

# BOARD OF MANAGEMENT



Wednesday 11 December 2019 at 10.00am  
Seminar Room 5, Arbroath Campus

The meeting will be preceded at 9.00am by a Board update on the work of the Service Design Academy and will be followed at 12.00 pm by the Board Christmas lunch

## AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST
4. ESRC RESEARCH PROJECT – INFORMED CONSENT Paper A for information
5. MINUTE OF LAST MEETING – 17 SEPTEMBER 2019 Paper B for approval AMcC
  - 5.1 Adoption
  - 5.2 Matters Arising
    - College Strategy for D&A Foundation Verbal update GR
6. STRATEGIC ITEMS
  - 6.1 Future Strategy Paper C for approval GR
  - 6.2 Good to Great Strategy – Project Update Paper D for information GR
  - 6.3 Tay Cities Deal Update Verbal update GR
  - 6.4 Regional Outcome Agreement First Draft Paper E for approval ST
  - 6.5 Strategy Days Verbal update AMcC
7. STUDENTS' ASSOCIATION REPORT Paper F for information CM/AM
8. NATIONAL BARGAINING UPDATE Verbal update GR/ST
9. PRINCIPAL'S REPORT Paper G for information GR
10. FINANCE & ESTATES ITEMS
  - 10.1 Estates Development Update Paper H for noting GR/JC
  - 10.2 Annual Report from Audit & Risk Committee Paper I for approval G Rob
  - 10.3 Audit Scotland Annual Report Paper J for information JC
  - 10.4 Financial statements for the year ended 31 July 2019 Paper K for approval JC
11. HUMAN RESOURCE ITEMS
  - 11.1 Voluntary Severance Scheme Paper L for approval ST

**12. GOVERNANCE ITEMS**

12.1 Board Metrics

Paper M for information

ST

12.2 Remote Attendance at Board Meetings

Verbal update

GB

**13. MINUTES OF COMMITTEE MEETINGS**

Paper N for noting

AMcC

13.1 Learning, Teaching & Quality –  
13 November 2019

13.2 Joint Audit & Risk/Finance & Property –  
26 November 2019

13.3 Audit & Risk – 17 September 2019

13.4 Human Resource & Development –  
19 September & 14 November 2019

**14. CORRESPONDENCE**

Paper O for noting

AMcC

**15. ANY OTHER BUSINESS**

AMcC

**16. DATE OF NEXT MEETING**

Tuesday 17 March 2020 at 5.00pm, Room A305, Kingsway Campus.

**Board Strategy Session** – Tuesday 4 February 2020, Atrium, Gardyne Campus  
4.00pm – 7.00pm

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER A**

**ESRC Research Project – Informed Consent**

## Processes and practices of governing in FE colleges in the UK

### Note to Board of Management to ensure ongoing informed consent

Dundee and Angus College is one of a select number of colleges participating in a four nations study of the processes and practices of governing in FE colleges. Funded by the Economic and Social Research Council (ESRC), this project is led by a team of highly regarded and experienced investigators from the Universities of Stirling, Birmingham and Cardiff (further details available on the project website <https://fe-governing.stir.ac.uk/>).

The main focus of the study is to observe and video meetings of the College Board of Management held between January and December 2019. In addition, a select number of committee meetings may be observed, but not recorded. Observational studies of governing bodies, whether in the public or the corporate sphere, are rare so by agreeing to have your board meetings videoed you are supporting leading-edge research in this area.

In order to be funded, the research has been through a highly rigorous process of review by the ESRC. It has also been closely assessed and approved by research ethics committees at the three universities. Working to the highest ethical standards, the researchers will ensure that confidentiality is maintained, that sensitive information is not shared, and that individuals are not identifiable (unless they have explicitly agreed otherwise) in any communications, presentations or publications. Furthermore, all data will be deleted within a year of the project ending.

All participants in the meetings that are videoed and/or observed are required to complete a participant consent form to confirm that they understand the nature of the research and are aware of their right to withdraw (and have any contributions disregarded) at any time without consequence. They are also encouraged to speak to a member of the research team should they have any questions or concerns. The contacts for Scotland are Dr Helen Young, Research Fellow (01786 467748, [h.l.young@stir.ac.uk](mailto:h.l.young@stir.ac.uk)) and Professor Cate Watson, Principal Investigator (01786 467626 [cate.watson@stir.ac.uk](mailto:cate.watson@stir.ac.uk)).



**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER B**

**Minute of Last Meeting – 17 September 2019**

# BOARD OF MANAGEMENT

## Board of Management Meeting

### Tuesday 24 September 2019



*Draft confirmed by Chair*

---

Minute of the Board of Management of Dundee and Angus College meeting held on Tuesday 24 September 2019 at 5.00pm, Room A305, Kingsway Campus

**PRESENT:**

A McCusker (Chair)	G Ritchie
G Robertson	K Keay
P Milne	D Mackenzie
M Williamson	D Fordyce
S Mill	S Stirling
H Honeyman	Cher Meldrum
	Amy Monks

**IN ATTENDANCE:**

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

#### 1. WELCOME

A McCusker welcomed members to the meeting noting that this was Sam Stirling's first meeting since being appointed as the Support Staff representative on the Board. A McCusker also informed members that Steven Watt had stepped down as a Board member.

#### 2. APOLOGIES

Apologies were received from G Bisset, D Fordyce, N Lowden, T Pirie and B Carmichael.

#### 3. DECLARATIONS OF INTEREST

G Robertson noted his role as Chair of the Board for Gardyne Theatre Limited.

In relation to Item 6.2 of the Agenda S Mill, P Milne, M Williamson and D Mackenzie noted that their employers were involved in various projects that form part of the Tay Cities Deal, but that they had no personal conflict of interest in respect of the College.

#### 4. ESRC RESEACH PROJECT

It was confirmed that the meeting would be videoed as part of the ESRC Project and that appropriate consent forms had been completed.

## 5. MINUTE OF LAST MEETING – 11 JUNE 2019

### 5.1 Adoption

The minute of the Board of Management meeting held on 11 June 2019 was signed and approved as an accurate record.

### 5.2 Matters Arising

(i) **Loan Repayment** – J Carnegie confirmed the payment had been made.

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

## 6. STRATEGIC ITEMS

### 6.1 Future Strategy

S Hewitt noted that, following on from the Board meeting in June 2019, a paper had been produced to develop further the final 2025 College strategic purpose and outline the key pledges to underpin this for learners, partners, staff and the region. S Hewitt explained the vision for the College was to retain the focus on the creation of **More Successful Students** noting that the similarly named hashtag has resonated very well with students, staff and stakeholders through the Good to Great project. S Hewitt noted this would be the central core of the College strategy.

S Hewitt showed members an on-line version of how the new strategy could be promoted for learners, staff and stakeholders, which included video input from the Student President (Cher Meldrum) along with other College staff members highlighting what the 'More Successful Students' strategy meant for them.

S Hewitt highlighted the proposed "Pledges" within the College strategy; Effective Partnerships; Future Focused; Thriving Communities.

A McCusker asked that Board members split into groups to consider and give feedback on the Milestones and Metrics that the Board would wish to see underpinning the strategy.

This feedback was positive, with suggestions for Milestones and high level Metrics discussed. It was noted that these should look beyond the usual range of performance indicator measures to ensure that genuine student success was captured. S Hewitt confirmed that he would provide the finalised version of the strategy, pledges and metrics for approval at the next Board meeting. **S Hewitt to progress.**

S Hewitt took the opportunity to thank all who had contributed, including S Stirling and C Meldrum, as the Future Strategy presentation had been created within a tight timeframe.

### 6.2 Good to Great Strategy Project Report

G Ritchie noted that the College was seeing a significant impact from the G2G project including an increase in the College's profile within the sector – winning national awards and generating interest from others.

The G2G project had been brilliant in stimulating new ideas and areas of the College, and had been at the forefront of developments across the College.

G Ritchie noted the successes in the G2G Outcome Metrics highlighting some big improvements. G Ritchie highlighted the potential reduction in the successful outcome measure on the PIs this year – Full-time Learner Attainment, which was disappointing but not too surprising, due to a number of factors including the industrial action and the major restructure that has taken place. G Ritchie said that while this was disappointing it was likely that the outcomes would remain at or near the best in the sector when comparative pictures were published in January 2020.

S Stirling intimated that the Digital Strategy element of the G2G project had had a major impact and had definitely made a difference.

G Ritchie confirmed that the budget for the G2G project was on target.

G Ritchie voiced his hopes that the progress made with G2G would continue, unbroken, as the College moved forward with the More Successful Students strategy and the D&A Way.

Arrangements for the continuation of work following completion of the G2G project and the ending of project funding were discussed. It was noted that this was in hand, and that many of the G2G metrics and improvements would be 'mainstreamed' into normal College activity, ways of working, and outcomes.

The update, and progress made, was welcomed.

### **6.3 Tay Cities Deal Update**

G Ritchie gave a brief background to the Tay Cities Deal, which brings together public, private and voluntary organisation in Angus, Dundee, Perth & Kinross, and North East Fife to deliver economic growth through a smarter and fairer region.

G Ritchie stated that it was too early to identify all of the projects that Dundee & Angus College would be involved in, as early discussions were just beginning on these.

G Ritchie highlighted two large projects Dundee & Angus College were already involved with under the Skills and Employability Development Programme banner. These were Life Sciences – Biotechnology & Medical Technology and Supporting the Development of our Business-Base (SMEs).

A discussion around the structures, processes, timelines and anticipated funding arrangements for the Tay Cities deal was held, and it was confirmed that many of these details were still to be finalised.

G Ritchie requested that he be given authority from the Board to progress decisions in relation to the Tay Cities Deal and confirmed that he would provide the Board with regular updates as projects and arrangements developed. **G Ritchie to progress.** This was agreed.

### **6.4 Regional Outcome Agreement Timeline**

S Taylor introduced the process and timescale for the 2020/21 ROA, noting key dates for the Board. This was discussed and approved. **S Taylor to progress.**



## **6.5 Strategy Day**

A McCusker opened discussion on possible topics for the next Board Strategy Day suggesting: College of the Future; Tay Cities Deal and a possible joint session with the Students' Associations Executive using services design principles.

Two half-day events were proposed and would be progressed. It was agreed that the event around January 2020 be with the Students' Association. **S Taylor to progress.**

## **7. STUDENTS' ASSOCIATION REPORT**

C Meldrum stated that she was impressed at how the Students' Association Team were developing more ways to engage with students. These successes included a huge increase in the number of students interested in volunteering; increased numbers of class representatives along with greater interaction with students on a daily basis – visits to the Students' Association offices.

C Meldrum noted the involvement of Amy Monk who was working hard to increase the number of student club ambassadors at the Arbroath campus. As well as noting the involvement of the LGBT+ Youth Group in supporting clubs and ambassadors.

C Meldrum also highlighted the success of the Students' Association's involvement at the recent Dundee Pride Event as well as the 21 hour Relay for Life event.

C Meldrum confirmed that elections for a new Students' Association VP at Kingsway Campus are to take place on October 2019 but that in the meantime Jessie Skivington would continue in her role.

P Milne also noted the highly successful, very busy and vibrant Dundee Pride Event and the important input to this from the D&A College and Dundee University Students' Associations.

## **8. NATIONAL BARGAINING**

G Ritchie gave the Board an update on National Bargaining, highlighting that settlement had been reached nationally on academic pay and conditions.

G Ritchie indicated that the national Job Evaluation process was underway with questionnaires completed by staff in all support roles in every college across Scotland. The deadline for completion of this work had passed with only 54% of questionnaire being uploaded nationally (with almost all completed and uploaded for D&A). G Ritchie stated that the job role scoring stage of the Job Evaluation exercise would start soon. G Ritchie also indicated that the pay expectations from support staff in light of academic staff pay harmonisation was high.

## **9. PRINCIPALS REPORT**

G Ritchie summarised his report noting positivity in reaching the additional credit target in 2018/19 while also noting that the additional 1500 credit had been a challenge.

G Ritchie noted that current recruitment was marginally down, but that the overall credit target was also reduced. G Ritchie highlighted that schools, holding on to pupils longer, and university recruitment was having an impact on numbers.

G Ritchie stated that the Academic Restructure process was near completion with some 250 interviews for 77 posts was undertaken. Currently, there were only 4 post to be re-advertised.

G Ritchie updated the Board on discussions around College involvement in the Michelin site developments. The Michelin Scotland Innovation Park company has been formed with Dundee City Council, Michelin with Scottish Enterprise leading on the plan to develop a manufacturing and research hub around low carbon transport. G Ritchie noted that Dundee and Angus College would be a lead partner focusing on introducing young people to careers in the field, training engineers in new technologies and methods and upskilling existing workers.

## **10. FINANCE & ESTATES ITEMS**

### **10.1 Estates Development Update**

J Carnegie gave a summary of the report highlighting strong support from SFC to the two stage development of the Kingsway campus and advice on developing a new build STEM Centre on the site. J Carnegie also noted the Scottish Government's commitment to support major capital infrastructure projects through a new capital funding model.

J Carnegie noted that conversations would now take place with the Dundee and Angus Foundation to present the College's thoughts on the future development of the Kingsway Campus.

J Carnegie advised that the Finance & Property Committee had approved expenditure of up to £100k to progress the Kingsway Tower project to full design.

S Mill confirmed support from the Finance & Property Committee for the direction of travel and outlined the request for further information and 'due diligence' on the proposed Scottish Government capital funding model. S Mill advised that a full discussion would be held with the Board of Management prior to final approval being considered.

### **9.2 Financial Forecast Return (FFR)**

J Carnegie highlighted the College's changeable operating environment and stated that the College was less able to be flexible at a local level as so much was decided nationally - for example the National Joint Negotiation Committee (NJNC) in respect of staff costs which are currently over 70% (and 100% of the money from SFC).

J Carnegie noted possible commercial income opportunities around the Tay Cities Deal and the Michelin developments looked encouraging. As were the opportunities to maximise the benefits of the academic restructure and the appointment of the Sector Development Leads to work with the Business Development staff to focus on key markets, products, and opportunities.

J Carnegie outlined the changes in the format of the FFR because of Audit Scotland's challenge on this to SFC. As a result, SFC have asked colleges to complete a more detailed and prescriptive FFR.

The key figures and underlying narrative detailed within the FFR were discussed, and Board members confirmed they were comfortable with the FFR and the proposed direction of travel that this outlined. M Williamson commended the FFR as a clear and very well written document.

The FFR was approved for submission. **J Carnegie to progress.**

## **11. GOVERNANCE ITEMS**

### **11.1 Strategic Risk Register**

S Taylor explained that following discussions at Board and Committees, all had agreed that individual Risks be allocated to individual Committees for regular review and consideration.

S Taylor stated that two specific proposals had been made in respect of the further consideration of risk matters. To avoid the potential of a 'piecemeal' approach being taken to these, it was agreed that these would be considered by the full Board and a consistent approach applied thereafter.

S Taylor noted that the Board and Committees might want to undertake scenario planning in respect of the key strategic risk(s), and to include a link to the relevant risks within Board and Committee papers. The latter proposal was agreed, **S Taylor to progress**, and the use of scenario planning was discussed and would be considered further by the Audit and Risk Committee.

S Taylor noted that a query had been raised where a risk might sit across a number of Committees, and stated that he felt that this was inevitable (given that risks were managed through the operation of a number of different elements of College activity). It was noted that the overall responsibility for risk still sat as a delegated task with the Audit & Risk Committee.

A short discussion took place regarding the current items on the Risk Register with P Milne requesting that an additional risk be included alongside risk 3.3 "Legal actions; serious accident; incident or civil/criminal breach" to separate out Health, Safety and Wellbeing as a standalone risk. This was agreed. **S Taylor to progress.**

A McCusker noted significant recent discussion around risk arrangements and asked if the impact of this would be evaluated? G Robertson noted that he would pick this up with the Audit & Risk Committee. **G Robertson to progress.**

### **11.2 Board Metrics**

The range of Board metrics produced were noted (with a check to the RIDDOR – Reportable Accidents noted)

### **11.3 Board Membership**

S Taylor confirmed with the Board that the recruitment process for two new Board members would start in January 2020.

S Taylor also advised that Michael F Thomson has expressed his interest in continuing for a further year as a co-opted member of the Audit and Risk Committee and asked if the Board were happy to approve this.

Both proposals were agreed.

## **11.4 Chair of Board Appraisal**

G Robertson outlined the questionnaire results received and thanked Board members for their input to the process and their feedback and comments that has been presented to the Chair.

## **12. MINUTES OF COMMITTEE MEETINGS**

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

## **13. CORRESPONDENCE**

The list of recent communications was noted.

## **14. ANY OTHER BUSINESS**

There was no other business.

## **15. DATE OF NEXT MEETINGS**

**Development Session on Tuesday 11 December 2019 at 9.00am**

**Board of Management Meeting on Tuesday 11 December 2019 at 10.00am, Seminar Room 5, Arbroath Campus followed by Christmas Lunch in Restaurant 56.**

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Future Strategy Update to include Metrics and Milestones	S Hewitt	11 December 2019
Update on Tay Cities Deal arrangements and progress to be included in future Board meetings	G Ritchie	11 December 2019
Progress with ROA timeline 2020/21	S Taylor	immediate
Two half day Board of Management strategy sessions to be organised	S Taylor /	Dates to be confirmed
Kingsway Campus & STEM Centre Development to be progressed as per timeline	J Carnegie	11 December 2019
Financial Forecast Return – Submission to SFC	J Carnegie	30 September 2019
Risk Register links to be incorporated as relevant within future Board and Committee papers.	Executive Team	immediate
Risk Register to be updated to create separate Health, Safety and Wellbeing risk	S Taylor	26 November 2019
Evaluation of revised arrangements for allocation of Risks	G Robertson	March 2020

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



---

**PAPER C**

**Strategic Items – Future Strategy**



# 2025 Strategy – **More Successful Students**

BOARD OF MANAGEMENT  
**Wednesday 11 December 2019**



# Introduction



Building on the strategic updates discussed in June and September 2019 this paper outlines the proposed final 2025 Dundee and Angus College 'More Successful Students' strategy and outlines the high level pledges and key metrics that will inform and drive College priorities in respect of this strategy over the next five years.

This paper has purposely sought to simplify and reduce the detail of information provided to underpin previous discussions on the strategy but should be read in conjunction with these previous papers and Board feedback to understand the full range and depth of what 'More Successful Students' means.

As discussed at the Board meeting in September 2019, this strategy builds on (rather than replaces) the Good to Great transformation plan but is designed to return the College to a more traditional single longer-term strategic vision.

“Following on from the Good to Great transformation strategy we want a strategic direction that will put partnerships and relationships right at the heart of taking the College forward. Building on the strong industry and academic links we already have, we want to enhance these and ensure that the College has the best possible learning, partnerships, environment and opportunities to guarantee that we will have #moresuccessfulstudents in the future.”

**Grant Ritchie, Principal**



## 2025 Vision



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

## Strategic Pledges



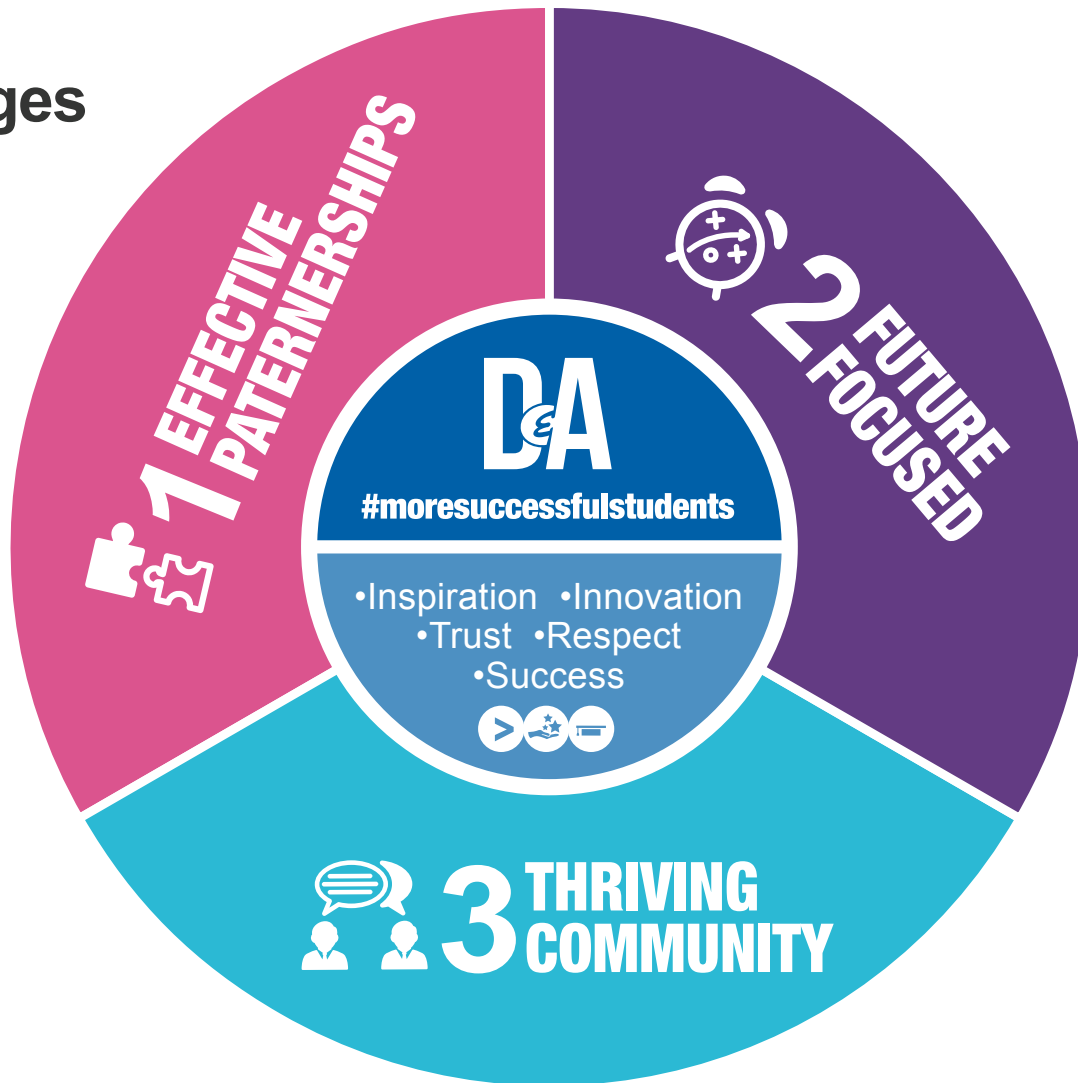
Building on previous work, the following strategic pledges will underpin the overall vision.

In line with Board discussions from September 2019, each pledge is now supported by a range of high level metrics that will form the framework for assessing progress against the vision over the coming five year period.

The previous operational detail in terms of how each pledge will actually be delivered (and how these fit alongside the College values) remains in place and has formed the basis of the Senior Leadership Team priorities being progressed over the coming year. This operational detail has also been built into the relevant targets outlined within the Regional Outcome Agreement.



# Pledges



## 1. How will we deliver on our Effective Partnerships Pledge?

- By maximising opportunities for our learners and clients
- By prioritising sustainability & income generation
- By playing our part in raising the productivity of the region
- By being responsive & agile
- By raising the profile of Further Education both locally & nationally
- By being a partner of choice
- By influencing key stakeholders partners both locally & nationally



## 2. How will we deliver on our Future Focused Pledge?

- By co-designing sector leading, modern courses & services
- By being inspirational & inclusive
- By ensuring we are digitally enabled & developed
- By using data to better inform our decision making
- By providing modern & flexible learning spaces

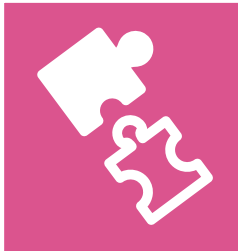


## 3. How will we deliver on our Thriving Communities Pledge?

- By being health & wellbeing focused
- By responding to the Global Climate Emergency
- By ensuring we are trusted & respected
- By being an employer of choice
- By being self-reflective & personal development centred
- By fostering a leadership Culture



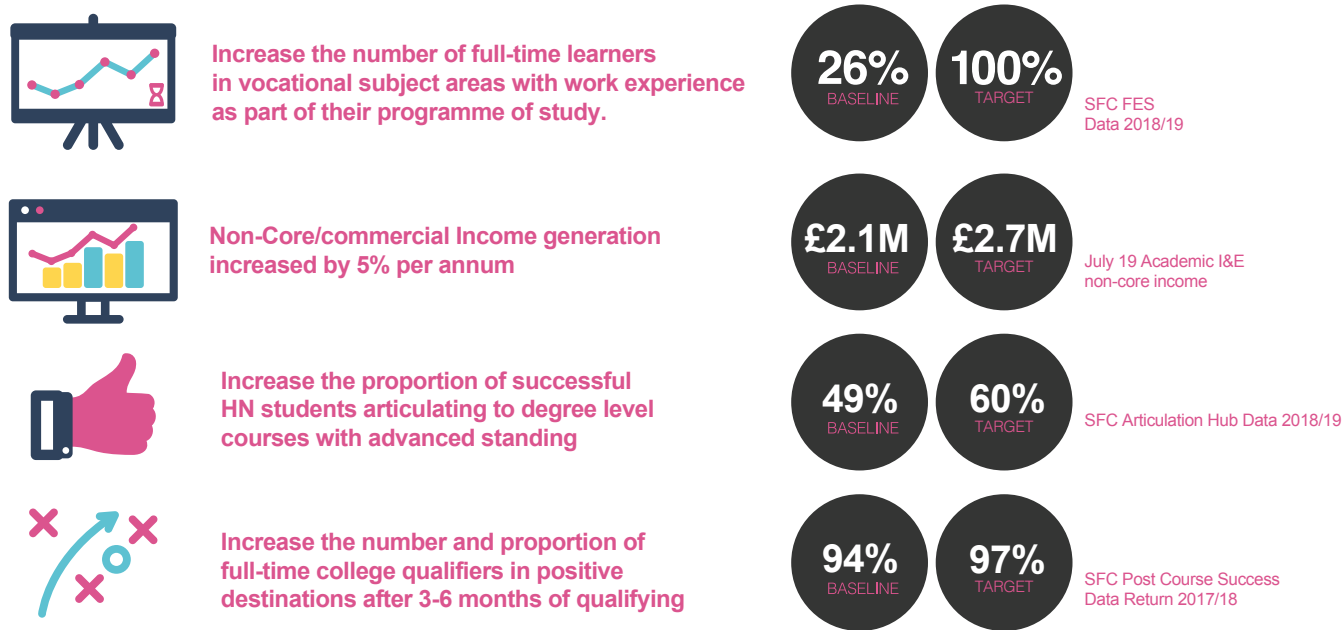
# Pledge 1: Effective Partnerships



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

"Working with D&A College has been a real priority for Skills Development Scotland. The passion and dedication they show to their learners and the thirst for a better, more productive region is palpable. We really value our strong partnership."  
**Evonne Boyd, SDS**

## Metrics





# Pledge 2: Future Focused



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

"The Digital Strategy and our Future Talent programme have given us a future focused framework that we can develop our resources, services and environments around. It ensures that we support our students to gain the meta, digital, CMS and study skills, through positive learning experiences, which will make them 'Work Ready' and prepare them for a successful future."

**Sam Stirling, Dundee and Angus College**

## Metrics



**Increase Full Time Learner Attainment**



SFC FES Data 2019



**Total Income by FTE (staff)**



Annual Accounts and Annual Staffing Return



**Credits per FTE (staff)**



Credit out-turn and Annual Staffing Return



Credits, SFC FES Data 2019

**Increase the number and proportion of students undertaking learning on part-time modes of attendance.**



**To deliver the outcomes of the digital strategy, increasing the roll-out of fully on-line course options by a minimum of 3 per annum**



2019 Course Portfolio



**To secure funding and complete works for key infrastructure and estates projects:**

- Kingsway Tower
- Regional STEM Centre
- Michelin Scotland Innovation Parc

Funding secured and work completed



## Pledge 3: Thriving Communities



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

"At D&A, our community is the beating heart of all we do. It's our lecturers who bring learning to life, our reception and estates staff who brighten our days with a warm welcome and our support teams who often work behind the scenes to ensure the smooth running of College systems for staff and students alike. The People Team's vision is for all staff to be excellent at what they do and happy and proud to work at D&A."

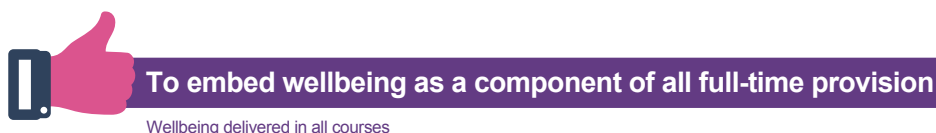
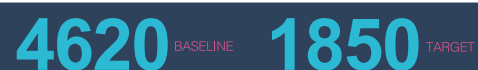
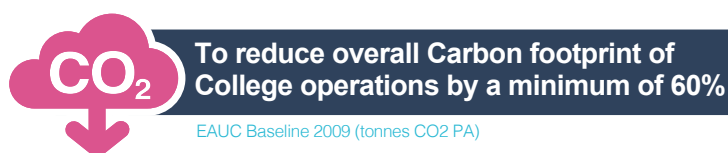
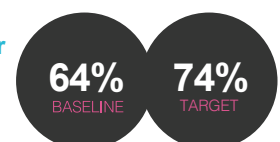
**Abi Mawhirt, People Team Manager**

### Metrics



**Improve successful outcomes for Care Experienced students by 2 percentage points per annum**

SFC FES Data 2019



# Next Steps



The 2025 Strategy: More Successful Students has been co-designed and developed in partnership with the Board of Management and, since the first version produced following the September 2018 strategic planning session, we have seen a number of progressive revisions and amendments.

The Executive Leadership Team are now confident that the final version of the strategy provides a clear vision and transition from Good to Great, but also represents the key priorities and focus needed to move the College forward over the next 5 years. We would like to thank the Board of Management for their continued input, support and guidance and would like to ask the following:

1. The final strategy, vision and pledges are approved
2. The metrics provided within this document represent the aspirations of the Board of Management

Following the agreement of the above points, we would like to build on the visualisation and communication of the strategy and continue to develop this document, as well as the digital version demonstrated in the September 2019 Board meeting. This is to ensure we present a new strategy that is creative, innovative and engages staff, partners and key stakeholders.



**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



---

**PAPER D**

**Good to Great Strategy – Project Update**



---

# PROGRESS REPORT DECEMBER 2019

Good to Great Transformation  
Project

This report summarises progress being made in respect of delivery of the Good to Great strategy and related projects.



# D&A College Good to Great Transformation Project

---

## Contents

1	Progress Report – A Summary of Key Activities to Date.....	2
1.1	Project Management .....	2
1.2	Progress by Theme.....	3
1.2.1	Recruitment .....	3
1.2.2	Retention .....	4
1.2.3	Digital .....	5
1.2.4	Learning and Teaching .....	6
1.2.5	Customer Experience .....	7
2	Project Finances .....	7
3	Project Sustainability .....	8
4	Communication & Engagement Strategy.....	8
5	Project evaluation – Initial feedback .....	8
6	Risk Management .....	12
7	Conclusion.....	13
	Appendix 1 – Good to Great Outcome Metrics .....	1
	Appendix 2 – Theme Project Metrics.....	1
	Appendix 3 – Communication Strategy – Twitter Engagement.....	1
	Appendix 4 – Risk Register .....	3



## 1 Progress Report – A Summary of Key Activities to Date

As the Good to Great Project nears its completion date, it is exciting to reflect on so many developments that have happened over the last two years. Feedback from staff on the range of developments, and their impact on learners, is very positive, with clear evidence developing in terms of the on-going benefits derived from the G2G project activities and transformational change.

As the project draws to a close, the overall level of activity is beginning to diminish, but developments are continuing to progress and are summarised as follows.

- Our second Escape room was launched successfully, and student groups are being invited to bid to develop the third room;
- A Lapsafe locker and laptops have been purchased to support our curriculum staff to access high quality devices and to underpin our digital strategy. These will be installed as a pilot in the Gardyne campus and, if successful, will be rolled out to other campuses;
- Under the digital strategy projects laptops and docking stations have also been purchased for promoted academic post holders to promote activity based, multi-campus working;
- A funding bid to create an outdoor classroom has been approved and work has already begun to develop an outdoor space for childcare students to enhance their skills and learning in outdoor education;
- Our capacity to support greater awareness and skills developments in wellbeing has been extended through a range of 'Train the Trainer' capacity building in resilience and mental health support as a part of the #DAWellbeing Project;
- A range of new equipment and technologies will support the modernisation of learning and skills for students within our Construction team;
- The new D&A Website is due to be launched on 10 December 2019, which will further support recruitment and the college image as a whole;
- New course provision in electric and hybrid vehicle technology has been supported by the purchase of a Hybrid Vehicle for students to work on along with new equipment.

### 1.1 Project Management

During last months of the project the main focus of the Project Manager has been on finalising the remaining project bids and submissions, and tying up final project finances and outcomes. This has led to a couple of additional small project bids being able to be progressed.

Fortnightly team meetings have been held with the project leads to ensure that project activities remain on course and that all anticipated expenditure is "wrapped up" before the end of the project.

The Project Manager has also focused on the initial evaluation by feedback from staff and students around the impact the project has had. A summary of this initial feedback can be viewed in section 5 of this report.

A wide range of the Good to Great projects and outcomes will be showcased at the Principal's Christmas event on Tuesday 10 December, where Foundation and Board members, as well as key college stakeholders, will have the chance to talk to staff and students involved across a range of G2G activities.

## 1.2 Progress by Theme

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

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

Progress in respect of each theme as of 2 December 2019 is as follows.

### 1.2.1 Recruitment

The administration team are continuing to reflect on and improve our recruitment processes and during the past couple of months the team have reviewed and evaluated current recruitment practices. As a result, work has progressed with the ICT team to enhance the Onboarding portal and simplify some administration processes involved in student matriculation.

Review sessions have been held with all guidance staff at Dundee and Angus schools to look at further enhancing relationship with our partners as well as to develop our processes and systems to ensure they are easy to use and address some of the challenges of the recruitment process.

The curriculum portfolio for 2020/2021 is now confirmed, building on changes made in 2019/20 and identifying new course developments for 2021/22 as part of the on-going curriculum review.

Further discussions are planned to look at departmental recruitment practices using the feedback from the Learner Survey to adapt recruitment processes to support all applicants. In addition to this, work is progressing with departments that have poor early retention to see how their recruitment practices can be improved to ensure the right learners are recruited on the right programmes.

As part of our ongoing retention focus, the Campus Help Point staff, an early development in the Good to Great transformation, contacted 338 students who did not return to study from the October break. From this exercise we assisted 90% of those learners back into class and 22 of those students are now accessing our support services to better support them with their learning journey. This exercise will continue to be monitored over the next few weeks and again be offered for the return from Christmas and Easter breaks.

The Academic Partnership Team has been working hard to collate the new curriculum offer for school senior phase for academic year 2020-2021. Academic teams have now submitted their courses and there is an expanded offer for pupils to choose. Schools will be sent the offer by the end of November, along with an open offer for the Academic Partnership team to go into schools to talk about the senior phase courses to staff, pupils and parents. Many schools have already had input from the team on the senior phase, and more information sessions for schools are booked in from now until February. Sessions delivered or scheduled include CPD sessions for all guidance staff in Dundee and all PCS and Careers Advisors in Angus, parents' evenings, information sessions around course choice and other pupil talks.

The college have been awarded the Foundation Apprenticeship contract for 2020-2022, with a target of 291 places to be filled across 11 frameworks. The number of frameworks being offered over one year has expanded, with all frameworks apart from Civil Engineering and Engineering now available to be taken over one year, again giving pupils more choice and flexibility in their senior phase. Work has already started to promote the Foundation Apprenticeships, and new marketing materials for 2020-2022 have been prepared.

Work to streamline the operations of the school – college partnership is continuing. Absence reporting is now automated and this has been received well by schools. In partnership with the local authorities work has been undertaken to improve reporting progress too, and align it better with schools' requirements. Progress reporting is now being done via the schools portal, which not only saves a great deal of time through removing the need for manual collation of reports, but also allows schools easy access to check in on pupils progress.

We have also worked collaboratively with schools and the local authorities to streamline the course choice process in Dundee. In line with Angus, there are not going to be any interviews for Dundee pupils to access the college senior phase courses, again creating better alignment with the course choice process as it occurs across the wider senior phase.

### 1.2.2 Retention

As a part of **Wellbeing project**, we continue to roll out the wellbeing staff CPD program, in the last few months there were opportunities to undertake training in relation to mindfulness, suicide awareness and wellbeing triggers and toolkits.

In early December, [Headtorch](#) is coming in to the College to deliver a half-day session to Support Team Leaders around Mental Health at Work. This training will focus on developing awareness and enhancing practical skills to support good mental health and wellbeing at work. This interactive session makes the use of drama to help the training come alive, making it a safe place for line managers to practice skills for real life situations.



At the start of 2020 six staff from across the College will undertake the Strengthening Personal Resilience Train the Trainer Programme delivered by the Resilience Training Company. The purpose of this training is to upskill key staff so they can deliver internal programmes in relation to developing personal resilience to both staff and students.

Resilience is recognised as a major factor underpinning good wellbeing and success, and once trained the staff will be able to deliver one hour, 3 hour or 6 hour resilience workshops. Its emphasis is on the prevention of stress with individuals taking responsibility themselves to approach challenging situations with robust attitudes so they remain resilient and can learn and grow their resilience further.

In Semester one, we have continued to support a range of physical wellbeing exercise classes for staff on all three campuses, these include Poundfit, Circuit Training, Yoga, Walking Football and African Drumming. All of these classes had high attendance, with an extra demand for Poundfit classes.

The online toolkit is almost complete and will be officially launched in Quality Week (wb 6 January 2020) to all group tutors. This valuable resource provides information, signposting and case studies around the many different areas of wellbeing. The toolkit will continually evolve with regular checking of links/sign posting required. This task will be shared between the student wellbeing reps and the staff wellbeing group.

Different areas of wellbeing specialism will sit with those experienced in that area/generic areas covered by reps. This will be in partnership with the Learning & Digital Resources team who are supporting the development of this toolkit & the creation of interactive learning materials.

In January 2019 we ran the first Refresher Fayre, feedback from this event was very positive, with 84% of students who attended saying 'it smoothed their return to College and it also aided transition for new January starts.' The student Refresher Fayre will run in each campus week beginning 20 January, with a wide range of wellbeing opportunities on offer. There will also be a number of wellbeing opportunities available in Quality Week for staff to aid their return to work and improve their wellbeing.

On 11 November, the second **Escape Room** was launched with our executive team trying it out. Since its launch a number of student and staff groups have tried to escape and the feedback is really positive:

"My students have enjoyed the experience and it was great for the team building making them interact with others in the class!" – Alan Reid, Engineering Technician

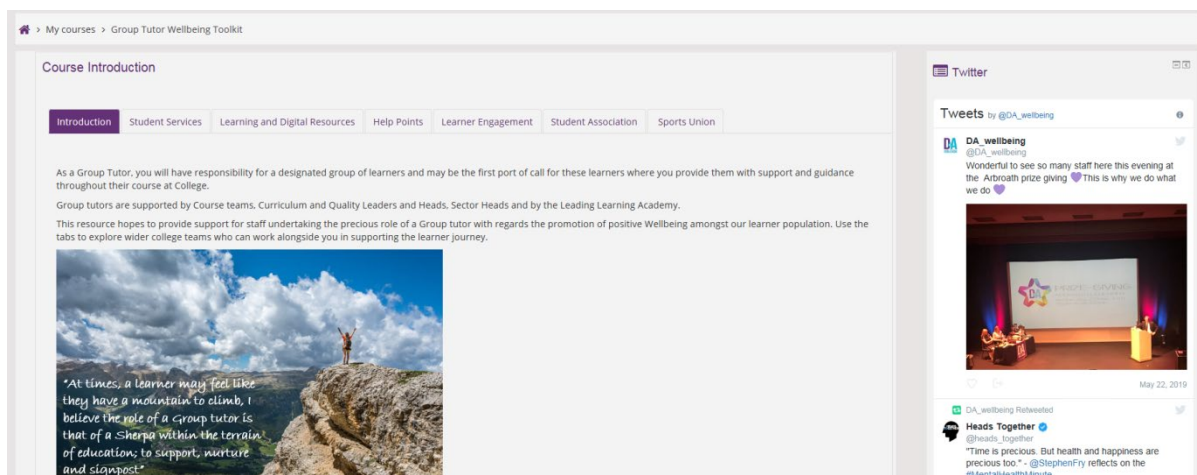


"It was exciting when got through it, working together as a team. It was fun" – Becky Potter, HND Business Management Student.

The new Escape Room 'Heist' is an intermediate difficulty facility, and student groups will be asked to bid in January 2020 to create the third escape room. This work will underpin a wide range of student learning and skills, including work that has been completed to map the learning required to escape from each room against the new range of Metaskills outlined within the recent SDS Skills 4.0 publication.

### 1.2.3 Digital

Over 80 lecturers have now engaged with the Learning and Digital team and are now using new eAssessment tools to enhance their learning and teaching, including Rise, Turnitin, Padlet etc.



In addition to digitalisation of our curriculum, all content from the old My Professional Learning site has been updated, mainly using Rise, and added to a new staff section of the College's MyLearning site. This includes the new Teach@D&A courses and Copyright, Cyber Security and Quality training.

Both the Fujitsu Innovation lab in Gardyne and Digital Innovation Space in Arbroath are now open for drop-in every Tuesday morning, in addition to the ongoing sessions, to encourage students and staff to engage with the tools and technologies on offer.

*'One comment as we left was that this had been the "best day of my life" which goes some way to explaining how much the group enjoyed the experience'* - Feedback from a Supported Education Lecturer.

As a part of the Digital Strategy, and to improve academic access to ICT, a decision was made to purchase laptops for all Heads of Sectors, Heads of Curriculum and Quality Leaders and Curriculum and Quality Leaders with docking stations. This will be rolled out in the New Year and initial feedback from promoted post holders is positive. In addition to that, and as a trial, a bid has been approved to pilot a provision of laptops to lecturers to allow them to work flexibly and digitally where possible. Twenty laptops and a fully automated digital locker will be installed outside academic staff workroom in our Gardyne Campus where staff will be able to scan their staff card and check out a laptop for a maximum of 8 hours. If this service proves to be popular, we will look to scale this up and roll out to other campuses.

#### 1.2.4 Learning and Teaching

After the last report was published, a bid from our Children and Young People team for an **outdoor classroom** was approved. Outdoor Education is becoming more and more popular with 18 outdoor nurseries now open in Scotland. Current thinking and practice in early years is to encourage outdoor play as much as possible, and we want to keep our students up to date with this current practice and ensure our learners and staff have the right knowledge and practice experience to contribute effectively to the early year's employment market.

Through this support, our staff will undergo a 2 day PEEP (Peers Early Education Partnership) training and become qualified PEEP practitioners. This will further enhance the CPD of staff and support our students to embed outdoor education and skills within their learning. This development will also provide placement opportunities for some of our students who would support the groups.



Through Good to Great we have taken delivery of our first hybrid vehicle for use by our Motor Vehicle students. This resource will be shared between our Arbroath and Kingsway Campuses, and will give our students access to this technology. Electrical and Hybrid Vehicles require a different skill set and now we are able to provide our students with wider knowledge and prepare them even better for the current market.

Work has progressed on the Dig and Dine project and the staff and students of both the Hospitality and Horticulture team have been working together to create a new dedicated growing space at our Gardyne Campus. The growing area is now taking shape and the curriculum for academic year 20/21 is now developing to ensure a more interdisciplinary approach and experience will be delivered to our learners.

The Good to Great has also supported the Construction team with the purchase of new, industry standard equipment. The department has been funded for 2 x battery powered stihl saws with a water suppressor bottle, new hand held battery operated power tools and 2 x Mirka Deros state of the art sanders with a built in vacuum. This equipment will not only enhance the learner experience but will also improve the health, safety and wellbeing of the staff and learners within the Construction Team.

As the Good to Great project is coming to an end, the work undertaken and the funding used as part of the project to establish a new course planning and curriculum review process, has allowed us to embed a new way of planning our curriculum. Work is already in progress to begin planning for the 21/22 academic year and this will see us build on the momentum from Good to Great and link in new products and offers as part of our commercial strategy.

### 1.2.5 Customer Experience

One of the major projects within the Good to Great project is the delivery of a new website that promotes the College offer in a new, visual and interactive way.

