BOARD OF MANAGEMENT

Tuesday 29 September 2020 at 5.00pm in Microsoft Teams

D&A DUNDEE AND ANGUS COLLEGE

AGENDA

1. **WELCOME**

2. **APOLOGIES**

3. **DECLARATIONS OF INTEREST**

4. **MINUTE OF LAST MEETING – 9 JUNE 2020**
   4.1   Adoption   Paper A for approval   AMcC
   4.2   Matters Arising   Paper B for approval   AMcC

5. **COVID 19 UPDATE**   Paper C(i) & C(ii) for information SH/JC/ST

6. **STRATEGIC ITEMS**
   6.1   National Developments   Verbal update   SH
   6.2   Regional Economic Recovery   Verbal update   SH
   6.3   Tay Cities Deal Update   Verbal update   SH
   6.4   Regional Outcome Agreement Timeline   Paper D for approval   ST

7. **STUDENTS' ASSOCIATION REPORT**   Paper E for information   CM/AM

8. **FINANCE & ESTATES ITEMS**
   8.1   2020/21 Budget   Paper F for approval   JC
   8.2   Estates Development Update   Verbal update   JC
   -   Kingsway Library
   -   MSIP & E-Sports Developments

9. **NATIONAL BARGAINING UPDATE**   Verbal update   ST

10. **PRINCIPAL'S REPORT**   Paper G for information SH

11. **GOVERNANCE ITEMS**
    11.1   Strategic & COVID Risk Registers   Paper H(i), (ii) & (iii) for approval   ST
    11.2   Board Metrics   Paper I for information   ST
    11.3   Board Membership   Paper J for information   ST

12. **MINUTES OF COMMITTEE MEETINGS**   Paper K for noting   AMcC
    12.1   Learning, Teaching & Quality –
           2 September 2020
    12.2   Finance & Property – 8 September 2020
    12.3   Human Resource & Development –
           17 September 2020 (verbal update)
    12.4   Audit & Risk – 22 September 2020
           (verbal update)

13. **DATE OF NEXT MEETING**
    Tuesday 15 December 2020. ==This meeting was scheduled originally for 10.00am, it is proposed that this be moved to 5.00pm==

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Minute of Last Meeting – 9 June 2020   **PAPER A**

BOARD OF MANAGEMENT

Board of Management Meeting

Tuesday 9 June 2020

Draft, confirmed by Chair

Minute of the meeting of the Board of Management of Dundee and Angus College held on Tuesday 9 June 2020 at 5.00pm via Teams

PRESENT:

A McCusker (Chair)	G Ritchie
G Robertson	H Honeyman
M Williamson	K Keay
S Mill	S Stirling
D Fordyce	B Carmichael
P Milne	C Meldrum
D Mackenzie	A Monks
T Pirie	

IN ATTENDANCE: J Carnegie (Vice Principal)   S Hewitt (Vice Principal)
S Taylor (Vice Principal/Secretary to the Board)

1.   WELCOME

A McCusker welcomed members to the meeting and congratulated Simon Hewitt on his appointment to the role of Principal.

2.   APOLOGIES

Apologies were received from N Lowden and G Bisset

3.   DECLARATIONS OF INTEREST

There were no declarations of interest. G Robertson noted his role as Chair of the Board for Gardyne Theatre Limited and D Mackenzie noted his employment with Michelin PLC in respect of the MSIP developments.

4.   MINUTE OF LAST MEETING – 11 DECEMBER 2019

4.1   Adoption

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

4.2   Matters Arising

All matters arising had been closed out bar one and G Robertson noted that work to evaluate the revised arrangements around consideration of risks would be progressed in autumn 2020.

5. STRATEGIC ITEMS

5.1 National Update – COVID 19

G Ritchie provided a summary of key inputs and discussions progressing nationally around the impact of the COVID 19 pandemic and the response of the college sector to this.

The need for colleges to play a leading part in the economic recovery activities that would be necessary in the wake of the pandemic was noted, and the work progressing with the Scottish Government at a national level to inform this was welcomed.

The recent ministerial letter to the Scottish Funding Council requesting that they review arrangements and approaches across the tertiary education sector was discussed and the potential for this work to result in significant change was highlighted.

G Ritchie stated that current national discussions and developments were looking at three key stages:

- responding to the current pandemic and needs of our learners and communities;
- preparing for the return to face-to-face delivery; and
- planning for the future and the anticipated economic and social recovery needs.

The update was welcomed and it was agreed that information arising through the planned Chairs Committee meetings would be shared with Board members.

5.2 Post COVID 19 Recovery Plan

G Ritchie stated that he would cover the general recovery plan paper (paper C2) and S Hewitt would outline the current work being undertaken to deliver upon this.

G Ritchie summarised the recovery plan document, highlighting that this had been developed originally for the Chairs Committee and had been updated since that meeting to cover the range of issues and actions being taken forward. It was noted that this work had helped to inform thinking in terms of required actions and had helped to inform discussions with staff and unions around priorities and next steps. G Ritchie stated that the input and engagement from staff and unions had been overwhelming and that he was amazed at the way in which staff had pulled together through the crisis.

The plan and related actions were welcomed by the Board as a positive and focused document to inform developments.

S Hewitt summarised the 'Project 2020' paper produced and noted that this project pulled together the range of important tasks required to support the College to reopen in August 2020 assuming that Phase 3 of lockdown had been met by that time.

The range of workstreams were outlined and the key tasks being undertaken by each workstream was noted, with all workstreams working together to support 'joined-up' outcomes and inform the overall communications needed.

S Hewitt noted that engagement with the unions on this work had been very positive and confirmed that there were union representatives involved in each workstream.

S Hewitt summarised the high level principles adopted for Project 2020 and stated that these had been agreed to provide a structure within which decisions and outcomes could be tested to give staff confidence in the work that was being taken forward.

The key guidance was also summarised, outlining the main expectations around limiting on-campus delivery and working to a minimum and establishing key parameters to allow staff to progress with timetabling and planning.

A McCusker asked if there were student representatives on each workstream. S Hewitt noted that there was Students' Association engagement on areas covering student facing activities/developments.

The potential for staff to be classed as permanent home workers was noted, and it was confirmed that this potential, and the resulting approaches needed in respect of this, were being taken into account.

D Fordyce noted the likelihood of extensive on-line learning and asked about support and provision of ICT access for students in respect of this. S Hewitt noted that work had been progressed to support access by students, but that significant challenges remained through a lack of access to devices and also a lack of access to broadband. Issues and challenges around the home environment for many students was also noted. It was noted that the College had around 500 devices available for issue to students, but that demand would be greater. Options around the repurposing and reuse of ICT equipment were discussed, alongside the provision of on-campus physically distanced learning spaces.

M Williamson noted that the work done to date was very thorough and well planned, and asked if the 21 September date for full-time classes was sufficient time. S Hewitt noted that there would be courses starting in advance of this, but that it was felt that the 3 week delay would work. S Hewitt stated that it was amazing to see the way in which staff had embraced the changes needed, and were working hard to meet needs although there was also an element of realism needed about what could and couldn't be done within this timeframe.

The deployment of staff, and the sufficiency of available teaching hours was discussed alongside the need for staff CPD on digital pedagogy and the effective use of digital platforms. G Ritchie noted that over 150 staff had attended CPD of this type over the previous couple of weeks, with further support and development planned.

A McCusker noted that the plans were comprehensive and noted the Board's thanks to everyone involved in the Project.

6.   **NATIONAL BARGAINING UPDATE**

S Taylor summarised recent work progressing through national bargaining, including the creation of a national Further Education branch for Unison, replacing the College branches link with the two local authority branches. Work was also progressing on national job evaluation.

S Taylor noted that a national pay demand had been received from EIS-FELA for academic staff, but no demand had yet been received from the support unions and negotiations had not yet commended.

D Mackenzie asked if there could be major changes nationally in jobs and working arrangements as a result of moving to more remote working. S Taylor stated that this was a potential change in the longer term, but wasn't under discussion currently.

7. PRINCIPALS REPORT

G Ritchie summarised his report noting the excellent work that staff were undertaking to support students and progress outcomes despite the cyber-attack and the Covid 19 situation. G Ritchie noted that this had been a challenging period and that staff had done an exceptional job despite how difficult it had been.

The pulse survey undertaken was noted and G Ritchie summarised the results and key findings. The positivity of the outcomes was noted, alongside the key steps taken to address issues/concerns raised.

The on-going support for staff (including senior staff) was discussed.

The report and developments were noted.

8. FINANCE & ESTATES ITEMS

8.1 2020/2021 Annual Budget

J Carnegie introduced the budget paper, highlighting that this was not an ordinary year and noting that the draft budget presented was not yet in a position to be approved due to the on-going uncertainty around the impact of COVID 19.

J Carnegie noted the projected cash-backed deficit within the draft budget of £1.56 million and stated that, unless there were significant recovery funds allocated by the government, very difficult decisions would have to be made to avoid running out of cash.

J Carnegie stated that the 2019/20 budget position was better than reported initially within the mid-year return, mainly due to the ability to access the UK government job retention scheme. This had helped to maintain current cash balances, and provide a reasonable platform going into 2020/21.

J Carnegie stated that SFC main grant income had been confirmed and that this would not be impacted by any shortfall in core credits. It was noted that there did remain concerns around the ESF funded activity as this was dependent upon the whole sector meeting its core credit target.

The option to utilise capital funds more flexibly was noted, and J Carnegie summarised proposals in respect of this, alongside potential options to seek a 'payment holiday' in respect of the Gardyne loan.

J Carnegie stated that the forecasting for tuition fees was a significant challenge in the current climate and noted that there were expected significant reductions in commercial, canteen and other income streams. J Carnegie stated that there had been increased provision built into the initial draft budget for variable hours teaching staff due to the likely reduction in overall class sizes due to physical distancing requirements.

J Carnegie stated that it was planned that there would be further mitigation of the deficit position through the use of capital funds to offset some elements of ICT cost and continued use of the job retention scheme alongside the potential loan repayment holiday.

The position on 2020/21 cash balances was discussed and it was confirmed that the current forecast deficit would effectively expend all available cash by the end of 2020/21.

S Mill noted that the budget was not for approval and asked when this would come to the Board for approval. J Carnegie stated that this would come back via the Finance and Property Committee to the September 2020 Board meeting. J Carnegie stated that there would also be monthly meetings with the Chair of the Finance and Property Committee and Chair of the Board to support the work needed through to then.

Discussions progressing nationally to ensure support for the college sector were noted and A McCusker noted the urgent need for a college sector financial sustainability plan on an equivalent basis to that developed for the university sector.

It was agreed that the final draft budget be brought to the September Board meeting. **J Carnegie to progress.**

8.2 Estates Development Update

J Carnegie noted that, following approval by e-mail, the bid to the D&A Foundation for funding to support the Kingsway Tower redevelopment had been submitted alongside an offer to meet with the Foundation members to discuss the redevelopment proposals. It was noted that a date for a decision on the bid had not yet been confirmed, but this would be followed up.

9. STUDENTS ASSOCIATION UPDATE

C Meldrum outlined the Students Association election results, confirming that she had been re-elected as Student President with Amy Monks also re-elected as a Vice President (Arbroath) alongside a new Vice President, Levi Hunt (Gardyne). It was noted that no candidates had stood for the Kingsway Vice President role. Board members congratulated C Meldrum and A Monks on their re-election.

C Meldrum noted significant engagement with the recent staff awards and stated that over 5,000 individual nominations had been made by students and that the Students' Association had won 5 awards overall.

Work to support students during the current lockdown was outlined, including on-going support for students and the running of the weekend 'lockdown lounge'. The Association had sought feedback on their activities from students and would use this to inform their 2019/20 Stop and Review and work plans for 2020/21.

A Monks stated that the Students' Association had written to MSPs and the Scottish government to highlight the issue of lack of ICT and broadband by many students (copy of letter enclosed). The publication of regular newsletters to students was noted.

A McCusker thanked A Monks and C Meldrum for their update and the excellent work they had undertaken to support students over the year.

Options to extend ICT availability and support for students were discussed.

10. GOVERNANCE ITEMS

10.1 Board Evaluation

S Taylor advised that the deadline for completion of the externally facilitated evaluation of the Board had been extended as a result of COVID 19 and noted that this would be planned for autumn 2020.

10.1 Board Membership

S Taylor summarised the paper on Board membership and future recruitment. The proposal to co-opt M Thomson onto the Board was approved.

G Robertson noted that the option for remote attendance at Board meetings was a valuable step in encouraging individuals to step forward for Board roles.

12.1 Board Metrics

The range of Board metrics produced were noted.

11. MINUTES OF COMMITTEE MEETINGS

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

12. CORRESPONDENCE

The list of recent communications was noted.

13. ANY OTHER BUSINESS

A McCusker noted that this was G Ritchie's last Board meeting as Principal and thanked him for his service to the College and clear leadership over a difficult period. A (remote) presentation was made to G Ritchie.

14. DATE OF NEXT MEETING

Board of Management Meeting on Tuesday 29 September 2020 at 5.00pm via Teams

Action Point Summary

Action	Responsibility	Date
Final draft budget to be presented for approval	J Carnegie	29 September 2020

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Matters Arising   PAPER B

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Matters Arising

Paper for information

The following actions were noted from the Tuesday 17 September 2019 Board of Management Meeting

Agenda Item No	Action	Current status	Open / Closed
11.1	Evaluation of revised arrangements for allocation of Risks (**G Robertson**) - March 2020	This has been delayed due to COVID-19 and has been rescheduled for the September 2020 Audit & Risk Committee	Open

The following actions were noted from the Tuesday 9 June 2020 Board of Management Meeting

Agenda Item No	Action	Current status	Open / Closed
8.1	Final draft budget to be presented for approval (**J Carnegie**) – September 2020	Agenda Item for the BOM Meeting on 29.09.20	Open

Author & Executive Sponsor: Steve Taylor, Vice Principal – People & Performance

BOARD OF MANAGEMENT

Tuesday 29 September 2020

COVID 19 Update   PAPER C(i) & C(ii)

BOARD OF MANAGEMENT
Tuesday 29 September 2020
POST COVID-19 RECOVERY – PROJECT 2020

Paper for Information

1. **Introduction**

   The purpose of this paper is to summarise the work being undertaken to support the safe reopening of campuses and services for students, staff and our communities in academic year 2020/2020.

2. **Planning for Reopening – Project 2020**

   To support and inform the reopening of the College, Project 2020 was formed in spring 2020. This project pulled together a wide range of activities and plans to make the infrastructure, educational and operational changes necessary to support the safe and effective reopening of our campuses and the return to face-to-face learning and services.

   Project 2020 is led by the Senior Leadership Team and is supported by a range of workstreams as summarised below. Each workstream has a Senior Leadership Team lead, supported by a Vice Principal sponsor and a range of expertise from staff across the College pulled in as and when required.

   As reported in June, Project 2020 is the 'moving-on' stage from the initial Business Continuity activity around COVID-19 planning and the move into lockdown. The project will continue to run for as long as required to support developments arising from the changing phases of the COVID-19 pandemic.

   Reporting on the activities and outcomes of Project 2020 have been provided to each Board Committee through the Autumn cycle of meetings and updates on key tasks and work undertaken will continue to be provided to the Board of Management and Board Committees on an on-going basis.

3. **High Level Principles and Guidance**

   To support the approach adopted by the College through Project 2020, a set of four High Level Principles have been agreed in partnership with our trade unions. These four principles will inform plans and decision making on an open and transparent basis over the coming months. They have been developed and agreed to provide a clear, high level structure within which future decisions around reopening can be 'tested' to ensure that they fit with the overall ethos and approach that the College has developed.

The high level principles are designed to provide clarity in decision making, and also to seek to allay some of the concerns that will naturally arise from students and staff around their return to face-to-face delivery of learning, teaching and services.

The Overarching High Level Principles are as follows;

i.   The Health, Safety and Wellbeing of staff, students and visitors is of paramount importance at all times.

ii. Ongoing reference will be made to the most up to date Scottish Government endorsed scientific advice and guidance. Guidance from the Scottish Government four phase approach will inform specific timescales and this national guidance will underpin, and be used to inform, clear decisions making.

iii. Personal Protective Equipment (PPE) required for college educational settings through Scottish Government or Health and Safety Executive guidance (and for specific vocational activities where appropriate) will be available.

iv. Plans and arrangements will take due account of required approaches for social distancing, shielding and engagement with the Scottish Government Test and Protect Strategy.

These overarching principles are supported by seven high level guidance points for staff to consider and take account of when planning their curriculum and services from August 2020 onwards.

A further Joint Statement on Health and Safety Responsibilities has also been agreed between the College, unions and Students' Association.

4.   **Project 2020 Workstreams**

As reported in June 2020, five workstreams have been set up to support and inform the work needed under Project 2020 to reopen the College safely and effectively. These workstreams will work closely together to share plans, needs and approaches to ensure that activities and services are joined up on a whole College basis.

The workstreams are as follows:

• **Estates and Infrastructure**, led by Billy Grace to make the health and safety changes needed in our campuses to support social distancing, hygiene and safe working. This will also include changes needed to support increased ICT access and usage.

