



anguscollege

**STRATEGIC  
PLAN  
2010-2013**

# ANGUS COLLEGE

## STRATEGIC PLAN

2010-2013

### Contents

### Page No

SECTION 1	Executive Summary	1
SECTION 2	The Strategic Planning Process	2
SECTION 3	The College 20:20 Vision	3-5
SECTION 4	Review of Progress 2009/2010	6-8
SECTION 5	The Environmental Context	9-13
SECTION 6	Strategic Objectives 2010/2011 to 2012/2013	14-17
SECTION 7	Resource Implications 2010/2011 to 2012/2013	18-21
SECTION 8	Risk Analysis and Control	22-25
Annex 1	Strategic Planning Process	26
Annex 2	Learning @ Angus – A Strategy for Excellence	27-30
Annex 3	Institutional Sustainability	31-33
Annex 4	Risk Register	34-37

## SECTION 1 – Executive Summary

- Angus College is a dynamic, well respected and externally recognised high quality provider of education and skill development opportunities. In Session 2009/2010 the College is projecting to be operating at some 46,750 WSUMs level and to enrol some 12,300 students, 95% from the Angus area.
- The College was unique in Scotland in having developed a 10 year Vision in the Year 2000 “*To be the Best Community College in Scotland by 2010*”.
- This strategic plan confirms that in 2009/2010 we have met, or surpassed, the criteria associated with achieving this aspirational Vision and that, rightly, the College is celebrating this success during this academic year.
- This strategic plan for 2010/2011 to 2012/2013 proposes a new 10 year Vision, the 20:20 Vision, which builds on our position as Scotland’s Best Community College and concentrates on Achieving Excellence in Learning, Facilities and Leadership.
- This strategic plan for 2010/11 to 2012/2013 is also informed by the impacts of the economic recession and the need now to rebalance public sector finances in the UK which will necessitate cuts in the level of spending on public services.
- Angus College will be a “*Resilient Organisation*” over this planning period to ensure its own institutional sustainability and to create the platform to pursue its 20:20 aspirational goals associated with Achieving Excellence.
- Angus, above all, will continue to provide for an inclusive learning society in our area of Scotland where the local population has an opportunity to learn and develop skills to improve their life throughout their life.

## **SECTION 2 – The Strategic Planning Process**

### **2.1 Introduction**

Guidance from the Scottish Funding Council requires Colleges to submit a Strategic Plan in accordance with their own timescales and preferred lifespan for planning.

This strategic plan for 2010/2011 to 2012/2013 academic years sets out both a bold and new aspirational Vision for 2020 whilst reflecting on the likely challenging economic conditions through till 2013 – a short period demanding college resilience.

The strategic plan has also been informed by consultation with all staff and a representative group of college learners, a review of progress in 2009/2010, analysis of our operating environment, analysis of our community needs and with due reference to our key stakeholders' plans and policies.

The more detailed Operational Plan for 2010/2011 will be produced in tandem but does not require to be submitted to the Scottish Funding Council.

### **2.2 The Planning Process**

The process and timescale for the production of the College Strategic Plan 2010/2011 to 2012/2013 and the College Operational Plan 2010/2011 were agreed at the Board of Governors meeting of 18 November 2009. (See Annex 1)

## **SECTION 3 – The College 20:20 Vision**

### **3.1 Background to 20:20 Vision**

Angus College was unique in setting itself in 2000 a 10 year bold aspiration to become "Scotland's Best Community College by 2010".

Our journey to achieving this Vision by 2010 was outlined fully in the Strategic Plan for 2009/2010 and is also in Section 4.1 of this Strategic Plan for 2010-2013.

The focus of a consistent, highly ambitious, easily understood, memorable and long term goal has proved to be of benefit in unifying individual efforts towards the achievement of a greater collective outcome – and is a process Angus College will repeat for the next 10 years through till 2020.

### **3.2 The Angus College 20:20 Vision**

Quite simply the 2020 Vision is to build on and maintain our status as Scotland's Best Community College and to be recognised for Achieving Excellence.

### **3.3 The Three Stands of Excellence**

To provide a strategic direction towards this goal Angus College will concentrate on 3 aspirational drivers:

- Achieving Excellence in Learning
- Achieving Excellence in Facilities
- Achieving Excellence in Leadership

### **3.4 What is Excellence?**

The answer to this perplexing question starts with an understanding of what excellence is not.

Excellence first and foremost is not perfection. It is not one single act or outcome or achievement.

Colleges are complex organisations and to seek one recipe to guarantee excellence would undersell the sophisticated role of the college and its staff.

As Aristotle said: "Excellence is an art won by training and habituation. We are what we repeatedly do. Excellence then is not an act but a habit."

Excellence at Angus College, by definition, is a journey and a flow in one direction that gives a totality of experience over a long period of time marked by a culture which has at its heart: "Total dedication to the success of learners."

### 3.5 Achieving Excellence in Learning

Achieving excellence in learning is at the core of the Vision for 2020 and will be the driving force behind the systems, structures and strategies at Angus College.

The initial detail of the journey we are making here is outlined in the overall learning strategy entitled: "*Learning @ Angus – A Strategy for Excellence*" (Annex 2).

Our commitment in striving towards "*Excellence in Learning*" will be to:

- ensure we have a positive and engaging learning experience;
- ensure we have appropriate and fair access for all types of learners;
- ensure our learning opportunities are diversified, intercultural and sustainable;
- ensure we develop resilient individuals who have an edge in skills for life, work enterprise and learning;
- ensure our curriculum is delivered to optimise the advances in information and communication technology; and
- ensure we are continually improving because of our embedded quality enhancement culture.

### 3.6 Achieving Excellence in Facilities

Angus College's recent experience in investing heavily in improving our buildings, facilities and associated learning environments has convinced us of the correlation between this and enhancing learner experience and recruitment, retention, results and reputation.

Accordingly we will aim to create an excellent environment for all of our learners by 2020.

Our commitment in striving towards "*Excellence in Facilities*" will be to:

- engage widely with our learning community to develop a campus development plan for 2020 which creates superb learning environments which are flexible to changing patterns of demand and which integrate teaching, learning, self study and social activities;
- support the aspirations of our learning community by continuous enhancement in their working, support and learning environments;
- engage positively with our funding bodies and supporters to identify the resources to successfully implement the campus development plan;
- embed sustainability in the design and build of the campus development plan; and
- ensure an excellent technological infrastructure is created that encourages all learners to develop and enhance ICT literacy in a way that supports their future participation in society.

### 3.7 Achieving Excellence in Leadership

Angus College's recent experience in governance and management development which underpinned many of our successes in achieving the 2010 Vision was firmly based on the introduction of 'transformational' and 'dispersed' leadership.

The leadership across the College has a shared purpose, a commitment to delivering excellent services and improving on these and also an engaged learning community.

A statement in the recent HMle Review report of Angus College (May 2009) encapsulated where we are:

*"Learners, staff and managers are highly motivated and proud to be part of Angus College."*

This is a great starting point to be at as we start our journey to 2020 and our commitment in striving towards "*Excellence in Leadership*" will be to:

- ensure we operate in an open, ethical, clear, purposeful and accountable manner;
- ensure we value, maintain and develop a flexible and committed staff operating to the highest team working, professional and technical standards;
- ensure the college is on an improving and sustainable trajectory to demonstrate 'adaptive capacity' to meet future demands and costs pressures (See Annex 3 – Institutional Sustainability);
- ensure we enhance our organisational effectiveness through an embedded creative, commercial and enterprising approach to our business; and
- ensure we build on our strategic partnerships locally, nationally and internationally to secure mutual advantage.

## **SECTION 4 - Review of Progress 2009/2010**

### **4.1 Achieving the College Vision 2010 - "To Be Scotland's Best Community College"**

In the previous strategic plan for 2009/2010 to 2011/2012 it was clearly demonstrated (Sections 4.4 and 4.5) that Angus College had met (or surpassed) the many aspirational criteria it had set itself to be "Scotland's Best Community College" and that it could justly celebrate its 10 years of success in Session 2009/2010.

