

# BOARD OF MANAGEMENT

Tuesday 13 December 2022 at 10.00am,  
**Room A605, Kingsway Campus**



## AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST OR CONNECTION**
4. **MINUTE OF LAST MEETING – 27 SEPTEMBER 2022** Paper A for approval LO
5. **MATTERS ARISING** Paper B for approval LO
6. **STRATEGIC ITEMS**
  - 6.1 Strategic Projects Update Paper C for Information JG
  - 6.2 D&A Outcome Agreement 2022-2023 Paper D for information ST
7. **STUDENTS' ASSOCIATION REPORT** Presentation AM/LS
8. **NATIONAL BARGAINING UPDATE** Verbal update ST
9. **PRINCIPAL'S REPORT** Paper E for information SH
10. **FINANCE & INFRASTRUCTURE ITEMS**
  - 10.1 Financial Sustainability Verbal update SH
  - 10.2 Annual Report from Audit & Risk Committee Paper F for information HH
  - 10.3 Audit Scotland Annual Report Paper G for approval JC
  - 10.4 Financial Statements for the year ended 31 July 2022 Paper H for approval JC
  - 10.5 Finance & Property Committee Update – 2022/23 (for information only) Paper I for information JC
  - 10.6 Climate Emergency Action Plan Paper J for information JC
11. **GOVERNANCE ITEMS**
  - 11.1 Membership Update Paper L for approval ST
  - 11.2 Board Metrics Paper M for information ST
12. **MINUTES OF COMMITTEE MEETINGS** Paper N for information LO
  - 12.1 Learning, Teaching & Quality – 2 Nov 2022
  - 12.2 Human Resource & Development – 10 Nov 2022
  - 12.3 Audit & Risk – 6 Dec 2022 (verbal update)
  - 12.4 Joint Audit & Risk and Finance & Property – 6 Dec 2022 (verbal update)
  - 12.5 Finance & Property – 6 Dec 2022 (verbal update)
13. **CORRESPONDENCE** Paper O for information
14. **DATE OF NEXT MEETING**

Tuesday 14 March 2023 at 5.00pm, Teams meeting

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**



---

**MINUTE OF LAST MEETING – 27 September 2022    PAPER A**

# BOARD OF MANAGEMENT



**Tuesday 27 September 2022 at  
5.00pm in Enterprise Room 5,  
Gardyne Campus**

---

*Draft confirmed by Chair*

**Minute of the meeting of the Board of Management of Dundee and Angus College held on Tuesday 27 September 2022.**

**PRESENT:**

L O'Donnell (Chair)	G Robertson
S Hewitt	M Williamson
N Lowden	D Mackenzie
K Keay	A Monks
B Lawrie	H Honeyman
B Carmichael	S Middleton
L Strukanova (virtually)	

**IN ATTENDANCE:**

J Carnegie (Vice Principal)	J Grace (Vice Principal)
S Taylor (Vice Principal/Secretary to the Board)	
M Sanderson (Executive Secretary)	

## **1. WELCOME**

L O'Donnell welcomed everyone to the Board Meeting, including L Strukanova (Student Vice President) to her first meeting. L O'Donnell noted this was his first Board Meeting as Chair.

## **2. APOLOGIES**

Apologies were noted from D Fordyce, R McLellan, S Stirling, and K Ditcham

## **3. DECLARATIONS OF INTEREST OR CONNECTION**

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

## **4. WELCOME FROM THE NEW CHAIR**

L O'Donnell welcomed the Board Members to his first meeting and outlined his role as Board Chair. He noted his thanks to A McCusker, previous Board Chair for her hard work and commitment over the last 8 years.

## **5. MINUTE OF LAST MEETING – 21 June 2022**

The Minute of the Board of Management meeting held on 21 June 2022 was signed and approved as an accurate record.

## **6. MATTERS ARISING**

Matters arising had been closed out. S Hewitt that he was not yet in a position to present on MSIP developments, with this moved on to the Board in December.

## 7. STRATEGIC ITEMS

### 7.1 Strategic Projects Update

S Hewitt summarised the update paper. S Hewitt highlighted the MSIP completion certificate was still being progressed for the facility, which had delayed final handover.

J Grace noted discussions and planning was progressing well around the facility and activity/curriculum plans.

S Hewitt noted there had also been slow progress (outwith College control) with the Tay Cities deal projects and no further update at this stage.

J Grace noted the Esports project was progressing well, including work towards the validation of new qualifications with the University of West London.

The impact of the delay in accessing the MSIP facility was discussed, and it was confirmed that whilst the College had targets to meet, that these were to be achieved within the first year of operation, which wouldn't commence until the facility was handed over.

The Board noted the progress of the various projects.

### 7.2 Board Strategy Metrics

S Hewitt noted discussions around the 2025 strategy metrics at the Board strategy day and last Board meeting, highlighting there had been really good progress with against these. It was noted the Executive Team had been asked to look at some of the metrics and propose updates to reflect the revised environment of 2022.

S Hewitt summarised the proposed changes, making use of national metrics available through Audit Scotland.

In respect of the non SFC income percentage target, G Robertson asked if the College could agree on a fixed number rather than base this on national averages. S Hewitt noted, internally it would be a value of non-core income that would be used, with the metric used for Board reporting. Following discussion, it was agreed that it would be useful to report on both figures.

S Hewitt noted the articulating with advanced standing percentage is sitting at 64% and it was proposed at LTQC to raise the percentage to 65%. This was agreed.

S Hewitt proposed the credits per FTE target be reduced to 180 from 190. This was discussed and it was agreed that this target remain at 190.

The revised metrics were approved, with amendment as noted above, **S Hewitt to progress.**

### 7.3 Strategic Risk Register

S Taylor noted the paper for information. This had been approved at the Audit and Risk Committee and conversations, around changes to some risks took place. These will be reviewed at the next round of Board Committees and considered at the next meeting of the Audit & Risk Committee.

S Taylor advised that the Audit & Risk meeting had agreed to discontinue to separate COVID-19 Risk Register.

## 8. STUDENTS' ASSOCIATION PRESENTATION

A Monks presented the report [presentation](#) to the Committee.

A Monks summarised the update to the Committee and noted key projects they were working on, including updates from team activities held over summer, for example, supporting groups of students to give them tours of campuses and introduce them to staff.

A Monks noted the team took part in the Kiltwalk for Cash for Kids and raised £650.

