcomes.

Authors: Brian Ferguson, Head of Finance
Rhonda Bissett, Senior Management Accountant

Executive Sponsor: Jaki Carnegie, Vice Principal – Corporate Services

Appendix 1: FFR Return

Financial Forecast Return 2019

College/Region

Contact

Telephone

Email:

DECLARATION: The attached worksheets represent the financial forecasts for the College/Region. They reflect a financial statement of our academic and physical plans from 2018-19 to 2023-24. Adequate explanations have been provided where requested on the return. The worksheets and their underpinning assumptions have been reviewed and approved by the Board of Management in accordance with their agreed practices. In preparing this financial forecast the College/Region has fully considered the financial implications of all aspects of its strategy and has properly reflected these in the forecast.

Signed:
Principal/Chief Executive Officer

Date:

KEY RISKS

Please use the boxes below to provide a commentary on material risks to income and expenditure as identified in the Risk Register. Where possible these risks should be quantified.

Changes in SFC Funding Methodology and Allocation, resulting in reduction in funding.

Failure to achieve institutional stability.

National outcomes on salaries and conditions of service outstrip ability to pay (National Pay Bargaining, pension contribution increases, Support Staff job evaluation process, permanisation, no compulsory redundancy policy, maximum contact hours)

Financial Fraud

Independent ALF may withhold funding necessary to achieve key college objectives.

SFC Funding methodology does not recognise the requirement for continued priority backlog maintenance support and capital funding requirements to maintain a fit-for-purpose estate and a cyber resilient ICT infrastructure.

The College runs out of cash to continue operating

Please use the boxes below to describe the actions planned by the College to address/mitigate the identified risks.

Modelling of new funding methodologies and allocations.
Amendment of strategic or operational directions/plans.
Identify opportunities to influence and negotiate at a National level
Propose changes to national policies to enable the College to respond to reductions in funding.

Robust budget setting and monitoring.
Realistic financial strategies and regular dialogue with SFC to protect future funding.

Effective deployment of staffing resource and management of staffing expenditure
Continued lobbying for increases to teaching grant to secure funding for public sector pay policy, pension increases, and costs associated with other nationally agreed outcomes.
Influence within Employers Association and participation to influence national negotiations.

Strong financial procedures and effective internal audit.
Effective Whistleblowing arrangements.
Oversight by Audit & Risk Committee.

Appropriate bid arrangements and constructive engagement with ALF Trustees.

Identify opportunities to influence and negotiate at a National level
Supported by SFC take advantage of any Mutual Investment Model, strategic, innovation and any other funding opportunities

Make a bid to Dundee and Angus Foundation,
Remove all discretionary expenditure
Reduce non-discretionary expenditure by closing sites, removing activity such as training and development, supplies for the curriculum, removing most expensive curriculum and associated costs

Pension Assumptions Employer Contributions	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24
	£000	£000	£000	£000	£000	Details of Methodology and Valuation	Details of Methodology and Valuation	Details of Methodology and Valuation	Details of Methodology and Valuation	Details of Methodology and Valuation
STSS	2,919	2,969	3,021	2,965	3,022	September 2019 increase to 23% is unchanged throughout this FFR				
LGPS	1,591	1,641	1,681	1,727	1,775	Tayside Pension Fund - employer contribution of 17% assumed unchanged throughout. The next valuation at March 2020 will establish the rate for April 21 to March 24, currently projected at 21.5%.				
Other pension schemes - please state which scheme										
Other pension schemes - please state which scheme										
Total	4,509.84	4,610.20	4,702.23	4,692.31	4,796.89					

	Actual 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	Forecast 2023-24	2017-18 - 2018-19	2018-19 - 2019-20	2019-20 - 2020-21	2020-21 - 2021-22	2021-22 - 2022-23	2022-23 - 2023-24	Explanation for variance
	£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%	
Statement of Comprehensive income and expenditure (Consolidated)														
INCOME														
Tuition fees and education contracts	5,467	5,558	5,128	5,416	5,721	6,043	6,383	1.7%	-7.7%	5.6%	5.6%	5.6%	5.6%	Fall in HE in 19/20 permanent. 5% growth+1.5% price then assumed, exc. HE F-T
Funding council/RSB grants	29,378	32,255	33,663	33,560	33,316	32,680	32,696	9.8%	4.4%	-0.3%	-0.7%	-1.9%	0.0%	Child Poverty grant drops out in 21/22, ahead of Teaching grant reduction in 22/23
Research grants and contracts	0	0	0	0	0	0	0							
Revenue grants from Arms Length Foundation	140	454	251	0	0	0	0	224.3%	-44.7%	-100.0%				Nothing assumed beyond current 'Good to Great' transformational funding
Capital grants from Arms Length Foundation	0	0	0	0	0	0	0							Capital bid yet to be made to fund partial redevelopment of Kingsway campus
Other non-government capital grants	0	0	0	0	0	0	0							
Deferred capital grant release (SFC/RSB and non-SFC Government)	2,795	2,702	2,694	2,694	2,694	2,694	2,694	-3.3%	-0.3%	0.0%	0.0%	0.0%	0.0%	
Other income	3,278	3,251	3,122	3,222	3,322	3,422	3,422	-0.8%	-4.0%	3.2%	3.1%	3.0%	0.0%	Commercial income strategy assumed to produce significant growth from 20/21
Investment income	3	8	2	2	2	2	2	166.7%	-75.0%	0.0%	0.0%	0.0%	0.0%	
Total income before donations and endowments	41,061	44,228	44,860	44,894	45,055	44,841	45,197	7.7%	1.4%	0.1%	0.4%	-0.5%	0.8%	
Donations and endowments	0	0	0	0	0	0	0							
Total income	41,061	44,228	44,860	44,894	45,055	44,841	45,197	7.7%	1.4%	0.1%	0.4%	-0.5%	0.8%	
EXPENDITURE														
Staff costs	29,030	28,192	30,589	31,284	31,947	31,999	32,719	-2.9%	8.5%	2.3%	2.1%	0.2%	2.3%	18/19 savings reversed by harmonisation and pension. Activity reduction for 22/23
Staff costs - exceptional restructuring costs	390	219	0	0	0	0	0	-43.8%	-100.0%					No allowance made meantime for potential costs of staffing reduction.
Exceptional costs - non-staff	0	0	0	0	0	0	0							
Other operating expenses	9,338	10,115	10,204	10,020	9,963	9,963	9,963	8.3%	0.9%	-1.8%	-0.6%	0.0%	0.0%	Activity adjustments only, with efficiencies offsetting inflation.
Donation to Arms Length Foundation	0	0	0	0	0	0	0							
Depreciation	3,545	5,438	5,426	5,426	5,426	5,426	5,426	53.4%	-0.2%	0.0%	0.0%	0.0%	0.0%	
Interest and other finance costs	734	182	164	144	124	104	84	-75.2%	-9.9%	-12.2%	-13.9%	-16.1%	-19.2%	
Total expenditure	43,037	44,146	46,383	46,874	47,460	47,492	48,192	2.6%	5.1%	1.1%	1.3%	0.1%	1.5%	
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	(1,976)	82	(1,523)	(1,980)	(2,405)	(2,651)	(2,995)	-104.1%	-1957.3%	30.0%	21.5%	10.2%	13.0%	
Gain/(loss) on disposal of fixed assets	0	0	0	0	0	0	0							
Gain/(loss) on investments	0	0	0	0	0	0	0							
Share of operating surplus/(deficit) in joint venture(s)	0	0	0	0	0	0	0							
Share of operating surplus/(deficit) in associate(s)	0	0	0	0	0	0	0							
Surplus/(deficit) before tax	(1,976)	82	(1,523)	(1,980)	(2,405)	(2,651)	(2,995)	-104.1%	-1957.3%	30.0%	21.5%	10.2%	13.0%	
Other taxation	0	0	0	0	0	0	0							
Surplus/(deficit) for the year	(1,976)	82	(1,523)	(1,980)	(2,405)	(2,651)	(2,995)	-104.1%	-1957.3%	30.0%	21.5%	10.2%	13.0%	
Unrealised surplus on revaluation of land and buildings	0	0	0	0	0	0	0							
Actuarial (loss)/gain in respect of pension schemes	0	0	0	0	0	0	0							
Other comprehensive income	0	0	0	0	0	0	0							
Total comprehensive income for the year	(1,976)	82	(1,523)	(1,980)	(2,405)	(2,651)	(2,995)	-104.1%	-1957.3%	30.0%	21.5%	10.2%	13.0%	