It was also agreed that in Session 2009/2010 the College would continue to meet the 2010 aspirational Vision criteria but be increasingly mindful of reacting internally and externally to the economic recession which started in Academic Year 2008/2009.

### **4.2 Overall Progress in 2009/2010**

At the 20 January 2010 meeting of the Board of Governors, a 6 month review of progress against operational plan targets and objectives for 2009/2010 was presented.

This indicated that 10 targets had been fully achieved (24%) and 31 targets (76%) were on course as planned for full achievement, with no targets unlikely to be fully achieved or recommended for deletion.

No remedial actions were required to bring the College back on to its agreed course and the Board was pleased to note areas identified as exemplary/excellent progress.

### **4.3 Exemplars of Excellent Progress in 2009/2010**

Excellent progress and achievement were recorded against the following 2009/2010 planned targets:

- **Target 1.5 – To ensure the College has flexible and appropriate curriculum response to the economic downturn.**

The College has responded well to the increase in demand for full-time places with currently 87 more places offered in the same number of class groups compared with last year, an increase of 5.6%

The College has also had excellent success in accessing PACE funding (Partnership Action for Continuing Employment) with total additional funding offered now standing at £412,057, one of the highest allocations in the sector for an individual college.

This has enabled the college to offer customised support to many individuals who have been badly affected by the economic recession, with particular mention being reserved for Construction Industry Apprenticeship Support programme.

- **Target 3.2 – To engage positively across the sector in sharing best practice from Angus College’s Sector Leading Innovative Practices (SLIPs) and Excellent Practices identified in the February 2009 HMle Review.**

Considerable interest from across the sector was registered in our four highlighted areas of innovative and excellent practice and college staff have hosted fact-finding visits from other colleges and presented at Scotland’s Colleges conferences and community of practice events and also at formal HMle training sessions.

In total over half of Scotland’s colleges have sought individual advice and further information from Angus College on the 4 areas highlighted in the HMle report – Quality Enhancement Reporting, Learner Engagement, Employer Engagement and working with the More Choices/More Chances Group.

- **Target 3.6 – To enhance the arrangements in place to ensure there is a strong and reflective Student Voice and Engagement across the College.**

The arrangements for ensuring that there is a strong and reflective student voice and learner engagement across the college have been deepened across the college in 2009/2010. Learner engagement has moved from being a ‘fashionable’ extra to a position of truly embedded across the diverse personality of the college.

Student inputs/ideas/efforts are helping to deliver a flexibly structured student community at Angus College – not just the Student Representative Council and Class Representatives elements, but also as highlighted in the hundreds of students undertaking Citizenship activity that links directly with learner engagement.

- **Target 3.7 – To achieve national recognition for the work of our students, curriculum and support teams.**

Although this is still ongoing throughout the rest of Academic Year 2009/2010 there has already been some outstanding recognition at national awards ceremonies.

In total in this academic year Angus College and its staff and students have won:

- 2 UK Awards
- 15 Scotland Wide Awards
- 5 Angus and Tayside Awards

Outstanding recognition, as highlighted in Principal's Reports to the Board, has gone to Steven Barthorpe, UK Painter and Decorator of the Year and Angus Youth Ambassador, and most recently to the College's HR and Marketing/Admissions Teams, scooping 2 out of the 6 Scotland's Colleges Awards for Excellent and Innovative Practices.

#### **4.4 Overall Conclusion**

The overall view of the Board of Governors and College Executive is that all agreed planned targets for 2009/2010 academic year will be achieved and that this year's successes and achievements will cement the 10 years of success from 2000 to 2010.

The ambitious goals we set against the 2010 Vision criteria of:

- Growth/Size
- Quality Enhancement
- Facilities Improvement
- Community Impact
- Financial Health
- Governance and Management

have been achieved.

These 10 years of success will be recognised during academic session 2009/2010 with a range of celebratory events, culminating in the unveiling in May 2010 of the legacy public art sculpture (designed and built by college students) as a centrepiece of the college grounds.

## **SECTION 5 – The Environmental Context**

### **5.1 Background**

Continuous effort is made to identify important changes in the external environment which impacts on our strategic direction, operations, curriculum mix and development.

Of specific significance in 2009/2010 has been the publication of:

- the final Corporate Plan of the Scottish Funding Council for 2009-2012;
- Scotland's Public Finances – Preparing for the Future – Audit Scotland;
- the Draft Scottish Budget for 2010/2011;
- the Scottish Government's Council for Economic Advisors 2<sup>nd</sup> Annual Report; and
- "*Putting Strengths to Work*" – the corporate plan of Skills Development Scotland 2009/10 to 2011/12.

The implications from these documents and publications enhance and update the existing understanding of Angus College's operating environment from existing key publications and reports, such as:

- the Angus Economic Development Strategy – "*Towards Sustainable Prosperity*";
- the Angus Community Plan 2007 and the Angus Single Outcome Agreement 2009/2012;
- Curriculum for Excellence – Building the Curriculum 3, 4 and 5;
- the Letter of Ministerial Guidance to the Scottish Funding Council for 2009-2012; and
- the 2010/2011 Fiscal Year Budget Allocation.

### **5.2 Categorisation of External Change**

The main categories of change arising from this continuous external environment analysis are:

- the challenging socio/economic and industrial environment – UK/Scotland;
- the challenging socio/economic and industrial environment – Angus/Tayside; and
- the dynamic political agenda based on the policies/priorities of the Scottish Government.

### **5.3 The Challenging Socio/Economic and Industrial Environment – UK/Scotland**

In 2008/2009 there were unprecedented economic developments world-wide (the Credit Crunch) which saw a recessionary pandemic sweeping across the world's most advanced economies.

The current UK (and Scottish) recession is the longest and deepest in post-war records, with Gross Domestic Product falling by 4.5% in 2009 and unemployment rates of young people (18-24 year olds) reaching 18.4% at the end of 2009.

The key economic headline forecasts for 2010 (based on HM Treasury studies) are:

- Economic Growth +1.4%
- Unemployment 2.8 million
- Inflation (CPI) +1.9%
- Government Debt £1.17 trillion

In general, the Scottish economic recession is lagging behind the UK recession and Scotland's economic growth in 2010 is forecast only to be 0.7% resulting in unemployment continuing to rise.

The scale of Government Debt and the size of the current Public Sector Deficit are viewed as unsustainable and it is likely that public spending budgets, both revenue and capital, will become increasingly constrained.

In its recent publication, "*Scotland's Public Finances – Preparing for the Future*", Audit Scotland predicts that the Scottish Budget in 2013/2014 could be between 7 and 13% lower in real terms than in 2009/2010.

Although Scotland's Colleges have helped to mitigate the effects of the economic recession and will be seen as an essential skills provider for the economic recovery period, it would be prudent to factor into this strategic planning period a decrease in central real terms funding of 5% to 8%.

#### **5.4 The Challenging Socio/Economic and Industrial Environment – Angus/Tayside**

A very detailed analysis of the Angus and Tayside socio/economic environment and of the impact of both the Angus Community Plan and the Angus Single Outcome Agreement was presented in the 2009/2010 to 2011/2012 Strategic Plan.

This has since been updated by the Angus Economic Digest and the Angus Briefing of Skills Development Scotland.

The key conclusions to be drawn from these updates are:

- The Angus economy continues to be a challenging local economy to deliver in with its below average earnings, lack of strategic priority industries, limited opportunities and increasing marginalisation in terms of inclusion, rural and European Funding and access to modern telecommunications.
- The Angus Local Authority area is predicting a slight increase in total population from its current base of 109,000 but will continue to have an older population than the rest of Scotland (+8000 over 60s by 2018).