A Monks highlighted the concern of food insecurity for students. The team introduced a breakfast club this week and without advertising, 250 students attended over the course of a week. A Monks noted that food larders have been emptied across campuses and the Students' Association have a small budget to fund the breakfast clubs.

A Monks highlighted her recent attendance as a panel member at the College Development network (CDN) Poverty Symposium. S Hewitt praised A Monk's presentation at the event.

G Robertson noted it was great to see the transition the team had made, with students returning to campus from doing online sessions with them during lockdown and congratulated the team on moving forward. A Monks highlighted the lockdown provided a good chance for students to come together as a community and used the online sessions as a safe space for students to come too also. The team are still doing online events 3 nights per week.

H Honeyman asked how the Breakfast clubs are being funded. These were funded through the SA budget until October and J Carnegie was working with the team to identify a source of funding for after the October break.

S Hewitt noted that supporting students and staff with the Cost of Living crisis was key SLT priority. L O'Donnell noted that additional external funding might be sought to support this important work.

The detailed report was noted and welcomed by the Board.

## **9. NATIONAL BARGAINING UPDATE**

S Taylor summarised the update on the progress with National Bargaining, noting both Academic and Support staff pay awards for 2021/22 had been agreed.

S Taylor noted discussions have also started regarding the academic staff pay award for 2022/23. A proposed increase of £5000 on all salary points equated to an 11.7 increase % has been requested but wasn't affordable for the sector. No claims had yet been submitted by Support Staff unions.

Work was progressing slowly with the national job evaluation, but there remained significant areas of disagreement and significant work to be progressed.

## **10. PRINCIPAL'S REPORT**

S Hewitt summarised his report, noting the exciting projects happening within the College including the collaboration with the 'tri-group emergency services' across Scotland (Fire, Ambulance and Police). S Hewitt noted that D&A was supporting them with their transition to Electric Vehicles and had agreed an initial commitment is to upskill 100 technicians in level 2 and level 3 awards.

S Hewitt noted extensive estates work had been carried out by the Estates team, ensuring the campuses are ready for staff and students returning for a new session. He also praised College staff for the part they played in Operation Unicorn, providing hospitality for almost 400 Police Scotland staff, over the course of the weekend.

S Hewitt noted the Cost-of-Living Crisis is a huge priority on the Senior Leadership Teams

Agenda.

S Hewitt highlighted Gail Graham, Quality Manager has been shortlisted for College Colleague of the Year at the CDN awards this year. Students Association have also been shortlisted for their part in Student Retention calls.

M Williamson noted the fantastic work going on, especially during difficult times.

The report was noted with interest.

## **11. FINANCE ITEMS**

### **11.1 Financial Sustainability**

S Hewitt noted that it continued to be a challenging time noting the high-level points within the Financial Forecast Return in respect of future finances.

S Hewitt noted the final progress update on the savings plan was sent to the Board on 13 September, outlining the savings made and the removal of the risk of compulsory redundancy.

S Hewitt noted that, as a result, the EIS/FELA branch had advised that they would close their dispute and that discussions on this were progressing with support unions.

D Mackenzie commended the work carried out by the Team and praised them for the avoidance in compulsory redundancies.

The update was noted.

### **11.2 2022/2023 Budget**

J Carnegie summarised the 2022/23 Draft Budget, noting that this had been discussed in some detail with the Finance & Property Committee with the recommendation that the Board accept the planned budget despite this still showing a substantive deficit for the year.

J Carnegie noted that the financial position remained volatile and noted that there were anticipated areas of improvement (such as national insurance costs) but also areas of risk (such as the value of unfunded pay increases). Where possible, the Executive Team would take steps to improve the financial outturn over the course of the year.

It was noted the fuel cap was unlikely to have an effect on the budget as advanced price deals had already been procured.

Following further discussion, the draft budget was approved.

### **11.3 D&A Foundation Bid**

J Carnegie noted previous discussions around a bid to the D&A Foundation and stated that this had been trimmed back to only the replacement of the ICT Network Infrastructure.

It was noted that the estimated cost of the infrastructure renewal had increased significantly as the equipment involved was priced in US dollars.

J Carnegie summarised the proposed bid, noting that the College would seek funding in part only for this work and would aim to fund the remainder through capital funds and/or other available sources.

The timing and scheduling of the work was discussed, and it was confirmed that this would be split over up to 3 years as required to best fit the availability of funding and implementation of the project.

The bid was approved for submission to the D&A Foundation. **J Carnegie to progress.**

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

J Carnegie summarised the FFR and requested that this be restricted for publishing given that it included significant forecasts based around unknown information and scenarios. This was agreed.

The approach adopted in developing the FFR was discussed, and it was noted that almost all of the assumptions were given by the Scottish Funding Council (SFC). The key assumptions were discussed, and it was noted that under all of these it was clear that future financial forecasts were very challenging and that the sector as a whole was unsustainable without significant national policy or funding changes.

S Hewitt noted the College's strength was in finding solutions and outlined discussions taking place nationally and directly with SFC to look at potential opportunities and solutions.

J Carnegie noted that changes to the text and content had been agreed at the Finance & Property Committee to reflect the funds currently held within the D&A Foundation and to model the impact of 5% pay increases over the next two years.

The submission of the FFR showing a significant 5 year deficit was agreed and it was agreed that the final version would be shared with Board members for information. **J Carnegie to progress.**

### **12. GOVERNANCE ITEMS**

#### **12.1 Membership Update & TU observers on Boards**

S Taylor summarised the paper noting the request to approve extension of Board membership for four Board Members. This was approved. **S Taylor to progress.**

The update highlighted the possibility of having Trade Union nominated observers on the board in advance of the anticipated change in legislation to introduce Trade Union Nominated Board Members (expected around August 2023).

M Williamson stated that she would welcome trade union observers but recognised that there may be a need for additional arrangements around confidential papers or discussions. H Honeyman agreed, noting that it may require amendment to board agenda to group together any confidential items.

It was agreed that these arrangements would be reviewed, and a proposal and timeline brought back to the December meeting. **S Taylor to progress.**

#### **12.2 Board Metrics**

Paper was noted.

### **13. COVID 19 UPDATE**

S Hewitt gave a brief update on COVID-19 situation, noting more detailed updates had been given to each Committee. It was noted that the College had transitioned well to having Staff and Students back onsite, with flexible approaches still in place and a general reminder that some individuals were still anxious about onsite activities.

S Taylor noted that it was planned that the COVID-19 update item be removed from future agendas. This was agreed.