The original brief was to ensure more emphasis was placed on 'careers not courses' and the aim for the new site was to better inform the people of the Dundee and Angus region of the potential career pathways, their linked course information and also to showcase the wider D&A experience, the new website delivers this. The new website has a mixture of videos, imagery, case studies and departmental showcase information and has been developed in partnership with students, partners and key stakeholders.

Following a long period of development and testing, the website is now at a point for launch and will 'go live' on the 10<sup>th</sup> December. The 20/21 prospectus and recruitment campaign has been designed around the new look and feel of the new website and will further enhance the profile of the College to the wider region.

Following consideration of the various options, which has included a number of system demos, work on the original customer charter and CRM system has been put on hold for the time being. The new structure, and the new postholders supporting our commercial portfolio and income generating activities, will be allowed to establish themselves in their new role and recommendations revisited once a clear commercial strategy is in place.

## 2 Project Finances

The current expenditure of the project to the end of October 2019 is £677K. This leaves a final budget of £168K for remaining project activities and outcomes. This amount allocated fully and, following review at

the project meeting on 12 November 2019, it is anticipated that the final budget will come in on target. Some final elements of expenditure will be completed in early January 2020, and it is anticipated that the final claim to the D&A Foundation will be submitted in February 2020.

### 3 Project Sustainability

As per previous reports, areas that will required and element of recurrent funding were identified in the March 2019 project update and have been built into the 2019/20 budget.

### 4 Communication & Engagement Strategy

Communications in respect of all current project activities are on-going and will continue through until the end of the project work.

Extensive use is still being made of Twitter to support the awareness raising and promotion of the project and its outcomes, making use of #DAG2G, #moresuccessfulstudnets and #morethanjustacollege.

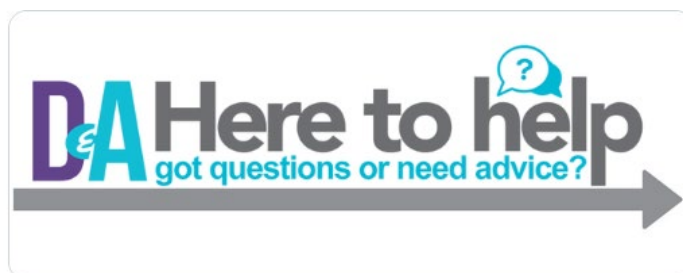
Further videos, which have proven to be very popular approach to the communication of activities and outcomes, have been produced and more are due to be ready by the end of 2019 – watch this space!

### 5 Project evaluation – Initial feedback

As an initial evaluation of the range of projects, activities and outcomes, feedback has been sought from a wide range of staff that have had some involvement in the Good to Great project. This feedback is summarised below, and gives an initial feel for some of the work undertaken and the impact the Good to Great project and funding has had on student opportunities, skills and college experience in general.

## Help points

**Chloe Hendrie, Help Point Leader** said “This year with the Help Points we have managed to support admissions team with recruitment and back of the house team... as a result we have had 200 more student into payment than in previous year... Many staff and students have commented how positive is to have a one stop shop system where all their questions can be answered at once”.



**Nathan Devlin, Barbering student** said “Staff at the help Points are really helpful and supportive. They are very nice to talk too. They are very good people” ...

**Student, anonymous** said “Without the Help Point contacting me when I didn’t return after the college holidays and putting support in place for me I wouldn’t have returned to my studies and successfully completed the course. I have now received my offer to progress on to the next level”.

## Curriculum Resources – Various modern sports equipment



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



1 11

**Ewan Peacock, Curriculum and Quality Leader** said, “Having access to the Good to Great funding allowed us to invest in our department... we really wanted our students to use the technology that is being used currently within the industry... Good to great funding allowed us to move on as a department”

**Tomas, Fitness Health and Exercise Student** said, “I think it’s great that college has invested in a lot of products... I mean that I know how to use this software now, so when I go in to a job where I need to use this I am already have a bit of a knowledge with it”.

**John King, Sports and Fitness Lecturer** said, “The Good to Great Project provided funding for our Sports Department to purchase several excellent pieces of equipment. From POLAR heart rate monitors and licences which allow our students to gain invaluable insight and understanding into physiological data to laser timing gates for performance testing, a fundamental part of the curriculum for many cohorts of Sports & Fitness learners. The Good to Great Project has enabled us to invaluablely enrich the learner experience whilst completing their studies at Dundee and Angus College”.

## IIR Curriculum Portfolio Review - Dig and Dine Project

**Gregor McGillivray, Curriculum and Quality Leader** said, “Students in horticulture team know how to grow the fruit and veg and student in professional cookery know how to cook them, so we are going to do the skills swap where students will teach each other and exchange the skills... Good to Great funding has allowed us to realise this project from a conversation into a reality...”

**Jamie, Horticulture student** said, “I think it’s quite interesting that gardeners and chefs can work alongside each other... I would like to become self-sufficient, so one day I would like to own my own piece of land, have few crops on it, build my own house and this course seems to provide all the information I need for that.”





## Curriculum Resources - STILT Professional Battery Equipment

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



**Grant Adams, Technician Landbased Team** said, "It wouldn't be possible without the Good to Great fund to purchase such wide range of agriculture equipment in one go. STILT Battery equipment is the way forward... thank you to Good to Great fund, we can now teach to industry standard... it's better for the environment, better for the students and better for the staff..."

**Kat Hamilton, Estate Skills & Biomass student** said "Those tools are a lot lighter than petrol tools... means you are able to get a better balance on working higher and you are able to get more precision when doing little bits... it helps a lot, it improves our learning"

## Retention – Escape Rooms

**Carolyn McLean, Learner Engagement Officer** said, "I think the projects like this are fantastic at the college, it gives our students the opportunity to put into practice what we teaching them in the class room and give them the real life situation project to work on. We now have two fully functioning escape rooms... it definitely wouldn't be possible without the funding..."

**Sarah Stewart, 2nd Year University Intern** said, "This is a great resource for the college, enhancing the students learning through an innovative and fun activity"



**Katie Sawyer, Supported Education Tutor** said, "I believe this is an invaluable asset to the development of any college group and will serve to reinvigorate my group moving forward. I was really impressed with how they worked together where often they struggle to communicate with each other. They were absolutely engrossed in the task which is amazing as they are difficult to motivate and engage!"

## Curriculum Resources - Robotic Arms

**Tatiana Zorina** @TatiannaZorina · Feb 20  
Robots have arrived @dundee\_angus! #DAG2G #moresuccessfulstudents #STEM @EngineersDA @EngineeringBohr



**Alastair Caird, Workforce Development Leader, Engineering department** said, "I am encouraged and delighted to have these new desktop robot systems... it's a wonderful opportunity for our students to use various types of coding in IT unit for engineering... it's a fantastic opportunity for college to grow in the area that wasn't there before..."

## Improved curriculum and new curriculum resources

**Craig Denham, Curriculum and Quality Leader, Animal Care** said “With the help of Good to Great funding we were able to get a new technology which are more advanced and useful in a class room setting... Students are now able to have the hands on experience which is a huge benefit because you not often get that even from a work experience placement...”

**Anonymous student** said, “With the new CPR mannequin available to us we now know how far down to push (when doing CPR) we wouldn’t have known otherwise. The mannequin gives you that real life representation and prepares you for real CPR”.



## Curriculum Resources – New Medical Room (prototype of NHS ward)



**Carol Bain, Curriculum and Quality Leader** said, “Good to Great has really helped.... It helped us to enhance our medical skills room so much so that we now replicating exactly what is in a ward setting...”

**Amy Dunlop, HNC Care and Administrative practice student** said, “Room gives you a good chance to practice clinical skills for Nursing in a controlled environment, before going out into a clinical area”.

## Digital Strategy – Digital Community, Curriculum and Environment

**Sam Stirling, Learning and Digital Resources Manager** said, “The Good to Great funding has been crucial in making the Digital Strategy a success. It has allowed us to buy state of the art equipment, which has been used to enhance the student experience, create a new Learning Lab in Arbroath Campus, which means extending this provision to students based in Angus. We have also created online ‘digital toolkits’ and resources to support student and staff training, delivered bespoke staff digital days in both the support and academic areas to build confidence and encourage staff to shift towards a blending learning approach and invested in new digital tools that have allowed us to transfer the way we deliver online learning and teaching content and eAssessment.”



## Retention – Wellbeing Project



**Zoe Skivington, Fitness and Exercise Student** said, “The wellbeing project made me feel like the college cared about our mental and physical wellbeing as well as doing well academically. I felt supported as a student.”

**Jane Cooper, Project Lead** said, “The #DAwellbeing project has gained significant support and engagement from staff and students across the College community. The project has developed awareness of positive wellbeing practices across the College and provided access to a broad range of support materials, information and practical guidance on wellbeing and resilience.

**Debbie Robson, Lecturer in Hospitality** said, "The Wellbeing Project enabled the team to work with staff and industry on student led curriculum projects giving a wider aspect to their experience which wouldn't normally be accessible"

## Curriculum Resources – Electric Vehicle and relevant equipment

**Steve Swinley, Head of curriculum and Quality Engineering** said, “The Good to Great Investment has allowed the department to keep up to date with Industry and the evolving technology of Electric Vehicles. We can now deliver the very much needed Hybrid and Electric Vehicle training to our employers and students”.

**Student anonymous**, said, “As a student it is great to see the technology on electric vehicles. Our learning is much more fun and up to date with the vehicles you now see every day on our roads”.



A full ‘one year on’ independent evaluation of the impact of the Good to Great project will be undertaken and reported to the Board in late 2020/early 2021. Provision to support this evaluation has been built into the final Good to Great budget.

## 6 Risk Management

The project risk register was reviewed at the Project team meeting on 12 November 2019. As the project is coming to an end overall risk is declining, although a decision was made to leave the risk register unchanged at this stage. A copy of the risk register is included in Appendix 4.



## 7 Conclusion

During the two years of this project, we have seen many projects and activities progress resulting in a wide range of transformations. This has included a full revamp of our administration services and with the help of Service Design approaches we have created Help Points on all three of the main campuses.

We have reduced the number of individual teaching streams at level 4 (to 59 from 103) and increased our average class sizes (from 11 to 16.2). We have modernised our curriculum in all parts of the college and all departments have benefited from G2G funding to introduce new and up to date skills through the purchase of equipment, the development of new materials, and by learning new approaches and methodologies.

Over the period of Good to Great we have made financial saving of £1.5M and reduced expenditure on our wider 'administration' costs by 10%.

With the introduction of Wellbeing Project 89% of our students now feel, that college cares about their wellbeing and 93% said that they know how to look after their wellbeing.

90% of our course portfolio has been modernised (compared to planned 80%) and we have created Active Stakeholder Advisory boards in all of our Academic areas.

Good to Great has, however, been about changing the culture, outlook and mindset of the college. It has been about engaging and involving staff in transforming what they do – in big or small ways – and really thinking about how we want to operate in the 21<sup>st</sup> century. Overall, this project has created a “can do” attitude amongst staff across the college, encouraged creative thinking and innovative approaches to the working practices. This is the legacy of the Good to Great work, and more than the specifics of equipment or structures, it is this legacy that we need to ensure remains embedded in the way in which the College operates over future years.

## Appendix 1 – Good to Great Outcome Metrics

Project Outcome Link	High Level Good to Great Project Metric	Baseline June 2017	December 2019	Target	Baseline/Data Source
<b>1a</b>	Financial savings	<b>N/A</b>	£1.51m	<b>£1.5M</b>	Budget Monitoring Reports linked to Financial Strategy
<b>1b</b>	Reduction in Administration costs by 10%	<b>£8M</b>	£7.3M	<b>£7.2M</b>	Jul 17 Support centres I&E (excl vat; projects; teaching pay), *out-turn 10% reduction will be rebased to account for pay cost increases 2017 - 2020
<b>1c</b>	Total Income by FTE (staff)	<b>£51.2K</b>	£59k	<b>£56K</b>	2016/17 Annual Accounts and Annual Staffing Return
<b>1d</b>	Credits per FTE (staff)	<b>158</b>	183	<b>167</b>	2016/17 Credit out-turn and Annual Staffing Return
<b>1e</b>	Commercial Income generation increased by 5%	<b>£2.2M</b>	£2.3M	<b>£2.3M</b>	July 17 Academic I&E non-core income report
<b>2</b>	Learner Retention	<b>84.6%</b>	87%	<b>90%</b>	Performance Indicators Summary Report 2016/17
<b>3a</b>	Full Time Learner Attainment	<b>74.4%</b>	70.8%	<b>77%</b>	Performance Indicators Summary Report 2016/17
<b>3b</b>	Courses Below Scottish Average PI	<b>214</b>	200	<b>100</b>	National Retention Project Dashboard 2016/17 (Business Intelligence)
<b>4</b>	Learners into employment	<b>15.7%</b>	19.8%	<b>20%</b>	Course Leaver Destination Survey 2015/16
<b>5</b>	Learners into self-employment	<b>26</b>	50	<b>40</b>	Couse Leaver Destinations Survey 2015/16 (new metrics added to show self-employment)
<b>6</b>	Customer Satisfaction	<b>8.1</b>	8.3	<b>8.5</b>	2016/17 Learner Satisfaction Survey
<b>7</b>	Staff Engagement	<b>68</b>	80	<b>70</b>	Staff Engagement Survey 2016/17


## Appendix 2 – Theme Project Metrics

Theme	Good to Great Project Metric	Baseline	National Average	December 2019	Target	Baseline/Data Source
Digital	Staff Digital Competency	zero data		58%	100%	Digital competency assessment tool
Digital	6 x Fully digital course provision available	0	No data	13	6	Online learning audit in May 2018
L&T	Increased class sizes as an average by Dept.	11	11	16.2	16	Business Intelligence: class size by course and department
L&T	Commercial Course Enrolment increase by 5%	936		968	983	Business intelligence 2016/17 metrics commissioned
Retention	Staff completed health & wellbeing training (FTE)	10%		78%	80%	CPD Data March 2018
Retention	Group Tutors completed health and wellbeing toolkit training	0		75%	100%	CPD Data March 2018
Retention	Student Awareness and engagement with health and wellbeing <ul style="list-style-type: none"> <li>The college cares about my wellbeing</li> <li>I know how to look after my wellbeing</li> </ul>	74% 92%	No data	88.5% 92.5%	100% 100%	Student Survey Commissioned May 2018
Recruitment	Increase in full time recruitment (each mode)	5225		5577	5320**	2016/17 FES Data
Customer Exp	Active Stakeholder Advisory Boards per Academic team	20%		100%	100%	2016/17 Stakeholder curriculum saturation
L&T	% of Course Portfolio modernised	0		90%	80%	Curriculum portfolio 2016/17
Recruitment, L&T	Number of distinct/individual courses at SCQF Level 4	103		30	53	Curriculum Portfolio 2016/17
Customer Exp	Number and duration of website sessions/month	Zero data		91236	85000	Website Analytics
Customer Exp	Number of 'administrative' services redesigned	0	No data	5	4	Systems availability review

\* Data from May 2018, second Digital Competency Test is to be done in May 2020


## Appendix 3 – Communication Strategy – Twitter Engagement

**DA LearnerEngagement** @DAEngageMe · 9 Sep  
@DANPAConstruct1 Some of our 1st year Joinery Apprentices hard at work in our new Escape Room HEIST! #DAG2G #morethanjustcollege #moresuccessfulstudents




**#DAG2G** Project is having a huge impact on our learners experience! From modern curriculum to modern tools, our students are talking how it has benefited them! #moresuccessfulstudents @HorticultureDA1 @dundee\_angus

**Tatiana Zorina** @TatiannaZorina · 4 Apr  
Modern Landscaping - short video about our new equipment that is #environmentfriendly #modern and easy for students to use! Fancy studying horticulture?! Why not choose D&A?! #DAG2G #moresuccessfulstudents @EnvironmentD\_A @dundee\_angus @HorticultureDA1 #shapeyourfuture




**stephen.mcgregor** @smcgregor101 · 17 Sep  
@EngineersDA working in collaboration with @SDA\_Scot & @VspDevelopment in reviewing their #curriculum & #delivery with relevant stakeholders to ensure that they produce #moresuccessfulstudents in an ever changing landscape #Industry40 #Engineering #dag2g #Innovations #Excellence

**ServiceDesignAcademy** @SDA\_Scot · 17 Sep  
No better way to start your #servicedesign education journey than on-site with stakeholders, carrying out pop up user research @EngineersDA #SDABoot #userresearch




**stephen.mcgregor** @smcgregor101 · 19 Sep  
#dag2g

**Horticulture@D&A** @HorticultureDA1 · 19 Sep  
Our new mini digger put to use today levelling the ground ready for the new growing tunnel for Dig and Dine. New fencing and raised beds also beginning to take shape.




**Tatiana Zorina** @TatiannaZorina · 19 Sep  
#DAG2G Dig and Dine

**stephen.mcgregor** @smcgregor101 · 21 Sep  
Thanks again to the staff @WestColtScot for taking the time to show us their #ElectricVehicles installation point training facility yesterday #curriculumdevelopment #ev #hybrid training #ComingSoon @dundee\_angus #moresuccessfulstudents #dag2g




ES Sciences Team and 9 others


**Jessie Ann** @JessieAnnSkiv · 25 Sep  
Lovely to see so many faces attending POUNDFIT at Kingsway again yesterday! Arbroath today 4:45pm #DAG2g #DAwellbeing #morethanjustcollege @DA\_wellbeing



**Tatiana Zorina** @TatiannaZorina · 23 Sep  
Just attended a CPR lesson @AnimalCareDA1 where our students using Jerry CPR mannikin that we purchased from @vetdirectuk. Very fascinating and an amazing practical lesson for our students! A great example of positive impact of the #DAG2G on our students experience @dundee\_angus




**Jessie Ann** @JessieAnnSkiv · 24 Oct  
Thanks to all who attended POUNDFIT this week! I've taught 9 sessions which has included 18 staff members of @dundee\_angus, 4 classes of 25+ at @Wardykes and 2 classes of 25+ at @MuirfieldPS 🍷 That's a lot of people gaining their weekly wellbeing points 🍷 #dag2g #wellbeing 🍷



**stephen.mcgregor** @smcgregor101 · 26 Sep  
Positive meeting today with @ESPSScotland & #FE sector looking at the expansion of the Wind & Marine Training Network to support #offshorewind developments. Wind Turbine Technician course coming soon to @dundee\_angus. #forthandayoffshore #skills #dag2g #moresuccessfulstudents

**Tatiana Zorina** @TatiannaZorina · 27 Sep  
Dig and Dine Project was born from @SDA\_Scot student workshop/Team then put a successful application for #DAG2G. The project is now in the very early stage, but a lot of work has already been done and many students are very excited to be involved in the pilot! @HorticultureDA1




Gregor McInerney  
Dunfermline & South Queensferry, Fife

**Katie Lisa Murrie** @KLBain\_90 · 27 Sep  
After working with @HorticultureDA1 for over a year, the students wanted something different to enhance their learning ... @gregormcg took redesigning the curriculum to the max and @SDA\_Scot delegates ran a #codesign workshop to ideate and prototype. The result 🍷 #SDinED #DAG2G


**Jessie Ann** @JessieAnnSkiv · 2 Oct  
Thanks to all who attended POUNDFIT at Kingsway & Arbroath this week! What a turn out! 🍷 #dag2g #DAwellbeing @SDA\_wellbeing @dundee\_angus Same time & place next week 🍷

**Tatiana Zorina** @TatiannaZorina · 2 Oct  
Dig and Dine f @SDA\_Scot stu #DAG2G. The already been c the pilot! @Horticulture! Show this thr



**Go Groundbreaking Education**


**DA Sportsandfitness** @DASportsfitness · 26 Sep  
Today we had some visitors come into our department to see technology in action within sport and fitness. Nice feedback from the visitors and equally nice appreciation from colleagues! #DAG2G #morethanacollege



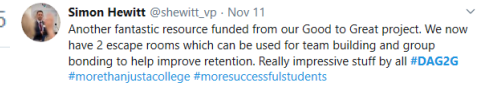
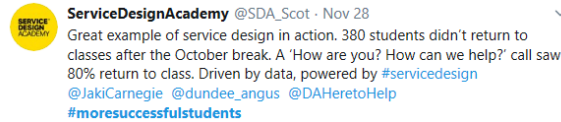
and showing them some of the amazing things that you do in the sport and fitness team. I think it was the highlight of their visit and they went away saying how inspiring the department is.

**Thank You**

**D&ALearning&DigitalResources** @DALearningHubs · 8 Oct  
Fantastic collaboration between Learning and Digital Resources and Arbroath NPA Joinery A students, who built a maze using a cardboard prototype for our Sphero robotic balls, on display in our new Learning Lab. #moresuccessfulstudents #dag2g #morethanjustcollege @DANPAConstruct1









#### Appendix 4 – Risk Register

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

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

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



---

**PAPER E**

**Regional Outcome Agreement – First Draft**

# BOARD OF MANAGEMENT



**Wednesday 11 December 2019**

## **Regional Outcome Agreement First Draft**

---

### ***Paper for discussion / approval***

#### **1. Introduction**

Following publication of the Scottish Funding Council Outcome Agreement Guidance for 2020/2021, the Board are required to approve and submit a first substantive draft of the agreement by 13 December 2019.

#### **2. 2020/2021 Guidance**

The guidance issued for outcome agreements has changed significantly for 2020/21, although it is recognised that much of the information underpinning this will be a development from previous years.

The guidance now splits outcome agreements into three main sections: The Learner; The System; and Innovation. These sections follow the Scottish Government key priorities detailed within the Ministerial letter of guidance to the sector.

The guidance also notes the need for the College to produce a new Access and Inclusion Strategy and to submit a Developing the Young Workforce Progress Report. Both of these are to be submitted alongside the final outcome agreement document for end April 2020.

#### **3. First Draft Outcome Agreement**

The enclosed first draft of the outcome agreement has been developed to meet the guidance issued and summarises key College activities and outcomes, although at this stage much of this information is in draft format. Anything marked in yellow on the enclosed draft is still to be updated.

The initial draft document will be updated in discussion with SFC prior to the March Board meeting. Key within this process will be the indicative funding and activity announcement expected in mid February 2020.

The changes made to outcome agreement guidance have removed some very significant areas of college activity/strategy from future outcome agreements. Most notable within this is the removal of information and outcome details in respect of College finances and capital developments.

Given the developments planned in respect of the Kingsway campus and Michelin Scotland Innovation Parc, an additional outcomes section has been included in the first draft to ensure that these items remain on the SFC agenda for the year ahead. The Board are asked to note this approach.

The draft document includes amendment to the key priority outcomes section of the document. This includes removal of reference to the Good to Great project, and incorporation of key outcomes in respect of capital developments.

#### **4. Approvals**

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

- Discussion and approval of the draft Regional Outcome Agreement.

#### **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. Given the nature of the outcome agreement, this relates to all items on the Strategic Risk Register.

#### **6. Information**

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

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

# Regional Outcome Agreement 2020 – 2021

## First Draft for Board December 2019

### CONTENTS

<b>Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2020 -2021</b> .....	4
<b>Supporting National Priority Outcomes</b> .....	4
<b>D&amp;A Priority Outcomes</b> .....	5
<b>College Outputs and Outcomes</b> .....	7
<b>1. Key Outcome 1 – The Learner</b> .....	10
1.1 Dundee and Angus College .....	10
1.2 Access and Learning .....	10
1.3 Mental Health Support .....	11
1.4 Student Safety .....	12
1.5 Gender Based Violence .....	12
1.6 Gender Equality .....	12
1.7 Student Voice and Learner Engagement .....	13
1.8 Supporting Access, Inclusion and Wider Equalities .....	15
1.9 Care Experienced Students .....	15
1.10 Student Carers and Estranged Students .....	16
1.11 Support for Veterans .....	16
1.12 British Sign Language Plan .....	16
<b>2. Key Outcome 2 – The System</b> .....	17
2.1 Skills Alignment .....	17
2.2 Apprenticeships .....	18
2.3 Developing the Young Workforce & Senior Phase Delivery .....	20
2.4 Early Years and Childcare Provision .....	22
2.5 Public Health .....	22
2.6 Science, Technology, Engineering and Maths (STEM) .....	23
2.7 Digital .....	24
2.8 Climate Change Emergency .....	25
2.9 Skills Action Plan for Rural Scotland .....	26
2.10 Gaelic provision .....	26
2.11 English for Speakers of Other Languages (ESOL) .....	27
2.12 Quality Reporting .....	27
2.13 Professional Standards .....	28
2.14 Board and Senior Staff Gender Balance .....	28

<b>3. Key National Outcome 3 – Innovation</b>	29
3.1 Enterprise D&A	29
3.2 Innovation Accelerator Funding	29
3.3 Energy Skills Partnership	30
3.4 Code Academy	30
3.5 International Projects	30
3.6 Service Design Academy	31
3.7 Good to Great Transformation Strategy	31
<b>4. Additional Outcomes – Governance, Finance and Investment</b>	32
4.1 Financial Stability and Sustainability	32
4.2 Governance	32
4.3 Regional Economic Developments	33
4.4 Kingsway Campus Redevelopment	33
<b>Appendix 1 Dundee and Angus Regional Economic Context (to be updated)</b>	34
<b>Appendix 2 Access and Inclusion Strategy Activity and Resources Update</b>	44
<b>Appendix 3 Equalities Impact Assessment Regional Outcome Agreement 2020 - 2021</b>	45



## Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2020 -2021

<p><b>College Region - Dundee and Angus</b></p> <p>College region Tayside (Dundee and Angus College) will receive <b>£27,788,783</b> core teaching funding, and <b>£1,646,000</b> capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2020/21 to plan and deliver <b>103,314</b> credits worth of further and higher education. This is inclusive of <b>2,852</b> credits for childcare activity.</p> <p>In addition, the college region will receive <b>£1,158,435</b> in European Social Fund (ESF) grant through the SFC to deliver a further <b>4,421</b> Higher Education credits to eligible learners.</p> <p>The total credit target for 2020/21 is therefore <b>107,735</b>.</p> <p>Core Student Support funding for 2020/21 is <b>£8,957,814</b></p> <p>This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.</p> <p>We accept our final funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting the Childcare target for AY 2020 - 2021 with the Scottish Funding Council. We are aware that discussions are continuing between the Scottish Funding Council and Scottish Government to determine the inclusion of pipeline and additional qualifications to address these challenges and await the outcome of these discussions. On this basis, we are content to sign our acceptance.</p>
---

### Supporting National Priority Outcomes

The Scottish Government has published its National Performance Framework that summarises the outcomes and related performance measures for all parts of the public sector in Scotland. This framework is outlined below.



As an integral member of our local communities, Dundee and Angus College impacts across a significant range of the outcomes incorporated within this framework. The College's vision and related pledges for the period through until 2025 fits seamlessly into the core purpose of the Scottish Government to create a more successful country. Our More Successful Students strategy echoes this national outcome and links directly into the Scottish Funding Council (SFC) Strategic Framework 2019 – 2022. Through this framework SFC states:

'We want Scotland to be the best place in the world to learn, educate, research and innovate, so that all of our nation can flourish.

Our purpose is to create and sustain a world-leading system of tertiary education, research and innovation that changes lives for the better, enriches society, and supports sustainable and inclusive economic growth.'

This strategic aim is supported by four core objectives as follows.

- a. To invest in education that is accessible to learners from all backgrounds, gives them a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.
- b. To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland's international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.
- c. To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland's international connections.
- d. To be an excellent, outcome-focused public body that provides leadership, inspires confidence, models collaborative working, is committed to continuous improvement, and stewards public resources well.

## D&A Priority Outcomes

The table below outlines the key Priority Outcomes for Dundee and Angus College for 2020/21 and indicates how the D&A Priority Outcomes support the four key SFC outcomes.

D&A College Priority Outcomes	SFC National Priorities			
	a	b	c	d
1. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal, Michelin Scotland Innovation Parc and other developments. Establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as digital, hospitality, cultural tourism, renewable energy, advanced manufacturing, and care sectors.	✓		✓	✓

D&A College Priority Outcomes	SFC Key Outcomes			
	a	b	c	d
2. To deliver a comprehensive, innovative and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, digital and metaskills at all levels.	✓	✓	✓	
3. Contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.	✓			✓
4. Deliver the outcomes of Developing the Young Workforce – Scotland’s Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.	✓		✓	
5. Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst addressing the challenge of the climate emergency, underpinning the international sustainable development goals, and directing the maximum level of resource towards learners and their learning.	✓			✓
6. Progress our ambitious estates strategy to meet regional curriculum needs and enhance the learning environment through the creation of a regional STEM centre, redevelopment of the Kingsway tower, and investment to meet regional skills needs.	✓	✓		✓

## College Outputs and Outcomes

The following table summarises the key measures underpinning the priority outputs for the College during 2020/21.

Priority Outcome	2020-21 Priority Outputs
To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal, Michelin Scotland Innovation Parc and other developments. Establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as digital, hospitality, cultural tourism, renewable energy, advanced manufacturing, and care sectors.	<ul style="list-style-type: none"> <li>• Maintain MA and FA starts at <b>** and **</b> respectively, increasing these where contract spaces allow.</li> <li>• Increase the number of full-time learners in vocational subject areas with work experience as part of their programme of study to 100% by 2025.</li> <li>• Increase volume and proportion of credits delivered to learners on STEM courses to 25% by 2020.</li> <li>• Meet skills needs of the Waterfront development, Tay Cities deal and Michelin Scotland Innovation Parc</li> </ul>
To deliver a comprehensive, innovative and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, digital and metaskills at all levels.	<ul style="list-style-type: none"> <li>• Achieve Core and ESF funded target of <b>107,735</b> Credits.</li> <li>• Increase the proportion of full-time enrolled students successfully achieving a recognised qualification, maintaining a minimum of 74% for FE and 76% for HE.</li> <li>• Increase percentage of part-time FE &amp; HE enrolled students successfully achieving a recognised qualification to 82%.</li> <li>• Maintain the percentage of students satisfied with their college experience at a minimum of 95%.</li> <li>• Increase proportion of successful HN students articulating to degree level courses with advanced standing to a minimum of 50%.</li> <li>• To deliver on the outcomes of the Commission for Widening Access, ensuring that a minimum of 20% of articulating students are from MD20 postcode areas by 2020</li> <li>• Increase the number and proportion of full-time college qualifiers in positive destinations after 3-6 months of qualifying by 1 percentage point to 96%.</li> <li>• Enhance direct employer engagement in curriculum design and delivery in all curriculum areas.</li> <li>• Deliver the improvements in learning, teaching and outcomes detailed within the quality enhancement plan.</li> <li>• To deliver the outcomes of the digital strategy, including 100% digital competency for staff and creation of nine fully on-line course options by 2021.</li> </ul>

Priority Outcome	2020-21 Priority Outputs
<p>Contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.</p>	<ul style="list-style-type: none"> <li>• Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification.</li> <li>• Increase by 10% the minority gender share in each of the most imbalanced course areas.</li> <li>• Improve successful outcomes for Care Experienced students by 2 percentage points per annum until it is in line with outcomes for other learner groups.</li> <li>• Increase positive destinations for Care Experienced students by 2 percentage points per annum.</li> <li>• Increase student activity Credits in Price Group 5</li> <li>• Increase recruitment of learners from the gypsy/traveller community</li> <li>• Increase learner numbers within the Arbroath, Forfar and Montrose campuses, meeting local access, economic and rurality needs.</li> <li>• To deliver on the pledge to offer a suitable place to all Care Experienced learners applying to College.</li> <li>• To deliver in full the aspirations behind the Stand Alone Pledge; Armed Forces Covenant and gender based violence support.</li> </ul>
<p>Deliver the outcomes of Developing the Young Workforce – Scotland's Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.</p>	<ul style="list-style-type: none"> <li>• Increase number of senior phase pupils studying vocational qualifications at SCQF level 5 and above.</li> <li>• Increase volume and proportion of Credits delivered to learners at S3 and above as part of school-college provision and improve outcomes for senior phase students.</li> <li>• Maximise the number of Foundation Apprenticeship opportunities and further develop clear learning pathways for all FA provision.</li> </ul>
<p>Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst addressing the challenge of the climate emergency, underpinning the international sustainable development goals, and directing the maximum level of resource towards learners and their learning.</p>	<ul style="list-style-type: none"> <li>• To deliver on the College financial strategy.</li> <li>• To comply fully with the terms of Financial Memorandum and Code of Governance for Scotland's colleges.</li> <li>• Achieve carbon reduction target of a minimum of 60% by the end of 2025.</li> <li>• To embed wellbeing as a component of all full-time course provision.</li> <li>• To extend wellbeing CPD opportunities to cover all staff</li> </ul>

Priority Outcome	2020-21 Priority Outputs
<p>Progress our ambitious estates strategy to meet regional curriculum needs and enhance the learning environment through the creation of a regional STEM centre, redevelopment of the Kingsway tower, and investment to meet regional skills needs.</p>	<ul style="list-style-type: none"> <li>• To develop the business case and secure funding for a regional STEM centre on Kingsway site.</li> <li>• To complete redevelopment of the Kingsway Tower.</li> <li>• To secure funding to create a flexible and innovative learning environment within the Michelin Scotland Innovation Parc.</li> <li>• To enhance investment in our digital and cyber security infrastructure.</li> </ul>



## 1. Key Outcome 1 – The Learner

**Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds.**

**SFC core objective: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.**

### 1.1 Dundee and Angus College

Dundee and Angus College provides further education services for the region of Scotland mainly focussing on the population centres of Dundee and the Angus towns, but stretching in reach south to north east Fife, west to areas of Perthshire, and north to Laurencekirk, South Aberdeenshire and the Mearns.

The College has extensive networks of activity across the whole region and is a key player in education and training, economic development and community planning. This includes a key role within the work of the Developing the Young Workforce group and as a major strategic partner with our local authorities and local/national higher education institutions. The College is a core member and skills partner for the recently announced Michelin Innovation Parc.

The College is well integrated with key industrial and commercial partners across all areas of the region, supporting changes in the local economy, working with partners to support new and established industries, and providing the skills and services required to support the diverse economy of our communities.

The combined regional estate consists of three main campus buildings, two in Dundee and one in Arbroath, supported by outreach centres within the other main towns of Angus.

A very significant proportion of our learners are impacted by issues including socio-economic disadvantage, rurality, disability or other influencing factors that could impact negatively on their learning, outcomes and progression. The College places huge importance on ensuring that this does not occur, and provides extensive support to ensure that learners can be successful irrespective of background. This work is embedded across all that we do and will continue throughout the period of this outcome agreement and is summarised in the sections below.

### 1.2 Access and Learning

In addition to the creation of economic growth, the College also cites the generation of social well-being as a key feature of our core organisational purpose.

This core purpose recognises our role and responsibilities as an organisation in improving people's life chances by ensuring access to high quality of education that is appropriate to their needs, enables them to reach their full potential (regardless of characteristic or background) and equips them with the vocational and essential skills necessary to succeed in the world of work.

Our Outcome Agreement itself has been subject to Equalities Impact Assessment which is [available on our website](#).

The College monitors closely the participation (and mainstreaming) of learners from protected characteristic groups and publishes detailed statistics biennially. Our analysis of equalities data within our [Mainstreaming Report](#) shows that the broad distribution of protected characteristic groups within our student population matches the distribution found within the wider population of Dundee and Angus.

The College is engaged in a number of projects and activities that support those with issues of equality that are compounded by socio-economic disadvantage. This includes a broad range of curriculum provision and support through our Access and Inclusion curriculum and engagement with a wide range of regional inclusiveness projects. The College is an active member and supporter of the Dundee Fairness Commission.

The College is one of only a handful to receive Scottish Government funding to tackle issues of Child Poverty. This funding is supporting extensive engagement with young people and lone parents across our communities to begin their engagement with education and move through into mainstream provision and employment.

The College has been an active supporter of the ethos and targets outlined by the Commission on Widening Access and, in addition to our own extensive higher education provision, plays a central role in supporting and growing successful articulation links for learners from all backgrounds. The College has already undertaken a significant amount of work to develop this activity, and will continue this in 2020/21 as detailed below.

Learner outcomes, progression and post course success for learners from the 10% most deprived postcode areas in our community are above the Scottish average, as are outcomes for younger learners, those with disabilities, BME learners, and others irrespective of protected characteristic.

The College is a longstanding 'Disability Confident' employer and offers a range of flexible support and opportunities to support engagement within the workforce.

### 1.3 Mental Health Support

Mental health issues are a significant issue for the College, and remain one of the main reasons cited for learners withdrawing from their studies.

The College and our Students' Association/Sports Union are working together to deliver on our **Mental Health Strategy and Partnership Agreement <add web link>** and related action plan. This work is progressing well and is benefiting learners in all parts of the College

The College has invested heavily in a Health, Wellbeing and Resilience project that has had a significant impact on staff and learner wellbeing. This work includes the rolling out of WRAP (Wellness Recovery Action Planning), Resilience and other training for learner and staff groups, with a focus on building awareness and capacity across the College community on how to identify, avoid and deal with the most common mental health issues at the earliest possible stage.

Through a large scale Wellbeing project all staff have access to a resources toolkit of approaches that are used to raise awareness and good practice around mental health and resilience, alongside support and guidance on managing mental health issues. In line with our project outcomes, over 80% of all staff have benefitted from dedicated mental health training, including Mental Health First Aid.

The College has an effective partnership with the University of Abertay to enhance the counselling opportunities available to learners. This work supplements the very extensive range of student support and provides access to trained counsellors that require additional experience to complete their professional registration. This partnership provides access to a specialist counsellor on each of our three main campuses and supplements counselling support that the College funds through a range of independent counselling services.

The College has welcomed the additional funding to support access to counselling which has supported a substantive increase (+2.7 full time equivalent) in counselling support for learners with mental health support needs. The College has embedded this additional support fully within our student services provision to ensure that learners receive an integrated and 'wrap around' service that can address the interconnected mental health counselling and other support needs of learners.

## 1.4 Student Safety

Through 2019/20 the Students Association and College have been progressing a joint RESPECT campaign. This is a broad based project, focused on the College values, which supports learners and staff in developing mutual respect, citizenship and behaviours. This work fits alongside many other areas of activity including work to promote awareness of issues of consent, positive social media use, bullying and harassment, social, environmental and personal awareness, substance use, gambling addiction and many other issues that impact on our communities.

Through this work, the College has updated its Positive Behaviour Management arrangements and has extended work with the community police service and a host of external stakeholders. This work will be completed during 2020/21, with further developments progressed thereafter.

## 1.5 Gender Based Violence

The College is an active supporter of the Gender Based Violence campaign and has led and participated in a number of events and development sessions to expand awareness of gender based violence issues and embed the Equally Safe toolkit and good practice approaches. This includes the provision of rape and sexual abuse centre (RASAC) training as a part of our wider RESPECT provision for learners and the rolling out of specialist support training for Student Services and other frontline staff.

The College is enacting its GbV strategy and policy guidance for staff and students on preventing and eradicating gender based violence and has clear support and policy guidelines for staff on the identification, management and responses to issues of gender based violence.

Gender based violence cards have been issued to all staff, and the toolkit is promoted through comprehensive staff training and awareness raising on a team-by-team basis. This continues to be recognised nationally and the College has worked directly alongside Fiona Drouet to share and inform practice.

This managed and CPD based approach to the rollout of the GbV toolkit adopted by the College, and promotional materials developed by D&A to support awareness raising, have been adapted for use nationally across the college and university sector.

Data systems have been updated to monitor the reporting of gender based violence as an integral part of our student support offering.

## 1.6 Gender Equality

All College recruitment is undertaken on an open and non-gender specific basis, with overall student recruitment reflecting the gender balance within the population as a whole. Within this, however, the College recognises that there remains a clear gender split across a range of curriculum areas. This is especially marked within Science, Technology, Engineering and Maths (STEM) subject areas and Personal Care subjects such as Hairdressing/Beauty and Care.

Analysis and actions in respect of gender equality are detailed within our published [Gender Action Plan](#), and these actions and outcomes are an integrated feature of this Outcome Agreement.

Work has progressed under our Gender Action Plan to reduce gender segregation within the curriculum and to provide positive opportunities for non-traditional participation within subject areas. Sustaining change through this work continues to be challenging, with learner recruitment closely matching application rates across all subject areas, and reflecting subject choice decisions made by school pupils in S2 or earlier. To influence this, the College has expanded activities and engagement with younger school pupils to promote alternate careers and study opportunities.

Developments in respect of the gender split across those academic areas with gender segregation of >75% for session 2018/19 is as follows.

Team	Gender Baseline July 2017	Female Enrolments 2018-2019	Change
Curriculum Areas >75% male enrolments			
Building Services	0.4%	23.1%	<b>+22.7%</b>
Engineering	4.8%	5.5%	<b>+0.7%</b>
Construction and Technology	5.4%	16.6%	<b>+11.2%</b>
Computing and Creative Media	12.6%	14.0%	<b>+1.4%</b>

Team	Gender Baseline July 2017	Male Enrolments 2018-2019	Change
Curriculum Areas >75% female enrolments			
Retail and Events	24.1%	22.7%	<b>-1.4%</b>
Health and Social Care	9.1%	12.9%	<b>+3.8%</b>
Hair, Beauty and Complementary Therapies	3.5%	7.1%	<b>+3.6%</b>

To further support change, the College adopted contextualised recruitment arrangements in 2019/20 to increase conversion rates for applicants in curriculum areas where a gender imbalance is evident.

Equality analysis highlights consistency of successful learner outcomes irrespective of gender or other protected characteristic. Outcomes for minority gender learners within the above areas are strongly positive and in line with successful outcomes for other learner groups.

Through the course of this agreement, the College will continue to support and prioritise atypical recruitment in segregated subject areas and will continue to work strategically with our school and other partners to promote greater awareness raising and expand the offer of senior phase, broad general education, and primary level activity that directly addresses gender segregation in the curriculum.

The College has a small community of transgender learners and staff, and has actively contributed to the national TransEDU research findings. Our Revels of Angus group provides a supportive community environment for learners and we will continue to work towards the implementation of the recommendations of the TransEDU Scotland report.

### 1.7 Student Voice and Learner Engagement

The engagement of learners (within their own learning and within the life and work of the College) is critical to the quality of our service and the outcomes we achieve. Dundee and Angus College has an enviable reputation for the depth and effectiveness of these activities, offering a very broad range of opportunities for all learners to engage across the College. These activities enhance the quality of learning, teaching and service delivery, whilst also supporting learners to gain additional skills, qualifications and attributes that add significantly to their employability, personal and vocational development.

The Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and student groups.

In addition to supporting this on-going work, key priorities over the period of this outcome agreement include a specific focus on supporting and enhancing learner retention, equality, integration and employability.

The multi award winning [D&A Attributes](#) programme is supported by our Learner Engagement and Learning & Digital Resources teams and provides learners with significant opportunities to develop and evidence the key attributes that our employers have identified as critical to their employability and future career success.

The Attributes programme is a highly innovative and flexible approach and has developed further to incorporate extensive volunteering opportunities. All Attributes outcomes have been mapped to the Skills 4.0 metaskills matrix, allowing learners to track their development against the key metaskills required for success in the 21<sup>st</sup> century. The D&A Attributes are an embedded element of the College offer and will continue to make a significant contribution to our work in Developing the Young Workforce and our embedding of metaskills and the Essential Skills Ambitions for Scotland.

The D&A Students' Association have a well-developed rolling three year [strategic and annual operational plan](#) with a focus on developing greater consistency and visibility year-to-year that underpins improvements in activity, accountability and autonomy. This work has included the signing of a rolling [partnership agreement](#) with the College and reaffirmation of the "D&A Pledge" between the College, DASA, our Sports Union and our students.

Supported by a Students' Association Development Officer and with an active and high profile independent Students' Association Advisory Board, our Students' Association continues to take full responsibility for a broad range of activities, including leadership and management of class and lead representative, student advocacy, and Student Congress.

The Office Bearers play an influential role within the Board of Management, including providing feedback through standing agenda items on the full Board and our Learning, Teaching and Quality Committee agendas. This includes pairing up Executive Team members with SA Office Bearers to lead projects designed to improve Learning and Teaching, Equalities and the Learner Experience.

Our new D&A strategies in Learning and Teaching, Quality and Learner Engagement have been developed in partnership with our Students Association and learners.

Students and the Students' Association continue to play a crucial role within all of our [Service Design](#) activities, engaging with students to enhance and co-design curriculum and services.

In addition to the RESPECT and learning and teaching projects outlined above, our Students' Association have played a key role in the development of our new Learning & Teaching, Learner Engagement and Quality Strategies that set the aspirations and direction of travel of the student experience through to 2025.