Increasingly Angus College is also providing for the skills and training needs of the growing area around Laurencekirk in the South Mearns (c10,000 people).

Angus has a population density of only 0.5 persons per hectare (12<sup>th</sup> least densely populated LA in Scotland out of 32).

(NB – The Scottish Government’s definition of a ‘rural area’ is one with a population density of less than 1 person per hectare.)

- Angus is predicted to have a marked increase in its population dependency ratio (ie the ratio of Under 16 and Over Pensionable Age to Working Age Population) of 33% by 2024 to become the 3<sup>rd</sup> most dependent area of Scotland. This will impact dramatically on the future volume of health/care users and therefore on the need for a growing skilled labour force.
- Angus has had the highest relative increase in migrants since 2002/2003 of all Scottish local authorities, 3 times the Scottish average.
- Levels of unemployment have risen in line with Scottish unemployment due to the economic recession with pockets of high unemployment in males over 50 and also very limited employment opportunities for school leavers.

(NB – the effects on youth unemployment is mitigated by the fact that Angus has the highest percentage of school leavers entering further and higher education – some 33% above the Scottish average.)

- Angus has a relatively high share of employment in manufacturing (17%) and agriculture/fishing (5%) with its 2 largest employment sectors continuing to be public administration/health/education (38%) and distribution/hotels/restaurants (21%).
- Smaller employers dominate the business stock in Angus with only 75 out of 3970 businesses having more than 50 staff on one site.
- The Angus economy is well placed to benefit from the sustainability agenda within tourism, renewable energy and commercial sectors given its high quality environment and amenities.
- The wider Tayside and Aberdeen economies will benefit in the economic recovery phase given its strength in strategic priority industries (eg Food and Drink, Tourism, Life Sciences, Digital Media and Energy) and it remains a legitimate goal of Angus College to build on Angus as a training and commuter base for these industries and offer relevant courses/skills development opportunities to the indigenous population.

## 5.5 The Dynamic Political Agenda – The Policies and Priorities of the Scottish Government

The Scottish Government has a single over-arching purpose: to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth.

Achieving more economic success then will allow the achievement of national Strategic Objectives connected with making Scotland wealthier and fairer, smarter, healthier, safer and stronger, and greener.

For the College sector key to our contribution to this National Purpose and Strategic Objectives are policies connected with Learning, Skills and Wellbeing:

- to manage better the transitions from pre-school to school and onto further and higher education or work;
- to stimulate a future generation of entrepreneurs in Scotland;
- to ensure national training programmes meet the needs of individuals and employers;
- to ensure the funding system for Further and Higher Education is responsive to the needs of individuals, employers and the wider economy;
- to facilitate the local design and delivery of learning for those furthest away from employment; and
- to transform the learning experience for all young people through Curriculum for Excellence.

In the short term, however, which may be the time period of this planning period, Scotland's colleges key role will be to help mitigate the effects on individuals, companies and communities of the economic recession and to contribute to the process of the economic recovery, especially in terms of supporting the key strategic economic sectors of energy, life sciences, creative industries, tourism, food and drink, and financial and business services.

In the longer term, however, Colleges will be required to work in partnership with others to address Scotland's 4 Key Long Term Problems:

- an education system not working for 1 in 5 of the school population;
- the demographic time bomb of higher dependency ratios;
- health and other inequalities; and
- low productivity levels and low economic growth.

In addition it is recognised that focus for decision making will shift to the carbon, as well as monetary, economy. Scotland's commitment to lead on carbon reduction will open up opportunities for colleges to support society in this aim, to adapt curriculum and change existing business and operational practices.

## 5.6 Conclusions from the Environmental Context Analysis

Locally and nationally Scotland's colleges will face the key challenge of meeting unprecedented and growing needs for their services within a much more tightly constrained pot of public funding.

At Angus College our long term 2020 Vision of Achieving Excellence is anticipated to be delivered against 3 different economic backdrops calling for different approaches summarised as:

- 2010/2011 to 2012/2013 – A Period of Resilience
- 2013/2014 to 2015/2016 – A Period of Growing Ambition
- 2016/2017 to 2019/2020 – A Period of Realising Aspiration

## 5.7 A Period of Resilience - 2010/2011 to 2012/2013

The clear indications (see Section 5.3) are that the period of this Strategic Plan, 2010/2011 to 2012/2013, will be marked by a much tighter fiscal environment where public sector budgets are likely to become increasingly constrained.

Even 'flat-line' budgets to colleges over this period will result in a 5 to 8% fall in real terms expenditure.

To survive and thrive in these times will require a highly valued human quality: resilience, but applied across the whole organisation.

Angus College will be a "*Resilient Organisation*" across this planning period by:

- ensuring it has a shared clear purpose which it does not deviate from;
- solving problems and issues and not being a victim;
- ensuring decisions are made in a calm, rational and informed way;
- building on its strengths and minimising its weaknesses;
- building and maintaining a culture of collective responsibility;
- building and maintaining productive partnerships and supportive networks internally and externally;
- valuing and promoting what it does and its contribution to society;
- recognising and encouraging the virtues of hard work;
- learning from and changing with developing circumstances;
- making best use of all resources; and
- focusing positively on the future.

## **SECTION 6 – Strategic Objectives 2010/11 to 2012/13**

### **6.1 Introduction**

The 3 key drivers of the 20:20 Vision are agreed as:

- Achieving Excellence in Learning
- Achieving Excellence in Facilities
- Achieving Excellence in Leadership

This is reflected in the adoption of 3 linked key Strategic Objectives for 2010/2011 to 2012/2013 which are both adaptable to background economic circumstances and reflective of national themes and priorities.

The national themes and priorities to be addressed are:

- Accessibility, Inclusion and Progression
- Relevant, Responsive and Transformational Curriculum
- Partnership and Collaboration
- Continuous Quality Enhancement
- Effective Governance and Leadership
- Institutional Sustainability
- Effective Knowledge Exchange

### **6.2 The Key Strategic Objectives 2010/2011 to 2012/2013**

**Strategic Objective 1** – To develop and deliver a college curriculum to progress the excellence in learning goal.

**Strategic Objective 2** – To provide and continuously develop and improve the College buildings and learning environment to progress the excellence in facilities goal.

**Strategic Objective 3** – To ensure best practices in governance, management and engagement are adopted and developed to progress the excellence in leadership goal.

### **6.3 Key Targets and Milestones – 2010/2011 to 2012/2013**

#### **Strategic Objective 1 – Progressing Excellence in Learning**

##### **Curriculum Mix and Diversity**

- Ensure the curriculum continues to meet the individual and employer needs of our community.
- Ensure the curriculum is flexible and responsive to supporting the needs of economic recession, economic recovery and environmental sustainability.

- Continue to widen our pioneering work with the More Choices/More Chances Group.
- Enhance further student focused support services which recognise the diverse needs of our student body.

### **Curriculum Delivery**

- Phase in and support the adoption of the overarching learning strategy – *“Learning @ Angus – A Strategy for Excellence”*.
- Further develop collaborative working where appropriate eg Rural Colleges, Tayside Colleges, NHS Tayside, Third Sector, Employers, HEIs, School Link, Other Colleges.
- Support further development of learning transition, progression, articulation links and widening access initiatives.

### **Curriculum Quality**

- Ensure the College positively engages with and learns from HMIE Reviews and Aspect Reports.
- Ensure the College benefits from the sharing of best practice.
- Continue to review and enhance the College’s reports on the quality of learning, teaching and support services.
- Encourage, recognise and support high levels of learner retention, achievement and success.
- Enhance continuously the arrangements for strong/reflective Learning Engagement across the College.
- Achieve external recognition for the work of our students, staff and services.

### **Curriculum Development**

- Ensure informed curriculum decisions are taken regarding priority of use and eligibility guidelines from the Scottish Funding Council.
- Update the detailed College Curriculum Portfolio for 2011/2012.
- Manage the potential excess demand for College places in Session 2010/2011.
- Participate in and combine effectively developments associated with the modernisation of National Qualifications and Curriculum for Excellence.