ADJUSTED OPERATING RESULT	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000	2017-18 - 2018-19 %	2018-19 - 2020-21 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	2022-23 - 2023-24 %
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	(1,976)	82	(1,523)	(1,980)	(2,405)	(2,651)	(2,995)						
Add:													
Total depreciation (Government-funded, privately funded and NPD-funded assets) net of deferred capital grant release (<i>incorporated colleges only</i>)	750	2,736	2,732	2,732	2,732	2,732	2,732	264.8%	-0.1%	0.0%	0.0%	0.0%	0.0%
Exceptional non-restructuring items (e.g. impairment costs)	0	0	0	0	0	0	0						
Donation to Arms-Length Foundation (incorporated colleges only)	0	0	0	0	0	0	0						
Non-cash pension adjustment - net service cost	855	0	0	0	0	0	0	-100.0%					
Non-cash pension adjustment - ERP	534	0	0	0	0	0	0	-100.0%					
Non-cash pension adjustment - net interest costs	535	0	0	0	0	0	0						
Deduct:													
Non-Government capital grants (e.g. ALF capital grant)	0	0	0	0	0	0	0						
Exceptional income (if disclosed as exceptional in accounts)	0	0	0	0	0	0	0						
CBP allocated to loan repayments and other capital items (<i>incorporated colleges only</i>)	571	1,567	486	461	461	461	461	174.4%	-69.0%	-5.1%	0.0%	0.0%	0.0%
NPD payments to reduce NPD balance sheet debt	0	0	0	0	0	0	0						
Adjusted operating result	127	1,251	723	291	(134)	(380)	(724)	885.0%	-42.2%	-59.8%	-146.0%	183.6%	90.5%
Cash budget for priorities (<i>incorporated colleges</i>):													
Revenue priorities													
Student support funding	0	0	0	0	0	0	0						
2015-16 pay award	473	473	473	473	473	473	473						
Voluntary severance	0	219	0	0	0	0	0						
Estates costs	0	0	0	0	0	0	0						
Other - Additional unfunded costs including pension & NI increases, in addition to annual loan interest	11	0	96	121	121	121	121						
Total impact on operating position	484	692	569	594	594	594	594						
Capital priorities													
Loan repayments	571	1,567	486	461	461	461	461						
NPD / PFI repayments	0	0	0	0	0	0	0						
Estates costs	0	0	0	0	0	0	0						
Provisions pre 1 April 2014	0	0	0	0	0	0	0						
Total capital	571	1,567	486	461	461	461	461						
Total cash budget for priorities spend	1,055	2,259	1,055	1,055	1,055	1,055	1,055						

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	2022-23 - 2023-24 %
Staff costs													
Salaries	22,071	22,662	23,896	24,442	24,969	25,031	25,595	2.7%	5.4%	2.3%	2.2%	0.2%	2.3%
Social Security costs	2,067	2,057	2,183	2,232	2,276	2,276	2,327	-0.5%	6.1%	2.2%	2.0%	0.0%	2.2%
Other pension costs	3,503	3,473	4,510	4,610	4,702	4,692	4,797	-0.9%	29.9%	2.2%	2.0%	-0.2%	2.2%
FRS 102 pensions adjustments	1,389							-100.0%					
Total	29,030	28,192	30,589	31,284	31,947	31,999	32,719	-2.9%	8.5%	2.3%	2.1%	0.2%	2.3%

	Actual 2017-18 £000
FRS 102 pensions adjustments	
Non-cash pension adjustments - net service cost	855
Non-cash pension adjustments - early retirement provision	534
Total staff costs adjustments	1,389
Non-cash pension adjustments - net interest cost	535

Balance Sheet		Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	2017-18 -	2018-19 -	2019-20 -	2020-21-	2021-22 -	2022-23 -
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
		£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%
Non-current assets	a) Intangible assets	0	0	0	0	0	0	0	-34.8%					
	b) Fixed assets	80,165	74,727	69,393	63,967	58,541	53,115	47,689	-6.8%	-7.1%	-7.8%	-8.5%	-9.3%	-10.2%
	c) Investments	0	0	0	0	0	0	0						
Total non-current assets		80,165	74,727	69,393	63,967	58,541	53,115	47,689	-6.8%	-7.1%	-7.8%	-8.5%	-9.3%	-10.2%
Current assets	a) Stock	15	19	19	19	19	19	19	28.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	b) Debtors	2,436	3,076	2,941	2,905	2,869	2,833	2,797	26.3%	-4.4%	-1.2%	-1.2%	-1.3%	-1.3%
	c) Investments	0	0	0	0	0	0	0						
	d) Cash and cash equivalents	1,172	2,150	1,887	1,814	1,316	572	-516	83.4%	-12.2%	-3.9%	-27.5%	-56.6%	-190.3%
	e) Other (e.g. assets for resale)	0	0	0	0	0	0	0						
Total current assets		3,623	5,245	4,847	4,738	4,204	3,424	2,300	44.8%	-7.6%	-2.2%	-11.3%	-18.6%	-32.8%
Creditors: amounts falling due within one year	a) Bank loans and external borrowing	567	486	461	461	461	461	461	-14.3%	-5.1%	0.0%	0.0%	0.0%	0.0%
	b) Bank overdrafts	0	0	0	0	0	0	0						
	c) Lennartz creditor	0	0	0	0	0	0	0						
	d) Obligations under finance leases and service concessions	0	0	0	0	0	0	0						
	e) Payments received in advance	633	864	864	864	864	864	864	36.5%	0.0%	0.0%	0.0%	0.0%	0.0%
	f) Amounts owed to Funding Council	222	717	0	0	0	0	0	223.0%	-100.0%				
	g) Obligations under PFI/NPD	0	0	0	0	0	0	0						
	h) Deferred capital grant	2,703	2,694	2,694	2,694	2,694	2,694	2,694						
	i) Other creditors and accruals	2,207	2,248	2,248	2,248	2,248	2,248	2,248	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Total creditors < 1 year		6,332	7,009	6,267	6,267	6,267	6,267	6,267	10.7%	-10.6%	0.0%	0.0%	0.0%	0.0%
Share of net assets/(liabilities) in associate		0	0	0	0	0	0	0						
NET CURRENT ASSETS/LIABILITIES		(2,709)	(1,764)	(1,420)	(1,529)	(2,063)	(2,843)	(3,967)	-34.9%	-19.5%	7.7%	34.9%	37.8%	39.5%
TOTAL ASSETS LESS CURRENT LIABILITIES		77,456	72,963	67,973	62,438	56,478	50,272	43,722	-5.8%	-6.8%	-8.1%	-9.5%	-11.0%	-13.0%
Creditors: amounts falling due after more than one year	a) Local authority loans	0	0	0	0	0	0	0						
	b) Bank loans and external borrowing	5,114	3,628	3,167	2,706	2,245	1,784	1,323	-29.1%	-12.7%	-14.6%	-17.0%	-20.5%	-25.8%
	c) Lennartz creditor	0	0	0	0	0	0	0						
	d) Finance leases and service concessions	0	0	0	0	0	0	0						
	e) Obligations under PFI/NPD	0	0	0	0	0	0	0						
	f) Deferred capital grant	30,190	27,496	24,894	22,200	19,506	16,812	14,118						
	g) Amounts repayable to Funding Council	0	0	0	0	0	0	0						
	h) Other creditors	0	0	0	0	0	0	0						
Total creditors >1 year		35,304	31,124	28,061	24,906	21,751	18,596	15,441	-11.8%	-9.8%	-11.2%	-12.7%	-14.5%	-17.0%
Provisions	a) Pension provisions	8,707	8,309	7,905	7,505	7,105	6,705	6,305	-4.6%	-4.9%	-5.1%	-5.3%	-5.6%	-6.0%
	b) Other	0	0	0	0	0	0	0						
Total provisions		8,707	8,309	7,905	7,505	7,105	6,705	6,305	-4.6%	-4.9%	-5.1%	-5.3%	-5.6%	-6.0%
TOTAL NET ASSETS		33,445	33,530	32,007	30,027	27,622	24,971	21,976	0.3%	-4.5%	-6.2%	-8.0%	-9.6%	-12.0%
Restricted Reserves	a) Endowment Reserve	0	0	0	0	0	0	0						
	b) Restricted Reserve	0	0	0	0	0	0	0						
Unrestricted reserves	a) Income and Expenditure Reserve	3,282	3,366	1,843	-137	-2,542	-5,193	-8,188	2.6%	-45.2%	-107.4%	1759.8%	104.3%	57.7%
	b) Revaluation reserve	30,163	30,163	30,163	30,163	30,163	30,163	30,163	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-controlling interest		0	0	0	0	0	0	0						
TOTAL RESERVES		33,445	33,530	32,007	30,027	27,622	24,971	21,976	0.3%	-4.5%	-6.2%	-8.0%	-9.6%	-12.0%

