

BOARD OF MANAGEMENT



Tuesday 28 September 2021 at 5.00pm in Microsoft Teams

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** Verbal update SH
6. **STRATEGIC ITEMS**
 - 6.1 SFC Review Paper C for information SH
 - 6.2 Review of SQA and Education Scotland Paper D for information ST
 - 6.3 Board Strategy Session Output Paper E for Information AM/SH
[Miro Board link is HERE](#)
 - 6.4 Strategic Projects Update Paper F for information SH
 - 6.5 Regional Outcome Agreement Timeline Paper G for approval ST
7. **STUDENTS' ASSOCIATION REPORT** Paper H for information AM/ND
8. **FINANCE & ESTATES ITEMS**
 - 8.1 Financial Forecast Return Paper I for approval JC
 - 8.2 Estates Development Update Verbal update JC
9. **NATIONAL BARGAINING UPDATE** Verbal update ST
10. **PRINCIPAL'S REPORT** Paper J for information SH
11. **GOVERNANCE ITEMS**
 - 11.1 Board Membership Paper K for approval ST
 - 11.2 Standing Orders Amendment Paper L for approval ST
 - 11.3 Strategic & COVID Risk Registers Paper M (i), (ii) & (iii) for approval ST
 - 11.4 Board Metrics Paper N for information ST
 - 11.5 Board Chair Appraisal & Objectives Paper O for discussion GR
12. **MINUTES OF COMMITTEE MEETINGS** AMcC
 - 12.1 Learning, Teaching & Quality 1 September 2021 Paper P for noting
 - 12.2 Finance & Property – 20 September 2021 Verbal Update
 - 12.3 Human Resource & Development 16 September 2021 Verbal Update
 - 12.4 Audit & Risk – 21 September 2021 Verbal Update
13. **SFC CORRESPONDENCE** Paper Q for noting
14. **DATE OF NEXT MEETING**

Tuesday 14 December 2021 at 10.00am. This meeting will be followed by the Board Christmas lunch (COVID arrangements permitting) in the Training Restaurant at Kingsway Campus

BOARD OF MANAGEMENT

Tuesday 28 September 2021



**MINUTE OF LAST MEETING –
9 June 2021**

PAPER A

BOARD OF MANAGEMENT

Board of Management Meeting

Tuesday 8 June 2021



Draft, confirmed by Chair

Minute of the meeting of the Board of Management of Dundee and Angus College held on Tuesday 8 June 2021 at 5.00pm via MS Teams

PRESENT:

A McCusker (Chair)	G Robertson
S Hewitt	B Carmichael
K Ditcham	D Fordyce
H Honeyman	K Keay
N Lowden	D Mackenzie
C Meldrum	S Mill
P Milne	A Monks
T Pirie	S Stirling
M Thomson	A Wilson

IN ATTENDANCE:

J Carnegie (Vice Principal)	G Ritchie
S Taylor (Vice Principal/Secretary to the Board)	
T D'All (Principal's/Board Chair PA)	

1. WELCOME

A McCusker welcomed members to the meeting. A McCusker took the opportunity to congratulate A Monk who was recently elected as new Student President.

2. APOLOGIES

Apologies were noted for M Williamson and J Grace.

3. DECLARATIONS OF INTEREST

There were declarations of interest from S Mill in relation to Agenda Item 12.1 – Membership Update and G Robertson noted his role as Chair of the Board for Gardyne Theatre Limited.

4. MINUTE OF LAST MEETING – 16 MARCH 2021

4.1 Adoption

The minute of the Board of Management meeting held on 16 March 2021 was signed and approved as an accurate record.

5. MATTERS ARISING

All matters arising had been closed out.

6. COVID 19 UPDATE

S Hewitt provided an update on the national picture including D&A College's involvement in the Learner Journey Taskforce and leading on various other national groups which are now concluding. However, there will be a new Advanced Learning COVID Recovery Group 21/22 with the first meeting taking place w.c. 14 June 2021. This group will look at planning assumptions and key questions around COVID needs and mitigations.

S Hewitt noted that the College was planning and timetabling for Academic Year 21/22 on an assumption of 1 metre distancing.

S Hewitt also noted the Scottish Government were planning to publish a document soon on what beyond Level 0 would look like for colleges.

S Hewitt stated that significant work was progressing including assessment processes; recruitment of new students; new course provision etc.

S Hewitt noted that overall compliance with the mitigations was very good, but that this was becoming a challenge as restrictions outwith College were being relaxed.

It was noted that student retention had been impacted by the second lockdown with 21.4% withdrawals, an increase of 3% on the previous year. S Hewitt stated that this was still good considering the current circumstances. S Hewitt noted that the Senior Phase programmes were a cause for concern, but the College was working closely with local authorities to address this.

S Hewitt summarised thoughts in terms of future (post COVID-19) ways of working and noted that a set of high-level principles for this were being developed to underpin these developments.

J Carnegie advised that the compliance around COVID-19 mitigations was reducing on campus and noted that positive test cases with students and staff had increased slightly. Public Health Scotland had advised that the Delta variant's transmission was higher, and that self-isolation had been expanded for those in classes with a positive test case.

J Carnegie noted that Testing Kits remained available for staff and students on campus, but uptake was low.

S Taylor noted that the Student Support Team have been very busy dealing with issues with anxiety in lockdown and coming out. The help of 2FTE additional Support Workers would continue through Academic Year 2021/22 to assist in this area.

S Taylor highlighted the expansion/ increase in summer support and the development of opportunities for new students along with an increase in wellbeing support during this period and into the next academic year.

Under the Quality banner S Taylor noted the Holistic Assessment: Branch 4 of SQA's decision tree (with different rules & requirements) and noted that the amount of work to be completed before the end of the session was particularly high. S Taylor noted SQA's adaptations will continue into the next academic year.

7. STRATEGIC ITEMS

7.1 Michelin Scotland Innovation Parc (MSIP)

G Ritchie provided the Board with a detailed update on the progress at MSIP and the Skills Academy confirming that the project would run initially on a balance out / non-commercial basis for the first 3 years.

The update was welcomed.

7.2 Strategic Project Update inc Tay Cities Deal (TCD)

S Hewitt noted that the TCD Projects were gathering at a pace and highlighted the projects totally £9m:

- Tay Cities Engineering Partnership (TCEP)
- Supporting the development of our business-base (SMEs)
- Growing the Tayside BioMedical Cluster (GTBC) – Skills and Training
- Shared Apprenticeship Scheme

S Hewitt highlighted the possible formation of a Community Interest Company (CIC), with limited liabilities, under the Tay Cities Engineering Partnership (TCEP) and sought permission from Board members that A McCusker and S Hewitt to act on behalf of D&A College in respect of this.

The Board welcomed the update and were comfortable for the TCD projects to progress to FBC stage. The Board noted the establishment of a Community Interest Company and remitted the Chair and Principal to approve the final details for this.

7.3 Board Development Sessions

A McCusker took the opportunity to thank Sarah Rennie, Cher Meldrum, and Amy Monk for facilitating the recent Board of Management Service Design event and noted that a report from this would be brought to the Board meeting in September 2021. **S Taylor to progress.**

A McCusker also confirmed that the cyber security training was scheduled for 19 October 2021.

A McCusker asked Board Members to consider areas / subjects they would like to know more about as part of the Development Sessions for the next academic year. The timing of these events will be considered along with other Board and Committee meetings so as not over commit members.

7.4 2025 Strategy & Colleges Scotland Ambitions Document

7.5 S Hewitt and A McCusker presented an update on the D&A College Strategy 2025 highlighting: Effective Partnerships, Future Focus and Thriving Community and how these positively relate to SFC Review Phase 3 recommendations:

- Collaboration & Partnership
- Long Term & Multi-Year Funding
- Protecting Students' Interests
- Leading a Green Economic & Social Recovery

- Research, Innovation & Knowledge Exchange
- Governance & Leadership

The Colleges Scotland draft College Sector Statement of Ambition (2021 – 2025) Priorities was discussed and it was noted that D&A College's Strategy 2025 related positively relates to the ambitions.

Breakout rooms were created for Board Members were asked to consider the following questions via a Padlet:

Group 1 - Regional Partnerships: - Are we being ambitious enough? If there were no obstacles - what would we like this to look like?

Group 2 - College Profile: What does it mean to be an 'anchor institution' & how do we know?

Group 3 - Student Experience: Listening to and empowering students - how good are we at this - what else can we do?

The feedback provided would be considered and a short update produced for the September Board meeting on how this feedback will help to inform next steps and future developments. **S Hewitt to progress.**

8. STUDENTS' ASSOCIATION REPORT

C Meldrum and A Monks outlined the range of work that the Students' Association had progressed since their last report, and took the opportunity to highlight some of the more recent developments:

- SA Elections are complete with a new President and 3 Vice Presidents
- Nomination had closed for the Staff Awards with over 1,400 nominations received and the winners being announced at the Staff Awards Event on 18 June 2021.
- Collaborative working with the Board of Management with the College of the Future Service Design events outputs being presented in September – a unique opportunity for the Students' Association – hope this continues.
- Sarah Rennie and Cher Meldrum presented at a joint Quality Assurance Agency for Higher Education (QAA) and SPARQS event called "Innovations in Digital Student Communities" to showcase the fantastic social communities and support systems work that they have built up during the pandemic – the only college to take part.
- Partnership & Collaborations including: College and external events; Colleges Development Network Panel Events; Angus Council Voice of Students; Employability Journey; Period Poverty and Group Tutors Role.
- Wellbeing including: Workshop to Raise Awareness of Prevent (WRAP) Training hosted by B Carmichael with great feedback on the use of the WRAP Toolkit.
- Full diary over the summer period of events through DASA using social media and MS Teams.

Board members thanked C Meldrum and A Monks for their report and the excellent work undertaken this year. Board members also thanked C Meldrum for the amazing work she had undertaken as Student President and wished her well for the future.

9. NATIONAL BARGAINING UPDATE

S Taylor intimated there was no specific update on this item.

10. PRINCIPAL'S REPORT

S Hewitt noted his report was for information and contained highlights on a wide range of recent work and developments.

S Hewitt took the opportunity to draw Board members' attention to the Quality Teams success at the recent Times Educational Times Supplement's (TES) FE Awards - Professional Services award in recognition of the sector leading response to two devastating events to hit the College; firstly the cyber- attack, swiftly followed by the global pandemic which forced all teaching on line. S Hewitt noted how proud the College was of the Quality Team and how fantastic it was that they have been recognised in these UK wide awards.

11. FINANCE & ESTATES ITEMS

11.1 2020/21 Priority Spending

J Carnegie noted the financial position presented to the Finance & Property Committee was a cash-backed surplus of £937K

J Carnegie noted priority spending of £100k for ICT; £200k for Equipment and £100k for road resurfacing. The Senior Leadership Team are currently looking at replacement equipment costs.

J Carnegie noted the impact of COVID and Brexit on the ability to secure equipment.

In respect of D&A College's Loan and the 'repayment holiday' a discussion took place around a recommendation that £457k is paid by the 31 July 2021. It was agreed that approval would be sought from Board members via email **J Carnegie to progress.**

11.2 2021/22 Budget

A McCusker noted that in considering the budget, Board members must be satisfied with the Financial Sustainability of the College.

J Carnegie summarised the key elements of the budget to the year end 31 July 2022 and sought approval highlighting:

- Fees are assumed to increase to pre-Covid-19 levels
- Less concern around funding from external bodies e.g. Skills Development Scotland (SDS)
- No further lockdowns predicted
- More funding for Digital, Mental Health and deferred students
- Still awaiting allocation of FWDF, YPG etc
- A Cash-back surplus of £215K

Following discussion, the 2021/22 Budget was approved.

11.3 Financial Forecast Return (FFR)

J Carnegie intimated the FFR would be required to be completed by the end of June 2021 but to date no assumptions have been received from SFC to inform this exercise.

12. GOVERNANCE ITEMS

12.1 Board Membership

S Mill left the meeting for this item.

S Taylor confirmed that Board recruitment had been progressed and the Nominations Committee had identified three appointments.

S Taylor noted that we were still awaiting approval from Scottish Government on the appointments, but that approval was sought pending this. The Board of Management approved the appointments.

11.3 Board Metrics

The Board Metrics were noted.

A McCusker noted the fantastic results for the Student Survey.

13. MINUTES OF COMMITTEE MEETINGS

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

14. CORRESPONDENCE

The list of recent communications was noted.

15. ANY OTHER BUSINESS

- 15.1** S Taylor requested approval to update D&A College's Voluntary Severance Scheme (VSS) to reflect a change from a 1 year to 2 years cost saving payback period in situations where there were mandatory strain costs from local government pensions. The Board approved this change.

S Taylor advised the Board of the of the approval from the Human Resource and Development Committee for a specific case where the repayment period was over 1 year. The Board were asked to confirm ratification of this approval. This was confirmed.

- 15.2** A McCusker noted the incredible Team effort and a thriving College and would like to invite Board members and the Senior Leadership to a virtual Afternoon Tea event on 23 June 2021 at 4.00pm – meeting invite will follow.

- 15.3** G Robertson noted that the Review of the Board Chair will take place on the same basis as last year with the responses and report coming back to the September 2021 meeting. **G Robertson to progress**

- 15.4** Review of standing orders to be completed for September meeting. **S Taylor to progress.**

16. DATE OF NEXT MEETING

Tuesday 28 September 2021 at 5.00pm

Action Point Summary

Action	Responsibility	Date
Community Interest Company to be established for TCEP	S Hewitt/A McCusker	28 Sept 2021
BOM Development Session Report to be shared	S Taylor	28 Sept 2021
Short update to be provided on how Board feedback will help to inform next steps and future developments on 2025 Strategy	S Hewitt	28 Sept 2021
D&A College's Loan and the repayment - approval to be sought from Board members via email	J Carnegie	18 June 2021
Update D&A College's Voluntary Severance Scheme (VSS) with Scottish Funding Council	S Taylor	18 June 2021
Review of Board of Management Chair	G Robertson	28 Sept 2021
Review of standing orders to be completed.	S Taylor	28 Sept 2021

BOARD OF MANAGEMENT

Tuesday 28 September 2021



MATTERS ARISING

PAPER B

BOARD OF MANAGEMENT

Tuesday 28 September 2021



Matters Arising

Paper for information

The following actions were noted from the Tuesday 8 June 2021 Board of Management Meeting

Agenda Item No	Action	Current status	Open / Closed
7.2	Community Interest Company to be established for TCEP S Hewitt/A McCusker	Currently being reviewed by Angus Council	Open
7.3	BOM Development Session Report to be shared. S Taylor	Included in September 2021 agenda	Closed
7.4/7.5	Short update to be provided on how Board feedback will help to inform next steps and future developments on 2025 Strategy. S Hewitt	Included in September 2021 agenda	Closed
11.1	D&A College's Loan and the repayment - approval to be sought from Board members via email. J Carnegie	Emailed on 9 June 2021	Open
15.1	Update D&A College's Voluntary Severance Scheme (VSS) with Scottish Funding Council. S Taylor	Discussed with SFC. No changes approved	Closed
15.3	Review of Board of Management Chair. G Robertson	Included in the September 2021 agenda	Closed
15.4	Review of standing orders to be completed. S Taylor	Included in September 2021 agenda	Closed

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

BOARD OF MANAGEMENT

Tuesday 28 September 2021



STRATEGIC ITEMS -

SFC Review

PAPER C

SFC Review Phase 3 – D&A Initial Response

Paper for information

The Scottish Funding Council (SFC) published its [final report](#) on *Coherence and Sustainability: A Review of Tertiary Education and Research* on Tuesday, 29 June 2021. The review began in June 2020 at the request of Scottish Government Ministers and has been conducted in three phases. D&A, alongside Colleges Scotland, has worked closely with the rest of the sector to put forward the views of Colleges and members of the Executive have also been involved in 2 of the 3 working groups that has fed into the findings. Initial observations on the phase 3 report are noted below:

1. **High level summary of observations:** The following, high level strengths and weaknesses of the final report have been noted:

Strengths	Weaknesses
<ul style="list-style-type: none">• There are a number of ambitious ideas and recommendations within the report that could lead to significant and welcomed change. It will be important to see which of the various themes/proposals the Scottish Government wished to progress as there may be elements that don't go any further than the review report.	<ul style="list-style-type: none">• A lack of prioritisation of recommendations, for example those that could/would lead to the most impact for learners or that are more urgent. <p>NB This may become clearer after the Scottish Government response to the review is known.</p>
<ul style="list-style-type: none">• Clear recognition of the sector's challenges with multi year funding & ONS classification	<ul style="list-style-type: none">• Whilst there is talk of 'equity' between the college and university sectors to create a single tertiary sector there is no specific commitments to equity of funding for institutions or learners.
	<ul style="list-style-type: none">• The intention to further develop the demographic model to determine the estimates of student numbers will limit scope and opportunities post covid. D&A is seen as a declining region under this model.
<ul style="list-style-type: none">• The identification of a need for overall strategic, longer-term intent for colleges and universities	<ul style="list-style-type: none">• The potential for mission creep with the SFC looking to develop a National Schools Programme for Tertiary Education, a National Micro-Credential Framework and Delivery Plan and a single framework for quality for colleges & universities

<ul style="list-style-type: none"> • A recognition of the vital role Colleges will play in both the innovation space and economic recovery, as well as the need to ensure Colleges are resourced to do so 	<ul style="list-style-type: none"> • The progression of the Widening Access agenda without a wider look at the unintended displacement consequences on the College sector
<ul style="list-style-type: none"> • The indication that the Outcome Agreement process will be reviewed & bureaucracy reduced 	<ul style="list-style-type: none"> • The lack of an attention to offer incentives or penalties, either funding or otherwise, to ensure collaboration happens between Colleges & Universities
<ul style="list-style-type: none"> • The potential of pathfinders & the development of a National Impact Framework for the tertiary sector 	<ul style="list-style-type: none"> • The establishment of an Employer and Industry Advisory Group should be avoided as there are already a number of sector specific advisory groups that colleges and universities are already heavily involved in.
<ul style="list-style-type: none"> • The recommendation that the Scottish Government improves the provision of equitable digital to enable students in post-16 education to take up technology-enable learning opportunities 	<ul style="list-style-type: none"> • A clear indication of the involvement of learners in the review – their expectations, needs and concerns should be fundamental to the future
<ul style="list-style-type: none"> • The recognition that Scottish colleges are such important actors in the green economic recovery, we will use our convening and connecting power to support their integration in the innovation and economic strategies of Scottish Government and UK Government 	<ul style="list-style-type: none"> • We would like to see more on how SDS can play a role in supporting a joined up, collaborative approach and promote parity right across the tertiary sector
<ul style="list-style-type: none"> • The development of a national vision and strategy for the college and university estate and infrastructure 	<ul style="list-style-type: none"> • There is no clear demand for Scottish Government to confirm clear funding availability or investment model for infrastructure needs.

2. The role of Colleges & Priorities:

- a. Strategic vision: It has been recommended within the report that there is a ***clear strategic, longer term vision and intent for the future of tertiary education***. This is a significant need as, at present, the expectations of the college sector are too broad, and we spread resources too thinly across a number of different Government led priorities and initiatives. Resources that are likely duplicated within the University sector. Whilst we fully appreciate that colleges do have a wide and varied role to play, we also recognise the need to sharpen priorities and reduce duplication of resources. We would welcome a joined up, strategic discussion on where both colleges and universities can add most impact and how we have more clarity on the roles we both play, both individually and collectively.
- b. Priorities: Following on from the above point and the need to understand where we can add most value and impact, D&A believe that there should be more urgency and expectation on the recommendations:

- i. *Economic Recovery & Growth*: Colleges have a significant role to play in economic recovery and growth and we are pleased to hear that this has been recognized at all levels of Government. The college sector already has well established and strong roots within industry so the offer of incentives and the clear prioritization of this for colleges is vital and we should be given the flexibility and funding to do so. It has also been recommended within the report that there is **the establishment of an Employer and Industry Advisory Group**, D&A strongly believe that this should be avoided as there are already a number of sector specific advisory groups that colleges and universities are heavily involved in. We believe that it is more sensible for SFC to understand how it can work alongside colleges to enhance and support this work and drive specific growth in key sectors.
- ii. *A shift in modes of delivery*: We agree with the recommendation that there should be a shift to **the development of shorter, sharper courses to support learning throughout life**, as well as the recommendation for the further enhancement of micro-credentials. The college sector has progressed significant work on micro-credentials (that D&A has been part of) and we believe it is an area that colleges can really excel given their ability to be agile & responsive. We would like to see more flexibilities in current funding arrangements to allow us to progress this and for the sector to move away from the ‘full-time equivalent driven’ student targets. This should be needs and education led (rather than as a central initiative) with funding arrangements as flexible as possible to allow rapid and flexible responses to shifting priorities.
- iii. *Digital Upskilling*: SFC recommends that **the Scottish Government improves the provision of equitable digital connectivity on and off campus to enable students in post- 16 education to take up technology**. This is a forward step; however, we also know that colleges have a significant role in offering a variety of digital upskilling opportunities to school pupils, industry, and wider communities.
- iv. *Climate Emergency*: We welcome the recognition **that Scottish colleges are such important actors in the green economic recovery**, as well as the intention that SFC will use their convening and connecting power to support the sectors integration in the innovation and economic strategies of Scottish Government and UK Government. As a college with bold ambitions in this area through our Skills Academy project within Michelin Scotland Innovation Parc (MSIP) and our Advanced Manufacturing Centre through the Tay Cities Deal, we would like to see more funding being made available / prioritised to drive this agenda forward.
- v. *Senior Phase*: Whilst the review is mainly focused on colleges and universities, we support the clear importance given to enhancing pathways from schools. This is an area that D&A has successfully championed for a number of years and is an area that we believe the college sector can have significant impact on. At present schools face a number of challenges, particularly within areas where there are large skills gaps such as digital and STEM related subjects. Colleges have a vital role to play in supporting them with this and there should be greater incentives for those colleges who prioritise this work and help enhance the pathways and options for school pupils.