• **Delivery of Learning and Teaching**, led by Julie Grace & Kevin Murphy to support the changes to curriculum planning and delivery.

- **Student Engagement & Service Delivery**, led by Leann Crichton to support the changes planned for our support services and the induction and engagement of our students.

- **Leadership, Communication and Ways of Working**, led by Abi Mawhirt to support and develop changes in the way in which we work and delivery learning and services within the 'new normal. This will include planning and delivering CPD activities and oversight of key staff communications on outcomes / plans from all workstreams.

- **Finance and Governance**, led by Brian Ferguson to support our ongoing financial security and planning for additional costs and requirements to deliver on workstream outcomes and changes to our curriculum, delivery and services.

Each workstream brings together union members, managers and other staff relevant to the area of activity being taken forward.

All workstreams have worked tirelessly to ensure that required tasks are identified, completed and communicated effectively. This work has progressed very well, with strong and positive engagement for everyone involved.

In addition to the workstream activities, **Daily Briefing Sessions** have been held since the start of session involving Workstream Leads and members, Heads of Sector, union representatives and the Students' Association. These meetings provide an opportunity for any issues, concerns or good practice to be raised and actions identified as needed. An action log is now maintained for points raised.

Although normally quite short, the meetings have proved to be a useful forum for points to be raised and clarified before these become major issues or concerns. The meetings are scheduled until the October break and a decision will be taken at that point on the continuing need for these.

5.   **Summary of Key Tasks and Work Completed**

As a part of College reporting to the Scottish Government, we were asked in August 2020 to provide a detailed outline of the arrangements in place to meet the required elements of Scottish Government guidance.

The enclosed paper includes a range of hyperlinks to guidance, adaptions and information available to students and staff. This supplements the information provided at each Board Committee and gives an indication of the range and depth of work undertaken.

6.   **Outbreak Management Planning**

In addition to the range of work undertaken to mitigate the risks around COVID-19, the College has also developed a clear Outbreak Management Plan and COVID-19 reporting mechanism.

In accordance with the guidance for colleges, a college should suspect an outbreak if:

- there are **two** or **more linked** cases (confirmed or suspected) in a setting **within 14 days** where **cross contamination has been identified**
- an **increase in staff absence rates**, in a setting, due to (confirmed or suspected) cases

Any known or suspected COVID-19 cases (including self-isolation or quarantining) for either students or staff are notified to a central point. Notifications are monitored 0800 – 2000 7 days a week and information analysed to identify potential cross contamination (such as students on campus from the same group). Where this arises contact would be made with the NHS Health Protection Team who would instigate the appropriate test and protect and (if necessary) outbreak management procedures. Any outbreak would be treated as a business continuity issue.

A desk exercise to test arrangements has been held, and draft communications prepared. The arrangements have also been discussed with the local Health Protection Team.

7. Conclusions

Significant work has been progressed and completed under Project 2020. All of this work has been undertaken in line with the guiding principles and with detailed College, Departmental and Individual Risk Assessments in place.

Arrangements have been supported by detailed communications and supported by a range of CPD activities.

A clear outbreak management plan is in place.

All of the arrangements in place will continue to be monitored and amended/adapted based on growing experience of actual behaviours alongside the inevitable changes and developments in government guidance.

8. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register – COVID-19 Specific Mitigations.

Author: Executive Team
Executive Sponsor: Simon Hewitt, Principal

Scottish Government COVID 19 Information Request

Summary of COVID 19 Related Adaptions, Mitigations and Information as at 24 August 2020

Contents

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What are the procedures for students from non-exempt countries to ensure respect of quarantine requirements?

Dundee and Angus College attracts relatively small numbers of overseas students to study each year, many of whom are already resident within the local area but are classified as overseas students in respect of fees and funding.

We are looking forward to welcoming our new and returning overseas students to Dundee and Angus College. All international and EU students should aim to come to the region for the start of term in September. Dependent upon subject area this may include fully on-line learning or a blended mix of face-to-face teaching and online learning. We know that some students will have travel issues or concerns due to the pandemic and our International team are available to help students to work through these.

The health, wellbeing and safety of all students is a top priority for the College. In line with the UK/ Scottish Government's latest coronavirus information, our international student guidance will provide information to current and future students that travel from outside the UK.

Due to the changing situation, this guidance will be reviewed and update periodically. Where students are travelling from specific countries they will be required to self-isolate for 14 days on arrival in the UK (for the latest information on countries requiring a period of self-isolation on arrival in Scotland please visit the Scottish Government pages covering international travel).

Some countries are exempt from this requirement and arrangements are in place for the daily checking of UK and Scottish Government guidance to ensure that arrangements are up to date.

It is the students responsibility to check if they are required to self-isolate, and this will be checked by staff prior to college attendance. All travellers arriving into the UK are also required to provide their journey and contact details before you travel by completing this online form.

Where international students are self-isolating they must inform the College by contacting international@dundeeandangus.ac.uk of their arrival date in the UK. They will not be allowed to attend college until the end of the quarantine period.

The Scottish Government has published guidance on how to self-isolate effectively on arrival in the UK.

If an international student needs to self-isolate and are unable to attend any classes in the College campus as a result of this they are asked to contact their Curriculum Quality Leader/Group Tutor.

What are the procedures for students who need to self-isolate because they have the symptoms of COVID 19 or have been traced as a close contact?
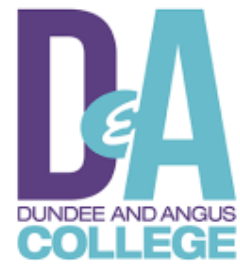
Background

As part of the preparations for Session 2020-21, Dundee and Angus College made a strategic decision to plan to deliver courses remotely, where possible, to limit the numbers of people on campus.

Our Guidance on Learning, Teaching and Assessment Planning was created to help teaching teams to plan the best possible learning experience for students. There were 5 key delivery considerations:

- **Safety first:** our decisions put the safety and wellbeing of our students and staff at the centre.
- **The D&A Way:** the whole course team should be involved in the planning process.
- **Remote delivery:** this should be considered as the primary delivery option where possible.
- **Limit numbers on campus:** groups should be timetabled on campus only as necessary to undertake practical learning in workshops/kitchens/salons/labs etc.
- **Be creative:** try new approaches to learning, teaching and assessment.

The application of the guidance means that should students need to self-isolate, the impact on their learning would be minimised.

Accessing Learning and Teaching Remotely

Each course will have a Microsoft Teams standardised format created for collaborating and communicating with students. Links to the college's virtual learning environment MyLearning can be embedded within the Microsoft Teams site to enable students to access course materials. Lectures will also be recorded to enable students to access learning at a later stage.

Technology will be used to stay in touch with students through 1:1 tutorials, group work, discussion/chat forums, livestream lectures.

Study zones have been created on campus for students who do not have access to digital technology including broadband and/or a quiet space at home. Students in this situation and who have completed self-isolation can book into the zones to catch up on any missed learning and teaching.

Accessing Learning and Teaching – Practical subjects

If a student is unable to attend on-campus practical delivery due to self-isolating, the group tutor will make alternative arrangements for the student attend to complete the missed elements once the period of isolation has concluded.

Accessing pastoral support

Each full time programme has a designated group tutor which is a recognised role in supporting learners, building positive relationships and helping learners to achieve their potential and realise success in learning. The group tutor role is supported by a number of teams in the college; they provide signposting and referrals to college student support services for targeted interventions/support.

Students will be encouraged to continue to communicate with their group tutor and the wider college support services during the period of self-isolation.

Group tutors will maintain contact with the students during the period of self-isolation and will arrange an individual tutorial check in with the student on their return to learning.

Notifying and Recording COVID-19 Related Absences

Students will follow our normal absence process -
https://dundeeandangus.ac.uk/media/3244/lssp13-attendance-process.pdf
All absences should be notified to their Group Tutor and recorded within our absence facility as normal.

Should the absence notification be related to self-isolation or traced as a COVID19 contact, staff have been informed to notify our Health & Safety team who will record this and act accordingly in-line with our Outbreak Management Plan and Process.

Students are informed of the process/system for absence recording as part of their induction and details for this are also held on our induction hub –
https://inductionhub.dundeeandangus.ac.uk/how-to-videos/log-an-absence/
Where a student has a COVID 19 related absence they will continue to receive their normal funding entitlements.

What are the plans on processes to support contact tracing (Students)?
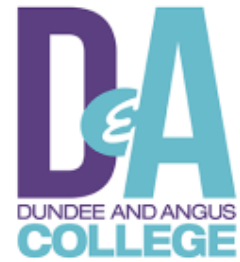
Our high level message to all students is that they should only attend on campus if they are:

- · Attending a class.
- · Attending a pre-booked appointment.
- · Booked into our IT/Digital facilities.

This is displayed on all our digital platforms and our TV screens throughout campus. Students must either be recorded on a class register or booked in for an appointment through our online booking system, this ensures we are compliant with our Test and Protect responsibilities, example: - https://outlook.office365.com/owa/calendar/AdministrationServices@dundeeandangus.onmicrosoft.com/bookings/

Should any student attend campus for any reason not stated above they will be recorded in our Campus Booking systems to ensure we have a record of their visit.

What are the plans on processes to support contact tracing (Staff)?
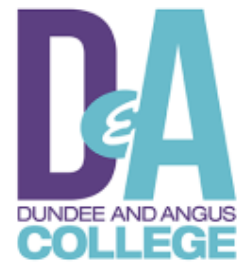
A robust process is in place to meet our obligations for contact tracing for staff.

The full detail of the process can be seen in this document:
https://dundeeandangus.ac.uk/media/3234/20200810-campus-access-arrangements.pdf

Within our staff population, we are confident that we have appropriate contact details through network email addresses and other details held in the HR system.
The arrangements for being on campus allow us to track who is on campus at any given time and their location.

Staff regularly / permanently working on campus
Details of staff in this category are supplied directly to Estates team by line managers, updated as required.

Staff timetabled to teach on campus
The Celcat timetabling system includes the staff member's name, location (room and campus) and times on campus. Academic staff are required to only attend campus for their timetabled teaching time and not to spend additional time on campus either side of classes.

Staff on a frontline service rota
Rotas are prepared in advance and collated centrally by the Estates team, detailing names, location (room / space and campus) and times.

Staff on campus on an ad hoc basis (I.e. collecting a laptop, clearing desk)
There is an online booking form which must be completed by the line manager. The form covers name, location (room and campus) and time on campus. The manager has the responsibility to refuse any non-essential bookings.

What are the plans to minimise the number of people on campus at any one time (Students)?

In May 2020, Dundee and Angus College produced overarching High Level Principles and Guidance for how we would operate in session 2020-21. At this time a strategic decision was taken to adopt a staggered approach to delivery of learning and teaching in order to limit the numbers of students on campus at any one time.

A delivery timeline was created identifying revised start and end dates for all full and part time courses. Priority was given to students who required to complete paused qualifications and the school-college partnership senior phase students.

Group	Start Date	End Date	No of weeks	Notes
Lecturing staff start	10-Aug-20			
Future Skills College	12-Aug-20	2-Apr-21	30	
Senior Phase - in school delivery Angus	12-Aug-20	2-Apr-21	30	
Senior Phase - in college Angus	14-Aug-20	2-Apr-21	29	Fri 9am - 1pm
Foundation Apprentices - Angus	14-Aug-20	2-Apr-21	29	Tues 9am - 4pm in college, Fri 9am - 4pm placement
Senior Phase - in college Dundee	18-Aug-20	1-Apr-21	29	Mon & Wed 2pm - 4pm 45 on Eng, Const, Hair Tues & Thurs 2pm - 4pm
Foundation Apprentices - Dundee	18-Aug-20	1-Apr-21	29	Mon & Wed 2pm - 5pm in college, Tues & Thur 2pm - 5pm placement
PACE	24-Aug-20	14-May-21	32	w/c 24 August onsite induction, teaching begins 31 August 2020
19/20 Deferred students	24-Aug-20	until completion of outstanding		
19/20 Deferred students - apprentices	24-Aug-20	until completion of outstanding work		Apprentices from AY19/20 to complete practical sessions, need to plan 4th - 2nd year activity on day release basis? Currently 308 apprenitces in Construction,
Highers/National 5 - p/t eve programmes	24-Aug-20	SQA exam diet tbc		remote delivery
Mode 17 Programmes containing Highers/National 5 courses	24-Aug-20	SQA exam diet tbc		remote delivery
Mode 17 Programmes containing mandatory work placements	24-Aug-20	14-May-21	32	NC Early Education and Childcare and Health and Social Care Academy
Mode 17 Programmes containing mandatory work placements	24-Aug-20	11-Jun-21	36	HNC Childhood Practice, HNC Social Services, HNC Care and Administrative Practice
Supported Ed	21-Sep-20	11-Jun-21	32	Life skills and moving forward would start 21 Sept.
All other Mode 17 programmes - SCQF 4-6	21-Sep-20	11-Jun-21	32	
All other Mode 17 programmes - HNC/D	21-Sep-20	11-Jun-21	32	
All other Mode 17 programmes - SCQF 4-6	21-Sep-20	11-Jun-21	36	4 weeks less than 36 - more hours of learning per week required
All other Mode 17 programmes - HNC/D	21-Sep-20	11-Jun-21	36	4 weeks less than 36 - more hours of learning per week required

Heads of Curriculum and Quality were advised to plan to deliver learning and teaching remotely where possible and timetable groups on campus only as necessary to undertake practical learning in workshops/kitchens/salons/labs etc.

To assist timetabling, the college Estates team was tasked with assessing all of the teaching facilities to determine revised capacities based on 2m physical distancing.

The Estates team produced a spreadsheet of every facility by campus showing revised capacities.

	Room ID	Room Name	Department	Capacity	IT Capacity	COVID Capacity
8	A311	Classroom	221 Business, Retail, Events and Marketing	21	0	12
9	A315	External Relations IT Room	221 Business, Retail, Events and Marketing	12	12	9
10	A317	Class / IT Room	221 Business, Retail, Events and Marketing	31	13	12
11	A319	IT Room	111 Hospitality and Professional Cookery	30	30	20
12	A320	IT Room	114 Travel and Tourism	20	20	10
13	A405	Classroom	132 Building Services	28	0	12
14	A407	Class / IT Room	132 Building Services	38	8	12
15	A409	Classroom	132 Building Services	25	0	8
16	A411	Classroom	111 Hospitality and Professional Cookery	19	0	6
17	A412	Classroom	132 Building Services	34	0	12
18	A413	Classroom	234 Access and Supported Education	20	0	6
19	A415	IT Room	231 Essential Skills	22	22	8
20	A416	IT Room	231 Essential Skills	36	22	9
21	A505	Escape Rooms	407 Learner Engagement	9	0	8
22	A507	Classroom	114 Travel and Tourism	10	0	6
23	A510	Class / IT Room	231 Essential Skills	26	5	6
24	A516	IT Room	114 Travel and Tourism	20	20	8
25	A517	Access Teaching Base	234 Access and Supported Education	12	0	4
26	A519	Classroom	132 Building Services	27	0	12
27	A520	Drawing Room	132 Building Services	24	0	10
28	B001	Electrical Classroom	132 Building Services	18	0	8
29	B003	Craft Lab	132 Building Services	33	10	4
30	B005	Hardhat Area	131 Construction	18	0	8
31	B009A	Plumbing Workshop	132 Building Services	40	0	28
32	B011a	Paint Workshop	131 Construction	15	0	11
33	B011b	Paint Workshop	131 Construction	15	0	
34	B011c	Paint Workshop	131 Construction	15	0	

The information was shared with Heads of Curriculum and Quality to enable them to begin to plan delivery. Our four Heads of Sector worked together to ensure that overall numbers of students timetabled within each campus were within capacity levels at any point over the course of a day and week.

Kingsway - overall capacities on Campus – spread over all blocks

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	12	58	118	57	24
Week 2	121	140	265	129	125
Week 3	156	159	262	155	144
Week 4	146	147	267	140	139
Week 5	138	139	264	132	131
Week 6	129	161	283	137	162

Science – OK

Engineering – OK (see comments below)

Hospitality & Professional Cookery – OK

Hair & Beauty – OK

Land-based – OK

Construction – OK

Building Services – OK (see comments below)

Some concerns over Engineering block on certain Wednesdays – individual rooms capacities fine but around 90 students in one corridor/area with a combination from Engineering and Building Services (80 + 10). As the times range from 0830-1600 hours there would be a likely need to stagger start times, breaks and changeovers?

Otherwise Kingsway looks OK as all of the areas are distinct ie Engineering Block, Construction Block, Science Block, Landbased Area, Tower Block, Café Bar/Restaurant and The Space

Any concerns were noted and groups re-timetabled to bring numbers on campus to within the limits required to maintain physical distancing.

Ongoing monitoring takes place at Senior Academic Leadership Team level and changes will be made based on any potential issues identified or changes in numbers/attendance.

What are the plans to minimise the number of people on campus at any one time (Staff)?