- Continue to respond positively to national lifelong learning and skills development priorities eg
  - Employer Engagement and Knowledge Transfer
  - 16+ Learning Choices
  - Student Volunteering
  - Entrepreneurial capacities and employability skills
  - International Strategy
- Continue to plan curriculum changes to better meet long term demographic changes eg ageing population, NHS workforce development.

#### **6.4 Key Targets and Milestones – 2010/2011 to 2012/2013**

##### **Strategic Objective 2 – Progressing Excellence in Facilities**

- Implement the short/medium term development plans for the network of College Learning Centres to ensure most effective and appropriate usage.
- Review and deliver agreed estates and maintenance projects on time and within budget.
- Set and deliver realistic carbon emission reduction targets.
- Develop learning spaces and ensure usage of current accommodation that is supportive of the ambitions of the college learning strategy – *“Learning @ Angus – A Strategy for Excellence”*.
- Consult with our wide learning community on a campus development plan for 2020 which is conducive with our aspirational Vision of *“Achieving Excellence”*.
- Start the process of engaging with funders and supporters, including the Angus College Charitable Trust, to identify the resources to implement the campus development plan.
- Ensure sustainability is embedded in both the planned estates/maintenance projects and the campus development plan.
- Review the estates and technological infrastructure support functions to ensure they can deliver the aspirational Vision of *“Achieving Excellence”*.

#### **6.5 Key Targets and Milestones – 2010/2011 to 2012/2013**

##### **Strategic Objective 3 – Progressing Excellence in Leadership**

- Ensure that financial stability is maintained by rigorous budget planning, control of costs/monitoring of income and efficient use of resources.
- Grow the contribution of non-core grant funded income to total college income.

- Deliver appropriately the planned outcomes of externally funded projects.
- React positively to, and influence appropriately, changes to the SFC Funding Methodology.
- Continue to use comparative benchmarking data to improve performance and sustainability.
- Continue to use risk identification and scenario planning to inform and adapt college decision making.
- Ensure the governance and leadership capacity within the college is reviewed and developed in line with changing circumstances.
- Ensure we continue to meet legal and other requirements placed upon us – employment, diversity, equality, sustainability.
- Ensure staff are valued, informed, engaged and developed appropriately to achieve sustainable organisational success.
- Generate added value from our engagement with our community and from productive partnership/collaborative working.
- Achieve external recognition for the effectiveness of our management practices and professionalism.

## **SECTION 7 – Resource Implications 2010/2011 to 2012/2013**

### **7.1 Background**

The College's objective, in accordance with its aspirational Vision for 2020 and as reflected in its "*Learning @ Angus – A Strategy for Excellence*" document (see Annex 2) is to make sure that the learning experience we offer is relevant, accessible, innovative and delivered to the highest quality standard in first class accommodation and facilities.

The significant challenge is to achieve this within a projected envelope of significantly more restricted public funding likely to be available over the period of this strategic plan (if not longer).

The long term goal for excellence will require substantive investment of resources in buildings, equipment, ICT hardware and software and, not least, staff and staff development.

The short term reality, however, is that such resources will be limited and that the college will require to be both inventive and creative in how it accesses funds for ongoing development and resolute in prioritising the use of such funds.

Prudent management, attention to detail, strict control of fixed costs and integration of all college strategies will require to be a strong feature of college management.

In addition, there will be an increasing necessity to be entrepreneurial in our approach to generating sources of income, outwith the public Grant-In-Aid, and in building on our mature and productive collaborative arrangements across the public, private and third sectors.

However the likely constraints in public sector funding over 2010/2011 to 2012/2012 mean that we will have to operate the college in a resilient manner (see Section 5.7) and continue to motivate our staff and focus positively on the future.

### **7.2 Future Size of Angus College**

In line with the national ambitions of the period 2000 to 2010 to raise college participation rates substantively, the pursuit of our own 2010 Vision for Angus College saw total student enrolments grow from just over 6,000 in 2000 to 13,277 in 2009, a remarkable growth of 122%.

Over the same time the level of Weighted SUMs in the college has grown from 36,500 to 46,683, an increase of 28%, showing the recent importance of the shorter/sharper student engagement with the college.

However, the growth in the fully funded level of WSUMs (the SFC contract) over the same period has been much more limited, ie from 36,695 in 2000/2001 to 40,114 in 2009/2010, a growth of only 9.3%.

This means that Angus College is currently (2008/2009) operating at a level of 16.4% above its fully funded level with the Scottish Funding Council – a position it is prepared to accept as long as its financial sustainability is not impaired.

However, the total population now being served by Angus College is c 119,000, or 2.4% of the Scottish population (section 5.4), whilst our share of total funded WSUMs is 1.7%. This is a major imbalance which must be reflected in any future review of college funding allocations across Scotland.

In the shorter term, the environment of the draft Scottish Budget for 2010/2011 and the scale of the funding challenge facing Scottish public bodies will mean a need to constantly review our courses and services to ensure we balance our desire to meet local community needs with our requirement to remain sustainable as an organisation.

Accordingly, a realistic view of the size of the college over this planning period might be:

Year	SFC Fully Funded Weighted SUMs*	Actual Weighted SUMs	Total Student Enrolments
2007/2008	40,006	44,000	11,831
2008/2009	40,114	46,683	13,277
2009/2010	40,114	46,750	12,300**
2010/2011	40,114	46,750	12,300
2011/2012	40,114	45,000***	12,000***
2012/2013	40,114	45,000	12,000

\* Assumes a best case of no fully funded growth over the planning period.

\*\*Reduction explained by ineligibility of very short periods of learner engagement.

\*\*\*Assumes further restrictions on the eligibility criteria for funding certain types of student enrolments following the Strategic Spending Review 2011-2014.

### 7.3 Anticipated Changes in the Curriculum

A detailed Curriculum Review, "*Considerations for the Future – 2007 to 2012*" was produced in June 2007 as the pathway document for curriculum development at Angus College and was updated in 2009 to ensure it was fit for purpose given the unprecedented deterioration of the economic environment.

It was concluded in January 2010 (Curriculum Development Committee) that this Review had served its purpose well but required to be replaced by more adaptive and flexible approaches to development of the curriculum as necessitated by emerging local and national needs arising from the economic recession moving to a recovery phase over the period of this strategic plan.

The detailed environmental analysis (see Section 5) points to the following likely changes:

- prioritisation of increasing full-time student opportunities;
- prioritisation of supporting 1<sup>st</sup> year (and 2<sup>nd</sup> year) apprenticeships, especially in construction;
- prioritisation of the development of technical skills for the renewables industries;
- embedding of Curriculum for Excellence principles;
- prioritisation of short/sharp upskilling and reskilling opportunities for the recently unemployed;
- supporting the needs of the health and care industries;
- assisting with the transition of school leavers to FE/HE; and
- adapting to the emerging demands in the context of a future economic recovery.

#### **7.4 Resource Implications 2010/2011 to 2012/2013**

- Staffing remains the fundamental resource at some 70% of total income in 2008/2009. It will be of paramount importance to maintain this ratio at this level for the period 2010/2011 to 2012/2013.
- The professional and technical development of all staff remains a priority and the college more than meets the recommendations in "*Promoting Excellence*". Projected total expenditure, including imputed staff time, will increase to £400,000 per annum.
- An Estates Strategy for the period 2007 to 2017 had been previously approved and will now be reviewed and amended within the campus redevelopment plan for 2020. Over the period of this plan an estimated additional capital investment of £2m is projected, to include:
  - Replacing Windows/Roofs/Flooring/Toilets
  - Modernising Training Kitchen
  - Car Park Resurfacing
  - Upgrading Diners
  - Additional Hairdressing Salon
  - Replacement Automatic Doors

NB – These projects can be varied if capital funding is cut.