We are, however, concerned at the establishment of a **National Schools Programme for Tertiary Education in Scotland**. We believe that good curriculum planning & options are already in place and colleges have strong links with local authorities already to build on this should it be specifically highlighted as distinct priority.

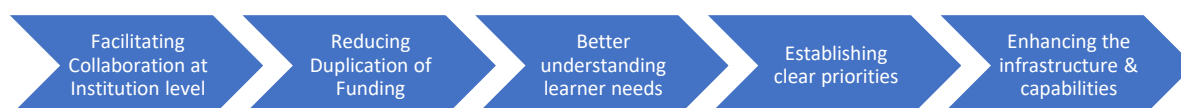
Any national programme runs the risk of not meeting local regional needs and creating unnecessary barriers to progression and is not supported as an option by D&A College.

3. The role of SFC:

Whilst there are a number of exciting and ambitious recommendations within the report, there are concerns on a number of those which see the establishment of centralised groups or forums that already exist or take away from the main focus and priority of the SFC. These include the following:

- a. The establishment of a **National Schools Programme for Tertiary Education in Scotland** – for the reasons highlighted above
- b. The establishment of an **Employer and Industry Advisory Group** – for the reasons highlighted above
- c. The pilot of a **National Micro-Credential Framework and Delivery Plan** – this work is already happening within the College sector. Priority should be given to reviewing the funding model to allow this to be progressed within Colleges and SFC acting at a facilitator of best practice.
- d. The **development of a single framework for quality for colleges and universities** – colleges and universities are not the same and, whilst we agree there should be more sharing of practice and a collective effort to enhance learning and teaching, we do not believe that having a single framework for quality will drive improved experiences for learners. What would be effective is undertaking work to better understand the learner needs at each level and supporting this appropriately.

D&A believe that the SFC should be prioritising their time and focus on the following areas:



4. Outcomes, Impact & Accountability:

D&A supports the intention for SFC **to work with the sector to revise our approach to Outcome Agreements**. At present this process provides little value to colleges and their boards. Alongside the prioritisation discussed above, there needs to be clear longer-term outcomes, impacts and accountability.

Outcome agreements should be ‘properly’ co-created with partners and stakeholders and not a tool to tick the numerous initiatives and priorities for the Scottish Government.

D&A would like to put forward a proposal, as part of the pathfinders encouraged within the review, to pilot a new way of establishing the ROA. One that will see greater collaboration with key regional partners. More details on this will follow.

We are also pleased to see the commitment to reducing reporting burdens, this should be a significant and urgent priority for SFC.

5. Finance & Funding:

Funding drives behaviours, and unfortunately can lead to instances where institutions plan and prioritise based on funding and financial sustainability instead of what is best for the learner. It is important, as highlighted in a number of points above, that this is addressed, and funding is prioritized to the areas that can add most impact.

We support the request to Scottish Government that ***they set out multi-year funding assumptions and commitments across tertiary education and research***. This is essential and will support colleges with longer term planning and provide stability and clarity to ensure we meet the needs and expectations of learners and local businesses. The College sector should also expect to receive equity of funding levels between the different sectors within Scottish Education. The current differences in funding are not acceptable and perpetuate disadvantage within Scottish education.

We would support the ***removal of absolute FTE targets (i.e. the volume target for colleges of 116,300 FTE equivalents) and alternative strategic planning assumptions, for example, around the proportion of school leavers***. This target figure has recently been counter productive and has driven a focus on full time learners, the demographic is changing, and we need a sector that is agile and responsive enough to deal with this. There are risks, however, that removal of the overall national target could result in a reduction in activity levels/funding over time and we would expect that any removal of the FTE target would be accompanied by clear commitments to future activity and funding.

We look forward to the ***consultation with the college sector on the creation of a College Innovation Fund***. Colleges play a significant role in innovation and should be recognised for this. The pandemic has shown the immense creativity and innovation of the sector and we believe, alongside university colleagues, we can enhance the impact collectively. We need to move to a more 'challenge-focused' agenda i.e., what is the high level problem we are trying to solve (for example the lack of software developers) and how can we collectively solve the challenge. At present the challenge is tackled in silos and colleges, schools and universities are funded separately creating duplication of resources, so it needs a collective, innovative approach to really make a more sustained and high quality impact.

SFC should also look at where funded initiatives directly impact the wider system, for example widening access. Whilst we wholeheartedly believe that all learners should have the potential to go to university and we are fully committed to the widening access ethos, we also believe that many learners are not ready and require alternative routes and better supported and more sustained provision. We are keen to be engaged in any work where SFC are looking at ***how best to take their widening access work further, including the way we measure and invest funds, set targets and track widening access, and the role of a commissioner for the future***.

At D&A we are concerned however that the intention to further develop the demographic model to determine the estimates of student numbers will limit scope and opportunities post covid. We do not believe that the current model is an accurate predictor of either need or demand within regions and would have significant concerns in terms of any further extension of its use.

6. Estates & Infrastructure:

Finally, D&A believe that the SFC has a key role to play in ensuring that learners across Scotland have as equitable an experience as possible across the whole tertiary system. Buildings and infrastructure should be comparable (irrespective of where learning takes place across Scotland) and estates like our own Kingsway Campus should not be in the position where there is no funding model or clear plan on how we can upgrade the facilities for our students.

We fully support the urgent need for Scottish Government to work with ***SFC, along with the sector, develop a national vision and strategy for the college and university estate that prioritises areas for collaboration (between institutions, and potentially with industry) and between regional partners***. This should include digital infrastructure investment as the need to ensure our digital systems are secure and support learner needs is greater and more pressing than ever.

Any national vision must be backed up with clear investment that allows long-term infrastructure planning to be undertaken with certainty around funding availability, routes, and requirements.

7. Strategic Risk Register

A new risk (Risk 1.5) has been added to the Strategic Risk Register to reflect potential change arising from major national reviews of the operation of the Scottish Funding Council, Scottish Qualifications Authority and Education Scotland.

8. Conclusions:

Dundee and Angus College has welcomed, and contributed significantly to, the review and are supportive of many of the points outlined within the [final report](#). Following confirmation of the Scottish Government response to SFC we will continue to engage to ensure that we continue to influence developments and outcomes as these are finalised and implemented.

Author & Executive Sponsor: Simon Hewitt, Principal

BOARD OF MANAGEMENT

Tuesday 28 September 2021



STRATEGIC ITEMS -

Review of SQA & Education Scotland

PAPER D

Scottish Qualifications Authority and Education Scotland Review – D&A Initial Observations

Paper for information

1. Introduction

The Scottish Government announced on 21 June 2021 that a major review would be undertaken in respect of the future remit and role of the Scottish Qualifications Agency (SQA) and Education Scotland (EdS).

This review arose in response to the major report conducted by OECD - [Improving Schools in Scotland: An OECD Perspective](#) focused on the implementation and future development of Curriculum for Excellence, and also in respect of a number of well documented issues and concerns surrounding the SQA in recent years.

The focus of the review has been very much around the future of examinations for national qualifications (National 5, Higher and Advanced Higher) and there has been very little reflection on the potential implications for vocational qualifications and the college curriculum.

This paper summarises initial observations in respect of the review and initial thinking from D&A in relation to this.

2. Review Remit & Arrangements

Professor Ken Muir was appointed to lead the review in June 2021. Professor Muir is well known to D&A College, and the college sector, following periods in senior roles within Education Scotland and the General Teaching Council for Scotland (GTCS). The advisor draft remit was also published at this time. This remit is as detailed below.

In his role as the Advisor, he will provide advice to the Scottish Government and the Cabinet Secretary for Education and Skills on aspects of education reform. This will include designing the implementation of the OECD's recommendations for structural change of the SQA and Education Scotland, including delivery of the national curriculum, assessment, qualification and inspection functions.

This will include likely replacement of the SQA with a new curriculum and assessment agency. In addition, the Advisor will consider the rationale and purpose for reform as set out by Scottish Ministers, and ensure that any structural reform is designed to achieve this. The Advisor will establish a supporting panel, to be decided in consultation with the Scottish Government and stakeholders, that will include diverse representation appropriate to the task, to include, amongst others, academia, practitioners and organisational change expertise. The work will be undertaken with as much openness and transparency as is possible.

The Advisor will engage widely across the education sector and will ensure in particular that the views of children, young people, families and practitioners are taken in to account. A key objective is ensuring that we fully understand their needs, and design the education system to deliver the best possible support that is required.

The conclusions that the Advisor reaches will be taken independently of the Scottish Government and all other institutions, but will have access to SG officials and appropriate data and information.

In August 2021 details of the Expert Panel formed to support the review activities were confirmed, with concern expressed by the college sector that there was no college representative within this group. This has been picked up by Colleges Scotland and strong representations made to the Scottish Government.

The work of the review commenced in August 2021 with a reporting timescale of 6 months. Within this timeframe it is expected that opportunities for consultation and engagement will be available to institutions, stakeholders, and other interested parties, although these have not yet been confirmed.

3. Education Scotland Changes

Whilst the role and future of SQA has been the focus, the review will also look at the role of Education Scotland. The Scottish Government has already confirmed that the support and scrutiny functions of Education Scotland will be separated out and a new scrutiny agency created (this follows the amalgamation of these functions through the merger of Learning and Teaching Scotland and Her Majesty's Inspectorate of Education in 2011).

Alongside this change, the SFC Review highlights a desire to create much closer alignment between the quality frameworks and activities across the tertiary education sector. As a result it is possible that more substantial changes in quality frameworks and arrangements may develop for the college sector over the coming months / years.

4. Current D&A Observations

The College is at the early stages in forming a response to the review but has taken the opportunity to consider what we would want to see going forward. This thinking will inform the key points that we would wish to share when opportunities for feedback are made available.

It has been widely reported that arrangements around Curriculum for Excellence and the SQA have become very political in nature. D&A recognises this and we firmly believe that discussions around the future for SQA and EdS should be focused on educational need rather than political standpoints. Initial discussion with led by the VP Curriculum & Attainment / VP People & Performance and involving the four Heads of Sector and the Quality Manager have identified the following.

- a) D&A believes that SQA and Education Scotland have 'lost their way' in recent years and that there has been a loss of focus on the key roles and required outputs of both organisations. The opportunity for review is well timed, and there is scope for the review and its outcomes to be radical and far reaching in nature.
- b) The College is concerned that the review membership and much of the discussion to date has focused on the school curriculum. The review and its outcomes must pay due regard to the specific needs and requirements of the college sector (and other vocational education providers). This must not be an afterthought and care should be taken to ensure that a coherent educational system is developed that supports effective learner journeys.
- c) The review outcomes must be built around clear educational rationale and a future vision for Scottish education (rather than a mechanistic review of structures / activities). Future activities should be built around educational needs rather than past history. D&A believes that this will require a shift in underlying culture and ethos for any successor agencies as well as changes to ways of operating.

- d) In line with the recommendations of the OECD report, the review should consider new ways of working and build on good practice from other countries (in both school and vocational education settings).
- e) Underpinning the above points, the successor to SQA should be focused on the creation of fewer high quality flexible qualifications. It is the firm belief of D&A that current qualifications are too rigid and specific in nature and that the review offers an opportunity to shift the balance in any replacement organisation from assessment to learning.
- f) In line with point (e) above, any replacement organisation should support and provide high quality learning materials on an equivalent basis to other awarding bodies. All qualifications, materials and assessment should reflect the key principles of CfE.
- g) Review outcomes should support parity between qualification types, including how learner success is measured for attainment and place equal value on the vocational and national qualifications to give equal recognition to different career and qualification pathways. (for example, moving away from schools being measured 5 x National 5 attainment).
- h) D&A believes that any review should also consider and encompass the role played by Skills Development Scotland in qualification development. This current landscape is overly complex, and streamlining/simplification could be achieved for government, institutions and learners.
- i) In respect of inspection, D&A welcomes the proposal to split the scrutiny role from the support role.
- j) Future scrutiny input must be genuinely proportionate, and risk assessed. Levels of input/scrutiny for institutions with a similar risk rating should be similar across all sectors within the Scottish the education system.
- k) Scrutiny activity must be integrated between systems to avoid current multiple engagements

5. Link to Strategic Risk Register

A new risk (Risk 1.5) has been added to the Strategic Risk Register to reflect potential change arising from major national reviews of the operation of the Scottish Funding Council, Scottish Qualifications Authority and Education Scotland.

6. Conclusions

Dundee and Angus College has welcomed the current review of SQA and EdS and will seek to play an influential part in the anticipated opportunities to contribute to review thinking and outcomes.

Author & Executive Sponsor: Steven Taylor, Vice Principal People and Performance

BOARD OF MANAGEMENT

Tuesday 28 September 2021



STRATEGIC ITEMS -

Board Strategy Session Output

PAPER E

BOARD OF MANAGEMENT

Tuesday 28 September 2021



Board Strategy Session Output

Paper for information

1. Introduction

This paper summarises the key themes and outputs from the student led “College of the Future” Board strategy co-design sessions held on 4th May 2021 and 27th May 2021. It also notes the additional operational measures and/or actions needed to align with and deliver the aspirations and aims of the 2025 strategy. The [full MIRO board from the event can be found here](#).

2. 2025 Strategy Context

The Board of Management approved the new 2025 ‘more successful students’ strategy in December 2019. This sets the strategic direction of the College until 2025 and centres around 3 key pledges – Effective Partnerships, Future Focused and Thriving Communities. A summary of these pledges can be found in **Appendix 1**.

It is essential for our students and staff that the College and Board of Management deliver on the ambitions of the 2025 Strategy, and this is a collective process. The work undertaken as part of the “College of the Future” Board strategy sessions will help inform and enhance the operational planning needed under each of the key pledges. It also sets an important framework for the way in which we want to engage and collaborate with the student body on a regular and on-going basis.

3. College of Future Co-design Sessions - Scope/Challenge

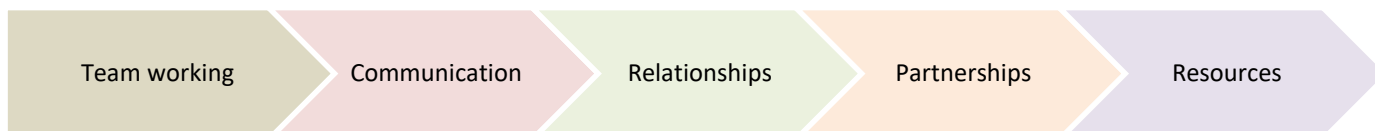
The two events held in May were an excellent example of a joined up, co-creative and inclusive approach. They were high energy and gave a single platform for students, senior leaders and the Board of Management to actively discuss the future of the College.

The sessions held in May 2021 had four main objectives:

1. To understand what the college of the future looks and feels like in terms of learning, teaching and student experience.
2. To enable the engagement of the Board of Management with the student body
3. To enable the voice of the students to be heard by the Board of Management
4. To encourage the student body to feed into the strategy of the College

4. Themes & Expectations

The outputs gathered as part of the sessions established five core themes which were identified as key qualities of the College of the Future, these were:



<ul style="list-style-type: none"> Keeping students at the very heart of decisions made at the college Working together to create positive relationships 'Family vibe' and bringing the BoM closer to the students 	<ul style="list-style-type: none"> Integration of BoM with students on a regular basis Information flow is strong with feedback loops closed Vibrant rep system 	<ul style="list-style-type: none"> Sense of community People focused (staff & students) Cared for & valued All facilities (inc. outreach) feeling involved 	<ul style="list-style-type: none"> Local engagements & partnerships with business & agencies Partnership between board & students Constant, open communications 	<ul style="list-style-type: none"> No digital poverty More social & workshop sessions Open access to the Student Association
2025 Strategy Alignment				
<ul style="list-style-type: none"> Future Focused Effective Partnerships Thriving Communities 	<ul style="list-style-type: none"> Effective Partnerships Thriving Communities 	<ul style="list-style-type: none"> Effective Partnerships Thriving Communities 	<ul style="list-style-type: none"> Future Focused Effective Partnerships Thriving Communities 	<ul style="list-style-type: none"> Future Focused Thriving Communities

5. Vision of the Future

Following a number of interactive, team working exercises and ideation examples ([can be seen here](#)), the following six statements of intent were finalised:

So what will the College of the Future look like...

1. Service Design will be embedded in key decision making, designing with (and not for) our students
2. More interaction with BoM, SLT & Exec with students to understand their journeys and hear their stories
3. More opportunities to collaborate with other departments on coursework and projects
4. More opportunities to be involved with businesses in their chosen career, open days, events etc.
5. Easy to access resources, 24-hour access to help, an easy-to-use information system for everyone
6. Hybrid social spaces for students, wellbeing/safe spaces with accessible facilities – creating a true learning community feeling

6. Putting the Vision into action

The following actions/commitments will be made by the Executive and SLT to ensure that the College of the Future session & 2025 strategy aspirations are fully aligned. These actions will be incorporated into the SLT Operational Plan:

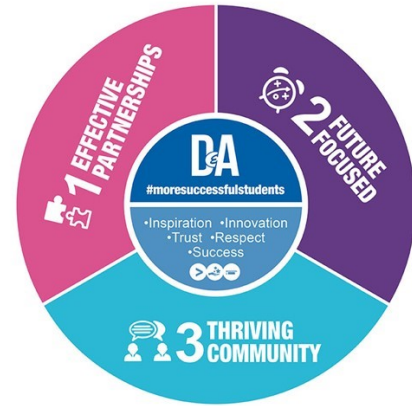
Statement	2025 Strategy Alignment	Actions/Commitments
<i>Service Design will be embedded in key decision making, designing with (and not for) our students</i>	<ul style="list-style-type: none"> Future Focused 	<ol style="list-style-type: none"> 1. Service Design Training to be offered to more students & staff 2. The 'D&A Way approach to projects' to be established setting out the expected approach & how students & staff work together to co-create a service/system etc.
<i>More interaction with BoM, SLT & Exec with students to understand their learning journeys and hear their stories</i>	<ul style="list-style-type: none"> Effective Partnerships Thriving Communities 	<ol style="list-style-type: none"> 3. Future co-creation and informal events to be held with the BoM, SLT & Exec to look at key challenges & opportunities around enhancing the student experience
<i>More opportunities to collaborate with other departments on coursework and projects</i>	<ul style="list-style-type: none"> Future Focused Effective Partnerships Thriving Communities 	<ol style="list-style-type: none"> 4. Enhancing & supporting multidisciplinary learning & teaching approaches to be embedded within the curriculum priorities & CPD calendar
<i>More opportunities to be involved with businesses in their chosen career, open days, events etc.</i>	<ul style="list-style-type: none"> Effective Partnerships 	<ol style="list-style-type: none"> 5. Student involvement in the new Marketing Steering Group to help co-design events / approaches 6. Enhance and raise awareness of the EngageMe sessions supported by Learner Engagement
<i>Easy to access resources, 24-hour access to help, an easy-to-use information system for everyone</i>	<ul style="list-style-type: none"> Future Focused Effective Partnerships Thriving Communities 	<ol style="list-style-type: none"> 7. Student engagement in the New Ways of Working (and learning) Workstream which will review & identify the types of services and support needed in the future
<i>Hybrid social spaces for students, wellbeing/safe spaces with accessible facilities – creating a true learning community feeling</i>	<ul style="list-style-type: none"> Future Focused Thriving Communities 	

7. Appendix 1 – 2025 Strategy Pledges Summary

Pledge 1: Strategic Partnerships

As a College we will establish and enhance deeper, more meaningful partnerships both internally and externally to drive sustainability and ensure the best possible experience and outcomes for our learners, employers, and the wider region. We will deliver this pledge by:

- Maximising opportunities for our learners & clients
- Prioritising sustainability & income generation
- Playing our part in raising the productivity of the region
- Being responsive & agile
- Raising the profile of the College & college learning both locally & nationally
- Being a partner of choice
- Influencing key stakeholders' partners both locally & nationally



Pledge 2: Future Focused

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

- Co-designing sector-leading, modern courses & services
- Being inspirational & inclusive
- Ensuring we are digitally enabled & developed
- Using data to better inform our decision making
- Providing modern & flexible learning spaces

Pledge 3: Thriving Communities

As a College we will foster trusted, supportive, inclusive, and resilient communities that put partnerships, engagement and the health, wellbeing and success of our learners, people, stakeholders, and communities at the core of how we operate. We will deliver this pledge by:

- Being health & wellbeing focused
- Responding to the Global Climate Emergency
- Ensuring we are trusted & respected
- Being an employer of choice
- Being self-reflective & personal development centred
- Fostering a leadership culture

BOARD OF MANAGEMENT

Tuesday 28 September 2021



STRATEGIC ITEMS -

Strategic Project Update

PAPER F

BOARD OF MANAGEMENT

Tuesday 28 September 2021

STRATEGIC PROJECTS UPDATE



Paper for Information

1. Introduction

This paper summarises progress being made on a range of key strategic projects across the region where the College is leading or heavily involved.

2. Michelin Scotland Innovation Parc



The physical work to transform the industrial site on the Innovation Park into the Skills Academy is now under way following a number of COVID related delays. The £1.3m capital works are fully funded by MSIP.