Our Students' Association have active members of the range of College committees, and are members of key strategic working groups such as our Good to Great Digital Strategy working group.

The Students' Association organise a series of 'Pizza with the Principals' and 'Cake with the Chair' sessions throughout the year and these informal discussions with learners from across the College are used to discuss and seek input across the range of activities and measures encompassed by this outcome agreement.

In addition to the usual range of Students' Association activities, the College has a highly successful Sports Union, engaging students within a broad range of competitive sports and wellbeing activities. The Sports Union offers a significant range of sporting, volunteering, coaching, and competition opportunities for learners of all abilities and work will progress in partnership with student sports volunteers and student coaches to support and enhance the Sports Union.

The Students' Association and College have had a formal Partnership Agreement in place since 2015, including the joint "D&A Pledge" to work in partnership to achieve a series of high level and public ambitions. This partnership working includes opportunities for the Students' Association to contribute to the creation and approval of this outcome agreement and (critically) the activities, services and outcomes that it relates to.

The ROA is discussed fully with Student Association office bearers and the Student Congress during the drafting stage to allow students to influence and contribute ideas to the final document.

### 1.8 Supporting Access, Inclusion and Wider Equalities

The first [Dundee and Angus College Access and Inclusion Strategy](#) 2017 - 2020 has guided the enhancement of services to support learners with additional needs to better engage with their learning journey and become more successful. This strategy has now been completed and a new strategy has been developed to lead further mainstreaming and service provision for the period 2020 – 2023.

**To be updated with new 2020 – 2023 Strategy for final version**

### 1.9 Care Experienced Students

The College has effective arrangements for Care Experienced Students and has worked in partnership with Who Cares Scotland to inform the creation of our [Corporate Parenting plan and Carers Policy](#).

The College has strong working relationships with the Through Care and After Care teams with Dundee City and Angus Councils to help identify what support each individual looked after young person or care leaver feels they need before they come to College.

In session 2018/19 Dundee and Angus College increased significantly the proportion of credits delivered to care experienced learners (up from 2.8% to 6.1%) and through the further promotion of our 'Care Experienced Commitment' will continue to guarantee a course place to all care experienced young people and will aim maintain provision for this important group of learners.

College staff attend LAC meetings to ensure progress and achievement is communicated and shared and any issues proactively dealt with. One to one support is provided as required within the College to manage personal issues and barriers and further develop academic skills as appropriate to each individual. The college is a member of the Dundee Champion's Board for looked after young people.

Retention and outcomes for care experienced young people are in excess of the Scottish average for **all** learners and further work will progress to support this group to achieve equivalent sector leading outcomes to other D&A learners.



## 1.10 Student Carers and Estranged Students

[Support for carers](#) is similar to that provided for looked after young people. We have a protocol in place with both young carers' centres in Dundee and Angus to support carers and recognise their responsibilities. Support provided is usually on a one to one basis to manage social, emotional, personal issues being dealt with, and includes extensive liaison with and referral to other agencies relevant for young carers and young adult carers to assist them with their caring role.

During session 2018/19 5.7% of all learners were identified as having a caring responsibility (compared with a Scottish average of 4.3%). Overall retention and attainment for this group of learners was in line with College average, and at 73.3%, successful outcome was significantly above the Scottish average for all students.

Our [Carers policy](#) and well established We Care @ D&A group and initiative ensures that our students and staff with caring responsibilities are aware of (and receive) the support on offer to them. We are meeting the ambitions and activities outlined through the Go Further Award, and offer specific drop in academic, personal and social support sessions for all of our carers. We support our student carers throughout the year with an additional transition day in August, Christmas celebration and end of year celebration. These are all activities that our carers say makes a significant difference to them and helps them feel valued and maintain their mental and physical health.

The College was one of the first to sign the [Stand Alone Pledge](#) and is committed to providing on-going support and opportunity for Care Experienced and Carer students alongside those that are estranged from their families, have mental health conditions, or simply need support of one kind or another to help them navigate their learning journey and progress with their lives.

## 1.11 Support for Veterans

The College has significant engagement with the armed forces and the veteran community and associations, particularly through our close links with RM Condor in Arbroath. The College is a signatory to the Armed Forces Covenant, and work alongside ex-service personnel and agencies to ensure that guidance and entry arrangements take account of the needs of those serving in our armed forces and those whose educational journeys or outcomes may have been disrupted by service arrangements.

The College is one of very few that offer opportunities through the City and Guilds Licentiate programme for ex-services and others to accredit prior management and leadership experience towards recognised City and Guilds qualifications.

The College is a member of the Veterans Careers Transition Partnership and is working through this partnership to deliver on the recommendations of the veteran's commissioner.

## 1.12 British Sign Language Plan

The College has published its [British Sign Language \(BSL\) plan](#), and supports a number of learners with hearing impairments to successfully achieve each year. We have extensive and positive links with local hearing support groups and engage actively with a broad range of self-employed BSL signers.

The implementation of the plan is overseen through our Student Services Team, with outcomes reported to our Equality & Diversity Strategy group. We work in partnership with a range of support groups for individuals with hearing impairments, and utilise this input to help to shape and assess service needs.

## 2. Key Outcome 2 – The System

**Scottish Government Strategic Priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability.**

**SFC Core objective; To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland's international connections..**

### 2.1 Skills Alignment

The Dundee & Angus region has undergone significant transformation over the past few years and, with a £1bn investment in Dundee's Waterfront, the £700m Tay Cities Deal, and the £60m Michelin Innovation Parc developments progressing it is important that the College continues to play a major role in providing the skills and training needed to ensure the needs of both the regional and national economy are met.

The College's new approach to course planning guarantees an extensive annual review of its curriculum. This now operates on a rolling two year planning cycle and focuses on both what we deliver (ensuring it always meets the changing needs of the regional economy) as well as how we deliver our curriculum - including the different modes, delivery styles and technology enhanced methods needed to meet the needs of today's learners and employers.

This rolling annual planning process draws heavily on the full range of Labour Market Information (LMI) available, including Regional Skills Assessments (RSA) and Skills Investment Plans (SiP) data provided by SDS, employment trend data available through our EMSI labour market analytics data, planning system, and direct information provided by our network of local Stakeholder Advisory Boards.

With new full time provision established in areas such as Child Care, Advanced Manufacturing and Robots, Cyber Security, Activity Tourism, Business Analytics and Food Science, the College is at the cutting edge of the exciting economic changes predicted within the Dundee & Angus region.

Given the demographic of the region and its economic context, the College is also growing its part time portfolio with new provision in Leadership & Change, Digital Marketing, Workplace Coaching, Cyber Security, Digital Baselineing and Business Intelligence. This new curriculum targets a number of markets including the 25+ age demographic, those in employment wishing to upskill and progress in their career, and those without work looking to reskill and enhance their potential of employment within a developing region.

To support our curriculum review, the College engages extensively with employers, through our Stakeholder Advisory Boards and engagement with DYW, CPP partners and others on a routine basis. All of this work ensures that our curriculum addresses current needs (and is matched to forecasted future skills demands) to ensure that our provision is aligned fully with the employment priorities of business and industry. Within a number of Curriculum areas we have also undertaken Service Design 'co-design' sessions in which staff, learners and employers have jointly designed the future qualifications and approaches to delivery.

Through our Future Talent initiative the College has improved the career management and employability skills of all our students. Increasing emphasis has also been placed on enterprise and encouraging self-employment and entrepreneurship, particularly through our Enterprise D&A facilities in Arbroath and Gardyne Campuses.

Access and clear learning pathways for all learners will be maintained, offering a broad range of learning opportunities at SCQF levels 4, 5 and 6, targeting the DYW priority groups, supporting employability and reducing youth unemployment by engaging younger learners on their 15 – 24 learner journey into meaningful employment. A key focus will continue to be placed on further enhancing the level of sustained positive student destinations, by expanding work placement activities, further developing opportunities to learn in realistic workplace environments, increasing opportunities for student volunteering and mentoring, and supporting student enterprises.

The College will continue to extend work with employers and HE institutions to develop the ambition of our students and to enable them to pursue careers, at a variety of levels, in their chosen disciplines. These opportunities will be promoted as career pathways through our Career Coach portal, backed up by robust labour market data across the key industries within the Dundee and Angus region.

Our new website, launched in December 2019, has employability at its heart, and links qualifications with wider career pathways to support prospective students, pupils, teachers and parents to be better informed about subject choices based on the real career opportunities and current/future jobs available within the region.

In addition to skills alignment with industry, the College has successfully aligned curriculum and increased the range and scope of formal articulation agreements with HE partners locally and further afield. This supports clearly aligned learning pathways, ensuring that students have the opportunity to gain access, progress and articulate to degree programmes either within a joint programme of studies or by gaining advanced entry in years two or three. The College also supports the Associate Student scheme, and during 2019 increased the Associate places available through a new agreement with Robert Gordons University. All of this work underpins our plans to support a further increase in the number of learners articulating with advanced standing to 60% by 2022.

The College continues to work closely with our partner universities in Dundee, with clear communication and reporting processes established for the monitoring and review of programmes. This includes data sharing at registry level, and D&A involvement at Abertay University clearing and recruitment events.

A close working relationship exists between Dundee and Angus College and the SWAP (Scottish Wider Access Programme), enabling adult returners to access Degree level study. Students benefit from fully supported transition programmes into HE routes at local and national universities and/or colleges.

Work will continue throughout the period of this agreement to further promote SWAP opportunities and maximise benefits for learners available through this work.

## 2.2 Apprenticeships

Dundee and Angus College is committed to the growth of the apprenticeship family, is the only contract holder for the Foundation Apprenticeship programme in the Dundee and Angus region, and has been a successful provider of Modern Apprenticeships since the creation of the programme.

The College offers Modern Apprenticeship (MA) and SVQ programmes in the workplace at levels 2 – 5 on either a funded or commercial basis, delivering around 750 candidate places, including around 300 Modern Apprenticeship opportunities.

The MAs offered by the College are delivered on behalf of Skills Development Scotland and industry bodies including SECTT, SNIPEF, EAL, CITB and ECITB. In addition, the College delivers the underpinning knowledge in a number of key areas on behalf of other private training providers.

In all cases, the College supports candidates to achieve meaningful apprenticeship outcomes which lead to sustained employment. Matching industry demand to candidate numbers is crucial to ensure that both current and future workforce skills demands of the Dundee and Angus region are addressed.

In 2019/20 the College supported 281 MA candidates on the SDS CTS/FIPS system covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Civil Engineering, Customer Service, Childcare, Hospitality, Creative & Digital Industries and ICT.

This work is supported by our partnership with Angus Council in the Angus Shared Apprenticeship Programme (ASAP) which provides an employer vehicle to allow young people to access an apprenticeship shared across a number of smaller employers who would not individually be able to support an apprentice. In 2019 over 50 young people benefitted from this work.

The College will seek to grow the number of apprenticeship places that it offers by bringing in new apprenticeship frameworks and employers where possible. The loss of major contributors such as McGill's and Michelin who together accounted for c 50 apprenticeship places, will make this challenging.

Our regional strategic delivery partnership is planning and delivering on the expansion of Foundation Apprenticeships (FAs) in the Dundee and Angus region. This partnership comprises senior leaders from Dundee and Angus College (Lead Partner), Dundee City Council, Angus Council, Dundee and Angus Developing the Young Workforce (DYW) and is supported by Skills Development Scotland Area Managers for Dundee City and Angus regions.

The strategic partners meet quarterly to monitor, review and plan the Foundation Apprenticeship expansion in the region. This includes ensuring that the Senior Phase curriculum entitlements are being offered to all pupils, and ensuring that there are strong, clear career pathways created that offer curriculum breadth and choice in line with the recommendations of Scotland's Youth Employment Strategy - Developing the Young Workforce and 15-24 Learner Journey Review.

Each partner organisation in the strategic delivery partnership has given its full commitment to collaboration, engagement, development and delivery of FAs. The partnership has agreed shared goals, vision and performance (KPIs) in relation to raising awareness, increasing uptake, engagement of employers, and improving outcomes (both qualifications and positive destinations) and has clearly defined roles and meeting structure.

This collaboration has contributed to the successful increase in uptake of FAs in Dundee and Angus across all 16 secondary schools in the region. During 2019/20 there were over 250 pupils studying for FAs across 11 frameworks in the growth areas identified in regional skills assessments and skills investment plans. This figure represents an increase of c 500% since 2017/18 and will continue to grow year on year.

The FA's offered from August 2020 by Dundee and Angus are:

- Accountancy
- Business Skills
- Civil Engineering
- Creative & Digital Media
- Engineering
- Food & Drink
- IT Hardware & System Support
- IT Software Development
- Scientific Technologies
- Social Services & Healthcare
- Social Services Children Young People

The College will continue to build on its strong relationships with employers and schools in order to influence this change, with a particular focus on new technologies and in areas where there are increasing skills gaps and demands

The College has led on the Skills Development Scotland pilot of pre-Foundation Apprenticeships in Construction (Design and Build) and in Hospitality, targeting school pupils who are at risk of disengaging and/or not progressing to a positive destination.

The College will continue to work in partnership with local authority partners and SDS to achieve the ambitious targets set for apprenticeships.

**Add Link to Case study of FAs in Civil Eng now on Associate programme with Abertay & plans relative to Michelin Innovation Parc.**

College involvement in the Graduate Apprenticeship (GA) scheme has centred on raising awareness of the GA as a career pathway for school pupils and College learners through the Foundation and Modern Apprenticeships.

The College has been unable to bid independently for a contract to deliver GAs (due to levelling barriers) but works closely alongside the University of Dundee and Abertay University to collaborate on pathways and opportunities for young people.

As an employer, the College is working in partnership with Robert Gordon University to support staff access to GA opportunities.

As the GA programme develops the College will continue to welcome the opportunity to be a delivery partner working in collaboration with the university sector as an education provider and employer.

### 2.3 Developing the Young Workforce & Senior Phase Delivery

The [Dundee and Angus Developing the Young Workforce Team](#) actively support the implementation of the Scottish Government's Youth Employment Strategy. The College are founder members of this group and are active members of the local DYW regional board.

Overall, good progress has been made towards the DYW targets, and the national headline target of reducing youth unemployment by 40% was met for the D&A region in 2018. A full progress report on the College's outcomes in respect of DYW is included as Appendix 2.

**To be updated with final copy of DYW Progress Report.**

The College continues to enhance and grow its school/college partnerships through the operation of our joint Strategic Engagement Plan. This plan supports a wider range of senior phase activities and more intense engagement with the College as a part of clearer and more integrated learning pathways and journeys.

Our joint planning underpins the organisation of clearer vocational pathway opportunities for all senior phase school pupils, and has supported the embedding of a full range of taster sessions for S1-S3 pupils within our region (including Mearns Academy in Aberdeenshire). As detailed above, particular emphasis is placed on the promotion and growth of Foundation Apprenticeships.

Our 'enrichment' opportunities for S6 pupils is now embedded, supporting existing career pathways for senior pupils and opening up new opportunities in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence.

As in previous years' discussions are based around local economic analysis and employment demand, coupled with individual pupil needs and each individual school CfE senior phase and DYW strategy. The offer developed is designed to meet the progression needs of school pupils at different stages of their learning journey, equipping pupils to progress into employment, into apprenticeships, or on to further study at college or university.

Senior phase school pupil numbers have increased significantly in 2018/19 and in 2019/20. It is anticipated that this growth will continue in 2020/21, although at a lower level than the rapid growth of recent years. Planned activity for session 2020/21 is as follows, with further discussions underway to determine future provision relative to overall college activity levels and local authority funding priorities.

Courses	Campus			
	Arbroath	Gardyne	Kingsway	In school delivery (numbers permitting)
VTCT: Extended Award in Hair and Beauty Skills (Level 1) (equivalent to SCQF Level 4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
VTCT: Extended Award in Hair and Beauty Skills (Level 2) (equivalent to SCQF Level 5)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Automotive Skills National 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Construction Crafts National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose
Skills for Work: Construction Crafts National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose
Skills for Work: Engineering Skills National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose & Monifieth
Skills for Work: Engineering Skills National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose & Monifieth
Skills for Work: Early Education and Childcare National 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Early Education and Childcare National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Health Sector National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Health Sector National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Hospitality National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Hospitality National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills For Work: Rural Skills National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills For Work: Rural Skills National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Sport and Recreation National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SVQ Hospitality Service at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) Practical Science at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) in Business and Marketing at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) in Web Design at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Photography at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Digital Media at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Dance at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National 5 Sociology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National 5 Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## 2.4 Early Years and Childcare Provision

Dundee and Angus College continues to support the workforce expansion requirements arising from the Scottish Government framework *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland*. The College has strengthened links with Angus, Dundee City and Aberdeenshire Councils and has worked in partnership to create relevant learning opportunities to build the capacity necessary for a skilled and qualified workforce. The local authorities have taken different approaches to meet their planned workforce requirements, which has required the college to provide flexible, relevant provision for each authority.

The college has a well-defined portfolio of childcare qualifications and courses ranging from SCQF level 4 to SCQF level 9. The portfolio has been expanded and refined to ensure all learners have a wide range of opportunities to access learning, and to deliver clear career progression pathways into employment and/or further study. There are currently over 800 childcare students enrolled on the range of full-time, part-time, work based and senior phase partnership provision.

Demand for Early Learning and Childcare provision as part of the school/college partnership continues to be strong with over 150 Senior Phase pupils studying Foundation Apprenticeships and qualifications at SCQF levels 4 and 5. There is also a high uptake of part time and work based provision by people in employment who wish to advance their careers in the Early Learning and Childcare sector, although demand for this provision is anticipated to return to pre-expansion levels beyond August 2020.

Gender balance continues to be a challenge for the sector and the region with males under-represented in the registered workforce. Males represent only 3% of the workforce registered with Scottish Social Services Council (SSSC) in the Day-care of Children category in Tayside. Male enrolments on college Early Learning and Childcare programmes exceeds the Tayside workforce figure at 5.4% but remain below the national average of 8% (2017/18). Work is progressing with employers and SSSC to understand and address the reasons for low employment of males in the region.

There has been an increase in males engaged in Early Learning and Childcare programmes in Senior Phase school/college partnership (8.05%) due to improved careers education and the ongoing delivery of vocational tasters to all S3 pupils in the region as part of the Broad General Education. The College will build on this foundation by providing Outdoor Learning and Forest Kindergarten experiences for Senior Phase pupils in session 2020/21.

The College will remain committed through this outcome agreement to supporting the growth of skilled and qualified Early Learning and Childcare practitioners by providing high quality and flexible learning opportunities at all levels.

## 2.5 Public Health

As a part of our wellbeing strategy and wider student and staff wellbeing project, the College offers a significant range of opportunities, activities, information, support and guidance targeted to improve diet, wellness and physical fitness.

All College catering outlets offer healthy menu choices and recent curriculum projects include a major healthy eating project run by introductory students in partnership with Carnoustie Golf hotel, and an innovative long-term curriculum tie up between our level 6 Horticulture and Hospitality students to create a restaurant garden at our Kingsway campus.

Significant work is embedded within the curriculum to promote the importance of diet as an integral part of wellbeing. This includes a focus on the impact of diet in areas such as sleep that make the direct link between healthy diet and good mental health.

Like many areas of Scotland, the Dundee and Angus region is suffering from a range of health issues linked to alcohol and substance abuse. This underpins some elements of endemic poverty and low achievement, and over 2019/20 the College has supported a significant increase in support for those impacted by substance issues.

### **Update final draft with case study links.**

## **2.6 Science, Technology, Engineering and Maths (STEM)**

Through the adoption of our [Regional STEM Strategy](#) in 2017 and subsequent curriculum review activities, Dundee and Angus College are committed to ensuring Science, Technology, Engineering and Maths (STEM) subjects are embedded within every course by the end of session 2020/21. This strategy underpins our commitment to deliver on the recommendations, aims and objectives made in the STEM Education and Training Strategy for Scotland, 2017 and subsequent recommendations from the first Annual Report (2019).

Our STEM Regional Hub Steering Group was established in September 2018, led by a partnership working group consisting of representatives from Dundee & Angus College, Abertay University, Dundee University, Baker Hughes GE, Glaxo Smith-Kline, Dundee Science Centre, DYW, Angus Council, SDS, Dundee City Council, ESP, and STEM East Central Hub.

The group remit is to focus on the four key challenges for STEM education and training in Scotland:

- We need to ensure children, young people and adults are encouraged to develop an interest in, and enthusiasm for, STEM that is reinforced throughout their lives.
- We need to ensure our education system has the right number of practitioners, including teachers, with the appropriate STEM capability, delivering excellent learning and teaching.
- We need to ensure that our education and training system is equipping people with the skills that employers need and that it has the flexibility to respond to the changes in labour market demand and the globalised economic context.
- We need to tackle the gender imbalances and other inequities that exist across STEM education and training including in relation to race, disability, deprivation and geography. These are unfair and undermine our ability to deliver inclusive economic growth in Scotland.

The Regional STEM Hub recognises the 4 key aims (*excellent, equity, inspire and connect*), of the strategy and these are at the heart of the Hubs actions. The priorities of the Hub continue to build upon regional partnerships focussing on collaboration and pooling resources, whilst sharing good practice and gathering data to inform benchmarks and trends. With so much activity going on in the region we have also agreed to a regional focus on STEM events, pulling together a calendar and theming these to better focus on regional specific issues. The Future Talent events planned for May/June 2020 will have a STEM themed approach for all areas of the curriculum that supports circa 1600 new S3 pupils.

The group feel that STEM activity is strong in primary schools across the region but more could be done to engage those entering S1 and progressing through secondary school. Therefore, we have engaged in a series of regional competitions (Lego League, Robot Wars, Coding Academy and Creative Spaces et al) for these secondary school pupils to expose them in a fun and engaging way into STEM based learning.

Employers are working closely with the group to provide knowledge, skills and expertise in industry lead projects with a particular focus on emerging technologies and how all partners could benefit from this.

The group are working to address skill shortages in specific areas, and work together with industry sectors to support those underemployed in the region enabling them to upskill and enhance their career prospects. Overall the group have revised the following pledges.

Through the creation of STEM innovation hubs our key partners in the Dundee and Angus Region will work together to:

- Offer STEM activities to all Broad General Education (P1-S3) learners.
- Provide Professional Learning opportunities for all stakeholders.
- Provide opportunities to develop STEM skills for those underemployed in the region through training in Further Education, Higher Education or employment.
- Develop the capacity to deliver new and emerging technology provision that meets the needs of the key regional industry sectors.
- Engage with employers and support STEM Ambassadors to promote the value and importance of STEM skills to learners.
- Promote the value and importance of STEM to the wider communities to inform parents and key influencers

The regional STEM Strategy and Hub will strengthen and build capacity in areas of key economic strategic importance, address weaknesses or gaps in STEM activity and provision, and provide alignment with STEM curriculum, economic development and employer needs, both now and in the future.

## 2.7 Digital

The world around us is changing rapidly, how we live and work is evolving exponentially. The impact of digital technology touches almost every aspect of College operations, from how we inform, recruit and result our learners, to how our staff undertake simple day-to-day tasks such as checking monthly payslips, inputting hours worked and requesting a holiday, the emphasis on digital skills has never been more essential.

We have a duty to all staff and learners to prepare them for this digital age and, with the launch of the [D&A Digital Strategy](#) in May 2018, the College has invested in support, training and resources to ensure both our staff and learners reach their full digital potential for learning, life and work.

Planned and established in partnership with staff, learners and other key stakeholders, the Digital Strategy focuses on three core areas:

- A relevant digital curriculum for all
- A robust flexible digital environment
- An empowered digital community

Each core area has a number of sub-themes, aligned to the College's strategic direction, and that make up the overall implementation plan of the strategy. The finalised D&A Digital Strategy was launched in May 2018 as part of National Digital Learning Week and aims to be fully implemented and embedded by 2023.

As part of this implementation, and to help us benchmark the current level of digital skills within the organisation, a 'Digital Skills Baseline Self-Assessment Tool' was created. On completion of the self-assessment, staff and learners receive a score of **Aware, Practised, Competent or Proficient**. Depending on their score, they will be signposted to a series of online resources and support options to help them digitally upskill. To date, over 900 staff and learners have undertaken the self-assessment survey, with the College's overall digital baseline sitting as **Practised**. Staff will be expected to retake the self-assessment survey again in May 2020 and it is hoped the College baseline will have improved given the support and training delivered.

To further support the implementation of the core areas of the strategy, the Learning Technologies Team has been merged with the Learning Resources Team to create the Learning & Digital Resources (LDR) team and a number of dedicated digital learning labs have been created, one of which is an official Fujitsu Innovation Hub situated on our Gardyne Campus. To date the LDR Resources Team have helped support all curriculum areas to begin to digitise their learning and teaching materials and have also focused support around a new MyLearning (Virtual Learning Environment) platform and the implementation of e-assessment throughout the College.

On a national level, the College is also represented on the [Digital Skills Partnership Advisory Board](#) and leads on one of the five core work streams, Digital Careers, Advice and Guidance. Through this partnership, the College has also seen a number of staff involved in national CPD, in partnership with other College and University staff, on Cyber Security, Cloud Architecture and Data Science.

During 2019 the College has further embedded work in Cyber Resilience, receiving accreditation under the [Cyber Resilience plus standard in <add final date>](#).

Finally, the College's use of digitised systems, reports and data dashboards to better inform staff and learners on progress and development has been an integral part of the College's success over the past few years and will continue to help staff to make more informed decisions and target resources effectively.

## 2.8 Climate Change Emergency

With the 2019 declaration of a climate emergency by the Scottish Government, and the national commitment to achieve net-zero carbon emissions by 2045, Dundee and Angus College is committed within our Climate Action Plan [<add web link >](#) to doing even more to reduce the carbon associated within our operations.

Since signing up to the Universities and Colleges Climate Commitment for Scotland in 2009, the College has reduced its carbon footprint by over 56% (this has been the 10<sup>th</sup> successive year that we have achieved a reduction in carbon).

This success is attributable to significant investment in a range of sustainable technologies, along with very effective learner engagement approaches that enable us to embed successfully sustainability and social responsibility into all of our curriculum areas, underpinned by the Sustainable Development Goals.

The College has significantly reduced reliance on single use plastic from our operation via a range of radical initiatives, including the introduction of a Deposit Return Scheme a year ahead of the national arrangements.

We have removed over 140,000 disposable cups and 20,000 plastic bottles per year from our waste stream and continue to promote the circular economy by installing recycled plastic road surfaces across our estate.

We have significantly reduced our use of fossil fuels, and now run a pool and minibus fleet of 11 EV cars and vans and 3 hybrid vehicles. We are encouraging staff to move away from fossil fuelled vehicles through the expansion of our own EV fleet and extension of our EV charging infrastructure.

The College will introduce further renewable technologies and carbon reduction options as a core feature of our ambitious estates plans, including eliminating our reliance on gas.

## 2.9 Skills Action Plan for Rural Scotland

The Arbroath Campus of Dundee and Angus College sits squarely within Scotland's major agricultural heartland, an area that produces almost 50% of the country's horticultural crops and a significant proportion of combinable cereal crops, supporting the oil seed, animal feed, biofuel and distilling sectors.

The College is the major regional contributor to meeting the outcomes of the Skills Action Plan for Rural Scotland: 2019–2021, and delivers the most Landbased activity of any college outwith SRUC.

Along with the Skills Action Plan for Rural Scotland: 2019–2021, The UK Government published the UK Strategy for Agricultural Technologies (Agri-tech Strategy) in 2015. The UK's agri-tech sector contributes £14.3 billion towards the economy, employing 500,000 people. Global population, climate and development challenges present key opportunities for the UK to exploit its leadership strengths in farming, food production and agricultural research.

Agricultural science and technology is rapidly becoming one of the world's fastest growing markets and new skills sector. The Strategy recognises that to deliver its aims, the UK must build a stronger skills base through industry-led actions to attract and retain a workforce that is expert in developing and applying technologies from the laboratory to the farm, with investment in agri-engineering, health in crops and livestock and environmental sciences.

Through the period of this outcome agreement, the College will contribute significantly to these priorities by investing in the technology that allows these digital skills to be taught and embedded within our range of Landbased provision. The College has expanded the agricultural and agri-horticultural (soft fruit, potatoes, vegetable) curriculum and will embed agri-tech and precision farming techniques and units into the learning opportunities offered.

This is a direct response to demand from the industry, which has led to the creation of a regional Agricultural Strategy Board, bringing together senior representatives from the potato, machinery, precision farming, horticulture and seed sectors in addition to participants in education, schools and Developing the Young Workforce. This direct engagement in a pioneering sector will allow the College to meet the future needs of industry for a technically skilled workforce, locally sourced and committed to the future needs of commercial agriculture and horticulture.

Partnership work with Borders College will support senior phase and college curriculum developments and promote agri-tech and precision farming as exciting careers opportunities into rural and urban schools. Through this work we aim to attract greater numbers of computer-literate, STEM focused students into agriculture at a time when there is a demand for new skills in the industry.

## 2.10 Gaelic provision

As a region Dundee and Angus has amongst the smallest proportion of Gaelic speakers in Scotland. 2011 Census data shows that out of 254,936 only 457 people (0.18%) read, write or speak Gaelic within the Dundee and Angus region, with fewer than 50 speaking Gaelic on a daily basis.

As a result, the College has experienced little or no demand for Gaelic language provision as an education provider or major local employer.

Both Dundee City Council and Angus Council have Gaelic Language plans. As a key member of both Community Planning Partnerships the College will monitor activities and opportunities annually and will respond as appropriate to meet demands as these arise.

## 2.11 English for Speakers of Other Languages (ESOL)

Dundee and Angus College collaborates well with Community Planning Partnership partners to ensure ESOL provision delivered in College and the community meets the needs of the Dundee and Angus region. The College works with partners to determine the level of demand, agree the delivery plan and identify further developments for the ESOL provision.

In line with changes to funding, credit guidance and Scottish Government Guidance during 2019, the College has worked in close partnership with our local authorities to create an innovative formal joint delivery plan and agreement for regional **ESOL provision** < add website link >.

The College continues to be represented at national level on the ESOL Strategic Implementation Group.

## 2.12 Quality Reporting

The pursuit and achievement of high quality learning, teaching and learner experiences is a major driver for the College, featuring strongly within our vision, purpose and ambitions.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include detailed self-evaluation by academic and support teams and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

The College is committed fully to the Education Scotland/SFC quality arrangements and has engaged positively in the creation of our [Evaluative Report and Enhancement Plan](#) under the joint Education Scotland/Scottish Funding Council quality framework arrangements. Comprehensive outcome focused action plans have been developed through these arrangements, with these underpinning improvements in learner outcomes and services for our region.

The endorsed grades in respect of the three key principles within the quality arrangements for the College are as follows:

<b>Quality Principle</b>	<b>Grade</b>
Outcomes and Impact	<b>Very Good</b>
Delivery of Learning and Services to Support Learning	<b>Very Good</b>
Leadership and Quality Culture	<b>Excellent</b>

Levels of learner retention and attainment at D&A are consistently amongst the best in the sector, with significant strengths evident across almost all curricular provision. This consistent success has been achieved through effective recruitment and retention activities and approaches and through a clear focus on the development and delivery of high quality, innovative and engaging learning and teaching.

Despite this high level positive trend, overall outcomes for some learner groups declined during 2018/19 resulting in these falling below overall College aspirations for successful outcomes that are 75% or above across all measures.



Mode	Day One Successful Outcome				
	16/17	17/18	18/19	Year to Year	3 Year Trend
All Modes	74.4%	76.5%	75.9%	-0.6%	+1.5%
Full Time – All	71.7%	74.9%	70.8%	-4.1%	-0.9%
Full Time – FE	70.8%	75.4%	70.2%	-5.2%	-0.6%
Full Time – HE	73.2%	76.2%	71.7%	-4.5%	-1.5%
Part Time – All	77.4%	79.0%	80.8%	+1.8%	+3.4%
Part Time – FE	78.4%	78.4%	80.9%	+2.5%	+2.5%
Part Time – HE*	71.1%	76.9%	80.7%	+3.8%	+9.6%

\* NB the range of activity underpinning this measure has changed

Overall 3-year attainment trends are positive and Dundee & Angus College continues to deliver learner outcomes that are at, or close to, the best within the college sector.

The drop in learner attainment outlined above is disappointing for the College and whilst overall outcomes remain sector leading, the College is not complacent in respect of the need to build on and continuously improve learner success. This work will continue to develop through this outcome agreement with the aim of exceeding our high level aspirations for learner attainment.

Levels of learner satisfaction are strongly positive and post course success and progression are in line with sector averages. Work will progress through the period of this agreement to further gather and track employer satisfaction in respect of learner skills and attributes.

## 2.13 Professional Standards

Dundee and Angus College has supported the registration of staff with GTCS over a number of years. The College was a member of the GTCS Professional Update pilot, and is approved by GTCS to fully support registered status for teaching staff.

A number of College staff have played a key national role in supporting the development of registration arrangements for the sector.

## 2.14 Board and Senior Staff Gender Balance

The College has a published [Gender Pay Analysis and Action Plan](#). This plan highlights a further reduction in the gender pay gap (down to 6.0%) and confirms the gender balance on the Board of Management and the gender profile of senior postholders. The Gender Pay Action plan outlines steps being taken to further improve pay equality.

The current gender split in respect of the most senior (Executive) roles is 66% male based on a team of 6. Across the full academic and support management team of the College this split is 42% male and 58% female mirroring the overall staff gender split.

The gender split in respect of the Board of Management is 50:50 for 'ordinary' Board members (those appointed by the Board) and is 44% male to 56% female including members appointed by Scottish Government and those elected by staff.



### 3. Key National Outcome 3 – Innovation

**Scottish Government Strategic Priority: To support Scotland's global reputation as a Science and research nation synonymous with high quality teaching, research, knowledge exchange and innovation.**

**SFC Core objective; To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland's international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.**

Dundee and Angus College has an enviable reputation for innovation in the services that it provides and across a wide range of projects and developments that it supports. Throughout the period of this agreement the College will lead and contribute to a number of significant national and regional innovations, directed towards creating a more successful and entrepreneurial economy.

**< add further detail after innovation funding announcements >**

#### 3.1 Enterprise D&A

Dundee and Angus College was successful in accessing £1.5m of funding to create an incubation facility, EnterpriseD&A within the College's Gardyne Campus.

Since its inception in November 2015, a total of 59 individuals from 36 start-up businesses have been located in the incubator. In 2019/20 alone, 29 individuals from 17 businesses have been located within the incubator. Of the 29 businesses, two are headed up by a total of three Dundee and Angus College students.

The business base profile is varied and includes: fashion design, beauty, domestic services, food and drink, marketing, gaming and personal fitness. The majority of the tenants are fee paying and as a result there has been an increase in income from £1,145 in 2015/16 to £11,450 in 2018/19. A number of tenants continue to receive support from the regional stakeholder network which includes Coca Cola 5 by 20, Elevator Business Gateway and Dundee University Accelerator.

An extensive range of enterprise and entrepreneurial activity is undertaken across the College each year, with a specific focus on encouraging entrepreneurial mindsets and experience for students.

Through this work the College was awarded Entrepreneurial FE College of the Year by Bridge to Business in 2018, and we will continue to build on this success throughout the duration of this agreement.

#### 3.2 Innovation Accelerator Funding

The College made good use of Innovation Accelerator Funding received in 2018 to build capacity by identifying and developing innovative activities with companies leading to the first Innovation Voucher approval associated with the Fund.

The Innovation Voucher allowed KH Dressmakers to experiment with 3D lace working in partnership with academic colleagues from her base in the College incubator unit.

Effective collaboration across the organisation ensured the impact of learning for all concerned was maximised. In addition, a pipeline of 5 additional opportunities were identified as a result of deeper engagement with SMEs, alternative innovation opportunities were explored resulting in a Future Equipped contract being secured.

Innovation funding bids have been submitted for 2020, and early indications suggest that some of these bids will be approved realising a value of circa £100k.

### 3.3 Energy Skills Partnership

The College is the lead partner in the Energy Skills Partnership that brings together Scottish colleges with the major employers in the Energy field to ensure that qualifications are fit for purpose and that students have access to industry accredited programmes and work experience.

This project started in 2011, has attracted major funding support from SFC, SDS and the Scottish Government. The skills needs of the various energy sub sectors – oil and gas; carbon capture and storage; power generation, transmission and distribution; renewables – are represented, though the Partnership.

ESP has clear and sustainable funding in place for the foreseeable future, and is growing and expanding the range of areas in which it operates. This is testament to the impact of the project in upskilling staff and building capacity in Scotland's colleges. The project is now a truly representative body and acts as an agency to ensure the views of the College sector are heard in policy planning around the critical STEM agenda, advanced manufacturing, automation and engineering. ESP is recognised as a model for other strategic projects across the College sector.

As lead partner, the College will work with SFC and ESP over the period of this Outcome Agreement to further revise and update the governance arrangements underpinning the operation of ESP.

### 3.4 Code Academy

The College launched the Code Academy in January 2016 to address the skills demands of the gaming, digital and wider computing industries. This provides a pathway of qualifications and industry accreditations from school pupils to the existing workforce. A number of employers from within these industries are already engaged to support this initiative and they will directly benefit by accessing potential candidates for skills vacancies who will have directly relevant skills and experience to progress into working with these companies.

### 3.5 International Projects

The College has a range of international projects funded through different European, governmental and commercial sources. These projects are supporting key industry sectors and cross-College activity, focussing on further developing the curriculum, supporting students with enterprise and wider industry experiences, supporting SME's innovation, competitiveness and business efficiencies as well as supporting staff development.

The College will further review its international strategy as a result of the impact of Brexit to ensure that it is well placed to react to change and maximise opportunities that arise

Changes to UK government TIER4 arrangements have made it substantially more difficult to recruit international students at College level. Despite this the College will aim to maintain current levels of international (non EU) recruitment to mainstream programmes.

The College has delivered successfully on the ESF Funded Developing Scotland's Workforce (LUPS) project for a number of years and sees this activity as a core part of our offer. Each year the College is in a position to identify and 'tag' significantly more learners eligible under this funding than places are available and is keen to ensure that this activity (and the related programmes) are not lost to the region when current funding arrangements come to an end. Success rates for ESF funded activity is strongly positive, and this provision offers clear benefit to individual learners and the region as a whole.

### 3.6 Service Design Academy

The College has developed significantly as a centre of excellence in service design through the work of our [Service Design Academy](#). This includes the delivery of Scotland's only Professional Development Award in service design and the development of a significant commercial customer base for service design training, consultancy and support.

This work has had a hugely positive impact on the College itself, and is also supporting the reform of public services in a number of schools, local authorities and public bodies across Scotland.

### 3.7 Good to Great Transformation Strategy

The Good to Great strategy was launched in August 2017 and concluded formally in January 2020.

Supported by funding through the D&A Foundation, the Good to Great strategy encompassed a range of strategic and project improvements that have improved the way in which the College operates and thinks, and have ensured that D&A students benefit from higher levels of attainment and are better prepared and equipped for the world of work than any others in Scotland.

This work has updated and streamlined a wide range of student facing services and has supported major curriculum developments underpinning the alignment of our curriculum with our regional economy.

Service Design has been used as a means of planning everything from the help desk function to the developing curriculum in our Landbased area.

Good to Great has been a major innovation for the college sector as a whole, picking up the Campbell Christie Award for Reform in the Public Sector in December 2018.

## 4. Additional Outcomes – Governance, Finance and Investment

**Scottish Government Strategic Priority link: Ministerial letter of guidance July 2019**

**SFC Core objective; To be an excellent, outcome-focused public body that provides leadership, inspires confidence, models collaborative working, is committed to continuous improvement, and stewards public resources well.**

### 4.1 Financial Stability and Sustainability

The College complies fully with all the terms of the SFC Financial Memorandum with colleges and, in common with the rest of the sector, is striving to achieve financial sustainability within the context of funding constraints and significant cost pressures, particularly in relation to pay.

Financial planning and management is strong within the College, with an informed Board providing guidance and scrutiny and engaged managers taking full ownership of their budgets in all areas, supported by a highly professional finance team. This strength has been confirmed by external and internal audit reports for 2018/19.

The College has a robust five-year financial strategy in place. This strategy is updated on a rolling annual basis, but is also subject to further review and update where significant changes within the financial environment arise.

The College took early action in 2018 to avoid potential financial issues and has a stable financial platform upon which to deliver the outcomes detailed within this agreement. This stable position also supports the ambitions of the College's 2025 vision and the desire to further support regional economic development and improvements to our infrastructure.

### 4.2 Governance

Leadership and challenge from a high performing Board of Management is critical to the success of the College.

The Board of Management has established high aspirations for the College and is committed to the delivery of high quality outcomes that underpin our strategy to create more successful students.

Within this the Board recognises that its own contribution and performance must reflect that of the College as a whole. The Board is committed fully to the on-going reflection and evaluation of its activities and impacts throughout the duration of this agreement.

Supporting all of this the Board is committed to enhancing diversity across its membership and has achieved a 50:50 gender balance in membership and is working in partnership with [Changing the Chemistry](#) to further advance the diversity of membership.

The Board published an externally validated review of its effectiveness in 2020, and has been an active participant in the University of Stirling ESRC funded research project: Processes and practices of governing in further education colleges in the UK: How do governing boards realise the strategic aims of the organisation?

The Board of Management has adopted, and complies with, the Code of Good Governance for Scotland's Colleges.

#### 4.3 Regional Economic Developments

Dundee and Angus College plays a major role within the economic development of our region and is a key partner within the range of workforce and economic development forums and groups. This includes input into strategic developments such as the Dundee Waterfront and Tay Cities Deal and direct input into local community and economic planning with our Local Authorities, Skills Development Scotland and Scottish Enterprise. Alongside this the College works in partnership with a significant range of local employers and has active employer Stakeholder Advisory Boards working in partnership with staff in each curriculum area.

The College has been a key contributor to the response to the 2020 closure of the Michelin tyre manufacturing plant and is in place as the skills partner underpinning the creation of the Michelin Innovation Parc.

This development will support the skills needs of a range of companies supporting new engineering and renewables technologies on the site of the former Michelin plant. As a part of this development, the College plans to locate some elements of high skill engineering training to the Innovation Parc and will work alongside Scottish Government, SFC and others to identify and secure appropriate funding to make this happen.

#### 4.4 Kingsway Campus Redevelopment

The majority of the facilities on our Kingsway Campus are in need of serious upgrading. Built in 1963, the buildings are generally perceived to be beyond their effective life and this was confirmed in the 2008 Watts Survey.

Continuing investment by the College over the years in specialist areas has maintained their currency. However, the general fabric and infrastructure of the campus is now severely limiting the potential to modernise learning, and is prohibiting the college from providing the types of learning spaces and student experience to which modern learners are accustomed. In addition to work required on the external fabric of buildings, internal infrastructure such as toilets, corridors, social space, general classrooms are no longer fit for purpose, and ICT infrastructure is limited and stretched beyond capacity.

In the sector condition survey published by SFC in December 2017 the cost of completing the required backlog maintenance was estimated to be in the region of £14m. This does not include further significant investment which is required to provide consistently high quality learning spaces.

To address the issues set out above, the College has developed a two stage redevelopment plan, with the modernisation and upgrading of the Kingsway Tower as stage one, followed by the development of a new Regional STEM Centre as stage two. An Outline Business Case (OBC) which sets out our vision for providing learners at our outdated Kingsway Campus with a vibrant and inviting place of learning has been developed, and the College is awaiting confirmation of funding to support this work.

The College remains committed to working with SFC to realise funding for our campus ambitions, and to make best use of funding to deliver effective and successful learning journeys that meet the needs of our region.