(For noting and comparison, the SFC's Adviser Watts Group PLC, following a survey of the condition of the estate, has reported that a 3 year spend of £4m

is required to address outstanding maintenance requirements. In addition, the commitment to reduce the College's carbon footprint is estimated at c' £750,000 over the next 5 years.)

- Significant investment will also occur in investment in ICT equipment, at an average of £365,000 per annum over the planning period.

## **7.5 Funding the Resource Implications – 2010/2011 to 2012/2013**

The College is in a stable and secure financial health position in 2009/2010 and this represents a good platform to face the potentially more difficult years of 2010/2011 to 2012/2013.

However there are considerable known cost pressures in 2010/2011 such as:

- increased teacher pensions costs
- full year impact of new appointees
- increments
- insurance
- student registration
- IT licences
- student support and development
- increased national insurance contributions

with little known offsetting income increases.

To achieve a balanced budget position in this situation will require:

- an understanding across the whole college of the need to balance aspiration with financial reality;
- realistic and positive negotiations and partnership working with the College Unions;
- increasingly efficient delivery of core learning/teaching and support/ administrative services across all sectors of the College;
- exploration of shared services and developments with our network of partners; and
- exploration of non grant-in-aid sources of income for recurrent and capital expenditure.

## **SECTION 8 – Risk Analysis and Control**

### **8.1 Risk Management**

A formal risk policy and associated identification framework was approved by the Board in June 2009 and ensures that all Teams identify risks associated with their own team plans and reflect these risks and associated control actions in their annual reports.

It also ensures that the Audit Committee of the Board considers on an annual basis an overall College Risk Register to ensure it is relevant, comprehensive and effective (see Annex 4).

The overarching principle is to minimise the College's exposure to risk and to seek to recognise risk and mitigate the adverse consequences.

In pursuit, however, of its ambitious Vision and goals Angus College may choose to accept an increased degree of risk on individual projects and developments.

This will only be done by ensuring that potential benefits, costs and risks are fully understood before authorisation is given and that appropriate measures to mitigate risk are established.

### **8.2 Critical Area of Risk**

The process described in Section 8.1 has highlighted the key risks facing Angus College in the period 2010/2011 to 2012/2013 and graded them as Critical, High, Medium and Low Impact and High, Medium and Low Likelihood (see Annex 4).

The initial risks deemed as critical in impact and high in likelihood are deemed to be those risks where failure to achieve on target will have serious consequences on the College's ability to deliver its strategic objectives.

These critical risks are:

- **Financial Health and Funding – Impact of Economic Situation**

The severe downturn in the economy and the need to reduce the public sector deficit in the UK will constrain grant-in-aid to the college sector over the period of this plan.

It is key to institutional sustainability that the College monitors regularly all income streams and makes timeously any necessary cost reductions.

The College should routinely engage in scenario planning and also be flexible and responsive to local and national needs as the economy moves from recession to recovery.

- **Financial Health and Funding – Government Funded Programmes**

Changes to Government funded programme, such as Stairway to Work/Get Ready for Work/Skillseekers/Modern Apprentices, constantly puts at risk some £500,000 of income per annum due to recontracting and subcontracting uncertainties.

The key to success here is the professionalism, track record, flexibility and relationship building skills of the Employability Team.

The bottom line, however, is that the specific fixed costs associated with this activity would reduce in line with any reduction in contract income.

- **Financial Health and Funding – Salary Pressures**

As Grant-In-Aid and other public sources of income are constrained over this planning period, it is likely that salary expectations and employer pension contributions will exceed our ability to pay.

This critical risk, which will increase exponentially over the planning period, can only be managed by clear communication with all staff, realistic and informed salary negotiations and a tight grip being maintained on staffing volumes.

- **Financial Health and Funding – Change in Government Policy (National and Local)**

This risk is linked to the uncertainty caused by the economic downturn, recent national elections and resultant changes to government policies and priorities.

The key to managing this risk is to ensure the College is well informed regarding proposed changes and is well represented in networks and relevant forums so that change can be predicted and early action effected.

- **Financial Health and Funding – Inability to Secure External Funding**

This risk is associated with the pressure on other non grant-in-aid sources of funding, especially European Social Funds.

The key to managing this risk is to source new source of funding, commit to projects/developments only on guarantee of support funding and to ensure associated costs of externally funding projects are eliminated on completion of project funding.

- **Financial Health and Funding – Review of Funding**

It is likely that there will be a fundamental review of college funding and student support methodologies and allocations over this planning period.

The risks of reduced funding to the College has to be managed by a combination of ensuring we are well informed and involved in the consultation processes and also by ensuring positive reaction to any changes.

- **Financial Health and Funding – Strategic Spending Review**

All the indications are that the Strategic Spending Review, planned for 2011/12 to 2013/14 but which may be brought forward, will see significant real terms decreases in all areas of public spending.

There will be a real challenge to ensure the College maintains its own sustainability.

The key control factors will be to prioritise services, maintain sound cost control, source new funding and engage in rigorous financial reviews.

The College will be resilient in achieving this but not at the expense of our longer term aspirational goals

- **Financial Health and Funding – Key Partners’ Funding**

Many of the College’s key partners are in the publically funded sector, eg Angus Council, NHS Tayside, Volunteer Centre Angus, and all will be affected by the constraint on public funding.

The College, whilst being sympathetic, supportive and understanding of key partners constraints, will also have to exercise its own right to vary service levels if support funding is reduced.

- **Quality/External Perception – Student Support Funding Overspend**

The College manages over £2m of various student support funds and there is a recurring theme of demand for these fund outstripping the initial allocation.

Tactically the College seeks additional support funds in-year from the Scottish Funding Council and, in particular, manages efficiently the total student support funding resource.

The key risk is that additional in-year support may not always be available and that the College will have to accept a one-year call on its own funds, with subsequent reductions in student volume of activity being likely then in future years.

- **Quality/External Perception – Excess Demand/PR Issues**

All the indications are that the demand for full-time College places will peak in Session 2010/2011 given that applications are significantly increased on last year's record high.

However, with the College currently operating at 16% above its contract level in 2009/2010 and constraints on future funding, it will be unable to offer additional class groups or services, without necessary additional support funds.

The likelihood is that significant numbers of eligible students may be unable to gain a College place and there will be resultant negative PR associated with this.

The College must ensure it has a very clear internal and external communication message to explain our situation.

## STRATEGIC AND OPERATIONAL PLANNING PROCESS 2010-2013

The proposed process and timescale for production of the College Strategic Plan for 2010-2013 and the College Operational Plan 2010-2011 is:

<b>October/November 2009</b>	Initial Development Planning meeting of Executive Team. Initial consideration of External Environment changes and Portfolio changes for 2010/2013.
<b>30 October 2009</b>	Notification of Strategic and Operational Planning Process – Academic Board.
<b>18 November 2009</b>	Approval of Strategic and Operational Planning Process – Board of Governors.
<b>January-February 2010</b>	Liaison with and linkages to plans of key organisations - Scottish Government, Scottish Funding Council (SFC), Angus Council (Community Plan, Economic Development Strategy and Lifelong Learning Strategy), Scottish Enterprise, Job Centre Plus, Angus Single Outcome Agreement, NHS Tayside, other local and national FE/HE providers.
<b>20/21 January 2010</b>	Strategic Development Event – Atholl Palace, Pitlochry. Production/discussion of 6 month Review of Operational Plan 2009-2010 to Board of Governors. Discussion of impact on Strategic Direction of College. Consideration of 2020 Vision.
<b>22 January 2010</b>	Discussion of Strategic and Operational Plans and 6 month Review – Curriculum Development Committee.
<b>29 January 2010</b>	Discussion of initial considerations of College Strategic Plan 2010-2013 – Academic Board.
<b>8-26 February 2010</b>	Briefing to Staff and Student Representatives on College Development Planning, Strategic Objectives and Salary Negotiations Implications.
<b>1 March 2010</b>	Development Planning meeting of Executive Team.
<b>2-12 March 2010</b>	Completion of College Strategic Plan 2010-2013.
<b>5 March 2010</b>	Discussion of outline College Operational Plan 2010-2011 and agreement on Ad Hoc Discussion Group – Curriculum Development Committee.
<b>19 March 2010</b>	Draft of College Strategic Plan 2010-2013 – Academic Board.
<b>24 March 2010</b>	Draft of College Strategic Plan 2010-2013 to Board of Governors.
<b>April-May 2010</b>	Finalisation of College Strategic Plan 2010-2013 Production of College Operational Plan 2010-2011
<b>2 June 2010</b>	Submission of Final Draft College Strategic Plan 2010-2013 and Final Draft College Operational Plan 2010-2011 to Board of Governors for approval
<b>11 June 2010</b>	Discussion of College Strategic Plan 2010-2013 and College Operational Plan 2010-2011 – Academic Board.
<b>End June 2010</b>	Submission of College Strategic Plan 2010-2013 and College Operational Plan 2010-2011 to SFC and HMIE.