The expectation is that the Skills Academy will launch in February 2022, although there will be badged events happening on the MSIP site before then particularly in relation to the COP 26.

The College and ESP are funding c£300k in ICT, digital learning, and equipment costs. A successful bid to the Mathew trust has brought in £100k to fund equipment for the site (a robotics lab). A bid to the Northwood Trust for revenue funding of c£60k per year for three years is also under way and will be considered in October 2021.

The curriculum workstreams and the Advisory Board are firmly in place and excellent progress has been made with partners in organising the full range of activities required. Curriculum planning for the College encompasses the following although this remains flexible and responsive to emerging needs and demands.

- Automation & Robotics
- Advanced Manufacturing
- Hydrogen
- Battery/Energy Battery Storage Awareness
- Electric Vehicles
- L1 EV Awareness
- L2 EV Hazard Management
- L2 EV Technician
- L3 Electric Vehicle Maintenance & Repair.
- Low Carbon Transport
- Electric Vehicle charging point installation
- GWO - BTT/BST [in partnership with Coast Renewables]
- Energy Efficiencies
- Micro-Renewables
- SOLAR
- Air/Ground Source
- Internal& External Insulation
- Tele/Avant handling

- Agri-Tech
- Health & Safety - ISOSH/NEBOSH/COSH/First Aid/Working at Heights/Confined Spaces/Fire Evac/Advanced First Aid.

The site was visited by Lorna Slater, Minister for Green Jobs on her first ever Ministerial visit on 14th September 2021.

Further updates will be provided as activity picks up.

3. Tay Cities



As reported to the Board in June we are active as lead partners in four Tay City Deal projects with a total value of c£9m. Three of the projects are part of an overall £20m Skills bid and one is stand alone.

The standalone project is the Tay Cities Engineering Project.

TCEP

The OBC has now been approved by Scottish Government and is now progressing to the Final Business Case stage.

Angus Council and D&A are looking to contract with SQW to develop the Final Business Case which is scheduled to complete for 1 November 2021 when it will be submitted for consideration and approval in December 2021. The contribution involved for the College in respect of the FBC work is c12k.

Whilst delays in approval are pushing back the drawdown of funds, the College can commit budget in advance with reassurances received that we will be permitted drawdown for any activity undertaken during the current financial year (April 2021-March 2022). This minimises the overall risk to the College and funds expended at this stage will predominantly be improvement/renovation to College facilities.

As an integral part of project developments, D&A has been progressing campus developments at Arbroath with full engineering designs now finalised and the building warrant submitted. Work has commenced on clearing the space and progressing activity where possible in advance of Building Warrant Approval. The Finance and Property Committee are content with works progressing in parallel with the FBC.

An internal team is reviewing the future curriculum offer and developing plans to ensure capability, capacity, curriculum, and comms are in place for both TCEP and MSIP developments.

Arrangements have been progressed in partnership with Angus Council to establish the Community Interest Company with nominated Directors from both the council and College. Administrative requirements underpinning the establishment of the CIC are expected to be finalised over the coming few weeks. Arrangements are also progressing for finalisation of a Project Manager role to be funded through the project.

In addition to the Tay Cities funding, we are awaiting final confirmation of Seagreen Windfarm funding of £300k to support regional STEM activities. This funding will help to underpin and support the work of TCEP and MSIP Skills Academy.

Bio Tech and SME Skills Projects.

The projects under the £20m skills pot are dependent on the progress of the overall OBC for the Skills Fund being approved. This has taken a lot longer than was previously anticipated and the earliest date that will happen is now the 28th of October 2021.

Assuming the overall £20m bid is approved we will then progress to submitting our own project OBC's. These are prepared and await the green light to proceed.

Tay Cities have decided to progress the bids in two phases, and it is positive to report that D&A Bio Tech Skills and SME bids have both been selected in the first phase. This will allow these to be submitted as soon as the overall bid is approved.

The planned Shared Apprenticeship bid will be in the second phase and is currently on hold until progress and timescales become clearer.

The delays surrounding Tay Cities activities mean that it is unlikely that we will draw down funding until financial year 2022/23 but as we are not spending significantly against the projects there is no financial risk.

Arrangements remain unclear and the level of scrutiny by both Westminster and Scottish governments, the changing of processes, and the bureaucracy around the Tay City Deal are very complex and are testing the patience of all the participant organisations. It is hoped that these arrangements will become clearer as activities progress.

Further updates will follow.

4. eSports Developments

The College continues to work closely with Abertay University in establishing a centre of excellence for eSports within Scotland. D&A are currently leading the Scottish Colleges eSports Consortium that sees us, alongside NESCol and Glasgow Clyde College, designing and developing a new eSports Further Education (FE) pathway course into either degree study or employment within the eSports industry.

To support this curriculum development, D&A has held recent meetings with the British eSports Association to accelerate the development of a more advanced (HNC/D) eSports qualification within Scotland, with the consortium aiming to provide the vehicle to ensure this collaboration happens.

Building up to the opening of the eSports arena in 2025, the College is working with local partners to develop a series of inspirational events for schools and the wider community to better educate people on the eSports industry and the potential job opportunities within it. This is known locally as the 'vanguard project'.

Progress is continuing on the wider stadium planning alongside Abertay, Dundee City Council and Northern Lights Arena Europe (NALE).

The Head of Curriculum & Quality for the Computing & Creative Media department, alongside representatives from Abertay, recently travelled to [Confetti Institute of Creative Technologies](#) in Nottingham to scope our potential space design to inform the next stage of the arena planning.

5. Eden Project Dundee

A number of early conversations have taken place with both Dundee City Council and the Eden Team in regards to the Colleges role in supporting the Eden development. An initial scoping meeting will be held in November 2021 and an update will be provided following this.

6. 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 with a particular focus on the following.

- 1.1 Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 1.4 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
- 2.2 Failure to achieve institutional sustainability
- 2.6 Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services
- 3.5 Reputational Risk – Loss of reputation with key stakeholders

Author Grant Ritchie, Consultant & Jim Brown, Project Director
Executive Sponsor: Simon Hewitt, Principal

BOARD OF MANAGEMENT

Tuesday 28 September 2021



STRATEGIC ITEMS -

Regional Outcome Agreement Timeline

PAPER G

BOARD OF MANAGEMENT MEETING

Tuesday 28 September 2021



Session 2021/22 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 AY 2021/2022.

Key dates proposed for Board members are:

August 2021	SFC publishes ROA guidance based on Ministerial letter of guidance
tbc	Board Strategic Development Sessions
30 November 2021	Completion of substantive draft ROA for discussion with the Scottish Funding Council.
14 December 2021	Board consideration of substantive draft of ROA.
31 January 2022	Final submission date to SFC.

2 Approval

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

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)
- 3.2 Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

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

REGIONAL OUTCOME AGREEMENT PROCESS AND TIMESCALES 2021/2022



The proposed process and timescale for production of the Regional Outcome Agreement for 2021/22 is as follows:

August/September 2021	Initial Planning meeting of Executive Team following publication of SFC guidance. Initial consideration of external environment changes and priorities.
28 September 2021	Approval of Regional Outcome Agreement process – Board of Management.
tbc	Board of Management strategic events
August 2021	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 2021	Commencement of draft Regional Outcome Agreement in discussion with Scottish Funding Council.
30 November 2021	Submission of first substantive draft of ROA to SFC
14 December 2020	Board consideration of draft of ROA
October 2021 onwards	Briefings to Staff, Student Representatives and unions on Regional opportunities and key Strategic Objectives and external impacts
January 2022	Discussion of Strategic Direction and draft ROA within key College and Students' Association forums
31 January 2022	Submission of Final Regional Outcome Agreement to Scottish Funding Council
February 2022 (tbc)	Final ROA published by SFC

BOARD OF MANAGEMENT

Tuesday 28 September 2021



STUDENTS ASSOCIATION REPORT

PAPER H

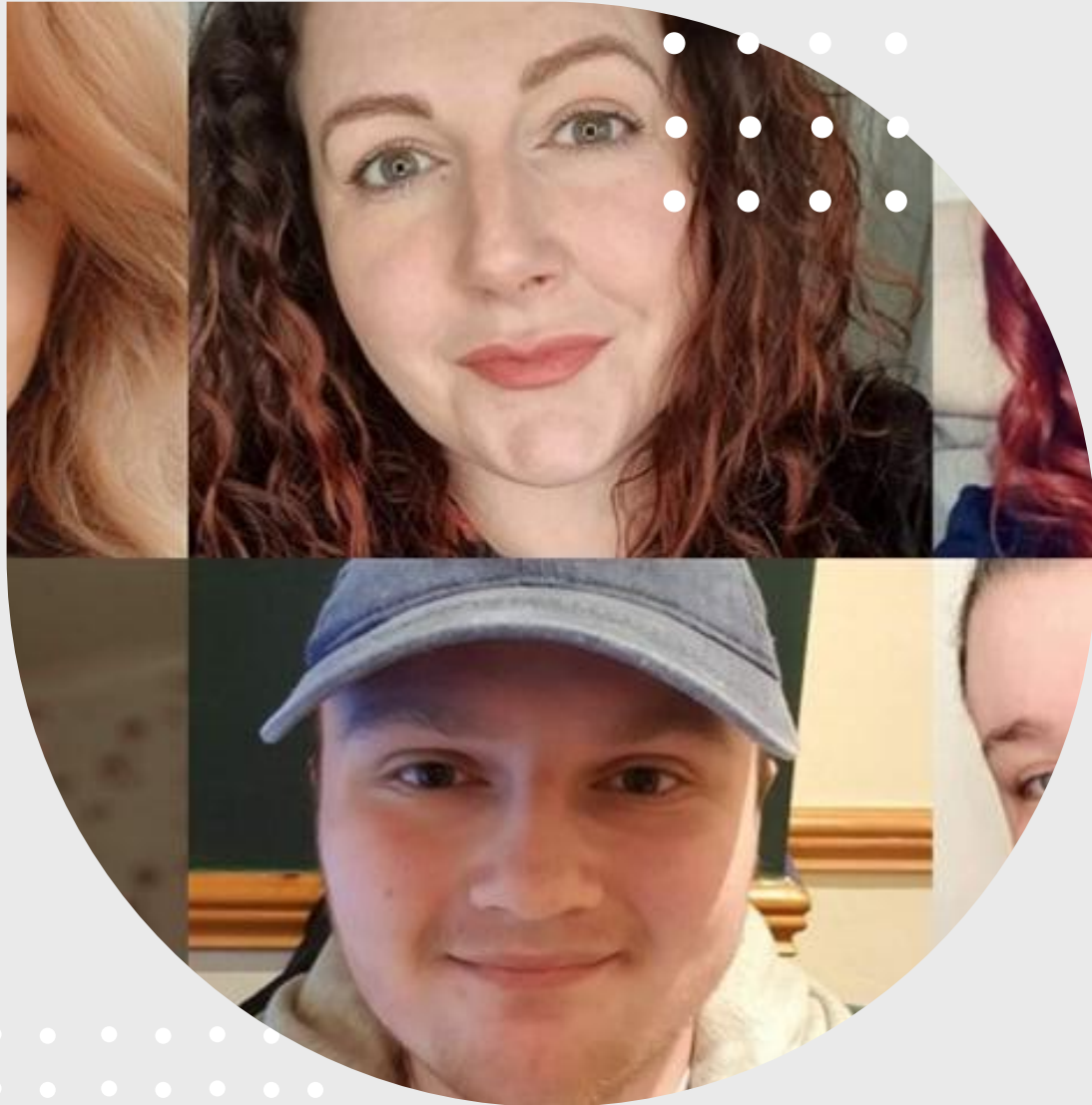


**Students'
Association**
Dundee and Angus College

Board of Management
SEPTEMBER 2021

DASA

Dundee & Angus College Students' Association



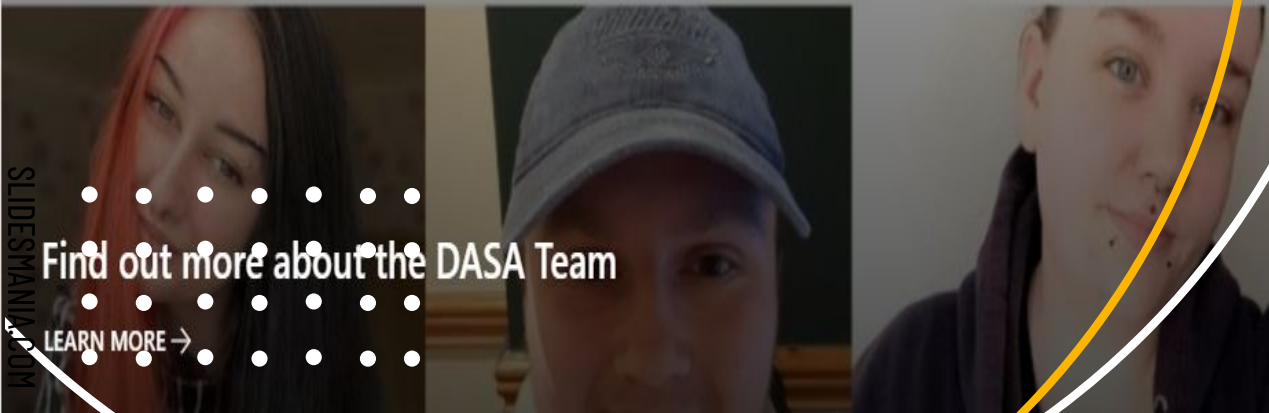
Meet the team...

We are delighted that our new Team are really excited to see our students coming back onto campus and ready for their new learning journey.





Welcome to Our New Staff Sharepoint Site



Find out more about the DASA Team

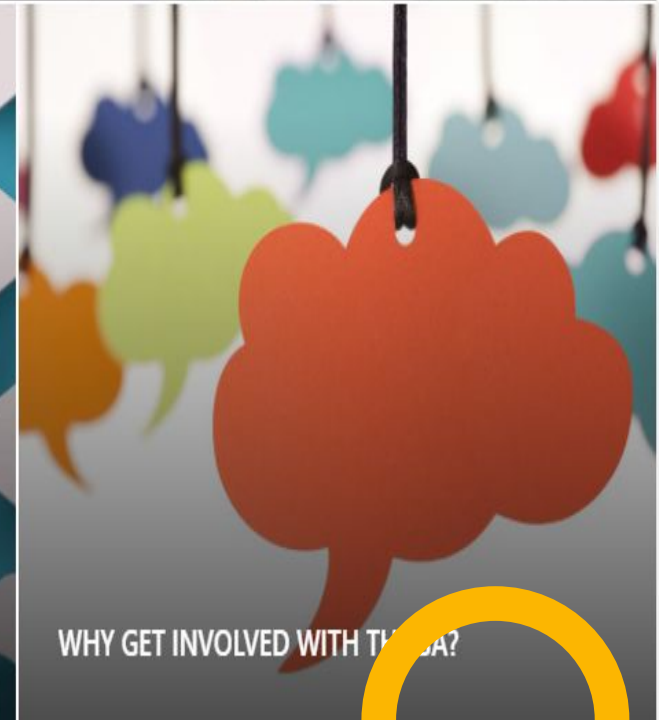
LEARN MORE →



WHO ARE WE?



WHAT DO WE DO?



WHY GET INVOLVED WITH THE DASA?



BOM DEVELOPMENT SESSIONS

Our sessions with our reps and BOM members to co-design the College of the Future had some amazing innovative ideas, see how it all came together here:

https://miro.com/app/board/o9J_IH5cYSE=





Celebrating Success..



Staff Awards 2021

Our Team is
delighted to have
won four awards
this year

SPARQS

Our Team won the
Students' Association
Led Initiative Award for
our "*Discovering DASA*"
submission for use of
Service Design

CDN

We have been
shortlisted in the CDN
Communications and
Marketing Category

City of Glasgow, Learning and Teaching Conference

Sarah and Katie Murrie showcased
our use of Service Design at this
years Learning and Teaching
Conference with their presentation...

*"Service Design: The Future of
Education. Designing With, Not For" .*

Link to outline:

https://drive.google.com/file/d/1mAoC-vb41SsXc7ayXJq2Bd_NLefKmRBt/view

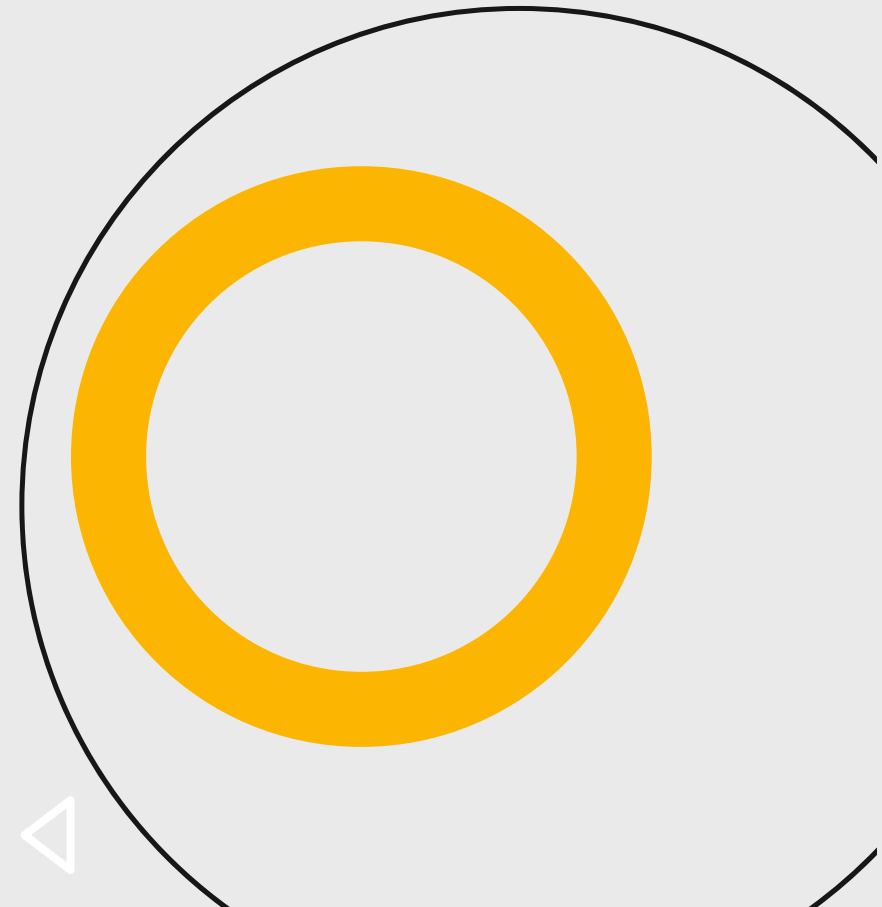




Student Inductions.



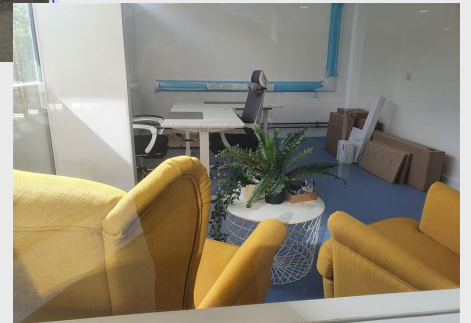
- Our Team have been out and about talking to lots of students both online and on campus.
- We completed a session with the whole of Performing Arts students.
- We are going into more of our hard to reach areas of the College and making positive changes.
- We have been invited into Department meetings across the College to explain what we do and why it is important.





**A home from
home.**

**Co-designing
our spaces with
our students...**

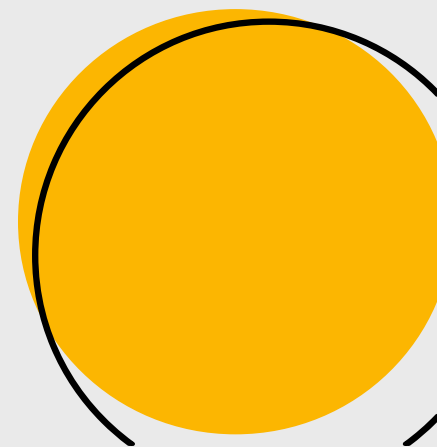




Returning to Campus...

Supporting our students to feel confident in returning to campus with in person events, Wednesday Wander and Pop Up Picnic.

This is also part of our wellbeing initiative to get our students out and about exploring their local community!



Social Media.



Monday

#MINDSETMONDAY

Keeping it positive for our students and looking at ways to promote a positive mindset.



Tuesday

#TOGETHERTUESDAY

Bringing the D&A Family together by sharing stories and finding out the things our students like.



Wednesday

#WELLBEINGWEDNESDAY

Looking after our students wellbeing through lots of different aspects of wellbeing, such as financial, emotional and physical.



Thursday

#THROWBACKTHURSDAY

Turning back the clock and exploring things from our childhood, such as fashion, sweets, gaming and a lot of other things.



Friday

#FEEDBACKFRIDAY

Listening to the student voice on all aspects of their student experience.



Engagement With Our Students.

**200
individual
sessions**

**Social Media:
last 28
days.....
2454 likes**

**400 hours
online**

**Social Media:
last 28
days.....
25,813
content reach**

MORE SUCCESSFUL STUDENTS!

Our Lockdown Legends...