#### **14. MINUTES OF COMMITTEE MEETINGS**

Updates from the Committees were noted.

L O'Donnell noted he had attended all four Committees and praised the detail and quality of the papers considered and the discussions held.

#### **15. CORRESPONDENCE**

The list of recent correspondence was noted.

#### **16. DATE OF NEXT MEETING**

Tuesday 13 December June 2022 **at 5.00pm** – on MS Teams.

The possibility of organising a Board Christmas lunch was discussed and would be investigated.  
**S Taylor to progress.**

#### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Board 2025 Strategy Metrics to be updated	S Hewitt	31 October 2022
D&A Foundation Bid to be submitted	J Carnegie	31 October 2022
FFR to be submitted and copy provided to Board members	J Carnegie	30 September 2022
Scottish Government approval to be sought to reappoint four Board Members	S Taylor	13 December 2022
Arrangements for trade union observers to be developed	S Taylor	13 December 2022
Board Christmas lunch arrangements to be considered	S Taylor	31 October 2022



**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**MATTERS ARISING**

**PAPER B**

# BOARD OF MANAGEMENT

Tuesday 13 December 2022

## Matters Arising



### *Paper for approval*

The following actions were noted from the Tuesday 21 June 2022 Board of Management Meeting

Agenda Item No	Action	Current status	Open / Closed
6.1	MSIP Presentation to the BOM. <b>S Hewitt</b>	Full launch not yet undertaken; update planned for December meeting	Open

The following actions were noted from the Tuesday 27 September 2022 Board of Management Meeting

Agenda Item No	Action	Current status	Open / Closed
7.1	Updated metrics underpinning the 2025 strategy to be developed. <b>S Hewitt</b>	Updated	Closed
11.3	Investment bid to the D&A Foundation to be submitted. <b>J Carnegie</b>	Completed and funding bid approved	Closed
11.4	Final FFR Paper to be circulated to the Board. <b>J Carnegie</b>	Circulated	Closed
12.1	Scottish Government approval to be sought to reappoint four Board Members. <b>S Taylor</b>	Approval received	Closed
12.1	Arrangements for trade union observers to be developed. <b>S Taylor</b>	This is on-going but has been delayed given the lack of current union representatives for Unison and GMB. Arrangements will progress once local representation is fully re-established	Open
16	Board Christmas lunch arrangements to be considered. <b>S Taylor</b>	Completed	Closed

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

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**STRATEGIC ITEMS**

**STRATEGIC PROJECTS UPDATE**

**PAPER C**

# BOARD OF MANAGEMENT

Tuesday 13 December 2022

## STRATEGIC PROJECTS UPDATE



---

### *Paper for Information*

#### **1. The Skills Academy**

The Skills Academy by Dundee and Angus College and MSIP continues to make good progress with partnership arrangements and the operating model now agreed. MSIP and the college have entered into an initial 3-year arrangement which will provide sufficient time to determine the viability and potential of The Skills Academy. The college is the recognised lead academic partner and will operate and be responsible for managing activities within The Skills Academy.

MSIP and the College have agreed a Memorandum of Understanding detailing their commitment to the shared vision and goals and arrangements for joint working for The Skills Academy alongside an occupancy lease arrangement which reflects the nature of the collaboration. The college and MSIP's solicitors have been involved in the occupancy lease and Memorandum of Understanding arrangements.

The MSIP Chief Operating Officer and the College Vice Principal – Curriculum and Attainment will monitor and review progress, activities and achievements of The Skills Academy on a regular basis.

The main physical works onsite have concluded with minor adaptations currently being addressed. The college will take occupancy from January, using the period between January and March to prepare the space for delivery of courses, commencing in April 2023. Planning will also begin in the new year for a high-profile launch event and a series of profile-raising events with stakeholders.

#### **2. Tay City Deal (TCD) Projects**

##### **2.1 Tay Cities Engineering Partnership (TCEP)**

Significant progress has been made with the TCEP project over recent weeks. All partners have confirmed their commitment to the project and grant letters are being prepared by our solicitors for the partners who are financial beneficiaries. The revised Partnership Agreement has also been sent to the college solicitors for review. A request to access the 21/22 underspend of £197k on capital equipment was approved by the Project Management Office (PMO) on 24 November enabling the college to procure Robotics and CNC equipment. Had this request not been approved, the funding could not have been accessed until year 10 of the TCD projects, severely impacting on the ability to deliver the project outputs.

The TCEP Partnership Manager has been appointed and will take up post on 30th January 2023. Curriculum support and development will be provided by a member of the Engineering team, who will work closely with the Partnership Manager. The TCEP procurement exercise has also concluded and the successful bidder has been awarded the contract to provide advanced manufacturing equipment.

##### **2.2 Bio Tech and SME Skills Projects**

Scottish Government feedback was recently received for the revised SME Skills project bid with approval to proceed with developing the full business case (FBC). A range of workshops and

planning events will take place to consider the Scottish Government feedback and to develop the FBC for submission.

Work has progressed on the Life Sciences, BioTech and Medical Tech project bid in line with the Scottish Government feedback on the SME Skills project bid. Discussions have taken place with key partners; the bid has been reviewed internally by the Senior Project Manager and is now with the curriculum team and Ekos for review. It is anticipated that the revised business justification case will be resubmitted in early 2023.

### **3. Skills for the Future**

Seagreen, a joint venture partnership between TotalEnergies and SSE Renewables, has provided £300 000 of Science, Technology, Engineering and Maths (STEM) funding to Dundee and Angus College. A large proportion of this fund has directly supported the creation of the Skills for the Future Lab in Arbroath. The Lab will inspire the future workforce to excel in emerging technologies and was officially opened on Friday 25 November 2022, with local students and school pupils exploring wind power through virtual reality and other engaging activities.

Bringing a host of subjects to life, from low-carbon transport and hydrogen to health and safety, the Lab will showcase new and emerging technologies for the engineers of the future, with an array of interactive equipment and resources. Through the latest offshore wind VR software, learners can explore realistic and immersive visualisations of the engineering aspects of wind farms similar to the Seagreen offshore wind farm project. The Lab will also house interactive STEM exhibits and the latest computer-assisted design technologies.

As well as engaging students with STEM, the Lab will provide hands-on skills and experience for College students and apprentices embarking on 10 brand new industry-specific courses, including advanced manufacture, robotics, additive manufacture and computer-aided design. The facility will also be a unique resource for local businesses committed to upskilling or re-skilling their teams as part of the transition to net-zero and facilitating research, development and prototyping.