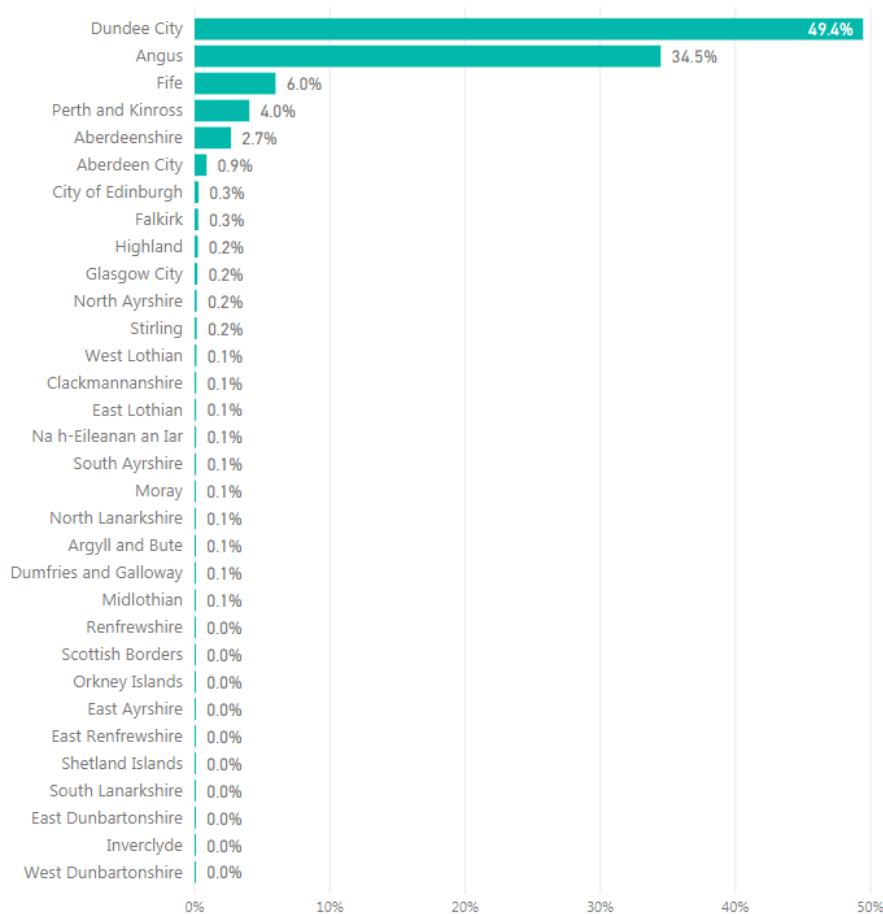
## Appendix 1 Dundee and Angus Regional Economic Context (to be updated)

### 1.1 Dundee and Angus Region

Dundee and Angus College provides further education services for the region of Scotland mainly focussing on the population centres of Dundee and the Angus towns, but stretching in reach south to the northern parts of Fife, west to areas of Perthshire, and north to Laurencekirk, South Aberdeenshire and the Mearns.

The “travel to work” area served by the College has a total population of approximately 500,000. As a result, around 16% of all College students come from out with the regional area considered in respect of funding and activity projections.

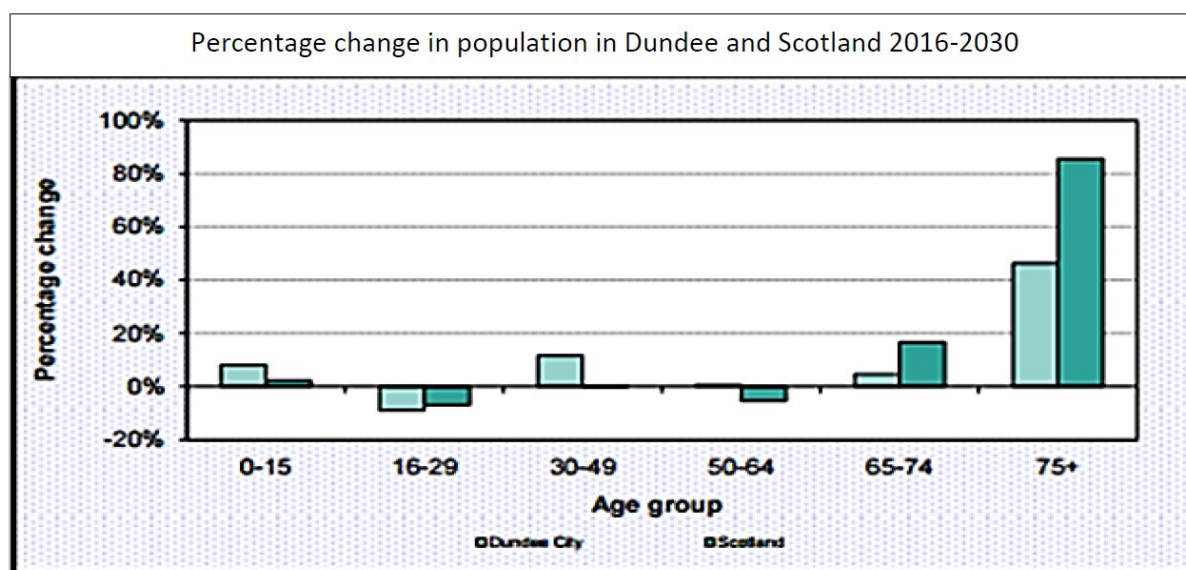
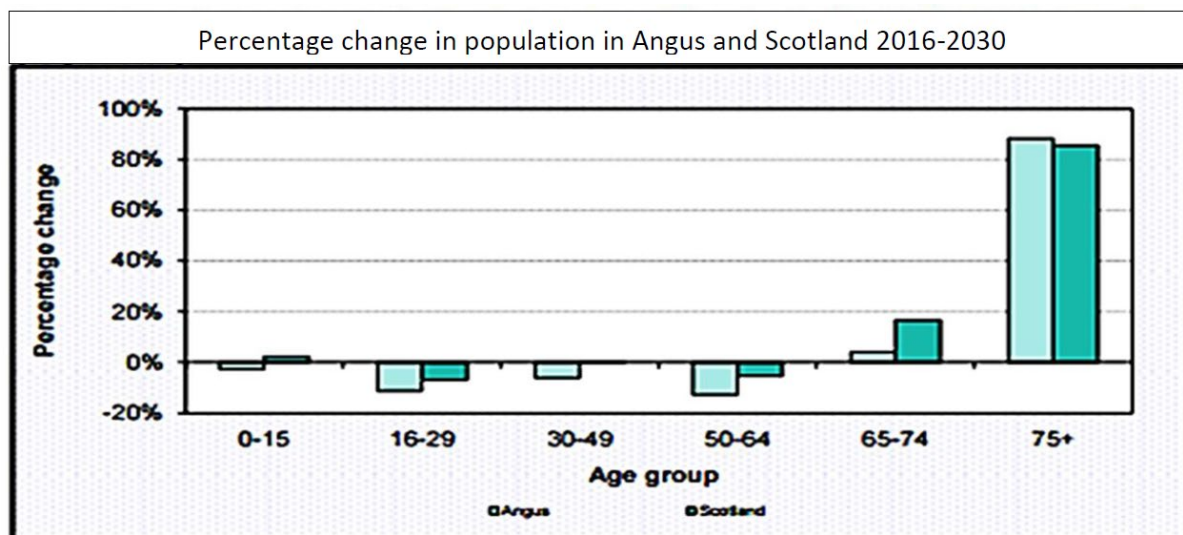
#### Dundee and Angus College, 2018/19 Enrolments by Local Authority



#### 1.1.1 Regional Demographics

Dundee and Angus has a total population of 266,000 people (Dundee 149,000 and Angus 117,000) – c. 5% of Scotland’s population. A total of around 36,000 enrolled students attend either Dundee and Angus College or one of the two Dundee universities. In Dundee 66% of the population are working age, while in Angus 60% of the population are working age, compared to 64% of the total Scottish population.

The populations of both Dundee and Angus are ageing. As shown in the diagrams below, by 2039 the population of Dundee and Angus combined is forecast to increase by c. 70% for those aged 65+. In the same timescale, the combined population is predicted to decrease by c.10% for those aged 16-29.



#### Working Age Population

68% of people in Dundee and 60% of people in Angus are of working age (16-64), slightly lower than for Scotland as a whole at 64%.

#### Economically Active

70% of the population in Dundee and 81% of the population in Angus are economically active compared to 77% for Scotland as a whole, mainly due to relatively high numbers of economically inactive people in Dundee (including a large student population – in Dundee 30% of economically inactive persons are students).

#### Unemployment

Dundee's 2017 unemployment rate of 3.2% is above the Scottish average of 2.3% whilst the unemployment rate in Angus at 2% is slightly better than the Scottish average.

Youth unemployment within the Dundee and Angus area is in line with Scottish average figures. These figures have shown a significant improvement in recent years, particularly in Dundee City. The role of the College is particularly important however, with the relative reduction in unemployment for the 16 – 19 year old age group being reflected in a similar increase in uptake of college places by this age group. Overall employment for the 16 – 19 year old age group within the region is below the Scottish average, with only around 14% of young people entering employment.



### Economically Inactive

43,000 people in Dundee and Angus are designated as economically inactive, representing 29.5% of the local working age population in Dundee and 21% of the Angus working age population – Dundee's economically inactive population is significantly higher than the Scottish figure of 22.4%, although as previously noted for Dundee, almost one third of the economically inactive population are students.

Within the Dundee and Angus economically inactive group c 25% are students (full-time aged 16-64), 30% are long term sick, 14% are retired and 17% look after family and/or home.

### Occupation

Dundee and Angus have fewer people employed at a professional, technical and managerial level and more people in 'lower grade' work such as administration, skilled trades, caring, leisure, sales, machine operatives and elementary employment than Scotland as a whole.

Angus has a relatively high proportion of people employed in administration & skilled trades (22.6% of total employed compared to 22.5% for Scotland) whilst Dundee has a relatively high proportions employed in caring, leisure & sales (19.4% of total employed compared to 18.5% for Scotland).

### Qualifications

A significantly lower proportion of working age people in Dundee have a recognised NVQ or 'other' qualification (86%) compared to Angus (92%) and Scotland as a whole (91%).

In terms of higher level achievement, 37% of working age people in Dundee have an NVQ4+ qualification compared to 41% in Angus and 41% for Scotland. At the lower end, 10% of working population in Dundee and 10% in Angus have no qualifications compared to 9.0% in Scotland as a whole.

### Social deprivation:

Dundee has persistently high levels of deprivation with 30.7% of Dundee's population living in areas designated as the 15% most deprived in Scotland.

Angus has relatively low levels of deprivation with only 2.1% of the Angus population living in the areas designated as the 15% most deprived in Scotland.

## 1.1.2 Regional Economy

### *Dundee economy*

Dundee is a major regional employment, education and retail centre.

The largest employment sectors in the city are: Health and Social work (22.4% of jobs), Wholesale and Retail (17.1%), Education (10.5%) and Hotels and Restaurants (9.2%).

Dundee contains the largest number of academic and biomedical researchers outwith Cambridge and is home to 13% of the UK's digital entertainment industry.

Dundee also has the highest student to resident ratio of any city in Scotland.

The £1 billion Dundee Waterfront project is the only major project of its type currently in Scotland and is one of the most active regeneration projects in the UK.

### *Angus economy*

Angus is a rural area of outstanding beauty featuring scenic glens and a rugged coastline.

The largest employment sectors in Angus are: Wholesale and Retail (18.2%), Health and Social Work (15.2% of jobs), Manufacturing (13.6%), and Hotels and Restaurants (9.1%)

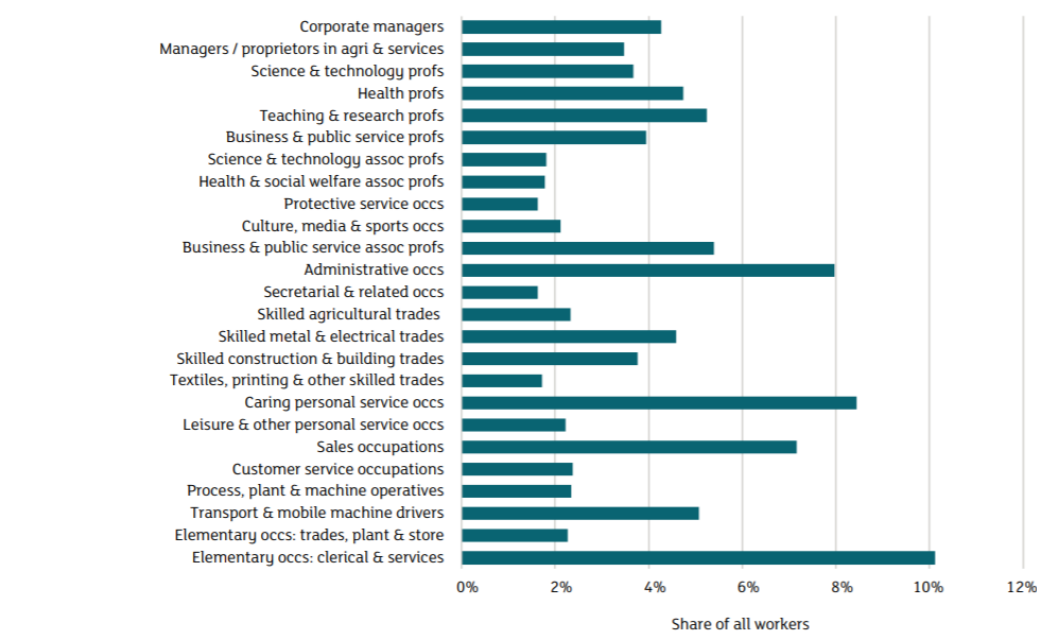
The Angus economy has been dependent historically on small to medium sized businesses and on traditional activities of food production & processing, agriculture, forestry & fishing and textile industries. It is acknowledged that the local economy needs to diversify and develop more growth industries, with a corresponding development of the relevant skills to achieve this.

Rurality is recognised as an issue within the Angus economy and the College with mobility in respect of employment and study limited by rural location, economic ability and limited public transport links. To help to overcome these issues, the College operates a range of outreach facilities and provision designed to provide learning and training opportunities that meet localised need and operates a comprehensive transport service, providing dedicated bus services for learners from all main Angus population centres to facilitate their attendance at College.

### Sectoral Employment Summary

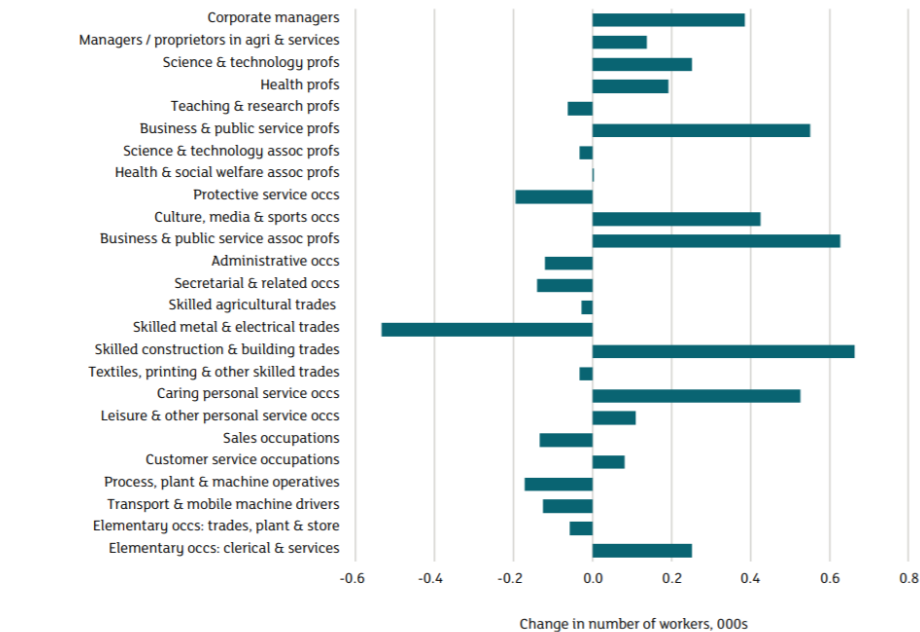
The chart below demonstrates the spread of employment in the top 20 Employment Sectors across Tayside as a whole in 2018.

Occupational structure, 2018



The chart below shows the projected changes in employment by occupation in Tayside, which reflects changes overall in Scotland.

Change in employment by occupation, 2018 - 2028



Source: ONS / Oxford Economics

### *Productivity (GVA)*

Gross Value Added (GVA) is a measure of the value of goods and services produced in an area. GVA in Tayside in 2018 was £9.6bn, seven per cent of total national output (£134.7bn). This share of GVA ranks Tayside the sixth largest of all Scottish RSA regions in economic terms.

GVA in Tayside is forecast to grow at a rate below the Scottish average over the next decade. GVA in Tayside is forecast to grow at a rate of 1.4 per cent between 2018 and 2028 (see Figure 2.1). This pace of growth is below that expected for Scotland (1.7 per cent) and the UK (1.9 per cent). Growth is expected to be relatively modest in the short term, as businesses show their reluctance to invest while operating under Brexit related uncertainties.

Productivity in Tayside is below the Scottish average. Productivity is the measure of goods and services produced per unit of labour input. Productivity has been calculated by dividing total regional GVA by total regional employment (measured in jobs). As of 2018, productivity in Tayside was £46,900, below the national average of £47,300. Productivity in Tayside is forecast to grow at an average of 1.2 per cent per year between 2018 and 2028, slightly below both the Scotland rate of 1.3 per cent and the UK rate of 1.4 per cent.

The highest figures for GVA per worker in Scotland are concentrated in and around Glasgow, Edinburgh and Aberdeen. As Scotland's fourth city, the below average labour productivity performance of Dundee is a notable issue within the overall data.

### *Entrepreneurship*

The Global Entrepreneurship Monitor for Scotland notes that entrepreneurial activity in Scotland is increasing but continues to lag well behind the UK rate. The report argues that co-ordinated effort is needed in Scotland to turn the increasing number of low aspiration start-ups (often by graduates) into higher quality, sustainable entrepreneurial initiatives.

The report encourages education providers to provide specific tuition and mentoring in entrepreneurship skills and, in particular, highlights the need to improve opportunity perception, start-up skills, networking and aspiration in order to promote successful, innovation-driven entrepreneurship.

### *Skills issues*

'Low number of applicants with required skills' continues to be the most commonly cited cause of hard-to-fill vacancies by Scottish businesses (see *Job Vacancies below*). An opportunity therefore exists to increase efforts in Dundee and Angus to address the reported skills gaps that adversely affect 5% of the Scottish workforce and 17% of Scottish businesses, particularly smaller businesses where the cost of training per worker tends to be higher.

### *Employment prospects*

Employment in business services, transport and haulage, hotels and restaurants, arts and entertainment and IT and telecoms in Scotland are all forecast to increase by 10% or more by 2016. Increasing business confidence is forecast to lead to increased investment and exports with a corresponding requirement for people with the appropriate technical and life skills. Improving economic conditions generally, coupled with deferred consumer demand, are prompting forecasts of increased house building and sales and this is expected to stimulate a rise in demand for housing-related construction skills.

### *Dundee waterfront regeneration*

The £1 billion Dundee Waterfront development - including the prestigious V&A Dundee visitor attraction - offers a substantial programme of construction employment across five major zones along the River Tay as incremental development of the overall project takes place over the next decade and beyond. Dundee Waterfront will also create a major boost to tourism for both Dundee and Angus with an estimated three million additional visitors to the area and £1 billion of business and leisure tourism spending between 2016 and 2025.

Dundee City Waterfront encompasses 240 hectares of development land stretching 8km along the River Tay. The £1 billion transformation is a strategic, forward-looking 30 year project (2001-2031) that will transform the City of Dundee into a world leading waterfront destination for visitors and businesses through the enhancement of its physical, economic and cultural assets.

Infrastructure works are well advanced. The new V&A Museum of Design Dundee, international centre opened in 2018, alongside Dundee's new railway station and a number of new hotels, restaurants and bars. Hotels, businesses and retailers are already reaping the rewards of the ongoing city transformation while expectant of significant growth as a further 7,000+ jobs are created, in fact Dundee's food and drink industry grew by £43 million in one year.

There are still plans for The Wellgate Shopping Centre to undergo a £21m refurbishment in the near future to include an eight screen cinema and food hall. In 2012, leisure visitors generated over £142 million in expenditure and business tourism generated over £55 million to the local economy and this is projected to rise significantly as the Waterfront project continues. Currently in the final stage of the infrastructure project (2001-2031), the city landscape is changing at a steady pace. Most of the £1 billion investment has already been committed, many developments have been completed and many are underway.

The £1 billion Dundee waterfront project spans five focussed development zones, which are strategically positioned in order to benefit from the existing city fabric and expertise. Individually each zone is important in the local economic outlook, together they are transformational.

### *Life Sciences and Digital Media*

Dundee is home to one of the UK's most dynamic life science clusters with 18% of Scotland's life science companies based in Dundee and 4,000 people employed locally in the sector. Dundee is also the location of one of Europe's most accomplished hubs for computer games and mobile digital content development. Over 3,300 people in 350 businesses are currently employed in Tayside within the digital media and creative industries.

The continuing development of life sciences and digital media/creative activities in the Dundee city region brings a strong likelihood of continuing employment opportunities for appropriately skilled people.

### *Dundee renewables*

Renewable energy is an important part of the future for Dundee and the broader local economy, encompassing wind, marine and hydro energy, as well as bio, solar and geothermal energy. A growing number of businesses in Dundee and beyond are said to be either currently involved or are seeking to engage in the local renewables sector. The development of renewable energy in Dundee brings with it a variety of training needs and employment opportunities for the wider area.

### *Energy and technology*

Recent developments in the energy and technology sectors in the north-east of Scotland have enabled employment diversification in Angus into engineering, oil and gas and pharmaceuticals. The College has developed a successful programme of customised training programmes designed to meet the requirements of these industries in and around Montrose and Aberdeen and further opportunities are expected in the future. In Dundee, significant investment is being made to develop an Oil & Gas industry decommissioning hub which will attract significant numbers of jobs. The recent recovery in the price of oil, and associated exploration and increase in production has seen a recovery in related activity in both Dundee and Angus.

### *Food and drink*

Angus is well-known for its high quality, specialist food and drink produce serving both the local visitor market and the Scottish export market. Increased visitor numbers forecast for Scotland as a whole and for the Dundee Waterfront development in particular are expected to create employment opportunities in the food and drink sector alongside the growing hotel and restaurant sector.

### *Productivity*

Dundee's historically low level of labour productivity in comparison to the three larger Scottish cities sets a clear challenge to identify the causes of this productivity deficit and to devise and implement remedial actions. Such actions will require a partnership approach comprising providers of education working with private and public sector organisations.

### *Labour market*

The combined Dundee and Angus area underperforms Scotland as a whole across a range of indicators including employment, qualifications and occupation, presenting a long-term challenge to all organisations with an influence on the labour market.

## 1.1.3 Tay Cities Deal

The four local authorities across the Tay Cities Region, Angus, Dundee City, Fife and Perth & Kinross have been successful in their bid to win a "Cities Deal", resulting in combined Scottish Government, UK government and private investment of £700M:

*"We will create a region where fair business growth, social inclusion and skills development is at the heart of everything we do. Our vision is to become a cohesive region of knowledge with a culture of creativity within Scotland and the UK. By focussing on the skill, knowledge and expertise of our people, we can boost innovation, economic growth and productivity within our region."*

The College submitted four Stage 1 project bids as lead partner and is a partner in a further 20 bids. The College has submitted bids which are strategically important for our stakeholders, the Region and which have the potential to increase regional employment, weekly wages and GVA growth above the Scottish average.

We have also targeted partners who we have a strategic alignment to, in order to collaborate in their bids. This strategy has ensured that the College is involved in projects across several key industry sectors, as well as within bids focussing on the cross cutting themes of Inclusive Growth, Innovation and Internationalisation.

#### 1.1.4 Key Local Authority CPP Outcomes

Dundee and Angus College has long standing and positive partnership links with the local authorities with which it interacts. These links are predominantly with Dundee City Council and Angus Council, although the College also engages with other local authorities within the neighbouring authorities of Fife, Perth & Kinross and Aberdeenshire. This is particularly evident through the Tay Cities Deal developments.

The College plays an active and important role as a member of both the Dundee City Council and Angus Council Community Planning Partnerships, with the Principal current Chair of the Angus CPP.

Whilst Dundee and Angus College is not a member of the Fife, Perth & Kinross or Aberdeenshire Community Planning Partnerships, its catchment area extends into these geographical areas, with the College recruiting c.16% of all learners from these areas. As a result, the College has the opportunity to support the achievement of the relevant partnership objectives set out in their respective Local Outcomes Improvement Plans (LOIPs).

The [Angus LOIP](#) incorporates the following key outcomes:

National Objectives	Wealthier & Fairer	Smarter	Healthier	Safer & Stronger	Greener
Our Vision	<i>Angus is a great place to live, work and visit</i>				
Our Priorities	Tackling inequalities Building services around people and communities Focusing on prevention Working together effectively				
Our CrossCutting Themes	Economy	People	Place		



These match well with the College priority outcomes, with the College playing a particularly key role within the following:

- An inclusive and sustainable economy
- More opportunities for people to achieve success
- Safe, secure vibrant and sustainable communities
- A skilled and adaptable workforce
- Improved physical, mental and emotional health and wellbeing.



The [Dundee City LOIP](#) incorporates the following key outcomes

Strategic Priority	Dundee Outcome
 <b>Fair Work and Enterprise</b>	Raise regional productivity
	Close the jobs gap
	Reduce unemployment
 <b>Children and Families</b>	Improve early years outcomes
	Close the attainment gap
	Improve physical, mental and emotional health for children and young people
	Improve health and wellbeing outcomes for children and young people who experience inequalities
	Increase safety and protection of young people
 <b>Health, Care and Wellbeing</b>	Reduce obesity
	Reduce substance misuse
	Improve mental health and wellbeing
 <b>Community Safety and Justice</b>	Reduce levels of crime
	Reduce levels of domestic abuse
	Reduce levels of re-offending
	Reduce risk to life, property and fire
	Improve road safety
	Reduce levels of antisocial behaviour
 <b>Building Stronger Communities</b>	Improve quality of neighbourhoods
	Increase empowerment of local people
	Improve housing quality, choice and affordability
	Improve access to healthy green and open spaces
	Improve transport connections to communities

Again, these outcomes match well with the College priority outcomes, with the College playing a particularly key role within the following:

- Raise regional productivity
- Close the jobs gap
- Reduce unemployment
- Close the attainment gap
- Improve the physical, mental and emotional health for children and young people

Throughout the duration of this agreement the College will seek to strengthen further and develop our partnership ties with each authority and will seek to ensure that College ROA and local authority LOIP outcomes converge to deliver seamless and efficient learning opportunities within our communities.

**Appendix 2 Access and Inclusion Strategy Activity and Resources Update**

To be updated with new Access and Inclusion Strategy for final draft.

# EQUALITIES IMPACT ASSESSMENT RECORD

Prepared by:	S Taylor	Issued by:	R Henderson	Issue Date:	23/11/2015
--------------	----------	------------	-------------	-------------	------------

## Appendix 3 Equalities Impact Assessment Regional Outcome Agreement 2020 - 2021

The undernoted checklist is designed to record the assessment of the impact your area of service/policy has in respect of a wide range of equality requirements.

This checklist should be used to inform your review of the inclusiveness of the service you provide and to ensure that your service is not having an unfairly disproportionate or negative effect on any particular group.

When completing this checklist, you should not think of the “don’t know” column in the form as the easy option to respond to any of the questions. In cases where you don’t know and/or you don’t have data, you will need to make a judgement based on experience as to whether the service or policy you are screening may have an impact on any of the protected characteristic areas outlined. If your judgement is that the policy may have a differential adverse impact in relation to any of the characteristics highlighted (i.e. it affect some groups differently and less favourably than other groups), you should seek to obtain evidence and must look at how the service/policy can be developed, enhanced or delivered in a way which will lessen this impact.

### 1. Is there any indication or evidence of a disproportionately higher or lower participation or uptake by different groups in respect of the policy or area of activity under consideration?

	Yes	No	Not Known
Racial/Ethnic group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marital/Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please comment:

**Regional Outcome Agreement (ROA) highlights College approaches and targets designed to meet Scottish Government and Scottish Funding Council objectives in areas including the prioritisation of education for young people, the tackling of gender segregation across subjects, and support for those from the widest range of backgrounds.**

**In all cases ROA approaches and targets reflect proportionate means of achieving these national policy aims.**

# EQUALITIES IMPACT ASSESMENT RECORD

Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
-----------------------	------------------------	------------------------

2. Is there any indication or evidence that different groups have different needs, experiences, issues and priorities in relation to the above noted service (which have not already been taken into account in the development and delivery of the policy or service area under consideration)?

	Yes	No	Not Known
Racial/Ethnic group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marital/Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please comment:

The ROA summarises activities and approaches designed to ensure that College services and outcomes are accessible across the full range of protected characteristics. This includes the development of specialist provision, overall curriculum mix and the delivery of specific and targeted support services for identified groups to support engagement and meet national policy aims.

3. Have previous consultations with relevant groups, organisations or individuals indicated that particular service policies or approaches create problems that are specific to individuals in respect of any of the following groups?

	Yes	No	Not Known
Racial/Ethnic group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marital/Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please comment:

Please see above. Requirements are summarised within the ROA document and Access and Inclusion Strategy

# EQUALITIES IMPACT ASSESSMENT RECORD

Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
-----------------------	------------------------	------------------------

---

## 4. Have these problems been fully addressed?

Yes ☒ No ☐

## 5. Is there an opportunity to better promote or ensure equality of opportunity by altering the service/policy or working with others to enhance inclusiveness?

Yes ☐ No ☒

**Please elaborate:**

**Outlined within future ROA targets.**

## 6. With reference to Questions 1 to 4 please summarise how you believe the service or policy impacts on the College's obligation to mainstream and positively promote equality and diversity within the services we offer.

**The ROA directly outlines the high level range of activities and outcomes developed to meet the access and inclusion obligations of the College.**

## 7. What additional data or evidence (if any) do you feel is required to ensure the effective monitoring of the service/policy following the implementation of any planned changes?

**None.**

## 8. In the context of Questions 3 - 6 are there any relevant groups (outwith those normally considered/consulted) which you believe should be consulted regarding the service/policy at this time?

Yes ☐ No ☒

**Please specify the groups:**

**Students' Association and a wide range of partners are involved in the development and delivery of ROA outcomes.**

# EQUALITIES IMPACT ASSESSMENT RECORD



Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
-----------------------	------------------------	------------------------

9. Any other comments on the service being reviewed or the impact assessment exercise completed?

10. On the basis of the answers noted above, do you feel that the service/policy meets required standards in respect of the mainstreaming and promotion of equality.

Yes ☒ x No ☐

Please elaborate:

11. Should the policy/area be subjected to a full and more detailed Equality Impact Assessment/Enhancement plan?

Yes ☐ No ☒ x

Initial Impact Assessment Completed by: Steven Taylor

Date: 11 December 2019

If further Equality Impact Assessment/Enhancement is considered necessary, please discuss this requirement with the relevant member of the Executive Team

Please return completed form to the Quality Office.

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER F**

**Students' Association Report**



# Students' Association

## Learner Representative Update

---

### 1. Class Representatives

A vital part of the Students' Association role is to develop, encourage and promote the voice of the students in all aspects of their college experience. One of the main ways we do this is through the class representative system.

The Class Representative training has been considerably revamped due to previous year's feedback from students who have attended the training, as well as returning students who are continuing in their role as class representative for their individual classes this year. The feedback obtained last year from the class representative exit survey highlighted that the training was too repetitive, dull boring and not interactive enough, students who attended said that they enjoyed meeting other class representatives but found the material to be dated. The implementation of new Service Design methodology to increase participation of class representatives through interactive workshop training, which include both NUS Scotland and Sparqs guidelines, to ensure that they are active participants in the creation of a strong and effective students' association and the promotion of the student voice of the college. To date we have carried out 7 sessions of class representative training across the three main campuses, which have been well attended and received from the students attending. Comments such as *"team building was amazing"*, *"Good fun, got everyone talking"*, and *"Very interactive, I had a great 2 hours with you all"* were part of the feedback that we received from the attending students. Furthermore, due to the interactive nature of the workshop training we have gained insights into issues in the college and will be working to ensure that we work collaboratively with the students and the college to address these issues.

Further feedback from the exit survey highlighted understanding and time constraints from students in both the ESOL and Supported Education Department, therefore additional class representative training has been adopted for these departments and will commence in the next few weeks in collaboration with the group tutors of these groups of students. Additional mop up sessions for other class representative will be carried out in the following weeks to allow all students to actively engage in their role.

At the end of each month Student President will be holding drop in meetings for all of the class representatives to ensure that they are fully represented and have an opportunity to voice both concerns and areas of good practice from across the college.

### 2. Lead Representatives

As above, due to the exit survey for the Lead Representatives the decision to revamp the training using the Service Design methodology mentioned in the class representative training. The feedback collected confirmed that the training was not in depth enough and could be more relevant to the role of a Lead Representatives.

Lead Representative training and first Student Congress session was held at the beginning of this month, this session was interactive and included a visit from Jackie Beresford and Billy Grace to ascertain support and engagement from our Lead Representatives. The session went extremely well, with interaction from all attending, including discussion on areas of concern surrounding each of the three main campuses. Issues to be addressed will be highlighted throughout working in collaboration with departments across the College as and when required.

The lead representatives are engaged to have a much bigger presence in the Students' Association and across the College this year. Including having the offices open during lunch breaks and any spare time outwith their timetabled hours. The Lead Representatives will further be involved in the charity work across this year, as well as supporting the clubs on each campus and attending Student Congress at the end of each month.

### **3. Clubs & Societies**

In discussion with students from across the College, The Students' Association endeavoured to ensure that our students would have a place to come, relax and do activities they enjoy. In collaboration with the students, we have started multiple clubs and societies across all campuses. Students run many of the clubs and societies themselves, therefore we have created the role of Club Ambassador. This role will involve students taking control of running of the club, the setting up, tidying away, recording the numbers and encouraging more students to be involved. Each of the Club Ambassadors will be gaining hours towards their College Attributes as a result of their volunteering hours.

## **Gardyne**

### **Monday**

- Breakfast club 8.30am – 10am (8 students on average)
- Walk a mile in my shoes 12pm – 1pm (6 students on average)

### **Tuesday**

- Breakfast (8 students on average)

### **Wednesday**

- Glee club with Supported Education department 2.30pm – 3.30pm (10 students on average)

### **Thursday**

- Dungeons and Dragons 1pm – 2pm (10 students on average)

### **Friday**

- Breakfast club 8.30am – 10am (15 students on average)
- Simply social 12pm – 2pm (12 students on average)

## **Arbroath**

### **Monday**

- Daily Mile 9am
- Simply Social 12pm – 1pm (13 students on average)

### **Tuesday**

- LGBTQ+ drop in 11.30am – 1.30pm (starting 12<sup>th</sup> November 2019)
- Games Club 11.45am - 12.45pm (11 students on average)

### **Wednesday**

- Breakfast Club 8.45am – 10.30am (8 students on average)
- Table top games 1pm – 2pm (5 students on average)

### **Friday**

- Breakfast club 8.45am – 10.30am (15 students on average)

## **Kingsway**

### **Tuesday**

- Breakfast club 8.30am – 9.30am (10 students on average)
- Simply social 1pm – 2pm (5 students on average)

### **Wednesday**

- Breakfast club 8.30am – 9.30am (12 students on average)

## **4. Pizza with the Principals**

As with the popularity of Pizza with the Principals in previous years, students have requested that it continue this year. As a result, the following dates have been added to the diary of the Students' Association:

Thursday 7<sup>th</sup> November – Kingsway Campus

Wednesday 20<sup>th</sup> November – Forfar Outreach Centre

Thursday 28<sup>th</sup> November – Gardyne Campus

Thursday 12<sup>th</sup> December – Arbroath Campus

This year we have decided to capture the feedback, questions asked and student comments on a “Graffiti Wall” and “Vox Pops” to ensure that the student voice is captured.

## 5. **Cake with the Chair**

Previous success with this project has resulted in its return this year; dates for Cake with the Chair will be announced for before Christmas this year, after New Year and after Easter Break. These dates are to be confirmed.

As with previous years, the format for this project to engage the Chair of the Board of Management and other Board Members with the Student Body will continue with small numbers of students engaging in discussions on all aspects of the student experience.

## 6. **Charity**

The Students' Association completed their first challenge towards raising money for their chosen charities this year, Maggie's Dundee and Besty's by undertaking the Cross Campus Walk on 30<sup>th</sup> September 2019. The Team left the Arbroath Campus alongside Craig Nicoll (Sports Union) and two volunteer students, as well as Leo and Arlo (Criag's Dogs) at 12noon. Please see appendix 1 for route and photos of the walk. The Team have raised in excess of £800 towards the chosen charities and are looking forward to collaborating with more students and staff across this academic year to raise more money.

Further activities this year will include Christmas Jumper Day (13<sup>th</sup> December) in collaboration with the People Team to include both staff and students from across the College.

## 7. **Elected Officer Projects**

### Cher Meldrum – Student Representation (Class & Lead Representatives)

Please see sections 1 and 2 of the report.

### Amy Monks – Equality & Diversity

*"These past few weeks I have dealt with day-to-day student enquiries in the Arbroath office and around campus. I have also started first aid duties for the campus having completed my 3 day First at Work training. A few other things I have been or are currently involved with are:*

*-organising and helping students run multiple morning and lunchtime clubs. These clubs include involvement and leadership from supported education and ESOL students.*

*-class rep training at Arbroath classes.*

*-talks with multiple classes about the SA and our role within the college, what class reps are, encouraging students to gain D&A attributes.*

*-Equality and Diversity project with Steve Taylor, this includes helping to initiate a social media campaign for the college as a whole, individual departments, SA, class reps and hopefully LE and local schools(still to reach out to these). This project will also include me going to local schools to discuss equality and diversity in certain industries/college courses, including how we can make young people aware that all courses fully accessible regardless of gender, race, religion etc.*

- helping maintain an active presence on our social media pages.*
- keeping the student portal updated with relevant activities from the SA.*
- cross campus sponsored walk.*
- I organised for all SA offices to paint a canvas, which were displayed at Arbroath's Relay for life in aid of Cancer Research, they were greatly appreciated by the organisers.*
- Organised a crisp packet collection bin in the Esk POD to take them to a local school who are collecting them to raise money for an Air Ambulance charity. The packets/wrappers will be recycled instead of going in the general waste.*
- currently planning project 'College Diversity map' which will involve making an art piece with students, from recycled materials showing where we are all from across the world.*

*I look forward to the rest of my year as VP and the other opportunities it gives me and other students."*

### Colin Ogilvie – Learning & Teaching

Learning & Teaching Project – See appendix 2

#### ***"Debating Society.***

*After having a meeting with Gail Thoms to discuss a debating society, we have started to put a plan in place for a debating society to be set-up and run by students'. We are yet to confirm a room, but this will be sorted out as soon as possible.*

*This club will require a committee to be set-up, Gail is looking into the Governance at the moment. There is a lot of interest on this being set-up, with the possibility of taking part in competitions with other Colleges/Universities.*

*Dundee University Debating Society are willing to train students' in all aspects of debating, this will give members great experience in research skills, thinking critically and quickly, presentation skills and confidence building.*

*Met with students in Y256 to discuss what is expected from them in Debating. I used a topic from the University of Dundee Debating Society to have a discussion with the students. The students engaged well and all took part in the discussion.*

#### ***Dungeons and Dragons/Chess/Board Games***

*Place: Y204 Gardyne*

*Time: 13.00 until 14.00*

*This room will be set-up for playing a mixture of games and RPGs. This will be run by students after the initial set-up. If this becomes popular it could possibly lead to a change of location depending upon space.*

*At the same time D&D will be running, we will also have a chess set in the room for students to play. There will also be a selection of board games to play, these can be supplied or brought in by students.*

*There is already interest in this club, including from lecturers. There is also a possibility of visiting other players in social settings.*

### **Simply Social**

*A social club where students can have a chat with other students from different courses and meet new friends. We supply free tea, coffee and juice and this is open to all students. We are averaging between 8 and 12 students per session.*

*This is a good opportunity for students to feel a part of the community at college and this inclusivity is what we are working on this academic year."*

## **8. Outreach Links**

In continued pursuit to engage with the Outreach Centres, Amy Monks and Cher Meldrum will hold Students' Association sessions each month with the students and staff from the Outreach Centres. Sarah Rennie will set this up with Maria Ritchie (Outreach Centre Administrator) to ensure full collaboration and engagement.

## **9. Dundee Pride**

Sarah Rennie, Cher Meldrum and Celeste Robinson attended Dundee Pride 2019 at Slessor Gardens on Saturday to represent the College. It was one of the most fantastic days interacting with everyone and talking about the College; we had a huge amount of engagement with people and businesses across both Dundee and Angus.

Before the event, we had an event-planning meeting with Marketing, Learner Engagement, Student Services and Students' Association to discuss a plan of action for the day including appropriate items and decorations for the D&A stand. These items included "rainbow" coloured items which would be fitting for the day and is a pivotal part of the Pride Scene, it all sounded very exciting. When arriving at the event and unpacking boxes we had nothing "rainbow" except for two packets of condoms and it looked extremely corporate (mostly prospectuses), as well as having very little of giveaway items (in fact we ran out in a couple of hours). Other local businesses had their stands decked out in rainbow colours and had several items to pass out and engage with people attending the event. Both universities were also there representing their students and showing "Pride".

Going forward with this event for the future we would suggest that we are engaging on a greater scale with the day.

- Brighter "rainbow" coloured banners, flags and other decorations for the stand.
- Students and staff taking part in the march around the city with a banner from the College in support of Pride

- Multi-coloured t-shirts for the staff to wear at the stand and during the march
- Instead of the usual pens and pencils can we have “D&A have PRIDE in our Students” colourful pens and pencils.
- We had bubbles in pink containers to give out but only a few boxes, these were popular and everyone was talking about them. If we could have a greater number that would be fantastic.
- We also had “Pride” condoms (2 packets), which again were so popular, however there were not enough for the day and we had run out within a couple of hours.
- College bags were also a hit and everyone was wearing them around the event, advertising the College to everyone at the event. Again if there could be more of these that would be advantageous.
- Rainbow lanyards and badges to give out
- Advertise that we hold a Charter Mark with LGBT Youth Scotland
- Fun and interactive games to bring people in

As we are progressing, I think that Pride Dundee will be a big marker on the College calendar and that it will require more planning and further input from departments across the College to make it a huge success.

**Authors:**

Cher Meldrum, Student Association President

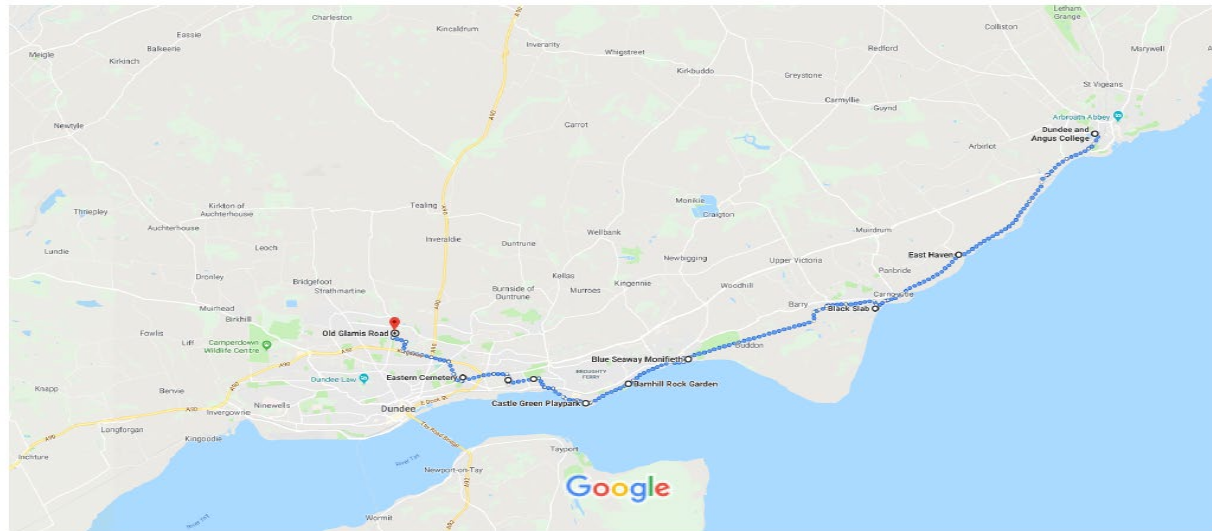
Sarah Rennie, Students' Association Development Officer





Dundee and Angus College to Old Glamis Rd, Walk 19.3 miles, 6 h 23 min  
Dundee

Sponsored Campus Walk



Map data ©2019 2 km

Appendix 1





## Learning and Teaching Strategy

### What Makes Excellent Learning?

Colin Ogilvie Vice President Students' Association, Sarah Rennie Students' Association Development Officer

Introduction: As part of drive to ensure we have the best learning & teaching experience for all students at the College, we wanted to find out from the students what makes them love learning at Dundee & Angus College. We do not believe a multi question survey is the best way to get large amounts of information from multiple students. Instead we are looking at asking the students two questions with an incentive for the students to take part.