Background

From initial lockdown and right through the summer period, access to campuses was limited to a skeleton staff ensuring routine maintenance (including legionella mitigations, ICT server and systems support and animal care and protection) took place.

For any other access to campuses a clear booking system has been in operation. Until 17 August 2020 this was controlled by the Estates team, with advice given at the point on request on non-essential bookings and health & safety requirements (including refusing or amending access where appropriate).

With some services requiring access to campuses from the start of term (10th August), an enhanced on-line safe booking system has been put in place.

Messaging

We continue to follow the Scottish Government guidance that staff should work from home where possible, and in all communications regarding bookings, the message has been clear since the publication of D&A's High Level Principles and Guidance that if your class or service can be delivered remotely, it should be, and that you must have a management booking to be on site. This is reiterated in all staff emails, on the One Stop Shop page on the Portal (intranet) and whenever access to campuses or the booking system is mentioned. The booking system generates and maintains an individual appointment record to support any Test and Protect data requests that may be needed.

Portal One Stop Shop Header:

Session 2020-21 What You Need to Know for Weeks 1-6

Simon Hewitt
Principal

Do not attend campus unless you are timetabled or have a booking to be on site

Provision of Services

In early March 2020 the Business Continuity Team were convened and soon thereafter workstreams were set up under the supervision of the COVID-19 Business Continuity and Senior Leadership Teams to lead and manage various areas of work. The Student Engagement and Delivery of Services workstream undertook a service design approach in partnership with trade union and students' association members to manage service delivery of key frontline services, focused on how to engage our 2020/21 cohort of learners and develop new approaches to the delivery of administration, student services, learning resources and other services remotely where possible.

The output of this work has meant that a range of services are being completed remotely, such as student registration support via email and live chat, induction and pre-entry information shared via a Virtual Induction Hub and student 1:1 consultations and counselling taking place using telephone, FaceTime and Microsoft Teams. This allows those that must come onto campus (for example supported education students who need support to complete registration) can come onto campus in carefully managed bookings with clear health and safety mitigations in place.

Three work types were developed for staff and all job roles assigned to the appropriate grouping, with the majority of staff able to work remotely at least part of the time, with many fully remote:

Remote Work	Blended Work	Campus Work
Can work almost entirely remotely • All stakeholders are able to engage remotely, therefore engagement and productivity can continue • There are no special requirements i.e. all relevant resources / hardware / software are available remotely • Remote workers will come on campus as required	**Can sometimes work remotely** • Will require to be on campus (possibly on a rota) due to delivery of frontline services **and / or** • Access to stakeholders, resources / hardware / software only available on campus	**Can never work remotely** • Nature of work is entirely on campus (i.e. Dine@ staff, cleaners, gardeners etc.) and cannot be completed remotely

With the majority of job roles in the Remote or Blended Work Type, our approach to bookings manages essential access to campus and effectively removes non-essential bookings.

What are the procedures to ensure maximum communication and understanding of COVID-19 requirements among students and any compliance mechanisms you are considering?

A workstream within our COVID-19 Planning for the reopening of the College in sessions 2020/21 (Project 2020) was created to focus specifically on student engagement and communication to ensure that all students receive and understand the COVID-19 requirements of our campuses and activities.

Most of our students will be undertaking their learning in a remote environment therefore we have developed a virtual induction hub to support this - https://inductionhub.dundeeandangus.ac.uk/

A section within this covers the arrangements they must adhered to if they are required to attend a campus:
- Campus Guidance – this details the arrangements all students must follow if on-site https://inductionhub.dundeeandangus.ac.uk/coming-to-campus/our-COVID 19-adapted-campus-guidance/

- Campus Zones - each department has been allocated a learning zone and students associated with that department are requested to stay in their zones as far as possible - https://inductionhub.dundeeandangus.ac.uk/coming-to-campus/campus-zone-maps/

- Physical Distancing Framework - any student not complying could result in disciplinary action through our Positive Behaviour Policy https://inductionhub.dundeeandangus.ac.uk/coming-to-campus/physical-distancing-framework/

- 360 Campus Video Tours - https://inductionhub.dundeeandangus.ac.uk/coming-to-campus/360-campus-tours/

Our high level message to all students is that they should only attend on campus if they are:
- Attending a class.
- Attending a pre-booked appointment.
- Booked into our IT/Digital facilities.

This is displayed on all our digital platforms and our TV screens throughout campus.

On-site Arrangements

Students must either be recorded on a class register or booked in for an appointment through our online booking system, this ensures we are compliant with our Test and Protect responsibilities, example: - https://outlook.office365.com/owa/calendar/AdministrationServices@dundeeandangus.on microsoft.com/bookings/

There are welcome signs at all entrances highlighting the COVID 19 adaptions and behaviours expected. Throughout campuses, there are one way systems and instructional signage to support physical distancing.

Also within all our communication inviting all students to an on-site induction, welcome event or class we have the following reminder "If you have COVID 19 symptoms, you must not attend college and should notify your Group Tutor, self-isolate and follow guidance on NHS Inform (www.NHS Inform.scot). If you feel unwell whilst on campus, please notify your lecturer."

Each on-site group participating in inductions/welcome events have an information pack which contains the following documents to share and discuss with students.

- On-site Campus Guidance Document - https://dundeeandangus.ac.uk/media/3242/student-guidance-on-campus.pdf
- Induction checklist Document for staff https://dundeeandangus.ac.uk/media/3243/2020-day-1-induction-checklist.pdf
- COVID Symptoms card - https://dundeeandangus.ac.uk/media/3241/test_protect_info_card.pdf

In addition, we have walk through videos for each main campus to demonstrate clearly to staff, students and visitors what to expect on campus and to familiarise them with the arrangements in place and signage on display.

- Arbroath Campus walkthrough https://youtu.be/XvfAdbT4qGk
- Gardyne Campus walkthrough https://youtu.be/nGfz3v1SebE
- Kingsway Campus walkthrough https://youtu.be/JMXHrq69qMs

Communication Process

Regular updates on key developments have been posted onto the College website and shared through College and students' association social media platforms. We have return FAQs available on our website https://dundeeandangus.ac.uk/news-events/COVID 19-update-faq/

Should any information change or key information need to be highlighted we will issue announcements on our student portal, student app and send email and texts to all students through our internal systems.

Home | Manage My Details | Timetable | Attendance | Policies and Guidelines | Payment Schedules

My Links

- College Website
- D&A Attributes
- Student Support Portal
- Online Application System
- D&A ICT Helpdesk
- MyLearning
- My Library Account
- My D&A Life
- Webmail
- Teams

Today's Classes

You don't have any classes today

My Courses

CTTRTO20-K-1FA - Certificate in Travel And Tourism

News List   7

August 21, 2020

COVID Guidance

If you or any member of your household work in the Two Sister factory in Coupar Angus, please follow g... >

What are the procedures to ensure maximum communication and understanding of COVID-19 requirements among staff and visitors and any compliance mechanisms you are considering?

Since early 2020, there has been a COVID-19 Business Continuity Team in operation, with key staff supporting the Senior Leadership Team as the core of this team. This group oversees communications and ensures that all stakeholders are communicated with at appropriate junctures.

There are four key things we do to ensure effective internal communication and understanding of COVID-19 requirements:

- Utilise the staff intranet ("the Portal") and MyD&A (student portal) as the main communication platform for staff and students respectively
- Send all staff emails to highlight important messages and information on the Portal
- Utilise a network of internal groups to cascade and confirm receipt of message / understanding of communications
- Update the College website and Social Media platforms with key messages.

The Staff Intranet (Portal)

The Portal is a well-established means of communication for D&A College. It is the homepage for all College computers (laptops and PCs) to ensure high visibility among staff. All information is posted here, using a blend of 'announcements' (seen below as 'College News') and dedicated spaces / pages for specific information.

The Project 2020-21 Portal site is dedicated to getting academic session 2020-21 up and running as safely and smoothly as possible. This site contains all published documents and guidance relating to COVID-19, including risk assessments, information on practical arrangements (like accessing campus, or how to request equipment). It also includes a regularly updated FAQ.

The Staff Portal homepage:

The Project 2020-21 Portal Site:

In order to simplify information for staff, a 'one stop shop' page was set up to collate the key information and signpost relevant information.

One Stop Shop page:

We also created a H&S Information online learning package for staff to work through to pull together key messages and ensure they understood everything that is in place, and their individual and collective responsibilities: https://rise.articulate.com/share/Ni4zn5guV3VciiVB8CyZKa_n1hERjzHV#/

Completion of this learning pack is a mandatory requirement for staff before returning to campus.

All Staff Emails and Non-Digital Support

In addition to the Portal information, over summer 2020 we sent 3 staged email updates to all staff, highlighting key information as guidance was agreed nationally, or we had clarity on arrangements that would affect staff in the new session. This 'direct to inbox' approach was highlighted to staff before the summer break (so that they knew that these updates would be sent and could look out for them) and ensures that staff are aware information is regularly being published on the Portal.

This approach has ensured that the key messages are delivered to all staff, with clear links to the single source of additional information (the portal). We were careful to limit the number of emails to ensure that key information was provided on a managed basis and was not hard to find or lost in what could become information overload without appropriate curation.

Where staff have been on furlough, managers have been keeping in touch both by direct phone contact and also through Facebook/WhatsApp groups to ensure there is always a communication channel open. In addition, where staff groups are less digitally connected, the information has been collated into printed packs and staff are booked into slots to attend campus, collect the pack from their line manager, discuss the contents and staff can ask any questions (all whilst physically distancing and following group and individual risk assessments).

College Networks and Groups

We are acutely aware that, due to the nature of the College academic session, the extensive work that has gone into preparation for the new session, staff are returning from a six week break in many cases and there is a huge amount of information to read, digest and put into practice. Much of this is currently 'theory' and key to supporting taking theory into practice are our College networks and groups.

Our Senior Leadership Team have ultimate responsibility for all staff teams, and cascade COVID 19 plans to teams following discussions at each week's SLT meeting. Our Leadership Development Forum includes all managers from the Principal to department head level (support and academic) and are our key management group for cascading information.

The Leadership Development Forum stays in regular contact through their dedicated Microsoft Team, where updates are posted quickly, and questions can be asked at any time. This model allows a wide range of knowledgeable managers to help and support one another with answers to COVID 19 questions and problem solving ideas, sharing good practice. This means this group are well informed and at regular online briefings, the Principal and SLT ensure that Leadership Development Forum are aware of the information they **must** pass on to teams, and the tasks they **must** undertake. This is the monitored by the SLT line management structure, and any questions dealt with.

Our Joint Consultation Forum with our union representatives also utilises a Microsoft Team to share the same information provided to managers information quickly, and ask for feedback on proposed communications. This group also meets regularly (currently daily) with management to ensure good reciprocal communication. Specific COVID 19 Joint Consultation Meetings have been held to pick up on issues, concerns and good practice, with further dates scheduled for the academic session.

Trade union safety representatives and students' association representatives have been actively and positively involved and engaged as full members of all our workstreams since the start of this work. This input has added value to the outcomes and communication of this work.

Website and Social Media Updates

Regular updates on key developments have been posted onto the College website and shared through College and students' association social media platforms. As outlined in other responses, extensive work has been put in place to support the early engagement, induction and support for students commencing in academic year 2020/21.

To meet the needs of students, this work has been developed utilising a range of different platforms and formats 9including social media content in platforms such as Twitter and Tik Tok to ensure that key messages are shared.

Questions and Feedback

We have made sure there are a range of channels for asking questions and providing feedback. We have a dedicated 'Consultation mailbox' which is an email address that's always open for feedback.

We have a dedicated H&S mailbox for highlighting any H&S concerns, seeking advice or asking H&S related questions.

The People Team can be contacted for any confidential discussions, by email, Microsoft Teams or phone.

Staff and Q&A sessions with the SLT have been open to all staff in 2019/20 and at from the start of term 2020/21 and will continue to be scheduled. Similar arrangements have been in place for students, including sessions over the summer break.

The COVID-19 FAQs page captures information from a range of sources to provide online advice and guidance.

Since 10th August we have a daily check in at 4pm with our Students' Association, Heads of Academic sectors, the Senior Leadership Team and Trade Union Representatives, and have asked all teams to feed in questions via these routes. The check ins are designed to quickly identify any issues, answer queries, share good practice and reassure that support is available and quick action can be taken to address anything that hasn't worked as expected. These have been invaluable and have supported enhanced confidence and resolution to reassure staff and students on their return to campus.

COVID-19 FAQs

FAQs

Closure and Re-Opening Of Campuses

Is it safe to reopen / visit campus?	How do I access campuses?
Will I (or my students) be tested for COVID-19 before return to campus?	What if I have a health concern?
What about support services when we reopen?	What if my team has further questions?

Academic Session 2020-21 Practicalities

What's the staggered start and what will it look like?	What about credits and other targets?
1 day onsite for practical delivery. How will this be possible?	Will SQA and other Awarding Bodies make allowances for the disruption
How will reopening / changes impact part-time and / or variable staff?	My course lasts for more than 32 weeks, how will this work?

Working Remotely

Can I get a laptop?	I want to work on campus / I don't want to work on campus?
Why does my line manager need to agree I can work from home?	What about GDPR and data when remote working?

Learning and Teaching FAQs

Can I get access to library books?	Can I use Microsoft Teams with students?
Can I get training on using Microsoft Teams?	Who can help me with digitising learning and teaching materials?

Communications Process

When information is due to be published relating to COVID-19, the Senior Leadership Team draft the information, then it is presented in advance to the Union Representatives for comment and review. Following agreement, the information is passed to Leadership Development Forum for comment / information, prior to publication to all staff. This ensures congruence of communications and that all stakeholders are involved and pre-informed, promoting good working relations which are key for good communication.

Visitors

Through the COVID-19 Business Continuity Team, D&A's stakeholder groups were identified and members of SLT assigned to communicate directly with them. This means that when communications are agreed, the SLT assess which stakeholder groups need to know the information and the designated contacts ensure the information is communicated effectively.

Having put in place robust arrangements to meet our Test and Protect requirements for staff and students coming on campus, we are now progressing further visitor guidance. We have been operating a sign in process, whereby visitors (in the main delivery drivers and contractors) have been met by Caretaking teams and supervised as required on campus.

Relevant managers are aware of expected visitors to campus (for co-delivery in the main at present) and individuals liaise directly with visitors to share relevant COVID-19 risk assessments and information. H&S inductions are in place where necessary both internally and to visitors as needed to ensure they are aware of the processes in place. As more services and activities reopen, arrangements for visitors will be posted on the College website to assist visitors in planning their visit if it is essential.

Signage and Physical Distancing Framework

In terms of compliance, the Physical Distancing Framework applies for all staff, students and visitors. Ultimately, non-compliance can result in disciplinary action for staff and students through the respective policies and processes, and visitors being required to leave campus.

Physical Distancing Framework: https://dundeeandangus.ac.uk/media/3232/20200805-physical-distancing-framework.pdf

Physical Distancing Measures: https://dundeeandangus.ac.uk/media/3233/20200805-physical-distancing-measures.pdf

To support good COVID 19 practices on campus, there are welcome signs at all entrances highlighting the COVID 19 adaptions and behaviours expected. Throughout campuses, there are one way systems and instructional signage to support physical distancing.
In addition, we have walk through videos for each main campus to demonstrate clearly to staff, students and visitors what to expect on campus and to familiarise them with the arrangements in place and signage on display.

- Arbroath Campus walkthrough https://youtu.be/XvfAdbT4qGk
- Gardyne Campus walkthrough https://youtu.be/nGfz3v1SebE
- Kingsway Campus walkthrough https://youtu.be/JMXHrq69qMs

What are the mitigation practices you have agreed with the relevant local authority in order to minimise risk of transmission through school pupils attending college?

Background

Dundee and Angus College has positive and productive relationships with local authorities in relation to the school-college partnership and has expanded these during the COVID 19 disruption. Early monitoring and discussions took place to ensure pupils in session 2019-20 could achieve their programmes of study.

Planning for session 2020-21 began in early June with senior staff looking at potential models of delivery to enable pupils to access their senior phase college learning from August (without being disadvantaged relative to their academic counterparts) whilst adhering to national guidance, high-level principles and guidance of the college and local authorities and the college's **Guidance on Delivery of Learning, Teaching and Assessment**

Initial discussions identified that:

- Approximately 50% of Dundee school pupils may not have access to digital technology and may be unable to engage in remote learning.

- Access to broadband and digital technology may prevent a barrier to accessing remote learning for pupils in rural and remote areas in Angus and Aberdeenshire.

- Many school pupils choose a college based course option to experience college life and to prepare them for progression beyond school.

- School pupils need to have an awareness of course expectations and feel connected to the college and the teaching team to promote engagement. Limited engagement in the online senior phase preparation courses in June confirmed the importance of initial engagement.

- Ability to attend college was limited by 2m physical distancing guidelines affecting capacity levels in practical facilities and general classrooms and placing limitations on transport arrangements.

Planning

Dundee and Angus College has delayed the start date for majority of full time programmes to 21 September 2020 and we are planning to deliver much of the learning remotely with limited on-campus teaching in accordance with the current national guidance which means that there will be far fewer mainstream college students on campus than normal.