### **4. E Sports**

Excellent progress has been made on the development of our ESports curriculum with an External Verifier appointed and validation of the Foundation Degree in Esports and Creative Industries planned for December 2022.

A range of work is planned and underway to promote Esports with a Gaming week in January, D&A Games Jam and talks focusing on equality and diversity in the games industry. We offered an October Esports holiday camp which sold out in 2 days and have a waiting list for an Esports kids club which we aim to start early next year. Our exclusive partnership with Esports Scotland continues to prosper and D&A students have been offered work placements and experience. A successful community Esports tournament was delivered with participation from 10 Dundee and Angus schools and 150 pupils. The event was oversubscribed, feedback was extremely positive and industry partners sponsored prizes.

The Scottish Esports League Finals (SEL5) took place on 19 - 20 November in Gardyne Theatre – it was a very successful event with the highest prize pool at £15k. Other Esports plans include a professional coaching school, a partnership with a top professional FIFA UK player and a partnership with Dundee United FC to run FIFA tournaments and classes. The Students' Association is setting up an Esports society and we are launching playoffs for the D&A Esports team.

Corsair (the biggest digital company involved in Esports) are partnering with us and will be offering equipment for the new Esports Hub, sponsorship for the D&A ESports team, provision of kit, placements for students and to act as an industry partner on the Foundation degree. There is

potential for them to invest in the development of an Esports and Creative Media hub. Irn Bru have also confirmed an interest in sponsoring this area.

## **5. Approvals**

The Board is asked to:

- (i) Note progress being made in respect of strategic projects.

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

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

- 1.1** Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 1.4** Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on:
  - Ability of the College to meet key regional strategies/objectives
  - Financial loss or unmanageable financial risk
  - Reputational loss
- 3.5** Reputational Risk – Loss of reputation with key stakeholders

**Author** Steph Toms, Director of Curriculum – Projects and Partnerships  
**Executive Sponsor:** Julie Grace, Vice Principal

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

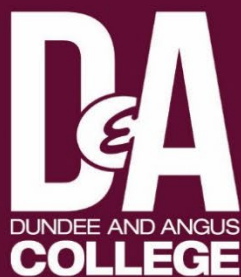
---



**STRATEGIC ITEM**

**D&A OUTCOME AGREEMENT 2022-2023**

**PAPER D**



# **Regional Outcome Agreement 2022/2023**

**December 2022**



## CONTENTS

1. Dundee and Angus College/SFC Outcome Agreement 2022-2023 .....	3
2. D&A Priority Outcomes .....	3
3. Introduction .....	4
4. Key Outcomes and Activities .....	4
4.1. Fair Access and Transitions .....	4
4.2. Quality Learning & Teaching .....	6
4.3. Learning with Impact .....	7
4.4. Student Participation & Engagement in their Educational Experience .....	8
4.5. Coherent Learning Provision .....	9
4.6. Fair Work .....	11
4.7. Equalities and Inclusion .....	11
4.8. Responding to the Climate Emergency, Technological & Demographic Change, and the Impact of EU Exit.....	14
5. Conclusions .....	15
Appendix 1 College Outcome Agreement Impact Framework: Supporting Data .....	16

## 1. Dundee and Angus College/SFC Outcome Agreement 2022-2023

College Region - Dundee and Angus
<p>College region Tayside (Dundee and Angus College) will receive £32,044,466 core teaching funding, and £2,587,725 capital maintenance funding and £182,265 digital poverty funding from the Scottish Funding Council (SFC) for academic year 2022/23 to plan and deliver <b>109,230</b> credits worth of further and higher education. This is inclusive of 3,900 designated credits for Foundation Apprenticeship activity.</p> <p>Core Student Support funding for 2021/22 is £9,374,327</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 have accepted our funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting all targets during 2022/2023 because of the lasting impact of the COVID 19 pandemic. This acceptance is in line with the request for Scottish Funding Council assurances to the sector to continue into 2022/2023 on a similar basis to previous years as follows:</p> <p><b>Immediate flexibility and funding stability for institutions:</b> we have confirmed that we will not recover funds for shortfalls against outcome agreement targets where these are related to COVID-19 for Academic Year (AY) 2019-20 and AY 2020-21. This provides institutions with flexibility and financial stability.</p>

## 2. D&A Priority Outcomes

The table below outlines the key Priority Outcomes for Dundee and Angus College for 2022/23. These Priority Outcomes align with the [National Performance Framework for Scotland](#) and four key SFC Strategic Priorities 2022 - 2027.

1. To deliver on Scotland's National Strategy for Economic Transformation, operating as a key contributor to the economic growth opportunities created by the Michelin Scotland Innovation Parc, E-Sports, Eden Project Dundee, Montrose Ports, Dundee Waterfront, Tay Cities Deal 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 Green Skills & Hydrogen Energy, Digital, Advanced Manufacturing, Hospitality, Cultural Tourism, and Care sectors.
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, wellbeing, sustainability, 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. Develop and enhance effective partnerships and regional / national collaborations that deliver on the needs of D&A strategies and deliver on the outcomes associated with key tertiary education reforms and developments including with schools, tertiary education, and skills partners.
5. Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst directing the maximum level of resource towards learners and their learning. D&A will address the challenge of the climate emergency and promote the UN Sustainable Development Goals
6. Progress our ambitious infrastructure ambitions to deliver on our Net Zero ambitions and create a high quality, technologically advanced and sustainable learning environment that meets the needs of learners and delivers on the high value technology needs of the D&A region.

### **3. Introduction**

As our regional economy and society have emerged from the COVID-19 pandemic and College operations return to a more normal basis, the scale of the challenge facing D&A has become evident.

The impact of the pandemic on the wellbeing and motivation of many in our communities has been huge, with this acting as a significant barrier to recruitment and the delivery of high quality vocational learning and outcomes. This has been exacerbated by the cost of living crisis and concern from current and potential students over income levels and food and fuel poverty. Despite these challenges, Dundee and Angus College remains focused on providing the highest possible quality of learning, teaching, wellbeing and services for our learners and communities, whilst also remaining fully focused on the future economic and social development of our region.

Our priority outcomes encompass our commitment to the significant economic transformation opportunities being developed through projects such as the Michelin Scotland Innovation Parc, Montrose Ports, Esports and Tay Cities projects. These also include our commitment to build further upon our already sector leading outcomes and learner experience, and our renewed commitment to tackle the climate emergency and become a 'net zero' College by 2040.