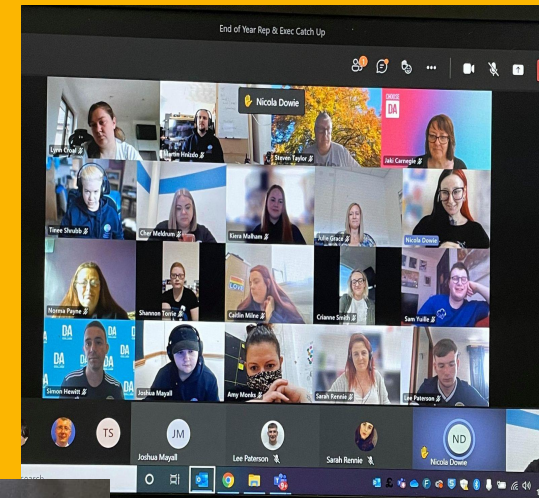
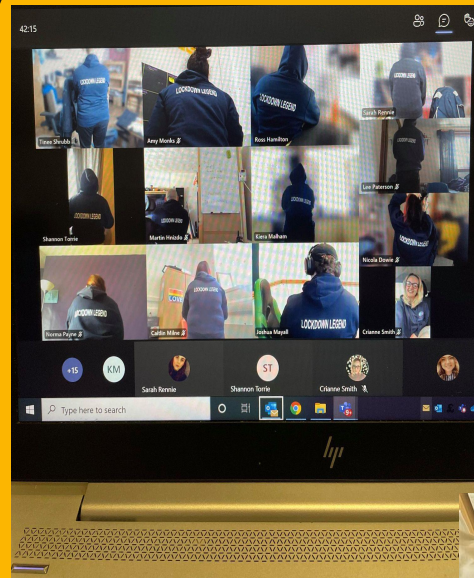
On behalf of our whole D&A community we want to say a huge thank you to our amazing 'lockdown legend' Students Association Officers and Lead Representatives of session 2020/2021.

This has been a year like no other for students and staff alike, and your input and involvement through the Students' Association has really supported our College family to be successful. You are a credit to the College, and we will always be grateful for all that you have done to make this past year as good as it could be.

We hope that you will accept this small token of our appreciation as a thank you for the fantastic job you have done this year. Well done, and we hope to be able to catch up with you at 12.00.

Simon, Julie, Jaki & Steve

D&A Executive Team



JOY FM

**MISSION
CHRISTMAS
cash for kids**



GOING INTO 2021/2022...



WRAP TRAINING

Giving our students the tools for resilience and coping methods for stressful times.

BEACH CLEAN UP

Adding these into our wanderers, we are hoping to help the communities in which we live and study..

SERVICE DESIGN QUIET SPACES

Co-designing with our students to design the quiet spaces for our students to take time out and recharge their batteries.

BREAKFAST CLUBS

Make sure that our students (and staff) can start their day the right way.

STUDENT SHAREPOINT SITE

A one stop shop for everything that our students need to know about the SA and wider college experiences.

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BOARD OF MANAGEMENT

Tuesday 28 September 2021



FINANCE & ESTATES –

Financial Forecast Return (FFR)

PAPER I

BOARD OF MANAGEMENT Finance & Property Committee

Tuesday 28 September 2021

Financial Forecast Return (FFR)



Paper for approval

1. Introduction

This report, and appendix provides the short-term (to 2021/22) financial forecast information which had a deadline for submission to the Scottish Funding Council of July 2021. A further call for information was published on 26 August for a medium-term financial forecast return for the period 2020-21 to 2023-24. This is required to be submitted by 15 October.

2. Recommendations

The members are asked to retrospectively recommend approval of the Financial Forecast Return that was submitted to the Scottish Funding Council in July 2021.

3. Call for Information

On 23 June the Scottish Funding Council advised that an updated financial forecast return for academic years 2020-21 and 2021-22 be submitted by 31 July 2021. It was not be possible to prepare this FFR with sufficient time to discuss with the Board in advance of the deadline.

The 'Call for Information' advised that the commentary should include the following:

- An introduction which should include an explanation of how the elements of the college's strategic plan, human resource management strategy and estates strategy are reflected in the forecasts. This section should also summarise the expected financial impacts of the COVID-19 pandemic.
- Review of financial performance 2020-21, and highlight positive and negative variances from previous forecasts
- SFC recurrent grant
- Changes in tuition fee income and other income, including assumptions made regarding student numbers and the reasons for year-on-year movements in other sources of income
- Commercial income including identifying barriers, expected net contribution and quantifying how income forecasts have changed as a result of COVID-19 impacts.
- Changes in staff and non-staff costs including year-on-year movements and assumptions regarding pay awards, job evaluation funding, staff numbers, future pension contribution costs.
- Cash budget for priorities
- Balance sheet – cash position, including highlighting details of negotiated loan repayment holidays.

- Contingency planning including details of contingency plans and potential mitigating actions, including the pros and cons of each action.
- Risk management including the corrective actions that would be taken to address identified risks and alternative financial scenarios, options and trade-offs to reach a more optimal position for the college and region.
- Any other information

The following commentary is intended to cover off the elements requested by SFC's 'Call for Information' at the same time as presenting a context for Board members.

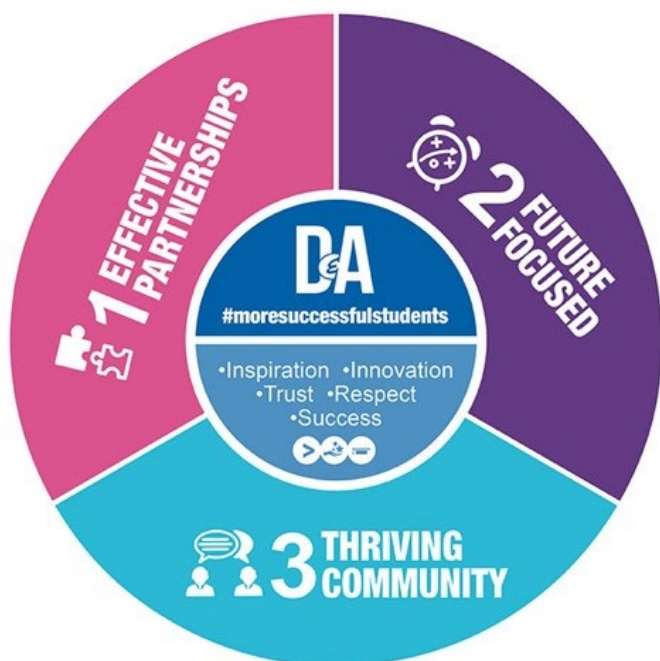
4. Introduction

As has been well publicised in various reports¹ the financial environment within which colleges operate was already challenging and the COVID-19 outbreak has heightened those challenges and related risks.

In June 2020, the College forecast a very bleak financial outturn based on the uncertainty of the ability to maintain the pre-pandemic income streams. We cannot overstate the significance of the support we have received from the Scottish Government, Scottish Funding Council and Skills Development Scotland alongside the ability to drawdown Coronavirus Job Retention Funds to ensure we achieved an adjusted operating surplus in 2019/20 (£1,014K) and 2020/21 (£536K) and are budgeting an operating surplus of £278K in 2021/22.

[Whilst we are preparing this report close to the year end there remains significant uncertainty on delivery dates, due to delays in various supply chains, which will impact on end of year adjustments that will likely affect the final 2020/21 outturn and 2021/22 budget.]

A review of [Our 2025 Strategy – More Successful Students](#) undertaken in January by our Board confirmed that our strategy remained relevant and appropriate, despite the pandemic.



¹ [Coherence and Sustainability: A Review of Tertiary Education and Research Audit Scotland update on Scotland's colleges 2020](#)

Pledge 1: Effective Partnerships

As a College we will establish and enhance deeper, more meaningful partnerships both internally and externally to drive sustainability and ensure the best possible experience and outcomes for our learners, employers, and the wider region.

We will deliver this pledge by:

- Maximising opportunities for our learners and clients
- Prioritising sustainability & income generation
- Playing our part in raising the productivity of the region
- Being responsive & agile
- Raising the profile of the College and college learning both locally & nationally
- Being a partner of choice
- Influencing key stakeholders partners both locally & nationally

Pledge 2: Future Focused

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

We will deliver this pledge by:

- Co-designing sector-leading, modern courses & services
- Being inspirational & inclusive
- Ensuring we are digitally enabled & developed
- Using data to better inform our decision making
- Providing modern & flexible learning spaces

Pledge 3: Thriving Communities

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

We will deliver this pledge by:

- Being health & wellbeing focused
- Responding to the Global Climate Emergency
- Ensuring we are trusted & respected
- Being an employer of choice
- Being self-reflective & personal development centred
- Fostering a leadership culture

These pledges around Partnerships/Future Focus/Thriving Communities align with the various Scottish Government strategies that are emerging, recognising the challenges as a nation we will need to overcome to achieve the purpose of Scottish Government's National Performance Framework.



The December 2020 report on [Scotland's Wellbeing: The Impact of COVID-19](#) highlighted that "...the pandemic is likely to have significant and wide-ranging impacts, right across the National Outcomes. Impacts will be largely negative, with considerable uncertainty about the long-term impacts. The pandemic has produced disproportionate impacts across a range of outcomes for a number of groups, including households on **low incomes** or in **poverty**, **low-paid workers**, children and **young** people, older people, disabled people, minority ethnic groups and women.

The evidence to date suggests that **health**, **economy**, **fair work** and **business** and **culture** outcomes have been **deeply negatively affected so far**, and when the labour market impacts fully emerge, this is likely to also have a negative impact on the **poverty** outcome. **Education** and children outcomes are also likely to be impacted negatively, but the evidence on the scale of the impact so far is limited and these impacts are likely to take longer to emerge. The picture is more mixed for communities, human rights, environment and international outcomes. Each has been impacted in both positive and negative ways, with the eventual impacts currently less clear and, in some cases, with limited data to draw upon at present."

As we prepare for 2021-22 the College budget has targeted support for the College's 2025 Strategy pledges which aligns with the National Performance Framework outcomes that have been deeply negatively affected. It is not straightforward to say this £ included in the FFR has

been allocated to support this particular Pledge or Performance Indicator however this provides some oversight as to our approaches and priorities which are included within the FFR.



Thriving Communities: We are investing resources in supporting the mental health & wellbeing of both staff and students, prioritising our own resources and maximising the opportunities from the additional funding which has been made available.

We are continuing to invest in sustainable infrastructure developments and target embedding sustainability within every part of the curriculum. Our Kingsway Campus redevelopment is embracing sustainability in the redevelopment of the infrastructure using, for example, ground source heats pumps to replace the gas boiler heating system.



The College recently completed the Fair Work self-assessment toolkit to evaluate our performance against the Fair Work framework. Our Fair Work statement is “The Health and Wellbeing of individuals and the communities we serve, is our priority. We ensure we offer all our people an inclusive, and productive workplace that gives them an effective voice, opportunity, security, fulfilment and respect which generates benefits for all our people.”

Workforce planning has been a key theme throughout this year and will continue to be a focus as we move into 2021-22 and beyond. Whilst we will continue to be managing the impact of COVID-19 for the foreseeable future the College is commencing a longer term project, starting with 2021-22 being the year we pilot and prototype a range of future-focused Ways of Working.

The FFR incorporates the impacts of National Bargaining including Transfer to Permanency, Public Sector Pay Policy on cost of living pay award increases for all staff, pension forecasts and support staff job evaluation costs. The College notes that SFC indicated that the provision made for the Job Evaluation exercise is “subject to change” and the College is equally concerned that the provision will not be sufficient once this exercise is completed. The College continues to be concerned by the long-term impact of Transfer to Permanency which continues to reduce the flexibilities that it requires to respond to the skills that businesses need in its workforce. It is increasingly likely that redundancies will be part of the College workforce plans once the effects of the pandemic are crystallised.



Effective Partnerships:

The College appointed an Economic Partnerships Manager, and additional business advisors to support engagement with the business community to upskill, reskill and retrain their workforce using the various streams of funding and schemes available; Pathways Apprenticeships, National Training Transition Fund, Young Persons Guarantee, Flexible Workforce Development Fund and Kickstart.

We have successfully secured further Tackling Child Poverty funding to enable us to target young people furthest away from having equality of opportunities and fair work.

As well as being the top ranked College for successful completion for our biggest audience, Full Time Further Education, we continue to perform above the national average in all categories, and in particular, those in the Scottish Index of Multiple Deprivation 10% and 20%, Ethnic Minority, Disabled and Care Experienced categories. We take a holistic approach to supporting learners which aims to provide a joined up, student-focused whole learning journey.

Category	D&A Rank out of 17	D&A Successful Completion Rate	National Successful Completion Rate
FE Full Time	1	72.2%	65.7%
SIMD10	5	71.0%	67.0%
SIMD20	5	72.7%	67.3%
Ethnic Minority	6	74.1%	72.0%
Disabled	2	72.1%	65.7%
Care Experienced	3	70.5%	59.6%

The FFR assumes we continue to budget to support this holistic approach, using service design principles, to ensure the delivery of services put our learners at the heart.



Future Focused:

Over the past year, as with all Education providers, we have adapted to the need to deliver our learning and services remotely. We will continue to review, develop and enhance our curriculum and services so that the interactions offer a high quality experience. Resources have been included to enhance organisational learning and development opportunities, digital capacity and infrastructure.

Our Estates Strategy has a particular focus on the redevelopment of our Kingsway Campus so that it provides many of our learners a high quality learning and social environment. Our Kingsway campus has been long recognised as a substandard environment in which to study and learn and the Kingsway Tower redevelopment is one part of the overall strategy for this campus. The FFR assumes a significant level of the Capital and Maintenance grant is allocated to this project alongside the very generous contribution from the College's Arms Length Foundation. As was noted above, the supply chain challenges and the increased costs of raw materials (i.e. wood, steel, concrete) is likely to have an impact on the costs of the

redevelopment, although the full effect is not yet known.

The College is increasingly using the term infrastructure to encapsulate both estates and ICT infrastructure. No longer should we look in isolation at the Estates Strategy. The pandemic alongside the significant increase in cyber-attacks has clearly evidenced that our ICT infrastructure must be given equal importance to that of our physical estate. This FFR incorporates our continuing move towards cloud services as well as the physical infrastructure that is required by staff and students to enable hybrid working and learning to be built into our future Ways of Working. The additional funding for digital learning in colleges for AY 2021-22 from SFC (£310K) is very much welcomed. The costs of maintaining a safe and secure ICT infrastructure alongside the provision of adequate digital infrastructure for staff and students, particularly in an area where digital poverty is high, will continue to require ongoing and significant investment.

The College is a leading player in a significant number of initiatives that will support all of our Pledges and many of the National Performance Indicators. The College is fortunate in that a number of the initiatives have external funding secured. Where there has been a need for in-kind or pockets of investment these have been included within the FFR. These initiatives include:

- Tay Cities Deal
- Michelin Scotland Innovation Parc
- eSports Arena
- Eden Project

There is much uncertainty around the extent of the long term financial impact of COVID-19 on the College. There are a range of factors that will impact on the College, and not just financially;

- Throughout the pandemic the College has been required to operate with different mitigations to that of private training providers. This has frustrated employers who had apprentices at College.
- Practical-subject-based Senior Phase pupils may believe their learner journeys will continue to be disadvantaged by choosing College.
- Scottish Universities increasing their applications in Scotland (currently reported as being up by 10%), many of whom will likely be those traditionally opting for College.
- The impact on the Tayside economy and the confidence or financial capacity of businesses to recruit apprentices or upskill/retrain their workforces.

5. Financial Performance 2020-21

The College has very much welcomed the additional financial support that has been made available to it during 2019/20, 2020/21 and going forward into 2021/22 which out which the College would not have been able to report adjusted operating surpluses of £1,014K/£536K/£278K respectively.

6. SFC Recurrent Grant

Teaching Grant

Core funding for 2021-22 has been based on the final funding and ESF allocations announced in May, augmented by an assumption of additional credit funding similar to current year:

Baseline Funding	£29,262,281
ESF	£1,028,124
Foundation Apprenticeships	£782,199

Deferred Students	£550,361
Cost pressure uplift	£636,749
Digital learning	£309,780
Mental Health support	£272,606
YPG/NTTF	<u>£287,600</u>
	£33,129,700

The above funding is targeted to deliver the following credits:

Core	103,741
ESF	3,591
Foundation Apprenticeships	2,711
Deferred students	<u>1,854</u>
	111,897
YPG/NTTF	<u>1,000</u>
	112,897

It is also very reassuring that the Flexible Workforce Development Fund is continuing at 2020-21 levels and Capital Maintenance continued at (almost) 2020-21 levels. The College is grateful for the ongoing financial and officer support for the redevelopment of the Kingsway Tower following the need to demolish the original annex that was the site of the redevelopment of the Hair, Beauty & Complementary Therapy learning and teaching spaces.

Other SFC grants are estimated at £7,452,000 in total for 2021/22. This includes non-cash release of deferred capital grants.

7. Changes in Tuition Fees/Other Income/Commercial Income

The following has been assumed:

Income Stream £000s	2020/21	2021/22
Tuition Fees	3,400	3,760
Education Contracts	1,677	1,344
Other Income	2,060	2,852
Job Retention Scheme	1,200	100
Grants from ALF	-	3,550

Certain income streams were profoundly impacted by the various lockdowns throughout 2020/21. Judgement was once again exercised, albeit more reliably informed in certain instances, to give high level assumptions for the initial 2021/22 budget. With some exceptions for areas of predicted growth, our forecast is prudently predicated on the broad assumption that income will not fully recover to pre-COVID budgeted levels until 2022/23.

Tuition fees are assumed to reduce as a result of Universities competition for students as well as the factors, highlighted above, which has the potential for a reduction in student starts in 2021/22. The recovery and expansion of commercial short courses is however expected to compensate, as described further below.

8. Commercial Income

As was highlighted above, the College appointed an Economic Partnerships Manager, and

additional business advisors to support engagement with the business community to upskill, reskill and retrain their workforce using the various streams of funding and schemes available; Pathways Apprenticeships, National Training Transition Fund, Young Persons Guarantee, Flexible Workforce Development Fund and Kickstart. Whilst not “commercial income” we are engaging with the business community to support them through the pandemic. We reported previously that in the current economic environment it would be naïve for the college to imagine that “profit” will be anything other than marginal until such time as the economy recovers. The College is however optimistic that the work currently engaged in alongside being a significant partner in other initiatives such as MSIP, Tay Cities, eSports and the Eden Project will shape our commercially viable offering. The Service Design Academy continues to grow in reputation and as such currently offers the College’s best opportunity to generate some surplus contribution.

9. Changes in Staff & Non-Staff Costs

The table below shows the cumulative cost of the pay increases from the 2019/20 baseline.

Cost of Pay Award £000s	2019/20 Baseline	2020/21	2021/22
Staff Costs (exc. pension charge)	30,997	658	1,116

The provision for pay award in 21/22 is in accordance with Scottish Government Public Sector Pay Policy as required by SFC. Increased pay cost also reflects provision for additional teaching resource for deferred students together with increased capacity to deliver FWDF and other employment initiatives described above along with an expansion of commercial activity. Savings from voluntary severance are also reflected but partially off-set by both reinvestment and an allowance for an innovation fund.

The FFR assumes that there will be no increases in pension contributions. The triennial valuation of the Tayside Local Government Pension Fund at March 2020 has confirmed that the current contribution rate of 17% will be maintained until 31 March 2024.

It is assumed that the College will partially absorb the cost of inflation, currently at 2.5% on non-pay expenditure. An exception has been made in 2020/21 for the continuing increases in cost of construction materials. This will continue to be challenging when taken alongside the expectation of 3% efficiency savings. Procurement good practice will continue to be embedded to maximise opportunities for Best Value.

The college was able to reduce expenditure on travel, utilities, supplies and consumables during the lock-down. It is envisaged that savings in travel costs will largely continue however the other savings are unlikely to be replicated as the campus reopens with the particular focus being on delivery of the practical, more resource intensive, subjects and supporting the completion of the studies of deferred students.

10. Cash Budget for Priorities

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

11. Balance Sheet – Cash Position

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

£000s	Forecast 2020-21	Forecast 2021-22
Opening cash	3,757	3,944
Net cash flow/(outflow)	644	(933)
Loan repayment	(457)	(457)
Closing cash	3,944	2,554

Due to uncertainties that existed throughout last year the college took the opportunity to take advantage of a capital loan repayment holiday in August 2020. Due to the positive movements and funding that the College was able to secure during the year the College opted to make that delayed payment in July 2021.

12. Contingency Planning

The following high-level contingency arrangements will continue to be explored and considered over the next year, as there is more clarity on the full impact of COVID-19 on our student recruitment and the pace of Tayside Region economic recovery and, in particular, the businesses that we support to deliver training and apprenticeships.

In the current economic climate it will be important to understand that unpalatable decisions will be necessary.

- Flexible Use of the Capital Maintenance Monies

Advantages:

- Enables the necessary, ongoing and significant investment in ICT to support resilience and hybrid working/learning.
- Enables resources to be targeted to fund essential priorities.

Disadvantages:

- Prioritising investment in the estates infrastructure will be prolonged

- Reduction in Headcount

Advantages:

- As the largest single budget area (by a significant margin) reductions in staff FTE generate significant and recurring financial savings.

Disadvantages:

- The college is an efficient and high quality education provider and reductions will impact on the quality of the provision.
- Further reductions in staff are likely to impact negatively on our ability to deliver the services required to support regional economic recovery and growth.

- The number of staff likely to be interested in voluntary severance options has reduced over recent years with the likelihood that significant FTE reductions may require reduction by other means, such as compulsory redundancies.
 - National bargaining 'Transfer to Permanence' arrangement makes planning for future staff reductions more challenging.
 - Our currently productive relationship with the unions will be tested.
- Apply to the Foundation

The objects of the Foundation are to advance education and, in particular, to enhance the learning experience for students engaged in further and higher education in Dundee & Angus, by supporting

- a) the delivery of improved teaching accommodation, facilities and/or equipment
- b) the development of teaching materials
- c) the delivery of courses; and/or
- d) the efficient and effective management of further and higher education in Dundee & Angus.