This strategic decision was made to accommodate the Senior Phase pupils who have chosen a college option as part of their Senior Phase education and students who needed to complete 2019-20 paused qualifications.

Approximately 1600 school pupils have chosen a college based option as part of the School-College Partnership arrangements in session 2020-21. The pupils come from all 8 secondary schools in Dundee, the offsite education learning centre in Dundee and 1 independent school in Dundee, all 8 secondary schools in Angus and 2 Aberdeenshire secondary schools. The subjects being studied range from SCQF level 4 to SCQF level 7 across a broad range of qualifications and subject areas.

The **Dundee and Angus College school-college partnership 2020-21** document gives details of the qualifications being studied.

The breadth of the curriculum offer means that pupils have flexibility of choice and enables small numbers of pupils from each school to select a course that would not be viable if it was restricted to school based delivery.

The Senior Phase delivery model agreed between Dundee and Angus College and local authority partners has been developed in accordance with the principles of the Scottish Government Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020.

In determining the model of delivery partners took into consideration the age and stage of the Senior Phase pupils, the data provided within the guidance and its alignment with the College's high-level principles and COVID-19 Risk Assessment Principles as well as factors including equity of access to learning for vocational learners in their Senior Phase.

Managing Risks

During the planning stage local authority partners shared their risk assessments to support the college's preparations for campus based learning and delivery of the school-college partnership programmes in school premises.

Dundee and Angus College has created a specific **COVID 19 D&A College Risk Assessment - Senior Phase Delivery** which is underpinned by the overall college Risk Assessment Principles and is supplementary to the D&A College COVID 19 Risk Assessment. This Senior Phase risk assessment applies to all Dundee & Angus College staff who are involved in the delivery of learning and teaching to Senior Phase pupils as part of the school-college partnership.

Additional mitigations are also in place to minimise the risk of transmission.

Senior Phase students are timetabled to attend on specific days in our Dundee and Arbroath campuses. The classes do not include college students. Where possible, we have adapted our arrangements to ensure that pupils from the same school are kept in the same groupings when attending college. However, the college campus model means that there may be pupils from more than one school in a group.

The college campuses have been divided into **learning zones** and colour-coded maps have been produced showing entry and exit points of each of the relevant zones. In preparation for coming to college, pupils received letters to their homes advising them of the date and time to attend campus for initial induction and which zone and room to attend. The initial inductions have staggered start and end times to minimise attendance on campus.

[Student On-Campus Guidance](#) has been prepared for distribution and discussion with Senior Phase students at induction. The guidance positively reinforces the expectations of Senior Phase students whilst on campus.

Additional activity

Dundee and Angus College hosts and delivers 2 specialist offsite education programmes in partnership with Dundee City Council. These programmes are delivered entirely in college premises to Senior Phase pupils in either their last 6 months or 12 months of statutory education and are at risk of disengaging from school or not achieving a positive destination post school.

The above arrangements have also been applied to the pupils who attend these programmes.

BOARD OF MANAGEMENT

Tuesday 29 September 2020

STRATEGIC ITEMS

Regional Outcome Agreement Timeline   PAPER D

BOARD OF MANAGEMENT MEETING

Tuesday 29 September 2020

Session 2020/21 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 2021/2022.

Key dates proposed for Board members are:

October/November 2020	SFC publishes ROA guidance based on Ministerial letter of guidance
tbc	Board Strategic Development Session including discussion and agreement on high level strategic direction and ROA impacts
15 December 2020	Board consideration of first substantive draft of ROA.
18 December 2020	Completion of first substantive draft ROA for discussion with the Scottish Funding Council.
16 March 2021	Board consideration of Final Draft ROA.

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

REGIONAL OUTCOME AGREEMENT PROCESS AND TIMESCALES 2020/2021

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

September/October 2020	Initial Planning meeting of Executive Team following publication of SFC guidance. Initial consideration of external environment changes and priorities.
29 September 2020	Approval of Regional Outcome Agreement process – Board of Management.
tbc	Board of Management strategic events
October 2020 (tbc)	Publication of ROA guidance
	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.
September 2020	Commencement of draft Regional Outcome Agreement in discussion with Scottish Funding Council.
15 December 2020	Board consideration of first substantive draft of ROA
18 December 2020	Submission of first substantive draft of ROA to SFC
January/February 2021	Briefings to Staff, Student Representatives and unions on Regional Outcome Agreement Planning, Strategic Objectives and external impacts
February 2021	Discussion of Strategic Direction and draft ROA within key College and Students' Association forums
16 March 2021	Final draft Regional Outcome Agreement to Board of Management.
31 March 2021	Submission of Final Regional Outcome Agreement to Scottish Funding Council
April – June 2021	Incorporation of ROA strategy and targets within team plans and arrangements.
July 2021 (tbc)	Final ROA published by SFC

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Student Association Report   PAPER E

Students' Association

Learner Representative Update

Update – 26th August 2020

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1. **Summer Festival:**

As part of our continued student engagement throughout the summer period, the Students' Association dedicated their efforts on ensuring that our students remained part of their college community and the D&A family. The success of the DASA Lockdown Lounge and the interaction of both the students and talent from the local area, we decided to go one bigger and create a whole weekend full of entertainment and festival activities for everyone, students, staff and our local community. This was a huge undertaking and one of the biggest events in our SA history! The planning began several weeks before the event to ensure that this would be something our students and staff would never forget, as talks and planning developed, we as a Team decided that we would like to give something back to a charity in our local area using the Festival as a vehicle to do so. As discussions and negotiations occurred it became very clear that the focus for us was to enhance the College experience for both our students and our staff at the College and therefore we embarked on creating our very own Pay It Forward Fund.

The new Pay It Forward Fund was created in order to allow our students and staff to nominate individuals from across the college to gain a treat to say thank you for their continued hard work or for going above and beyond. The main purpose of the fund is to allow the student and staff to pay it forward with kindness and bring happiness and joy to other students and staff from across the college throughout each academic year. This allows us to show that the hard work from students and staff from across the College does not go unnoticed. Through the year the Students' Association would run different events to raise money for the fund and leave a

legacy for years to come, with a culture of kindness and thanks. Each nomination from either staff or students would highlight the reasons why they have nominated an individual to receive a gesture of kindness through the fund, which would also allow us another avenue to capture and gain insights into continued good practice and success stories College wide. A committee will be created to ensure that all funds and nominations are handled on a fair and equal basis to pay forward kindness gestures. The committee will compromise of the following individuals who will meet on a regular basis to ensure that the fund and fund raising maintain an impartial and fair way of working, as well as the sustainability of the fund going forward:

- Students' Association President
- Students' Association Development Officer
- Students' Association Elected Officers
- A member of staff from Student Services
- 4 Students from Student Congress

The Festival itself took place over a whole weekend, from 24th to 26th July 2020 and was a huge success, both in the event and the funds raised towards our new Pay It Forward Fund. 3 days, 33 local music acts and 18 local businesses contributed towards an unforgettable weekend of fun and engagement with our students, staff and local community. The Festival raised an impressive £1013.64 towards the beginning of our Pay It Forward Fund and we are excited to start the committee meetings and nominations towards our kindness initiative when our students return on 21st September 2020. Watch this space!

2. **Newsletter, College and SA:**

As part of our continued communication and engagement with the student body the Students' Association have continued to produce our monthly newsletter that would provide our students and staff with up-to-date information and celebrate student success. At this time, where the focus is on the doom and gloom of the current epidemic, we think that it is important that we continue to share positive stories with our student body to encourage and motivate them through this difficult time. The newsletter from the SA will continue to provide up to date information from across the College with our students to ensure that we are providing them with the latest information that will affect their

return to College and the new way of working and learning. We are at the moment trying to find new ways of getting the newsletter to our students and staff to ensure that it reaches the maximum number of individuals it possibly can.
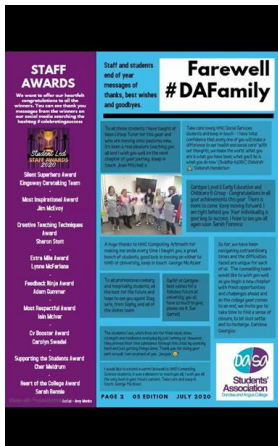
The SA Newsletter continues to celebrate our Lead Representative of the month and for the first time, we have continued this throughout the summer period due to the amount of engagement that we have received from a number of our students. This month our Lead Representative of the month will be Shannon Torrie, who is one of our sport students. Shannon has been a beacon of light for our students, being involved with everything that the SA is doing, sharing this with her class, promoting events, points of contact and other information on social media and in her involvement in the Students Congress Teams Page. Shannon is always the first to put herself forward for everything and anything and is enthusiastic to get others involved. Thank you Shannon!

Throughout the summer period the Students' Association has been involved with the Student Engagement Workstream and have been actively involved with all aspects of the new College wide Newsletter in conjunction with all other Support Teams across the College. We have been involved with the content, layout and contributions to the information provided to allow our students an insight into the continued efforts to engage our students over the summer period. This platform has allowed us to ensure that new and returning students know how they can become involved with the SA as part of their student experience. This has been a valuable tool and has highlighted the need to continue these efforts to engage students in a wide range of summer activities and events as a norm going forward, it provides a platform to grow and build upon a successful programme for future year's outwith the COVID19 restrictions.

3. **Support Network:**

Teams/Facebook Video Calls:

The SA Team have continued to spend time on calls and video calls, often late into the night, with students for a mix of reasons. Often those who are feeling isolated, lonely or a little bit lost throughout this time. These are often just a cuppy and a chat to catch up

on how they are doing and feeling. This is often the only form of human or adult contact that they have as part of their day and has proved to be a positive and welcome addition. We have prided ourselves on continuing to grow the D&A Family and provide the human element to our remote and digital lives.

In addition, our President, Cher Meldrum has interacted through a number of Facebook Live's where the floor is open to allow students to ask questions about the SA and also the College as a whole. This has proved to be a popular addition and will continue to be a platform of engaging our students throughout the academic year. Our other elected officers and SA Assistants will take on our Facebook Live's and we hope to grow this to include other College Teams and members of staff across the College. This will be a growing point from our Meet Me Monday's and provide an interactive version which will be more engaging for our students.

DASA Lockdown Lounge:

Our Lockdown Lounge, our virtual pub lounge, has continued to provide a platform for our students to post how they are feeling and other students and staff in the Students' Association providing a listening ear or a catch up and coffee over Microsoft Teams, the love, care and overwhelming urge to help support each other has clearly shone through and built this community over the past couple of months. We are extremely proud of our students and their commitment to "having each other's backs". Having a platform to comment and contribute towards has provided a support network, where everyone in the community have come together to provide encouragement and support when needed. This has also furthered our collaboration and working alongside other support teams, such as Student Services and the Help Point teams, through referring students between all of these services we have provided information and much needed help to those who require it.

4. **Voice of our Students:**

   Live Q&A's:

   We have carried out a number of Live Q&A's with the College Exec and Support Team Managers over the course of the Lockdown and summer period. These have proved to be a very popular and valuable tool for our students. It has provided a platform to allow students to ask questions to the decision makers of the College and get answers live on the Teams feed.

The biggest insight that we have seen from our Live Q&A's are that students have found that seeing the people in positions of power at the College in their normal clothing and within their home settings over the Teams calls has broken down the barriers of what they call the "Fear of the Suits!". Students have found it much easier to ask questions and be engaged within the event due to seeing the Exec and Managers as normal people just like them.

In addition to breaking the barriers of the Suits, the stories and successes that were shared by our Support Team Managers left the students wondering where their College Journeys would lead them in life. The stories shared about the input and gratitude our staff shared about their own College journey and their return to working within the College really inspired some of our students. We agree as a team that celebrating these achievements and highlighting the life changing directions a course or courses at College can have on an individual is definitely something that we should be shouting about.

Feedback:

Throughout this time we have discovered new and different ways of gaining feedback and insights from our students. We have utilised Miro, Padlet and Service Design tools and methods to interact with our students to gain insights into their thoughts, opinions and feelings with regards to a number of different topics and issues facing students at this time. We have been actively engaged in discussions and solution finding engagement surrounding subjects including: graduation, COVID19 solutions; smoking arrangements; empathy walks around the campuses; communications; induction processes; qualification arrangements and the student lead App design and content.

Our students have been delighted to have been so involved in all of these processes and are beaming with pride to have been involved in the creation and fruition of the new My D&A Life App. The engagement and excitement from our students in Student Congress with regards to the App has been tangible and infectious, we are absolutely delighted to have been given the chance to involve our students and work together to bring this wonderful resource to life.

As a result of finding new ways of gaining feedback during this time has sparked a new enthusiasm for thinking of new and creative ways to gain feedback going into this new academic year. We are excited at the prospect of thinking of new ways to get our students attention and engagement in continuous student feedback to enhance and promote the student experience.

5. Community Engagement:

DASA Treasure Hunt:

The Students' Association have continued on with their community engagement throughout the summer period through our social media posts and interactions. We have further developed our community engagement with a DASA Treasure Hunt that was open to everyone in the local community across Dundee and Angus. The Treasure Hunt saw 25 goodie bags with the College logo filled with treats and treasure placed in different locations across the area and clues posted on social media
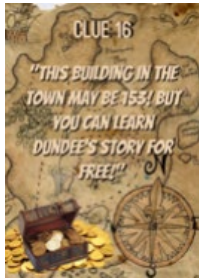
throughout Wednesday 19th August 2020. In addition to the goodie/treasure bags that we placed around the local area there were four star prize bags which held Amazon vouchers to be claimed through the Students' Association. The Treasure Hunt gained a lot of social media following and proved to be a success with students, staff and people from the local community who won or found the treasure bags across the area. This was a positive way to advertise both the College and the Students' Association, as well as promote our local landmarks and the positives of getting out and about for exercise.
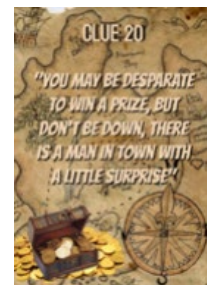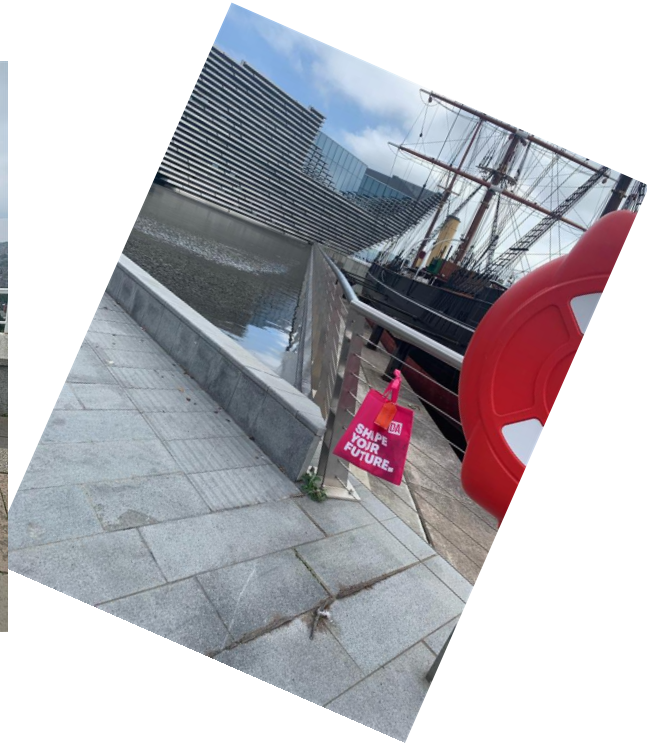
6. **What our students had to say about us:**

    During this time we have spent some time gaining an insight and feedback from our students with regards to what they think about us. We were absolutely blow away by the positive responses that we gained from the students who took part in our Padlet board. Here is what they had to say:

    https://padlet.com/sarahrennie/SAStudentReview

7. **What staff across the College had to say about us:**

    During this time we have spent some time gaining an insight and feedback from staff from across the College with regards to what they think about us. We were absolutely blow away by the positive responses that we gained from the staff who took part in our Padlet board.

    Here is what they had to say:

    https://padlet.com/sarahrennie/SAstaffReview Please feel free to add your own thoughts and opinions into our Padlet.

BOARD OF MANAGEMENT

Tuesday 29 September 2020

FINANCE & ESTATES

2020 / 21 Budget   PAPER F

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Draft Budget 2020/21

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1.   **Introduction**

This report presents the draft budget for the year to 31 July 2020.

The Board will recall that at the meeting in June 2020 it had not been possible to present a balanced budget at that time. It was agreed that we would continue to refine the budget over the intervening months where it was hoped that there was some more certainty as to the funding and assumptions on which to base our budget.

We are pleased to be able to present a draft break-even budget. This draft budget was presented to the Finance and Property Committee earlier this month.

2.   **Recommendation**

Members are asked to approve the draft 2020/21 budget.