Our focus on both immediate and longer term challenges and opportunities is a complex balancing act and this agreement summarises some of the key elements and outcomes underpinning these developments and our 2025 strategy commitment to more successful students.

### **4. Key Outcomes and Activities**

#### **4.1. Fair Access and Transitions**

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 higher education provision, plays a central role in supporting successful articulation links for learners from all backgrounds. The College has well developed arrangements and partnerships in place through our Academic Partnerships Team to create, review and strengthen articulation links and opportunities and aid fair access and transitions.

We are increasing the range of clearly aligned learning pathways we offer, ensuring that students can 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. Despite COVID-19 challenges and some elements of competing national priorities, the College actively supports the Additional Funded Places scheme, with this work underpinning our commitment to ensure that at least 60% of our HE graduates articulate with advanced standing.

The College continues to work closely with our partner universities in Dundee, this includes extended partnership working to deliver the education and skills outcomes associated with The Skills Academy located at Michelin Scotland Innovation Parc, the Esports curriculum, and the Tay Cities BioTech and Tay Cities Engineering projects.

Close working relationships exist 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.

Given the economic make up of our region, the College recruits disproportionately from SIMD20 areas for both FE and HE provision. Our learner retention, attainment and progression trends for these learners are significantly above Scottish averages, supporting more learners from this group to progress into further study or employment.

The [Dundee and Angus College Access and Inclusion Strategy](#) was updated in 2021 and outlines in detail the outcomes that the College remains committed to through to 2023.

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 and this, combined with our Care Experienced Commitment, provides a supported and guaranteed route into education. Our on-course support encourages all learners to be successful, with D&A outcomes for Care Experienced learners the best in Scotland and are consistently above the national average for all learner groups.

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

[Support for carers](#) is similar to that provided for looked after young people and remains as a key commitment for us and we are proud that retention and attainment for this group of learners is in line with College averages and is significantly above the Scottish average.

The 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. [Details of the support available are outlines on our website](#)

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.

Specialist project activity aimed at reducing and eradicating Child Poverty will continue throughout session 2022/2023. This project has already engaged with over 400 disengaged young people, providing a supported pathway through into formal education and has paved the way for the development of our new Community Partnerships Strategy and College Community Collaborative. The College Community Collaborative (CCC) is a grouping of c.30 organisations hosted and supported by the College to create better and more sustainable pathways for those that are disenfranchised by the usual routes into College and who need additional input and support to access mainstream education. This work is enhancing learner journey opportunities whilst also making best use of scarce community resources.

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 works 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.

Our learner outcomes are strongly positive, and this consistently positive trend is reflected across the range of protected characteristics.

The College has welcomed the essential funding for mental health counselling and related support and will continue to extend the range and depth of support available to support the mental health and wellbeing of learners.

As funding allows, all of the access and transition work summarised above will continue to progress through 2022/2023 and into future years.

## **4.2. Quality Learning & Teaching**

The pursuit and achievement of high quality learning, teaching and learner experiences is a major driver for the College, featuring strongly within our [More Successful Students](#) strategy.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include a comprehensive curriculum review cycle, real-time 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.

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 learner recruitment/retention and through a clear focus on the development and delivery of high quality, innovative and engaging learning, teaching, and support.

High quality learning and outcomes have continued despite the COVID 19 pandemic, with the College providing significant support for staff in the transition into online learning, support, and assessment. This support has now shifted to underpin high quality hybrid learning, building on the best of what was learned during the pandemic to enhance teaching and flexibility going forward.

The College has played a significant role within the national response to the COVID 19 pandemic, including the creation of 'holistic' assessment arrangements for the sector in 2019/20 and has continued this work through into 2022/23.

Learner outcomes remained high during session 2021/22, and early retention in session 2022/23 shows a continuing stable trend. Our 3-year attainment trends are strong, and Dundee & Angus College continues to deliver learner outcomes that are at, or close to, the best within the college sector.

Levels of learner satisfaction are also strongly positive and have shown an increasing trend over recent years, with these significantly above average and the highest in sector for any large regional college.

The College invested in enhancing learner feedback and the learner voice during 2021/2022, with the creation of an additional role within the Students' Association to enhance representation and feedback on learning, teaching, and assessment. This work will continue throughout 2022/23, with a focus on enhancing feedback in areas that traditionally don't have class representatives (such as apprenticeship groups).

### 4.3. Learning with Impact

Dundee and Angus College is committed to skills growth and skills alignment across the full range of our curriculum.

We have very effective arrangements across our region through school-college partnerships, employer engagement and articulation links that ensure that we are providing excellent entry and exit points for all learners into employment and higher study. We have an increasing level of Modern Apprenticeships provision, offering Modern Apprenticeship (MA), Technical Apprenticeship and SVQ programmes in the workplace at SCQF levels 5-10 on either a funded or commercial basis, delivering around 1000 Modern Apprenticeship opportunities as part of our contract and to support other managing agents. The MAs offered by the College are delivered on behalf of Skills Development Scotland and industry bodies including SECTT, SNIPEF and CITB.

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.

Numbers will increase through 2022/2023, with candidates on our Modern Apprenticeship SDS contract covering levels 2, 3 and 4 MA programmes in Administration, Motor Vehicle, Life Sciences, Hairdressing, Health and Social Care, Horticulture, Engineering, Civil Engineering, Procurement, Childcare, Hospitality, Creative & Digital Industries, and ICT. With this increasing demand, the College is concerned at the likely cap on places and available funding for MAs through Skills Development Scotland, with this representing a significant barrier to meeting the skills needs of our region.

The College will continue to build on its strong relationships with employers and schools to create new education and skills opportunities, with a particular focus on new technologies and in areas such as green skills and hydrogen transport where there are increasing skills gaps and developing regional demand.

Over 1500 school pupils will study with the College during 2022/2023 as part of their Senior Phase timetable. The demand for Foundation Apprenticeships remains positive with 409 students recruited across a broad range of subject areas in 2022/2023.

The regional 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.

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. This underpins the organisation of clearer vocational pathway opportunities for all senior phase school pupils within our region (including Mearns Academy in Aberdeenshire).

Our 'enrichment' opportunities for S6 pupils are now embedded, supporting existing career pathways for senior pupils, and opening up new opportunities and career pathways in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence. Senior phase school pupil numbers have remained high, despite reducing school rolls and new partnership opportunities and offers are being developed to meet regional need.