Cashflow	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21- 2021- 22 %	2021-22 - 2022-23 %	2022-23 - 2023-24 %
1 Cash flow from operating activities													
a) Surplus / (deficit) for the year	-1976	82	-1523	-1980	-2405	-2651	-2995	(2510%)					
2 Adjustment for non-cash items													
a) Depreciation	3,545	5,438	5,426	5,426	5,426	5,426	5,426	(35%)	(0%)	0%	0%	0%	0%
b) Amortisation of intangibles	0	0	0	0	0	0	0						
c) Benefit on acquisition	0	0	0	0	0	0	0						
d) Amortisation of goodwill	0	0	0	0	0	0	0						
e) Loss / (gain) on investments	0	0	0	0	0	0	0						
f) Decrease / (increase) in stock	5	(4)	0	0	0	0	0	(184%)	(100%)				
g) Decrease / (increase) in debtors	(384)	(640)	135	36	36	36	36	67%	(121%)	(73%)	0%	0%	0%
h) Increase / (decrease) in creditors	(490)	767	(717)	0	0	0	0	(256%)	(194%)	(100%)			
i) Increase / (decrease) in pension provision	1,522	(398)	(404)	(400)	(400)	(400)	(400)	(126%)	1%	(1%)	0%	0%	0%
j) Increase / (decrease) in other provisions	0	0	0	0	0	0	0						
k) Receipt of donated equipment	0	0	0	0	0	0	0						
l) Share of operating surplus / (deficit) in joint venture	0	0	0	0	0	0	0						
m) Share of operating surplus / (deficit) in associate	0	0	0	0	0	0	0						
n) Other	0	0	0	0	0	0	0						
Total adjustment for non-cash items	4,198	5,163	4,440	5,062	5,062	5,062	5,062	23%	(14%)	14%	0%	0%	0%
3 Adjustment for investing or financing activities													
a) Investment income	(3)	(8)	(2)	(2)	(2)	(2)	(2)	167%	(75%)	0%	0%	0%	0%
b) Interest payable	199	182	147	147	147	147	147	(9%)	(19%)	0%	0%	0%	0%
c) Endowment income	0	0	0	0	0	0	0						
d) Loss / (gain) on the sale of assets	0	0	0	0	0	0	0						
e) Capital grant income	(2,795)	(2,702)	(2,694)	(2,694)	(2,694)	(2,694)	(2,694)	(3%)	(0%)	0%	0%	0%	0%
Total adjustment for investing or financing activities	(2,599)	(2,528)	(2,549)	(2,549)	(2,549)	(2,549)	(2,549)	(3%)	1%	0%	0%	0%	0%
4 Net cash inflow from operating activities	(377)	2,717	368	533	108	(138)	(482)	(821%)	(86%)	45%	(80%)	(228%)	249%
5 Cash flow from investing activities													
a) Proceeds from sales of fixed assets	0	0	0	0	0	0	0						
b) Proceeds from sales of intangible assets	0	0	0	0	0	0	0						
c) Capital grants receipts	0	0	(92)	0	0	0	0			(100%)			
d) Disposal of non-current asset investments	0	0	0	0	0	0	0						
e) Withdrawal of deposits	0	0	0	0	0	0	0						
f) Investment income	3	8	2	2	2	2	2	167%	(75%)	0%	0%	0%	0%
g) Payments made to acquire fixed assets	0	0	92	0	0	0	0			(100%)			
h) Payments made to acquire intangible assets	0	0	0	0	0	0	0						
i) New non-current asset investments	0	0	0	0	0	0	0						
j) New deposits	0	0	0	0	0	0	0						
Total cash flows from investing activities	3	8	2	2	2	2	2	167%	(75%)	0%	0%	0%	0%
6 Cash flows from financing activities													
a) Interest paid	(199)	(182)	(147)	(147)	(147)	(147)	(147)	(9%)	(19%)	0%	0%	0%	0%
b) Interest element of finance lease and service concession	0	0	0	0	0	0	0						
c) Endowment cash received	0	0	0	0	0	0	0						
d) New secured loans	0	0	0	0	0	0	0						
e) New unsecured loans	0	0	0	0	0	0	0						
f) Repayments of amounts borrowed	(568)	(1,567)	(486)	(461)	(461)	(461)	(461)	176%	(69%)	(5%)	0%	0%	0%
g) Capital element of finance lease and service concession payments	0	0	0	0	0	0	0						
Total cash flows from financing activities	(767)	(1,749)	(633)	(608)	(608)	(608)	(608)	128%	(64%)	(4%)	0%	0%	0%
7 (Decrease) / increase in cash and cash equivalents in the year	(1,141)	976	(263)	(73)	(498)	(744)	(1,088)	(186%)	(127%)	(72%)	582%	49%	46%
8 Cash and cash equivalents at beginning of the year	2,313	1,172	2,150	1,887	1,814	1,316	572	(49%)	83%	(12%)	(4%)	(27%)	(57%)
9 Cash and cash equivalents at the end of the year	1,172	2,150	1,887	1,814	1,316	572	(516)	83%	(12%)	(4%)	(27%)	(57%)	(190%)

Capital Expenditure Projects and Forecast Methods of Financing

Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
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Expenditure:

Land & Buildings	0	0	0	0	0	0
Equipment & Others	0	0	92	0	0	0
	0	0	92	0	0	0

Financed by:

Cash reserves	0	0	0	0	0	0
Arms Length Foundation	0	0	0	0	0	0
Leasing	0	0	0	0	0	0
SFC/RSB grant	0	0	92	0	0	0
Re-investment of proceeds from disposal of assets *	0	0	0	0	0	0
Non-SFC/RSB grants	0	0	0	0	0	0
PFI/NPD	0	0	0	0	0	0
Other - please specify if material	0	0	0	0	0	0
	0	0	92	0	0	0

* to be included only where this has been agreed by SFC

Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
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Capital disposals

Disposal proceeds:

Asset description						
Asset description						
Asset description						
Asset description						
	0	0	0	0	0	0

Gain/(loss) on disposal:

Asset description						
Asset description						
Asset description						
Asset description						
	0	0	0	0	0	0

ALF Funding	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
Estimated balance of cash in ALF as at 1 August	5,909	5,769	5,315	5,064	5,064	5,064	5,064
Donation to Arms Length Foundation	0	0	0	0	0	0	0
Grant from Arms Length Foundation - capital	0	0	0	0	0	0	0
Grant from Arms Length Foundation - revenue	(140)	(454)	(251)	0	0	0	0
Estimated balance of cash in ALF as at 31 July	5,769	5,315	5,064	5,064	5,064	5,064	5,064

Note:

For most foundations, the most recent accounts available are for periods ending in 2018. Colleges' forecast movements will not include governance costs, donations from third parties, payments to third parties or investment income.

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
Grant from Arms Length Foundation - capital:							
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Grant from Arms Length Foundation - revenue

Transformation 'Good to Great' Funding	140	454	251	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Total	140	454	251	0	0	0	0

FINANCIAL SUMMARY

	Actual 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	Forecast 2023-24
	£000	£000	£000	£000	£000	£000	£000

Income ratios							
Total Income	41,061	44,228	44,860	44,994	45,255	45,041	45,397
Total Funding Council Grant (excluding release of deferred capital grant) as % of Total Income	72%	73%	75%	75%	74%	73%	72%
Total non-Funding Council Grant (including release of SFC DCG) as % of Total Income	28%	27%	25%	25%	26%	27%	28%
Total Education Contracts and Tuition Fees as % of Total Income	13%	13%	11%	12%	13%	13%	14%
Total Research Grants and Contracts as % of Total Income	0%	0%	0%	0%	0%	0%	0%
Total Other Income as % of Total Income	8%	7%	7%	7%	8%	8%	8%

Expenditure ratios							
Total Expenditure	43,037	44,146	46,383	46,874	47,460	47,492	48,192
Salaries as % of Total Expenditure	67%	64%	66%	67%	67%	67%	68%
Other operating costs as % of Total Expenditure	22%	23%	22%	21%	21%	21%	21%
Depreciation/amortisation as % of Total Expenditure	8%	12%	12%	12%	11%	11%	11%

Operating position							
Operating Surplus/(deficit)	-1,976	82	-1,523	-2,015	-2,506	-3,033	-3,578
Operating Surplus/(deficit) as % of Total Income	-5%	0%	-3%	-4%	-6%	-7%	-8%
Adjusted operating surplus/(deficit)	127	1,251	723	256	-235	-762	-1,307
Adjusted operating surplus/(deficit) as % of Total Income	0.3%	2.8%	1.6%	0.6%	-0.5%	-1.7%	-2.9%

Cash Position							
Cash and Current Asset Investments	1,172	2,150	1,887	1,779	1,180	54	-1,617
Overdrafts	0	0	0	0	0	0	0
Days Ratio of Cash to Total Expenditure	11	20	17	16	10	0	-14

Balance Sheet strength							
Unrestricted reserves	3,282	3,366	1,843	(172)	(2,678)	(5,711)	(9,289)
Current Ratio	0.57	0.75	0.77	0.75	0.65	0.46	0.19
Unrestricted reserves as % of Total Income	8%	8%	4%	0%	-6%	-13%	-20%
Total borrowing (Overdrafts, Loans, Finance Leases, PFI/NPD)	5,681	4,114	3,628	3,167	2,706	2,245	1,784
Interest cover	-1.69	1.45	-8.29	-12.99	-16.40	-20.06	-23.85

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER K

Strategic Risk Register

BOARD OF MANAGEMENT



Tuesday 24 September 2019

Strategic Risk Register Update

Paper for discussion / approval

1. Introduction

Following discussions through the Board and Board Committees, this paper provides a short update on developments in respect of the management and oversight of key strategic risks.

2. Allocation of Risks to Board Committees

All Committees have discussed the allocation of designated risks for their regular review and consideration. Given that key committee meetings will be completed after the issuing of Board papers, a verbal update to this work will be provided to the Board.

3. Risk Tagging and Scenario Planning

From discussions held within individual committees to date, two specific proposals have been made in respect of the further consideration of risk matters. To avoid the potential of a 'piecemeal' approach being taken to these, it was agreed that these would be considered by the full Board and a consistent approach applied thereafter.

3.1 Risk Tagging

To support the clarity of links between Board and Committee discussions and risk management it was proposed that future papers include a reference to the appropriate strategic risk(s) in relation to the paper topic.