## Learning @ Angus – A Strategy for Excellence

### Context

The learning strategy 2006 – 2010 was the driving force behind other strategies in the College to provide systems, structures, processes and environments to support the enhancement and ongoing development of a quality learning culture. The College has invested in staff, technology and CPD which has supported effectively the achievement of the main aims of the strategy which have been the catalyst for a major cultural shift. It is recognised that to build on this shift and meet the growing demands of learners, staff and key partners, the current strategy should be extended beyond 2010, and continue to be the focus for all other strategies.

### Quotes

*“The learning strategy is an impetus which is gaining speed and impact and has changed the culture of learning and teaching in Angus College to what is becoming a truly personalised learning experience.”*

*“The Learning Strategy has had an outstanding impact on the learning culture within Communication Servicing at Angus College, providing clarity of purpose and raising the profile of the need to provide a range of new ways of delivering learning, teaching and assessment. Without this document it would have been much more difficult to implement change especially as it has provided a platform for smarter thinking and a clear vision of what we need to achieve for learners in the 21<sup>st</sup> Century.”*

*“The learning strategy gave us focus on pulling together our potentially disparate thoughts and practices whilst inspiring us with fresh ideas and a framework for enhancing quality beyond the next academic year.”*

### Background

Learning @ Angus 2008 - 2013 is informed through consultation with staff, current research to support the enhancement of learning and high profile national strategies including “Skills Strategy for Scotland”, Curriculum for Excellence and Assessment is for All. The quality enhancement agenda is a major influencer and the 3 key principles of High Quality Learning, Student Engagement and Quality Culture will underpin the vision for enhancement.

In ensuring that we are meeting the needs of all our learners and supporting the professional development requirements of our staff the strategy is also informed by:

- the diversity of the student body and intercultural principles;
- the need to ensure appropriate and fair access to further and higher education that supports the attainment agenda;
- the need to develop partnerships in the design, delivery, reflection and evaluation of learning to support successful learners and confident individuals who become effective contributors and responsible citizens;
- the need to ensure that curriculum design and assessment are blended to provide learners with positive and engaging quality learner experience and achievement;
- the requirements of employers and the guidance of skills councils;
- the professional development requirements of staff and the need to share practice;

- recognition of the evolving role of the lecturer in becoming a manager of other people's learning rather than a transmitter of knowledge
- the globalisation of education; and
- advances in communication and information technology.

## Vision

**“Our collective aim is the development and delivery of high quality learning opportunities which prepare people economically socially and personally for life through their learning and facilitated by our teaching.”**

- ***Economically through the development of knowledge and skills and the ability to apply it with the right attitude and confidence to become effective contributors;***
- ***Socially through the building of supporting principles of self awareness and active citizenship; and***
- ***Personally through learning partnerships and self awareness of their own learning processes to support achievement of their own potential in becoming confident successful learners.***

The vision will build on the ongoing work to transform how the curriculum is designed, delivered, assessed, evaluated and supported, and further develop a blended learning approach which is defined as:

***“The combination of multiple approaches to teaching or to education processes which involve the deployment of a diversity of methods and resources, or to learning experiences which are derived from more than one kind of information source.”***

## Way Forward 2008 - 2013

Recognising the ever changing demands of our market and the global opportunities available for accessing learning the current blended approach has served the learning community at Angus vey well and stimulated a culture of change in learning. To ensure institutional sustainability for learning this momentum requires the development of a model that takes cognisance of political, social, technological and economic advancement and influencers. Using the development of a personalised learning model, Learning@ Angus will address the need for flexibility through ensuring the principles of a broadcast model for delivery underpin design, delivery, evaluation and assessment.

Essential to the success of this model will be the development of a comprehensive strategy for personal support through social networking media and traditional face-to-face opportunities. Significant developments in e-assessment opportunities require development at both formative and summative levels.

## Learning @ Angus – Ongoing Achievement of a Modernised Learning Agenda

The Learning and Teaching Strategy will:

- Support the development of successful learners;
- Support the development of confident individuals;
- Support the development of responsible citizens;
- Support the development of effective contributors;

### **Through learning and teaching that is:**

- encouraging students to be self-aware, proactive and helping them to engage more actively in their own development and in the skills for learning;
- using pedagogies and modes of learning which increase flexibility and independence in student learning, and high quality staff-student interaction, both on campus and face to face at a distance;
- adopting pedagogies and new educational technologies, which facilitate learner-centred learning;
- applying strategies in assessment For Learning, As Learning, Of Learning which best meet learning outcomes, enhance learning, and provide appropriate modes of assessment, both formative and summative;
- developing new approaches to assessment including the use of Computer Assisted Assessment software;
- ensuring that new communication and information technologies are used appropriately, enhance learning, and support different styles of learning;
- establishing processes to evaluate the effectiveness of new communication and information technologies in supporting learning;
- supporting the design and development of resource-based learning materials, including the use of the worldwide web;
- supporting the development of skills for life including active citizenship
- ensuring that all programmes develop employment and lifelong-learning skills and attributes, alongside academic and subject specific skills;
- increasing opportunities for input into the development of the curriculum from employers and the community, and, as appropriate provide opportunities for work and volunteering experiences to develop skills for work
- fostering excellence in teaching, and support academic and support staff as they develop new roles in the context of a rapidly changing educational environment by increasing opportunities for continuous professional development in supporting staff for their changing roles;
- promoting and sharing best practice in learning and teaching within and between individual disciplines supporting research into pedagogy, subject based teaching, and innovative practice, and establishing mechanisms for discussing and disseminating such practice.

### **Through leadership and management which:**

- effectively leads and manages the curriculum to ensure that college aims, objectives and targets meet the personal needs of learners and key stakeholders;
- implements the quality culture to impact effectively on quality improvement and enhancement;
- motivates and leads staff to continuously enhance their professional skills and learners to maximise personal potential

### **Through estates and infrastructure that have:**

- ongoing planning, development and maintenance of the physical environment and infrastructure with sufficient flexibility to meet the changing needs of students and staff; by:
  - contributing to the review of current plans for the development of the physical learning environment against the key strategic goals and objectives of this Strategy;

- developing an appropriate range of flexibly-designed accommodation to meet the varying demands of different modes of learning, teaching and assessment adopted in different discipline areas;
- ensuring that planning for developments in Communication and Information Technology continue to be informed by academic practice and the requirements of changing patterns of learning and teaching but that a proactive approach is adopted by technical staff to disseminate knowledge of innovation to inform decisions making;
- planning for increased use of multiple media and other educational technologies across campuses and at a distance, and considering the implications for support, training, and the technical infrastructure;

#### **Through support systems that have:**

- ongoing development of systems of student support and guidance, which enhance the student learning experience and help to support retention by:
  - developing a specification for the provision of on-line learner support;
  - reviewing the key periods of induction and transition in relation to student learning needs;
  - providing resources to help students in understanding their learning and assisting them in developing different approaches to learning;
  - developing robust evaluation and feedback systems to inform and improve/enhance processes.