The 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*. We have strengthened our links with Angus, Dundee City and Aberdeenshire Councils and work in partnership to deliver learning opportunities that maintain and enhance the capacity necessary for a skilled and qualified workforce. Our own College nursery is delivering fully on these outcomes.

We have 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.

The College is 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.

On a national level, the College is 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.

Since the cyber-attack of January 2020, the College has embedded work in Cyber Resilience, including accreditation under the cyber resilience plus standard and the roll out of cyber security awareness training and a mandatory requirement for all staff.

#### **4.4. Student Participation & Engagement in their Educational Experience**

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 have an enviable reputation for the depth and effectiveness of these activities, offering a very broad range of opportunities for all learners to engage (and increasingly co-create) 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 D&A Students' Association (DASA) provided excellent support to our students throughout the COVID 19 pandemic and are now using this expertise to support learners through the Cost of Living crisis.

Our Thrive with D&A project pulls together a broad range of support offered to learners, including breakfast clubs, a free lunch offer, integrated advice and access to local support, warm campus initiatives, and provision of warm clothing and blankets.

[Service Design](#) methodologies to engage and involve learners in the future of the College are an embedded element of our work. To support this, our Students' Association staff and some Office Bearers have completed the Service Design Professional Development Award and make excellent use of these skills on a daily basis to engage and inform learners in their educational experience.

The College has invested heavily in expanding support for learner representation, with a particular focus around feedback on the quality and enhancement of learning and teaching. This includes the creation of a new role of Student Representation Assistant with a focus on increasing engagement within learners that do not traditionally participate – such as apprentices and part-time learners. Through this work over 500 additional learners engaged in 2021/2022, with a target for this to exceed 1000 in 2022/2023.



The Students' Association has a rolling three year [strategic and annual operational plan](#) with a focus on developing greater consistency and visibility year-to-year to underpin 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, and our students. Updating of these has slipped back during the COVID pandemic and work will progress during 2022/2023 to refresh and update these.

The Office Bearers play an influential role within the Board of Management and are active participants in a significant range of D&A projects and developments, including our future ways of working project.

The Students' Association organise extensive events to support the sharing of ideas, feedback and information between students and the College senior team. These include regular meetings with the Executive and Directors of Curriculum, Monthly Department Representative meetings with the Heads of Sector and regular meetings at course and team level. All of this activity supports our 300+class representatives in engaging and enhancing the learner experience.

The ROA is discussed with Student Association Office Bearers during the drafting stage to allow students to influence and contribute ideas to the final document.

The Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and learner groups. This service has played a significant role in supporting our learners through recruitment, induction, retention, and on-going engagement for many years. The extension of the role of Learner Engagement service to encompass Community Engagement builds upon excellent work undertaken through the Child Poverty work of recent years and has created an active College Community Collaborative to create and support sustainable community and third sector links and pathways into College for those most disengaged and disenfranchised within our region. This work has shown great success in 2021/2022 and will be further developed and embedded in 2022/2023.

Underpinning all of the above activities and developments is our desire to ensure that engagement and co-creation with our learners is a central part of College culture and ways of working. Work to embed this as a core approach will continue to be embedded.

#### **4.5. Coherent Learning Provision**

The Dundee & Angus region continues to undergo significant economic transformation, with major developments and projects of national importance coming to fruition or developing at pace.

During 2022/2023 the College will take full occupancy of the Michelin Scotland Innovation Parc Skills Academy and will complete validation for a new curriculum at SCQF level 7 and 8 in Esports in partnership with Esports Scotland and the University of the West of London.

The MSIP site is now operational, with major employers commencing operations. The College has been at the heart of this development and is the main skills partner working with MSIP to deliver an Advanced Skills Academy to meet the skills needed to train the workforce in low carbon, green energy, hydrogen, battery storage, offshore wind, remote control systems, and advanced manufacturing. Similarly, as skills partner for the planned Esports arena, our new Esports curriculum will support the creation and skills workforce for the national stadium facility for this rapidly growing sector.

The Tay Cities Engineering Partnership (TCEP) project is well underway, with significant investment made in state-of-the-art precision engineering infrastructure and equipment within our Arbroath campus to support the evolving skills needs of our engineering sector. Work is also progressing with Tay Cities deal partners on projects to support the expanding Biotech, life sciences and agri-tech sectors and small and medium sized enterprises (SMEs) in the region.



In addition to these developments, the College is the skills partner with Crown Estates to place us at the heart of the [Montrose ZeroFour development](#) for the green and blue economies and new technology developments in offshore wind, advanced clean energy, and the world leading Drone Port facility.

The College is an active skills partner with [Eden Project Dundee](#) development, again providing access to the full range of skills required to create and operate a project of this scale.

All of these developments are in addition to the operation of Stakeholder Advisory Boards within each of our curriculum areas, feeding in data and skills needs from industry and other major stakeholders to impact directly on curriculum design and delivery.

The College approach to course planning guarantees an extensive annual review of its curriculum. This operates on a rolling two-year planning cycle and focuses on both what we deliver (ensuring it has impact with 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.

Our curriculum review arrangements draw heavily on the full range of Labour Market Information (LMI) available, including Regional Skills Assessments (RSA) and Skills Investment Plans (SIPs) 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. The availability of this 'live' labour market data is especially important at this time. With additional full-time provision established in areas such as Child Care, Green Energy, Cyber Security, Leadership and Management and Food and Drink, the College is at the cutting edge of the exciting economic changes developing 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 green skills, including new provision in hybrid and electrical vehicle skills and within micro renewables.

All of this work ensures that our curriculum is relevant and coherent relative to current and future skills needs at a regional and national level.

Through our Future Talent initiative, the College offers excellent career management and employability skills of all our students. Increasing emphasis has also been placed on enterprise and encouraging self-employment and entrepreneurship. We have recently refreshed and relaunched our [D&A Attributes programme](#), designed to enhance employability skills for learners and make D&A students sought after by employers.

Our focus on Essential Skills, Meta-Skills, and the development of the 'T Shaped' learner ensures that our learners benefit from a curriculum that prepares them for the changing world of work. Learning developed from a major Meta-Skills project run in partnership with local schools during 2021/2022 is now being embedded across our curriculum to equip students with relevant skills and awareness in parallel with their learning.

D&A has embraced the opportunities available through schemes such as the Young Persons Guarantee (YPG) and Flexible Workforce Development Fund to expand the opportunities available to young people and to our regional business community. This has included the creation of our online ['Skills Boost' programmes](#) to enhance skills, productivity, and employability in our regional workforce.