3.   **Context**

The Board were presented with an initial 'post-Covid-19' draft budget in June, prepared in tandem with the Financial Forecast Return (FFR) required by The Scottish Funding Council (SFC), in order to give an early indication of the possible economic impacts of COVID-19 restrictions. Due however to the unprecedented level of uncertainty it was not deemed appropriate to seek approval for that budget and management undertook to present a revised budget when there was sufficient clarity to do so reliably.

Whilst the situation continues to be fluid with a high degree of uncertainty remaining, we do have a greater measure of clarity informing certain assumptions, enabling us to present a more positive forecast and consequently we feel that a budget can now be formally adopted, albeit this may be subject to further revision.

The College continues to closely monitor the developing situation, taking full cognisance of prevailing guidance, and will actively manage the challenges as they emerge. Mitigating actions will also be taken to proactively protect our finances and take advantage of opportunities for additional revenues whilst contributing to the economic recovery of our region to the full extent possible.

Forecasting will be particularly demanding throughout the pandemic and forecasts will continue to be updated regularly. Greater certainty will be provided when students are fully enrolled and timetables finalised.

The Risk Assessment of Key Areas, whilst still very subjective, seeks to highlight the extent of residual risks of adverse impact, along with potential for favourable movement from the budgeted position.

4.   Summary of results

The revised draft budget achieves a break-even position for the year, predicting a Cash-backed surplus of £20K and is a positive movement of almost £1.5m since the initial draft budget. For 2020/21 we have no cash liability towards the loan, having secured a loan repayment holiday by Santander.

Income increases by over £4.5m, however after factoring associated costs the net impact is approximately £1.1m. The major contributors are SFC and Skills Development Scotland (SDS) along with Coronavirus Job Retention Scheme Bonus.

Expenditure increases by almost £3m but this is a consequence of additional revenues, primarily grant funding and donations for property works. Costs benefit however from a net reduction in property of £300K and ICT of £260K, with the budget for the latter consequently reduced for accelerated spend accommodated within 2019/20.

5.   Income

Total cash income for 2020/21 increases to £44.2m, representing an increase of £3.8m on our predicted Outturn for 2019/20.

Final SFC teaching allocations announced in June are reflected in this revision but net adjustments are not significant. ESF credits have been confirmed, reducing by 330 to 4,091 and resulting in a new College total credit target of 107,405 which is a reduction of 663 on last year. Although core teaching credit allocations are protected from Covid-19 related reductions we do not have this same level of assurance in respect ESF credits.

Other SFC grants have increased by just over £1m. Additional capital funding to support economic recovery was announced in August, proving funding of £514K to be spent within the 20/21 fiscal year. Full cost provision has been made pending final decision on how this stimulus funding may be utilised. This brings total Capital & Maintenance funding to almost £3m in this budget, but has yet to be finally adjusted for under spend carried forward from last year. The present assumption that this will all be accounted for as revenue has also to be reviewed and agreed with auditors. Any resulting adjustments to both revenue and costs should not however result in significant net adjustment.

The budget also now reflects additional SFC funding to support digital provision of £152K, enabling us to provide devices to eligible students.

The College is currently bidding again to SFC for Reducing Child Poverty grant funding and this budget now reflects an expectation that we will be successful in the amount of £225K, which is an increase of £109K from previous budget, but with no additional incremental costs.

Regional Flexible Workforce Development Funds (FWDF) allocations remain unconfirmed, both in terms of value and potential changes to conditions. SFC had previously advised that we should continue to assume a similar level of allocation for 2020/21 (£473K) when the funding for the sector remained at £10m. This has since increased to £20m although there appears to be some doubt about how this additional allocation may be distributed. It seems very likely however that we can expect a higher allocation and, taken together with circa £300K carried forward from 19/20's allocation which we hope to deliver by the end of the calendar year, it seems appropriate to increase our budgeted income by £300K to £863K. It will however be enormously challenging to build capacity sufficient to deliver this level of activity, and assuming there is sufficient demand from levy paying employers. Risk is therefore very high and, by way of containing the possible adverse impact, our budget assumption is for all additional activity to be contracted out to associate trainers, deviating from the normal mix, and thus yielding a much lower margin of contribution to overheads. This is however only a financial assumption and every effort will be made to deliver as economically as possible.

Tuition fees are increased only for Service Design Academy, where we believe that we have a niche product that can be particularly responsive to the current Covid-19 related challenges. In all other respects the uncertainty regarding actual enrolments and the strength of the economic recovery precludes any changes to previous assumptions.

Non-core income grows by £547K following a further review. An additional £460K is assumed from SDS and this is split £260K additional for Foundation Apprenticeships, not carrying the same downward risk as Modern Apprentices, and an extra £200K for Covid-19-related employability funding. Whilst this assumption clearly carries risk is seems reasonable to assume a relatively modest level of funding given recent indications from government of planned stimulus packages as yet not detailed.

Catering and other income rises by £266K, which is predominantly accounted for by additional local authority financing for nursery provision of £77K and £180K for the Chancellor's Job Retention Scheme Bonus. Job Retention Scheme Claims are left unchanged at £200K as we work our way through flexible furloughing, balanced against college operational demands.

Following approval of the College's bid to The Dundee & Angus Foundation, donation income is introduced to this budget to fund Phase 1 of the Kingsway Tower Development and is fully matched with expenditure. If all or part of the development is treated as capital expenditure a mismatch within accounting periods may arise, with income recognised when received, but there will be no net cash impact.

6. **Pay Costs**

Limited pay adjustment, partly arising from project virements, has been made in this revision. Vacancy savings have been identified to date but a conscious decision has been made to omit these potential reductions pending a more comprehensive review of pay given the many inherent risks whilst timetables are finalised and permanency contracts agreed. Accordingly, a contingency for additional variable teaching costs has been retained meantime.

Cost of living pay award assumptions remain in line with current Scottish Government public sector pay policy. Any higher settlement would ultimately beyond our control and in this event further mitigating actions would be considered as necessary.

No provision is made for possible payments under a voluntary severance scheme but the possible relaunching of a scheme will be continually reviewed.

7. **Non Pay Costs**

Non-pay is up £2.7m in this revised budget due to the inclusion of the full costs of Kingsway Tower Development Phase 1 coupled with additional SFC funded expenditure noted above.

In accordance with the flexibility afforded by SFC, £300K inclusive of VAT has been removed from property costs, releasing this portion of lifecycle maintenance funding and making it available to cover other costs, primarily ICT and loan interest already budgeted.

As indicated previously, property budgets are being vired to cover additional Covid-19-related expenditure but this has been further augmented by a modest real increase as we witness necessary costs rising as we respond to evolving guidance.

ICT budgets are reduced for spend which we allowed to be brought forward into the previous year, however this is partly offset by the additional funded expenditure on student devices.

With few exceptions, other budgets remain unadjusted where we have no new information to influence a revision, particularly in respect of blended delivery of the curriculum. Forecasts will be updated as we re-engage with budget holders and gain knowledge of changing circumstance, whilst recognising the need to contain costs.

8. **Subsidiary Company**

Gardyne Theatre Limited, in common with all live cultural establishments, continues to face exceptional challenges and is not expected to re-open economically until sometime in 2021. A break-even position remains our assumption, with every effort being taken to contain costs, however a budget has not been approved by its Board.

9. **Student Support Funding**

In accordance with SFC's guidance, we continue to assume that sufficient funds will be available to support students and there is therefore little risk of subsidy. The new funding to purchase mobile devices will further alleviate pressure of this nature.

10. **Cash Flow Forecast**

The predicted Outturn for 2019/20 and the improved closing cash balance at July 2020 provides a much stronger starting point. With an approximate break-even cash position for the year, only the anticipated 'working capital' movement provides for any reduction following the loan repayment holiday. Restricted cash balances were particularly high

at July and this is reflected in the large negative movement. Cash nevertheless remains relatively strong and could remain as high as circa £3m at the end of the year.

11. Conclusion

Although the financial outlook remains extraordinarily unpredictable, we feel that we have grounds for increased optimism and believe that we can realise a break-even position in-year. This would be a significant achievement in the current climate but due notice is taken of potential adverse impacts from the many uncertainties and we will endeavour to manage all risks to the full extent possible in pursuit of this financial target.

12. Link to Strategic Risk Register

Presenting an unbalanced budget is not appropriate. When the college is in a position to present a palatable budget this will support in mitigation of the following risk identified within the Strategic Risk Register namely;

2.2 – failure to achieve institutional sustainability

Authors: Brian Ferguson, Head of Finance
Rhonda Bissett, Senior Management Accountant
Executive Sponsor: Jaki Carnegie, Vice Principal – Corporate Services

Draft Budget	2019/20	2020/21		
	Projected Final Outturn	Budget (presented in June)	Budget revisions	Draft Budget (for formal approval)
	£000's	£000's	£000's	£000's
SFC Credit income	27,163	28,459	12	28,471
SFC ESF Credits	1,071	1,158	(15)	1,143
Other SFC grants	3,416	3,483	1,075	4,558
SFC Total	**31,650**	**33,100**	**1,072**	**34,172**
Tuition Fees	3,480	3,046	75	3,121
Non-Core income	3,000	2,579	547	3,126
Catering & other income	2,083	907	266	1,173
Foundation donations	248	0	2,610	2,610
Total Income	**40,461**	**39,632**	**4,570**	**44,202**
Teaching Pay - established	14,444	14,964		14,964
Teaching Pay - variable	2,992	3,633		3,633
Invoiced Staff Costs	210	249	200	449
Teaching Support Pay	2,097	2,075		2,075
Support pay	10,613	10,999	50	11,049
Apprenticeship Levy	102	100		100
VS Scheme	170	0		0
Unfunded pension payments	400	404		404
Total Pay Costs	**31,028**	**32,424**	**250**	**32,674**
Staff related costs	284	389		389
Consumables & Equipment	1,169	911	(21)	890
Exam fees	799	851		851
Student related costs	165	369		369
Property cost	2,862	3,486	2,368	5,854
ICT & Telephony	1,284	1,126	(61)	1,065
Insurance	116	120		120
Marketing	42	65		65
Professional fees	184	150	(24)	126
General Overheads	278	260		260
Interest & Charges	143	135	18	153
VAT	837	909	457	1,366
Total non-pay costs	**8,163**	**8,771**	**2,737**	**11,508**
Cash-backed surplus/(deficit)	**1,270**	**(1,563)**	**1,583**	**20**
Add: subsidiary profit/(loss)	(5)	0	0	0
Consolidated Cash-backed surplus/(deficit)	**1,265**	**(1,563)**	**1,583**	**20**

Cashflow	2019/20	2020/21	
	Projected Final Outturn	Budget (presented in June)	Draft Budget (for formal approval)
	£000's	£000's	£000's
Cash backed surplus/(deficit)	**1,265**	**(1,563)**	**20**
Loan repayment	(486)	(475)	
Capital Expenditure	(92)	0	0
Capital funding	92	0	0
Working capital movements	829		(800)
Net Movement in cash balances	**1,608**	**(2,038)**	**(780)**
Opening cash balances	2,150	1,970	3,758
Closing cash balances	**3,758**	**(68)**	**2,978**

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Risk Assessment	Latest Forecast	Possible Cash Deviations		Adverse Risk Assessment			Comments and mitigation
Income/Expenditure Category		Favourable	Adverse	Likelihood	Impact	Overall	
	£000's	£000's	£000's	£000's	£000's	£000's	
SFC Credit income	28,471	-	-	Low	Low	Low	Core grant is not at risk but opportunities for increased credits appear unlikely.
SFC ESF Credits	1,143	-	460	Low	High	Mid	Heightened risk of recruiting sufficient HE students is compounded by the greater threat to the sector losing the 40% ESF portion of funding if student targets achieved. Extent to which SFC can underwrite funding not yet received is limited.
Other SFC grants	4,558	100	400	Low	High	Mid	Failure to deliver increased FWDF budget is a significant risk but there would be offsetting cost savings. The college is confident of the success of its bid for Reducing Child Poverty funding but this cannot be guaranteed and may be reduced. Gross movements in Capital & Maintenance grants may be substantial but with little net impact.
Tuition Fees	3,121	300	300	Low	Mid	Mid	Fees have already been reduced substantially but not to worst case scenario. Applicant data is reassuring relative to lower post-covid expectations but university competition remains a significant factor.
Non-Core income	3,126	200	200	Low	Low	Low	Apprentice funding assumptions now more confident but additional funding may not materialise. Several significant elements within this category, such as Erasmus mobility funding, may move up or down but with minimal net impact.
Catering & other income	1,173	200	200	Low	Low	Low	Catering provision will be adapted as appropriate and direct costs adjusted. Further upward movement limited but increase in Job Retention claims is possible.
Total Pay (exc. VSS & unfunded pensions)	32,270	300	300	Low	Low	Low	Some contingency for additional variable costs are budgeted but risks still present from national bargaining pay awards.
VSS	-	-	200	Mid	Low	Low	Any scheme applications must be affordable and result in future savings.
Property cost	5,854	200	200	Low	Low	Low	Utility consumption is more difficult to forecast but risk of significantly higher prices now diminished. Covid related costs more likely to be accommodated within enhanced budget. Unforeseen development costs remain a real possibility but higher levels of SFC funding alleviates risk. Inherent uncertainty is always a feature of property expenditure, particularly from unscheduled works, but net impact is less likely to be substantial this year with higher funding.
Non-pay costs excluding property	5,654	400	400	Low	Mid	Mid	Some high level assumptions remain to be tested as operational plans are refined, particularly within the curriculum. However, further reductions may yet be possible from discretionary elements of some budgets and specific student related costs.

BOARD OF MANAGEMENT

Tuesday 29 September 2020

D&A
DUNDEE AND ANGUS
COLLEGE

Principal's Report   PAPER G

BOARD OF MANAGEMENT

Tuesday 29 September 2020
Principal's Report

Paper for information

Whilst dealing with the impact of the COVID-19 pandemic has occupied a significant amount of time and energy, the Executive and Senior Leadership Team have tried, where possible, to ensure 'Business as Usual' in regards to the planning and implementation of a range of projects which will benefit our learners and region. The following paper summarises key projects and recent activities currently being progressed and have been aligned to the three core pillars of the new 2025 More Successful Students strategy (*Effective Partnerships, Future Focused & Thriving Community*).

1. Effective Partnerships

1.1. <u>School/College Update</u> – The College welcomes 1600+ young people from our Dundee & Angus Schools as part of their senior phase options. This is an increase of approx. 100 from 19/20 and more than double from 17/18, when we first began to prioritise school/college partnerships. Whilst the change in national guidance has caused us significant challenges with delivery, the strong partnerships we have developed have helped us to overcome these challenges to ensure we provide the best experience possible for these young people.

1.2. <u>Employability Review</u> – Alongside the Service Design Academy, the College has been supporting the review of employability provision instigated, by Dundee City Council. The review aims to look at developing a new and coherent approach to employability within the city and will also drive a new employability strategy in which the College will play a key role in.

1.3. <u>Kickstart Scheme</u> – Following the UK Government's announcement of the new [Kickstart scheme](#), which is aimed at helping young people in Scotland into work and supporting the economic revival, the College is working with the Dundee & Angus Chamber of Commerce to look at how we work in close partnership to support businesses and citizens to access this scheme.

1.4. <u>Enable Scotland</u> - ENABLE Scotland have been granted £35k from the STV Children's Appeal, for the purchase of capital IT equipment. This will be used to deliver both basic and enhanced digital skills training to disabled people in Dundee which, coupled with work experience support, will create employment opportunities for disabled people in Dundee's growing digital sector. It is proposed that, through partnership with Dundee & Angus College's already established strong digital offer, both organisations working in partnership could benefit significantly, leveraging greater value for ENABLE Scotland's beneficiaries and enhancing inclusion in Dundee & Angus College's digital offer at Gardyne Road. Following a delay due to COVID, the official launch will be 23rd October.

1.5. <u>Dundee & Angus Educational Leadership Group</u> – Following recent conversations between the senior teams at both Abertay and Dundee University, the Principals of all 3 institutions met recently to discuss how we work more collectively and

strategically in order to support the region more effectively. It was agreed, particularly at this time, that this is something that should be made more formal and it was agreed that the College would lead on the development of the remit, scope, membership and deliverables of the group. Meetings have been scheduled monthly.

1.6. Community Planning Partnerships – The College continues to play an effective role on both Dundee and Angus Community planning partnerships.

2. Future Focused

2.1. 20/21 Recruitment – Despite the challenges and uncertainty faced over recent months, including full time applications looking significantly down (1000+) in comparison to the early stages of last academic year, full time recruitment has held up well with numbers likely to be similar to previous academic year. At this stage we have less current students but this is due to the delayed start date.

	Mode 17 21/09/2019	Mode 17 21/09/2020	Mode 05 21/09/2019	Mode 05 21/09/2019
Current	5,127	3,493	170	68
Registered	95	1,627	3	34
Pre-Registered	121	185	3	13
Totals	**5,343**	**5,305**	**176**	**115**

2.2. Digital Strategy Update – Following the cyber-attack experienced in January, the IT and Digital infrastructure has been reviewed and re-prioritised. The key leads on the digital strategy met recently to revisit the aims and objectives of the strategy in light of the progress made in reacting to both the cyber-attack and COVID. The Digital Strategy will be reviewed and refreshed with the digital baselining survey going back out to staff at the end of October. Digital transformation continues to be a key priority for the College.