3.2 Risk Scenario Planning

To enhance awareness, understanding, and leadership of key risks it was proposed that the Board and individual Committees undertake periodic scenario planning in respect of the key strategic risks allocated to them.

4. Approvals

In respect of the above information approval for the following actions is sought.

- Discussion and approval of a Board approach in respect of the proposals made in relation to risk tagging and risk scenario planning.
- Approval of the updated Strategic Risk Register.

5. Information

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

Author and Executive Sponsor: Steve Taylor, Vice Principal People and Performance



STRATEGIC RISK REGISTER

2019 - 2020

As at September 2019

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility		
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood		Score	Monitoring
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	1	4	<ul style="list-style-type: none"> Robust monitoring via ROA Clear performance metrics Amendment of strategic direction/plans Rolling curriculum review 	Prin & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	2	8	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial strategy sensitivities 	Prin & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects Responsiveness to new opportunities 	5	3	15	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans/ curriculum Financial strategy ESF sensitivity Workforce planning International strategy & planning 	Prin

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									

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

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

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	VPCS	Vice Principal Corporate Services	Chair	Chair of the Board of Management	4	Major	Probable
	VPCA	Vice Principal Curriculum & Attainment			5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION			Lead Responsibility
	Risks	Impact	Likelihood	Mitigation Actions	Impact	Likelihood	Score	
2	Financial (cont)							

2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPCS
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPCS

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

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									

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

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									

3.4 Board	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches 	4	2	8	<ul style="list-style-type: none"> Stakeholder engagement Social media monitoring arrangements 	VPC&A, DirC&A
3.5 HRD	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of bargaining outcomes and implementation 	4	3	12	<ul style="list-style-type: none"> Positive union relations and staff communication On-going discussions with staff Innovation in approaches 	VPP&P, VPC&A
3.6 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	3	12	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff Industrial action continuity planning 	VPP&P

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									

3.7 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan Staff CPD 	VPC&A, HoICT
3.8 HRD	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPC&A, VPP&P
3.9 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									

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

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

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER L

Board Metrics

BOARD OF MANAGEMENT MEETING

Tuesday 24 September 2019



Board Metrics

Paper for information

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

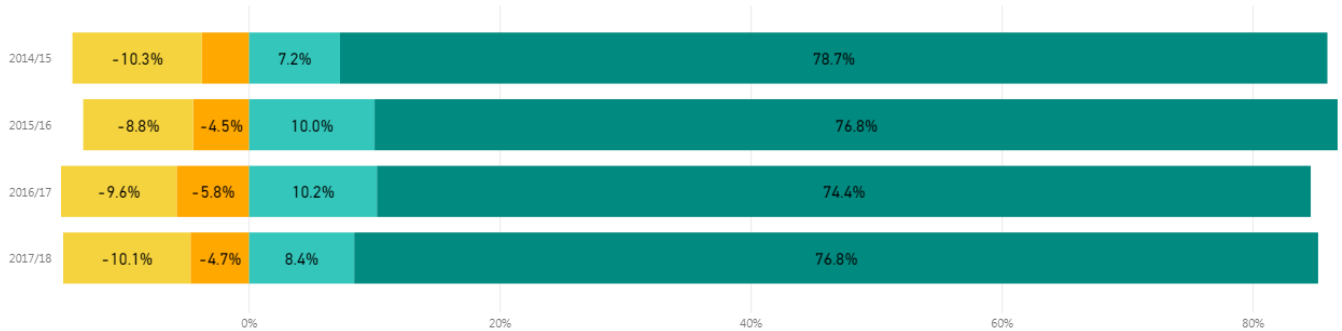
Author: Colin Lynagh, Business Intelligence & Data Protection Officer
Executive Sponsor: Steve Taylor, Vice Principal



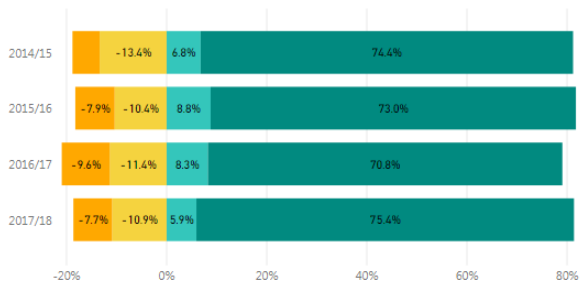
Board Metrics Report September 2019

Performance Indicators

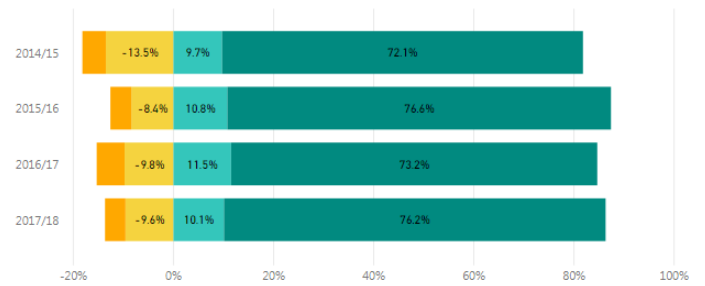
Total PI by Session



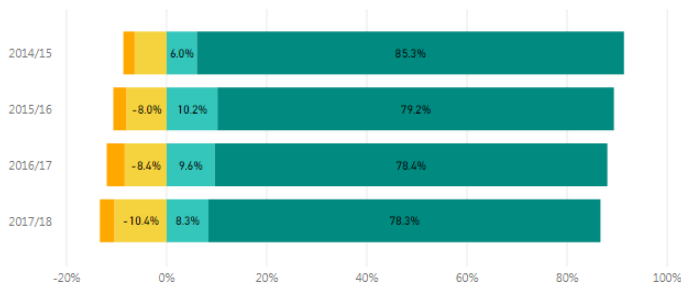
FE Full Time



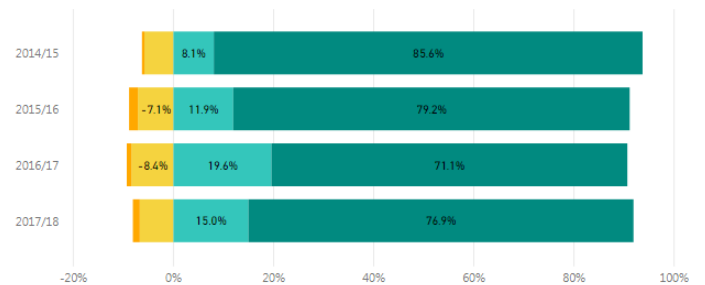
HE Full Time



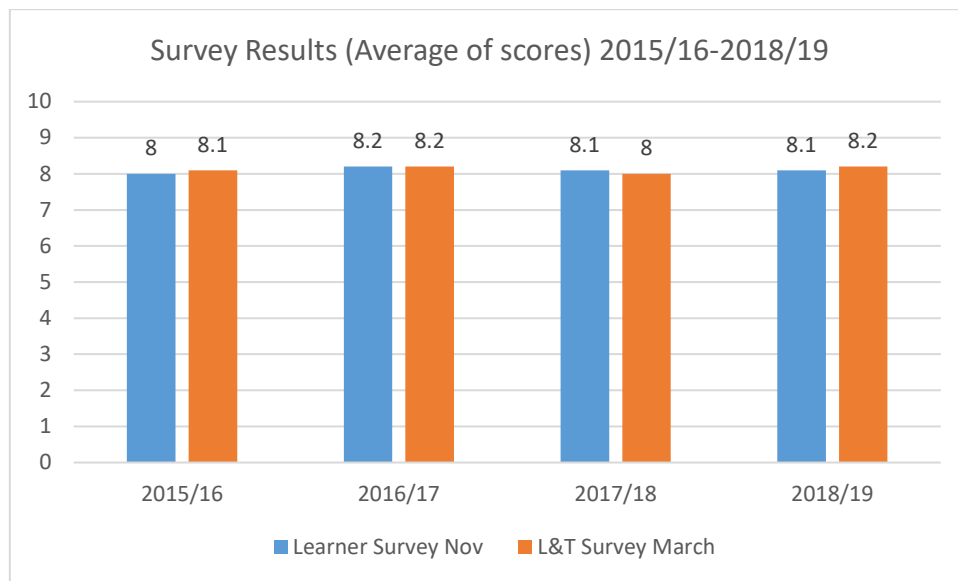
FE Part Time



HE Part Time



Student Survey Results

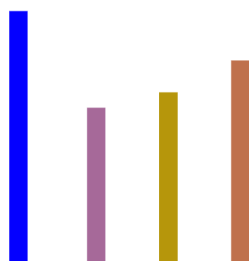


SFC Student Satisfaction & Engagement Survey – Positive response rate

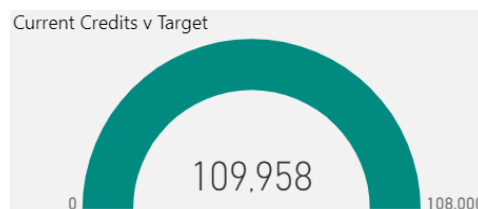
	D&A	National
Overall Satisfaction 2016/17	90.6%	83.5%
Overall Satisfaction 2017/18	90.4%	83.6%
Overall Satisfaction 2018/19	88.5%	TBC