Dundee and Angus College is at the centre of discussions and decision making in respect of social and economic regeneration and have an influential voice on our Community Planning Partnerships and regional employability and economic forums. These links are used to good effect to ensure that the College offers a coherent curriculum and services that is responsive to regional economic needs, and also to ensure that our learners have the skills, attributes and awareness needed to make an impact within the workplace.

#### **4.6. Fair Work**

D&A is committed to the Fair Work agenda and principles and (despite significant strain due to saving plan needs) has positive and productive relationships with its recognised unions (EIS-FELA, GMB and Unison).

Over recent years the College and recognised unions have worked together on several joint statements and joint approaches, with each based around a series of agreed principles. This includes joint approaches in respect of the adoption and promotion of COVID 19 guidance, joint statements on health and safety and joint ways of working as unions/management. All of these approaches have supported greater engagement and communication between College and unions and have supported positive resolution in aspects where there are different needs or views.

Engagement and discussion with unions and staff is open, with significant effort being put into ensuring that all staff have access to up to date information around College developments, opportunities, and challenges. This includes steps to ensure that information shared with our managers is made available to our unions and vice versa.

This was particularly important during the major savings exercise undertaken in May 2022, with communication and consultation activities underpinning this exercise resulting in over 100 responses and alternative ideas being received. Over half of the initial savings plan proposals put forward were amended through this consultation and engagement. As part of this, a 'lessons learned' exercise.

We make active use of service design techniques and methodologies to engage and involve staff in major developments impacting on the College and offer opportunities for staff at all levels to join working groups, College committees and other developments. Two members of staff are full members of the Board of Management.

The College has clear and transparent arrangements underpinning staff recruitment and progression coupled with extensive continuous professional and management development support for staff in all roles.

The College has been a Living Wage employer since 2018 and operates a range of best practice Human Resource policies and procedures to underpin positive engagement, equalities, dignity, wellbeing, and job security for staff.

Staff satisfaction surveying in spring 2022 highlighted an increase in staff engagement and happiness indices compared with equivalent measures in 2018 with Engagement 80% and Happiness 76% (+5% and +7% on 2018 figures respectively). Staff absence and turnover figures are well below national and sector averages (annual absence 2.68% and turnover 4.85%).

The College is a regular winner of employer awards, including recognition for individual services and activities, and as an employer of choice.

Evaluation under the Scottish Government Fair Work Self-evaluation tool places D&A at the highest 'Embedding level' across all five Fair Work indicators, and the College will continue to develop and enhance arrangements around these indicators over the course of this outcome agreement.

#### **4.7. Equalities and Inclusion**

In addition to a clear focus on economic recovery and the creation of economic growth, the College also cites the generation of social well-being and thriving communities as a central pillar of our 2025 strategy.

This pledge recognises our role and responsibilities as an anchor institution 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 [Equalities 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 several 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. Details of this work are [available here](#)

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, BAME 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.

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](#) and related action plan. This work is linked through our Wellbeing Strategy and 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 our online wellbeing hub, 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. Over 80% of all staff have benefitted from dedicated mental health training, including Mental Health First Aid.

The College has welcomed the funding for mental health counselling and related support and will continue to extend the range and depth of support available to support the mental health and wellbeing of learners. The creation of a new Mental health Team leader role in July 2021 will support the expansion of this work alongside greater synergy with equivalent support for staff. We are continuing our 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.

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 addresses the interconnected mental health counselling and other support needs of learners.

Our innovative Project Search development is supporting employability for young people with learning disabilities, delivering learning and employment opportunities through delivery of learning within supported work placements.

The College is an active supporter of the Gender Based Violence campaign and has led and participated in several 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. During 2021/2022 D&A joined a FE - HE group organised by Police Scotland to share resources, information, and good practice across the north of Scotland.

The College is delivering 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.

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 work is progressing under this plan to reduce gender segregation within the curriculum and to provide positive opportunities for non-traditional participation within subject areas.

Creating sustained change through this work continues to be challenging, particularly during the COVID 19 pandemic where it is not possible to organise and support many of the taster events and activities that encourage participation and engagement within atypical subject areas. Improvements in female participation in STEM subjects will be a major feature of the work undertaken through the Michelin Scotland Innovation Parc and the Tay Cities Engineering Partnership Projects.

Equality analysis highlights consistency of successful learner outcomes irrespective of gender or other protected characteristics. Outcomes for minority gender learners within subject 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.

The College has published its [British Sign Language \(BSL\) plan](#), and supports several 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 through our Equality and Diversity Strategy Group to our Board of Management Human Resource and Development Committee.

#### **4.8. Responding to the Climate Emergency, Technological & Demographic Change, and the Impact of EU Exit**

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 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 c.62% (with reductions in carbon usage every year for over a decade).

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

The College has significantly reduced reliance on single use plastic from our operation via a range of radical initiatives and have dramatically reduced our use of fossil fuels, and now run a pool and minibuss 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.

Our Climate Emergency Action Plan was published in November 2021 and includes a clear commitment for College operations (Scope 1 & 2 emissions) to be carbon neutral by 2030. This is in advance of national targets and outlines our commitment to address the climate emergency and impact of College operations as effectively as we can.

Our Climate Emergency Action plan focuses on the importance of educational and cultural shift alongside changing technologies and processes to deliver sustained reductions in greenhouse gasses and deliver our net zero ambitions not just in the College, but also across our communities and industries as well.

From spring 2022 we have tied the actions and operation of our Senior Leadership Team into the UN Sustainable Development Goals, whilst our net zero targets include changes in governance, leadership and pedagogy that will fundamentally change the way in which the College thinks and operates over the coming years.

In addition to the expected focus around green skills and low carbon technologies, we are also embedding the UN sustainable development goals into our curriculum and during 2022/23 will roll out climate awareness training for all students and staff.

We are managing the impact of Brexit in respect of procurement and good availability and have so far had limited impact in terms of student recruitment. This has been offset by the increase in refugees and asylum seekers within the D&A region because of the conflicts in Afghanistan, Syria, and Ukraine. This work will continue as long as it is needed, with D&A working towards becoming Scotland's first [College of Sanctuary](#) in 2022/2023.

The changing demographics of Scotland have impacted significantly on recruitment across the college sector, with D&A seeing reductions in full-time FE and full-time HE recruitment of 9% and 20% respectively. Whilst still significant, the lower reduction in FE reflects the excellent work undertaken with our schools in recent years, with this continuing to ensure that College is seen as a viable and first choice destination by many.