#### **Through Institutional support services that:**

- monitor the ability of current institutional support services to respond to the changing needs of students and staff through
  - ongoing review of administrative systems and procedures, which support and enable flexibility in student learning by:
  - developing operational administrative systems and procedures, which are flexible, responsive to student and staff need, and underpin the principles of this strategy;
  - ensuring that wherever possible the specifications for new administrative systems include the requirement to interface with existing student data systems;
  - encouraging the development - within normal resource constraints – of administrative procedures which are “learner centred” and encourage flexibility.

#### **Conclusions**

At the heart of the strategy is the process of learning, which is necessarily organic in nature. The strategy can only therefore provide an evolving framework to support the process and outcomes of learning. The Learning @ Angus – a strategy for excellence - will underpin and influence all other strategies that impact on the learner experience and will embrace all its community in personal, social and economic development through the embedding of an effective quality culture.

## INSTITUTIONAL SUSTAINABILITY

### Introduction

This document summarises the current position of the College and provides details of the measures that the College is undertaking to ensure its long-term sustainability.

A review of all activities, including scenario planning to reflect wider economic and external environments, has been undertaken. Processes and mechanisms have been established to monitor performance and progress in achieving the College's Strategic Objectives and Operational Plan Targets.

The Board of Governors will be updated on the key performance indicators, benchmarking the College's performance with others in the Sector. This will enable the Board to take a view on whether areas of performance require closer scrutiny.

These arrangements demonstrate that sustainability is integrated across both the strategic planning and operational planning processes and not viewed as an additional activity.

### Evidence of Sustainability in Governance

The College considers that its arrangements for developing and implementing relevant policies and procedures relate well to sound corporate governance principles. The Board of Governors is actively engaged in reviewing and revising governance arrangements through a self-evaluation process.

Effective strategic and operational planning arrangements, involving staff, learners and other stakeholders are in place and teaching, financial, human resource, quality and estates management performance are reported to and monitored by the Board of Governors Committees. The College complies with all aspects of the provision of the Financial Memorandum.

### Evidence of Sustainability in Finance

Objectives	Evidence	Included in Audit Report
Generate sufficient level of operating surplus to finance other key resources	Operating surplus 1.58% of total income	✓
Diversify income streams	Non-SFC income 24% of total income	✓
Maintain sufficient cash reserves to deal with unexpected events	Ratio of 80 days cash to total expenditure	✓
Borrowings	No borrowings	✓
Efficient staff deployment	355 WSUMs per FTE	✓
Sound budget setting and financial management arrangements	Internal, external audit reports	✓
Effective risk management and scenario planning arrangements	Internal, external audit reports	✓
Effective procurement practices	Internal audit reports and delivery of efficiency gains	✓

## Evidence of Sustainability in Human Resources

Objectives	Evidence	Included in Audit Report
Effective CPD programme	IIP accreditation, 7.7 days per FTE staff, Staff Development & Review system, Team Operational Plan.	✓
Managing levels of sickness absence	3.11% absence rate.	✓
Appropriately qualified teaching staff	89% of permanent staff with a teaching qualification, HMle Reports.	✓
Staff input to Strategic Planning Process	All staff attending Principal's Briefings.	
Effective staff communications	Staff Consultative Committee meetings, Principal's Updates, Ticker email.	
Committed and effective governing body with appropriate mix of skills and experience	Board recruitment, induction and training. Key topic presented at each Board meeting. Self-evaluation and audit reports.	✓

## Evidence of Sustainability in Buildings and Infrastructure

Objectives	Evidence	Included in Audit Report
Provide high quality facilities and services for staff and students	Team Operational Plans, satisfaction surveys, estate condition surveys, ICT strategy.	✓
Continuous investment in estates to enhance and maintain high quality facilities	Capital Plan and Planned Maintenance Programme. Capital expenditure exceeds SFC allocation.	
Space Management	High levels of room utilisation, increased availability of flexible spaces. Effective timetable of spaces.	
Accessible Buildings	All buildings comply with DDA requirements.	
Good practice in environmental sustainability	Participation in Carbon Management Programme. Production of Carbon Reduction Action Plan.	

## Evidence of Sustainability in Quality and Collaboration

Objectives	Evidence	Included in Audit Report
Appropriateness of provision to the learner and to the wider community	16.5% above WSUMs contract, Course and Team Evaluations, HMle Report.	✓
Aspirational learner retention, achievement and attainment levels	SRR1 98.15%      PSO 95.53% SRR2 95.89%      SARU 93.10%	
Commitment to equality and diversity of provision	Equality & Diversity Group minutes, Equality Schemes. On-going Performance Indicator data monitoring for staff and students.	
Commitment to widening participation	HMle Review Report. Range of programmes – Intro →HND level of programmes.	
Excellence in quality of provision	Performance Indicator data. Learner Engagement Activity.	
Productive engagement with other colleges, universities, school, local authority and including wider community	Articulation arrangements with x 5 universities, sharing of curriculum development with local colleges, joint degree delivery with Robert Gordon University, 10% of activity schools related, outsources services to local authority and shared premises with local authority.	
High level of quality of support services	Learner and staff satisfaction surveys, TEOPs.	

**ANGUS COLLEGE RISK REGISTER**

RISK	DEGREE OF RISK	CONTROL	RESPONSIBILITY	ACTION REQUIRED	RISK MONITORING	RESIDUAL RISK	
<b>FINANCIAL HEALTH/FUNDING</b>							
1	<b>Impact of Economic Situation</b>	Impact – Critical Likelihood – High	Monitoring of all income streams.	Executive	Adjusting cost base and reacting to all income streams.	Continuous monitoring of targets and College finances.	Kept under review.
2	<b>Change in Government funded programmes</b>	Impact – Critical Likelihood – High	Report from Contracts Team.	Executive/TB	New bids for contract. Quality delivery. Fixed staffing goes if contract goes.	New contracts pursued and staff extending markets.	Fully accepted with monitoring.
3	<b>Salary pressures outstrip ability to pay</b>	Impact – Critical Likelihood – High	Staff Negotiation Outcomes.	JCB	Realistic negotiations which recognise financial parameters.	On-going discussions with staff.	Fully accepted with monitoring.
4	<b>Change to Rural/ Remoteness Funding</b>	Impact – Critical Likelihood – Medium	SFC Circulars.	JCB/JH/BOG	Support current arrangements. Increase engagement with rural/remote postcode areas.	Continue to lead Rural/ Remoteness benchmarking activities. Increased activities in rural areas.	Full accepted with monitoring.
5	<b>Financial, Fraud Abuse</b>	Impact – High Likelihood – Low	Adherence to quality procedures. Audit control.	Executive/All	Comprehensive Internal Audit Programmes.	Audit Needs Assessment/ Comprehensive Internal Audit Programme agreed.	Fully accepted with monitoring.
6	<b>Failure to achieve SFC Contract – Loss of Fees – GIA</b>	Impact – High Likelihood – Low	Monitoring of activity.	Executive	Enhanced marketing and appropriate reduction in expenditure.	Continuous monitoring of recruitment and finances.	Fully accepted with monitoring.
7	<b>Disasters - eg fire, MIS Failure</b>	Impact – Critical Likelihood – Medium	Sound systems administration.	JH	Disaster recovery plan.	Business Continuity Plan in place.	Insurance cover.
8	<b>Failure to achieve institutional sustainability</b>	Impact – Critical Likelihood – Medium	Continued monitoring of financial and student activity.	Executive	Income generation and cost control.	Increased non grant-in-aid income generated.	Fully accepted with monitoring.
9	<b>Employers not willing or able to pay for training</b>	Impact – High Likelihood – High	Monitoring of recruitment trends.	Executive	Identify alternative sources of funding and reduce costs.	Successful EU and SE support.	Kept under review.
10	<b>Change in Government policy (national and local)</b>	Impact – Critical Likelihood – High	Monitoring of change.	Executive/BOG	Influence and lobby. Proactively change management.	Participation in networks/ groups/forum at local and national level.	Kept under review.
11	<b>Increased competition from other providers</b>	Impact – Medium Likelihood – Medium	Monitoring and awareness.	Executive	Flexibility, responsiveness, networking.	Encourage networking at all levels.	Kept under review.