19/20 FT Applications and Offers 18/19

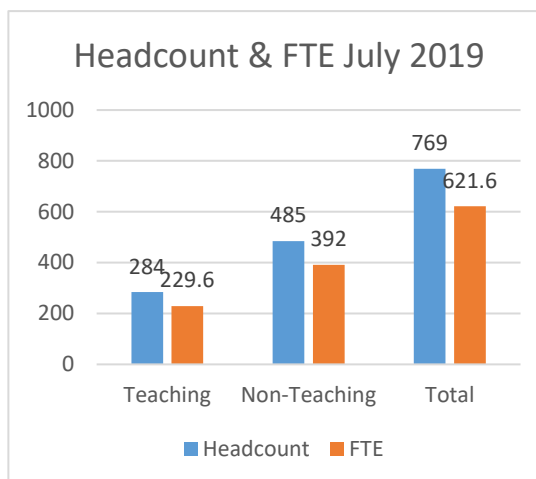
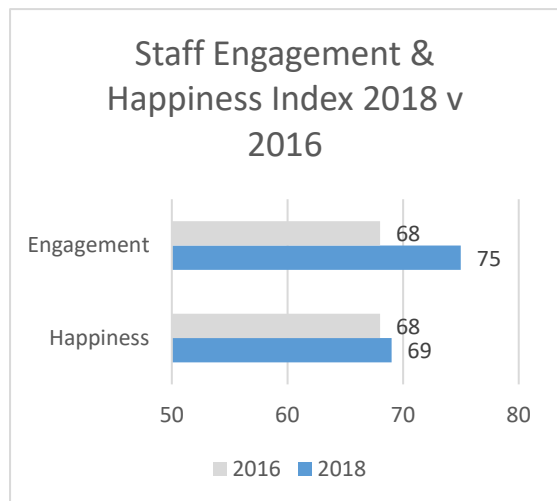
Applications	Offers	Minimum	Maximum
11,163	5,503	5,857	6,594



Credit Count v Target

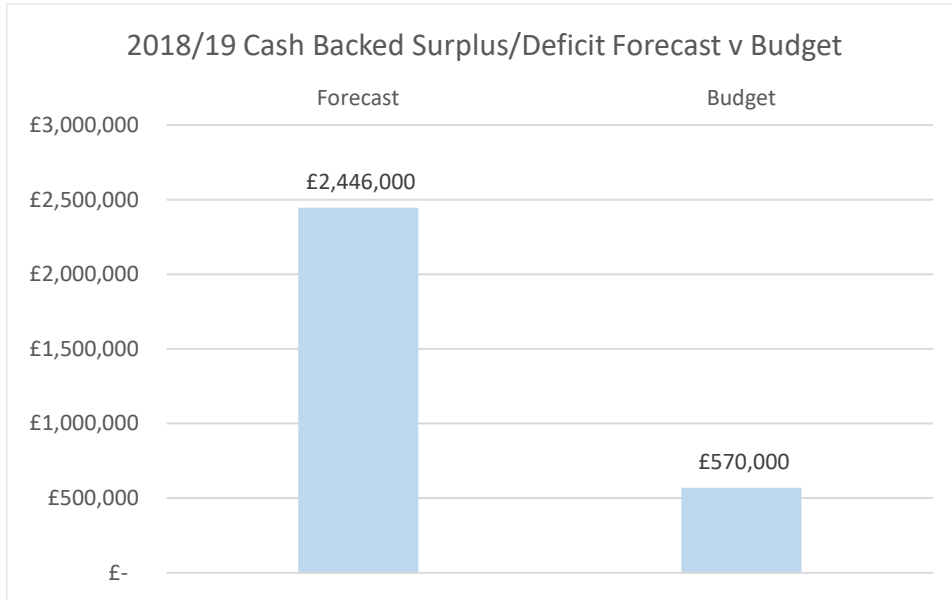


Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	2018/19	2017/18	2016/17
Average working days lost per headcount	7.6	5.7	5.3
Working time lost	3.1%	2.2%	2.0%

Finance – Surplus/Deficit v Planned Budget out-turn



	Full Year 2018/19	2017/18
RIDDOR – Reportable Accidents	3	3

	Completed	Planned
Audits Completed v Planned	10	10

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER M

Board Membership

BOARD OF MANAGEMENT



Tuesday 24 September 2019

Membership Update

Paper for approval

1. Introduction

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

2 Board of Management Membership

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

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

3 Board of Management Vacancies

Following the resignation of Steven Watt, the Board currently has one vacancy. Pam Milne has also signalled her desire to step down from the board in June 2020. Given the likelihood of two vacancies, it is proposed that recruitment to the current vacancy be held and that recruitment for two new board members be undertaken in early 2020.

In line with previous arrangements it is proposed that recruitment be delegated to the Chairs Committee in their role as Nominations Committee.

4 Student Members

Following election as Students' Association Office Bearers, Cher Meldrum (Student President) and Amy Monks (Vice President – Arbroath) have been nominated by the Students' Association to become Board members for academic year 2019/20.

5 Support Staff Member

Following the resignation of Chrissie Clinkscale from the Board, nominations have been progressed for a new Support Staff member of the Board and Sam Stirling, Learning and Digital Resources Manager has been elected to this role.

Sam has been appointed until 30 September 2021.

6 Approvals

The Board are asked to approve recruitment to two vacancies as outlined above.

7 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.

Author and Executive Sponsor: Steve Taylor, Vice Principal People and Performance

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER M

Chair of Board Appraisal

BOARD OF MANAGEMENT MEETING

Tuesday 24 September 2019

Report on Review of Board Chair



Paper for information

1. Introduction

The review was conducted in June 2019 following receipt of responses to a questionnaire circulated to all Board Members. The questionnaire is shown in Appendix 1 and the responses for the last 3 years are shown below. There were two other possible responses – disagree and strongly disagree – there were no responses for either of these options. Only Committee Chairs undertook the survey in 2018.

		Year	No.	Strongly Agree	Agree
Q1	Knowledge of the external environment	2019	11	100%	0%
		2018	3	67%	33%
		2017	13	92%	8%
Q2	Non-executive skills - leadership	2019	11	64%	36%
		2018	3	33%	67%
		2017	13	69%	31%
Q3	Organisational knowledge	2019	11	73%	27%
		2018	3	67%	33%
		2017	13	62%	38%
Q4	Team working	2019	11	64%	36%
		2018	3	33%	67%
		2017	13	62%	38%

The results of the questionnaire indicate a consistently high level of performance in the areas surveyed. These results and comments made formed the basis of the Review process.

2. Board Chair Objectives

The 2018 review process had identified three aims and objectives for the Chair – these had been communicated to the Chairs committee and the Board at the time.

- Create more opportunities for the student voice to be heard
- Getting the greatest benefit possible from Good to Great
- Developing the Young Workforce (DYW)

It was agreed that although specific metrics had not been set at the time progress had been made in each area.

After some discussion, the following aims and objectives were agreed for 2019/20:

Aim/Objective	Metric/Measure of Success
1. Good to Great the next stages developed	Ensure that a formal plan is developed
2. Set policy Committee Objectives	Each Committee to have a minimum of two objectives
3. Address Succession Planning for the Principal and Committee Chair roles	Set out succession plans for these roles

Progress to achieving these aim and objectives would be monitored through the year.

Author and Board Sponsor: George Robertson, Vice Chair

Respondent Name

	Your Response		Supporting Comments				
	<table border="0" style="width: 100%;"> <tr> <td style="width: 25%; text-align: center;">Strongly Agree</td> <td style="width: 25%; text-align: center;">Agree</td> <td style="width: 25%; text-align: center;">Disagree</td> <td style="width: 25%; text-align: center;">Strongly Disagree</td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree		
Strongly Agree	Agree	Disagree	Strongly Disagree				

1 **Knowledge of the external environment**
 The Regional Chair demonstrates comprehensive and up-to-date knowledge of the College's operating environment at local, regional and national levels. This includes issues such as: funding pressures, Scottish Government policy (e.g. NCB, DYW), the regional economy, regional demographics.

2 **Non-executive skills - leadership**
 The Regional Chair effectively leads the Board by ensuring that Members have a clear understanding of the direction of travel and the rationale for key decisions

3 **Organisational knowledge**
 The Regional Chair demonstrates comprehensive organisational knowledge which ensures that the Board is effectively supported and well informed in order to make sound decisions

4 **Team working**
 The Regional Chair ensures that there is equality of participation for all Board Members in the work and decision making of the Board and that the expertise of Members is utilised as appropriate

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER O

MINUTES OF COMMITTEE MEETINGS

- 11.1 Learning, Teaching & Quality – 4 September 2019
- 11.2 Finance & Property – 10 September 2019
- 11.3 Audit & Risk – 17 September 2019 (verbal update)
- 11.4 Human Resource & Development – 19 September 2019 (verbal update)

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 4 September 2019

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 4 September 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
C Meldrum	A Monks

IN ATTENDANCE: S Hewitt (Vice Principal) S Taylor (Vice Principal / Secretary to the Board)
J Carnegie (Vice Principal) K Baxter (Learner Engagement Manager)
J McEvoy (Employability Skills Tutor)
M Sanderson (Executive Secretary)

1. WELCOME

M Williamson welcomed Committee members including new Student Board Members C Meldrum and A Monks who were attending their first Committee meeting. M Williamson also welcomed K Baxter and J McEvoy.