The main way of collecting information will be from a google form, comprising of two questions which are:

- What do you love about learning at D&A College?
- Do you think there can be any improvements in the way classes are taught at college?

We also plan to create voxpops of students talking about what they love about learning at D&A.

The majority of students prefer shorter surveys that can be filled in quickly so we have utilised upon this and made the survey short. The questions asked should give us a good understanding of what is working well within the classroom environment.

We will also take an active role in asking students the two questions during breaks and lunchtime, or directing them to the survey online.

We would like to give the students an incentive by offering a prize to one random student that will be picked by an independent party. The prize could be an iPad or android equivalent tablet, a budget will be required for this. We are also looking at giving up to 10 students a range of cash prizes from £5 to £20, total cost = £200

We would also require a budget for resources for gathering data (students participate when sweets are involved), T-shirts with the love learning logo printed on them.

Resources include: Devices for gathering data, pens, sweets. The budget for these items will be £200

The data will be collected and analysed, once this stage has been completed we will collate the evidence to be used to help shape the new learning and teaching strategy. We will have a good understanding of what students love about learning at college and if there are any improvements that can be made, the results will show this.

Budget breakdown: £400 for Tablet.

£200 for cash prizes.

£200 for resources.

Total Budget: £800

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER G**

**Principal's Report**

# BOARD OF MANAGEMENT

## Wednesday 11 December 2019



### Principal's Report to the Board

---

#### *Paper for information*

I want to start this report with a roundup of our overall college performance including credits, recruitment and performance indicators.

	How are we doing?	Pretty Good
Credits	18/19 target	18/19 achieved
	109,308 incl 1500 additional	109,345

Credits	19/20 target	19/20 projected
	107,735	107,800

	18/19			19/20		
Recruitment	FE	HE	PT	FE	HE	PT
	3,430	1,820	9,384	3,405	1,834	4,129*

*\*year to date*

Issues that are challenging overall college recruitment:

1. Schools
2. Universities
3. demographic
4. geography

### Senior phase and Foundation Apprenticeships




The single biggest reason for our solid recruitment is down to our excellent partnership with Schools,

- 2,500 school learners undertaking Future Talent taster sessions in 18/19 (800 in 16/17)

Which has led to:

- Enhanced School/College relationships
- Senior Phase applications from schools up by 50%
- Full Time Applications from schools up by 27%
- Foundation Apprenticeship (FA) Numbers up from 50 to 253
- Recently secured 20/22 FA contract (c. £1.3m)

## Performance Indicators

Mode	17/18	Sector Ave. 17/18	18/19*	D & A 18/19 vs 17/18
Whole College	76.8%	74%	76%	-.08% 
All Full Time	75.7%	68.2%	71.4%	-4.3% 
All Part Time	78.1%	78.5%	81.9%	+3.8% 

## Other Key Student Outcomes

Mode	17/18	Sector Ave. 17/18	18/19*
Care Experienced (FT/FE)	57.1%	55%	69%
Under 18 Learners	71.6%	63.5%	73.6%

\*18/19 Sector Outcomes available in January. Early indications show sector wide decline

Although overall student outcomes have remained relatively constant, and part-time outcomes have increased, the drop in full-time outcomes is a concern.

Whilst early comparisons from across the sector is likely to see us placed as the second highest college for full time FE and third highest for full time HE, a drop of 4% for full time outcomes is significant and we are picking up on the reasons underpinning these with teams across the college.

Overall results in the sector are reported to be down, and a number of our usual competitors have also recorded lower results than usual. There is undoubtedly a trend downwards and the strike action and staff action to withhold results during 2018/19 has had an impact. The impact appears to be greater with us however.

The fact that we were going through such a significant senior academic staff restructure coinciding with the strikes and results embargo may also help explain this.

The fact that partial success is higher than in previous years underpins the reduction in overall outcomes, and hides to an extent some positive increases in learner retention.

The data that we used so successfully in 17/18 to identify failing students and to stage interventions to help students falling short by one or two units, action that definitely improved our results, was just not available this year as results were not visible as part of the industrial action.

Discussions are taking place at both senior and team level to identify any other significant reasons for a drop in performance and Stop and Review meetings (and Executive Review meetings for teams whose overall full-time learner outcomes are below the national average)

will lead to improvement strategies for this session. Already 'bootcamps' and remedial sessions are planned right up to the end of the summer term.

It must be said that last session's results were spectacular and will be difficult to match, but I can reassure the Board that we will do everything we can to do exactly that, and ensure that full-time outcomes are improved again for this session.

## **Student Satisfaction**

Our student satisfaction rates continue to lead the sector. The latest national data collection exercise for higher education recorded our satisfaction levels as the highest of all the regional colleges.

- The overall national "Satisfaction" rate was 86.9% (v 83.6% in 2017/18)
- D and A 91.4 %

## **Restructure**

All but complete

The academic restructure has been a long and arduous process – we recognise this has been a challenging period for many staff involved. We have committed alongside the trade unions to evaluate progress as we move on, to check what is working well and what requires some work.

We are prepared to make adjustments and look for improvements and further change where necessary.

The success of the new structure will depend on achieving strong teams, improved communication, return of 1 to 1's, continuing strong group tutor roles and flexible approaches to timetabling.

This will take time, patience, cooperation and professionalism

## **Opportunities**

- Tay Cities Deal: Advanced engineering in Angus, Bio tech in Dundee, SME upskilling across the region
- Windpower: Seagreen at Montrose Port
- Michelin Scotland Innovation Park: Skills partner
- Kingsway Tower Refurb
- Kingsway STEM Centre
- Enable Partnership

The above list records some of the significant opportunities and challenges for the College moving forward.

Many are dealt with in other items on the agenda but the Michelin opportunity is worth highlighting.



## **Michelin Scotland Innovation Parc**

### **Background**

The decision to close the Michelin Tyre production plant in 2020 has led to a series of meetings and proposals to leave a legacy for the region in the extensive and well serviced factory complex.

Michelin are leading a working group including Dundee City Council, Skills Development Scotland, Scottish Enterprise and the Scottish Government to produce a plan to utilize the site and to develop a hub for technological innovation and clean energy. A company has now been formed to take the initiative forward and there is significant industrial interest in the site

### **The Vision**

The idea is to group a series of production facilities in hydrogen battery development and electric vehicle services alongside a space for innovation and technology encouraging research and development, new company formation and interrelated services and training. The focus will be on using the site's assets in clean and low cost energy sources from wind and heat exchange to power a centre for circular economy development and new ways of working to align with developing thinking around IR4 and the changing jobs market.

### **The Implications for Skills Development**

At the heart of the emerging vision for the new site is to have a skills training centre aligned to the need to retrain, upskill and develop the next generation of technology workers and engineers.

The centre will bring together partners, led by D and A College, to plan a forward thinking, strategic approach to skills and workforce development balanced to meet industry and learner demand. The outputs would be highly customized to meet employer demand in terms of technical skills but will also concentrate on a shift in emphasis towards 'metaskills' and a more responsive and adaptive learning provision.

Upskilling will focus on adapting engineering training to include hydrogen power, electric energy sources and the skills required for renewable energy production and the circular economy. Tailored transition programmes for engineers and workers from a variety of backgrounds will be developed.

Direct employer engagement will co design the learning and skills provision and the aim is to develop faster and more effective upskilling whilst tracking the long term outcomes and effectiveness of investment.

Access to the training and developing materials and practices would be made available to SME's and microbusinesses to encourage collaboration, business growth with the intention of encouraging small businesses to 'scale up' and increase employment opportunities for the region.

### **The Future Workforce**

A separate but linked work stream will aim to introduce local school pupils and others to the types of jobs, skills and future focus that the centre will develop.

A planned systematic programme of work with local young people will be put in place that will offer work inspiration and opportunities for skills and digital training alongside developing meta skills in practice. The learning and skills development will be accessible to people from all backgrounds and locations and will be supported by information, advice and guidance with the express aim of motivating and inspiring individuals to seek out careers in technology and engineering with the future focus of clean energy and the circular economy, growing the workforce of the future.

This will involve direct action in local schools, developing new foundation and graduate apprentice routes, technical MA's, short intensive training inputs and will always be distinctively industry led.

D and A College will commit to relocating a significant section of technology training particularly in engineering, digital skills and motor vehicle development to the site as a hub around which to build a skills centre. The College lead the local STEM regional hub, have highly developed strategic relationships with the schools in the region, and well advanced senior phase programmes already established in technology subjects. The College is also involved in advanced manufacturing and engineering TCD projects throughout the region and has well established links with local employers.

The College will also ensure the involvement and sharing of good practice with the other Colleges in the TCD region ensuring that the whole of the Tay Cities area benefits from the skills development centre.

Funding is required to adapt existing buildings on the site and for a potential new build, if required. D and A College are prepared to provide match funding capital as part of a consortia funding approach to prepare a skills centre.

The additional staffing required to absorb the expected take up of reskilling and upskilling will also require to be funded. A funding package of est. £3 may be expected to be required although this would require additional work to confirm. SDS will help us to make a joint representation to lobby the Scottish Funding Council for a financial contribution to cover the capital costs.

## **Award Success**

This is awards season and special mention needs to be made for the Building and Estates Team for their leadership on sustainability and environmental improvement.

The team cleaned up this year winning:

- The Herald Pioneer Award for the carbon neutral category
- The CDN award for sustainability; and
- The National Green Gown Award for sustainability in campus health, food and drink.

An outstanding array of awards for a team that are really leading the sector in their field

We also won a CDN Award for the Colleague of the Year, recognizing Andy Cathro's imaginative and innovative work in Health and Safety, and picked up two commended awards for our Schools Engagement Work and our Good to Great Wellbeing project.

Our innovative Zoo Animal Behaviour and Welfare Course picked up a highly commended award at the recent SQA Star Awards.

## **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

**Author and Executive Sponsor:** Grant Ritchie, Principal

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



---

**PAPER H**

**Finance & Estates Items – Estates Development Update**

# BOARD OF MANAGEMENT

Wednesday 11 December 2019



## Estates Development Update

---

### *Paper for information*

#### **1. Introduction**

The Finance and Property Committee were keen that the Board were provided an update on the progress on the Kingsway Campus developments. We will provide an update at all future Board meetings.

#### **2. Recommendation**

Members are asked to note the report and that all future Board meetings will receive an update.

#### **3. Kingsway Tower Project Update**

The Kingsway Tower Project design project is gathering momentum. Following the appointment of Robertson Construction, we have now also appointed the professional team who will facilitate the full design of the Kingsway Tower Project.

The Kingsway Design Team comprises as follows –

- Main Contractor and Quantity Surveying - Robertson Construction
- Architect - JAS Stephen
- Structural Engineer - Millards
- Mechanical/Electrical Consultant - KDQ

The College are very happy with these appointments as we have worked previously with them all in delivering successful projects in the past.

Over the last 2 months, the estates project team have been consulting closely with college learners, student association and staff on developing the Kingsway Tower vision. The appointment of the Design Team will take the consultation process to a more detailed level and it is our intention to work with the Service Design Academy to assist with developing a Kingsway vision that will meet the aspirations of our learners, staff, industry partners and other stakeholders.

The Finance & Property Committee are due to be presented with the fully costed design proposals for the Kingsway Tower at its March 2020 meeting with the expectation that this will then form the basis of a submission to the Dundee and Angus Foundation.

#### **4. Kingsway Campus STEM Centre OBC**

As members will be aware from the last update to the Board we are progressing the development of the Outline Business Case for the creation of a new STEM Centre on our Kingsway Campus.

As members will recall from the previous update, funding of this project is anticipated to be by the Mutual Investment Model, which has been designed to finance major capital projects due to a scarcity of capital funding and will support additional investment in social and economic infrastructure projects and help to improve public services in Scotland.

Mutual Investment Model schemes will see private partners build and maintain public assets. In return, the Scottish Government will pay a fee to the private partner, which will cover the cost of construction, maintenance and financing the project.

As was requested by a previous meeting of the Finance & Property Committee we will be seeking details of the Mutual Investment Model to ensure there is clarity over contracting and financial responsibilities and accountabilities over both the short, medium and long term. As discussed at the Finance & Property Committee it is important that the College fully understands the implications of using this model and how it might affect financial sustainability and risk.

The College have now appointed BDP Architects to assist with the development of the Outline Business Case for the creation of a new STEM Centre on our Kingsway Campus.

BDP Architects previously assisted the College with the creation of their outline Business Case for a new campus build on Kingsway back in 2016. As members will recall this was ultimately shelved due to a lack of appropriate funding.

The Outline Business Case is due to be submitted to the SFC by the end of February 2020 for consideration, and the sector list of priorities will be sent to the Scottish Government in June 2020 and in turn will be considered as part of the Government spending review in early Autumn 2020.

Timelines for the Outline Business Case are tight, but we are in the very fortunate position of being able to revisit our previous Outline Business Case, which included the creation of a STEM Centre. We have already had an early meeting with BDP Architects and they have already developed an Outline Business Case Project Plan.

We have specifically requested that any building is designed with environmental sustainability and equality & diversity very much at the forefront. Sustainability and Landscape consultants are part of the BDP Architects team.

We have requested funding from SFC to support the £35K + VAT consultancy fee to develop the Outline Business Case.

## **5. Link to Strategic Risk Register**

Progressing the Kingsway Campus capital development projects will support the mitigation of a range of risks identified within the Strategic Risk Register namely;

2.5 – Dundee & Angus Foundation refuses/withholds funding for key College priorities

3.1 – failure to reach aspirational standards in learning, teaching and service delivery

3.2 – failure to achieve/maintain compliance arrangements

3.3 – serious accident, incident or civil/criminal breach, legal action

**Author:** Billy Grace, Head of Estates

**Executive Sponsor:** Jaki Carnegie, Vice Principal, Corporate Services



**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



---

**PAPER I**

**Finance & Estates Items –**

**Annual Report from Audit & Risk Committee**

# BOARD OF MANAGEMENT



**Wednesday 11 December 2019**

## **Annual Report from the Audit and Risk Committee**

---

### *Paper for information*

#### **1. Introduction**

The Audit & Risk Committee is required to report annually to the full Board on its activities, and on the reports presented to the Committee by the College's internal and external auditors.

#### **2. Recommendation**

Members are asked to discuss and agree the contents of this report for submission to the Board of Management in December 2019.

#### **3. Background**

In accordance with the Scottish Government [Audit and Assurance Committee Handbook](#) ("the Handbook") the Audit & Risk Committee is required to provide the Board with a written annual report, timed to support the finalisation of the accounts and the governance statement, summarising its conclusions from the work it has done during the year.

This report is intended to be presented to the Board by the Chair, on behalf of the Audit & Risk Committee to cover the period of its operations in relation to the financial year 2018/19, including the Audit & Risk Committee meeting held on 17<sup>th</sup> September 2019.

This is the draft report, which following discussion and agreement on its content by this Audit and Risk Committee will be submitted to the full Board at its meeting of 11<sup>th</sup> December 2019.

#### **4. Overview**

- 4.1. The period of this Annual Report includes the consideration of the statutory accounts for 2018/19, together with the associated 2018/19 Annual Audit Report from Audit Scotland, the College's External Auditors for the period.
- 4.2. The Committee continues to have an oversight of the work of the College's Internal Auditors, Henderson Loggie, and considers reports issued by them.
- 4.3. The Committee met four times over the period covered by this report.
- 4.4. In addition to the reports provided by the College's Internal and External Auditors the Committee considered the following during the course of the year:
  - College's Strategic Risk Register
  - College's involvement in the National Fraud Initiative
  - Updates on progress towards implementing internal audit recommendations
  - Brexit Risk and Planning

- Extension of the Internal Audit contract to the end of 2019/20 and the timeline for procuring the new Internal Audit contract
- College's Business Continuity Plan
- Agreement of the 2019/20 Annual Internal Audit Plan
- Board Member training by way of a Risk workshop, delivered by a Board Member
- Update on the College's progress on the Public Sector Action Plan (PSAP – a cyber resilience strategy for Scotland)

## 5. Committee Membership

The Audit & Risk Committee Membership in the 2018/19 year was as follows:

George Robertson (Chair); Trisha Pirie (Vice Chair); Margo Williamson; Pamela Milne; Steven Watt (Stepped down - September 2019); Kirsty Keay (January 2019); Helen Honeyman (January 2019); Michael F Thomson (Co-Opted August 2018).

College staff members – Catriona Blake (until retirement in April 2019), Jaki Carnegie (starting in May 2019), Vice Principal Corporate Services, and Steve Taylor, Vice Principal People & Performance/Secretary to the Board were also in regular attendance at meetings.

Representatives from Henderson Loggie (Internal Auditor) and Audit Scotland (External Auditor) regularly attend the Audit & Risk Committee.

## 6. Meetings and Discussions

The Audit & Risk Committee met during the year on the following dates:

- 27<sup>th</sup> November 2018
- 5<sup>th</sup> March 2019
- 14<sup>th</sup> May 2019
- 17<sup>th</sup> September 2019

## 7. Internal Audit

The Internal Auditor's 2018/19 Annual Plan was presented and approved at the Audit & Risk Committee meeting in September 2018. The reports considered by the Audit & Risk Committee under this plan include:

Report	Grading <sup>1</sup>	Committee (2019)	Number of Priority Action Grades <sup>2</sup>		
Cyber Security	Satisfactory	March	1	2	3
Equality & Diversity	Good	May	-	-	-
Duty of Care	Satisfactory	May	-	-	-
Risk Management & Business Continuity Planning	Satisfactory	May	-	1	2
Student Engagement / Students' Association	Good	September	-	-	-
Catering Business Process Review	N/A	September	-	-	4
Follow-Up Reviews	N/A	September	-	-	1

<b>Report</b>	<b>Grading <sup>1</sup></b>	<b>Committee (2019)</b>	<b>Number of Priority Action Grades <sup>2</sup></b>		
Student Activity Data	Audit opinion unqualified	November	-	-	2
Student Support Funds	Audit opinion unqualified	November	-	-	-

<sup>1</sup> Good - System meets control objectives

Satisfactory - System meets control objectives with some weaknesses present

Requires improvement - System has weaknesses that could prevent it achieving control objectives,

Unacceptable - System cannot meet control objectives.

<sup>2</sup> Priority 1 = Issue subjecting the College to material risk and which requires to be brought to the attention of management and the Audit and Risk Committee.

Priority 2 = Issue subjecting the College to significant risk and which should be addressed by management.

Priority 3 = Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

The Internal Auditors reported that the “College has made very good progress in implementing the recommendations followed-up as part of this review with 13 of the 19 recommendations followed-up being classified as ‘fully implemented’. Five recommendations were assessed as ‘partially implemented’. These five recommendations will be subject to formal follow-up as part of the equivalent review in 2019/20. One recommendation was assessed as ‘considered but not implemented’.”

In the Annual Report for 2018/19 the Internal Auditor concluded that “the College has adequate and effective arrangements for risk management, control and governance. Proper arrangements are in place to promote and secure Value for Money.”

The work of Internal Audit is carried out primarily for the benefit of the Board/Executive of the College and is the single most significant resource used by the committee in discharging its responsibilities to be assured of the overall adequacy and effectiveness of the organisation’s governance, risk management and control processes. The relationship between Henderson Loggie and the Committee and College staff continues to be professional, proactive, positive and effective.

The Committee are pleased that all Internal Audits of systems are reported as being satisfactory or good and that there were no Priority 1 issues identified.

The Committee also considers at each meeting a management report on progress made in respect of recommendations made in previous audits. As of September 2019 there were 12 outstanding actions, five of which were “Complete” in September, six of which are not due for completion yet and are “On Track” and one which is “Behind Schedule”.

The Committee are satisfied with the progress being made on closing out outstanding actions.

The internal audit contract was awarded to Henderson Loggie in 2015, with an initial contract period to 31 July 2018. During 2017/18 the contract was extended for a further 12 months and in March 2019 the Audit & Risk Committee approved a further 12 months extension. The fee for internal audit activities in 2018/19 was £11k.

The contract for the provision of Internal Audit services beyond 2019/20 will be procured during the first half of 2020.

## **8. External Audit of Year End Financial Statements**

The external audit of the Financial Statements to 31 July 2019 was undertaken by Audit Scotland, who were appointed by the Auditor General for a 5-year term from 2016/17 to 2020/21 inclusive.

The fee for the 2018/19 is reported in the Financial Statements to 31 July 2019 as £26k.

The external auditor's Annual Audit Plan was considered by the Committee at its May 2019 meeting and was subsequently published on the Audit Scotland website.

At a joint meeting with the Finance and Property Committee on 26 November 2019, the Audit & Risk Committee received the Annual Accounts for 2018/19, together with the external auditor's Annual Audit Report and the internal auditor's Annual Report to the Board of Management.

The external auditor provided an unqualified report relating to the financial statements and reported that the financial statements of Dundee and Angus College:

- gave a true and fair view of the state of affairs of the College and its group as at 31 July 2019 and of the deficit for the year then ended.
- Expenditure and income were incurred or applied in accordance with any applicable enactments and guidance.
- The audited part of the Performance Report, Governance Statement and the Remuneration and Staff Report were all consistent with the financial statements and properly prepared in accordance with applicable legislation and directions made by the Scottish Funding Council.

The Committee reviewed the Annual Audit Report and related work and expressed satisfaction with the assessment provided. In terms of the contribution from the External Auditor, the Committee were pleased with the organisation of the external audit process and the performance and effectiveness of the External Audit team throughout the financial year.

The Committee were delighted to note that all recommendations made in Audit Scotland's Scotland's colleges 2019 report had been actioned and that all recommendations made in the 2017/18 Annual Report for improvement as part of the 2018/19 statutory accounting process were completed.

The Committee were particularly satisfied to note that Audit Scotland reported that the Audit and Risk Committee provide a good level of scrutiny and challenge.

A professional, positive and effective relationship between the external auditor and College staff was reported.

## **9. Discussions Between The Audit & Risk Committee And The External And Internal Auditors**

These discussions confirmed that:

- External and internal auditors have been provided with all necessary help and information.
- College staff and managers are operating effective systems of internal control and maintaining accurate and reliable financial records.
- College managers and staff have responded positively and timeously to implement suggested changes for improvement.

## **10. Risk Management**

A Strategic Risk Register has been compiled and this is passed for discussion to the full Board of Management.

Risks are monitored and reported (including reporting to the Board of Management where necessary) at each meeting of the Audit & Risk Committee. Risks (including both pre- and post-mitigation risk ratings) are amended/added/deleted as appropriate through on-going analysis and approval at each Audit & Risk Committee meeting.

During the latter part of 2018/19 the Board agreed that appropriate risks be allocated to each Committee for their regular review and consideration, with feedback on these discussions and considerations being fed back into the Audit & Risk Committee.

To enhance awareness and understanding of Risk Management Helen Honeyman, a Board Member who specialises in risk and governance delivered a workshop on risk to Board members and the Executive Team.

## **11. National Fraud Initiative**

The Committee welcomes the College's involvement in the National Fraud Initiative, which is a data-matching exercise led by Audit Scotland to aid the detection of fraudulent payments.

The Committee was encouraged that of the 199 matches no frauds were identified. The Committee was reassured that the duplicate payment of £1,998, which was highlighted by the data matching, was successfully recovered from the College's regular supplier.

The Committee was satisfied that as a result of the College's engagement in the NFI, the College's Fraud Policy will be reviewed and updated during 2019/20, with a particular focus on using the Fraud Triangle to engage staff with regards to the environment in which frauds are more likely to be prevalent.

## 12. Opinion

In accordance with the Audit and Assurance Committee Handbook, this Annual Report should summarise the committee's work for the year past, and present its opinion about:

- the effectiveness of governance, risk management and control;
- the comprehensiveness of assurances in meeting the Board's needs;
- the reliability and integrity of these assurances;
- whether the assurance available is sufficient to support the Board in their decision taking and their obligations;
- the implications of these assurances for the overall management of risk;
- any issues the committee considers pertinent to the Governance Statement and any long term issues the committee thinks the Board should give attention to;
- financial reporting for the year;
- the quality of both Internal and External Audit and their approach to their responsibilities; and
- the committee's view of its own effectiveness, including advice on ways in which it considers it needs to be strengthened or developed.

The Audit & Risk committee considers that it has been successful in progressing the Board's governance and internal control priorities during the period covered by this annual report.

The Committee welcomed the success in finalising the annual accounts and the improvement in the efficiency in completing the external audit process. The Committee recognised the significant efforts of the College's Finance team, led by Brian Ferguson and Rhonda Bissett and the External Audit team led by Andrew Kerr and Richard Smith.

Based on the assessment and reports provided by External and Internal Auditors, the Audit & Risk Committee is satisfied as to the adequacy and soundness of the College's system of internal control and financial management, and the arrangements to deliver value for money from public funds, ensuring economy, efficiency and effectiveness in the use of resources.

The Audit & Risk Committee believes that the governance of the College is compliant with the principles of the:

- [Code of Good Governance for Scotland's Colleges](#), which was revised in September 2016, and
- Scottish Government [Audit and Assurance Committee Handbook](#), which was revised in April 2018, and

that the College has been compliant for the period from 1 August 2018 to 31 July 2019.

## 13. Link to Strategic Risk Register

The preparation and consideration of this Audit & Risk Committee Annual Report alongside the topics covered within the report, by its very nature, support the mitigation of all the risks included within the Strategic Risk Register.

**Author:** George Robertson, Chair Audit & Risk Committee



**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER J**

**Finance & Estates Items –**

**Audit Scotland Annual Report**

# Dundee and Angus College

## Proposed 2018/19 Annual Audit Report



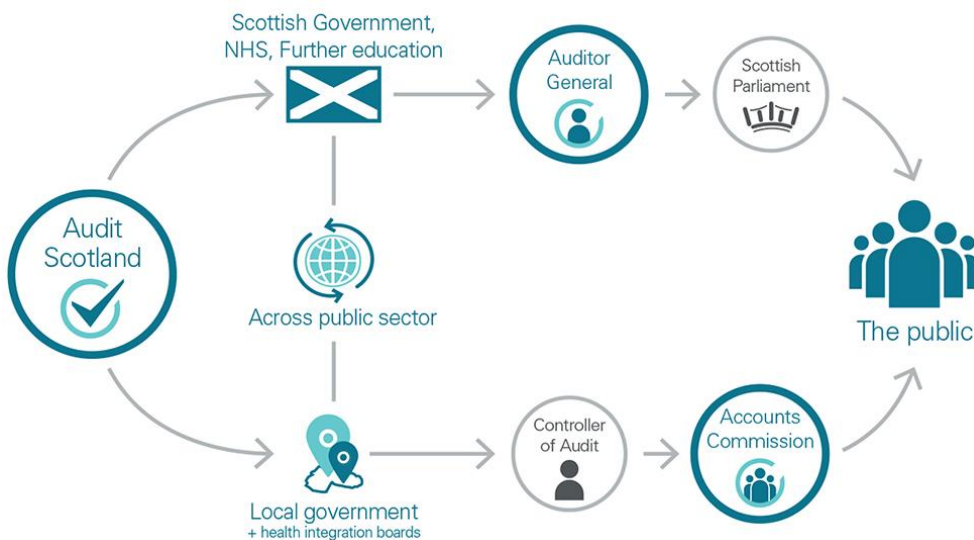
To the Board of Management and the Auditor General for Scotland

11 December 2019

## Who we are

The Auditor General, the Accounts Commission and Audit Scotland work together to deliver public audit in Scotland:

- The Auditor General is an independent crown appointment, made on the recommendation of the Scottish Parliament, to audit the Scottish Government, NHS and other bodies and report to Parliament on their financial health and performance.
- The Accounts Commission is an independent public body appointed by Scottish ministers to hold local government to account. The Controller of Audit is an independent post established by statute, with powers to report directly to the Commission on the audit of local government.
- Audit Scotland is governed by a board, consisting of the Auditor General, the chair of the Accounts Commission, a non-executive board chair, and two non-executive members appointed by the Scottish Commission for Public Audit, a commission of the Scottish Parliament.



## About us

Our vision is to be a world-class audit organisation that improves the use of public money.

Through our work for the Auditor General and the Accounts Commission, we provide independent assurance to the people of Scotland that public money is spent properly and provides value. We aim to achieve this by:

- carrying out relevant and timely audits of the way the public sector manages and spends money
- reporting our findings and conclusions in public
- identifying risks, making clear and relevant recommendations.

---

# Contents

---

Key messages	4
Introduction	5
Part 1 Audit of 2018/19 annual report and financial statements	7
Part 2 Financial management	13
Part 3 Financial sustainability	17
Part 4 Governance and transparency	22
Part 5 Value for money	27
Appendix 1 Action plan 2018/19	34
Appendix 2 Significant audit risks identified during planning	36
Appendix 3 Summary of national performance reports 2018/19	41

---

# Key messages

---

## 2018/19 annual report and financial statements

- 1 The financial statements of Dundee and Angus College give a true and fair view of the state of affairs of the College and its group as at 31 July 2019 and of the deficit for the year then ended.
- 2 Expenditure and income were incurred or applied in accordance with any applicable enactments and guidance.
- 3 The audited part of the Performance Report, Governance Statement and the Remuneration and Staff Report were all consistent with the financial statements and properly prepared in accordance with applicable legislation and directions made by the Scottish Funding Council.

## Financial management

- 4 The College has well developed budget monitoring and control arrangements.
- 5 The College managed its budget effectively and reported an underlying operating surplus of £2.249 million for the year to 31 July 2019.

## Financial sustainability

- 6 The College's five-year Financial Forecast Return projects a negative cash position by 31 July 2024. To address this the College has identified mitigating actions to maximise income generation and deliver operational efficiencies.
- 7 The Board has approved a five-year estates strategy to improve the physical condition of its estate. Alongside this, the College is developing a proposal to build a new Science, Technology, Engineering and Maths (STEM) centre funded by the Scottish Government through a Mutual Investment Model.

## Governance and transparency

- 8 The College has effective governance and decision-making arrangements and the Audit and Risk Committee provide a good level of scrutiny and challenge.
- 9 The College conducts its business in an open and transparent manner.

## Value for money

- 10 The College has proper arrangements in place to promote and secure value for money.
- 11 The College reported good attainment and retention rates for 2017/18.
- 12 Arrangements are in place to ensure the College meets its responsibilities under the Equality Act 2010. There is also evidence that the principles of fairness and equality are embedded within the organisation.
- 13 The College has addressed the recommendations in the [Scotland's colleges 2019](#) report published by Audit Scotland in June 2019.

---

# Introduction

---

1. This report summarises the findings arising from our 2018/19 audit of Dundee and Angus College (the College).

2. We aim to add value to the College through the audit by:

- identifying and providing insight on significant risks, and making clear and relevant recommendations for improvements that have been accepted by management
- reporting our findings and conclusions in public
- sharing intelligence and good practice through our national reports ([Appendix 3](#)) and good practice guides, and
- providing clear and focused conclusions on the appropriateness, effectiveness and impact of corporate governance, performance management arrangements and financial sustainability.

## Scope of our audit

3. The scope of our audit was set out in our [Annual Audit Plan](#) presented to the 14 May 2019 meeting of the Audit and Risk Committee. This report comprises the findings from:

- the audit of Dundee and Angus College's annual report and financial statements, including the issue of an independent auditor's report setting out our opinions
- a review of the College's key financial systems
- our consideration of the wider audit dimensions of public sector audit, [exhibit 1](#), as set out in the [Code of Audit Practice 2016](#).

---

## Exhibit 1

### Audit dimensions



## Ethical considerations

4. We can confirm that we comply with the Financial Reporting Council's Ethical Standards. We can also confirm that we have not undertaken any non-audit related services and the 2018/19 audit fee of £23,950, as set out in our Annual Audit Plan, remains unchanged. We are not aware of any relationships that could compromise our objectivity and independence.

## Responsibilities and reporting

5. Dundee and Angus College is responsible for preparing an annual report and financial statements in accordance with the accounts direction issued by the Scottish Funding Council (SFC) and for establishing effective arrangements for governance, propriety and regularity that enable them to successfully deliver their objectives.

6. Our responsibilities as independent auditors are outlined in the Public Finance and Accountability (Scotland) Act 2000 and the [Code of Audit Practice 2016](#) and supplementary guidance, and International Standards on Auditing in the UK.

7. As public sector auditors we give independent opinions on the annual report and financial statements. We also review and provide conclusions on the effectiveness of the College's performance management arrangements, suitability and effectiveness of corporate governance arrangements, and financial position and arrangements for securing financial sustainability, and best value arrangements.

8. Further details of the respective responsibilities of management and the auditor can be found in the [Code of Audit Practice 2016](#).

9. This report raises matters from the audit of the annual report and financial statements and consideration of the audit dimensions. Weaknesses or risks identified are only those which have come to our attention during our normal audit work and may not be all that exist. Communicating these does not absolve management from its responsibility to address the issues we raise and to maintain adequate systems of control.

10. An agreed action plan is included at [Appendix 1](#) setting out specific recommendations, responsible officers and dates for implementation. It also includes any outstanding actions from last year and progress against these.

11. This report is addressed to both the Board of Management and the Auditor General for Scotland and will be published on Audit Scotland's website: [www.audit-scotland.gov.uk](http://www.audit-scotland.gov.uk)

## Acknowledgement

12. We would like to thank all management and staff for their cooperation and assistance during the audit.



# Part 1

## Audit of 2018/19 annual report and financial statements



### Main judgements

The financial statements of Dundee and Angus College give a true and fair view of the state of affairs of the College and its group as at 31 July 2019 and of the deficit for the year then ended.

Expenditure and income were incurred or applied in accordance with any applicable enactments and guidance.

The audited part of the Performance Report, Governance Statement and the Remuneration and Staff Report were all consistent with the financial statements and properly prepared in accordance with applicable legislation and directions made by the Scottish Funding Council.

### The annual report and financial statements received unqualified audit opinions

**13.** The annual report and financial statements for the year ended 31 July 2019 were approved by the Board of Management on 11 December 2019. We reported, within our independent auditor's report:

- the financial statements give a true and fair view and were properly prepared
- expenditure and income were incurred or applied in accordance with applicable enactments and guidance issued by Scottish Ministers
- the audited part of the Performance Report, Governance Statement and the Remuneration and Staff Report were all consistent with the financial statements and properly prepared in accordance with applicable legislation and directions made by the Scottish Funding Council.

**14.** Additionally, we have nothing to report in respect of misstatements in the information accompanying the financial statements, the adequacy of accounting records, or the information and explanations we received during the audit.

### Finance staff provided good support to the audit team

**15.** We received the unaudited annual report and financial statements on 23 September 2019 in line with our agreed audit timetable.

**16.** The unaudited annual report and financial statements provided for audit were complete and finance staff provided good support to the audit team which helped ensure the final accounts audit process ran smoothly.

### We identified and addressed the risks of material misstatement

**17.** [Appendix 2](#) provides a description of those assessed risks of material misstatement in the financial statements and any wider audit dimension risks that were identified during the audit planning process. It also summarises the work we have done to gain assurance over the outcome of these risks.

The College's annual report and financial statements are the principal means by which it accounts for the stewardship of resources and its performance in the use of those resources.

**18.** We have no issues to report from our work on the risks of material misstatement highlighted in our 2018/19 Annual Audit Plan.

## Our audit testing reflected the calculated materiality levels

**19.** Materiality can be defined as the maximum amount by which auditors believe the financial statements could be misstated and still not be expected to affect the perceptions and decisions of users of the financial statements. The assessment of what is material is a matter of professional judgement. A misstatement or omission, which would not normally be regarded as material by value, may be important for other reasons (for example, an item contrary to law). In forming our opinion on the financial statements, we assess the materiality of uncorrected misstatements, both individually and collectively.

**20.** Our initial assessment of materiality for the financial statements was undertaken during the planning phase of the audit and was based on the gross expenditure reported in the 2017/18 audited annual report and financial statements. These levels were reported in our Annual Audit Plan presented to the Audit and Risk Committee on 14 May 2019.

**21.** On receipt of the unaudited annual report and financial statements we recalculated our materiality levels based on the actual gross expenditure for the year ended 31 July 2019. Our final materiality levels are summarised [exhibit 2](#).

## Exhibit 2 Materiality levels

Materiality level	Amount
<b>Overall materiality</b> – This is the calculated figure we use in assessing the overall impact of audit adjustments on the financial statements. It has been set at 1.5% of gross expenditure for the year ended 31 July 2019.	£0.690 million
<b>Performance materiality</b> – This acts as a trigger point. If the aggregate of errors identified during the financial statements audit exceeds performance materiality this would indicate that further audit procedures should be considered. Using our professional judgement, we have calculated performance materiality at 65% of overall materiality.	£0.450 million
<b>Reporting threshold</b> – We are required to report to those charged with governance on all unadjusted misstatements in excess of the 'reporting threshold' amount. This has been calculated at 5% of overall materiality.	£0.035 million

Source: Audit Scotland

## We reported the significant findings from the audit to those charged with governance

**22.** International Standard on Auditing (UK) 260 requires us to communicate significant findings from the audit to those charged with governance, including our view about the qualitative aspects of the body's accounting practices. The significant findings are summarised in [exhibit 3](#). Our audit also identified some presentational and disclosure issues which were discussed with management. These were adjusted and reflected in the audited annual report and financial statements but none were significant enough to require to be reported under ISA 260.

## Exhibit 3

### Significant findings from the audit of the annual report and financial statements

Issue	Resolution
<p><b>1. Depreciation adjustment</b></p> <p>Following the submission of the annual report and financial statements for audit, finance staff drew our attention to an input error on the calculation of the annual depreciation charge on land and buildings that was detected during their final control checking. The correction had the effect of increasing the depreciation charge for the year by £0.277 million.</p>	<p>Management made the appropriate adjustment in the audited financial statements.</p> <p>As part of our testing of fixed assets we reviewed a sample of depreciation calculations and did not identify any errors with the annual depreciation charges. We have therefore accepted that the issue highlighted by finance staff was an isolated input error.</p>
<p><b>2. Dundee and Angus Foundation</b></p> <p>The College is required to consolidate the financial results of any organisation's that fall within its group boundary, or that it is able to exert significant control or influence over. As part of the audit we considered whether the Dundee and Angus Foundation met the criteria for consolidation within the College's annual report and financial statements.</p>	<p>We concluded that the College is not in a position to exert significant influence over the Dundee and Angus Foundation and therefore its financial results do not require to be consolidated within the College's 2018/19 annual report and financial statements. Further details of the basis for this judgement is provided at paragraphs <a href="#">25-29</a> below.</p>
<p><b>3. Clawback of European Social Fund payments</b></p> <p>The College received notification from the Scottish Funding Council (SFC) on 8 November 2019 that they had identified expenditure of £0.099 million claimed under the ESF Developing Scotland's Workforce programme during the year ended 31 July 2016 that has now been deemed ineligible. This amount will be recovered from the College unless mitigating circumstances can be demonstrated.</p> <p>As the current position meets the criteria of a provision set out in <i>FRS12 – Provisions, Contingent Liabilities and Contingent Assets</i> (i.e. a present obligation resulting from a past event) we requested that the College recognise a provision of £0.099 million and disclose a post balance sheet event explaining the circumstances around this, in the audited financial statements.</p>	<p>Management agreed to disclose this as a post balance sheet event in the audited financial statements but advised that no provision has been made for this amount as the College is in discussion with the SFC and is confident that this can be substantially reduced.</p> <p>As this amount exceeds our reporting threshold it has been reported as an unadjusted error as detailed at paragraphs <a href="#">23</a> and <a href="#">24</a> below.</p>

Source: Audit Scotland

### We have no material unadjusted errors to report

**23.** The £0.277 million depreciation adjustment highlighted by finance staff (issue 1 in [exhibit 3](#)) and the £0.099 million clawback of ESF payments (issue 3 in [exhibit 3](#)) were the only errors that exceeded our reporting threshold of £0.035 million. It is our responsibility to request that all misstatements above the reporting threshold are corrected. Management corrected the error in the depreciation calculation but decided not to recognise a provision for the clawback of ESF payments as the College is in discussion with the SFC and is confident that this can be substantially reduced.

**24.** If a provision had been recognised for the clawback of ESF payments this would have increased expenditure in the Statement of Comprehensive Income by

£0.099 million and reduced net assets in the Balance Sheet by the same amount. As the value of the unadjusted error does not exceed our overall materiality level of £0.690 million it has not impacted upon our audit opinions on the annual report and financial statements set out at paragraph [13](#).

### **The financial results of the Dundee and Angus Foundation do not require to be consolidated within the College's annual report and financial statements**

**25.** In March 2014, the College donated cash-backed reserves of £8 million to the Dundee and Angus Foundation (the Foundation). This approach was consistent with that adopted across the sector following the Office for National Statistics (ONS) reclassification of Scottish colleges as central government bodies.

**26.** The Foundation is registered with the Scottish Charity Regulator with the charitable purpose of the advancement of further and higher education in Dundee and Angus.

**27.** As part of the audit we considered the relationship between the College and the Foundation to assess whether this indicated that the College could exercise significant control or influence over the Foundation, as defined by the *Statement of Recommended Practice: Accounting for Further and Higher Education (SORP)* and *Financial Reporting Standard 102*. We concluded that the College was not in a position to exert significant influence over the Foundation.

**28.** We also assessed the group boundary of the College and obtained evidence from management that demonstrates the College does not have significant influence in the Foundation. This is supported by the College only having one out of six Foundation trustees.

**29.** Based on the above we concluded that the financial results of the Foundation do not require to be consolidated within the College's annual report and financial statements.

### **Year-on-year movements in the pension liabilities have a significant impact on the College's reported net asset position**

**30.** This section is included for information as we consider that the large year-on-year movements in the funded and unfunded pension liabilities figures requires explanation and comment. We are satisfied that the College's disclosure of its pension liabilities complies with accounting practice.

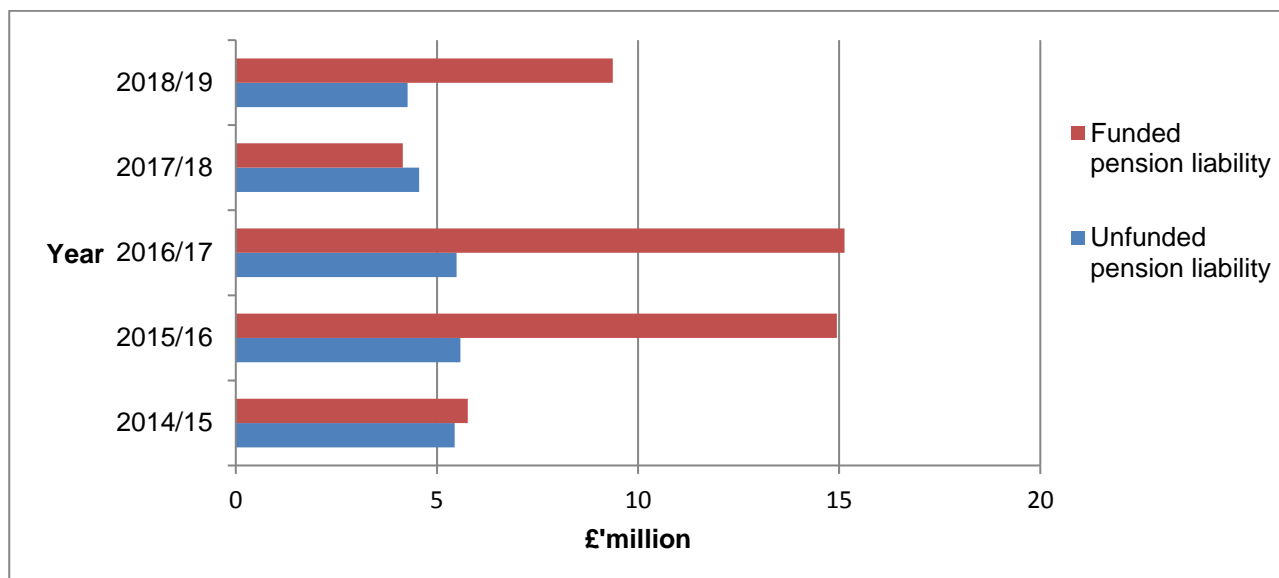
**31.** As required by Financial Reporting Standard 102 the College has recognised pension liabilities on the balance sheet in respect of its membership of Tayside Pension Fund which is a defined benefit Local Government Pension Scheme.

**32.** The valuation of Tayside Pension Fund's assets and liabilities is assessed by professional actuaries (Barnett Waddingham) each year and is dependent on a range of external variables, including projected rates of return on assets, interest rates and mortality estimates.