2.3. Economic & Social Recovery – The College is well placed to support the region with both the economic and social recovery needed as we emerge from the current crisis. A full update will be provided separately however the College has already contributed to and led on a number of different initiatives and plans both nationally and regionally.

2.4. Energy Skills Partnership (ESP) – The College chairs both the ESP Management Group and its Steering Group, with recent conversations centred around maximising the opportunities highlighted within the Programme for Government agenda, in particular the Green Jobs Fund and the Energy Transition Fund. Other key priorities are around supporting the sector in the development of both digital resources and digital assessment to ensure best use of time and resource throughout the sector.

3. Thriving Community

Regional:

3.1. Child Poverty Project – Following the tremendous success of the first stages of the project we were notified recently that SFC have confirmed the funding through until the end of March 2021. The funding will be £225k, but SFC will deduct the £50k interim funding provided, leaving £175k for the remaining 6 months. This gives the project some stability going forward and will support our aspirations for the continuation through into 2021/22.

3.2. Dundee Fairness Commission – The College are supporting a number of recommendations highlighted within the recent Dundee Fairness Commission report. In particular around food and fuel with work taking place to enhance the role we play with local foodbanks. In a bid to make our student foodbank more sustainable, the Learner Engagement Team met with the Dundee Foodbank, which is funded by the Trussell Trust. The Foodbank (Dundee and Arbroath) has provided all foods for our food parcels during lockdown, and has seen a growing need from students. It is unfortunate that this demand exists however it is important that the College play a role in supporting this.

3.3. Digital Planning – On the back of the recent Logan Review report, as well as the potential opportunity for e-Sports, the College have been working closely with local authority colleagues to look at how we can take a collective approach to enhancing digital skills, in particular those at the more advanced end. There is a skills mismatch within the region as there is potential opportunities in software development that can't be filled. The College will support on a joined up approach for funding on the back of the review and will lead on a number of strands outlined in our initial conversations, these include supporting schools, the unemployed and those wishing to upskill/reskill.

National:

3.4. VP Curriculum Network - The College chairs the newly formed VP Curriculum Group with a specific remit for collectively supporting the sector in the delivery of the curriculum in the academic year 20/21. This group has already worked collaboratively with Education Scotland, SQA, SFC, SAAS and other key agencies to provide support and advice for key approaches to supporting the sector throughout 20/21.

3.5. Digital SLWG - The College plays a Vice Chair role in the newly established Digital Ambition Short Life Working Group. The group was originally tasked with establishing the long term direction of the sector's digital ambition, however given the immediate challenges with digital poverty etc., the group has also helped support the response to the immediate challenges of access to technology, staff skills and availability of digital content.

3.6. Investable Propositions - The College has played a leading role in providing a selection of Investable Propositions which were presented to Scottish Government in a bid to inject additional funding into the sector.

3.7. Young Persons Guarantee (YPG) Implementation Group – The College are part of the national group which are leading the implementation of the YPG and how this links into the other options and opportunities that are available such as Kickstart. The first meeting of the implementation group was held and an implementation plan has been created. The College will continue to contribute the refinement of this plan and its subsequent implementation.

3.8. SQA Review - The Scottish Government has requested a review into the handling of the immediate events following the cancellation of the 2020 exam diet. The review will be led by Professor Mark Priestley and the College is one of two Colleges asked to represent the views of the sector and provide a response to the review. The final report of findings and recommendations is expected on 30 September.

3.9. <u>CDN Awards</u> – The College has been nominated for two awards in the upcoming CDN Awards to be held virtually in December. These include nominations for both the Child Poverty Project and the Escape Rooms, a Good to Great funded project. Both of which are winners in my book!

Author & Executive Sponsor: Simon Hewitt, Principal

BOARD OF MANAGEMENT

Tuesday 29 September 2020

GOVERNANCE ITEMS

Strategic & COVID Risk Registers   PAPER H(i), H(ii) & H(iii)

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Strategic Risk Register Update

Paper for approval

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1. **Strategic Risk Register**

   A copy of the September 2020 Strategic Risk Register is enclosed. No changes have been made to the substantive Strategic Risk Register since this was last approved.

   Given the current COVID 19 pandemic, an additional temporary COVID 19 Strategic Risk Register was developed to record the additional risks, mitigating actions and monitoring associated with identified areas of College operation at the current time.

   The COVID 19 Risk Register was approved at the May 2020 meeting and has been included within the risk reporting to individual Board Committees. From review of this supplementary Risk Register, the following changes have been made.

   2.2 Financial sustainability - This has reduced from Red to Amber as a result of our improved cash position in 2019/20 and more positive budget forecast for 2020/21.

   2.4 Financial Fraud - Reduced from Amber to Green as revised cash handling and working from home arrangements bed in.

   3.7 Industrial Relations - Reduced from Amber to Green as a result of positive local working relationships developed in respect of COVID 19 planning and mitigation arrangements

   Amendments have also been made to the wording in respect of risks 3.4 and 3.5 to make reference to the work undertaken through Project 2020 (our reopening workstreams) and our Outbreak Management Plan.

2. **Audit Scotland COVID 19 Risk Guidance**

   Audit Scotland has produced guidance for Audit Committees to support their awareness and challenge in relation to the issues that the current COVID 19 pandemic raises for public sector organisations. This guidance has been reviewed and information provided to the Audit & Risk Committee confirming College actions and activities in respect of this.

3. Approvals

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

- Approval of the Strategic and additional Risk Registers

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

STRATEGIC RISK REGISTER
COVID 19 SPECIFIC MITIGATIONS

2020 - 2021
As at September 2020

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

Risk Number & Committee	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**			**POST MITIGATION EVALUATION**		
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	• Regular strategic analysis and assessment of need for change • Strong engagement with government and key partners – influencing national priorities • Clear prioritisation of activities • Focus on core business	4	3	12	• Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to Chairs • Amendment of strategic direction/ plans • Rolling curriculum, activity and priority review and implementation of new approaches/services where needed • Engagement with government and other partners	Prin & Chair
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• Clear prioritisation of activities • Effective project/activity management in place • Strong engagement with partners/funders • Clear governance structures • Project/initiative finances clearly understood and reviewed regularly • Project cessation, pausing or contingency planning in place	4	2	8	• Regular project updates at Executive/Board level • Monitoring of project activities, plans and outcomes • Budget reporting and management	Principal, VPC&A

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

Post Holders							Score	Impact	Likelihood
	ELT	Executive Leadership Team		Prin	Principal		1	Routine	Remote
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	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2 Financial										
2.2 **F&P**	Failure to achieve institutional sustainability	5	4	20	• Protection of funding through dialogue with government, SFC and other funders • Robust and effective budgetary control • Where required, swift action to implement savings • Increased focus on cash position	4	3	12	• Monthly monitoring of budgets • Engagement with government and other partners • Detailed monitoring of income optimisation and savings programmes	VPCS
2.4 **A&R**	Financial Fraud	4	3	12	• Revised financial controls: segregation of duties and review of transactions. • Review of impact of changes in ways of working, authorisation arrangements • Whistleblowing arrangements	3	2	6	• Continuous review of financial controls and revised arrangements	VPCS

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	VPCA	Vice Principal Curriculum & Attainment				5	Critical	Very Likely

		POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION			
Risk Number & Committee	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	• Clear input and engagement with revised quality arrangements and priority actions • Rigorous CPD arrangements in place to support new ways of working • Regular learner feedback and engagement arrangements	3	3	9	• Comprehensive monitoring of engagement of learners in learning (where possible) • Engagement with revised quality arrangements • Outcome monitoring			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	• Engagement and communication strategy with compliance bodies • Clear input and engagement with revised quality arrangements and priority actions • Prioritisation of activities/outcomes	3	2	6	• Effective internal monitoring/review/verification arrangements • Engagement with revised quality arrangements • Outcome monitoring/recording			VPP&P, VPC&A

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Post Holders					Score	Impact	Likelihood
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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**				**POST MITIGATION EVALUATION**	
3	**People and Performance (cont.)**									
3.4 **HR&D**	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	• Clear and proactive approaches to supporting and promoting health, safety and wellbeing when WFH and/or on-site • Project 2020 developments and mitigations • Outbreak management plan • Enhanced awareness of challenges/support needs • Extensive CPD arrangements in place – Home Working Hub • Regular staff and learner feedback arrangements	3	3	9	• Regular employee engagement monitoring • Maintaining and reporting on physical distancing measures • Open communication with staff • Monitoring of formal and informal feedback – student and staff feedback • Regular union/management dialogue	VPP&P, VPCS
3.5 **Board**	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches • Outbreak management communications plan	4	3	12	• Positive marketing plan • Regular stakeholder engagement • Social media engagement and monitoring arrangements	Prin DirC&A

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	VPCA	Vice Principal Curriculum & Attainment				5	Critical	Very Likely

Risk Number & Committee		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
		POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3	**People and Performance (cont.)**										
3.7 **HRD**		Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management engagement and support	4	2	8	• Regular union/management dialogue • Open communication with staff • Effective management engagement and support	VPP&P
3.8 **A&R**		Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Additional awareness raising of WFH risks • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection awareness raising • Effective information and data security policies in operation • Regular data security monitoring/testing • Staff CPD	VPC&A, HoICT

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	POTENTIAL CONTRIBUTING FACTORS				TREATMENT				POST MITIGATION EVALUATION		
Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring		Responsibility
4 **Infrastructure**											
4.3 **A&R**	Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy • Additional awareness raising of WFH risks and COVID related 'scams'	4	2	8	• Staff awareness raising/CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan		VPC&A, HoICT

STRATEGIC RISK REGISTER

2020 - 2021
As at September 2020

Post Holders						Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal		1	Routine	Remote
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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
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	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4	• Robust monitoring via ROA • Clear performance metrics • Amendment of strategic direction/ plans • Rolling curriculum review	Prin & Chair
1.2 **Board**	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	• Effective environmental scanning • Negotiation/influence at national level	4	2	8	• Review of changes and amendment of strategic direction/plans • Financial strategy sensitivities	Prin & Chair
1.3 **Board**	College disadvantaged by changes arising from UK leaving European Union	5	4	20	• Negotiation/influence at national level • Review of activities/ projects • Responsiveness to new opportunities	5	3	15	• Review of changes and amendment of strategic direction/plans/ curriculum • Financial strategy ESF sensitivity • Workforce planning • International strategy & planning	Prin

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	VPCA	Vice Principal Curriculum & Attainment							

Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
1 **Strategic and Structural**										
1.4 **Board**	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• Effective project/activity management in place • Clear governance structures • Project/initiative finances clearly incorporated within College financial strategy and plans • End of project and exit/contingency planning	3	2	6	• Regular project updates at Executive/Board level • Monitoring of project activities, plans and outcomes • Budget reporting and management	Principal, VPC&A

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
2 Financial										
2.1 **F&P**	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	• Negotiation/influence at national level • Contingency plans for reduced funding	2	3	6	• 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	• Protection of funding through dialogue with SFC • Robust annual budget-setting and multi-year financial strategic planning • Effective budgetary control • Where required, swift action to implement savings	4	3	12	• Monthly monitoring of budgets • Regular review of financial strategy and non-core income sensitivity • Detailed monitoring of savings programmes	VPCS
2.3 **F&P**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities • Workforce planning	VPP&P, VPCS

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

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**	**POST MITIGATION EVALUATION**				
3 **People and Performance**										
3.1 **LT&Q**	Failure to reach aspirational standards in learning, teaching and service delivery	4	3	12	• Clear quality arrangements and priority actions • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular classroom observation and learner feedback arrangements	3	2	6	• Comprehensive monitoring of key PIs and student/staff feedback • Regular Stop and Review events • External review and validation findings	VPC&A, VPP&P, DirC&A
3.2 **LT&Q**	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	• Robust strategic planning and monitoring • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	2	2	4	• Effective internal monitoring/review/verification arrangements • External review findings	VPP&P, VPC&A
3.3 **A&R**	Legal actions; serious accident; incident or civil/criminal breach	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6	• Monitoring and reporting in key areas – eg H&S, equalities, employee engagement • Continuous professional development • Internal audit programme • Staff surveys	Prin, VPP&P, VPCS, HoE

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Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3 **People and Performance (cont.)**										
3.4 **HR&D**	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	• Clear and proactive approaches to managing and promoting health, safety and wellbeing • Continuous self-evaluation and action planning • Rigorous CPD arrangements in place • Regular staff and learner feedback arrangements	3	2	6	• Regular employee engagement monitoring • Open communication with staff • Comprehensive monitoring of key PIs and student/staff feedback • Regular union/management dialogue	VPP&P, VPCS
3.5 **Board**	Reputational Risk – Loss of reputation with key stakeholders	4	3	12	• Marketing strategy • Reputation plan • Positive marketing approaches	4	2	8	• Stakeholder engagement • Social media monitoring arrangements	VPC&A, DirC&A
3.6 **HRD**	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12	• Positive union relations and staff communication • On-going discussions with staff • Innovation in approaches	VPP&P, VPC&A

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	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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
3 **People and Performance (cont.)**										
3.7 **HRD**	Industrial Relations Problems (including industrial action)	4	5	20	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	3	12	• Regular union/management dialogue • Regular employee engagement monitoring • Open communication with staff • Industrial action continuity planning	VPP&P
3.8 **A&R**	Breach of data security / data protection	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • GDPR Action Plan • Staff CPD	VPC&A, HoICT
3.9 **HRD**	Failure to meet Prevent and related obligations	5	3	15	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5	• Business Continuity Plan including scenario testing • Information sharing with local agencies	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

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

Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
	POTENTIAL CONTRIBUTING FACTORS				**TREATMENT**				**POST MITIGATION EVALUATION**	
3	**People and Performance (cont.)**									
3.10 **HRD**	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	4	1	4	• Annual procurement monitoring/reporting • Regular employee engagement monitoring • Open communication with staff	VPC&A, VPP&P
3.11 **HRD**	Difficulties with implementation of structural change leading to: • Loss of good, flexible and committed staff • Loss of critical staff during period of transition • ineffective post-restructure arrangements	4	3	15	• Effective planning and scheduling of change • Managed transitions/handovers • Implementation Plan • Contingency Planning • On-going focus on core business requirements	3	2	6	• Regular union/management dialogue • Monitoring of implementation plans • Performance measures/ reporting Open communication with staff	VPP&P VPC&A
3.12 **Board**	Unsuccessful or inappropriate recruitment to Principal role impacts negatively on College activities and /or outcomes	3	3	9	• Clear role requirement, expectations and specification • Effective recruitment and selection arrangements • Engagement of Board, Students, Staff and Stakeholders within the process	2	2	4	• Board and Board Chair reporting/oversight • Appropriate induction and development • Probationary arrangements • Performance measures	Board Chair

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

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

Risk Number & Committee	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
		POTENTIAL CONTRIBUTING FACTORS			**TREATMENT**				**POST MITIGATION EVALUATION**	
4 **Infrastructure**										
4.1 **A&R**	Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures	5	4	20	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5	• Business Continuity Plan including scenario testing	Prin & VPCS
4.2 **F&P**	Failure to achieve ambitions of ICT strategy; strategy and development is ineffective	4	3	12	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements • Clear investment plan	4	2	8	• Regular review/reporting on milestones, systems effectiveness etc • Regular CPD	VPC&A, HoICT
4.3 **A&R**	Breach of ICT/Cyber security	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan	VPC&A, HoICT
4.4 **A&R**	ICT infrastructure fails to support effective data security / data protection	5	3	15	• Effective infrastructure and systems design and implementation • Effective management of ICT arrangements and GDPR compliance	4	2	8	• 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 29 September 2020

GOVERNANCE ITEMS

Board Metrics   PAPER I

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Board Metrics

Paper for information

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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   Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

  - 1.1 – Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
  - 2.2 – Failure to achieve institutional sustainability
  - 3.1 – Failure to reach aspirational standards in learning, teaching and service delivery
  - 3.3 – Legal actions; serious accident; incident or civil/criminal breach
  - 3.4 – failure to meet aspirational standards in respect of the health, safety, wellbeing and development of staff and students
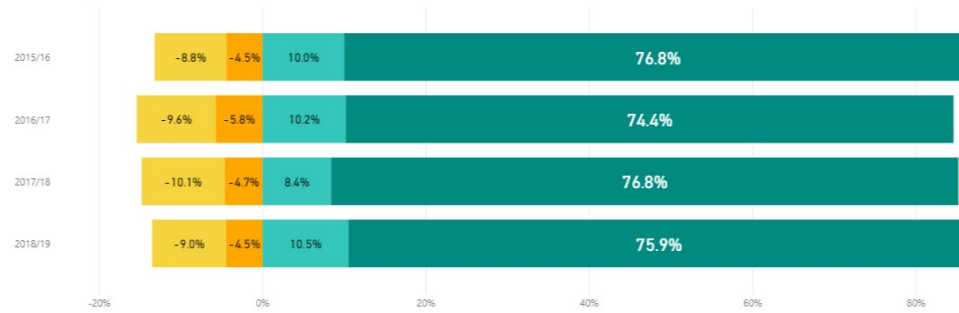
3   Information