2. APOLOGIES

No apologies were received.

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 May 2019 was approved as an accurate record.

6. MATTERS ARISING

6.1 DYW Report

G Ritchie noted that H Roberts (Developing Young Workforce Manager) was on annual leave and unable to attend to give a report on Developing the Young Workforce. H Roberts will be invited to the Committee meeting in November to give an update.

7. COMMITTEE VICE CHAIR

M Williamson noted that N Lowden had been nominated as the Vice Chair of the Learning, Teaching and Quality Committee. This appointment was confirmed and N Lowden welcomed as Vice Chair.

8. CURRICULUM REPORT – CHILD POVERTY FUND

M Williamson welcomed K Baxter and J McEvoy to the meeting to present on work carried out through the Child Poverty fund.

J McEvoy and K Baxter presented a video of the project to the Committee.

J McEvoy highlighted the success of the Child Poverty Project, funded by the Scottish Government, explaining that the project was split into two key sets of activity; Project Team A and Project Team B. Team A are the Employability team who deliver focused employability support to the students in College and Team B are the Outreach team, led by K Baxter who go out into the community to engage with potential students and encourage them to come to College.

J McEvoy noted that the initial programmes had achieved a 73% retention rate and provided an overall summary of outcomes, including 71% of students moving on to Further Education courses, 14% of student in employment, 10% of students are claiming benefits but still engaging with the College and 5% were not engaging. It was noted that the team were constantly keeping in contact with Students. J McEvoy highlighted that the students on this programme were predominantly school refusers who were not previously engaged in any learning but had managed to sustain 14 weeks at College on the programme.

J McEvoy noted that behaviour change was the fundamental key to the success of the programme as staff were there to encourage students to understand that they could do things for themselves, rather than have staff complete these on their behalf. J McEvoy highlighted that the next course for the project is 'Find your Future in Digital' as many students don't have the digital skills that are required to gain employment or progress into further education in an area of growing opportunity.

G Ritchie asked where the students are recruited from. J McEvoy stated that students were recruited from SDS, through the outreach work, via the criminal justice system. It was noted that many were trapped in a cycle of poverty and referred to the College for courses, but not yet in a position to attend.

M Williamson noted from the video presentation, that the majority of students on the Who Cares programme were female between the ages of 16-19. J McEvoy noted that there were more females on this particular course however, the Find your Future course had a majority of male students. It was noted that the funding was specifically for the younger age group.

G Ritchie asked if it was manageable for more students to be enrolled on provision like this. J McEvoy stated that there was a significant gap in provision locally and nationally of this type, for both young and older age groups.

It was noted that most of the work undertaken through the project would not be eligible for normal College funding. J McEvoy stated that there was, however, a significant need for this type of provision and noted that the breadth of College provision made this a much richer opportunity for young people and much more likely to be successful.

Arrangements for the on-going mentoring and support of course participants was discussed.

J McEvoy noted that it was a College wide team effort to deliver this project successfully and highlighted in particular the support of administration teams, who are on hand to help process with bursary payments for students, mostly at the last minute.

S Hewitt gave credit to the team involved and noted that much of the success was down to their approach in delivering the programmes that had helped with retention and students enjoying the courses.

N Lowden asked what type of employment the 14% of students achieved. J McEvoy noted that it was mostly apprenticeships and care sector work that students were achieving and that it was great to see students gaining the confidence to find work or volunteer out in the community. J McEvoy highlighted that the programme was not specifically designed to get students into work, so this was a fantastic achievement.

A McCusker asked if there were groups of students not being targeted and missing from the programme. K Baxter explained that there were a range of groups not involved in the programme and noted her outreach teams work with a range of groups in the community that were not yet ready or willing to consider attending College. These groups included groups that met in community centres and drop in activity and young mum's groups.

K Baxter gave an overview of the work carried out by her team, Project B, outlining the work the team carried out over the summer with a group of mums who were unemployed and outwith education. The team met with the young mums over a 14-week period and had them in College to complete short cookery and first aid programmes and courses of particular interest to them. Following this, the team met with the young mums for lunch in College with their children and organised external activities for them to take part in.

K Baxter noted that the feedback from taking the College out into the community in this way had been amazing and the capacity within the College to carry out these summer courses, along with the funding available had made a huge difference.

H Honeyman asked if younger children between 14-16 year old were being targeted or was this programme just for 16-19 year olds. S Hewitt explained that Future Talent courses within school's targeted school aged children. S Taylor noted that the funding was for the 16 – 19 group and noted that there were around 300 lone parents in the Dundee and Angus area that weren't engaged in education, training or work.

M Williamson asked where the funding for the project comes from. S Taylor noted that the funding is from the Scottish Government for 3 years, with the College now moving into the second year of this.

G Ritchie noted this was an intensive programme and calls on many College resources to meet the demands, however the payback on investment was huge, especially where young people could break the 'cycle of poverty' and move into good jobs and future careers.

M Williamson noted that it could be a wider community project and added that local authorities could work together to help to meet the demands. G Ritchie added that the College were in a good position with the resources on hand to make the programmes successful.

A McCusker noted that the team are doing a fantastic job. J Carnegie noted that the end of year ceremony was outstanding and it was very powerful to see the impact the project was having on many students that would not otherwise have had an opportunity.

The Committee thanked J McEvoy and K Baxter for their input.

9. STUDENTS' ASSOCIATION REPORT

C Meldrum provided a summary of the report to the Committee and noted the changes that had been made to the Students' Association, including representatives at each campus and a project focus area for each:

- Cher Meldrum – Overall Student Representation (Class and Lead Representatives)
- Amy Monks (Arbroath Campus) – Equality and Diversity
- Colin Ogilvie (Gardyne Campus) – Learning and Teaching
- Jessie Skivington (Kingsway Campus) – Health and wellbeing

C Meldrum noted that she was working closely with B Grace and the Estates team to promote the RESPECT Campaign and get the message out to all students.

C Meldrum highlighted the increased engagement with students with record numbers voting in elections and staff awards.

C Meldrum noted that the all staff welcome back event in August allowed the Students' Association to give a positive impact to staff and allowed Cher and the team to introduce themselves, and engage with both academic and support staff.

C Meldrum and A Monks noted that the Students' Association would be focusing on two charities for the year and had nominated Maggie's Dundee and Besty, with various charity events being organised and both charities receiving an equal split of the money raised.

H Honeyman noted that a lot of work had gone into Healthy Body, Healthy mind, and asked if there was anything being done to help students with financial guidance, as this is one of the major factors around mental health. S Taylor noted that Student Services organised a range of inputs and support for students in understanding with money and provide advice with growing issues such as gambling. J Carnegie added that there was a national innovative being piloted in certain Colleges and Universities around financial advice.

B Carmichael stated that he has been meeting with the Students' Association and ICT to arrange for a separate page on the portal for all staff to see the work that goes on and keep them up to date with the various charity and other events.

M Williamson stated that the growth within the Students' Association had been tremendous and paid credit to the team and S Rennie, for providing a detailed report for the Committee. G Robertson added the report was excellent for the Committee to read.

10. DEVELOPING SCOTLAND'S YOUNG WORKFORCE

G Ritchie noted that H Roberts would provide an update at the November Committee meeting. **G Ritchie to action.**

11. STRATEGIC RISK REGISTER & RISK DELEGATION TO BOARD COMMITTEES

S Taylor outlined and summarised the report to the Committee. S Taylor noted that there were a small number of risks around Learning, Teaching and Quality within the Strategic Risk Register and asked the Committee if they were happy to accept oversight of these risks within their remit. S Taylor also asked if the Committee were comfortable that the regular information and reports that they received were sufficient to allow Committee members to assess College performance in respect of these risks. M Williamson noted that the reports that come to the Committee in terms of Learning, Teaching and Quality were of high quality and served the Committee well.

H Honeyman asked if there should be scenario planning around the risks. S Taylor noted that the Executive team are working on business continuity scenario planning at an event with Zurich, to look at possible major incidents. It was noted that this in turn might inform risk management needs.

S Taylor suggested that this was an item that could be raised at the full Board of Management rather than individual Committees, to avoid mixed approaches between different Committees. This was agreed, **S Taylor to progress.**

G Robertson noted that the purpose of the planned changes was to support more meaningful engagement with risks and risk management, and stated that scenario planning could be a good way to make sure this is covered.

A McCusker asked if the results from the Zurich scenario planning session would be reported to the Audit and Risk Committee. J Carnegie noted that the results would be used to update the Business Continuity plan, with that then going to the Audit and Risk Committee as appropriate.

M Williamson confirmed that the Committee was happy to accept responsibility for the three risks aligned to its remit and engage in a broader discussion at Board regarding which risks would benefit from further exploration through scenario planning.

12. SQA HIGHERS / NATIONAL 5 EXAM RESULTS & ACTIONS

S Hewitt summarised the report and explained that some Higher courses such as History, Modern Studies, Geography and Accounting, had been removed from the portfolio and there had been a 30% drop in student numbers, but not in provision as alternative options had been found to replace these Highers and the changes had had an overall better impact on attainment.

S Hewitt noted that, like the previous year, there had been an unacceptably low pass rate for Higher Psychology. S Hewitt summarised discussions with Angus Council in respect of this, and noted the good work that had been undertaken (in partnership with the Council) to amend recruitment arrangements and offer a range of more appropriate learning options to engage with psychology as a subject.