Advantages:

- Short term cash injection

Disadvantages:

- The Foundation are supportive of funding the college to achieve transformational change such as with the good to great project or the redevelopment of the Kingsway Tower. They may be reluctant to provide funding support that does not address long term sustainability.

It is also envisaged that there will continue to be opportunities for the College, which includes local and national new or ongoing initiatives:

- Continuation of the Flexible Workforce Development Fund (for levy payers and SMEs), National Transition Training Fund, Young Persons Guarantee and Scottish Government's ongoing commitment to apprenticeships and prioritising young people.
- Regional economic recovery and inclusive growth as we emerge from the pandemic
- Genuine and effective collaboration between SDS, colleges, universities and businesses
- The outcomes and priorities following the Review of Coherent Provision and Sustainability
- Efficiencies from adopting new and effective Ways of Working and delivering learning
- Michelin (Scotland) Innovation Parc
- Tay Cities Deal
- Eden project
- eSports Arena
- As a high quality, respected, innovative and responsive College there will be new, yet to be identified, income streams, initiatives and alternative sources of funding.

13. Risk

The [Coherence and Sustainability: Financial Sustainability of colleges and universities](#) report published in June 2021, identified the following most significant risk areas for Colleges:

- The continued impact of the COVID-19 pandemic and the potential consequential failure to

achieve income targets.

- Changes to the funding model and colleges' ability to deliver regional outcome agreements and Government priorities.
- The impact of cost efficiencies, including reduced staff numbers and frontline student services, on both the quality of student experience and on the health and wellbeing of college staff.
- Future arrangements for funding Foundation Apprenticeships.
- The UK Government's policies designed to mitigate the effects of leaving the EU, in particular the development of the Shared Prosperity Fund.
- Additional staff costs arising from both cost of living pay awards and the outcome of the National Bargaining job evaluation exercise for support staff.
- Addressing backlog estates maintenance and ICT/digital requirements.
- Challenges of diversifying income and generating additional surplus.
- Delivering against fragmented funding streams and programme requirements.
- Meeting student support requirements.
- Increases in employer contributions to the Scottish Teachers Superannuation Scheme and Local Government Pension Schemes.
- Maintaining short-term liquidity.

[Whilst short-term liquidity is not a significant risk for Dundee & Angus College at this time, the medium to long term liquidity will be challenging depending on the longer term impact of COVID-19 and policy and funding decisions made by our principal funders.]

The above set of risks represent well the views of the College.

14. Conclusion

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

Authors: Brian Ferguson, Head of Finance

Rhonda Bissett, Senior Management Accountant

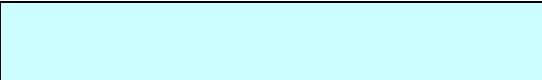
Executive Sponsor: Jaki Carnegie, Vice Principal – Corporate Services

Appendix 1: FFR

Financial Forecast Return July 2021

College	Dundee and Angus College
Contact	Brian Ferguson
Telephone	01382 834857
Email:	b.ferguson@dundeeandangus.ac.uk

DECLARATION:	The attached worksheets represent the financial forecasts for the College. They reflect a financial statement of our academic and physical plans from 2020-21 to 2021-22. Adequate explanations have been provided where requested on the return. The worksheets and their underpinning assumptions have been reviewed and approved by the Board of Management in accordance with their agreed practices. In preparing this financial forecast the College has fully considered the financial implications of all aspects of its strategy and has properly reflected these in the forecast.
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Signed:

Principal/Chief Executive Officer

Date:

30th July 2021

KEY RISKS

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

Change in SFC Funding Methodology and Allocation – Reduction in Funding (not as relevant to this short term FFR)

Failure to achieve institutional sustainability

National outcomes on salaries and conditions of service outstrip ability to pay

Demands of capital developments/maintenance impacts on financial sustainability or delivery of learning/services

Failure to achieve ambitions of ICT strategy and strategy/development is ineffective

D&A Foundation refuses/withholds funding for key College priorities

COVID 19 Specific threats

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

- Negotiation/influence at national level
- Contingency plans for reduced funding & advance modelling of impact
- Amendment of strategic or operational direction/plans
- Financial strategy sensitivities

Robust budget setting and monitoring, including swift action to implement savings where required. Realistic financial strategies and regular dialogue with SFC to protect future funding. Targeted reduction in provision where necessary whilst still preserving credits and Outcome Agreement obligations. Transparent and constructive engagement with staff groups and unions.

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

Multi-year Estates Strategy and regular review and monitoring of capital planning. Lobbying SFC for appropriate funding. Planning for ALF appropriate ALF bids. Robust replacement planning.

Careful planning of changes to processes and systems. Effective management of ICT arrangements. Clear investment plan.

Appropriate bid arrangements and constructive engagement with ALF Trustees.

Finance & Governance workstream oversees impacts, explores and facilitates all possible mitigations, and ensures appropriate engagement with stakeholders. Maintain specific Risk Register detailing COVID specific mitigating actions and monitoring arrangements.

Pension Assumptions	2020-21	2021-22	2020-21	2021-22
Employer Contributions	£000	£000	Details of Methodology and Valuation	Details of Methodology and Valuation
STSS	3,182	3,252		
LGPS	1,634	1,786		
Other pension schemes - please state which scheme				
Other pension schemes - please state which scheme				
Total	4,816	5,038		

Dundee and Angus College

	Actual 2019-20	Forecast 2020-21	Forecast 2021-22	2019-20 - 2020-21	2020-21- 2021-22	Explanation for variance
	£000	£000	£000	%	%	
Statement of Comprehensive income and expenditure (Consolidated)						
INCOME						
Tuition fees and education contracts	5,376	5,077	5,104	-5.6%	0.5%	see income tab
Funding council/RSB grants	36,204	37,609	40,582	3.9%	7.9%	
Research grants and contracts	0	0	0			
Other income	3,731	3,259	6,501	-12.7%	99.5%	
Investment income	7	1	1	-85.7%	0.0%	
Total income before donations and endowments	45,318	45,946	52,188	1.4%	13.6%	
Donations and endowments	0	0	0			
Total income	45,318	45,946	52,188	1.4%	13.6%	
EXPENDITURE						
Staff costs	32,990	32,295	34,029	-2.1%	5.4%	see expenditure tab
Staff costs - exceptional restructuring costs	170	255	0	50.0%	-100.0%	
Exceptional costs - non-staff	0	0	0			
Other operating expenses	9,788	9,887	11,339	1.0%	14.7%	
Donation to Arms Length Foundation	0	0	0			
Depreciation	5,727	3,716	3,859	-35.1%	3.8%	impact of revaluation and capital additions
Interest and other finance costs	420	144	127	-65.7%	-11.8%	
Total expenditure	49,095	46,297	49,354	-5.7%	6.6%	
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	(3,777)	(351)	2,834	-90.7%	-906.7%	
Gain/(loss) on disposal of fixed assets	0	0	0			
Gain/(loss) on investments	0	0	0			
Share of operating surplus/(deficit) in joint venture(s)	0	0	0			
Share of operating surplus/(deficit) in associate(s)	0	0	0			
Surplus/(deficit) before tax	(3,777)	(351)	2,834	-90.7%	-906.7%	
Other taxation	0	0	0			
Surplus/(deficit) for the year	(3,777)	(351)	2,834	-90.7%	-906.7%	
Unrealised surplus on revaluation of land and buildings	894	0	0	-100.0%		
Actuarial (loss)/gain in respect of pension schemes	(11,196)	0	0	-100.0%		
Other comprehensive income	0	0	0			
Total comprehensive income for the year	(14,079)	(351)	2,834	-97.5%	-906.7%	

Dundee and Angus College

INCOME	Actual 2019-20	Forecast 2020-21	Forecast 2021-22	2019-20 - 2020-21	2020-21- 2021- 22	Explanation for variance
	£000	£000	£000	%	%	
1 Tuition fees and education contracts						
a) FE - UK	419	343	856	(18%)	150%	Recovery and expansion of commercial short courses in 21/22
b) FE - EU	0	0	0			
c) HE	2,961	2,989	2,786	1%	(7%)	Decline in FTHE recruitment in 21/22
d) Non-EU	100	63	98	(37%)	56%	Recovery predicted for 21/22
e) SDS contracts	1,056	978	730	(7%)	(25%)	FA funding moves to SFC for 21/22 and income assumptions remain prudently below maximum contract values
f) Education contracts	833	699	614	(16%)	(12%)	Prudent assumptions made for Managing Agents and SVQs
g) Other	7	5	20	(29%)	300%	
Total tuition fees and education contracts	5,376	5,077	5,104	(6%)	1%	
2 SFC / RSB Grants						
a) SFC / RSB FE recurrent grant (including fee waiver)	29,633	30,578	33,130	3%	8%	Grant allocation, including notional JES
b) UHI recurrent grant - HE provision	0	0	0			
c) FE Childcare funds	998	675	675	(32%)	0%	Reduced demand in 20/21. Will likely rise in 21/22 but has no net impact
d) Release of SFC / RSB deferred capital grants	2,508	2,269	2,305	(10%)	2%	
e) SFC capital grant	2,243	1,859	2,602	(17%)	40%	Lifecycle and High Priority funding not utilised for capital
f) SFC grant for NPD	0	0	0			
g) Other SFC / RSB grants - FE provision	822	2,228	1,870	171%	(16%)	Additional allocations in 20/21 removed for 21/22 but partly off-set by substantial increase in FWDF
h) Other UHI grants - HE provision	0	0	0			
Total SFC / RSB Grants	36,204	37,609	40,582	4%	8%	
3 Research grants and contracts						
a) European Commission	0	0	0			
b) Other grants and contracts	0	0	0			
Total research grants and contracts	0	0	0			
4 Other Income						
a) Catering and residences	864	98	839	(89%)	756%	Covid almost eliminated service provision in 20/21
b) Other European Income	89	110	349	24%	217%	Final year of Erasmus+ DARE activity now planned for 21/22
c) Other income generating activities	600	347	601	(42%)	73%	Covid reduction in 20/21 recovers for 21/22
d) Grants from ALF	248	0	3,550	(100%)		
i) Revenue	248	0	0	(100%)		
II) Capital	0	0	3,550			Kingsway Development capital elements
e) Non-government capital grant	0	0	0			
f) Other grant income	949	1,319	934	39%	(29%)	Benefits from one-off grants for electric vehicles etc. and increased DYW funding in 20/21, all reducing in 21/22
g) Release of non-SFC government deferred capital grant	209	103	103	(51%)	0%	
h) Income from Coronavirus Job Retention Scheme	702	1,200	100	71%	(92%)	21/22 mainly part-time flex furlough ends September
i) Other income	70	82	25	17%	(70%)	
Total other income	3,731	3,259	6,501	(13%)	99%	
5 Investment income						
a) Investment income on endowments	0	0	0			
b) Investment income on restricted reserves	0	0	0			
c) Other investment income	0	0	0			
d) Other interest receivable	7	1	1	(86%)	0%	
e) Net return on pension scheme	0	0	0			
Total investment income	7	1	1	(86%)	0%	
6 Donations and endowment income						
a) New endowments	0	0	0			
b) Donations with restrictions	0	0	0			
c) Unrestricted donations	0	0	0			
Total donation and endowment income	0	0	0			

Dundee and Angus College
EXPENDITURE

		Actual 2019-20	Forecast 2020-21	Forecast 2021-22	2019-20 - 2020-21	2020-21- 2021-22	Explanation for variance
STAFF COSTS		£000	£000	£000	%	%	
							Along with pay award, increases reflect provision for extra teaching to assist students completing. Also includes more development officers/assessors and increased capacity to deliver higher volumn of FWDF in 21/22
1	Teaching departments	19,663	20,733	21,957	5%	6%	
2	Teaching support services	627	690	735	10%	7%	
3	Other support services	0	0	0			
							Increased investment in mental health counsellors along with other increases in student support and expansion of Service Design Academy to achieve further income growth.
4	Administration and central services	8,396	8,563	8,884	2%	4%	
5	Premises	1,575	1,625	1,644	3%	1%	
6	Catering and residences	664	670	707	1%	6%	
7	Other income generating activities	72	14	102	(81%)	629%	Theatre re-opening in 21/22
8	Other staff costs	0	0	0			
9	Impact of FRS 102 pensions reported costs (less contributions paid included above)	1,993					
	Normal staff costs	32,990	32,295	34,029	(2%)	5%	
10	Exceptional restructuring costs	170	255	0	50%	(100%)	
	Total staff costs	33,160	32,550	34,029	(2%)	5%	
Additional breakdown of staff costs							
	Salaries	24,224	25,139	26,513	4%	5%	
	Social security costs	2,226	2,340	2,478	5%	6%	
	Pension contributions	4,547	4,816	5,038	6%	5%	
	Non-cash pension adjustments - net service cost	1,993					
	Non-cash pension adjustments - early retirement provision	0					
	Severance payments	170	255	0			No allowance made for any potential scheme beyond July 21
	Total staff costs	33,160	32,550	34,029	(2%)	5%	
NON-STAFF COSTS							
1	Exceptional costs - non-staff	0	0	0			
							Lag in purchasing and additional investment explains 20/21 increase. 21/22 reflects a 'normal' consumable spend and also reflects some significant provisions for inflation coupled with funding for innovation. Increases reflect continued investment in digital learning capacity.
2	Other operating expenses						
	a) Teaching departments	895	1,248	1,512	39%	21%	
	b) Teaching support services	119	133	176	12%	32%	
	c) Other support services	0	0	0			
							Increases explained by ICT investment stemming from additional funding available in both 20/21 and 21/22. AY 21/22 also assumes recommencing mobiiti activities financed by final year of Erasmus plus DARE programme.
	d) Administration and central services	3,154	3,600	3,832	14%	6%	
	e) General education	0	0	0			
	f) Premises	3,946	3,704	4,005	(6%)	8%	
	(i) Maintenance	2,319	2,077	2,244	(10%)	8%	
	(ii) Utilities	868	806	1,028	(7%)	28%	Campus re-opening 21/22
	(iii) Other	759	821	733	8%	(11%)	
	g) Catering and residences	420	86	430	(80%)	400%	Catering facilities closed 20/21 due to COVID.
	h) Other income generating activities	46	20	53	(57%)	165%	
	i) Overspend on student support funds *	0	0	0			
	j) Planned maintenance	0	0	0			
	k) Movement on early retirement pension provision	0	0	0			
	l) NPD	0	0	0			
	m) Other	1,208	1,096	1,331	(9%)	21%	21/22 sees increase in utilisation of Associate Trainers to expand capacity to deliver FWDF
	Total other operating expenses	9,788	9,887	11,339	1%	15%	
3	Depreciation						2020 revaluation plus impact from capital portion of Kingsway development.
	a) Government funded assets	5,439	3,554	3,590	(35%)	1%	
	b) Non-government funded assets	288	162	269	(44%)	66%	
	c) NPD funded assets	0	0	0			
	Total depreciation	5,727	3,716	3,859	(35%)	4%	
4	Interest						
	a) On bank loans, overdrafts and other loans	146	144	127	(1%)	(12%)	
	b) Finance lease interest	0	0	0			
	c) Other	0	0	0			
	d) Net charge on pension scheme	274	0	0	(100%)		
	e) NPD interest	0	0	0			
	Total interest	420	144	127	(66%)	(12%)	

* Includes any overspend on bursaries, discretionary funds, and student funds received from SAAS, but excludes childcare funds.

Dundee and Angus College

ADJUSTED OPERATING RESULT	Actual 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	2019-20 - 2020-21 %	2020-21- 2021-22 %	Explanation for variance
Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates	(3,777)	(351)	2,834			
Add:						
Total depreciation (Government-funded, privately funded and NPD-funded assets) net of deferred capital grant release (<i>incorporated colleges only</i>)	3,010	1,344	1,451	-55.3%	8.0%	
Exceptional non-restructuring items (e.g. impairment costs)	0	0	0			
Donation to Arms-Length Foundation (incorporated colleges only)	0	0	0			
Non-cash pension adjustment - net service cost	1,993					
Non-cash pension adjustment - ERP	0					
Non-cash pension adjustment -net interest costs	274					
Deduct:						
Non-Government capital grants (e.g. ALF capital grant)	0	0	3,550			ALF contribution to Kingsway project
Exceptional income (if disclosed as exceptional in accounts) - PLEASE DO NOT INCLUDE CJRS INCOME HERE	0	0	0			
CBP allocated to loan repayments and other capital items (<i>incorporated colleges only</i>)	486	457	457	-6.0%	0.0%	
NPD payments to reduce NPD balance sheet debt	0	0	0			
Adjusted operating result	1,014	536	278	-47.2%	-48.1%	
Cash budget for priorities (<i>incorporated colleges</i>) :						
Revenue priorities						
Student support funding	0	0	0			
2015-16 pay award	473	473	473			
Voluntary severance	96	125	0			
Estates costs	0	0	0			
Other - please describe	0	0	125			
Total impact on operating position	569	598	598			
Capital priorities						
Loan repayments	486	457	457			
NPD / PFI repayments	0	0	0			
Estates costs	0	0	0			
Provisions pre 1 April 2014	0	0	0			
Total capital	486	457	457			
Total cash budget for priorities spend	1,055	1,055	1,055			

Balance Sheet		Actual 2019-20	Forecast 2020-21	Forecast 2021-22	2019-20 - 2020-21	2020-21- 2021-22	Explanation for variance
		£000	£000	£000	%	%	
1 Non-current assets	a) Intangible assets	0	0	0			
	b) Fixed assets	69,786	67,453	67,165	-3.3%	-0.4%	Additional capex net of depreciation
	c) Investments	0	0	0			
Total non-current assets		69,786	67,453	67,165	-3.3%	-0.4%	
2 Current assets	a) Stock	17	2	17	-88.2%	750.0%	
	b) Debtors	3,807	3,840	4,406	0.9%	14.7%	Accumulating notional support JE funding of £676K annually. 20/21 increase is off-set by assumed reduction in SFC debtor
	c) Investments	0	0	0			
	d) Cash and cash equivalents	3,757	3,944	2,554	5.0%	-35.2%	See Cashflow
	e) Other (e.g. assets for resale)	0	0	0			
Total current assets		7,581	7,786	6,977	2.7%	-10.4%	
3 Creditors: amounts falling due within one year	a) Bank loans and external borrowing	0	457	457		0.0%	repayment cancelled Aug 20 was reinstated July 21
	b) Bank overdrafts	0	0	0			
	c) Lennartz creditor	0	0	0			
	d) Obligations under finance leases and service concessions	0	0	0			
	e) Payments received in advance	913	704	175	-22.9%	-75.1%	Removal of Erasmus income and reduction in ESP funds prudently assumed
	f) Amounts owed to SFC	593	729	300	22.9%	-58.8%	Unspent support funds increases in 20/21 but reduced for July 22, with reductions also assumed for FWDF and YPG
	g) Obligations under PFI/NPD	0	0	0			
	h) Deferred capital grant	2,717	2,372	2,408			
	i) Other creditors and accruals	4,118	4,264	4,533	3.5%	6.3%	Increased support JE funding (assuming not applied) partly off-set by prudent reductions elsewhere
Total creditors < 1year		8,341	8,526	7,873	2.2%	-7.7%	
Share of net assets/(liabilities) in associate		0	0	0			
NET CURRENT ASSETS/LIABILITIES		(760)	(740)	(896)	-2.6%	21.0%	
TOTAL ASSETS LESS CURRENT LIABILITIES		69,026	66,713	66,269	-3.4%	-0.7%	
4 Creditors: amounts falling due after more than one year	a) Local authority loans	0	0	0			
	b) Bank loans and external borrowing	3,632	2,718	2,261	-25.2%	-16.8%	
	c) Lennartz creditor	0	0	0			
	d) Finance leases and service concessions	0	0	0			
	e) Obligations under PFI/NPD	0	0	0			
	f) Deferred capital grant	24,848	24,204	21,781			Additional funds net of grant release
	g) Amounts repayable to Funding Council	0	0	0			
	h) Other creditors	0	0	0			
Total creditors >1 year		28,480	26,922	24,042	-5.5%	-10.7%	
5 Provisions	a) Pension provisions	26,704	26,300	25,902	-1.5%	-1.5%	
	b) Other	0	0	0			
Total provisions		26,704	26,300	25,902	-1.5%	-1.5%	
TOTAL NET ASSETS		13,842	13,491	16,325	-2.5%	21.0%	
9 Restricted Reserves	a) Endowment Reserve	0	0	0			
	b) Restricted Reserve	0	0	0			
10 Unrestricted reserves	a) Income and Expenditure Reserve	(12,709)	(10,807)	(5,720)	-15.0%	-47.1%	
	b) Revaluation reserve	26,551	24,298	22,045	-8.5%	-9.3%	
11 Non-controlling interest		0	0	0			
TOTAL RESERVES		13,842	13,491	16,325	-2.5%	21.0%	