Further information in respect of Quality matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, s.taylor@dundeeandangus.ac.uk
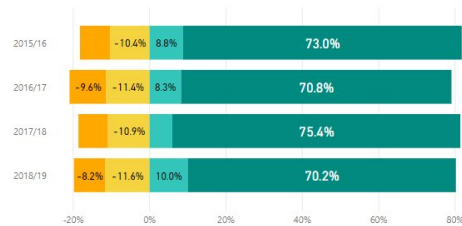
Board Metrics Report September 2020
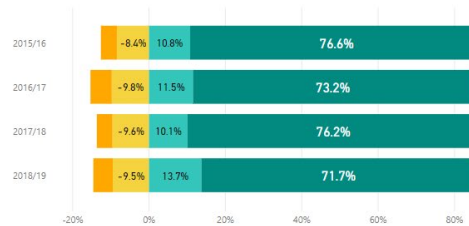
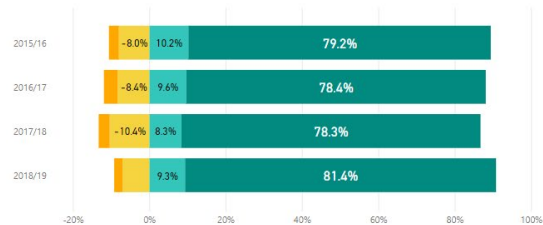## Performance Indicators

Total PI by Session

Session				
2015/16	-8.8%	-4.5%	10.0%	76.8%
2016/17	-9.6%	-5.8%	10.2%	74.4%
2017/18	-10.1%	-4.7%	8.4%	76.8%
2018/19	-9.0%	-4.5%	10.5%	75.9%

FE Full Time

Session			
2015/16	-10.4%	8.8%	73.0%
2016/17	-9.6% -11.4%	8.3%	70.8%
2017/18	-10.9%		75.4%
2018/19	-8.2% -11.6%	10.0%	70.2%

HE Full Time

Session			
2015/16	-8.4%	10.8%	76.6%
2016/17	-9.8%	11.5%	73.2%
2017/18	-9.6%	10.1%	76.2%
2018/19	-9.5%	13.7%	71.7%

FE Part Time

Session			
2015/16	-8.0%	10.2%	79.2%
2016/17	-8.4%	9.6%	78.4%
2017/18	-10.4%	8.3%	78.3%
2018/19		9.3%	81.4%

HE Part Time

Session			
2015/16		11.9%	79.2%
2016/17	-8.4%	19.6%	71.1%
2017/18		15.0%	76.9%
2018/19	-9.6%	13.1%	75.8%
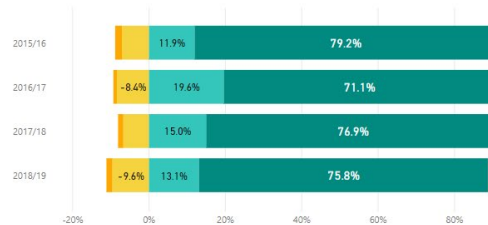
Provisional PIs 2019/20

Level Mode	Successful Completion	Partial Success	All Withdrawn
All*	**76.50%**	8.40%	15.00%
Full Time FE	**72.30%**	7.30%	20.30%
Full Time HE*	**76.50%**	10.70%	12.50%
Part Time FE	**80.30%**	8.70%	11.00%
Part Time HE*	**80.60%**	5.70%	12.20%

Student Survey Results

Survey Results (Average of scores) 2016/17 - 2019/20

	Learner Survey Nov	L&T Survey March
2016/17	8.2	8.2
2017/18	8.1	8
2018/19	8.1	8.2
2019/20	8.3	
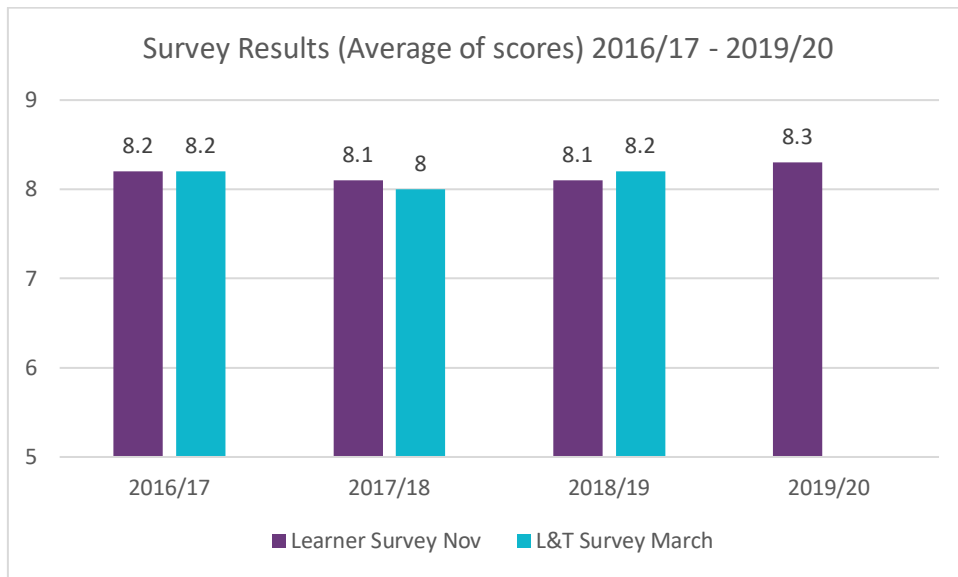
SFC Student Satisfaction & Engagement Survey – Positive response rate

	D&A	National
Overall Satisfaction 2016/17	90.6%	83.5%
Overall Satisfaction 2017/18	90.4%	83.6%
Overall Satisfaction 2018/19	91.4%	86.9%

2020/21 FT Applications & Offers

Applications	Offers	Minimum	Maximum
10463	5489	5008	5962

CalculatedCredits

108,531

0.00   110,000.00   107,555
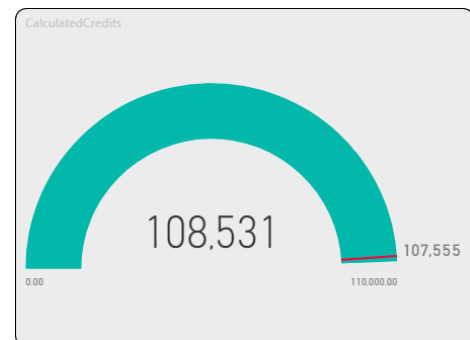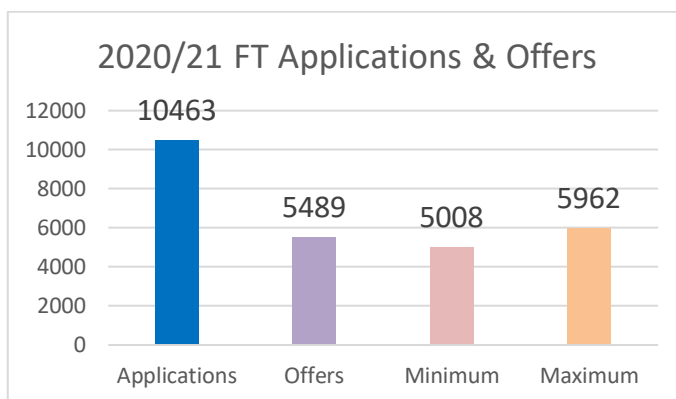
Staff – Engagement and Happiness Index, FTE & Headcount and Absence

Staff Engagement & Happiness Index 2018 v 2016

Category	2016	2018
Engagement	68	75
Happiness	68	69

Headcount & FTE March 2020

	Headcount	FTE
Teaching	422	195
Non Teaching	504	426.4
Total	926	621.4
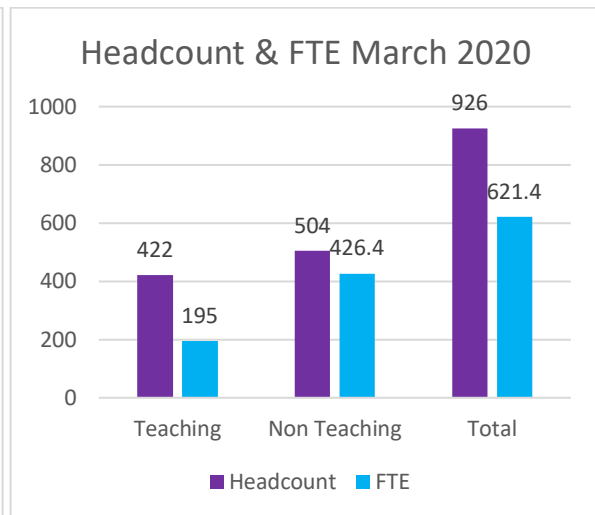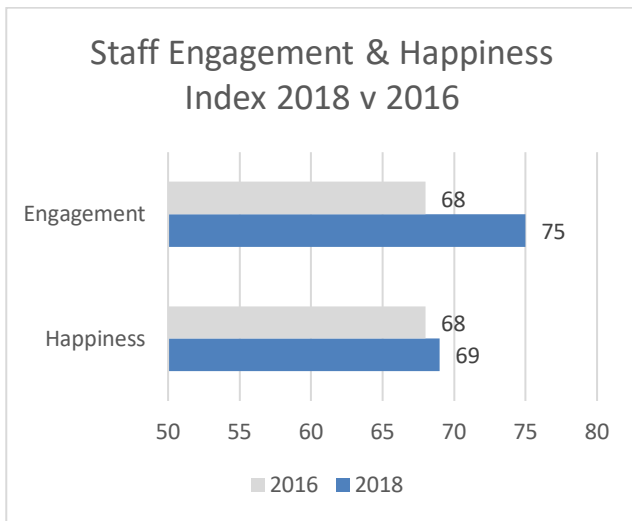
	Year to Date to 28/04/20	12 months to 30/04/19
Average working days lost per headcount	**6.01 days**	7.35 days
Working time lost	**2.31%**	2.83%
Comparison with sector/national rates UK All Sector rate (CIPD 2016) UK Public Sector rate (Unison 2016)	3.3% 3.4%	

Finance – Surplus/Deficit v Planned Budget out-turn

2019/20 Cash Backed Surplus Forecast v Budget

	Amount
Forecast	£906,000
Actual (Provisoinal)	£1,115,000
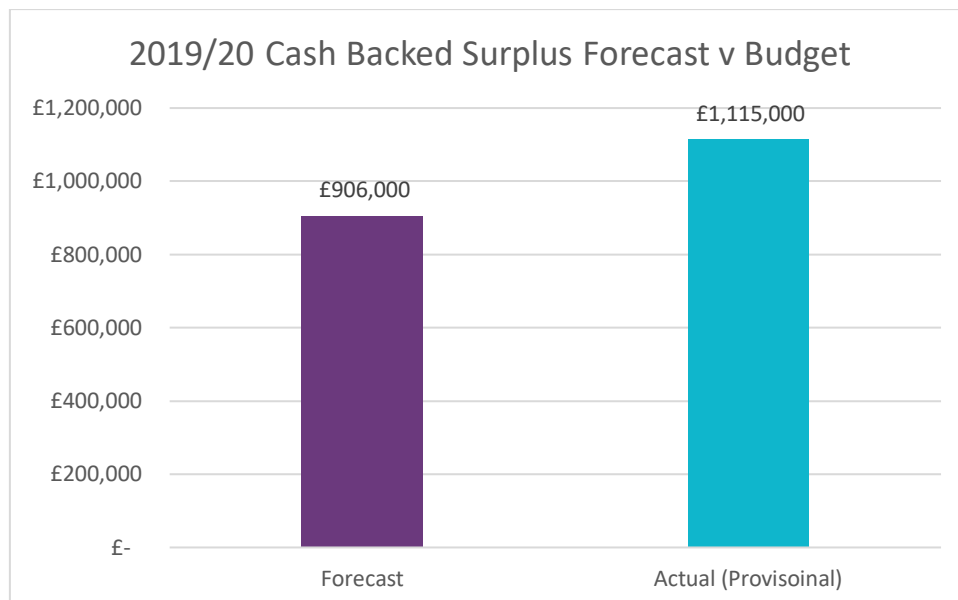
	2019/20	2018/19
RIDDOR – Reportable Accidents	1	3

2019/20	Completed	Planned
Audits Completed v Planned	6	9

Note: All audits are on schedule with fieldwork for the 3 mandatory audits underway. Reporting of these will be made as normal to the November Audit & Risk Committee.

BOARD OF MANAGEMENT

Tuesday 29 September 2020

GOVERNANCE ITEMS

Board Membership   PAPER J

BOARD OF MANAGEMENT

Tuesday 29 September 2020

Membership Update

Paper for information

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 arrangements agreed in December 2019, and the postponement of activities due to lockdown in March 2020, Board recruitment is now being progressed with the timescale as detailed below.

As agreed at the Board Meeting in September 2019 recruitment has been delegated to the Chairs Committee in their role as Nominations Committee.

The timeframe for recruitment is as follows:

Advert to Appear:	Friday 25 September 2020
Come on Board Event:	Monday 5 October 2020, via Microsoft Teams
Closing Date:	Friday 16 October 2020
Interviews:	w/c. 19/26 October 2020

4   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 29 September 2020

MINITES OF MEETINGS   PAPER K

12.1 Learning, Teaching & Quality
2 September 2020

12.2 Finance & Property
8 September 2020

12.3 Human Resources & Development
17 September 2020 (verbal update)

12.4 Audit & Risk
22 September 2020(verbal update)

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 2 September 2020

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Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 2 September 2020 at 5.00pm via Microsoft Teams.

PRESENT: M Williamson (Chair)   G Robertson
B Carmichael   A McCusker
S Mill   A Monks
H Honeyman   S Stirling
C Meldrum   N Lowden
S Hewitt

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Carnegie (Vice Principal Corporate Services)
J Grace (Director of Curriculum)   K Murphy (Director of Curriculum)
L Crichton (Head of Administrative Operations)
M Sanderson (Executive Secretary)
J Howie (observer undertaking Board Evaluation)

1.   WELCOME

M Williamson welcomed Committee members and L Crichton and J Howie to the meeting.

2.   APOLOGIES

Apologies were noted from M Thomson.

3.   DECLARATIONS OF INTEREST

There were no declarations of interest.

4.   MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 29 April 2020 was approved as an accurate record.

5.   MATTERS ARISING

The close out of matters arising from previous meetings was noted.

6. **CURRICULUM REPORT - COVID 19 ARRANGEMENTS FOR LEARNING, TEACHING AND ENGAGEMENT OF LEARNERS**

Presentation from J Grace, K Murphy and L Crichton.

L Crichton provided the Committee with an update on arrangements over the summer to support the engagement of students and outlined how her team were supporting engagement with student inductions.

Students were also being invited onsite to meet group tutors, complete admin tasks and familiarise themselves with the campus, whilst following social distancing measures.

L Crichton explained that Newsletters were sent out to students who are due to start College, and these provided useful information for the initial part of the academic year. There were also "one stop shops" online for students, providing useful information for starting College.

L Crichton outlined approaches to ensure that an accurate record was kept of student attendance on campus and explained that 'Track and Trace' cards had been created for students and staff with COVID-19 guidance, and students would receive these in their induction packs.

The creation of the fully revised on-line induction hub and the redesign of a number of services for students to better support remote delivery was welcomed.

J Grace highlighted to the Committee that students coming back to campus had been the key priority, including deferred students and Senior Phase School pupils. Most other student groups had had their start date pushed back to 21 September 2020.

J Grace noted that physically distanced study zones were being created on campus, for students who had limited resources/IT access at home, to study remotely. These zones had to be booked and have a track and trace system in place. J Grace highlighted that the College had recently bought 417 additional laptops to issue to students, through the Digital Hardship Fund.

J Grace noted that academic teams were organising virtual ice-breaker sessions with students. This would help students meet classmates, as they would in normal circumstances.

K Murphy explained to the Committee that new data dashboards have been created to monitor and track student engagement through their individual login details. This would give academic staff an outline of who was engaging online and through what platforms.

M Williamson asked if arrangements were in place for students with additional support needs. K Murphy confirmed that support was in place through the College and also with agency partnerships (in areas such as Supported Education).

M Williamson asked if support was in place for lecturers who are delivering remotely and not in the usual College environment. K Murphy confirmed that CPD is in place for staff who are working remotely and there is support for all staff through the People team.

Arrangements to gather student and staff feedback on on-line and remote learning were discussed and S Taylor noted that the College would send out short 'pulse' surveys to staff for their feedback, throughout the academic year. Student feedback would be gathered by teaching teams, the Quality Team and also through the Students' Association.

S Mill asked if there were enough devices for the students who needed them. J Grace stated that it was unlikely that there would be and noted that this was why COVID 19 adapted study zones had been created.