**33.** The funded pension liability in the Balance Sheet represents the difference between the College's liabilities (i.e. expected future payments to pensioners) and its share of the underlying value of the pension fund assets available to meet these costs. The unfunded pension liability in the Balance Sheet represents the additional future pension liability arising from staff who have taken early retirement.

## Exhibit 4

### Movement in funded and unfunded pension liability 2014/15-2018/19



Source: Dundee and Angus College Annual Report and Financial Statements 2014/15 to 2018/19

**34.** As at 31 July 2019, the College's funded pension liability stood at £9.370 million and the unfunded liability stood at £4.271 million. These balances compare to a funded pension liability of £4.151 million and an unfunded pension liability of £4.556 million at 31 July 2018. This is also reflected in the Consolidated Balance Sheet position. The decrease in the funded pension liability is mainly attributable to the increase in the actuarial valuation of the pension fund assets since last year.

**35.** [Exhibit 4](#) sets out the movement in the College's funded and unfunded pension liabilities over the last five years. Historically there has been considerable volatility year-on-year in the valuation of pension fund assets and liabilities across the public sector. Small changes in actuarial assumptions can have a significant impact on the calculation of the closing position and this is reflected in the movements in the College's funded pension liability over the last five years.

### Prior year recommendations have been addressed

**36.** As part of our 2017/18 audit, we recommended that for 2018/19 management should review all sections of the annual report and financial statements, in particular the performance report and governance statement, to ensure that appropriate disclosures were made. Both prior year recommendations have been addressed during 2018/19 as detailed at paragraphs [37-41](#) below.

### Improvements have been made to the structure and content of the 2018/19 performance report

**37.** The Government Financial Reporting Manual (FReM) requires colleges to include a performance report in their annual report and financial statements. In addition to the opinion covered in paragraph [13](#) of this report, we also consider the qualitative aspects of the performance report. The purpose of a performance report is to provide information on the College, its main objectives and strategies, and the principal risks that it faces. It is required to provide a fair, balanced and reasonable analysis of a body's performance and is essential in helping stakeholders understand the financial statements.

**38.** We concluded that the 2018/19 performance report presents a reasonable picture of the College's performance and noted that the structure and content have improved from that of previous years. We believe the report could be further

developed by greater use of infographics and information being included on actual performance levels against targets, including trend analysis over time. Management were receptive to our views and advised that they intend to make further improvements to the content of the performance report in future years.

### **The College's governance statement reflects current good practice**

**39.** The FReM, specifies the preparation of a governance statement as part of the annual report and financial statements. The Scottish Public Finance Manual (SPFM) sets out guidance on the content and minimum requirements of the statement but does not prescribe a format.

**40.** In May 2019 Audit Scotland published a [\*'Good practice note on improving the quality of college annual reports and accounts - governance statements'\*](#). This shared the findings from a review of the governance statements in the 2017/18 annual report and financial statements of colleges. Colleges were encouraged to use the findings in this good practice note to assess and enhance their own 2018/19 governance statements.

**41.** There is evidence that the College considered the good practice note when preparing the 2018/19 governance statement and we concluded that the statement complies with the guidance issued by the Scottish Ministers and presents a satisfactory explanation and assessment of the College's governance arrangements for the year under review.

# Part 2

## Financial management



### Main judgements

**The College has well developed budget monitoring and control arrangements.**

**The College managed its budget effectively during the year and reported an underlying operating surplus of £2.249 million for the year to 31 July 2019.**

### The College has well developed budget monitoring and control arrangements

**42.** The tight cash balances held, and projected to be held, by the College means there is a greater need to ensure budgets are effectively managed and monitored.

**43.** Control over income and expenditure is closely monitored by the Senior Leadership Team. Some of the control measures include:

- The production of monthly management accounts that compare actual to budgeted income and expenditure for the period to date and an updated year end forecast.
- Expenditure controls to ensure non-pay spend is only incurred where there is budget cover.

**44.** The College monitors its budget position through the budget monitoring reports presented to each meeting of the Finance and Property Committee. The budget monitoring reports provide an overall picture of spend against budget and include a good level of detail in the narrative to explain the main budget variances.

**45.** From our review of budget monitoring reports, review of committee papers and attendance at committees, we confirmed that members and senior management receive regular, timely and up-to-date information on the College's financial position. This allows both members and senior management to carry out effective scrutiny of the College's finances.

Financial management is about financial capacity, sound budgetary processes and whether the control environment and internal controls are operating effectively

### The College managed its budget effectively during 2018/19

**46.** At its June 2018 meeting the Board of Management approved a budget for 2018/19 to achieve a cash-backed surplus of £0.570 million, based on total income of £38.035 million and total expenditure of £37.465 million (including £29.120 million for total pay costs).

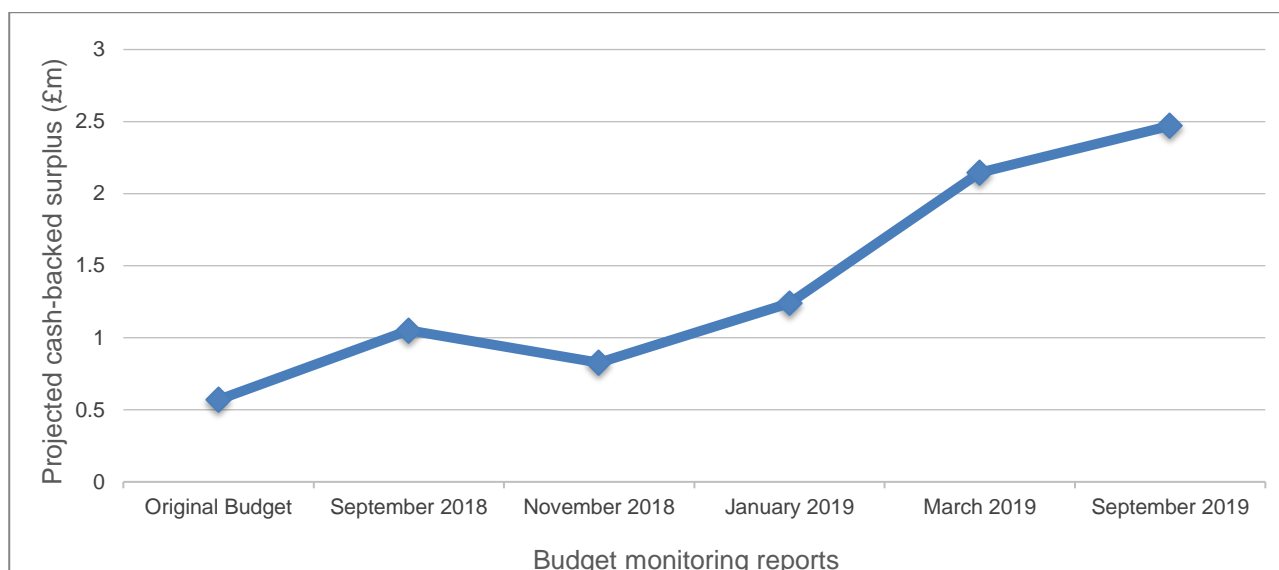
**47.** The draft year end outturn was presented to the Finance and Property Committee in September 2019. This identified an anticipated cash-backed surplus for 2018/19 of £2.471 million which is in line with the underlying operating surplus of £2.249 million reported in the annual report and financial statements.

**48.** The final outturn position was significantly healthier than the expected surplus of £0.570 million in the approved 2018/19 budget. How the year end surplus developed throughout 2018/19 is shown in [exhibit 5](#).



## Exhibit 5

### Summary of reporting of the projected cash-backed surplus during 2018/19



Source: Budget monitoring reports 2018/19

**49.** The main factors contributing to the favourable year-end outturn position were higher than budgeted income due to additional income from SFC grants (both credits related income and other grants) and non-core income, combined with lower than anticipated pay costs.

### Good Practice – The College brought forward expenditure to reduce future costs

Due to the improved budget position reported during 2018/19 the Finance and Property Committee identified that there was an opportunity to bring forward expenditure from future years by making an additional repayment of the Gardyne Campus long-term loan. Management calculated that making an additional repayment of £1 million during 2018/19 would reduce annual capital repayments by £0.111 million per year, and deliver savings in annual interest payments of around £0.013 million per annum, over the remaining five years of the loan term. The Board approved the additional loan repayment at its June meeting and this payment is reflected in the 2018/19 audited accounts.

**50.** We are satisfied that the College managed its budget effectively during 2018/19.

### The College reported an operating deficit of £2.344 million and an underlying operating surplus of £2.249 million for the year to 31 July 2019

**51.** The College reported an operating deficit for the year to 31 July 2019 of £2.344 million (£1.976 million in 2017/18) in the Statement of Comprehensive Income (SOCl).

**52.** The position reported in the SOCI includes the impact of non-cash charges such as depreciation and pension adjustments, and capital grants recognised as income. It also excludes other commitments funded from revenue including the allocation of revenue funding for loan repayments. To enable an assessment of the underlying financial strength of an institution, and allow comparison across institutions, the Scottish Funding Council requires colleges to also report the



underlying operating surplus for the year by adjusting for these items and any one-off exceptional items impacting on the annual position reported in the SOCI.

**53.** The underlying operating position of the College reported within the Performance Report shows an underlying operating surplus of £2.249 million for the year to 31 July 2019 (£0.127 million in 2017/18). The significant increase in the underlying operating surplus from the prior year was attributable to a range of factors including:

- voluntary severance and other staff costs savings, and
- the receipt of additional funding for academic harmonisation costs, foundation and modern apprenticeships, child poverty initiatives, and the College's teaching credits performance during the year.

### **The Dundee and Angus Foundation is providing funding of £0.705 million to support the College's "Good to Great" transformation project**

**54.** In March 2014, the College donated cash-backed reserves of £8 million to the Dundee and Angus Foundation (the Foundation). At 31 July 2018 the Foundation held free reserves of £5.076 million.

**55.** As part of the College's "Good to Great" transformation project, discussed at paragraphs [136-141](#), the Foundation provided £0.454 million of funding in 2018/19. A further £0.251 million has been committed to the College in 2019/20, with the transformation project due to be completed by the end of 2019.

### **High level systems of internal control operated effectively during 2018/19**

**56.** As part of our interim audit work, we reviewed the high-level controls in a number of systems fundamental to the preparation of the financial statements. Our objective was to obtain assurance over these controls to support our opinion on the College's financial statements. Our testing did not identify any internal control weaknesses that could affect the College's ability to record, process, summarise and report financial and other relevant data to the extent that it would result in a material misstatement in the financial statements.

### **The College has strengthened its controls to minimise the risk of further bank mandate frauds**

**57.** During 2018/19 the College were the victim of three bank mandate frauds, two relating to fraudulent changes to employees' bank details and one relating to a fraudulent change to a supplier's bank details.

**58.** In each case the College received a request from a valid staff e-mail address asking for the existing bank account payment details to be changed to a new account. However, these requests had originated from individuals who had hacked the College e-mail system in order to attempt to re-direct payments intended for legitimate employees / suppliers.

**59.** The total value of these frauds was less than £10,000 (£2,600 of which has been recovered as the bank had identified suspicious activity and frozen the recipient's bank account) and on discovery of the frauds the College took appropriate action in line with the response plan contained within its Fraud Prevention Policy.

**60.** Prior to these incidents the College's internal controls did not require staff to undertake any additional checks when such a request had come from a valid employee e-mail address. In response to these frauds the College introduced a new control whereby all bank detail change requests require to be confirmed via a

phone call with the employee / supplier who are first asked to confirm existing standing data on the system to verify their identity.

**61.** As part of our audit testing we reviewed the new control in place and tested the only bank detail change processed since the new control was introduced in April 2019. This confirmed that staff had adhered to the new requirements and adequately documented the checks undertaken.

**62.** Based on our review of the new control introduced we are satisfied that this should minimise the risk of future bank mandate frauds. It should also be noted that due to the nature of these frauds there is no significant risk that further unidentified bank mandate frauds have taken place as any other employees or suppliers who had not received a payment when due would have contacted the College to query the delay in the payment.

**63.** Management also confirmed that action has been taken to increase the security of the College's e-mail system by introducing a new password policy and procedure. Alongside this the College ran an awareness campaign to ensure staff remain vigilant at all times when handling requests that appear to come from a valid e-mail address. These measures should reduce the risk of further unauthorised access to the employee e-mail system but we accept that this risk can never be fully mitigated.

### **Risk management and business continuity arrangements are in place to respond to issues with key suppliers**

**64.** The collapse of Carillion has had a significant impact across the public sector. This has brought into focus the risk of key supplier failure and underperformance of suppliers that are experiencing difficult trading conditions. As part of our 2018/19 audit we undertook a high-level review of the arrangements in place at the College to mitigate the financial and operational risks of the collapse of a key supplier.

**65.** Management advised that:

- The majority of contracts are tendered through a national procurement service such as Advanced Procurement for Universities and Colleges (APUC), with supplier due diligence factored into this service.
- Procedures are in place for the College to review performance of key supplier contracts. A contract management route is in place for every regulated contract, analysing both the value of the contract along with the risk to the College if the contract was to fail. For strategically important contracts, contract reviews are undertaken, as a minimum, annually, and Key Performance Indicators are set, with performance reviewed against these.
- Any significant issues with contracts or suppliers would be highlighted to members of the Finance and Property Committee and the Audit and Risk Committee.

**66.** Based on our discussions with management and our understanding of the key suppliers of the College, we are satisfied that risk management and business continuity arrangements are in place to respond to the failure or underperformance of a key supplier.

# Part 3

## Financial sustainability



### Main judgements

The College's five-year Financial Forecast Return projects a negative cash position by 31 July 2024. To address this the College has identified mitigating actions to maximise income generation and deliver operational efficiencies.

The Board has approved a five-year asset management and estates strategy to improve the physical condition of its estate. Alongside this, the College has developed a proposal to build a new Science, Technology, Engineering and Maths (STEM) centre funded by the Scottish Government through a Mutual Investment Model.

### The College's five-year financial strategy 2019/20-2023/24 was approved by the Board in March 2019

**67.** In June 2019, Audit Scotland published the [Scotland's colleges 2019](#) report. This report provided an overview of the college sector and, amongst other things, gave an update on college finances. The report highlighted that while the college sector's underlying financial position improved in 2017/18, factors such as reduced capital funding and additional employer pension contributions are likely to pose a risk to colleges' financial sustainability.

**68.** Dundee and Angus College's five-year financial strategy covering 2019/20-2023/24 was approved by the Board in March 2019. This included income and expenditure projections for the next five years based on anticipated increases in income and the delivery of planned non-pay savings.

**69.** The College's updated five-year financial strategy covering 2020/21-2024/25 is due to be taken to the Board in March 2020 and will reflect the developments in the College's financial position highlighted in the 2018/19 Financial Forecast Return, discussed at paragraphs [71-76](#).

Financial sustainability looks forward to the medium and long term to consider whether a body is planning effectively to continue to deliver its services or the way in which they should be delivered.

### The College has budgeted to achieve a cash-backed surplus of £0.637 million for 2019/20

**70.** The Board of Management approved the College's 2019/20 budget in June 2019. The budget projected a cash-backed surplus of £0.637 million for the year to 31 July 2020, based on total income of £39.224 million and total expenditure of £38.587 million (including £30.012 million for total pay costs). The key assumptions were clearly outlined in the report and were subject to scrutiny and challenge by members.

### The College's five-year Financial Forecast Return projects a negative cash position by 31 July 2024

**71.** The SFC requires colleges to submit five-year financial forecast returns (FFR) every year. The returns require standard information from all colleges and contribute to the SFC financial health monitoring framework. The SFC provide colleges with common financial planning assumptions to use when preparing their forecasts.

**72.** At the end of June 2019, Colleges were advised of the format for the 2018/19 Financial Forecast Return (FFR) and the deadline for submission to the SFC of 27 September 2019. The 2018/19 FFR forecasts income and expenditure for the five-year period to 2023/24.

**73.** The College prepared its five-year financial forecasts through to 2024 as required and submitted these to the SFC. We confirmed that the forecast was based on the standard assumptions provided by the SFC.

**74.** The FFR shows a projected underlying surplus for 2019/20 of £0.723 million. The underlying operating and closing cash positions for 2019/20-2023/24 are shown in [exhibit 6](#). This shows that the College are anticipating an underlying operating deficit for the years from 2021/22 onwards resulting in a negative cash position by 31 July 2024.

## Exhibit 6

### Projected underlying operating and closing cash balance positions

Year	2019/20 £million	2020/21 £million	2021/22 £million	2022/23 £million	2023/24 £million
<b>Underlying operating position</b>	0.723	0.291	(0.134)	(0.380)	(0.724)
<b>Closing cash position</b>	1.887	1.814	1.316	0.572	(0.516)

Source: Dundee and Angus College 2018/19 Financial Forecast Return

**75.** The College presented the FFR to the September meeting of the Board. The accompanying paper outlined the mitigating actions planned to address the projected operating deficits in future years. These include plans to maximise future income (e.g. Tay Cities Deal funding, income from new Michelin Innovation Park) alongside existing income streams (e.g. additional credits funding where available, modern apprenticeship funding) and the delivery of continued operational efficiencies.

**76.** Progress against the above actions will be reported to meetings of the Finance and Property Committee as part of the budget monitoring reports in 2019/20 and we will monitor this as part of our audit.

### The successful delivery of the College's medium-term financial plan is susceptible to future reductions in funding and fee income

**77.** In common with other Scottish Colleges, the vast majority of Dundee and Angus College's annual income comes via Scottish Funding Council grants. In 2018/19 this accounted for 79 per cent of total income, with tuition fees and education contracts accounting for a further 13 per cent.

**78.** The College's five-year financial strategy 2019/20-2023/24 assumes there will be no cash reduction in funding for 2020/21 and 2021/22 but anticipates a reduction of £0.8 million from 2022/23 onwards due to the European Support Funding programme ending. An increase in tuition fee and other commercial income has been predicted but it is also assumed that staff and other costs will increase at around the same rate.

**79.** Given that over 90 per cent of the College's annual income comes from SFC funding, and tuition fees and education contracts income, it is clear that the successful delivery of the medium-term financial plan is susceptible to future reductions in these income streams.

## The current level of Scottish Government capital funding is insufficient to address Scottish colleges' maintenance requirements

**80.** Gardiner & Theobald (GT) were appointed by the SFC in 2017/18 to provide a summary of the conditions of the estates within the Scottish Further Education sector. The purpose of this review was to identify the total cost of the works required to bring the estate up to a minimum of condition B (sound, operationally safe, exhibiting only minor deterioration).

**81.** GT's [College Estate Condition Survey](#) report, issued in December 2017, estimated a total backlog of repairs and maintenance of £363 million. Of this, £31 million was identified as very high priority work needing to be addressed within one year, and a further £77 million as high priority within two years. The SFC allocated £27 million to the sector in 2018/19 to allow it to address those very high needs.

**82.** At the time that the estates condition survey was conducted, GT estimated the total value of Dundee and Angus College's backlog maintenance was £19.718 million and the College received £1.236 million of the SFC allocation to address its high priority backlog maintenance.

**83.** While the additional capital funding provided by the SFC has enabled the College to address some of its high priority backlog maintenance issues, it has not provided a solution to the shortfall of the College's annual capital budget to address existing and emerging repairs and maintenance work to improve the overall quality of the College's estate. This is discussed in more detail at paragraphs [85-89](#) below.

**84.** The issues with capital funding across the sector were highlighted in the [Scotland's colleges 2019](#) report. It stated that the Scottish Government (SG) capital funding is insufficient to address colleges' maintenance requirements. The report recommended that the SFC and the SG agree and publish a medium-term capital investment strategy that sets out sector-wide priorities.

## The Board has approved a five-year estates strategy to improve the physical condition of its estate

**85.** In March 2019, the Board approved the College's five-year estates strategy covering 2019/20 to 2023/24. The strategy describes the existing estate in detail, providing a clear assessment of its current physical condition. It also sets out a plan to be followed during the five-year period and how this will be implemented.

**86.** The College operates 28 buildings across three main campuses, one in Arbroath and two in Dundee (Kingsway and Gardyne). The College currently has 10 buildings graded below the minimum threshold, with 8 of these being at its Kingsway campus. As part of the College's estates strategy, it has established that it would require £26.273 million of funding in order to bring all building elements to a minimum of condition B. In particular, the learning spaces at the Kingsway campus require significant redevelopment and investment in order to provide acceptable accommodation and continue to meet the needs of the curriculum.

**87.** In December 2016 the College submitted an Outline Business Case (OBC) to the SFC for the redevelopment of the Kingsway campus. Following a request from the SFC to provide clarifications on a number of points, the College submitted a revised OBC in September 2017, with a complete new build as the preferred option. At the time it was noted that there was neither the capital funding available to support major projects like the Kingsway redevelopment, nor a revenue funding model to provide alternative finance.

**88.** In August 2019, the College held further discussion with the SFC. The SFC indicated that it would look to support the implementation of the College estates strategy, which amongst other things would include:

- A new build STEM (Science, Technology, Engineering and Maths) centre on the Kingsway campus – discussed at paragraphs [90-93](#).
- Kingsway tower refurbishment works – discussed at paragraphs [94](#) and [95](#).

**89.** It is clear, that if the condition of the estate deteriorates to the extent that students experience is affected, there is likely to be a reduction in student numbers. This would in turn reduce the income received by the College. However, the development of the five-year estates strategy, together with the College's proactive approach to engaging with the SFC to identify funding solutions, should help to support its commitment of delivering a quality learning environment for future students.

### **The College is developing a proposal to build a new Science, Technology, Engineering and Maths (STEM) centre funded by the Scottish Government through a Mutual Investment Model**

**90.** In May 2019, the Scottish Government announced that the Mutual Investment Model (MIM) would replace NPD as a means of delivering revenue-funded projects in Scotland.

**91.** The main benefit of the MIM model from an accounting perspective is that the structure of these schemes is designed to meet the requirements for classification as private-sector controlled projects. This would mean that the Scottish Government would be able to continue to fund large projects under revenue funded contracts without a charge against its capital budget. It should be noted though that the Office of National Statistics (ONS) has still to confirm that the Scottish MIM model satisfies the requirements for classification as a private-sector controlled scheme.

**92.** The SFC advised the College that they should consider the development of its STEM centre as a MIM funded project. As any annual revenue costs associated with the contract would be paid directly by the Scottish Government the cost of this project would not impact directly on the College's finances,

**93.** For a project to qualify for MIM funding it must be a new build and the contract must be worth at least £20 million. For the purposes of the development of the Kingsway campus, the SFC were supportive of the Outline Business Case that was presented to the Board and the SFC in 2016. The estimated timeframe for the development of the MIM project could see construction start at the College as soon as 2022.

### **The College will be seeking funding from the Dundee and Angus Foundation to progress the first phase of the Kingsway tower refurbishment works**

**94.** Whilst accepting that the Kingsway campus is no longer a fit for purpose learning environment, the SFC advised that there are no funding models currently available that would enable them to support phase 1 of the development of the Kingsway tower. The SFC therefore supported that the College approach the Dundee and Angus Foundation to seek funding for phase 1 of these works. However, the SFC recognised that there are two distinct phases of the Kingsway tower development and have intimated that they would seek to identify future financing options to support the College to undertake phase 2 of the project.

**95.** The total cost of phase 1 of the refurbishment is estimated to range from £6.5-£7 million. If funding is secured from the Foundation for this, summer 2020 has been identified as a viable start date for construction works.



## The wider implications of EU withdrawal for the college sector remain unclear

**96.** There remains significant uncertainty surrounding the terms of the UK's withdrawal from the European Union (EU). EU withdrawal will inevitably have implications for devolved government in Scotland and for audited bodies. In October 2018, Audit Scotland published the briefing paper: [Withdrawal from the European Union](#). The paper emphasised the importance of public sector bodies working to understand, assess and prepare for the impact on their business in three broad areas:

- Workforce – the extent to which potential changes to migration are likely to affect the availability of the people and skills needed to deliver services
- Funding – the extent to which potential changes to existing EU funding programmes are likely to affect the finances of public bodies and the activity that such funding supports
- Regulation – the extent to which potential changes to EU regulations are likely to affect the activities of some public bodies.

**97.** During 2018/19 we performed a high-level review of the College's preparedness for EU withdrawal focussing on each of these three key themes.

**98.** While the College only employs a relatively small number (50) of non-UK EU nationals, it has offered a good range of support to these staff. As well as providing them with details of the official government guidance, the College's People Team have also provided staff with further information and support, including free group and one-to-one advice through Thorntons Solicitors, the College's immigration partner. Information on the UK government registration team has also been shared with staff. Management advised that there has been a high uptake of the support offered to staff and they will continue to provide assistance as required.

**99.** The College has identified the level of funding that it receives from the EU and has also completed work to understand the level of EU funding that partner organisations receive that could also impact on its current services. Taking account of this, the long-term financial strategy has been adjusted to take account of the potential worst-case scenario (potential loss of all ESF funding from 2022/23 onwards). The College has also identified the number of non-UK EU nationals that are current students and the number that will not automatically receive settled status. It is taking forward actions to increase recruitment of students in key areas.

**100.** There are no products or services procured from the EU that are likely to have a significant impact on the operation of the College. As a member of Advance Procurement for Universities and College's, the College is remaining alert to any impacts and changes in guidance.

**101.** As noted in the [Scotland's colleges 2019](#) report, the wider implications of EU withdrawal for the college sector remain unclear. While the direct impact on colleges is likely to be relatively small compared to some other parts of the public sector, colleges anticipate that the indirect effects could be much more significant. This includes potential reductions in EU funding that colleges receive through students funded by other organisations.

**102.** There clearly remains uncertainty as to the detail behind the UK's withdrawal from the EU. However, in our view, the College has taken reasonable action to prepare for the potential impacts. As part of our 2019/20 audit, we will continue to monitor the College's preparations for, and response to, EU withdrawal.

# Part 4

## Governance and transparency



### Main judgements

**The College has effective governance and decision-making arrangements and the Audit and Risk Committee provide a good level of scrutiny and challenge.**

**The College conducts its business in an open and transparent manner.**

### The College has effective governance and decision-making arrangements

**103.** The Board of Management is responsible for establishing the strategic processes within the College and arrangements for ensuring the proper conduct of the affairs of the College. The corporate governance framework within the College is centred around the Board, supported in its role by the following five committees:

- Audit and Risk Committee
- Finance and Property Committee
- Human Resources and Development Committee
- Learning, Teaching and Quality committee, and
- Chairs Committee (comprising the Chair and Vice-Chair of the Board and the Chairs of the other four committees).

**104.** Each committee is chaired by a member of the Board of Management and comprise of other Board members. The Principal of the College is also a member of all committees other than the Audit and Risk Committee. This is in line with the Code of Good Governance for Scotland's Colleges guidance which also prevents the Chair of the Board being a member of the Audit and Risk Committee.

**105.** All Board members regularly participate in development sessions to ensure they have the skills and knowledge to undertake their role effectively.

### The Audit and Risk Committee provide a good level of scrutiny and challenge

**106.** The Board of Management delegates responsibility for scrutiny to the Audit and Risk Committee which meets quarterly. We have noted from our attendance at the committee that members demonstrate a clear understanding of their responsibilities, and of the respective roles of management, internal audit and external audit. We have also observed a good level of scrutiny and challenge by members over policy decisions and performance.

### The next external evaluation of the effectiveness of the Board of Management is scheduled for 2020

**107.** The Code of Good Governance for Scotland's Colleges prescribes that the College Board must keep its effectiveness under annual review and have in place a robust self-evaluation process.

Governance and transparency is concerned with the effectiveness of scrutiny and governance arrangements, leadership and decision making and transparent reporting of financial and performance information.



**108.** A full Board self-evaluation was undertaken during 2018 and the report and development plan was approved at the June 2018 Board meeting. An update on the progress in delivering this plan was then reported to the June 2019 Board meeting.

**109.** The Board are also expected to facilitate an external evaluation of its effectiveness at least every three years. The last external evaluation was undertaken in September 2016 and a further review was therefore due during 2019. However, management has advised that the next review has been rescheduled until 2020 to coincide with the planned changes to the Code of Good Governance for Scotland's Colleges that are anticipated to be implemented in early 2019/20.

**110.** The College should ensure that the planned external evaluation of the Board's effectiveness is undertaken during 2020 and reported to the Board prior to the end of the financial year (i.e. 31 July 2020). We will consider the outcome of this review as part of our 2019/20 audit.



#### [Recommendation 1 \(Appendix 1 - Action Plan\)](#)

### **The current Board of Management has an equal gender split**

**111.** During 2018/19, the Board consisted of 18 members, comprising of the Principal, 14 non-executive members, and one teaching, one non-teaching, and one student member. We are pleased to note that the current membership of the Board meets the objective of the Gender Representation on Public Boards (Scotland) Act 2018 which was introduced by the Scottish Parliament in June 2017 with an implementation date of 2022. The Act sets an objective for public boards that 50 per cent of their non-executive members are women.

### **The College conducts its business in an open and transparent manner**

**112.** There is an increasing focus on how public money is used and what is achieved. Transparency means that the public have access to understandable, relevant and timely information about how the Board is taking decisions and how it is using resources such as money, people and assets.

**113.** There is evidence from several sources which demonstrate the College's commitment to openness and transparency:

- The agendas, papers and minutes of the Board of Management and other committees are published on the College's website on a timely basis.
- The College makes its annual report and financial statements available on its website. These include a performance report which adequately explains the College's financial performance for the year.
- The website also provides the public with access to a wide range of corporate information including details of the College's strategy, performance information, and equality and diversity reporting.

### **Internal audit concluded that the College had adequate risk management, control and governance arrangements in place during 2018/19**

**114.** The College's internal audit function is carried out by Henderson Loggie. The internal audit service, in any organisation, is an important element of internal control. It provides members and management with independent assurance on risk management, internal control and corporate governance processes as well as providing a deterrent effect to potential fraud.

**115.** Auditing standards require internal and external auditors to work closely together to make best use of available audit resources. We seek to rely on the work of internal audit wherever possible and as part of our 2018/19 audit we carried out an assessment of the internal audit function. This confirmed that the internal auditors have adequate documentation standards and reporting procedures in place and comply with the requirements of the Public Sector Internal Audit Standards (PSIAS).

**116.** During 2018/19 we placed reliance on aspects of internal audit's reviews of risk management / business continuity and cyber security, as detailed at paragraphs [118-122](#), as part of our wider dimension work.

**117.** We also considered internal audit's Annual Report as part of our review of the Governance Statement included within the Accountability Report in the 2018/19 report and financial statements. This provided internal audit's opinion that the College had adequate risk management, control and governance arrangements in place during 2018/19.

### **Internal audit reported that the College has satisfactory risk management and business continuity arrangements**

**118.** Internal audit's risk management review found that the College has identified the key risks affecting it, with these being appropriately controlled, mitigated, reported and discussed at appropriate levels of management and the Board of Management. Internal audit also found that the processes in place reflect good practice in risk management.

**119.** Internal audit's review of business continuity established that Business Continuity Plans (BCPs) are in place covering all of the College's key activities. The BCPs are workable, properly communicated to members of staff, and have been adequately tested, with the processes and procedures in place following recommended good practice.

---

### **Good Practice – The College has tested its business continuity plans for responding to a critical incident**

In September 2019 the College engaged its insurers Zurich to facilitate a Disaster Recovery development session. This was designed to test the ability of the Senior Leadership Team, and other staff, to use the BCPs to respond to a critical incident scenario. This confirmed that the existing BCPs are fit for purpose but also identified further improvements that could be made to strengthen the business continuity arrangements. Further development sessions focussing on other potential scenarios are planned in the future.

---

### **The College has cyber essentials basic accreditation and is working towards achieving the cyber essentials plus accreditation**

**120.** The Scottish Government issued a [Public Sector Action Plan on Cyber Resilience](#) in November 2017 which required all public sector bodies to carry out a review to ensure their cyber security arrangements are appropriate.

**121.** As part of our work in 2017/18, we concluded that the College was actively strengthening its cyber resilience arrangements, had completed its Cyber Essentials pre-assessment by the required date (31 March 2018) and obtained the Basic Accreditation by the end of 2018.

**122.** In 2018/19 internal audit undertook a review of the College's current position with the Scottish Government Public Sector Action Plan (PSAP) which forms part of the cyber resilience strategy for Scotland. They provided a satisfactory level of assurance and concluded that the College is making good progress in implementing the key actions set out in the PSAP, including independent assurance of critical cyber security controls, incident response plans, along with

training and awareness-raising. The College is currently working towards Cyber Essentials Plus certification.

### There was a significant delay in the College submitting some of the data reports for the National Fraud Initiative exercise

**123.** The National Fraud Initiative (NFI) is a counter-fraud exercise coordinated by Audit Scotland. It uses computerised techniques to compare information about individuals held by different public bodies, and on different financial systems, to identify 'matches' that might suggest the existence of fraud or irregularity. The NFI takes place over two years and the results of the last exercise were contained in the [National Fraud Initiative in Scotland](#) report published in July 2019. The current exercise (running over 2018/19 and 2019/20) is the first time that the College has actively participated in the NFI.

**124.** The first stage of the NFI exercise requires participating bodies to submit a range of data reports that are used as part of the data matching process. Colleges are required to submit both creditor and payroll data. The deadline for submission of these reports was the end of October 2018. However, due to staffing pressures the College did not submit its NFI payroll data reports until March 2019.

**125.** We also noted during the year that the College's initial progress in updating the online NFI system with the progress in investigating its matches was also slow with only 3 cases shown as processed or in-progress at the end of July 2019. These were the matches flagged as high priority for investigation. Management advised that the information recorded on the system did not reflect the actual progress made with these investigations and confirmed that the system would be brought up to date.

**126.** We reviewed the online NFI system again at the end of October 2019 and are pleased to report that this now shows good progress with the investigation of all matches now complete as detailed in [exhibit 7](#). We will continue to monitor the College's participation in the NFI exercise as part of our 2019/20 audit.

### Exhibit 7 NFI activity



199

Matches



3

High priority for investigation



199

Processed / In progress

Source: NFI secure website

### The College should review its internal controls following the conclusion of the investigation of the NFI matches

**127.** Investigation of the College's NFI matches identified two instances of duplicate payment of invoices (i.e. the same invoice being paid twice). The value of the duplicate payments was less than £2,000 and these amounts have now been recovered from the relevant suppliers. However, the College should review the controls in place to prevent future duplicate payments occurring. It should also consider the outcome of the investigation of the remaining matches to identify whether other improvements can be made to the internal control environment to further reduce the risk of fraud and misappropriation.



[Recommendation 2 \(Appendix 1 - Action Plan\)](#)

## Responsibility for the oversight of the College's progress with the NFI exercise has been assigned to the Audit and Risk Committee

**128.** At its September 2019 meeting the Audit and Risk committee considered the [National Fraud Initiative in Scotland](#) report on the last NFI exercise. The committee also noted that the College's Fraud Prevention Policy will be revised to incorporate NFI and formally approved NFI progress and outcomes being reported through this committee.

## The College has adequate arrangements for the prevention and detection of fraud and other regularities

**129.** Audited bodies are responsible for establishing arrangements for the prevention and detection of fraud, error and irregularities, bribery and corruption and ensuring that their affairs are managed in accordance with proper standards of conduct.

**130.** The Board has a range of activities in place designed to prevent and detect fraud, error and irregularities, bribery and corruption. These include:

- a fraud prevention policy and response plan
- an anti-bribery policy
- a public interest disclosure policy (this includes details of the College's whistleblowing arrangements), and
- the College's code of conduct for members of the Board of Management.

**131.** As detailed at paragraphs [57-62](#) , the College were the victim of three bank mandate frauds during 2018/19. On discovery of the frauds, the College took appropriate actions in line with the response plan contained within its Fraud Prevention Policy.

# Part 5

## Value for money



### Main judgements

The College has proper arrangements in place to promote and secure value for money.

The College reported good attainment and retention rates for 2017/18.

Arrangements are in place to ensure the College meets its responsibilities under the Equality Act 2010. There is also evidence that the principles of fairness and equality are embedded within the organisation.

The College has made good progress against the recommendations in the Scotland's colleges 2019 report published by Audit Scotland in June 2019.

### The College has proper arrangements in place to promote and secure value for money

**132.** The Financial Memorandum between SFC and fundable bodies in the college sector requires the College to:

- Have a strategy for reviewing systematically management's arrangements for securing value for money
- As part of internal audit arrangements, obtain a comprehensive appraisal of management's arrangements for achieving value for money.

**133.** Securing the economical and effective management of the College's resources and expenditure is the responsibility of the Board of Management.

**134.** Our review of expenditure during the audit did not highlight any issues with the regularity of the College's expenditure or any instances of non-compliance with SFC terms and conditions.

**135.** Internal audit does not consider value for money as a standalone review, however, they consider this within all audits. Internal audit did not raise any concerns over value for money in 2018/19 and their Annual Report for 2018/19 provided their opinion that '*...proper arrangements are in place to promote and secure Value for Money*'. This opinion was arrived at taking into consideration the work they had undertaken during 2018/19 and in each of the previous years since they were first appointed by the College in 2013/14.

Value for money is concerned with using resources effectively and continually improving services.

### The College reports that its Good to Great strategy has had a significant impact on the overall experience of students

**136.** Key to delivering Value for Money is a clear focus on driving continuous improvement across all areas of the College's activities.

**137.** The College's Good to Great strategy is a two-year transformation project that was launched in 2017/18 with the aim of ensuring that "From 2020 onwards,

Dundee and Angus College will be the outstanding model of how regional colleges in Scotland operate and how they impact on their local economy”.

**138.** The programme is being taken forward under five key themes, with a number of projects under each theme. These are:

- Recruitment
- Retention
- Customer Experiencing
- Learning and Teaching
- Digital

**139.** Each of these overarching themes encompassed a range of projects and related activities that included both centrally managed developments and staff initiated and led projects, [Exhibit 8](#).

## Exhibit 8

### Good to Great projects and activities

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

Source: Good to Great Transformation Project progress report to Board of Management (September 2019)

**140.** The Good to Great project is now nearing its conclusion and the latest project update to the Board of Management in September 2019 stated that the College are seeing a significant impact of the project on the overall experience of our students. It also highlighted the following key outcomes and developments that have been delivered through the project:

- Improved recruitment and on-boarding approaches have led to many students receiving travel support and funding earlier than in previous years
- A drop in the number of applicants that did not receive an offer to study at the College
- The College’s highest ever level of Schools Engagement
- The provision of a fully functioning Escape Room, with a second due to open before the end of 2019
- A new and unique Cyber Security Lab, launched in June 2019
- The purchase of state-of-the-art equipment to further support new curriculum delivery



- The launch of a new Gateway into Care course (building on the success of new Gateway provision in 2018/19), and
- The #DAWellbeing Project continuing to support both students and staff wellbeing.

**141.** Following the conclusion of the project the College plan to conduct a full post-project review to evaluate the extent of the success of the transformation programme in delivering its intended outcomes. The results of the evaluation will be reported to the Board of Management and we will consider this as part of our 2019/20 audit.

### Performance against the National Measurement Framework is regularly reported to the Board of Management

**142.** The Regional Outcome is a formal signed agreement between the Dundee and Angus College Board of Management and the Scottish Funding Council which commits the College to deliver a number of outcomes and outputs as a condition of the funding received.

**143.** The agreement also sets a number of targets which the College has agreed to achieve in relation to the National Measurement Framework. This is a set of measures for the College that are monitored and reported on by the Scottish Funding Council. The College's funding is closely linked to its performance against the Framework and therefore these measures are a key area of focus for the Board of Management.

**144.** To ensure that there is clear visibility of data and progress at each Board meeting, a series of standard metrics is presented to members for their consideration and review. These metrics link together a number of data sources into a single high-level Board report to provide high level indications of the College's performance and include details of performance against the National Measurement Framework. The College's committees are responsible for more detailed consideration of these performance measures.

### The College exceeded its student activity credits target for 2018/19

**145.** One of the priority measures contained within the National Measurement Framework is the student activity credits target. The SFC set an individual credits target for each college every year and where these are not achieved the SFC can decide to recover funding.

**146.** For 2018/19 the College's student activity credits target was set at 107,808 credits (inclusive of 4,494 European Social Fund (ESF) credits). The College exceeded this target by delivering 109,345 credits. The College also successfully delivered an additional 1,500 credits that SFC transferred to it during the year. The College's above target performance, and additional transfer of credits, resulted in the receipt of additional funding of around of £0.230m.

## Exhibit 9

### Dundee and Angus College learning activity compared to the core target set by the SFC

Year	Core activity target	Activity delivered	Difference
2018/19	109,308*	109,345	+ 37 credits
2017/18	108,962	109,360	+ 398 credits
2016/17	108,333	108,501	+ 168 credits
2015/16	105,225	108,350	+ 3,125 credits

\* The 2018/19 credit target shown includes the additional 1,500 credits that SFC transferred during the year.

Source: SFC Infact database and Dundee and Angus College Regional Agreements

**147.** The College has a good track record of meeting and exceeding its credits targets, [Exhibit 9](#). The student activity credit target set by the SFC for 2019/20 of 107,735 is almost unchanged from last year, with a reduction of only 73 credits.

### **The College's validated self-evaluation of performance graded the leadership and quality culture as excellent**

**148.** The SFC and Education Scotland, the national body for supporting quality and improvement in learning and teaching, introduced a new quality assessment evaluation framework for colleges, *How good is our college?* in 2016. The new quality framework is based on a validated self-evaluation and is intended to enable colleges to assess progress and develop an improvement plan.

**149.** In February 2019, individual college results were published for the first time with grades in three categories: Outcomes and impact, Delivery of learning and services to support learning, and Leadership and quality culture. The College was graded as 'Very Good' for the first two categories and "Excellent" for the third.

**150.** The College also developed an enhancement plan to further improve and enhance the quality of leadership, learning, teaching, and services.

### **The College reported good attainment and retention rates for 2017/18**

**151.** The [Scotland's colleges 2019](#) report included a nationwide comparison of the performance of Scotland's 26 colleges during 2017/18 against the following four key performance indicators that provide a broad indication of a college's performance:

- Attainment rates
- Retention rates
- Positive destinations (based on 2016/17 leaver's destination data), and
- Student satisfaction levels (based on data for the 15 colleges with a survey response rate of 50% or more).

**152.** This highlighted that Dundee and Angus College had improved against all four indicators during the year and were in the top quartile of performance for attainment and retention rates, and the second top quartile for student satisfaction levels. The College's performance was in the bottom quartile for students entering positive destinations based on 2016/17 data but management has advised that the 2017/18 data shows performance has significantly improved against this measure. The SFC has not yet published comparative performance data for 2018/19.

---

### **Good Practice – The College has well developed student engagement arrangements**

During the year internal audit carried out a review of the College's framework of student engagement structures and activities. This concluded that the College has a good student engagement framework in place which includes an established mechanism for engaging with students and gathering students' views. The impact of these strong student engagement arrangements was reflected in the results of the 2017/18 Student Satisfaction and Engagement Survey (SSES) with 95.4 per cent of students saying they were satisfied with their overall college experience.

---

### **Our audit testing in 2018/19 did not identify any instances of non-compliance with the financial regulations for procurement**

**153.** The College has a procurement strategy covering 2016-20 which supports the College's vision of "Leading Learning, Inspiring Success" through its commitment to obtaining value for money through its procurement practice.



**154.** The strategy together with the procurement policy sets out the operational framework of how the College conducts procurement. The policy is focussed on maintaining the integrity of process and, combined with this, the strategy sets out the College's strategic approach to procurement.

**155.** The processes in the strategy and policy adhere to best practice procurement principles and are compliant with the requirements of the Procurement (Scotland) Regulations 2016, Public Contracts (Scotland) Regulations 2015 and the Procurement Reform Act 2014 following the Scottish Government Procurement Journey.

**156.** In 2017/18 we identified an ICT maintenance contract and two leases that were entered into without first being approved by the relevant delegated authority. At the time management confirmed that the scope of the financial regulations would be reaffirmed.

**157.** Our audit testing in 2018/19 did not identify any instances of non-compliance with the financial regulations and delegated levels of authority. We also confirmed that expected and recurring contract renewals for the upcoming calendar year, that exceed the delegated authority limit of £50,000, are now presented to the Finance and Property Committee for members to consider and approve.

**158.** Based on the scope of our work, we have concluded that there are appropriate financial regulations, and processes, in place in relation to procurement. Internal audit will be undertaking a review of the College's procurement as part of their 2019/20 audit plan. We will consider their findings as part of our 2019/20 audit.

### **There is evidence that the principles of fairness and equality are embedded within the organisation**

**159.** As part of our 2018/19 audit we conducted a high-level review of the College's arrangements for ensuring that they meet their responsibilities under the Equality Act 2010 and considered the extent to which the principles of fairness and equality are embedded within the organisation.