Dundee and Angus College

Cashflow	Actual 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	2019-20 - 2020-21 %	2020-21- 2021- 22 %	Explanation for variance
1 Cash flow from operating activities						
a) Surplus / (deficit) for the year	-3777	-351.346	2834.258	(91%)	(907%)	See relevant tab for explanations where material
2 Adjustment for non-cash items						
a) Depreciation	5,727	3,716	3,859	(35%)	4%	
b) Amortisation of intangibles	0	0	0			
c) Benefit on acquisition	0	0	0			
d) Amortisation of goodwill	0	0	0			
e) Loss / (gain) on investments	0	0	0			
f) Decrease / (increase) in stock	2	15	(15)	650%	(200%)	
g) Decrease / (increase) in debtors	(701)	(33)	(566)	(95%)	1615%	
h) Increase / (decrease) in creditors	1,699	73	(689)	(96%)	(1044%)	
i) Increase / (decrease) in pension provision	1,867	(404)	(398)	(122%)	(1%)	
j) Increase / (decrease) in other provisions	0	0	0			
k) Receipt of donated equipment	0	0	0			
l) Share of operating surplus / (deficit) in joint venture	0	0	0			
m) Share of operating surplus / (deficit) in associate	0	0	0			
n) Other	0	0	0			
Total adjustment for non-cash items	8,594	3,367	2,191	(61%)	(35%)	
3 Adjustment for investing or financing activities						
a) Investment income	(7)	(1)	(1)	(86%)	0%	
b) Interest payable	146	144	127	(1%)	(12%)	
c) Endowment income	0	0	0			
d) Loss / (gain) on the sale of assets	0	0	0			
e) Capital grant income	(2,717)	(2,372)	(2,408)	(13%)	2%	
Total adjustment for investing or financing activities	(2,578)	(2,229)	(2,282)	(14%)	2%	
4 Net cash inflow from operating activities	2,239	787	2,743	(65%)	249%	
5 Cash flow from investing activities						
a) Proceeds from sales of fixed assets	0	0	0			
b) Proceeds from sales of intangible assets	0	0	0			
c) Capital grants receipts	0	1,383	21		(98%)	
d) Disposal of non-current asset investments	0	0	0			
e) Withdrawal of deposits	0	0	0			
f) Investment income	(4)	1	1	(125%)	0%	
g) Payments made to acquire fixed assets	0	(1,383)	(3,571)		158%	
h) Payments made to acquire intangible assets	0	0	0			
i) New non-current asset investments	0	0	0			
j) New deposits	0	0	0			
Total cash flows from investing activities	(4)	1	(3,549)	(125%)	(355000%)	
6 Cash flows from financing activities						
a) Interest paid	(146)	(144)	(127)	(1%)	(12%)	
b) Interest element of finance lease and service concession	0	0	0			
c) Endowment cash received	0	0	0			
d) New secured loans	0	0	0			
e) New unsecured loans	0	0	0			
f) Repayments of amounts borrowed	(482)	(457)	(457)	(5%)	0%	
g) Capital element of finance lease and service concession payments	0	0	0			
Total cash flows from financing activities	(628)	(601)	(584)	(4%)	(3%)	
7 (Decrease) / increase in cash and cash equivalents in the year	1,607	187	(1,390)	(88%)	(845%)	
8 Cash and cash equivalents at beginning of the year	2,150	3,757	3,944	75%	5%	
9 Cash and cash equivalents at the end of the year	3,757	3,944	2,554	5%	(35%)	

Dundee and Angus College

Capital Expenditure Projects and Forecast Methods of Financing

	Actual 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	2019-20 - 2020-21 %	2020-21- 2021-22 %
Expenditure:					
Land & Buildings	77	1223	3571	1488.3%	192.0%
Equipment & Others	92	160	0	73.9%	-100.0%
	169	1,383	3,571	718.3%	158.2%
Financed by:					
Cash reserves	0	0	0		
ALF grants	0	0	3550		
Leasing	0	0	0		
SFC/RSB grant	122	1303	21	968.0%	-98.4%
Re-investment of proceeds from disposal of assets *	0	0	0		
Non-SFC/RSB grants	47	80	0	70.2%	-100.0%
PFI/NPD	0	0	0		
Other - please specify if material	0	0	0		
	169	1,383	3,571	718.3%	158.2%

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

	Actual 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000
Capital disposals			
Disposal proceeds:			
Asset description	0		
Asset description	0		
Asset description	0		
Asset description	0		

0	0	0
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Gain/(loss) on disposal:

Asset description
 Asset description
 Asset description
 Asset description

0		
0		
0		
0		
0	0	0

Dundee and Angus College

ALF Funding

	Actual 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000
Estimated balance of cash in ALF as at 1 August	5,420	5,172	5,172
Donation to Arms Length Foundation	0	0	0
Grant from Arms Length Foundation - capital	0	0	(3,550)
Grant from Arms Length Foundation - revenue	(248)	0	0
Estimated balance of cash in ALF as at 31 July	5,172	5,172	1,622

Note:

For most foundations, the most recent accounts available are for periods ending in 2020. Colleges' forecast movements will not include governance costs, donations from third parties, payments to third parties or investment income.

	Actual 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000
Grant from Arms Length Foundation - capital:			
Kingsway Tower Redevelopment	0	0	3,550
Description	0	0	0
Description	0	0	0
Description	0	0	0
Description	0	0	0
Description	0	0	0
Total	0	0	3550

Grant from Arms Length Foundation - revenue

Transformation 'Good to Great' Funding	248	0	0
Description	0	0	0
Description	0	0	0
Description	0	0	0
Description	0	0	0
Description	0	0	0
Total	248	0	0

Dundee and Angus College
FINANCIAL SUMMARY

Actual 2019-20	Forecast 2020-21	Forecast 2021-22
£000	£000	£000

Income ratios			
Total Income	45,318	45,946	52,188
Total Funding Council Grant (excluding release of deferred capital grant) as % of Total Income	80%	82%	78%
Total non-Funding Council Grant (including release of SFC DCG) as % of Total Income	20%	18%	22%
Total Education Contracts and Tuition Fees as % of Total Income	12%	11%	10%
Total Research Grants and Contracts as % of Total Income	0%	0%	0%
Total Other Income as % of Total Income	8%	7%	12%

Expenditure ratios			
Total Expenditure	49,095	46,297	49,354
Salaries as % of Total Expenditure	67%	70%	69%
Other operating costs as % of Total Expenditure	20%	21%	23%
Depreciation/amortisation as % of Total Expenditure	12%	8%	8%

Operating position			
Operating Surplus/(deficit)	(3,777)	(351)	2,834
Operating Surplus/(deficit) as % of Total Income	-8%	-1%	5%
Adjusted operating surplus/(deficit)	1,014	536	278
Adjusted operating surplus/(deficit) as % of Total Income	2.2%	1.2%	0.5%

Cash Position			
Cash and Current Asset Investments	3,757	3,944	2,554
Overdrafts	0	0	0
Days Ratio of Cash to Total Expenditure	32	34	20
Net cash inflow/(outflow) from operating activities	2,239	787	2,743
Net cash inflow/(outflow) from operating activities as % of Total Income	4.9%	1.7%	5.3%

Balance Sheet strength			
Unrestricted reserves	(12,709)	(10,807)	(5,720)
Current Ratio	0.91	0.91	0.89
Unrestricted reserves as % of Total Income	-28%	-24%	-11%
Total borrowing (Overdrafts, Loans, Finance Leases, PFI/NPD)	3,632	3,175	2,718
Interest cover	-7.99	-1.44	23.32

BOARD OF MANAGEMENT

Tuesday 28 September 2021



PRINCIPAL'S REPORT

PAPER J

BOARD OF MANAGEMENT



Tuesday 28 September 2021

Principal's Report

Paper for information

1. Introduction

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*).

2. Recommendation

Members are asked to note the contents of this paper for information.

3. Effective Partnerships

3.1. Abertay/Dundee University – In light of the SFC Review of Coherent Provision & Sustainability, the College continues to look for new & innovative ways to work with our university partners. Following the [joint statement](#) in April, new discussions have taken place on the potential of a pilot which explores reverse articulation. D&A would work in partnership with Abertay University and University of Dundee to develop reverse articulation routes into HNC/HNDs for learners at risk of withdrawing from first year or second year of degree study. The College would use the Recognition of Prior Learning process to assess the learner's knowledge and achievement gained at university against the evidence requirements of the HN unit. The learner would join the HN programme to complete the HN before re-joining university through an agreed articulation route. The benefits of this approach would be that the learner remains in education system, does not lose a year of funding and is better prepared for degree level study and university experience.

3.2. Employability – The College continues to play a pivotal role in defining and enhancing the strategic direction of employability provision and services within both the Dundee and Angus local authorities. Within Dundee, the Discover Work Partnership has now established a new Project Management Office to support the aspirations of their new Employability Strategy and within Angus the Local Employability Partnership are reviewing the best way

to build on the existing infrastructure and deliver the Employability plan for the region. D&A continue to support and influence both.

- 3.3. eSports – The College continues to work closely with Abertay University in establishing a centre of excellence for eSports within Scotland. Progress continues with both the curriculum development and the wider planning for the stadium. The Head of Curriculum & Quality for the Computing & Creative Media department, alongside representatives from Abertay, recently travelled to [Confetti Institute of Creative Technologies](#) in Nottingham to scope our potential space design to inform the next stage of the arena planning.
- 3.4. Dundee United Girls Academy – The Gardyne Sports Centre has established an exciting new partnership with the Dundee United Girls Academy which aims to provide girls within Dundee the opportunity to play football, and to ultimately be a support for Dundee United Women's Team. Several players are already pushing through so it shows potential to be a special pathway within Dundee.
- 3.5. Profile – As well as the increased marketing presence and use of TV and radio adverts, the College has also been featured in a number of recent articles and interviews as we continue to increase the intensity around raising our profile. We have also completed the recruitment process for our new Head of Marketing, Jenna Falconer, who joins the college on 27th September 2021. Jenna brings a wealth of industry experience and a range of potential ideas to help us build on the excellent work to date.
- 3.6. Vaccination Pop Up Centres – From the 20th-23rd September our campuses hosted a number of pop up vaccination centres for students and staff who have not yet had their vaccinations. This is being run locally in partnership with NHS Tayside, Dundee and Abertay universities to encourage students to get vaccinated as soon as possible through the #GrabAJab on campus campaign.

4. Future Focused

- 4.1. AY 21/22 Recruitment Update – Since opening recruitment in January we have received a total of 9,099 full time applications from 6,928 applicants. At the end of week one the following comparison was made to last academic year:

	Mode 17 17/09/2021 (end of week 1)	Mode 17 25/09/2020 (end of week 1)	Mode 05 17/09/2021 (end of week 1)	Mode 05 25/09/2020 (end of week 1)
Current	4,395	4,981	111	112
Registered	242	209	32	21
Pre-Registered	167	141	9	12

This shows a decrease of almost 600 full time students and, whilst recruitment continues, the College has also already planned a number of

scenarios and contingencies to ensure we will meet our activity targets for the 21/22 academic year. Following discussions with other Colleges, there does appear to be a pattern of declining recruitment nationally for the 21/22 AY, particularly in full time Higher Education (HE) provision. This remains the Colleges top priority.

- 4.2. HN Next Generation Update – The College chairs the SQA HN Next Generation implementation group. The Next Gen project has been established to re-evaluate and redesign the key HN qualification. SQA has requested applications for subjects in Phase 2 of the HN Next Gen development. The design rules are different from current practice and will include much more integration of learning and reduced assessment loads within the qualification structures. Following discussion with the teaching teams, the college is likely to submit applications for HN Sports and Fitness, HN Accounting and potentially HN Social Services (depending on confirmation that the revised HN will be accepted for registration by Scottish Social Services Council).
- 4.3. Online Micro Courses Update – We continue to have healthy engagement with our free digital courses in Care, Digital and Professional Services (Management and Marketing) following their introduction in March 2021. 278 learners have completed or have almost completed their courses and have been offered information about follow-on opportunities. These courses were introduced in response to the first phase of the Young Person's Guarantee and National Transition Training Fund and have shown that there is an interest and demand for this way of learning. The Heads of Sector are currently identifying other relevant courses that can be adapted to this mode of delivery with the revised offer launching in October 2021, coinciding with the winding down of the Government's job retention scheme.
- 4.4. Kingsway Redevelopment – The Kingsway Tower project has progressed well over the past 3 months despite the impact of BREXIT and COVID-19 which has had a significant impact on the availability of materials and has also seen an increase in material costs. All of the internal works associated with the creation of the student catering and social space along with the new training restaurant and café bar have all been completed and handed over to the College in time for the start of the academic term. In wider progress, the installation of the steel structure for the new Hair, Beauty and Complementary Therapies facility has been completed and the concrete slabs for both floors have also been installed. Work to install the roof, external cladding and windows has also commenced.

5. Thriving Community

- 5.1. Economic Recovery – The recently formed Business Partnership Team continue to make strong progress internally and externally. Over the past few months they have welcomed two new members of staff; Cursty Mackin and Ann Kerr. Both have taken up the role of Skills Advisor. We also successfully recruited 17 new associate trainers in key areas such as Digital,

Health & Safety, Care, Construction, Marketing and Wellbeing, all have now been inducted and onboarded and will allow us to build capacity in these key areas.

- 5.2. GTCS Lecturer Registration – Following D&A's participation in the GTCS lecturer registration pilot last session, we are now in a strong position as the national roll out commences. Around 160 of our 320 eligible lecturers registered within the pilot and the remaining staff will complete registrations with the national roll out between now and April 2022. Last year's successful (100% engagement and pass rate) TQFE cohort will now be eligible to register, marking a key point in their teacher training journey. Nationally, the Steering Group are making progress with registration rules for those not currently eligible to register with GTCS (due to lack of an eligible qualification or suitable experience).
- 5.3. Staff Wellbeing – The new session wellbeing calendar is up and running, with some favourites returning (Kitchen Fun with Sophy) and some new sessions (such as yoga, which was previously planned but unable to kick off). Managers will be undertaking Mental Health Awareness training shortly through Leadership Development Forum to ensure they are prepared and comfortable having mental health conversations with staff. This is considered particularly important at this stage of our return to campus following the extended period of working from home and significant restrictions relating to COVID-19.
- 5.4. Carer Positive Employer – D&A is delighted to have recently been recognised as a Carer Positive employer for providing a workplace environment where carers feel supported and valued. The College has between 20 and 30 members of staff who identify as carers and understands that carrying out caring responsibilities alongside a job can be demanding and emotionally challenging. The College is committed to offering a wide range of support for staff carers including a Special Leave policy, flexible working arrangements and access to a counselling service.
- 5.5. Director Recruitment – The sad passing of Kevin Murphy in January 2021 and Julie Grace's appointment to Vice Principal in December 2020 left 2 vacancies at Director level during last academic year. The 2025 Strategy highlights all the potential opportunities for D&A and shows that we need to ensure we have the resources and capacity to respond effectively. With this in mind, we advertised both vacant Director posts recently, with interviews scheduled for 22nd September 2021. One Director will have a specific focus on leading the enhancement of learning, teaching and outcomes with staff, teams and learners across the College. The other Director will ensure that the range of strategic projects and partnerships that enhance learning, teaching and outcomes are fully embedded within the curriculum whilst supporting regional social and economic growth and curriculum regeneration.
- 5.6. CDN Awards - The College has been shortlisted in four different categories for this year's College Development Network Awards. Our shortlist entries are as follows: Sophy Mitchell in the Colleague of the Year, our Students' Association in the Marketing and Communications category for the way in

which they have engaged and communicated with our students over the past year, our fantastic Period Plastics project in the sustainability category. This work has also been shortlisted in the national Green Gown Awards. Last, but not least, our Academic Development Team in the Skills Development category for their work in supporting awareness and embedding of Meta-Skills in partnership with schools and teams across the College.

6. 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:

- 1.3 – College disadvantaged by changes arising from UK leaving European Union
- 1.4 – Difficulties or over commitment arising within large scale/national College led initiatives or projects
- 1.5 – College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS
- 3.5 – Reputational Risk – Loss of reputation with key stakeholders

Author & Executive Sponsor: Simon Hewitt,
Principal

BOARD OF MANAGEMENT

Tuesday 28 September 2021



GOVERNANCE –

Board Membership

PAPER K

BOARD OF MANAGEMENT

Tuesday 28 September 2021



Membership Update

Paper for approval

1. Introduction

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

2 Board of Management Membership

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

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

3 Board Membership

Following the decision of Angela Wilson to step down from the board a current vacancy exists.

As detailed previously, S Mill has signalled his desire to remain a board member for approximately 12 months. Given this it is proposed to recruit for two vacancies, the second of which will be filled at the appropriate time.

Approval is sought for recruitment to this vacancy to be progressed through delegation to the Chairs Committee.

3.1 Skills Mix

The Board of Management has a responsibility to ensure that it has a mix of skills within its membership that is relevant to the needs of the Board and reflects the local economy. A summary of the current skills mix is enclosed as Appendix a.

In respect of this skills mix it is identified that the Board would benefit from input from members with one or more of the following areas of experience/expertise:

- Finance/Accountancy
- Public Sector Management.
- Digital
- Marketing & Promotions

4 Approvals

In summary, approval is sought for the following:

- Delegation of recruitment arrangements to the chairs Committee for one vacancy and one likely vacancy.

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

Board of Management Membership and Skills Mix as at June 2021

Name	Appointment	Member Until	Profession/Specialism
1. Angela McCusker	Regional Chair July 2014	Scottish Government Appointment until 31/07/2022	Business, Management, Finance
2. Margo Williamson	June 2021	31/05/2025	Public Service Management, Education Management, Learning & Teaching
3. Steven Mill	June 2021	31/05/2025	Finance, Public Service Management
4. George Robertson	March 2015	31/03/2023	Finance, Management
5. Donna Fordyce	April 2017	31/04/2025	Economic Development/ Enterprise, Fisheries, Retail Management
6. Trisha Pirie	April 2017	31/04/2025	Economic Development, Commercial Management, Enterprise
7. Kirsty Keay*	January 2019	31/12/2022	Commercial, Governance, HR, Third Sector Management
8. Helen Honeyman*	January 2019	31/12/2022	Risk, Governance, HR Management
9. Neil Lowden*	January 2019	31/12/2022	Educational Management, Learning & Teaching, Educational Policy
10. Donald Mackenzie*	April 2019	31/03/2023	HR & OD, Corporate Communications Management
11. Angela Wilson*	December 2020	Resigned	Leadership, Management, Governance, Third Sector
12. Kevin Ditcham*	April 2021	31/03/2025	Community Learning & Engagement, Management, Third Sector
13. Sally Middleton*	June 2021	31/05/2025	HE Learning & Teaching, Management, Access, and Articulation
14. Simon Hewitt	August 2020	--	Principal
15. Sam Stirling	September 2019	31/09/2023	Non-Teaching Staff Member
16. Barry Carmichael	April 2019	31/03/2023	Teaching Staff Member
17. Nicola Dowie	August 2021	31/07/2022	Student Member
18. Amy Monks	August 2019	31/07/2022	Student Member

* Eligible for reappointment

BOARD OF MANAGEMENT

Tuesday 28 September 2021



GOVERNANCE –

Standing Order Amendment

PAPER L

BOARD OF MANAGEMENT

Tuesday 28 September 2021
Review of Standing Orders



Paper for approval

1. Introduction

This paper summarises a review of Board Standing Orders in respect of the arrangements in place to remove a member of the Board in respect of attendance, capability or conduct.

2 Current Arrangements

Within the current [Board Articles of Governance and Governance Manual](#), the standing orders make reference to removal of a Board member only on the basis of poor attendance as follows.

- 3.33 Board Members who have been absent without reasonable excuse from the Board for more than 6 months may, by resolution of the Board and notice in writing from the Chair, be removed from the Board.

From information provided by other Board Secretaries it appears that this is not an uncommon position, but several colleges have highlighted that this is an area of interest / consideration by their boards.

Reference to the Ethical Standards Commissioner are noted within the standing orders and the [Code of Conduct](#) and the Commissioner has the power to exclude an individual from membership of public boards in Scotland.

3 Proposals

To support and clarify arrangements it is proposed that the current Board Articles of Governance and Governance Manual be updated as outlined below.

- 3.33 Board Members may, by majority approved resolution at a special meeting of the Board, be removed from the Board where:
- they have been absent without reasonable excuse from the Board for a period of more than 6 months;
 - they have, in the opinion of Board members, failed to exercise their duties and responsibilities as a Board member in a reasonable or competent manner; or

- they have, in the opinion of Board member, displayed behaviour to fellow Board members, officers of the College, or others, that are deemed to be below the standards required of a member of the Board as outlined within the Code of Conduct.

Any Board member being considered for removal will have the right to present information to the special meeting of the Board in defence of their absence, behaviour or other actions.

Where removal of the Chair of the Board is considered, the matters under consideration will be referred to the Scottish Government to determine the appropriate outcome.

None of the above arrangements affect the ability of any matters relating to standards of governance to be referred to or considered by the Ethical Standards Commissioner.

4 Approvals

The Board are asked to consider the points outlined within this paper and approve (or amend) the proposed update to standing orders.

5 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;

3.3 – Legal actions; serious accident; incident or civil/criminal breach

3.5 - Reputational Risk – Loss of reputation with key stakeholders

6 Information

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

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

BOARD OF MANAGEMENT

Tuesday 28 September 2021



GOVERNANCE –

Strategic & COVID Risk Registers

PAPER M

Strategic Risk Register Update

Paper for approval

1. Strategic and COVID Risk Registers

A copy of the September 2021 Strategic Risk Register and COVID 19 Risk Register are enclosed. These have been raised with the Senior Leadership Team and Board Committee arrangements and the following amendments approved by the Audit and Risk Committee on 21 September 2021.

Strategic Risk Register

A new risk (Risk 1.5) has been added to reflect potential change arising from major national reviews of the operation of the Scottish Funding Council, Scottish Qualifications Authority and Education Scotland.

Risk 4.2 has been updated to cover the Digital Strategy rather than ICT strategy. No change to the scoring of this risk has been made.