N Lowden asked about the process for giving students a laptop. L Crichton confirmed that the devices would be issued through a digital hardship application and this would be assessed by student services on a similar basis to other hardship applications. S Hewitt noted that students with additional support needs would still receive devices, through the normal application and support process. H Honeyman asked if there is a process in place for devices going missing. S Hewitt confirmed that good arrangements were in place to return laptops, but that this was an on-going challenge.

H Honeyman asked if scheduled classes would continue online if the College was impacted by another lockdown. J Grace confirmed that classes would remain online/remote as needed, but that this was difficult in many vocational areas. J Grace also noted that no one is authorised onsite without a booking. Lectures will also be recorded if students needed to self-isolate and catch up.

A McCusker asked how quickly the College could react if students failed to attend on 21 September. L Crichton confirmed that students would receive reminders from their induction date until the date they are due to start College. L Crichton noted that the first few weeks of term are critical, however courses have been able to accommodate more students due to online classes.

S Hewitt noted that the Senior Leadership Team are having conversations regarding credits and any actions needed to address a shortfall.

K Murphy noted that real-time dashboards would be monitored to identify and target support to students who are not engaging. M Williamson asked for an update in November to show how well students are engaging. **K Murphy / J Grace to progress**.

S Taylor noted that additional engagement opportunities within local communities had been organised to help to engage students and reduce the need for them to travel.

M Williamson thanked J Grace, K Murphy and L Crichton for the update and noted that all of the information provided around the approached adopted and work completed was very positive.

7. **STUDENTS ASSOCIATION REPORT**

   C Meldrum and A Monks provided a summary of their written report.

   C Meldrum noted that the Summer Festival, organised by the Student's Association had been a huge success with 18 local business supporting the festival. C Meldrum praised the support of students and staff who purchased tickets and made donations. The event had raised £1013 which would be used to support the 'Pay it Forward' project for students.

   C Meldrum noted the on-going success of the lockdown lounge, and advised that staff now have access to join the lounge.

   C Meldrum noted that the team have been carrying out 1-1 meetings with students, over Microsoft Teams. This was proving popular with students who have College concerns or need a chat with a familiar face. It was noted that close liaison was kept with Student Services and any formal support issues referred on.

C Meldrum noted that the team would be joining classes on Microsoft Teams to recruit lead reps for the new academic year.

A Monks highlighted that the Student Association have been carrying out empathy walks around campuses to examine how students would understand the new layouts and would cope with being onsite. Students had volunteered to do this in campuses they were not familiar with. All of this work was being undertaken on a physically distanced basis.

H Honeyman asked if the team have been receiving concerns regarding mental health due to lockdown restrictions. C Meldrum confirmed that the majority of calls were to support student's mental health and have the team have offered help and guidance, with support from Student Services.

H Honeyman asked if support was in place for the Students Association team and training for mental health guidance. C Meldrum confirmed they are extremely supported by Sarah Rennie and Sarah Thom, along with Student Services. Students Association office bearers had also undertaken mental health first aid training.

A McCusker asked if there were physical meetings in place for students at a socially distanced space. C Meldrum confirmed that there is an appointment booking system in place for any students who need to chat with the Students Association face to face.

8.   **2019/20 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES**

S Hewitt summarised the report, highlighting the number of students who took Highers over the last four years. The impact of the Scottish Government changes to estimated and moderated grades was noted alongside changes that had been made to the College National 5 and Higher curriculum in recent years.

A McCusker highlighted the report showing small class sizes. J Grace confirmed the classes were integrated and the low numbers were subjects/exam sitting, not class sizes.

9.   **VP CURRICULUM & ATTAINMENT REPORT**

S Hewitt provided a summary of the report. S Hewitt highlighted that the Executive are communicating with staff regarding COVID-19 guidance. Executive teams are having daily briefings with unions, stakeholders and Student Association and are reminding staff to look after their own wellbeing during these circumstances.

S Hewitt noted that guidance toward Senior Phase students had changed that day and that revised class sizes and delivery arrangements were being developed. S Hewitt noted that this could impact significantly on the student experience, attainment and finances.

10.   **STRATEGIC RISK REGISTER**

S Taylor summarised the report. M Williamson noted that there are no changes to the risks within the LTQC register.

H Honeyman noted that it would be worth reviewing the ICT related risk to ensure that this appropriately covered possible risks around staff skills/ability to deliver on-line and the potential risk to learning associated with system failures.

M Williamson noted that IT issues on the register can be picked up at the Audit and Risk Committee. **S Taylor to progress**. S Taylor highlighted that a paper would also be discussed at the Finance and Property Committee regarding the ICT resource plan.

11. LT&Q METRICS

S Taylor provided a summary of the Metrics. It was noted that some metrics are out of date at this point in the year as 2019/20 outcomes were still being finalised.

M Williamson noted the impressive work that is going on within the College and noted the fantastic response to COVID-19 requirements.

12. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 4 November 2020 at 5.00pm, Microsoft Teams**.**

Action Point Summary		
Action	**Responsibility**	**Date**
Student Engagement update from dashboard to LTQC.	KM / JG	4 November 2020
Possible extension to ICT risk to be discussed at Audit & Risk Committee	ST	22 September 2020

BOARD OF MANAGEMENT

Finance and Property Committee Meeting

Tuesday 8 September 2020

Draft confirmed by Chair

Minute of the Finance and Property Committee meeting held on Tuesday 8 September 2020 at 5.00pm in Teams.

PRESENT:

S Mill (Chair)	A McCusker
N Lowden	B Carmichael
D Fordyce	S Hewitt
S Stirling	

IN ATTENDANCE:

J Carnegie (Vice Principal)
S Taylor (Vice Principal and Secretary to the Board)
B Ferguson (Head of Finance)   A Ross (Head of ICT)
B Grace (Head of Estates)   T D'All (Principal's/Board Chair PA)
J Howie (observer undertaking Board Evaluation)

1. WELCOME

S Mill welcomed members and J Howie to the meeting.

2. APOLOGIES

Apologies were received from G Bisset and D Mackenzie

3. DECLARATIONS OF INTEREST

There were no declarations of interest

4. MINUTES OF FINANCE AND PROPERTY COMMITTEE MEETING 19 MAY 2020

The minute of the Finance and Property Committee meeting held on 19 May 2020 was approved as an accurate record.

5. MATTERS ARISING

In respect of Item 8 from the FPC Meeting on 21 January 2020, J Carnegie confirmed that arrangements and timescales had changes as a result of COVID 19, but advised that G Ritchie had been asked to support the development of the OBC. S Hewitt noted that the world had changed significantly since the initial discussions around the OBC and stated that further conversations about future direction would be held to inform this work.

S Hewitt noted the recent press coverage in respect of the potential involvement of the College as an education partner in the proposed e-sports waterfront development.

Arrangements in respect of Agenda Item 10.0 from the FPC Meeting on 10 September 2019, Procurement Update on Graduation Services and PPE, were discussed.

It was noted that graduation for 2020 had been postponed, with the hope that this could be rescheduled for the New Year.

The Finance & Property Committee noted the Matters Arising.

6. **2019/20 DRAFT OUTTURN**

S Mill highlighted the draft cash-backed surplus outturn for 2019/2020 of £1.265m and commented that this was a good position given the uncertainties of likely in 2020/21.

B Ferguson summarised the paper noting it was pre-audit and that some discussions were likely to take place around the early works at Kingsway Campus which would change the figures.

B Ferguson stated that a key benefit had been from SDS honouring existing contracts in respect of both the Modern and Foundation Apprenticeships.

B Ferguson noted that the College was yet to finalise and submit a claim against the Coronavirus Job Retention Scheme for July, but the forecast claim was expected to be £702k against a forecast of £720k. This had also had a significantly positive impact on College finances.

B Ferguson stated that year end cash balances of £3.7m that had exceeded expectation, but noted that a substantial amount of this cash holding was restricted funds held for others (such as Energy Skills Partnership and Developing the Young Workforce) along with unallocated student support funds that would be reclaimed by SFC.

D Fordyce said this was a fantastic position for the College and noted that the financial planning work over the last 2 / 3 years was now coming to fruition with good principles and people in place.

A McCusker asked about the support pay additions that hadn't been seen e.g. things in the pipeline, replacement or new staff. S Taylor confirmed that additional staff costs resulted from new roles within ESP, the increased Foundation Apprenticeship contract and agreement to provide additional support to Student Services for Mental Health issues.

The Finance & Property Committee noted the 2019/20 Draft Outturn paper.

7. **2020/21 DRAFT BUDGET**

S Mill highlighted that the revised draft budget forecast a break-even position for the year, predicting a cash-backed surplus of £20k and was positive movement of almost £1.5m since the initial draft budget of May 2020. S Mill noted that meetings that had taken place on a monthly basis since May with himself, J Carnegie, B Ferguson, S Hewitt and A McCusker. S Mill stated that whilst the budget showed a small surplus with a range of risks, this was overall a good position.

J Carnegie said she was pleased to be able to present a balanced budget, and noted that a lot of work had gone into analysing the key income and expenditure areas to get to this position. J Carnegie highlighted that 2020/21 recruitment numbers; and the Flexible Workforce Development Fund (FWDF) would show changes and remained as risks.

J Carnegie noted that the FFR presented to the Board, alongside the draft Budget in June, had shown the progress being made, but that levels of uncertainty continued e.g. College Guidance in relation to the Senior Phase from the Scottish Government received in the past week would have an impact.

B Ferguson took the Committee through the detail of the draft budget noting that the situation continued to be fluid. B Ferguson noted optimism with clarity in some areas including funds from SFC for the Child Poverty project and the FWDF. Additional funds from SDS (£460K) was assumed for MAs & FAs and an extra £200K for COVID-19 related employability funding. B Ferguson noted that while these were big increases in income, they were achievable and related to known activity.

B Ferguson highlighted that the Service Design Academy (SDA) as a standout area due to the niche product that was particularly sought after in terms of organisations planning COVID-19 related challenges and noted the positive move to online delivery and services in this area.

B Ferguson also highlighted that the Job Retention Scheme 'bonus' to be claimed in January 2021 had added c.180k extra income.

B Ferguson outlined planned expenditure increases of almost £3m but stated that this was a consequence of additional revenues, primarily grant funding and donations for property works, Costs benefited however from a net reduction on property of £300K and ICT of £260K, with the budget for the latter reduced to reflect accelerated spend accommodated within 2019/20.

B Ferguson noted that the pay budget incorporated an element of salary increases and also some current vacancy savings.

B Ferguson noted the cashflow projection and highlighted that the cash position remained reasonably healthy, despite an anticipated reduction from 35 days to 20 days.

S Mill noted that the Risk Appendix outlined a range of risks that were low, stating that this gave a bit of confidence around the scale of potential changes. B Ferguson confirmed that this was the case.

D Fordyce asked about the highlighted breakeven position and any associated risks with Gardyne Theatre Limited. B Ferguson confirmed this would difficult to know until the theatre was up and running again. J Carnegie confirmed that the only significant GTL cost was for one member of staff and noted that there was hope that GTL would be able to access a proposed Cultural Grants scheme for commercial theatres.

A McCusker thanked everyone for the work undertaken to create a breakeven budget.

J Carnegie noted that A Ross and the Finance Team were undertaking a Finance Systems Review Project looking at new ways of reporting on finance. The creation of data dashboards for finance information had been given a high priority by A Ross and his Team.

J Carnegie highlighted that the Internal Audit Plan would also look at, and report on, financial management and reporting.

The range of new initiatives/funds to support post-COVID jobs recovery was noted and J Carnegie confirmed that opportunities and financial forecasts arising from these new funds would be shared with the Committee once known. **J Carnegie to Progress.**

S Mill enquired about areas that the College may wish to invest in for example Digital Inclusiveness for staff and students. S Hewitt noted that he along with A Ross and S Stirling were undertaking a review of the Digital Strategy and while the majority was still relevant there were 3 core themes: Capability – Upskilling and Re-Skilling; Access to Devices; and Engagement that would require investment.

The 2020/21 draft budget was approved for submission to the Board of Management. **J Carnegie to progress.**

8.   **PROCUREMENT UPDATE**

S Mill reiterated the protocols agreed at the Finance & Property Committee in November 2018 where recurring new contract and contract renewals which exceed £50k are brought to the Committee for approval.

J Carnegie noted that the previous annual procurement report covered the period up to December 2020 and that the report being presented to the Committee was to cover the period from January – December 2021. J Carnegie also confirmed that all but one of the contracts were awarded under framework agreements.

A McCusker enquired about the £1m to HP over the next 4 years and asked if this was in line with the current ICT Strategy and previous expenditures. A Ross confirmed this was a slight change to the strategy in terms of the focus on laptops to enhance remote working but that the overall contract value was in line with previous years.

J Carnegie highlighted the Tay Cities Deal consultancy support proposal and noted that while it is not necessary to come to the Finance & Property Committee given the anticipated value, it was felt to be important to note as the contract would support future additional bids that may then exceed the £50k threshold. J Carnegie confirmed that it did not make sense for the College try to complete submissions for the Tay Cities Deal given the complexity of these. This was recognised and S Mill requested that the Committee received information once the Tender was complete. **J Carnegie to progress.**

The update and planned contract arrangements were approved.

9.   **COVID-19 UPDATE ARRANGEMENTS**

B Grace, A Ross and B Ferguson delivered a detailed PowerPoint presentation to the Committee outlining the range of work completed to support the creation of adapted campuses and remote working (see appendix 1).

S Mill congratulated the Teams on a job well done throughout the pandemic. A McCusker echoed this sentiment noting the phenomenal job to keep up the remote learning and getting all campuses up and running for the new Academic Year.

S Mill enquired about how the College would deal with any behaviour issues.

J Carnegie confirmed the guidance received from the Scottish Government and noted the thoughts of the First Minister and the National Clinical Director of the Scottish Government in respect of social responsibility. J Carnegie confirmed that not adhering to Health & Safety Regulations could be a matter of gross misconduct, and stated that the College would take appropriate action where necessary.

S Taylor stated that the College would employ students (or others) as Learner Engagement Assistant in each campus to help with the enforcing the wearing of face coverings and general physical distance and hand hygiene obligations. S Taylor also noted that the unions along with the Students' Association had been very supportive and had signed up to a joint statement outlining College and individual responsibilities in respect of health and safety guidance.

J Carnegie noted that the NHS Health Protection Team would look at the guidance, systems and processes the College has in place if required. J Carnegie stated that she could also report that there had been no positive COVID-19 cases on campus to date.

10. ESTATES UPDATE

B Grace noted that the Kingsway Campus project was progressing well. An update on the issue regarding the Library roof slab should be received by Friday 11 September 2020.

B Grace confirmed that the new social space was nearing completion and looked great. This was on target to be completed in time to welcome our new student on 21 September 2020 along with the new external entrance and staircase.

S Mill asked about the commitment the College had made, if any, to the Michelin site. B Grace confirmed that the College was in discussions but that no formal or legal commitment had been undertaken.

The Estates update and related arrangements were approved.

11. ICT RESOURCE PLAN

A Ross drew the Committee's attention to the positive changes as a result of the Cyber Attack, including the forced move to One Drive and accelerated migration to the Cloud. The progress over the last 6 months had guaranteed that various systems and information including: HR, Payroll, finance payments etc would remain intact if the College was to suffer another attack.

A Ross said that the Business Case for VDI had changed as a result of newer technologies and the way in which staff were now working. The VDI contract end in April 2021 and it was intended that VDI would be phased out after that.

A Ross noted that there had been progress regarding the College phone system moving away from ISDN and using internet connections. The plan to move towards an option appraisal with a solution to replace the phone system to a Cloud based system in the next year was noted.

The ICT Resources Plan was approved.

12. STRATEGIC & COVID-19 RISK REGISTERS

S Mill noted that the Risk Registers has been annotated to only include the relevant Risk for the Finance & Property Committee and thanked S Taylor for the update.

S Mill highlighted Risk 2.2 noting this had been revised downward to 3 due to the 19/20 Outturn and balanced Budget.

The Committee approved the updated Risk Register in respect of those risks under Finance & Property.

13. VP CORPORATE SERVICES REPORT

J Carnegie noted that her report was for noting but wanted to take the opportunity to highlight the work undertaken by the SDA Team and noted the addendum to the report.

S Mill acknowledged the work undertaken by the SDA.

S Mill enquired about the likelihood of an improved situation in respect of the Catering provision by the College. B Grace provided a brief update noting that this was challenging due to the COVID 19 restrictions. It was noted that discussion were still ongoing in relation to the catering service that can be offered to students.

14.   DATE OF NEXT MEETING

Tuesday 24 November 2020 at 5.00pm as part of the Joint Audit & Risk and Finance & Property Committee

Action Point Summary

Action	Responsibility	Date
Information on new fund opportunities and income forecast to be made available the member of the Committee.	J Carnegie	24 November 2020
Draft Budget to be presented for approval at the September Board meeting.	J Carnegie	29 September 2020
Committee to be updated on the outcome of tender arrangements for Tay Cities Deal bid support	J Carnegie	24 November 2020