**160.** The Equality Act 2010 requires public bodies to consider all individuals when carrying out their day-to-day work: in shaping policy, in delivering services and in relation to their own employees. The public sector equality duty, also known as the general equality duty, covers the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This duty requires public bodies to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act
- advance equality of opportunity among all people, and
- foster good relations between different people when carrying out their activities.

**161.** The Scottish Specific Duties (introduced in May 2012) requires listed authorities to carry out the following activities:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- gather and use employee information
- publish gender pay gap information

- publish statements on equal pay, and
- consider award criteria and conditions in relation to public procurement.

**162.** Further education colleges are listed authorities for both the Equality Act and the Specific Duties in Scotland. Consequently, they are required to report progress on mainstreaming the public sector equality duty and to report progress on their published equality outcomes.

**163.** Dundee and Angus College published its most recent Equality Mainstreaming Report in April 2019 and made this available to the public via the College's website. The report details of the range of activity taking place across the organisation and within the wider community to support the delivery of each of the College's Equality Objectives that support the overall equality vision: "To be recognised as a completely inclusive organisation, in which all people can participate fully as equal citizens". The report also contains the required information on employment equalities and the gender pay gap, and also includes the College's equal pay statement.

**164.** Our work also identified a range of other activities across the College that address the other requirements of the Equality Act and ensure that fairness and equality is embedded within the organisation. These include:

- Completion of equality impact assessments for all relevant policies and procedures – These consider how a policy or function will affect the wellbeing of different groups of people, with particular needs, or who are disadvantaged in some way, and provide an opportunity to drive fairness and good business practice.
- Publication of a British Sign Language (BSL) Action Plan 2018-2024 – The College has developed a BSL Action Plan to enable BSL users (those individuals whose first or preferred language is BSL) to be fully involved in daily and public life as active, healthy citizens able to make informed choices about all aspects of life.
- Preparation of a range of other reports and policies to support the College in delivering its equality duties – These include the publication of a Gender Pay Analysis Report and Action Plan (April 2019), a Carers' Policy (March 2018) and a Corporate Parenting Plan (March 2018).
- Staff absence support – The College offers a range of support through Occupational Health including access to counselling for mental health related conditions and physiotherapy appointments, to help speed recovery and return to work.

**165.** Overall, we have concluded that the College has arrangements in place to ensure it meets its responsibilities under the Equality Act 2010. There is also evidence that the principles of fairness and equality are embedded within the organisation.

## Appropriate arrangements are in place for consideration of Audit Scotland national reports

**166.** Audit Scotland carries out a national performance audit programme on behalf of the Accounts Commission and the Auditor General for Scotland. During 2018/19, we published several reports which may be of interest to the College. These are outlined in [appendix 3](#).

**167.** Appropriate arrangements are in place for the College to consider relevant national reports. For example, the [National Fraud Initiative in Scotland](#) report was considered by the Audit and Risk Committee in September 2019.

## The College has addressed the recommendations in the Scotland's colleges 2019 report

**168.** The [Scotland's colleges 2019](#) report included specific recommendations for all colleges. The College provided all Board members with a copy of the report and have taken action to address the relevant recommendations within the report, [exhibit 10](#).

### Exhibit 10

#### Progress against the recommendations in the Scotland's colleges 2019 report

Recommendation	College progress to date
College's should agree their underlying financial position with the SFC prior to finalising their accounts.	<b>Complete</b> As detailed at paragraphs <a href="#">51-53</a> , the College has reported an underlying operating surplus of £2.249 million for the year to 31 July 2019 within the Performance Report. This figure has been calculated in accordance with the <a href="#">Adjusted Operating Position Calculation</a> guidance issued by the SFC on 24 September 2019.
College's should improve data collection and response rates for student satisfaction and publish results.	<b>Complete</b> The College has adequate arrangements in place for conducting the annual Student Satisfaction and Engagement Survey (SSES) and was one of the 15 colleges with a student survey response rate of over 50% during 2017/18. The College advised that the SFC do not currently permit colleges to publish the results of the survey as the data is only provided for the purposes of internal benchmarking and evaluation.  In addition to the SSES, the College also conduct its own student satisfaction surveys and report the results to the Learning and Teaching Committee. The College should consider making the results of these surveys available on the student pages of the website where appropriate.
Colleges should use <i>How good is our college?</i> effectively to drive improved performance and enhance the quality of service provision.	<b>Complete</b> As detailed at paragraphs <a href="#">148-150</a> , the College completed the <i>How good is our college?</i> self-evaluation has developed an enhancement plan to further improve and enhance the quality of leadership, learning, teaching, and services.
College boards should agree medium-term financial plans that set out the mitigating actions to ensure their college's financial sustainability.	<b>Complete</b> As detailed at paragraph <a href="#">68</a> , the College's five-year financial strategy 2019/20-2023/24 was approved by the Board in March 2019.
College boards should submit agreed medium-term financial plans to the SFC along with financial forecast returns (FFRs).	<b>Complete</b> As detailed at paragraphs <a href="#">71-76</a> , the College submitted its medium-term financial plans and FFR to the SFC by the 27 September 2019 submission deadline.

Source: Audit Scotland

---

# Appendix 1

## Action plan 2018/19

---

### 2018/19 recommendations for improvement

No.	Issue/risk	Recommendation	 Agreed management action/timing
1	 <b>External evaluation of the effectiveness of the Board</b>  A three-yearly external evaluation of the effectiveness of the Board was due to be undertaken during 2019 but has been deferred to 2020.  <i><b>There is a risk that the Board is not operating effectively</b></i>	 The College should ensure that the planned external evaluation of the Board's effectiveness is undertaken during 2020 and reported to the Board of Management prior to the end of the financial year (i.e. 31 July 2020).  <a href="#">Paragraphs 107-110</a>	An external evaluation of the effectiveness of the Board will be facilitated following the issue of the revised Code of Good Governance for Scotland's Colleges.  <b>Responsible officer:</b> Vice Principal – People and Performance  <b>Agreed date:</b> July 2020
2	<b>NFI</b>  Investigation of the College's NFI matches identified two instances of duplicate payment of invoices.  <i><b>There is a risk of further duplicate payments in the future</b></i>	The College should review the controls in place to prevent future duplicate payments occurring. It should also consider the outcome of the investigation of the remaining matches to identify whether other improvements can be made to the internal control environment to further reduce the risk of fraud and misappropriation.  <a href="#">Paragraph 127</a>	Operator error was responsible on both occasions when incorrect numbers were keyed in. Due diligence has however generally been very effective given that 42,000 records were reviewed. The finance system will only accept unique numbers, preventing duplicate entry. The risk of repetition is low but the requirement for Purchase Orders is continually being emphasised, thereby further reducing this risk. Additional routine scrutiny of data will be undertaken in response to issues arising, however from a total 199 matches, only 26 are classified as 'errors', of which the 24 not highlighted were duplicate supplier accounts now closed. The majority of matches did not produce issues of concern.  <b>Responsible officer:</b> Head of Finance  <b>Agreed date:</b> Immediate

---



No. Issue/risk

Recommendation

Agreed management  
action/timing

## Follow up of prior year recommendations

### PY1 Performance report

The audit team identified several areas for improvement in the performance analysis section of the unaudited accounts.

*There is a risk of a lack of transparency in the annual report.*

Management should review all section of the accounts to ensure that appropriate disclosures are made.

**Action complete**

### PY2 Governance statement

The governance statement did not comply with guidance in a number of areas.

*There is a risk of inappropriate levels of disclosures in the financial statements.*

Management should review all section of the accounts to ensure that appropriate disclosures are made

**Action complete**

### PY3 Compliance with financial regulations

An ICT maintenance contract and two leases were entered into without first being approved by the relevant delegated authority.

*There is a risk that contracts entered into do not comply with the College's best value principles.*

The College should comply with their financial regulations.

**Action complete**

# Appendix 2

## Significant audit risks identified during planning

The table below sets out the audit risks we identified during our planning of the audit and how we addressed each risk in arriving at our conclusion. The risks are categorised between those where there is a risk of material misstatement in the annual report and financial statements and those relating our wider responsibility under the [Code of Audit Practice 2016](#).

Audit Risk	Assurance Procedure	Results and Conclusions
<b>Risks of material misstatement in the financial statements</b>		
<p><b>1 Risk of Management override of controls</b></p> <p>ISA 240 requires that audit work is planned to consider the risk of fraud, which is presumed to be a significant risk in any audit. This includes consideration of the risk of management override of controls to change the position disclosed in the financial statements</p>	<ul style="list-style-type: none"> <li>Detailed testing of journal entries.</li> <li>Review of accounting estimates.</li> <li>Focused testing of accruals and prepayments.</li> <li>Evaluation of significant transactions that are outside the normal course of business.</li> </ul>	<ul style="list-style-type: none"> <li>Journal adjustments were tested, and no indications of management override of controls were found.</li> <li>Judgements and estimations applied were tested to confirm they were appropriate and reasonable. No issues were highlighted with the judgements and estimates applied.</li> <li>We tested accruals and prepayments and confirmed that income and expenditure was properly accounted for in the financial year.</li> <li>We reviewed transactions during the year. No significant transactions outside the normal course of business were identified.</li> </ul>
<p><b>2 Risk of fraud over income</b></p> <p>ISA 240 requires auditors to presume a risk of fraud where income streams are significant.</p> <p>The College recorded income of £41million in 2017/18, of which £32million was provided by the Scottish Funding Council (SFC) and £9million was received from other sources.</p> <p>SFC funding is reliant on accurate recording of student numbers and courses provided. In addition, the level of income received from other sources is material.</p> <p>The extent and complexity of income means that, in accordance with ISA 240,</p>	<ul style="list-style-type: none"> <li>Analytical procedures on income streams.</li> <li>Detailed testing of revenue transactions focusing on the areas of greatest risk.</li> </ul>	<ul style="list-style-type: none"> <li>We obtained satisfactory explanations for any significant increases or decreases in income.</li> <li>Satisfactory results were obtained from our testing of revenue transactions.</li> </ul>

Audit Risk	Assurance Procedure	Results and Conclusions
<p>there is an inherent risk of fraud.</p>		
<p><b>3 Risk of fraud over expenditure</b></p> <p>The Code of Audit Practice expands the consideration of fraud under ISA 240 to include the risk of fraud over expenditure. This applies to the College due to the variety and extent of expenditure incurred.</p>	<ul style="list-style-type: none"> <li>• Audit work on the National Fraud Initiative matches</li> <li>• Analytical procedures on expenditure streams.</li> <li>• Detailed testing of expenditure transactions, including cut-off testing, focusing on the areas of greatest risk.</li> </ul>	<ul style="list-style-type: none"> <li>• The College's initial progress in updating the online NFI system with the progress in investigating matches was slow. However, we have concluded that adequate arrangements were in place to follow up NFI matches during the year.</li> <li>• We obtained satisfactory explanations for any significant increases or decreases in expenditure.</li> <li>• Satisfactory results were obtained from our testing of expenditure transactions.</li> </ul>
<p><b>4 Estimations and judgments</b></p> <p>There is a significant degree of subjectivity in the measurement and valuation of the following material account areas:</p> <ul style="list-style-type: none"> <li>• pension liabilities</li> <li>• provisions</li> </ul> <p>This subjectivity represents an increased risk of misstatement in the financial statements.</p>	<ul style="list-style-type: none"> <li>• Review appropriateness of actuarial assumptions.</li> <li>• Confirm pension valuations in actuarial report are correctly reflected within the 2018/19 accounts.</li> <li>• Review of accounting estimates and disclosures.</li> <li>• Additional assurances obtained from legal and HR officers in relation to provisions.</li> </ul>	<ul style="list-style-type: none"> <li>• We assessed the reliability of the actuary and reviewed their work. No issues were noted.</li> <li>• Pension disclosures agreed in full to information from actuaries, or to financial records where applicable. This included verification of pension entries in audited financial statements to the IAS19 report reflecting the impact of McCloud ruling and the guaranteed minimum pensions issue.</li> <li>• Judgements and estimations applied were tested to confirm they were appropriate and reasonable. No issues were highlighted with the judgements and estimates applied.</li> <li>• An unadjusted error has been reported in relation to the requirement to provide for the clawback of ESF funding (issue 3 in <a href="#">exhibit 3</a>). However, this is an isolated error that does not have a pervasive effect on the recognition of provisions in the audited financial statements.</li> <li>• We obtained assurances from HR in relation to provisions. This supported the information included in the financial statements.</li> </ul>
<p><b>5 Performance report and governance statement</b></p>	<ul style="list-style-type: none"> <li>• Review of the performance report and governance statement</li> </ul>	<ul style="list-style-type: none"> <li>• The 2018/19 performance report presents a reasonable picture of the College's performance.</li> </ul>



Audit Risk	Assurance Procedure	Results and Conclusions
<p>As part of our 2017/18 review of the performance report and governance statement, we identified several areas for improvement to ensure disclosures complied with relevant guidance.</p> <p>There is a risk of inappropriate levels of disclosures in the report and financial statements.</p>	<p>against relevant guidance to ensure compliance</p>	<ul style="list-style-type: none"> <li>The College's governance statement reflects current good practice.</li> </ul>

### Risks identified from the auditor's wider responsibility under the Code of Audit Practice

<p><b>6 Financial sustainability</b></p> <p>The further education sector continues to face significant funding reductions alongside emerging cost pressures such as the costs of national bargaining, estate maintenance and the potential loss of EU funding.</p> <p>The College has a financial strategy covering 2019/20-2023/24. This identifies that savings of £2.75 million are required over the next five years. However, the savings required may be significantly greater should any of the College's assumptions not be realised. For example, zero growth in non-core income would reduce income and increase the requirement for savings by £3.2m by 2024. With additional income generation and non-pay savings already factored into the projections, the College is expecting much of the savings required to come from reduced head count achieved through voluntary severance.</p> <p>There is a risk that the College fails to achieve the planned savings, including voluntary severance projections, and this negatively impacts on their cash balances over the next five years.</p>	<ul style="list-style-type: none"> <li>Monitor progress on achievement of financial targets.</li> <li>Ongoing assessment of the College's five-year financial strategy, including the assumptions used.</li> <li>Monitor achievement of financial targets, including student credits targets.</li> </ul>	<ul style="list-style-type: none"> <li>The College managed its budget effectively during 2018/19.</li> <li>The College's five-year Financial Forecast Return projects a negative cash position by 31 July 2024.</li> <li>The College requires to deliver savings totalling £2.750 million over the next five years.</li> <li>The successful delivery of the College's medium-term financial plan is susceptible to future reductions in funding and fee income.</li> <li>The College exceeded its student activity credits target for 2018/19.</li> </ul>
<p><b>7 Estates investment</b></p> <p>In December 2017, the Scottish Funding Council (SFC) published its college sector estates condition</p>	<ul style="list-style-type: none"> <li>Ongoing assessment of the College's five-year estates strategy.</li> </ul>	<ul style="list-style-type: none"> <li>The Board has approved a five-year asset management and estates strategy to improve the physical condition of its estate.</li> </ul>



Audit Risk	Assurance Procedure	Results and Conclusions
<p>survey. This identified a backlog of repairs and maintenance of £360 million, £31 million was identified as very high priority work needing to be addressed within one year, and a further £77 million as high priority within two years. The SFC has allocated £27 million to the sector in 2018/19 to allow it to address those very high needs. Dundee and Angus College received £1.236 million for their high priority backlog maintenance.</p> <p>The College's estimated value of backlog maintenance is £19.718 million, as determined through the campus condition survey conducted by the SFC.</p> <p>The College has in place a detailed five-year estate strategy 2019/20 -2023/24 to address backlog maintenance. However, the College acknowledges that significant capital funding will need to be obtained to progress with the necessary works.</p> <p>There is a risk that the College estate requirements cannot be met through the SFC core funding. If the condition of the estate deteriorates to the extent that students cannot be attracted, there is likely to be a reduction in student numbers, which will in turn reduce the funding received by the College</p>		<ul style="list-style-type: none"> <li>• The College has developed a proposal to build a new Science, Technology, Engineering and Maths (STEM) centre funded by the Scottish Government through a Mutual Investment Model.</li> <li>• The College are seeking funding from the Dundee and Angus Foundation to progress the first phase of the Kingsway tower refurbishment works.</li> </ul>
<p><b>8 National fraud initiative</b></p> <p>The National Fraud Initiative (NFI) is a data-matching exercise led by Audit Scotland to aid the detection of fraudulent payments. NFI allows public bodies to investigate matches and, if fraud or error has taken place, to stop payments and attempt to recover the amounts involved. It also allows auditors to assess the arrangements that bodies have put in place to prevent and detect fraud, including</p>	<ul style="list-style-type: none"> <li>• Monitor the College's participation and progress with NFI.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility for the oversight of the College's progress with the NFI exercise has been assigned to the Audit and Risk Committee.</li> <li>• The College's initial progress in updating the online NFI system with the progress in investigating matches was slow. However, we have concluded that adequate arrangements were in place to follow up NFI matches during the year.</li> </ul>

Audit Risk	Assurance Procedure	Results and Conclusions
<p>how they approach the NFI exercise itself.</p> <p>Whilst trade creditor data was uploaded, the College was late in submitting its NFI payroll data. The current data matching exercise was due to collect data from the College in October 2018. Due to staffing pressures, the College only submitted this data in early March 2019. Match investigation work will commence in due course.</p> <p>There is a risk that fraud and error may not be detected timeously.</p>		
<p><b>9 Plans and policies</b></p> <p>A number of corporate plans and policies require to be reviewed and updated, including:</p> <ul style="list-style-type: none"> <li>· standing orders</li> <li>· board of management code of conduct</li> <li>· ICT strategy</li> <li>· risk management policy</li> </ul> <p>There is a risk that these plans and policies are not relevant and appropriate to the needs of the College.</p>	<ul style="list-style-type: none"> <li>• Monitor progress of implementation.</li> <li>• Consider the adequacy and appropriateness of the revised documents.</li> </ul>	<ul style="list-style-type: none"> <li>• The standing orders and board of management code of conduct available remain the most recent and reflect the most recent Code of Good Governance. The Code of Good Governance is to be updated with the revised guidance likely to be implemented in early 2019/20. The College will update the key governance documents as required to incorporate any changes.</li> <li>• In 2018/19, the College introduced a Digital Strategy which supersedes its previous ICT Strategy. This is the document which will be used for its ICT strategic direction going forward.</li> <li>• Internal Audit undertook a review of the College's risk management in 2018/19. They found that the College has identified the key risks affecting it, with these being appropriately controlled, mitigated, reported and discussed at appropriate levels of management and the Board of Management. Internal audit found that the processes in place reflect good practice in risk management. We have placed reliance on Internal Audit's work in this area.</li> </ul>

# Appendix 3

## Summary of national performance reports 2018/19

### 2018/19 Reports

Forth Replacement Crossing		Aug		Major project and procurement lessons
Children and young people's mental health		Sept		Superfast broadband for Scotland: further progress update
NHS in Scotland 2018		Oct		
Health and social care integration: update on progress		Nov		Local government in Scotland: Financial overview 2017/18
		Dec		
		Jan		
		Feb		
		Mar		Local government in Scotland: Challenges and performance 2019
		Apr		
Social security: Implementing the devolved powers		May		
		Jun		Scotland's colleges 2019
		Jul		

### Further Education relevant reports

[\*Scotland's colleges 2019\*](#) - June 2019

# Dundee and Angus College

## 2018/19 Annual Audit Report

If you require this publication in an alternative format and/or language, please contact us to discuss your needs: 0131 625 1500 or [info@audit-scotland.gov.uk](mailto:info@audit-scotland.gov.uk)

For the latest news, reports and updates, follow us on:



Audit Scotland, 4th Floor, 102 West Port, Edinburgh EH3 9DN  
T: 0131 625 1500 E: [info@audit-scotland.gov.uk](mailto:info@audit-scotland.gov.uk)  
[www.audit-scotland.gov.uk](http://www.audit-scotland.gov.uk)

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER K**

**Finance & Estates Items –**

**Financial Statement for Year Ended 31 July 2019**

**EMBARGOED**

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER L**

**Human Resource Items –**

**Voluntary Severance Scheme**

# BOARD OF MANAGEMENT

## Wednesday 11 December 2019



### Voluntary Severance Scheme

---

#### *Paper for approval*

#### **1. Introduction**

This paper outlines the proposal to re-open the Voluntary Severance scheme for applicants.

#### **2 Scheme Background**

The Board of Management approved the terms and arrangements for a Voluntary Severance scheme at its March 2016 meeting. Arrangements for this scheme were developed through discussions with the trades unions and Chairs Committee.

Under the terms of the relevant [SFC guidance](#), the terms of the scheme were approved by SFC through until 31 December 2019. As a result the College will need to seek further approval from SFC for this scheme.

The terms of the scheme supported payment of a maximum of 8 months' salary with payback required within a maximum 12 month period.

#### **3 Proposal**

Given the continuing financial pressures facing the College and the requirements of the Financial Strategy it is requested that approval be sought from the SFC for the scheme for the period through to 31 December 2021.

There are no specific plans to reopen the scheme in the immediate future, but this will be kept under on-going review relative to developing funding outcomes and financial forecasts.

The terms of the scheme will in most cases be the same as those approved previously by the Board of Management and SFC. Scheme terms will, however, be updated with changes required as a result of the introduction of a cap on the maximum value of severance payments at £95,000 through the Scottish Government Severance Policy for Scotland.

In line with previous arrangements, all decisions would require strict cost savings and all costs will be managed to ensure that they do not impact negatively on the in-year cash position.

#### **4 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;

2.2 – failure to achieve institutional sustainability

#### **5 Information**

Further information in respect of Voluntary Severance matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance, [s.taylor@dundeeandangus.ac.uk](mailto:s.taylor@dundeeandangus.ac.uk).

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



**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



---

**PAPER M**

**Governance Items –**

**Board Metrics**

# BOARD OF MANAGEMENT



**Wednesday 11 December 2019**

## **Board Metrics**

---

### ***Paper for information***

#### **1 Introduction**

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

#### **2 Board Metrics Report**

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

#### **3 Link to Strategic Risk Register**

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

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

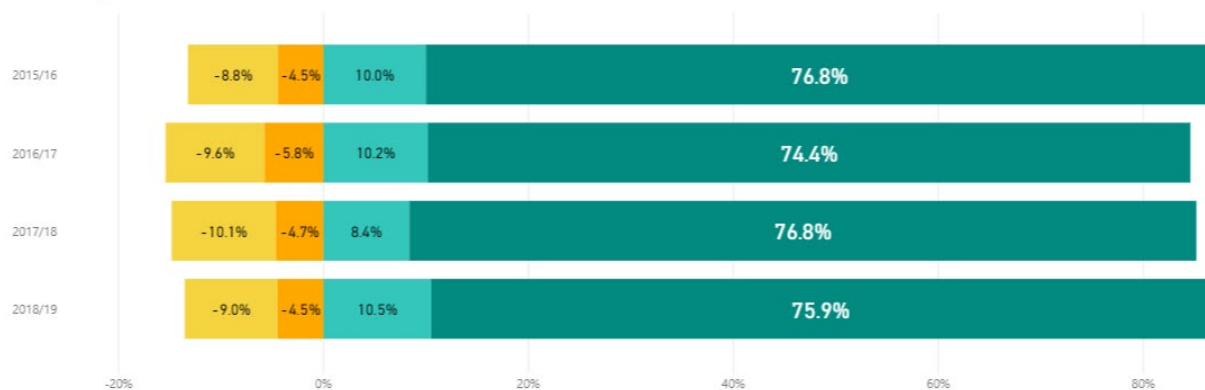
#### **3 Information**

Further information in respect of Quality matters is available for Board members by contacting Steve Taylor, Vice Principal People & Performance,  
[s.taylor@dundeeandangus.ac.uk](mailto:s.taylor@dundeeandangus.ac.uk)

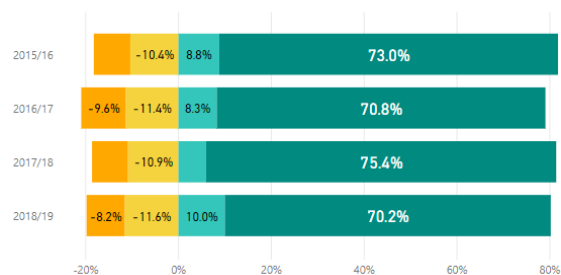
## Board Metrics Report December 2019

### Performance Indicators

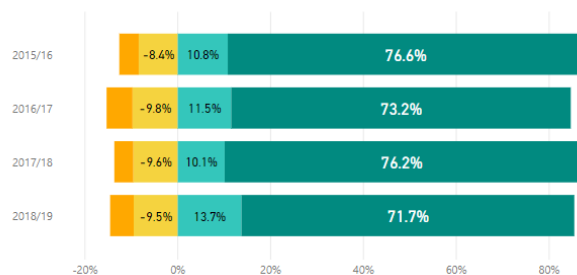
Total PI by Session



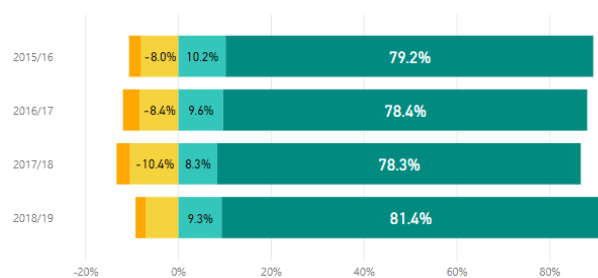
FE Full Time



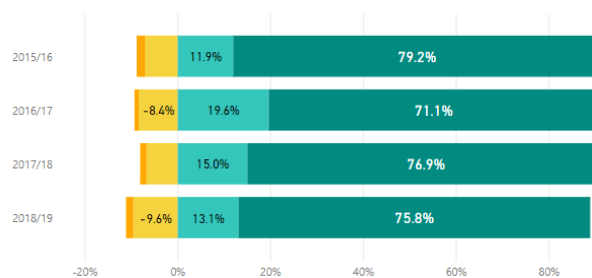
HE Full Time



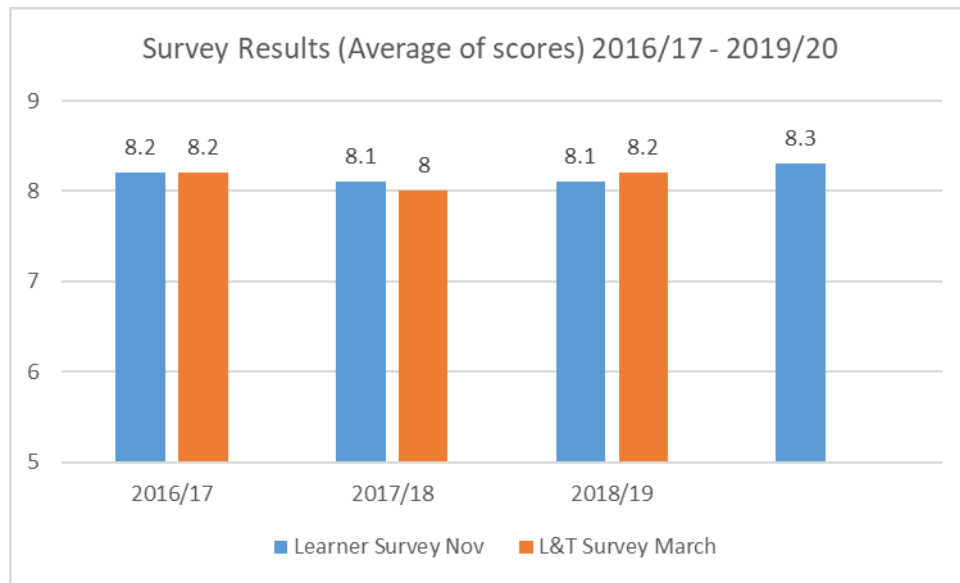
FE Part Time



HE Part Time



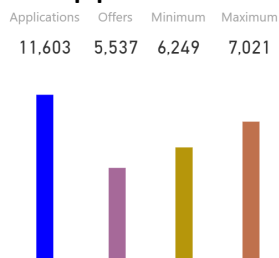
## Student Survey Results



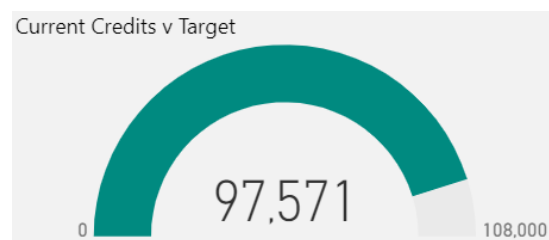
## SFC Student Satisfaction & Engagement Survey – Positive response rate

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

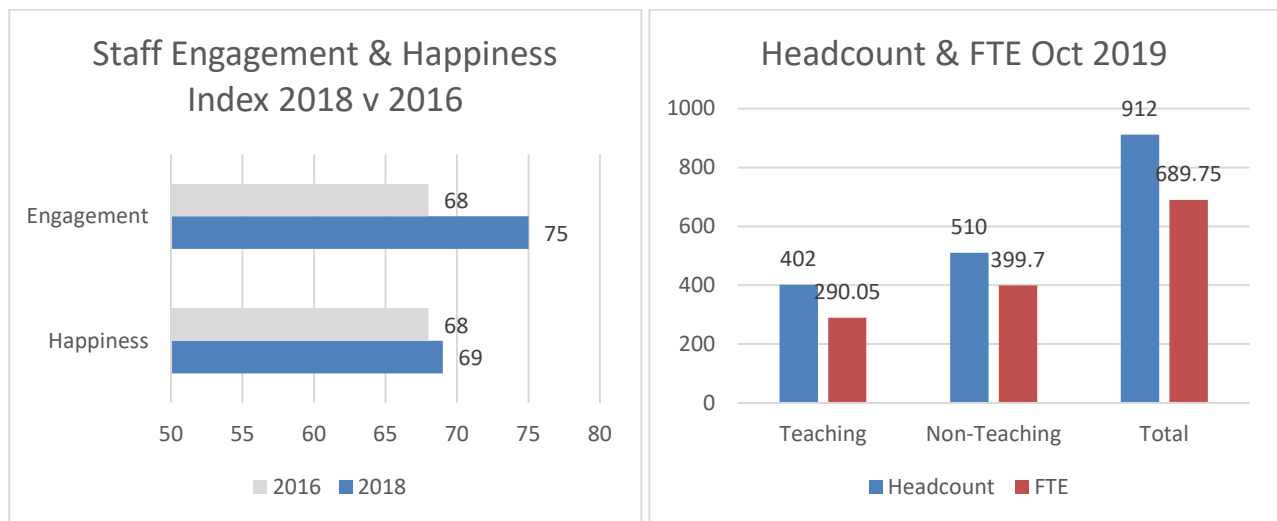
## 19/20 FT Applications and Offers



## Credit Count v Target 18/19

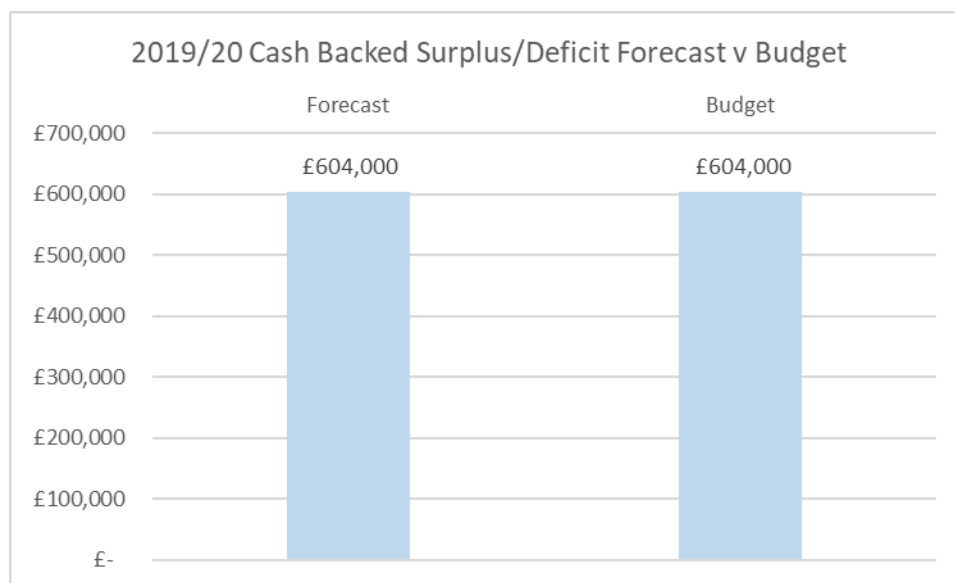


## Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	2018/19	2017/18	2016/17
Average working days lost per headcount	8.3	5.7	5.3
Working time lost	3.2%	2.2%	2.0%

## Finance – Surplus/Deficit v Planned Budget out-turn



	2019/20	2018/19
RIDDOR – Reportable Accidents	0	3

2019/20	Completed	Planned
Audits Completed v Planned	0	9

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**

---



**PAPER N**

**Minutes of Committee Meetings –**

- 13.1 – Learning, Teaching & Quality – 13 November 2019**
- 13.2 – Joint Audit & Risk and Finance & Property –  
26 November 2019**
- 13.3 – Audit & Risk – 17 November 2019**
- 13.4 – Human Resource & Development – 19 September &  
14 November 2019**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 13 November 2019

---

### Draft Confirmed by Chair

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 November 2019 at 5.00pm in Room Y150, Gardyne Campus.

**PRESENT:**

M Williamson (Chair)	G Robertson
B Carmichael	A McCusker
G Ritchie	A Monks
H Honeyman	S Stirling

**IN ATTENDANCE:** S Hewitt (Vice Principal)      S Taylor (Vice Principal / Secretary to the Board)  
Hilary Tasker (DYW Dundee & Angus Team Manager)  
Chris Ditchburn (Head of Curriculum & Quality)  
Kirsty Crouch (Lecturer)  
Tracey D'All (PA to the Principal & BOM Chair)

#### 1. WELCOME

M Williamson welcomed Committee members and asked them to introduce themselves to Chris Ditchburn, Kirsty Crouch & Hilary Tasker.

#### 2. APOLOGIES

Apologies were noted from Neil Lowden, Cher Meldrum & Steven Mill

#### 3. DECLARATIONS OF INTEREST

There were no declarations of interest.

#### 4. ESRC RESEARCH PROJECT – INFORMED CONSENT

M Williamson confirmed that the ESRC project was still ongoing and acknowledged that Committee Members were aware of the project.

#### 5. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 4 September 2019 was approved as an accurate record.

#### 6. MATTERS ARISING

It was noted that these items were either on the Agenda for this meeting or were discussed at the Board Meeting in September 2019.

#### 7. DEVELOPING SCOTLAND'S YOUNG WORKFORCE UPDATE

H Tasker noted that she had been in post since February 2019 and said that during this time there had been 2 rounds of recruitment for her team, with a full complement of staff now in place.



H Tasker stated that while the DYW project had a commitment to run until March 2021, the Scottish Government were committed to the strategy going forward and hoped there would be continuing funding support for the DYW Regional Groups beyond then.

H Tasker noted the good work with schools, industry and small businesses including increasing the “business base” that they work with as influencing partnerships. This included Team involvement in a number of careers event with the focus on gender balance for example in the Care, Land-based, and Digital sectors.

It was noted that DYW now have partnerships with all Dundee & Angus Schools, and regularly attend Networking Events, Business Events and have partner working on Foundation Apprenticeships.

H Tasker said that some schools were very proactive in their DYW activities, whilst others still need additional help. Work to develop toolkit to assist with work experience planning in the schools was noted.

H Tasker stated that she had been in contact with Craig Strachan (Head of Curriculum & Quality for Access & Supported Education at D & A College) seeking assistance in how to support better engagement and opportunities for young people furthest away from employment.

H Honeyman asked about ‘Scotland’s Biggest Parent Evening’ noted in H Tasker’s update. H Tasker confirmed that this would take place on 30 January 2020 and was a national event bringing together parent and pupils looking at careers. It is hoped that the Dundee event would also include events in the International Women’s Centre and the Al-Maktoum College.

Discussion took place around the DYW’s work on National Performance Indicators (PIs) – engagement in schools, number of apprenticeships, as well as the Regional PIs. It was noted that most of the targets set for DYW came from the national PI reporting requirements but that work was progressing to further develop qualitative measures and to create case studies that outlined the impact of the activities being supported.

M Williamson thanked H Tasker for her update and coming along to this meeting and wished the DYW Team and their new Chair best wishes.

## **8. CURRICULUM REPORT – ZOO ANIMAL BEHAVIOUR & WELFARE**

M Williamson welcomed C Ditchburn and K Crouch to the meeting to deliver their presentation on the Zoo Animal Behaviour & Welfare course (copy appendix 1).

C Ditchburn noted his hopes for the development of a 1 year full-time programme that would have various options available including content to fulfil the Educational Activities requirement of the zoo’s licence.

G Ritchie praised the Team on this activity / project based programme. S Hewitt echoed this noting that the Zoo Animal Behaviour Course ticks every box in respect of modern integrated learning and that the recent launch event had blown everyone away.

M Williamson congratulated the Team and wishes them well in the upcoming SQA Star Awards where they have been shortlisted in the Innovation category.

## 9. STUDENTS' ASSOCIATION REPORT

A Monks provided a summary of the report to the Committee highlighting that all Class and Lead Reps were now in place with 7 training sessions completed and a mop-up session planned for 18 November 2019.

A Monks noted that this had included implementation of new Service Design methodologies, undertaken by Sarah Rennie, to increase participation of class representatives through interactive workshop training, including both NUS Scotland and Sparqs guidelines. This had ensured that the students attending were active participants in the creation of a strong and effective students' association and the promotion of the student voice of the College. A Monks showed the Committee examples of some of the design elements produced by the students.

A Monks summarised the responsibilities undertaken by each of member of the Students' Association Executive with her looking after Equality & Diversity; C Meldrum looking after the Training for Class & Lead Representative; and Colin Ogilvie looking after Learning & Teaching. Feedback received from recent events had informed updates for next session's Student Induction for example sign-posting toilet facilities for various student groups e.g. disabled, transgender etc. badging these facilities as "Accessible" rather than "disabled".

A Monks noted that (in discussion with students from across the College), the Students' Association endeavoured to ensure that students had a place to come, relax and do activities they enjoy. In collaboration with the students, the SA had started multiple clubs and societies across all campuses. Students run many of the clubs and societies themselves, and the SA had created the new role of Club Ambassador. This role would involve students taking control of running of the club, the setting up, tidying away, recording the numbers and encouraging more students to be involved. Each of the Club Ambassadors would gain hours towards their D&A Attributes as a result of their volunteering hours.

As part of the Charity work undertaken by the Students' Association A Monks highlighted the recent Charity Walk that raised £800 for Maggie's Dundee and Besties.

A Monks confirmed that various events have been planned including dates for the popular Pizza with the Principals as well as Cake with the Chair which will also include visits to the Forfar Outreach Centre where she plans to undertake a drop-in once a month just to have a regular presence at the centre.

A Monks noted that Sarah Rennie, Cher Meldrum and Celeste Robinson attended Dundee Pride 2019 at Slessor Gardens to represent the College and noted that it was one of the most fantastic days interacting with everyone and talking about the College; we had a huge amount of engagement with people and businesses across both Dundee and Angus. The group had taken away some ideas for a more successful D & A College presence at Pride 2020.

A Monk told the Committee about a very interesting project involving Support Education & ESOL students were they will produce a College Diversity map' which will involve making an art piece with students, from recycled materials showing where we are all from across the world. The ideas would be to develop language skills through conversations about where individual students come from or where their families are from.

M Williamson thanked A Monk and the Students' Association for a great report noting that there were very exciting things happening driving the group forward.

## 10. 2018/19 OUTCOME AGREEMENT EVALUATION REPORT

S Taylor outlined changes to the arrangements for reporting for colleges in Scotland, with the Scottish Funding Council (SFC) re-introducing an outcome agreement self-evaluation report for October 2019.

S Taylor highlighted some of the key points from his report, including:

- Overall student activity in 2018/19 was in excess of the original planned credit target as a result of the inclusion of an additional 1,500 Credits accepted partway through the year. This included delivery of ESF funded activity.
- Significant increases in senior phase, apprenticeship and care experienced learner numbers are noted.
- Care experienced learner numbers have also risen significantly, with a 230% increase (to account for 6.1% of all activity) between 2017/18 and 2018/19.
- The College's carbon reduction targets have been exceeded, with a reduction of 21.7% in carbon usage since 2016, and an over 50% reduction since 2009.

A discussion on the report and overall outcomes was held, with areas of improvement and areas where outcomes had declined discussed in some detail (see item 11). The overall progress and achievement relative to the national outcomes was welcomed.

## 11. 2018/19 PERFORMANCE INDICATOR REPORT

S Taylor gave a brief introduction to the paper prepared for the Committee highlighting that the PIs for full-time provision were down while the part-time was up.

A McCusker noted disappointment that full-time student performance had declined, and noted concern that the decline in attainment in a few areas was marked. This was discussed in detail and it was noted that overall retention levels had improved, but with an increase in partial, rather than full success. The reasons underpinning this were discussed in detail, and arrangements for Executive Review meetings with those teams where attainment had dipped below national average were outlined. In conjunction with discussions under item 14 it was agreed that details of the outcomes and actions from these reviews would be presented at the next meeting. **S Hewitt to progress.**

Outcomes within Engineering were highlighted as a particular concern, given previous discussions in respect of this area. G Ritchie noted that through the restructure there were a number of changes to the staffing of the Engineering Team who have some new ideas and fantastic opportunity with the Tay Cities Deal. It is G Ritchie's hope that he fully expects an increase in the PIs for the department.

## 12. STUDENT FEEDBACK

### **College Leavers (Post Course) Success**

S Taylor noted that the Committee had previously seen this document which now had the national comparative data highlighting the College was slightly down on FE but up on HE.

S Taylor highlighted the great work undertaken by the Help Point and other staff getting in touch with students using various methods to complete the Post Course Success data which was really challenging. The group discussed the HMRC data sharing and noted that this was not yet available nationally.

M Williamson thanked S Taylor for the report and asked that he express the very positive feedback from the Committee to the staff involved in gathering the data for the survey.

**S Taylor to progress.**

### **College SFC Student Satisfaction Survey**

S Taylor noted that the survey showed that feedback from students was that the College was in a very strong position, with very positive responses for the College.

A McCusker stated that this was a fantastic outcome and told a very positive story about the College. The positive feedback for the Students' Association within the survey was noted.

## **13. VP CURRICULUM AND ATTAINMENT REPORT**

S Hewitt provided an overall summary of the report and highlighted that posts within the restructure had been filled and that the focus had shifted towards developing those post holders and ensuring that there was a clear understanding of responsibilities over the course of semester 1 and beyond.

S Hewitt noted that the new College website will be launch on 10 December 2019 to coincide with the publication of the College Prospectus 2020/21 and the Christmas Reception at Gardyne Campus.

S Hewitt noted the recent review of the Modern Apprenticeship in Electrical Installation by Education Scotland, supported by SDS. Feedback from the review was extremely positive with those leading it commenting on the quality of learning and teaching, the very positive relationship between students and staff, and the excellent levels of student success and progression.

S Hewitt highlighted the exciting partnership working that was being undertaken in College that include: ENABLE Scotland; Dundee science Centre; Robert Gordon University (RGU). The College has also secured University of West London (UWL) as the university of choice to validate the BA Dance Degree, noting that there may also be an opportunity to continue discussions around a possible BA Acting with UWL.

The update was welcomed.

## **14. STRATEGIC RISK REGISTER**

S Taylor noted that following discussion at the Audit and Risk Committee in May 2019, the Board of Management agreed at its meeting in September 2019 that key strategic risks be allocated to each Board Committee for regular review and consideration.

S Taylor highlighted the draft Strategic Risk Register summarising the report noting no change to the Risks allocated to the Learning, Teaching & Quality Committee.

The potential impact of the drop in student performance on Risk 1.1 was discussed in detail and it was confirmed that no change to this would be suggested, but that the actions arising from the series of Executive Review meetings in mitigating this risk were very important.

A correction to Risk 2.1 was noted. The Committee approved the allocated areas of the Strategic Risk Register for progression to the next Audit and Risk Committee.

## **15. LEARNING & TEACHING METRICS**

S Taylor noted that the paper outlined the usual range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

Changes in overall Credit generation between different modes of attendance were queried, and S Taylor noted that a number of short full time programmes had been moved to become full-time programmes as a result of feedback from students.