Covid 19 Risk Register

A new risk (Risk 1.6) has been added to reflect the need for College post pandemic curriculum and services to meet the needs of the D&A Region and/or national priorities on economic and social recovery.

A new risk (Risk 3.12) has been added to reflect the need for College post pandemic operations and ways of working to change to reflect changes in technology, expectations and delivery.

The post mitigation impact and likelihood associated with Risk 3.1 has been reduced as a result of the continued availability of the SQA 'Decision Tree' mitigations for assessment and outcomes throughout session 2021/2022. These arrangements will allow a move to assessment on a course aims basis if required by COVID 19 impacts on learning, teaching and assessment.

The post mitigation likelihood associated with Risk 3.4 has been reduced as a result of knowledge and experience gained through the management of COVID 19 mitigations and safety requirements throughout session 2020/21.

The post mitigation impact and likelihood associated with Risk 3.11 has been reduced as a result of knowledge and experience gained through the management of COVID 19 mitigations and safety requirements throughout session 2020/21 and as a result of the on-going vaccination programme.

This reduction was further reviewed following discussion at Learning, Teaching and Quality Committee on the potential risks associated with increased staff absence post-pandemic but no changes were made. A plan is in place to support the return to on-line learning and movement down the SQA 'Decision Tree' should circumstances require this. The mitigations and scoring of this risk will remain under review and may be subject to change as the year progresses.

2. Approvals

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

- Approval of the Strategic and additional COVID Risk Registers

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



STRATEGIC RISK REGISTER

2021 - 2022

As at September 2021

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none">Robust strategic planningEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAClear performance metricsAmendment of strategic direction/ plansRolling curriculum review	Prin & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none">Effective environmental scanningNegotiation/influence at national level	4	2	8	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plansFinancial strategy sensitivities	Prin & Chair
1.3 Board	College disadvantaged by changes arising from UK leaving European Union	5	4	20	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projectsResponsiveness to new opportunities	5	3	15	<ul style="list-style-type: none">Review of changes and amendment of strategic direction/plans/ curriculumFinancial strategyWorkforce planningInternational strategy & planningPost Brexit planning	Prin

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

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.4 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Effective project/activity management in placeClear governance structuresProject/initiative finances clearly incorporated within College financial strategy and plansEnd of project and exit/contingency planning	3	2	6	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesClear project Management arrangements in placeBudget reporting and management	Principal, VPC&A
1.5 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS New Risk given significant current reviews	4	4	16	<ul style="list-style-type: none">Negotiation/influence at national levelReview of activities/ projects and response to new opportunities	4	1	4	<ul style="list-style-type: none">Robust monitoring via ROAAmendment of strategic direction/ plansRolling curriculum review	Prin

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.1 F&P	Change in SFC Funding Methodology and Allocation – Reduction in Funding	3	3	9	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for reduced funding 	2	3	6	<ul style="list-style-type: none"> Advance modelling of new funding methodologies and allocations Monitoring impact of changes Amendment of strategic or operational direction/plans Financial strategy sensitivities 	VPCS
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	3	12	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Detailed monitoring of savings programmes 	VPCS
2.3 F&P	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPP&P, VPCS

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									
2.4 A&R	Financial Fraud	4	3	12	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	3	2	6	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPCS
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPCS
2.6 F&P	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	3	2	6	<ul style="list-style-type: none"> Multi-year estates strategy and capital planning Lobbying of SFC on capital and backlog maintenance funding Planning for D&A Foundation bids 	2	2	4	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	VPCS

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	3	4	12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches 	4	2	8	<ul style="list-style-type: none"> Stakeholder engagement Social media monitoring arrangements 	VPC&A, DirC&A
3.6 HRD	National bargaining outcomes impact adversely on College operations, activity and flexibility	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of bargaining outcomes and implementation 	4	3	12	<ul style="list-style-type: none"> Positive union relations and staff communication On-going discussions with staff Innovation in approaches 	VPP&P, VPC&A

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

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	2	8	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff Industrial action continuity planning 	VPP&P
3.8 A&R	Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan Staff CPD 	VPC&A, HoICT
3.9 HRD	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPC&A, VPP&P

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

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

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 HRD	College arrangements do not minimise risk associated with Modern Slavery	4	3	12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	4	1	4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPC&A, VPP&P

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

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

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STRATEGIC RISK REGISTER COVID 19 SPECIFIC MITIGATIONS

2021 - 2022

As at September 2021

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none">Regular strategic analysis and assessment of need for changeStrong engagement with government and key partners – influencing national prioritiesClear prioritisation of activitiesFocus on core business	4	3	12	<ul style="list-style-type: none">Regular monitoring of recruitment, retention, ROA Outcomes and key strategic needs by SLT and reporting to ChairsAmendment of strategic direction/ plansRolling curriculum, activity and priority review and implementation of new approaches/services where neededEngagement 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: <ul style="list-style-type: none">Ability of the College to meet key regional strategies/objectivesFinancial loss or unmanageable financial riskReputational loss	4	3	12	<ul style="list-style-type: none">Clear prioritisation of activitiesEffective project/activity management in placeStrong engagement with partners/fundersClear governance structuresProject/initiative finances clearly understood and reviewed regularlyProject cessation, pausing or contingency planning in place	4	2	8	<ul style="list-style-type: none">Regular project updates at Executive/Board levelMonitoring of project activities, plans and outcomesBudget reporting and management	Principal, VPC&A

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Additional COVID 19 Mitigation Actions	Impact	Likelihood	Score	Additional COVID 19 Monitoring	Lead Responsibility
1	Strategic and Structural									

1.6 Board	Post pandemic planning fails to meet the needs of the D&A Region and/or national priorities on economic and social recovery New risk to reflect post-pandemic requirements	4	3	12	<ul style="list-style-type: none">Regular strategic analysis and assessment of need for changeStrong engagement with government and key partners – influencing national prioritiesClear prioritisation of activitiesFocus on core businessRevised economic and social recovery activities	3	2	6	<ul style="list-style-type: none">Regular monitoring of new/updated activities and outcomesAmendment of strategic direction/ plansRolling curriculum, activity and priority review and implementation of new approaches/services where neededEngagement with government and other partnersEmployer and Community engagement	Prin
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2	Financial									
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> 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	2	8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Continuous review of financial controls and revised arrangements 	VPCS

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	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 Post mitigation risk amended to reflect changed position re learner outcomes and holistic assessment arrangements.	4	3	12	<ul style="list-style-type: none"> 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	2	6	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements Engagement with revised quality arrangements and contingency plans Outcome monitoring/recording 	VPP&P, VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	<p>Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students</p> <p>Post mitigation risk reduced following assessment of control and mitigation arrangements in place throughout 2020/21: no outbreaks and no evidence of on campus transmission.</p>	3	4	12	<ul style="list-style-type: none"> 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	2	6	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches Outbreak management communications plan 	4	3	12	<ul style="list-style-type: none"> Positive marketing plan Regular stakeholder engagement Social media engagement and monitoring arrangements 	Prin DirC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HRD	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management engagement and support 	4	2	8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Active data protection awareness raising Effective information and data security policies in operation Regular data security monitoring/testing Staff CPD 	VPC&A, HoICT
3.11 HRD	Significant or catastrophic Covid 19 outbreak/infection rate impacts on ability to deliver learning, teaching or other core services Post mitigation risk reduced following assessment of control and mitigation arrangements in place throughout 2020/21: no outbreaks and no evidence of on campus transmission.	4	3	12	<ul style="list-style-type: none"> Clear scenario and contingency planning COVID 19 H&S mitigations in place, monitored and adapted where required All appropriate government guidance followed 	3	2	6	<ul style="list-style-type: none"> Monitoring of COVID 19 cases and absences Outbreak management arrangements Amendment to support prioritised services 	Prin VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.12 HRD	Post pandemic ways of working and workforce planning fails to meet the needs of staff and College strategic/operational needs New risk to reflect post-pandemic requirements	4	3	12	<ul style="list-style-type: none"> New ways of Working Workstream Updated and flexible Workforce planning Extensive engagement with unions / staff on future ways of working Monitoring and rapid action on staff turnover / recruitment 	3	2	6	<ul style="list-style-type: none"> Regular monitoring and evaluation of new/updated ways of working, activities and outcomes Amendment of direction/ workforce plans Engagement with unions/staff Monitoring and rapid action on staff turnover / recruitment 	VPP&P VPC&A

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	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	<ul style="list-style-type: none">Effective management of ICT arrangementsActive ICT/data security monitoring and cyber security policyAdditional awareness raising of WFH risks and COVID related 'scams'	4	2	8	<ul style="list-style-type: none">Staff awareness raising/CPD on cyber security issuesRegular security monitoring/testingCyber resilience plan	VPC&A, HoICT
4.5 LT&Q	ICT/Cyber failure significantly disrupts online learning, teaching or other core services	4	3	12	<ul style="list-style-type: none">'Cloud first' strategy implementation for major services/systemsClear and robust management of ICT systems	3	1	3	<ul style="list-style-type: none">Systems monitoringOn-going cyber resilience and systems development	HoICT

BOARD OF MANAGEMENT

Tuesday 28 September 2021



GOVERNANCE –

Board Metrics

PAPER N

BOARD OF MANAGEMENT

Tuesday 28 September 2021

Board Metrics



Paper for information

1 Introduction

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

2 Board Metrics Report

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

3 Link to Strategic Risk Register

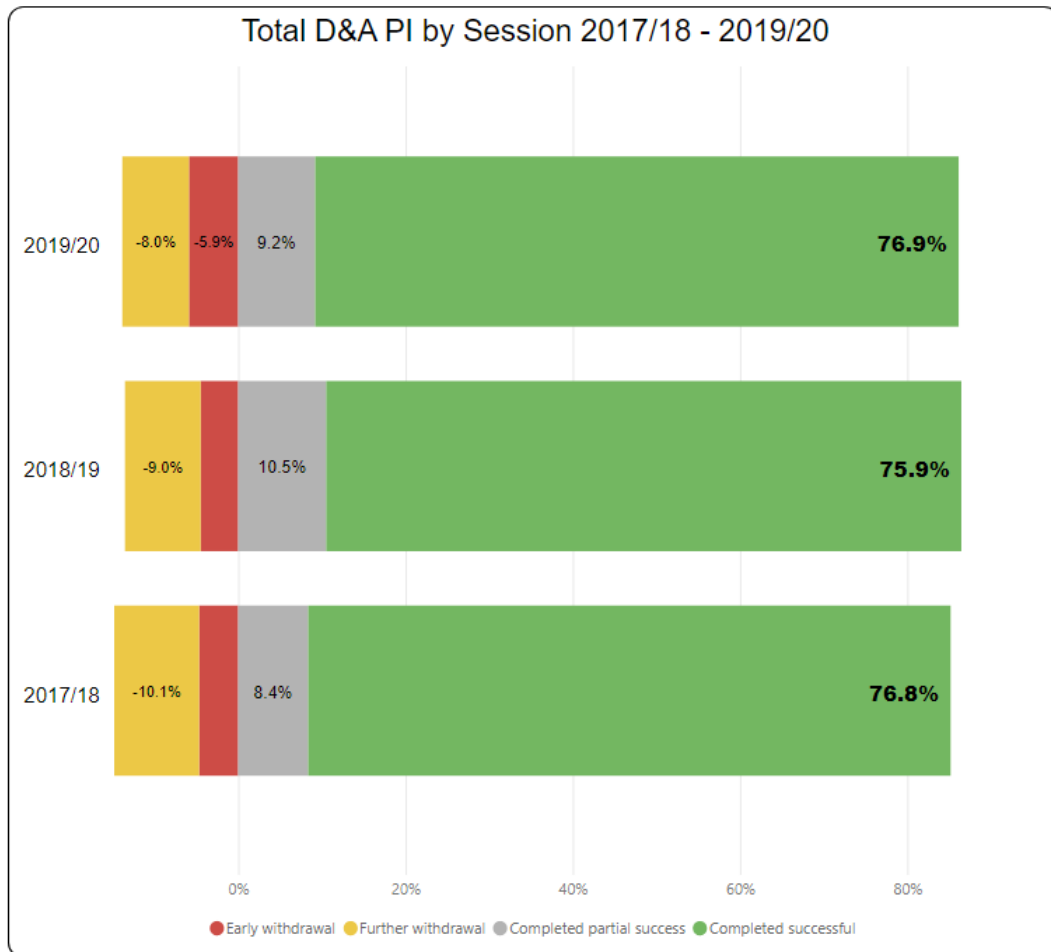
Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

- 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

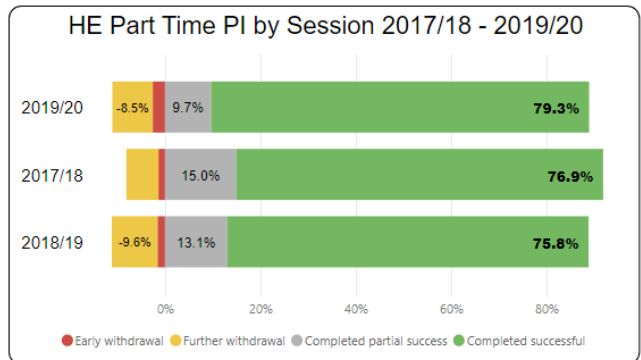
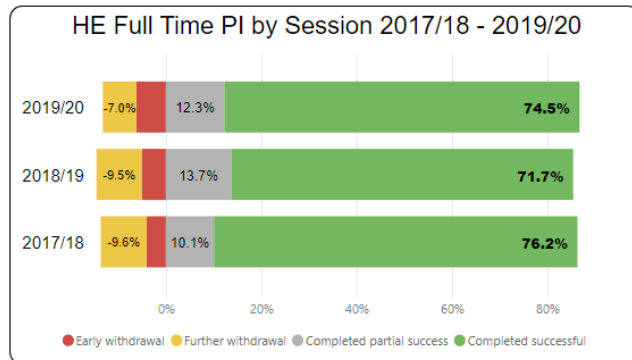
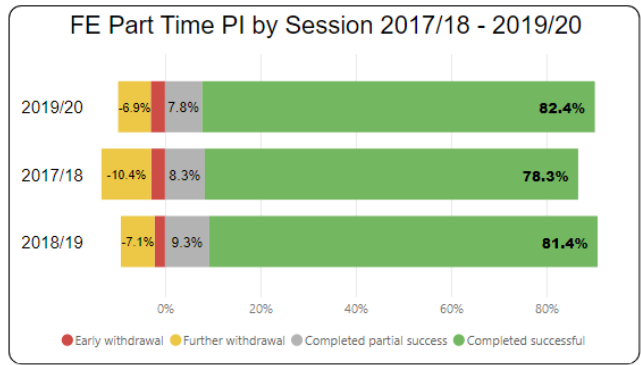
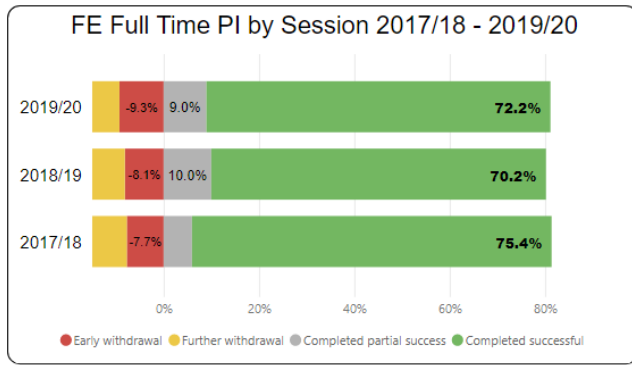
Author Colin Lynagh, Business Intelligence Officer
Executive Sponsor: Steve Taylor, Vice Principal People and Performance

Performance Indicators

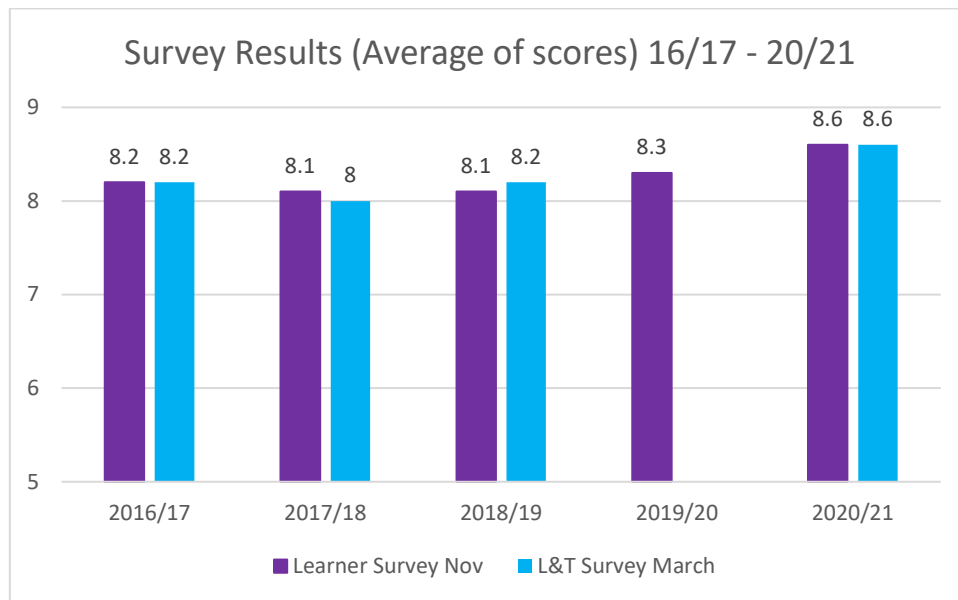
All data outlined below is up to date as at June 2021. PIs for 2019/20 have been adjusted to reflect SFC adjustments and are now final. This has resulted in an increase in the overall Successful Completion rate of 0.5 points.



PI data for session 2020/2021 is currently being finalised but initial indications suggest that outcomes will be similar to those of previous years.



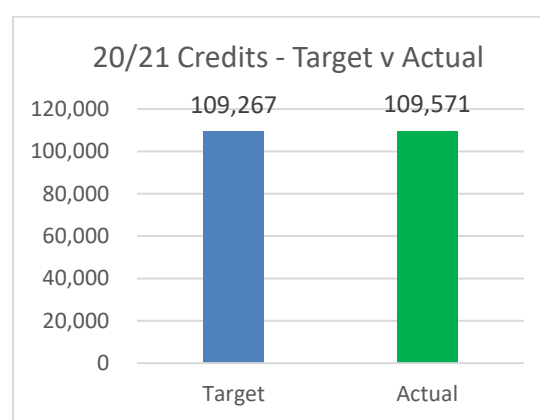
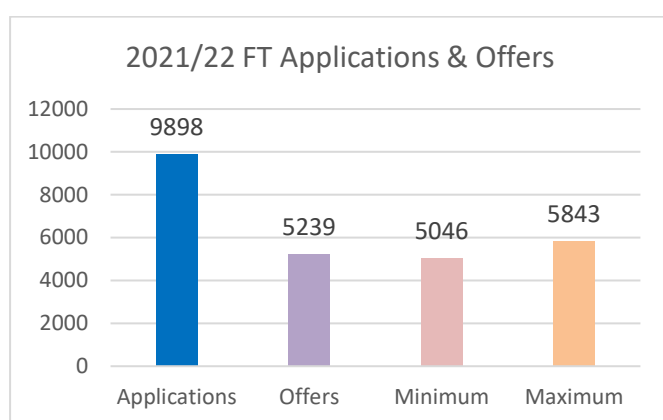
Student Survey Results



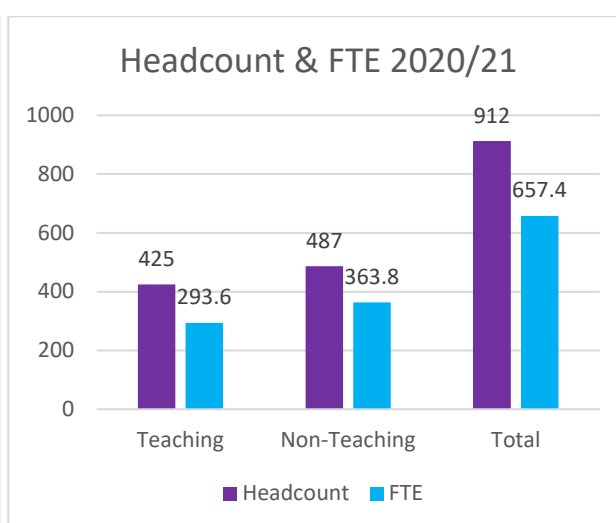
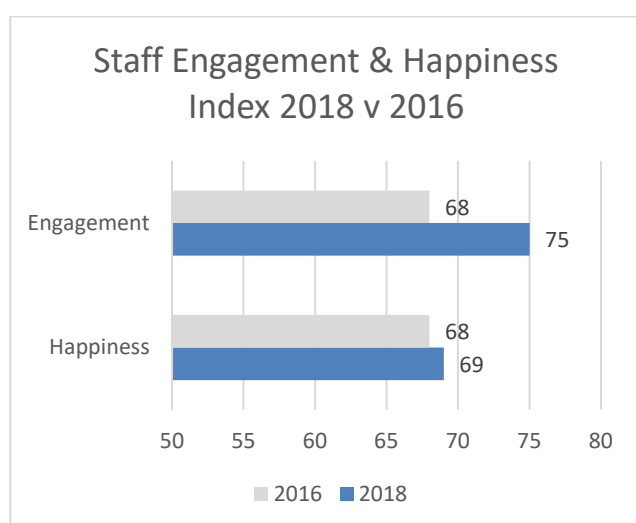
SFC Student Satisfaction & Engagement Survey – Positive response rate

	D&A	National
Overall Satisfaction 2017/18	90.4%	83.6%
Overall Satisfaction 2018/19	91.4%	86.9%
Overall Satisfaction 2020/21	92.3%	TBC

The 2020/21 SFC survey national results are due to be published in October 2021.