M Williamson noted that the College could also increase work with local authorities to bring school pupils to College with a focus on other pathways to employment, such as Foundation Apprenticeships.

B Carmichael asked if there was information on the dashboards to compare figures with previous years. S Hewitt confirmed that there was.

S Mill asked if the data for results would appear nationally. S Taylor confirmed that the data for school pupils sitting exams through the College would also be reflected within the schools insight system.

The report, and actions being taken to improve the offer and attainment, was welcomed.

13. VP CURRICULUM AND ATTAINMENT REPORT

S Hewitt provided an overall summary of the report and noted that the restructure had had a significant impact amongst staff, but that good partnership work was developing.

S Hewitt noted that it was still early in the Academic year to provide clear recruitment data, but noted that this was on target with numbers slightly lower than the previous year (but that the overall credit target was also lower).

S Hewitt stated there were some concerns around part-time recruitment. Outreach centres had also seen a decline and discussions were taking place to improve provision and promote the offer available in Outreach.

A McCusker asked if there were particular subjects within part-time recruitment that had declined. S Hewitt noted that it was across the board, including popular courses within Care. It was noted that a full review of this was planned.

S Hewitt noted that the College had achieved its 2018/19 credit target, including the 1,500 additional credits. This was welcomed.

M Williamson noted that she was pleased to see engagement with University of Dundee, University of Abertay and Robert Gordon University with articulation agreements.

The report was noted.

14. LT&Q Metrics

S Taylor summarised the report, stating that some of the figures were now out of date as they related to 2017/18 but the 2018/19 information was not yet available.

S Taylor noted that the figures within the Articulation section had been updated and advised that these would be included in the minute (see below)

A McCusker noted that more credits could become available to the College. S Hewitt added that the College would plan around this as far as possible. J Carnegie noted that the College had advised SFC over the summer that additional credits would be welcomed.

15. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 13 November 2019 at 5.00pm, Room Y150, Gardyne Campus.

<u>Action Point Summary</u>		
Action	Responsibility	Date
Consideration of Risk Scenario Planning to be raised with the full Board of Management	S Taylor	24 September 2019
Risk to feature as a standing item on future agendas	S Taylor	13 November 2019
Invite H Roberts to give an update on DYW group activity.	G Ritchie	13 November 2019

	2015/16	2016/17	ROA Target 2017/18	Outturn 2017/18
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	620	650	650	717
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	250	292	292	357
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	40.3%	45%	45%	49.8%

BOARD OF MANAGEMENT



Finance and Property Committee Tuesday 10 September 2019

Minute of the Finance and Property Committee meeting held on Tuesday 10 September 2019 at 5.00 pm in Y150, Gardyne Campus.

PRESENT:

S Mill (Chair)	A McCusker
G Bisset	G Ritchie
B Carmichael	D Mackenzie
D Fordyce	

IN ATTENDANCE:

J Carnegie (Vice Principal)	S Hewitt (Vice Principal)
S Taylor (Vice Principal and Secretary to the Board)	
W Grace (Head of Estates)	A Ross (Head of ICT)
M Sanderson (Executive Secretary)	

1. WELCOME

S Mill welcomed members to the meeting along with Donald Mackenzie, new Board of Management member to his first Finance and Property Committee meeting.

2. APOLOGIES

Apologies were received from N Lowden.

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 21 May 2019

The Minute of the Finance and Property Committee meeting held on 21 May 2019 was approved as an accurate record with a slight change to Item 7 with the figures should be shown as £2,146K.

6. MATTERS ARISING

6.1 End of Year Cash Holding

J Carnegie noted that there was £2.1 million cash held at the end of July and that the College, following repayment of part of the Gardyne loan and bringing forward some expenditures.

6.2 WiFi Upgrade

J Carnegie noted that arrangements had been confirmed and implemented for the purchase of improved WiFi systems.

A Ross summarised work completed in phase 1 and plans to implement phase 2. A McCusker asked if the College investment in WiFi at Kingsway campus could be lost given there are redevelopment plans for the campus in place. A Ross noted that this was not the case and stated that Kingsway was a priority for WiFi upgrade due to current poor coverage and student complaints.

6.3 D&A Strategy for Foundation

G Ritchie summarised the approach that the College wished to develop in working with the D&A Foundation, but highlighted that the foundation was wholly independent from the College. It was noted that this included ensuring that Trustees were fully briefed on College plans and aspirations, and a desire for the College to focus any future bids on major capital developments.

G Ritchie stated that the Foundation Trustees were keen to look at supporting students via scholarships or other support and summarised ideas being developed to take this forward.

G Ritchie noted that the College plan to run engagement opportunities with the Trust and to hold a possible strategy day in January, especially with the close of Good to Great project. G Ritchie highlighted the College were looking at inviting members of the Trust to events such as the Graduation ceremony.

J Carnegie summarised recent discussions with the Foundation's legal advisors and their desire to consider bigger projects.

G Ritchie would provide a further update at the next meeting.

7. BUDGET MONITORING REPORT AND UPDATE

S Mill introduced the budget monitoring paper, highlighting that the forecast had improved to a £2,471K cash backed surplus. This represents a net increase of £325K since the last report to the Committee.

J Carnegie noted that the cash backed position was an early indication and that this would be kept under review. This was discussed and it was agreed that further plans and options to utilise cash in-year (including further loan repayment) if required would be developed for January 2020. **J Carnegie to progress.**

A McCusker asked if SFC could seek money back given the level of surplus arising. J Carnegie explained this was very unlikely, and noted that other colleges were in a similar position.

J Carnegie summarised the main changes in income and expenditure arising since the last meeting as detailed in the report, and noted that these were mainly positive.

J Carnegie noted that a re-budgeting exercise would be undertaken for November 2019, and highlighted what were expected to be the key movement in income and expenditures influencing the revised budget.

Possible impacts on the budget for 2019/20 were noted, including a reduction in HE recruitment.

The report and positive movement was welcomed.

8. GOOD TO GREAT MONITORING SCHEDULE

S Mill summarised the Good to Great schedule brought to the Finance and Property Committee. J Carnegie noted that the quarter 8 claim will be made soon, with this lower compared to other quarter claims.

Expenditures in respect of Good to Great were discussed and it was noted that overall all expenditures were committed or planned through to December 2019, with a small contingency remaining.

9. FINANCIAL FORECAST RETURN

S Mill noted to the Finance and Property Committee that the Financial Forecast Return (FFR) is due to be submitted by Friday 27 September 2019. J Carnegie noted this would be a challenging timescale as the auditors will be on site at the same time as the FFR is due.

J Carnegie noted that herself and B Ferguson had met with the Scottish Funding Council to discuss the College's FFR and had had very positive discussions. J Carnegie stated that SFC were keen that all colleges had plans in place for their FFR.

J Carnegie noted that the flat lining of the teaching grant followed by a cut in 2022 would be a major part in the FFR planning and exercise and noted that it was important that the Board were aware of this and were aware of potential steps needed should this situation arise.

Arrangements and approaches to the development of the FFR were discussed, alongside the implications of the possible reduction of c 3,500 credits and the College's ability to react to this.

A McCusker asked if the 3% in efficiency savings is built into the budget. J Carnegie confirmed this would be included in the budget.

The FFR paper was welcomed and discussions held would inform the final detail of the FFR for approval at the Full Board on 24th September. **J Carnegie to progress.**

10. PROCUREMENT UPDATE

S Mill noted that the Finance and Property Committee were asked to consider the report and the range of contracts covered that required approval by the Committee. These were all those in excess of £50,000 that required to be progressed over the forthcoming year.

J Carnegie noted that she had provided a more detailed report to the Committee, compared to previous reports and the report highlighted the range of contracts expected to be procured. J Carnegie also highlighted that a further Procurement and Commercial Improvement Programme (PCIP) audit was planned for 2019/20.

S Mill highlighted that there were 38 proposed procurements in the paper. Thirty two were to be undertaken through national contracts, frameworks, etc., two were open tender, two were direct award and two had yet to be determined. With regard to the two contracts still to be determined (graduation services / personal protection equipment) it was agreed that further detail on these be provided to the Committee as tender exercises progressed. **J Carnegie to progress.**

S Mill asked if the information outlined in respect of the student transportation contract was an extension under the terms of the current contract. J Carnegie noted that she would check this and confirm within the minute (see below).

A McCusker noted that the report contained good information and detail and praised the presentation of the report.

S Mill confirmed that the Finance and Property Committee were happy to approve the report and progression of the procurement exercises.

11. ESTATES DEVELOPMENT UPDATE

S Mill introduced the paper summarising plans for the development of the Kingsway estate.

J Carnegie summarised the papers and noted the anticipated position that the proposed STEM Centre would be eligible for funding through the new Scottish Government Mutual Investment Model. It was noted that the Scottish Government had confirmed the funding model and SFC have highlighted this as the likely way to invest in public infrastructure developments going forward.

The arrangements underpinning the MIM model were discussed.

J Carnegie summarised the proposed approach, with a bid for funding to be made for a new STEM centre combined with renovation of the Kingsway tower through use of other funds.

The possible links between the STEM development and the proposed development of the Michelin site were discussed and G Ritchie noted that the SFC could be potential co – funders in the Michelin site project from separate funds.