S Hewitt noted that some schools activity had also changed in terms of the mode of attendance.

## **16. DATE OF NEXT MEETING**

The next Learning, Teaching and Quality Committee meeting will take place on Wednesday 12 February 2020 at 5.00pm, Room Y150, Gardyne Campus.

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Outcome of Executive Reviews to be reported to LT&Q Committee to inform Risks	S Hewitt	12 February 2020
Thanks to be passed on to staff involved in data gathering for the Post Course Success report.	S Taylor	30 November 2019

# **BOARD OF MANAGEMENT**

## **Audit and Risk Committee Meeting**

### **Tuesday 26 November 2019**



*Draft confirmed by Chair*

---

Minute of the Audit & Risk Committee meeting held on Tuesday 26 November 2019 at 4.30pm in Y150, Board Room, Gardyne Campus.

**PRESENT:** G Robertson (Chair Audit) M Williamson  
H Honeyman K Keay  
M Thomson

**IN ATTENDANCE:** J Carnegie (Vice Principal) T D'All (Principal's/Board Chair PA)  
S Taylor (Vice Principal) C Watson (ESRC Research Project)  
A Kerr (Audit Scotland) A Ireland (ESRC Research Project)  
R Smith (Audit Scotland)  
D Archibald (Henderson Loggie)

#### **1. WELCOME**

G Robertson welcomed members of the Audit Committee

It was confirmed that an independent meeting with audit representatives had been held directly prior to the meeting.

#### **2. APOLOGIES**

Apologies were received from P Milne & T Pirie

#### **3. DECLARATIONS OF INTEREST**

G Robertson noted his role as Chair of the Board for Gardyne Theatre Limited.

There were no other declarations of interest.

#### **4. ESRC RESEACH PROJECT – INFORMED CONSENT**

Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

#### **5. MINUTE OF AUDIT & RISK COMMITTEE – 17 SEPTEMBER 2019**

The minutes of the Audit & Risk Committee meeting held on 17 September 2019 were approved as a correct record.

## **5.1 Matters Arising**

J Carnegie gave a brief explanation of the new reporting process developed to update the Committee on Matters Arising and how this will be reported at each meeting.

J Carnegie confirmed that all Matters Arising from the Committee meeting on 17 September 2019 had been completed with the exception of item 11.1 – *Evaluation of revised arrangements for allocation of Risk* which will not be completed until March 2020.

## **6. STRATEGIC RISK REGISTER**

G Robertson asked S Taylor to take the Committee through the key changes to the amended Strategic Risk Register. S Taylor highlighted the changes to Risk 3.3. in-line with discussions at the last Audit & Risk Committee meeting and Risk 3.11 created around the new promoted staff structure.

S Taylor noted that there had been no further information from Scottish Government, since the last meeting, in relation to Brexit.

The Strategic Risk Register was approved.

## **7. DRAFT AUDIT COMMITTEE REPORT TO BOARD**

The Committee noted that they were satisfied with the content of the report and agreed the circulation to the Board on 11 December 2019.

## **8. INTERNAL AUDIT REPORTS**

### **8.1 Student Activity**

D Archibald summarised the report on student activity (credits) highlighting that this was a prescribed audit to fulfil SFC requirements. D Archibald noted two areas for adjustment during testing and confirmed these were minor and due to human error. D Archibald confirmed the “clean opinion” to SFC.

The Committee welcomed the report and the positive comment on the work undertaken to achieve the ‘clean’ outcome. The report was approved.

### **8.2 Student Funding**

D Archibald summarised the audit report on student support funds, confirming that this conformed to SFC requirements in relation to the range of funds identified. D Archibald indicated that there had been two errors in relation to student eligibility and an over claim both of which had been corrected.

J Carnegie noted the huge amount work undertaken over a number of weeks to complete these reports which was echoed by D Archibald. The Committee asked that their thanks be passed on to all involved. **S Taylor to progress.**

The report was approved.

### **8.3 Audit & Risk Follow-Up Summary**

J Carnegie explained the revised report format, which will be presented at each Committee meeting, giving a clearer oversight of completed actions and those outstanding or partially completed.

J Carnegie confirmed that where deadlines had been changed these would also be included. It was agreed that K Keay suggestion of the addition of Red, Amber, and Green would be incorporated in the report. **J Carnegie to Action**

J Carnegie noted that an update would be provided at each Committee on the progress of the Catering Business Review as well as a Fraud update.

In relation to Audit Area Report 2017/07/R2 – CRM System – J Carnegie gave a brief summary of the planned revised approach to this. J Carnegie stated that the College had looked at two CRM systems and that a third would be considered in the coming days. However, due to cost (between £50,000 – £100,000), college priorities and procurement the new proposed deadline of March 2020 will not be met. The Committee agreed after discussion that while there was no Risk associated with this and that the Action should be removed from the Report.

H Honeyman asked that in relation to 2018/04/R1 – Data Protection – that going forward attempts are made to encrypt papers to Board of Management members where sensitive information is contained within. The Committee agreed that this should be investigated. **S Taylor to progress.**

S Taylor confirmed that Action 2018/05/R1 Duty of Care (PREVENT) – was awaiting final approval via the Policy Review Group.

In relation to Action 2019/05/R3 – Duty of Care (Corporate Parenting and Safe Guarding) which was reviewed and not progressed. The Committee agreed, after discussion, that the potential need for information on safeguarding matters go back to the Human Resource & Development Committee for further discussion. **S Taylor to progress.**

## **9. DATA BREACH REPORTING**

J Carnegie confirm there were no reportable Data Breaches.

## **10. DATE OF NEXT MEETING**

The next Audit & Risk Committee meeting was confirmed as: **Tuesday 3 March 2020 at 5.00pm in A214, Kingsway Campus.**

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Thanks to be passed to staff involved in achieving positive Student Funding and Credit audit outcomes	S Taylor	6 December 2019
Updates to follow-up report format to be made	J Carnegie	3 March 2020
Consideration to be given to encryption of Board papers.	S Taylor	11 December 2019
Duty of Care (Safeguarding) action to be discussed at HR Committee	S Taylor	20 February 2020



# BOARD OF MANAGEMENT

## Joint Audit and Risk/Finance and Property Committee Meeting

Tuesday 17 September 2019



*Draft confirmed by Chair*

---

Minute of the Joint Audit & Risk and Finance & Property Committee meeting held on Tuesday 26 November 2019 at 5.20pm in Y150, Board Room, Gardyne Campus.

<b>PRESENT:</b>	G Robertson (Chair Audit & Risk) H Honeyman M Thomson G Bisset D Fordyce D Mackenzie	Steven Mill (Chair Finance & Property) M Williamson K Keay A McCusker B Carmichael G Ritchie
<b>IN ATTENDANCE:</b>	J Carnegie (Vice Principal) S Taylor (Vice Principal) A Kerr (Audit Scotland) D Archibald (Henderson Loggie) S Hewitt (Vice Principal)	T D'All (Principal's/Board Chair PA) C Watson (ESRC Research Project) A Ireland (ESRC Research Project) R Smith (Audit Scotland) B Ferguson (Head of Finance)

### 1. WELCOME

G Robertson welcomed members of the Finance and Property Committee to the joint meeting.

### 2. APOLOGIES

Apologies were received from P Milne, T Pirie, B Grace, S Stirling and N Lowden

### 3. DECLARATIONS OF INTEREST

G Robertson noted his role as Chair of the Board for Gardyne Theatre Limited.

There were no other declarations of interest.

### 4. FINANCIAL STATEMENTS AND ACCOUNTS

#### 4.1 ANNUAL REPORT ON AUDIT (HENDERSON LOGGIE)

D Archibald delivered a summary of the year's work including a summary of the individual reports noting that the Audit Plan had been delivered intact. There were no significant issues identifying major control weaknesses noted from the internal audit work carried out during the year. The overall Opinion was positive with effective arrangements for risk management control and governance.

S Mill noted that the College had received accreditation for Cyber Security and was currently working on Cyber Essentials plus.

J Carnegie confirmed that regular reports will be prepared for the Audit & Risk Committee on the progress of the Catering Business Review. A recent initial information session for all staff academic and support was well attended.

A McCusker noted her pleasure at a fantastic report with G Robertson thanking Henderson Loggie.

A McCusker said that this was an excellent Audit Report and congratulated all involved.

The report was approved.

#### **4.2 Covering Letter (Audit Scotland)**

A Kerr talked through the Covering Letter confirming work completed indicating a complete unqualified opinion for the Board of Management on 11 December 2019.

#### **4.3 Audit Scotland Annual Report**

A Kerr highlighted the Key Message of the Annual Report:

- Financial sustainability – findings replicated across the sector
- Improved quality of estates – 5-year estates strategy approved by the BOM
- Effective governance – the College conducts its business in an open & transparent manner
- Value for money
- Performance has improved

A Kerr also noted that the College has addressed the conditions in the Scotland's College 2019 report published by Audit Scotland in June 2019.

A Kerr noted Exhibit 3 of the Report highlighting:

- Depreciation adjustment where College staff alerted Audit Scotland to an input error on the calculation of annual depreciation charge on land and building.
- D & A Foundation, as part of the audit, it was concluded that the College is not in a position to exert significant influence over Dundee and Angus Foundation.
- Clawback of ESF payment – the College was in discussion with the SFC and is confident that this can be substantially reduced.

The Committee noted the fantastic job done by all involved in such a positive Report

The report was approved for submission to the Board. **J Carnegie to progress.**

#### **4.4 Financial Statement for the year ended 31 July 2019**

J Carnegie noted the key points within the Governance Statement including, as noted in the Audit Scotland Report, the excellent financial position with an underlying surplus of £2.2m; the improved Governance Statement and the strong Cash position.

Comments from Committee members included the suggestion of consistency when referring to FTs and Head Count in the commentary along with more visual elements/infographics to enhance the report.

The Financial Statement for the year ended 31 July 2019 was approved for submission to the Board of Management meeting on 11 December 2019. **J Carnegie to progress.**

## 5. DATE OF NEXT MEETING

The next Joint Audit and Finance & Property Committee meeting would be confirmed within the 2019/20 Board meetings schedule.

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Submission of final external audit and financial statements papers to the Board of Management for approval.	J Carnegie	11 December 2019

# **BOARD OF MANAGEMENT**

## **Finance and Property Committee Meeting**

### **Tuesday 26 November 2019**



*Draft confirmed by Chair*

---

Minute of the Finance and Property Committee meeting held on Tuesday 26 November 2018 at 6.00pm in Y150, Gardyne Campus.

<b>PRESENT:</b>	S Mill (Chair)	A McCusker
	G Bisset	B Carmichael
	D Fordyce	G Ritchie
	D Mackenzie	

<b>IN ATTENDANCE:</b>	J Carnegie (Vice Principal)	T D'All (Principal's/Board Chair PA)
	S Taylor (Vice Principal)	C Watson (ESRC Research Project)
	S Hewitt (Vice Principal)	A Ireland (ESRC Research Project)
	B Ferguson (Head of Finance)	

#### **1. WELCOME**

S Mill welcomed members to the meeting.

#### **2. APOLOGIES**

Apologies were received from N Lowden, B Grace and S Stirling

#### **3. DECLARATIONS OF INTEREST**

No declarations of interest.

#### **4. MINUTES OF FINANCE AND PROPERTY COMMITTEE MEETING 10 SEPTEMBER 2019**

The minute of the Finance and Property Committee meeting held on 10 September 2019 was approved as an accurate record.

#### **5. MATTERS ARISING**

S Mill thanked J Carnegie for the new look reporting of Matters Arising.

J Carnegie gave a brief explanation of the new reporting process developed to update the Committee on Matters Arising and how this will be reported at each meeting. It was hoped that this type of reporting would give the Committee the opportunity to see how the College is progressing and provide reassurance.

## **6. BUDGET MONITORING REPORT**

### **6.1 Management Accounts and Revised 2019/20 Budget**

S Mill highlighted the projected £604k surplus revised from £637k from the original budget approved at the May FPC meeting.

J Carnegie recognised the new academic leadership team for their assistance in the development of the new budget. The exercise was a learning experience for all involved and a really good process to go through. J Carnegie noted that it was a reassuring outcome with a lot of movement identified, but a similar final picture.

J Carnegie summarised the key changes influencing the revised budget, including grant elements that were now confirmed, such as the College's success in securing a £1.3m contract from SDS for Foundation Apprenticeships. The range of items covered under non-SFC grants/contracts were discussed.

Factors affecting the changes to salary budgets were noted, and J Carnegie confirmed that the outcomes from National Bargaining on pay and conditions had not been known fully when the budget was first set. It was noted that the 'end loading' of the award had increased these costs by c£96k per annum. Other changes in respect of restructure, and initial additional costs of new roles during their induction stage were noted.

Differences between the estimated and actual outcomes of the Voluntary Severance (VS) scheme were discussed. J Carnegie advised that a request to continue to progress with VS would be considered at the December board meeting.

S Mill asked about the reduction in the College cashflow and B Ferguson confirmed that this related almost wholly to the timing of the drawdown of capital funds.

The Committee approved the report and revised budget.

### **6.2 Good to Great Monitoring Schedule**

S Mill highlighted that the G2G project was coming to an end with a Celebration Event for stakeholders on 10 December 2019.

J Carnegie stated that the project was on track to spend all the monies allocated by the D & A Foundation Trust. J Carnegie confirmed that £2k of this would be ring-fence to allow for formal 'one year on' evaluation of the project.

## **7. ESTATES UPDATE**

J Carnegie advised there had been good progress in the backlog maintenance programme. It was noted that a review of potential claims in respect of the re-cladding work required in Arbroath had confirmed that no claim was possible.

Although the timeline was challenging, J Carnegie confirmed that work was in progress on the Outline Business Case for the Kingsway STEM centre and that design work was progressing for the Kingsway Tower project. S Hewitt also noted that the focus on the project was the curriculum and to get the design right and this would involve including students and staff in the exercise.

Potential for the Michelin site was discussed with G Ritchie confirming that a number of conversations had taken place around the Michelin Scotland Innovation Parc (MSIP) and confirmed there should be an announcement soon on this renewable-focused innovation space.

G Ritchie confirmed an invitation would be extended to John Reid, Michelin Factory Manager, to give a presentation to the Board on the MSIP vision and plans. The importance of ensuring that there was not duplication between the MSIP and STEM plans was recognised.

S Mill noted that the short deadlines given by SFC for the submission of the OBC for the STEM Centre made it important for the Board to get detailed information about the SFC's new funding model Mutual Investment Model (MIM). This was recognised, and information would be sought for the January meeting. **J Carnegie to progress.**

The complexity of the different projects was noted and it was confirmed that alongside Kingsway, the Michelin developments would be included as a standard element of estates updates going forward. **G Ritchie/J Carnegie to progress.**

## **8. 2020/21 FEES POLICY**

J Carnegie explained the background to the Fees Policy and noted that the majority of College's Fee are fixed. The overall strategy to increase fees where possible by 5% PA, in line with the Financial Forecast Return, was agreed.

J Carnegie noted that there would be no specific blanket increase on fees for Commercial Programmes but that these would be considered relative to levels of demand and other competition to achieve the best pricing possible.

S Hewitt noted that the recent appointment of Sector Development Leads alongside the Head of Sector and the Head of Curriculum & Quality would be reviewing the portfolio opportunities for non-credit funded delivery.

The Committee approved the 2020/21 Fees.

## **9. PROCUREMENT REPORT**

J Carnegie noted that the Finance & Property Committee had received a number of reports and updates around Procurement, and stated that these were summarised and pulled together through the annual report.

J Carnegie stated that she reviewed the Procurement Strategy on a regular basis and that a full review would be brought to the Committee as planned in 2020.

The annual report was welcomed, and approved for publishing.

## **10. STRATEGIC RISK REGISTER**

S Mill noted the allocation of Risks for each Board Committee and highlighted the five Risks for discussion by the Finance & Property Committee suggesting that the Risks were spread out on the basis of one for discussion at each meeting.

A McCusker highlighted a potential need to include a risk around the operation and funding of the Energy Skills Partnership (ESP). G Ritchie gave the Committee a brief background on the work of ESP, noting that this had grown significantly from the original project into a major sector support organisation. G Ritchie stated that ESP now had a number of staff, with it also having a high profile and success in securing money other than that from SFC. It was noted that, as the host College, all monies for the ESP project come via Dundee & Angus College, and the College employed all staff involved.

G Ritchie suggest to the Committee that the ESP be invited to present to the Board at some stage. This was welcomed. G Ritchie to progress.

The Committee discussed the College's exposure to Risk e.g. reputation, money, with both G Ritchie and B Ferguson confirming that the ESP has a great record of accomplishment for delivery and cash flow was positive. The need to separate the College's risk around ESP from the ESP's own risk register was noted. It was agreed that this would be considered for discussion at the next Audit and Risk meeting. **S Taylor to progress.**

The scores and mitigating actions or those allocated to the Finance & Property Committee were considered and no changes made.

S Mill noted that he and J Carnegie would discuss the general approach to the allocated risks. **J Carnegie to progress.**

## 11. **VP CORPORATE SERVICES REPORT**

J Carnegie summarised her report, highlighting the following in her report:

- **Supporting Our Learners** – as part of the focus on retention the Help Points had assisted 90% of students who did not return to study after the October break back in to the classroom.
- **Child Poverty Fund** – received less than welcome news as the SFC has asked the College to re-bid for funding for year 2 and 3
- **Procurement** – delighted to confirm that the team has been successful in securing the Silver performance band which is an excellent outcome.
- **Service Design Academy** – Kate Murrie has received accreditation as a Master Trainer while Chris Muir as an Accredited Trainer. Making sure that we take full advantage of these accreditations to increase SDA profile and maximise future opportunities.

A McCusker enquired about the Flexible Workforce Development Fund (FWDF) Year 3 at £473k. J Carnegie confirmed that this amount was up slightly due to redistribution of funds and College performance.

G Bisset enquired about the number of Award submissions and Ceremonies attended by College staff and ask if there was a record of the amount of money spent on awards each year relative to the benefit of these. Discussion around this noted that, while there was not an exact figure, it would be around £5k per year. S Taylor noted that all the award submissions were written in house (usually by Zoe Bing and himself) with a number of these coming from the good practice blog and sharing of practice that was already taking place. It was noted that often submissions were submitted to several different awards

It was noted that the publicity coverage, positive impact, profile raising and recognition for the staff involved was of great benefit to the College. A McCusker stated that winning national awards was a massive benefit to the students also via the College's good reputation. S Mill acknowledged that, given the values concerned, this was not a strategic matter for the Committee but rather an operational one for the management team.

## 12. **DATE OF NEXT MEETING**

Tuesday 21 January 2020 in Y150, Gardyne Campus.

## **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Information on MIM capital funding model to be identified for discussion	J Carnegie	21 January 2020
Michelin developments to be included in future estates updates	G Ritchie/ J Carnegie	11 December 2019
Strategic Risks relative to the operation of ESP to be considered for Audit & Risk Committee	S Taylor	3 March 2020
Discussion on consideration of F&P allocated risks	J Carnegie/S Mill	21 January 2020



# **BOARD OF MANAGEMENT**

## **Audit and Risk Committee Meeting**

### **Tuesday 17 September 2019**



*Draft confirmed by Chair*

---

**Minute of the Audit and Risk Committee meeting held on Tuesday 17 September 2019 at 5.00pm in Room A214, Kingsway Campus.**

**PRESENT:** G Robertson (Chair) H Honeyman  
M Williamson M Thomson  
P Milne

**IN ATTENDANCE:** J Carnegie (Vice Principal)  
S Taylor (Vice Principal and Secretary to the Board)  
D Archibald (Henderson Loggie) R Smith (Audit Scotland)  
T D'All (Principal's/Board Chair PA) C Watson (Stirling University)

**1. WELCOME**

G Robertson welcomed members of the Audit and Risk Committee.

**2. APOLOGIES**

Apologies were received from K Keay & T Pirie

**3. DECLARATIONS OF INTEREST**

None

**4. ESRC RESEARCH PROJECT – INFORMED CONSENT**

Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public.

**5. REFLECTION ON RISK SESSION**

G Robertson thanked H Honeyman for facilitating the BOM Development Session on Risk that took place just before the meeting.

G Robertson gave a brief background re documentation, procedures and processes along with guidance for the Chairs of the Committees in relation to their responsibility for each key strategic risk allocated to the Committees for regular review and consideration.

A detailed discussion took place after which G Robertson sought confirmation from the Committee Chairs present that they were content with the allocated risks and their responsibilities to adequately monitor those risks.

The Committee Chairs were asked to consider any areas not covered in the Risk Register that they felt were critical and asked that they consider whether the work of their Committees gave reasonable comfort that risks were being managed appropriately.

On the question of Governance S Taylor confirmed that through the Scheme of Delegation the Audit & Risk Committee (not the individual Committees) would retain responsibility for the Risk Register, with the Committees recommending change as required.

M Williamson stated that she felt that the monitoring reports supplied to the Learning, Teaching & Quality and the Audit & Risk Committees were very robust and give confidence in the Risk Register scoring. Feedback would be discussed at the full Board meeting. **S Taylor to progress.**

## **6. MINUTE OF AUDIT AND RISK COMMITTEE – 14 MAY 2019**

The Minute of the Audit & Risk Committee meeting held on 14 May 2019 was approved as an accurate record following correction to Andrew Kerr's name under Item 1 of the Minute.

### **7. 7.1 Matters Arising**

#### **Business Continuity & Risk**

J Carnegie gave a brief update on the recent development session undertaken by the Senior Leadership Team and others facilitated by Zurich on Disaster Recovery. J Carnegie stated that that session would inform the College's Business Continuity Plan update. Further similar development sessions would be planned in the future.

#### **7.2 Duty of Care**

S Taylor intimated that a short annual Duty of Care update will be available for staff by the Organisational Development Team in the next few weeks. The benefits of the training being available at this time (rather than at the start of the Academic Year) were discussed. S Taylor also noted that Duty of Care training would become mandatory as part of the Induction process for all new staff and on a rolling basis thereafter.

## **8. STRATEGIC RISK REGISTER**

S Taylor summarised the Risk Register paper highlighting the changes / updates made and noting changes to the Brexit Risk, but highlighting that this remained difficult to quantify.

H Honeyman noted her appreciation for the covering paper prepared to accompany the Risk Register.

S Taylor intimated that the Agenda for the next Board of Management meeting on 24 September 2019 would include the Risk Register.

The Committee approved the updated Risk Register.

## **9. CYBER RESILIENCE UPDATE**

J Carnegie noted that the Board had received a report advising on the College's progress towards compliance with the Scottish Government's Public Sector Action Plan on Cyber Resilience in December 2018.

Highlighting Key Action 4 and the requirement to have in place appropriate independent assurance of critical cyber security controls. The College completed the Cyber Essential Certification in November 2018 and was now working towards Cyber Essentials Plus with testing starting in November 2019 with completion likely for the summer of 2020.

J Carnegie noted that the accreditation was undertaken annually and was an intensive and thorough process. The update, and progress being made, was welcomed.

## **10. NATIONAL FRAUD INITIATIVE**

J Carnegie reminded the Committee that the National Fraud Initiative was part of Audit Scotland's Annual Audit Plan in 2018/19 and summarised arrangements and requirements in respect of this. J Carnegie summarised the College's progress with this work and highlighted that, although this had identified some areas for development, there had been nothing of significant concern raised. It was noted that the work would progress on a two year rolling cycle.

J Carnegie noted her desire to revise the College's Fraud Prevention Policy, and (in light of the new curriculum structure) undertake a robust training exercise with all new managers. This was welcomed.

## **11. INTERNAL AUDIT REPORTS**

### **11.1 Learner Engagement / Students' Association**

D Archibald summarised the report, highlighting that this was a really positive report with impressive engagement by students in the process. D Archibald noted that the Class Representatives arrangements were working well and that the Students' Association provided an effected "voice" for the students. G Robertson noted that this was a positive report and congratulated the Learner Engagement Team for their involvement.

S Taylor stated that the Learner Engagement / Students' Association would lead the development of the new Learner Engagement strategy, working with cross-college managers and newly promoted staff.

The report was approved.

### **11.2 Catering Business Process Review**

D Archibald summarised the report (which focused on the commercial catering offered to students and staff) and highlighted the complexity and variation across the three D&A College campuses. It was noted that this was a review report, and not an internal audit, and as such the report was presented slightly differently.

Discussion took place in relation to the potential for future development between commercial and academic areas of the catering facilities in College.

J Carnegie advised that a meeting will take place with key staff in October 2019 to progress discussions and plans. This would involve Catering Managers, the Head of Curriculum and Quality and the Head of Estates plus others as required.

D Archibald noted the positive engagement he had had from staff and students, and noted that all involved had shown a willingness to participant in the Catering Business Process Review. This was welcomed.

G Robertson noted that the review was very useful and stated that he would be keen to hear about future developments arising from this. The review report approved.

### **11.3 Progress of 2018/19 Audit Plan**

D Archibald summarised the internal audit work undertaken through the 2018/19 plan and advised that all work was complete, with reports on the mandatory student activity and funding audits to be considered at the November meeting.

### **11.4 Follow Up Reviews**

D Archibald summarised the follow up review work completed and noted that the College had made good progress. Of the 19 recommendations remaining, 13 had been fully implemented; 5 partially implemented; with one considered but not implemented due to IT system implications.

The progress was welcomed and G Robertson thanked D Archibald for the update.

The report was approved.

### **11.5 2019/20 Audit Plan**

D Archibald outlined the proposed audit plan for 2019/20, noting that this had been updated following requests made by the Committee and changes proposed by the College. D Archibald advised that these changes impacted on the proposed schedule for 2019/20 and 2020/21.

J Carnegie highlighted the changes as follows:

- Four day review of Staff Recruitment & Retention – due to the significant changes in the College structure and to consider lessons learned.
- Four day review of Procurement & Creditors Purchasing as requested by the Committee.
- Two day review following up on the work undertaken for the National Fraud Initiative
- Four day review of ICT Network arrangements and the one day IT Strategy in to 2019/20.

G Robertson noted that removing the Curriculum Review was a good change due to the level of external scrutiny already taking place with for example Education Scotland.

Following discussion around the plan, and the impact of the proposed changes, the programme was approved for implementation. **Henderson Loggie to progress.**

## **12. EXTERNAL AUDIT**

R Smith confirmed the same main audit team as last year will undertake the Accounts Audit.

J Carnegie noted how challenging it was to have the Financial Forecast Return (FFR) being completed at the same time as the Annual Accounts audit.

## **13. A.O.B.**

G Robertson informed the Committee that Steve Watt had stepped down from the Board and noted Michael Thomson had confirmed that he was happy to continue as a co-opt member of the Committee for a further year.

**14. DATE OF NEXT MEETING**

Tuesday 26 November 2019 **at 4.00pm in Room Y150, Gardyne Campus** (Joint Meeting with Finance and Property Committee).

**Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Feedback and discussion of Risk points at full Board	S Taylor	24 September 2019
2019/20 internal Audit plan to be implemented	Henderson Loggie	immediate

# BOARD OF MANAGEMENT

## Human Resources and Development Committee Thursday 19 September 2019



Draft confirmed by Chair

---

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

**PRESENT:** G Bisset K Keay  
D McKenzie G Ritchie  
P Milne

**IN ATTENDANCE:** S Taylor (Vice Principal) B Grace (Head of Estates)  
Megan Sanderson (Executive Secretary)

**1. WELCOME**

P Milne welcomed members to the meeting.

**2. APOLOGIES**

Apologies received from D Fordyce, T Pirie, B Carmichael, S Hewitt, J Carnegie, and A Mawhirt.

**3. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**4. ESRC RESEARCH PROJECT – INFORMED CONSENT**

Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public.

**5. MINUTE OF PREVIOUS MEETING**

The minute of the meeting held on 9 May 2019 was approved as an accurate record.

**6. MATTERS ARISING**

S Taylor noted that the equalities summary would be produced once appointment to all of the restructure roles had been completed. It was agreed that (rather than wait for a meeting) this would be circulated to the Committee when available. **S Taylor to progress.**

## 7. POST RESTRUCTURE CPD AND SUPPORT PLANS

S Taylor provided a summary of the paper to the Committee, highlighting the post restructure CPD plans in place to support the development needs of newly appointed staff.

S Taylor noted that an initial development session took place in June, to identify the needs of new post holders and develop the 'D&A way'. It was noted that elements of the CPD plan would be mandatory for different staff in different roles.

S Taylor noted that the staff group had been involved in developing the range of activity for CPD and outlined plans for the delivery of this through a mixture of information, online learning, development sessions etc. S Taylor highlighted that a further development session for Managers had been arranged for October. S Taylor confirmed that the development plan included College decided elements plus staff elements.

S Taylor noted that it was likely that the CPD plans would run over an 18 month period, with the opportunity for any staff across the College to be involved in development (not just newly appointed or promoted staff).

G Ritchie noted that a benefit of the restructure was that line managers now had more manageable sized teams and would be able to conduct more regular one to one meetings with staff. The importance of regular development reviews was discussed and it was confirmed that these were a core part of the role of all line managers.

G Bisset asked if the restructure had affected employee relationships. G Ritchie noted that some staff were unhappy with the changes and with the outcome of applications for roles, but stated that others were happy with the changes and appointments made. G Ritchie noted that, as expected with a major change of this type, there were still areas of upset and challenge but that there were also positive relationships with unions and there was a positive response from the all staff event in August.

D McKenzie asked how newly appointed staff would be mentored. G Ritchie confirmed there is an internal mentoring system with S Taylor noting that the Head of Sector postholders were all experienced managers and were providing support to new managers. It was noted that each Head of Sector had also assumed responsibility to support a cross-college element of activity.

P Milne asked what information the Committee would like as arrangements progressed. G Bissett stated that a regular verbal update would be welcomed. This was agreed. K Keay asked that the completion rate for development reviews be included as one of the HR Metrics. This would be investigated and incorporated. **A Mawhrt to progress.**

P Milne welcomed the paper provided to the Committee and the developments taking place.

## 8. VP PEOPLE AND PERFORMANCE REPORT

S Taylor summarised the report for discussion, highlighting the outcomes of the recent VS scheme. G Bissett asked if the VS scheme would remain open. S Taylor confirmed that this was likely, however they can only accept applications where staff are not to be replaced. S Taylor noted that the current scheme was approved through to 31 December and that it was likely that the College would seek an extension on the scheme from SFC.

S Taylor noted that with the Good to Great project ending in December, the College have been working over the summer how to sustain the Wellbeing Project, with key proposals included in the report.

G Bisset asked if the plan to pay four years of conserved pay up front had been agreed. S Taylor noted that the unions did not agree with the proposal and as a result the offer was not possible.

Developments in national job evaluation were discussed and K Keay asked if more resources had been made available nationally given the extension to timescales. S Taylor confirmed that no more resources had been made available.

P Milne asked how new or updated posts were being evaluated now, given the national Job Evaluation process. S Taylor confirmed that the College were still using the Northgate system for this. K Keay asked if risks around job evaluation were included on the Risk Register, S Taylor confirmed that these were covered by the national bargaining risks.

P Milne noted the Committee welcomed the report and recognised that a huge amount of credit should go to the team for their hard work.

## **9. NATIONAL BARGAINING UPDATE**

G Ritchie provided an update on National Bargaining, confirming discussions were progressing around the Transfer to Permanency arrangements. It was noted that these were complex and that initial offers had been progressed, with further discussions to be held with the local unions.

G Ritchie noted that national progress in respect of Job Evaluation was slow and that the job scoring process could not progress until all Job Evaluation forms were complete. It was noted that nationally the completion rate was only around 50%. D&A had submitted virtually all of theirs, with fewer than 10 queries remaining.

The outcomes of the academic negotiations were discussed and it was noted that settlement had been reached for both academic and support staff through to September 2020. P Milne asked if there was any further industrial action on the horizon. S Taylor noted that thankfully there was not.

## **10. HEALTH AND SAFETY ANNUAL REPORT**

B Grace outlined the key points of the report and noted that over 90% of staff had completed their online health and safety training as required. B Grace noted that the Modern Apprentice for Marketing had created an excellent online module for working safely courses.

B Grace noted that the LOCHER Project continued to develop and A Cathro had received positive feedback on this from both staff and students.

B Grace stated there had been a slight increase in the accident rate, but nothing that was a cause for concern. G Bissett asked about arrangements to minimise accidents and injuries to students at the start of their learning particularly in kitchens, construction workshops etc. B Grace explained that risk assessments for this were all in place and students had a thorough induction before they start. S Taylor noted that all practical units include a health and safety section in respect of relevant risks and requirements as an early part of the learning process.

P Milne asked if metrics were in place for managers to view performance targets for their staff to carry out their training. S Taylor noted that managers would be able to see if their staff had completed mandatory online training and would pick this up as appropriate.

K Keay asked about arrangements for recording incidents/near misses. B Grace confirmed that these were in place and it was agreed that near miss reporting be specifically included in future reports. **B Grace to progress.**



P Milne noted that it would be useful for the report to be shared with all Board members and discussed at a full Board of management meeting. S Taylor noted that some aspects of Health and Safety are shown in the Board of Management metrics. This was discussed and it was agreed to share the 2019 report with the Board for information and to include this report as a Board item in future years. **B Grace/S Taylor to progress.**

## **11. STRATEGIC RISK REGISTER & RISK DELEGATION TO BOARD COMMITTEES**

P Milne highlighted the Risk Register paper with S Taylor noting that the changes were proposed to ensure that each Committee had better ownership and insight to Risks. G Bissett noted it was reasonable to have Committees look at own risks.

S Taylor noted that in accepting this role the Committee should consider whether the reports that it received over the year provided them with sufficient information to form a view on the risks and, correspondingly, whether or not additional information was needed.

It was noted that, to support these arrangements, the dates for future Audit and Risk Committee meetings should be updated so that these were the final meetings in the run up to the Board. This would be raised with the Chair of audit & Risk. **S Taylor to progress.**

K Keay welcomed the devolution of review and noted that she was also keen to know how the internal operational risk register operated and how this matched up to the Strategic Risk Register that the Board of Management saw. K Keay stated that she was also keen to understand how this worked and asked who updated the Strategic Risk Register and what training they had had. S Taylor noted that he updated the Register, which was then reviewed by the Senior Leadership Team in the run up to each Audit and Risk Committee. S Taylor summarised his training and experience around risk management and noted that others on the Senior Team would have a mixed range of expertise. G Ritchie added that training for new members of the Executive Team was something he would look at.

Individual risks were discussed, and P Milne noted that 1.1 on the Risk Register would include a significant element of staff input and development, but was not considered by the HR&D Committee. S Taylor noted that there were challenges with this in respect of all of the risks, as the register needed to be looked at holistically. It was noted that risk 1.1 could sit under the HRDC as well as the LTQC, but that duplication of oversight was trying to be avoided.

K Keay highlighted that the risk around the restructure was not included in the Risk Register. It was agreed that this be added. **S Taylor to progress.**

## **12. HR METRICS**

S Taylor provided a summary of the metrics presented, highlighting that these were getting out of date as the 2018/19 data was nearing completion but was not yet available.

S Taylor highlighted that staff absence had increased but was still below the national average.

G Bissett highlighted that under the absence report, it should be displayed as 12 months instead of 12 years. This would be updated.

## **13. MEETING MINUTES/UPDATES**

The minutes of the Joint Consultation Forum and Health, Safety and Wellbeing Committee were noted with interest.

#### 14. DATE OF NEXT MEETING

The next Human Resources and Development Committee meeting will take place on Thursday 14 November 2019.

#### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Equalities summary report on restructure changes to be updated and circulated before next meeting.	S Taylor	14 November 2019
Completion of Development Reviews to be considered as an HR metric	A Mawhirt	14 November 2019
Near Miss reporting to be included in annual Health, Safety and Wellbeing Annual report.	B Grace	September 2020
2019 Health and Safety annual report to be circulated to all Board members	S Taylor	30 September 2019
Health, Safety and Wellbeing Annual report to be presented and discussed at future Board meetings	S Taylor/B Grace	September 2020
Meeting dates for Audit & Risk Committee to be reviewed	S Taylor	26 November 2019

# BOARD OF MANAGEMENT



## Human Resources and Development Committee Thursday 14 November 2019

Draft confirmed by Chair

---

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

**PRESENT:** G Bisset K Keay  
B Carmichael G Ritchie  
S Stirling

**IN ATTENDANCE:** S Taylor (Vice Principal) A Mawhirt (Head of People and OD)  
S Hewitt (Vice Principal)

### 1. WELCOME

G Bisset welcomed members to the meeting and noted that he was chairing in the absence of P Milne.

### 2. APOLOGIES

Apologies received from P Milne, D Fordyce, T Pirie, D Mackenzie, J Carnegie, and B Grace.

### 3. DECLARATIONS OF INTEREST

There were no declarations of interest.

### 4. ESRC RESEARCH PROJECT – INFORMED CONSENT

Board Members and those in attendance at meetings have completed the ESRC Consent Forms.

Filming for the ESRC Project will be limited to BOM Meeting with the videos being used for the purpose of research then destroyed. The videos will not be made public.

### 5. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on 19 September 2019 was approved as an accurate record.

### 6. MATTERS ARISING

#### 6.1 Development Reviews

G Bisset asked for an update on the implementation of the revised approach to development reviews. A Mawhirt and B Carmichael summarised progress, noting that information on these had been provided to all managers and on-going support and guidance was available.

It was noted that reporting on completion rates would be scheduled on an annual basis to the September meeting of each year, as the timing of review conversations would vary between areas depending on different timetables and other work activities. **A Mawhirt to progress.**

## **7. RESTRUCTURE EQUALITIES ANALYSIS**

S Taylor summarised the paper produced comparing the new with the previous structure and noted that, whilst there were differences, there were no areas within this that caused concern. It was noted that as a relatively small staff group, one or two staff changes could make a significant difference to percentages.

The update and underpinning review was welcomed.

## **8. POST RESTRUCTURE LEADERSHIP DEVELOPMENT**

A Mawhirt provided a summary of the paper to the Committee, highlighting the post restructure CPD plans in place for academic, support and senior managers.

Plans and activities were discussed, and G Bisset noted the development of agile training and queried how this fitted with leadership given its software development origins. A Mawhirt noted that agile leadership in the public sector was a priority of the Scottish Government, and noted that some of the tools and approaches underpinning agile theory were less applicable in leadership situations, whilst others were proving to be valuable. A Mawhirt noted that good use had been made of Statements of Intent, Kanban, and Delegation Charts etc. It was noted that many elements of this development fitted in well with service design approaches also being used.

S Hewitt noted work progressing to support the new Curriculum and Quality Leader group, including arrangements to review and refresh various strategies and approaches underpinning learner experience.

G Bisset thanked a Mawhirt for the update provided.

## **9. VP PEOPLE AND PERFORMANCE REPORT**

S Taylor summarised the report for discussion, highlighting the outcomes of the VS scheme that closed in June 2019. S Taylor noted that there was one remaining application to be finalised,

S Taylor stated that the current scheme was approved through to 31 December and that it was planned that the College would seek an extension on the scheme from SFC through to 2021. This would require board approval and would be discussed at the December 2019 meeting.

S Taylor noted that Celeste Mackie, HR Team Leader, would leave the College before Christmas. The Committee wished her well for the future.

Arrangements to better promote equalities were discussed, and the adoption of the social media hashtag #DAequallyskilled was noted with interest.

## **10. NATIONAL BARGAINING UPDATE**

G Ritchie provided an update on National Bargaining, noting discussions at the Employers Association meeting that morning and the expectation that salaries negotiations would commence in spring 2020 for the September 2020 settlement date.

S Taylor noted that national progress in respect of Job Evaluation was being made, with arrangements progressed to begin job scoring. The potential for dispute to arise during this stage, and subsequent consideration of grading and salaries was noted.

Discussions in respect of the implementation of elements of the academic staff agreement were on-going.

#### **11. STRATEGIC RISK REGISTER & RISK DELEGATION TO BOARD COMMITTEES**

S Taylor noted that following discussion at the Audit and Risk Committee in May 2019, the Board of Management agreed at its meeting in September 2019 that key strategic risks be allocated to each Board Committee for regular review and consideration.

S Taylor highlighted the draft Strategic Risk Register summarising the report noting the development of the additional risk 3.4. The Committee approved the allocated areas of the Strategic Risk Register for progression to the next Audit and Risk Committee.

#### **12. HR METRICS**

S Taylor provided a summary of the metrics presented, highlighting that these now reflected the full 2018/19 academic year picture.

B Carmichael asked if there were more up to date national comparative figures on staff absence. S Taylor noted that he would check and update for the next meeting as appropriate.  
**S Taylor to progress.**

G Bisset noted the increase in absence rates and asked if there was anything specific underpinning this. S Taylor noted that the reduction in the College headcount was likely to impact on this figure. The levels of stress related absence were noted.

#### **13. MEETING MINUTES/UPDATES**

The minutes of the Joint Consultation Forum were noted with interest. G Ritchie highlighted on-going discussions with the unions in respect of the restructure and monitoring over the year to ensure that the structure was operating as intended.

G Bisset noted that there was no Health, Safety and Wellbeing Committee minute included in the papers. It was noted that there had not been a planned meeting of this group since the last HR&D meeting. It was confirmed that the next HS&W Committee was scheduled for 6 January 2020.

#### **14. DATE OF NEXT MEETING**

The next Human Resources and Development Committee meeting will take place on Thursday 20 February 2020.

#### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Completion of Development Reviews to be reported in September each year as an HR metric	A Mawhirt	September 2020
Staff absence comparative rates to be updates as appropriate.	S Taylor	20 February 2020

**BOARD OF MANAGEMENT**

**Wednesday 11 December 2019**



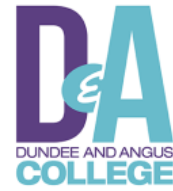
---

**PAPER O**

**SFC Correspondence**

# BOARD OF MANAGEMENT

Wednesday 11 December 2019



## Correspondence – SFC Communications

---

### *Paper for information*

<p><b><u>SFC Annual Report and Accounts 2018-19 [PDF] - 1 MB</u></b> Date: 20/09/2019</p>	
<p><b><u>Adjusted Operating Position calculation</u></b> Ref: SFC/CI/06/2019 Date: 24/09/2019</p>	<p>To ask colleges to provide the draft Adjusted Operating Position calculation prior to finalising their 2018-19 accounts. The Call for Information incorporates detailed guidance for completing the calculation and addresses a recommendation arising from the Audit Scotland report Scotland's Colleges 2019.</p>
<p><b><u>College Outcome Agreement Guidance 2020-21</u></b> Ref: SFC/GD/20/2019 Date: 07/10/2019</p>	<p>Process and framework for developing and negotiating College Outcome Agreements 2020-21 to 2022-23.</p>
<p><b><u>College Leaver Destinations 2017-18</u></b> Ref: SFC/ST/08/2019 Date: 15/10/2019</p>	<p>To inform stakeholders of the publication of the 2017-18 College Leaver Destinations measurements.</p>
<p><b><u>Tackling Child Poverty Delivery Plan</u></b> Ref: SFC/AN/16/2019 Date: 17/10/2019</p>	<p>The Scottish Government has made £400,000 available to the college sector in financial year 2020-21 for Tackling Child Poverty. We are inviting colleges to submit proposals by 6 January 2020 for funding.</p>
<p><b><u>In-year management of student support allocations 2019-20</u></b> Ref: SFC/CI/07/2019 Date: 22/11/2019</p>	<p>Colleges are invited to relinquish unspent student support funds or request an increase to their student support allocations for AY 2019-20.</p>

<b><u>Student Satisfaction and Engagement Survey 2018-19</u></b> Ref: SFC/ST/09/2019 Date: 29/10/2019	To inform stakeholders of the publication of the college 2018-19 Student Satisfaction and Engagement Survey outcomes.
<b><u>Funding for counsellors 2019-20</u></b> Ref: SFC/AN/17/2019 30/11/2019	Announcement of additional funding in Academic Year (AY) 2019-20 for counsellors in colleges and universities.
<b><u>College financial statements and returns 2018-19</u></b> Ref: SFC/CI/09/2019 Date: 26/11/2019	This Call for Information requests copies of audited 2018-19 financial statements and associated supporting information.
<b><u>Cladding Assessment update</u></b> Ref: SFC/CI/10/2019 Date: 28/11/2019	To seek assurances from Scotland's Colleges and Universities regarding fire safety in their estate.

Further details on the above Communications can be accessed via:

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

**Author:** Tracey D'All, PA to the Principal & BOM Chair  
**Executive Sponsor:** Steve Taylor, Vice Principal People and Performance