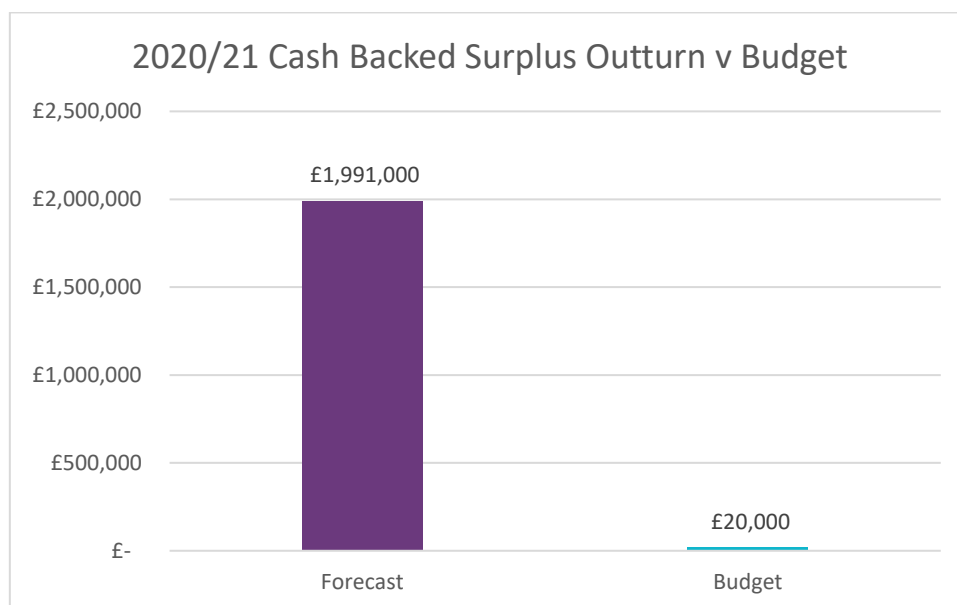


Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	Staff Absence Rolling Year to 31/07/21	Staff Absence Rolling Year to 26/04/21
Average working days lost per headcount	3.42 days	3.09 days
Working time lost	1.31%	1.19%
Comparison with sector/national rates		
UK All Sector rate (CIPD 2016)	3.3%	
UK Public Sector rate (Unison 2016)	3.4%	

Finance – Surplus/Deficit v Planned Budget out-turn



	2021/22	2020/21
RIDDOR – Reportable Accidents	0	3

2020/21	Completed	Planned
Audits Completed v Planned	5	7

Mandatory 'end of year' student funding and activity audits are on schedule to be reported to the A&R Committee meeting in December 2021.

BOARD OF MANAGEMENT

Tuesday 28 September 2021



GOVERNANCE –

Chair of the Board Appraisal & Objectives

PAPER O

BOARD OF MANAGEMENT

Tuesday 28 September 2021



Board Chair Objectives

Paper for approval

1. Introduction

The review was conducted in August 2021 following receipt of responses to a questionnaire circulated to all Board Members. The questionnaire is shown below and the responses for the 3 times this has been conducted with the full Board. There were 2 other possible responses – disagree and strongly disagree – there were no responses for either of these options. There was a survey undertaken only by Committee Chairs in 2018.

2 Questionnaire Outcomes

	Year	No.	Strongly Agree	Agree
Q1 Knowledge of the external environment	2021	14	92%	8%
	2019	11	100%	0%
	2017	13	92%	8%
Q2 Non-executive skills - leadership	2021	14	100%	0%
	2019	11	64%	36%
	2017	13	69%	31%
Q3 Organisational knowledge	2021	14	92%	8%
	2019	11	73%	27%
	2017	13	62%	38%
Q4 Team working	2021	14	79%	21%
	2019	11	64%	36%
	2017	13	62%	38%

The results of the questionnaire indicate a consistently high level of performance in the areas with particular encouraging improvements in Leadership and Team Working skills. These results along with comments provided by Board Members formed the basis of the Review process.

3 Board Chair Objectives

The 2019 review process identified 3 aims and objectives for the Chair – these had been communicated to the Chairs committee and the Board at the time.

<u>Aim/Objective</u>	<u>Metric of success</u>
• Good to Great the next stages	Ensure that a formal plan is developed
• Set Policy Committee objectives	Each committee to have min 2 objectives
• Address succession planning for the Principal and Committee Chair roles	Set out succession plans for these roles

The outcome of these Aims was greatly impacted by the Cyber attack and the subsequent Covid 19 pandemic which placed the emphasis for the College on Crisis/Incident management. However prior to that Good to Great had been taken forward in the 2025 Strategy which aims to create more successful student through effective partnership. Succession planning was evidenced by Simon Hewitt being appointed Principal and Julie Grace stepping in to the VP Curriculum and Attainment role.

Aims/Objectives for the coming year

These will be presented at the Board meeting on 28 September.

4 Approvals

The Board are asked to consider and approve the report on Board Chair objectives.

Author and Board Sponsor: George Robertson, Vice Chair

BOARD OF MANAGEMENT

Tuesday 28 September 2021



MINUTES OF COMMITTEE MEETINGS –

12.1 Learning, Teaching & Quality – 1 Sept 21	PAPER P
12.2 Finance & Property – 20 Sept 21	Verbal
12.3 Human Resources & Development – 16 Sept 21	Verbal
12.4 Audit & Risk – 21 Sept 21	Verbal

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 1 September 2021

Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 1 September 2021 at 5.00pm via Microsoft Teams.

PRESENT:	M Williamson (Chair)	G Robertson
	B Carmichael	A McCusker
	S Mill	A Monks
	K Ditcham	S Stirling
	N Dowie	S Hewitt
	S Middleton	H Honeyman
	N Lowden	M Thomson
	MC McNally	

IN ATTENDANCE: S Taylor (Vice Principal / Secretary to the Board)
J Carnegie (Vice Principal Corporate Services)
J Grace (Vice Principal Curriculum & Attainment)
M Sanderson (Executive Secretary)
S McGregor (Head of Sector) R Taylor (Curriculum Quality Leader)
S Swinley (Head of Curriculum & Quality) S McGovern (Curriculum Quality Leader)
G Smith (Curriculum Quality Leader)

1. WELCOME

M Williamson welcomed Committee members and welcomed new Board members Nicola Dowie and Dr Sally Middleton and co-opted Board member MC McNally and also welcomed Engineering Team members Stephen McGregor, Stephen Swinley, Gavin Smith, Rod Taylor, and Scott McGovern.

2. APOLOGIES

No apologies were received.

3. DECLARATIONS OF INTEREST

There were no declarations of interest.

4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 28 April 2021 was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

6. COVID 19 ARRANGEMENTS FOR LEARNING, TEACHING AND ENGAGEMENT OF LEARNERS

S Hewitt provided an update to the Committee on COVID 19 arrangements and guidance, praising staff for their hard work at the end of session 2020/21 and the start of term 2021/22. S Hewitt noted the College was working in line with latest Government guidance and social distancing has been reduced from two metres to one metre.

J Grace noted most of the hair and beauty students had managed to complete their courses or were now returning to complete final elements on a deferred basis. It was noted that this was a really positive situation given the challenges last year. Some students had not yet finished their courses and the College was giving every opportunity to finish on a deferred basis, or as part of this year's course, rather than add on any additional years to a student's College journey. The additional funds received to cover the cost of additional resources etc had been very welcome to support this work and student outcomes.

J Grace highlighted the team were delighted that c.1400 Senior Phase school pupils had now enrolled for this academic year. J Grace noted she was hoping for a last minute surge in recruitment for full-time courses starting in September as numbers were lower than previous years.

J Carnegie provided an update from Health and Safety, in relation to COVID. J Carnegie noted campus signage had been a priority over the summer, ready for Student's returning to campus. The team had replaced all two-metre signage with one metre guidance. It had been confirmed that face coverings were required in most situations but could be removed in the classroom for both students and lecturers, where a one metre distance etc was in place. Close contact activities would still be required to wear appropriate PPE and face coverings would still be mandatory in communal areas and when moving around.

J Carnegie noted it was an on-going challenge to get students (and some staff) to follow the rules and mitigations, particularly as rules are more relaxed out with the College setting. J Carnegie noted that cases nationally were very high and noted that eight members of staff had tested positive since August and this could have an impact on face-to-face teaching on campus if more staff test positive and/or needed to isolate.

S Taylor provided an update and noted that the Quality Team had been providing extensive support and oversight of the SQA adapted assessment arrangements. This included providing support to teams with the Nat5 and Higher NQ arrangements and the HNVQ Decision Tree arrangements, before signing them off with SQA.

S Taylor also noted Learner Engagement and Student Services had been extremely busy over the summer, providing wellbeing and related activities to reduce isolation and support new students to engage with the College. Student Services had seen an increase in additional needs referrals and significant additional funding had been given to the College to extend support for students with mental health needs. This funding had been very well received and would support the appointment of a new Mental Health Team Leader and Student Support Officer roles.

S Taylor also highlighted teams had been working together to support the high levels of

administrative activity needed to cope with deferrals and new students and to help and support our new students who might feel anxious about returning. The College was committed to providing a safe environment for students and are pushing the importance of regular COVID testing. It was noted that arrangements were in place to have 'pop up' vaccination clinics on campus during week 20 September 2021 for students to have their vaccine.

M Williamson praised a fully comprehensive report and praised the work of the senior team and College staff for their efforts.

N Lowden asked if there was a plan in place for staff who were isolating, to still deliver lessons to students via MS Teams or a class recording. J Grace confirmed if there was a surge in staff isolating, they had plans in place (where possible) for students to continue their classes through MS Teams.

A Monks asked if face coverings would still be worn in some departments. J Carnegie confirmed that close contact activities would still require PPE masks for students, staff, and clients in line with the appropriate industry guidance.

H Honeyman asked if the College had a plan for increases staff sickness absence, as this might occur during winter months with being back onsite. J Carnegie noted an increase in sickness absence is expected with COVID and winter flu etc. It was asked that this be covered within the appropriate section of the Risk Register. **S Taylor to progress.**

A McCusker asked for information around recruitment and numbers being down. J Grace noted this was the current main priority. Recruitment was down by c.600 full-time students, from last year. This was attributed to the increase in first year apprenticeships and universities having been given an additional 3000 places for school leavers.

J Grace also noted the College are keeping recruitment open for longer and the Administration Team had contacted around 850 students who didn't complete their course last year due to COVID and have offered them to come back and complete their studies.

J Grace noted that there were plans in place to increase other aspects of provision to ensure that the overall credit target was achieved.

M Williamson thanked the team for the update.

7. CURRICULUM REPORT – ENGINEERING TEAM DEVELOPMENTS & FUTURE OPPORTUNITIES

S Swinley, S McGregor, G Smith, S McGovern and R Taylor from the Engineering team provided a detailed [presentation](#) to the Committee around the work the team was doing to support students and the changes they had made as a team to improve student outcomes.

S Swinley highlighted the developments that had taken place in terms of the response to the cyber-attack and the pandemic and noted that this had supported the team to enhance the use of ICT in learning and update materials to on-line formats. It was noted that some of this forced development had supported forward movement in learning and teaching.

G Smith outlined changes made in terms of approaches to recruitment and the links between these changes and the streamlining of the curriculum were summarised.

S Swinley outlined work undertaken to create a clearer learner journey and to scaffold skills and learning at each stage to support and enhance progression.

Investment in new technology was noted, and S Swinley confirmed that sufficient investment was being made within this, supported by good links with the Energy Skills Partnership and access to national resources available through them.

S McGregor noted the team had made good progress in enhancing learning and teaching and providing the best opportunities to learners. S McGregor also noted the team had good relationships with Dundee Science Centre, Energy Skills Partnership, and other external partners, and summarised the opportunities developing through the Tay Cities Deal and MSIP developments.

M Williamson noted the enthusiasm and focus on the students really comes through.

S Mill asked if the team had sufficient resources to support the new curriculum and opportunities in areas such as robotics. S Swinley confirmed the College had provided a lot of resources and are in a strong position going forward for students to use.

S Swinley noted they team are in a good position for students returning to campus and have new equipment to help with their studies and enhance their learning. S McGregor added the College have a good relationship with ESP and share their resources and kit for students to use.

The update on developments within the Team, and the positive impact this had had on student outcomes was noted.

8. 2021/2022 CURRICULUM PRIORITIES

J Grace summarised the paper for discussion.

A McCusker praised the work of the team, especially with two Director posts vacant. J Grace noted that all of the priorities were focused around the 2025 strategy and key pledges.

J Grace noted that it was hoped that two strong candidates for the Director posts would be recruited before too long.

9. STUDENTS ASSOCIATION REPORT

A Monks presented the report [presentation](#) to the Committee and welcome N Dowie (Vice President for the Kingsway campus) to her first committee meeting.

A Monks summarised the key plans for the Students' Association for the year ahead and noted that it was good to have C Meldrum continuing in a staff role as part of the team, in her new role as Student Association Assistant. This role would focus on supporting class and lead reps.

N Lowden asked what WRAP training is, B Carmichael noted that this was training delivered this last year to classes and is a Wellness Recovery Action Planning.

M Williamson and the Committee praised the fantastic work carried out by Students' Association.

10. 2020/21 SQA NATIONAL 5 AND HIGHER 'EXAM' OUTCOMES

J Grace summarised the paper presented, welcoming the improved outcomes.

11. 2019/20 PERFORMANCE INDICATOR NATIONAL COMPARISON REPORT

S Taylor summarised the paper presented, noting that this continued to confirm the strong College performance. The outcomes for full-time FE learners (relating to c.60% of all College activity) were highlighted. M Williamson noted the strong performance outlined in the report.

12. VP CURRICULUM & ATTAINMENT REPORT

J Grace summarised the report provided. M Williamson noted the number of social media posts regarding student recruitment was positive.

13. STRATEGIC RISK REGISTER

S Taylor summarised the Strategic and COVID Risk Registers and noted these were brought to the committee for approval. ST highlighted a number of major reviews happening including SQA and Education Scotland and noted that a new risk had been added to the Strategic Risk Register in respect of this, and that some elements may fall within the scope of L, T&Q.

Impact on risk 3.1. The risk was added the earlier part of the year and now the arrangements will be in place for the remainder of the academic year. Mitigations are in place in the event of another lockdown and the impact on students learning.

A McCusker asked if it would be useful to add in a new risk around the reduction in full-time recruitment and the need for enhanced retention. S Taylor would look at this for consideration by the Audit and Risk and then Board of Management in September.

S Taylor to Progress.

14. LT&Q METRICS

The LT&Q Metrics were noted.

M Williamson asked why the volume of credits for school / college partnership has significantly below the planned ROA target. S Taylor noted this was because of the pandemic and the College being unable to provide the usual range of taster sessions for school pupils before they start their course. S Hewitt added that colleges nationally had also been asked to de-prioritise activity for learners below Senior Phase level. It was noted that this was being challenged at a national level.

15. DATE OF NEXT MEETING

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 7 November 2021 at 5.00pm, Microsoft Teams.

Action Point Summary

Action	Responsibility	Date
Risk Register to be reviewed to ensure appropriate consideration of coverage of potential impact of increased levels of staff absence due to COVID	S Taylor	21 September 2021
Additional risk to be considered in respect of Recruitment and Retention.	S Taylor	21 September 2021

BOARD OF MANAGEMENT

Tuesday 28 September 2021



SFC CORRESPONDENCE

PAPER Q

BOARD OF MANAGEMENT

Tuesday 28 September 2021



Correspondence – SFC Communications

Paper for information

Reports and Publications Listing	Summary
<u>College and University Outcome Agreement Guidance 2021-22</u> SFC/GD/22/2021 Date: 31/08/2021	This guidance outlines the steps required to ensure an agreement is in place between SFC and each university, college or college region during this transition year which captures, at a high level, contributions, impact and outcomes and provides assurance on use of allocated funding in AY 2021-22.
<u>College Foundation Apprenticeship places for AY 2021-22</u> SFC/GD/21/2021 Date: 27/08/2021	Guidance for colleges on the delivery of Foundation Apprenticeships in Academic Year 2021-22.
<u>ESF Developing Scotland's Workforce Guidance 2021-22</u> SFC/GD/20/2021 Date: 27/08/2021	SFC programme guidance notes – updated for Academic Year (AY) 2021-22 - for institutions participating in the European Social Fund programme, 'Developing Scotland's Workforce' (Phase 2: 2018-23).
<u>College Financial Forecast Return 2020-21 to 2023-24</u> SFC/CI/12/2021 Date: 25/08/2021	This Call for Information requests colleges to complete a medium-term financial forecast return for the period 2020-21 to 2023-24.
<u>Flexible Workforce Development Fund 2021-22</u> SFC/GD/14/2021 Date: 17/08/2021	Flexible Workforce Development Fund (FWDF) programme guidance and funding allocations for colleges and The Open University in Scotland for Academic Year (AY) 2021-22.

<p><u>College Staffing Return Guidance 2020-21</u> SFC/GD/19/2021 Date: 05/08/2021</p>	<p>Guidance notes for the completion of the aggregate Staffing Return: Academic Year (AY) 2020-21.</p>
<p><u>Student Support Fund audit guidance 2020-21</u> SFC/GD/18/2021 Date: 03/08/2021</p>	<p>This guidance document describes the Scottish Funding Council's (SFC) audit arrangements for student support funds for academic year 2020-21.</p>
<p><u>FES Return and Audit Guidance 2020-21</u> SFC/GD/17/2021 Date: 02/08/2021</p>	<p>Guidance to colleges on the completion of their student activity data for academic year 2020-21 (FES return) and audit guidance for that year.</p>
<p><u>Credit Guidance: student activity data guidance for colleges in AY 2021-22</u> SFC/GD/16/2021 Date: 02/08/2021</p>	<p>Guidance for colleges on eligibility for credit funding in Academic Year 2021-22</p>
<p><u>Education Maintenance Allowance Return 2020-21</u> SFC/GD/15/2021 Date: 30/07/2021</p>	<p>Guidance notes on the collection of the 2020-21 Education Allowance Maintenance return</p>
<p><u>Funding for counsellors in AY 2021-22</u> SFC/AN/25/2021 Date: 16/07/2021</p>	<p>Announcement of additional funding in Academic Year 2021-22 for counsellors in colleges and universities.</p>
<p><u>EMA Audit Guidance 2020-21</u> SFC/GD/13/2021 Date: 15/07/2021</p>	<p>Guidance to colleges on the audit requirements for the operation of the EMA programme for the period 1 August 2020 to 31 July 2021.</p>
<p><u>College Performance Indicators 2019-20</u> SFC/ST/06/2021 Date: 13/07/2021</p>	<p>Overview of college performance indicators from 2008-09 to 2019-20.</p>
<p><u>2021-22 National policy: Childcare funds for college students</u> SFC/GD/12/2021 Date: 13/07/2021</p>	<p>This guidance sets out the conditions for use of childcare funds for FE/HE college students in AY 2021-22.</p>

<u>Funding for Digital Learning in Colleges for AY 2021-22</u> SFC/AN/24/2021 Date: 06/07/2021	Announcement of, and guidance on, additional funding for colleges in AY 2021-22 for digital learning.
<u>Report on Widening Access 2019-20</u> SFC/ST/05/2021 Date: 30/06/2021	This report presents data relating to the Commission on Widening Access targets, and on Scottish-domiciled entrants to higher and further education in Scotland by socio-economic deprivation, gender, ethnicity, disability, care experience and age.
<u>Additional FE Student Support COVID-19 Discretionary Funding for Colleges in AY 2021-22</u> SFC/AN/22/2021 Date: 25/06/2021	Announcement of £3 million of additional Coronavirus Discretionary Funding for colleges to support FE students in hardship over summer.
<u>College Performance Indicators 2020-21 Guidance</u> SFC/GD/11/2021 Date: 24/06/2021	Guidance notes on college performance indicators derived from student FES data: Academic Year 2020-21 student cohort (inclusive of exceptional guidance to cover COVID-19 pandemic)
<u>College Financial Forecast Return 2020-21 & 2021-22</u> SFC/CI/11/2021 Date: 23/06/2021	This Call for Information requests colleges to complete an updated financial forecast return for academic years 2020-21 and 2021-22.
<u>Fee Waiver Policy AY 2021-22</u> SFC/GD/10/2021 Date: 21/06/2021	Describes the categories of students for which a college may use an SFC fee waiver in AY 2021-22.
<u>FE Discretionary Fund AY 2021-22</u> SFC/GD/09/2021 Date: 21/06/2021	The conditions for use by colleges of SFC's Further Education Discretionary funding for AY 2021-22.
<u>The National Policy for FE Bursaries 2021-22</u> SFC/GD/08/2021 Date: 21/06/2021	Explanation of the conditions for use of SFC college bursary funds in Academic Year 2021-22.
<u>Funding for Mental Health in colleges AY 2021-22</u> SFC/AN/21/2021 Date: 10/06/2021	Announcement of and guidance on additional funding in Academic Year (AY) 2021-22 for mental health and wellbeing support in colleges.

<u>Accounts direction for Scotland's colleges 2020-21</u> SFC/GD/07/2021 Date: 03/06/2021	To provide SFC's 2020-21 accounts direction for Scotland's colleges and Glasgow Colleges' Regional Board
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Further details on the above Communications can be accessed via:

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

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