B Grace noted that backlog funding might be available from SFC to support refurbishment of the infrastructure in the tower building at Kingsway Campus.

J Carnegie noted that the College was seeking approval from the Committee to spend up to £100K on plans and designs for the Kingsway Tower building refurbishment. These plans, and a business case, would be brought to the Committee and the full Board of Management meeting in March 2020 for final consideration and approval.

S Mill noted that he was keen to understand the detail of the MIM funding model proposed for the STEM centre in order that there was clarity on the financial / contractual commitments the college was entering into well before any formal commitment was necessary. This was discussed and it was agreed that further information on the model and the likely lease and financing arrangements around this would be sought. **J Carnegie to progress.**

The curricular needs and requirements underpinning the proposals were discussed and S Hewitt confirmed that the curriculum was at the heart of developments and ensuring future developments were digitally and industry ready.

The risks associated with only being able to fund part of the planned development was discussed, and it was noted that other funding sources would be sought where possible relative to the planned work phases.

The Committee agreed the proposed approach and timeline and confirmed approval for up to £100K expenditure on designs. **B Grace to progress.**

12. ESTATES UPDATE

B Grace summarised the paper and noted a cause for concern around the cladding in the CALC building at Arbroath Campus. It was noted that the problem was on a bigger scale than had originally been thought. B Grace noted the cost was estimated to be around 380K as a maximum.

B Grace noted that this was essential maintenance work and proposed to the Committee that the College go ahead with this on the basis that other planned works be pushed back into future years.

D Fordyce and G Bisset asked if there would be any comeback from the company who carried out the initial building work. B Grace noted that the companies involved were no longer in business however he would investigate and progress with a claim if possible. This would be reviewed and reported back to the next meeting. **B Grace to progress.**

It was agreed that the remedial work be undertaken. **B Grace to progress.**

B Grace highlighted the work carried out to promote the Reverse Vending scheme at each campus. B Grace noted the Students Association currently have two interns from Dundee University in the team, who are creating videos about the scheme and promoting to students.

B Grace noted the team have been shortlisted for two Green Gown awards, and also shortlisted for two awards at the upcoming CDN awards.

13. STRATEGIC RISK REGISTER & RISK DELEGATION TO COMMITTEES

S Mill summarised the proposal that the Committee accept responsibility for designated strategic risks and noted that he was comfortable with these but did have a question around 4.2 in the Risk Register and the split ICT of risks between the Finance and Property Committee and Audit and Risk Committee. This has been highlighted to the Audit and Risk Chair and would be raised with the Audit and Risk Committee for consideration. **S Taylor to progress.**

S Mill stated that in accepting the changes members should note that there would be discussions around the Risk Register at each Committee.

Options discussed at the Learning, Teaching and Quality Committee were noted and it was advised that these would go forward to the full Board for consideration.

J Carnegie noted that each Board paper could link to the relevant risk. This was welcomed and would also go forward to the full Board.

The Committee approved the Risk Register paper.

14. VP CORPORATE SERVICES REPORT

J Carnegie summarised the report for noting and highlighted the huge amount of work that the Administration Teams have carried out over the summer, and resulting improvements in service for students at the start of session.

J Carnegie noted the plan to review the financial regulations, noting her wish to look at increasing the various delegated thresholds to align with the roles/responsibilities and the size and complexity of the College.

J Carnegie also summarised actions from the handover to her and confirmed that the Committee were happy with the changes proposed.

15. DATE OF NEXT MEETING

Tuesday 26 November at 5.15pm, room Y150, Gardyne Campus. Joint meeting with Audit and Risk Committee.

Action Point Summary

Action	Responsibility	Date
Arrangements to manage in-year cash (including potential further loan repayment) to be developed	J Carnegie	21 January 2020
Final draft FFR paper to be presented for Board approval	J Carnegie	24 September 2019
Details arising through new procurement of graduation services and PPE contracts to be shared with Committee	J Carnegie	As outcomes arise
Information on MIM financing and related arrangements to be sought	J Carnegie	21 January 2020
Kingsway Tower design work to be progressed	B Grace	10 March 2020
Remedial cladding work to be progressed (with insurance claim as appropriate)	B Grace	26 November 2019
Ownership of risk 4.2 to be discussed with Audit & Risk Committee	S Taylor	17 September 2019

Update

The Committee sought clarification on the “contract period” that was reported in the Procurement update. The contract awarded was for an initial 3 years with an option to extend for a further 2 years, which would end in August 2022, assuming that the contract is performing well and there are no issues that would prevent us from extending.

Contract name	Student Transport
Incumbent Supplier	Stagecoach / Xplore Dundee
Annual Value (2018/19)	£400K
Estimated Contract Value	£800K
Owner	Dundee & Angus College
Original Start Date	07/08/2017
Route to Market	Direct award with publication of VEAT notice
Contract Start Date	07/08/2020
Contract Period	24 month extension within existing contract
Rationale	Extension of existing contract.
Risks	None identified.

BOARD OF MANAGEMENT

Tuesday 24 September 2019



PAPER P

SFC Correspondence

BOARD OF MANAGEMENT

Tuesday 24 September 2019



Correspondence – SFC Communications

Paper for information

<p><u>Flexible Workforce Development Fund 2019-20</u> SFC/GD/19/2019 Date: 16/08/2019</p>	<p>To provide guidance on the Flexible Workforce Development Fund (FWDF) for college regions in AY 2019-20 (Year 3).</p>
<p><u>College Staffing Return Guidance 2018-19</u> SFC/GD/18/2019 Date: 15/08/2019</p>	<p>Guidance notes for the completion of the aggregate Staffing Return: Academic Year 2018-19.</p>
<p><u>Climate Emergency Collaboration Challenge – Call for Proposals</u> SFC/AN/13/2019 Date: 14/08/2019</p>	<p>The Scottish Government has made up to £500,000 available immediately for the Climate Emergency Collaboration Challenge in Academic Year (AY) 2019-20.</p>
<p><u>Education Maintenance Allowance 2019-20</u> SFC/GD/16/2019 Date: 24/07/2019</p>	<p>This guidance sets out the Education Maintenance Allowance (EMA) programme for AY 2019-20.</p>
<p><u>College Innovation Fund 2019-20 Call for Proposals</u> SFC/CI/05/2019 Date: 15/07/2019</p>	<p>Colleges are invited to submit proposals to the SFC's College Innovation Fund in the period to 31 March 2020</p>
<p><u>STSS: college additional funding</u> SFC/AN/11/2019 Date: 08/07/2019</p>	<p>Scottish Teachers Superannuation Scheme (STSS): announcement of additional funding for institutions to support the change to the employer contribution rate from September 2019.</p>

<p><u>Accounts direction for Scotland's colleges 2018-19</u> SFC/GD/14/2019 Date: 05/07/2019</p>	<p>To provide SFC's 2018-19 accounts direction for Scotland's colleges and Glasgow Colleges' Regional Board.</p>
<p><u>Credit Guidance - Student Activity Data 2019-20</u> SFC/GD/13/2019 Date: 03/07/2019</p>	<p>Guidance for eligibility for credit funding and the programmes and students eligible for credit funding</p>
<p><u>FE childcare funds policy 2019-20</u> SFC/GD/12/2019 Date: 28/06/2019</p>	<p>This guidance sets out the conditions for use of childcare funds for AY 2019-20.</p>
<p><u>Financial Forecast Return (FFR) for colleges 2018-19 to 2023-24</u> SFC/CI/04/2019 Date: 21/06/2019</p>	<p>This Call for Information requests colleges / Regional Strategic Bodies to complete a medium-term financial forecast return for the period 2018-19 to 2023-24.</p>
<p><u>FE discretionary fund policy 2019-20</u> SFC/GD/11/2019 Date: 03/06/2019</p>	<p>This document sets out the conditions for use by colleges of the Further Education Discretionary Fund allocated by SFC for AY 2019-20.</p>
<p><u>Fee waiver grant policy 2019-20</u> SFC/GD/10/2019 Date: 03/06/2019</p>	<p>This fee waiver grant policy describes the categories of students for which a college may use the fee waiver grant from SFC.</p>
<p><u>FE bursaries policy 2019-20</u> SFC/GD/09/2019 Date: 03/06/2019</p>	<p>This policy provides an explanation of the conditions for use of college bursary funds.</p>
<p><u>Student Support Fund audit guidance 2018-19</u> SFC/GD/08/2019 Date: 30/05/2019</p>	<p>This guidance document describes the Scottish Funding Council's (SFC) audit arrangements for student support funds for academic year 2018-19.</p>
<p><u>FES return and audit guidance 2018-19</u> SFC/GD/07/2019 Date: 30/05/2019</p>	<p>Guidance to colleges on the completion of their student activity data for academic year 2018-19 (FES return) and audit guidance for that year.</p>

<u>EMA audit guidance 2018-19</u> SFC/GD/06/2019 Date: 30/05/2019	This publication gives guidance to colleges on the audit requirements for the operation of the EMA programme for the period 1 August 2018 to 31 July 2019.
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Further details on the above Communications can be accessed via:

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

Author: Tracey D'All, PA to the Principal & BOM Chair
Executive Sponsor: Steve Taylor, Vice Principal People and Performance