RISK		DEGREE OF RISK	CONTROL	RESPONSIBILITY	ACTION REQUIRED	RISK MONITORING	RESIDUAL RISK
12	<b>Capital Investment - Over-committing to projects</b>	Impact – High Likelihood - Medium	Planning and monitoring of projects.	JH	Assess affordability of all projects and phase.	Identification of funding streams prior to commencement and monitoring of costs and programme during works.	Fully accepted with monitoring.
13	<b>Growth cannot be managed within available resources</b>	Impact – High Likelihood – Medium	Growth managed resources identified and costings undertaken before growth approved.	Executive	Procedures for approval of new programmes, activities, etc in place.	Regular review of portfolio and business activities.	Fully accepted with monitoring.
14	<b>Over-reliance on SFC grant-in-aid</b>	Impact – High Likelihood – High	Budget Monitoring Reports.	Executive	Strategy for reducing dependency on grant-in-aid and increasing commercial income.	Review of targets and progress year-on-year.	Fully accepted with monitoring.
15	<b>Inability to secure external funding to deliver key projects</b>	Impact – Critical Likelihood – High	Planning of projects. Accessing funding source.	Executive	Prioritise projects and funding requirements. Pursue funding streams.	Identification of funding prior to delivery of project.	Fully accepted with monitoring.
16	<b>Review of Funding – possible reduction</b>	Impact – Critical Likelihood – High	Monitoring and influencing.	Executive	Monitoring progress of any review. Participate in consultation process.	Flexibility in activities and services to allow for change.	Kept under review.
17	<b>Outcome of Strategic Spending Review</b>	Impact – Critical Likelihood - High	Prioritisation and sound cost control.	Executive/BOG	Prudent budgeting and planning. Effective cost control.	Strategic and Operational planning process and review.	Kept under review.
18	<b>Reduction in key partners' funding</b>	Impact – Critical Likelihood - High	Negotiation and influencing and variation in services/activities	Executive	Prioritisation of activities/services.	Continuous review of partnership involvement.	Kept under review.
<b>QUALITY/EXTERNAL PERCEPTION</b>							
19	<b>Student Support Funding Overspend</b>	Impact – Critical Likelihood – High	Ensure balance between funding and demands.	Executive	Seek additional funding – restrict entry – review discretionary levels.	Executive meeting responsibility.	Kept under review.
20	<b>Failure to reach the aspirational standards in QLT</b>	Impact – High Likelihood – Low	Comprehensive self-evaluation.	Executive	Monitoring and evaluation of reports.	Continuous self-evaluation and action planning.	Fully accepted with monitoring.
21	<b>Loss of reputation resulting in negative perceptions – loss of business</b>	Impact – High Likelihood – Medium	Executive Team monitoring – good management practice.	Executive	Positive PR and renewed management focus.	Extensive and positive PR focus.	Fully accepted with monitoring.

RISK		DEGREE OF RISK	CONTROL	RESPONSIBILITY	ACTION REQUIRED	RISK MONITORING	RESIDUAL RISK
22	<b>Loss of quality standard – SQA, C&amp;G and other awarding bodies</b>	Impact – High Likelihood – Low	Adherence to quality procedures.	Executive/All	Internal audit.	Implement Internal Audit recommendations.	Fully accepted with monitoring.
23	<b>Legal actions</b>	Impact – High Likelihood – High	Adherence to legislative requirements. Staff Development and Review system.	Executive	Staff Development. Health & Safety Committee monitoring reports and good management practice.	Continuous staff development and monitoring/review of Health & Safety.	Fully accepted with monitoring.
24	<b>Lack of Flexibility and Content of Portfolio</b>	Impact – Critical Likelihood – Medium	On-going – Curriculum Review.	Executive/CDC	Labour market information. Post-course success.	Continuous review of curriculum and PIs.	Fully accepted with monitoring.
25	<b>Excess demand – PR issues</b>	Impact – Critical Likelihood - High	Communication Strategy – internal and external.	Executive	Development of clear Communication Strategy and actions.	Monitoring at Executive meeting.	Kept under review.
<b>GOVERNANCE/MANAGEMENT</b>							
26	<b>Demographic Changes</b>	Impact – High Likelihood – Medium	National and local data/recruitment figures.	Executive	Match Curriculum Portfolio to population change/diversity into alternative markets. Review of provision.	Student profiles.	Kept under review.
27	<b>Not attaining the highest level of corporate governance</b>	Impact – High Likelihood – Low	Board self-evaluation. College review.	Executive/BOG	Monitoring of self-evaluation. Review of standing orders. Sound programme of training and development for Board Members.	Continuous self-evaluation and action planning.	Fully accepted with monitoring.
28	<b>Lack of focus and danger of complacency</b>	Impact – High Likelihood – Medium	Review of strategic and operational plan targets.	Executive/BOG	Monitoring of targets and remedial action at short, medium and longer term.	Operational targets reviewed.	Fully accepted with monitoring.
29	<b>Unproductive collaboration partnerships</b>	Impact – Medium Likelihood - Medium	Clarify review of outcomes, benefits, etc.	Executive	Monitor outcomes.	Partnerships/collaborative projects outcomes discussed and reviewed. Continuous review of projects at all stages.	Kept under review.

RISK		DEGREE OF RISK	CONTROL	RESPONSIBILITY	ACTION REQUIRED	RISK MONITORING	RESIDUAL RISK
30	<b>Failure to effectively meet Equality and Diversity issues</b>	Impact – High Likelihood - Medium	Adherence to legislative requirements and procedures.	Executive	Continuous monitoring of practice.	Review of policy and practice and continuous awareness-raising	Fully accepted with monitoring.
31	<b>Potential lack of skills within Board and Executive</b>	Impact – High Likelihood - Low	Succession planning.	Executive/BOG	Board and Executive leadership.	Continuous development and monitoring.	Fully accepted with monitoring.
<b>STAFFING</b>							
32	<b>Difficulty in recruiting appropriate staff</b>	Impact – High Likelihood – Medium	Analysis of recruitment trends.	Executive	HR Strategy and work shadowing.	Identification of recruitment issues/problems.	Fully accepted with monitoring.
33	<b>Failure to motivate and develop staff</b>	Impact – Critical Likelihood – Medium	Overall good management and control.	Executive	Effective leadership.	Continuous staff development and monitoring.	Fully accepted with monitoring.
34	<b>Industrial Relations issues</b>	Impact – Critical Likelihood - Medium	Minutes of Staff Consultative Committee and other informal mechanisms.	Executive	Continued dialogue and discussion at SCC.	Executive awareness of IR issues through SCC.	Kept under review.
<b>CURRICULUM</b>							
35	<b>Failure to Modernise the Curriculum</b>	Impact – High Likelihood – Medium	Self-Evaluation and SD&R processes.	Executive	Focussed staff development.	Feedback on TEOPs.	Kept under review.
36	<b>Lack of Innovation within the Curriculum</b>	Impact – High Likelihood – Low	Development of staff and services.	Executive	Executive leadership and enhanced Curriculum Managers and Leaders Forum.	Continuous staff development and ideas generation.	Fully accepted with monitoring
37	<b>Impact of Changing Profile of Student Body</b>	Impact – High Likelihood - High	Development of portfolio and cross-college support.	Executive	Executive and Management leadership.	Review of PIs and recruitment trends.	Executive and MLDG.