As part of our curriculum review, we are increasing our part-time provision and in-work study options to provide better options for those in work to retrain and reskill into the areas of significant regional growth. This transition away from the previous Scottish Government focus on younger full-time learners takes time, as new curriculum options are developed and implemented. Through our extensive work with employers, we will continue to develop this offer throughout 2022/2023 to meet the skills and retraining needs of our region.

## **5. Conclusions**

Dundee and Angus College is at an exciting stage in its development, with a range of very significant opportunities emerging across the region with a major focus on the transformative industries needed for the long-term regeneration and success of Scotland's economy. These significant new opportunities are balanced with the need for major social regeneration and response to the Cost of Living crisis within our communities and tempered with our understanding of the limited public funds available.

Our outcomes over the next year will focus on these challenges and opportunities, whilst continuing to ensure that D&A remains financially sustainable for the longer term.

All of this will be achieved within the focus of our 2025 More Successful Students strategy (and our consistent focus on delivering sector leading outcomes) whilst also beginning to focus on what the College should look like and work towards for 2030. This will be a significant challenge for the College but is one we are focused on meeting for the benefit of our region.

## Appendix 1 College Outcome Agreement Impact Framework: Supporting Data

D&A Outcome Agreement Impact Framework: Supporting Data					
		Actual	Actual	Actual	Projection
Measure		2019-20	2020-21	2021-22	2022-23
A	Credits Delivered (Core)	103,338	103,524	104,756	109,230
	Credits Delivered (ESF) (*plus YPG and NTTF activity in 2020/21)	5,579	6,047*	4,262	0
	Credits Delivered (Core + Others)	108,917	109,571	109,018	109,230
B	Volume of Credits Delivered to 10% most deprived postcode areas	19,699	18,998	21,144	20,200
	Proportion of Credits delivered to 10% most deprived postcode areas	18.1%	17.3%	18.7%	18.5%
C	Volume of credits delivered to care-experienced learners	11,546	10,244	9,082	9,250
	Proportion of credits delivered to care-experienced learners	10.6%	9.3%	8.0%	8.5%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	771	953	1,118	1,350
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	72.2%	73.6%	70.3%	72.5%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,406	2,193	1,918	1,983
	Total number of FTFE students	3,334	2,978	2,730	2,735
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	82.4%	85.2%	82.9%	83%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	2,899	3,288	3,660	3,673
	Total number of PTFE students	3,518	3,857	4,416	4,425
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	74.5%	81.9%	79.1%	80%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,385	1,301	1,074	1,090
	Total number of FTHE students	1,859	1,589	1,358	1,362
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.3%	76.0%	79.2%	80%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	402	367	524	530
	Total number of PTHE students	507	483	662	663

F	Number of students achieving an HNC/D qualification articulating to degree level courses	525	552	tbc	400
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	335	327	tbc	240
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	63.8%	59.2%	tbc	60%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	1,932	1,974	tbc	1,978
	Number of full-time FE college qualifiers in work, training, or further study 3-6 months after qualifying	1,768	1,869	tbc	1,879
	Proportion of full-time FE college qualifiers in work, training, or further study 3-6 months after qualifying	91.5%	94.7%	tbc	95%
	Total number of full-time HE college qualifiers (in confirmed destinations)	937	991	tbc	995
	Number of full-time HE college qualifiers in work, training, or further study 3-6 months after qualifying	877	955	tbc	945
	Proportion of full-time HE college qualifiers in work, training, or further study 3-6 months after qualifying	93.6%	96.4%	tbc	95%
H	Percentage of students overall satisfied with their college experience (SSES survey)	N/A	92.4%	96.3%	96%



**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**PRINICPAL'S REPORT**

**PAPER E**

# BOARD OF MANAGEMENT



**Tuesday 13 December 2022**

## **Principal's Report**

---

### ***Paper for information***

#### **1. Introduction**

The following paper summarises key projects and recent activities currently being progressed and have been aligned to the three core pillars of the new 2025 More Successful Students strategy (*Effective Partnerships, Future Focused & Thriving Community*).

#### **2. Recommendation**

Board Members are asked to note the contents of this paper.

#### **3. Effective Partnerships**

- 3.1. Esports Scotland – The partnership with [Esports Scotland](#) continues to grow with the official Scottish Esports League Finals held in the Gardyne Campus on the 18<sup>th</sup> & 19<sup>th</sup> November. The finals received significant mainstream and social media coverage and were being sponsored by IRN-BRU Energy. There was an overall prize pot of £15000. The event was a free to attend event and was extremely well attended by all ages. This has helped to raise awareness of the potential careers in esports, as well as the College's role in providing opportunities in this rapidly emerging sector.
- 3.2. NHS Dance Tours – After a 3-year break the student-led NHS Dance Tours recommenced last month. HNC Dance students deliver interactive, fun and impactful sessions to S2s across all 8 Dundee secondary schools covering topics that are relevant to the health and wellbeing of young people. The current topic is "How We Feel" and looks at factors that impact and support mental health and wellbeing.
- 3.3. DFN Project Search – We have received our evaluation for the first year of delivery of DFN Project SEARCH which is a transition to employment course for young people with learning disabilities and/or autism delivered by our Supported Education department with NHS Tayside providing work experience. Due to the pandemic the NHS was unable to host work experience, so the college provided placements for the 7 students. This was acknowledged in DFN Project Search's report: "The college management and staff are to be highly commended for 'stepping into the breach' and providing placements and on the job learning for the young people. The commitment of the college has been outstanding, and I and the host business are very appreciative of all that they have done to make DFN Project SEARCH operational in these unusual circumstances."
- 3.4. Colleges Scotland Parliamentary Reception 2022 – The College application to showcase 'Skills for the Future – D&A College and MSIP Skills Academy' was one of only 9 examples chosen to showcase innovative practice in the college sector at the Scottish Parliament on 5<sup>th</sup> October. Unfortunately, the event was shortened due

to parliamentary business over-running. However, Michael Marra, MSP acknowledged the important work of colleges and took time to experience our VR tour of MSIP. The details of all of the successful college showcases can be found [here](#).

- 3.5. Tay Cities Deal Regional Collaboration Showcase – Alongside other regional education partners, the College hosted representatives from both Scottish & UK Governments to showcase the progress on the Tay Cities Deal projects. The 4<sup>th</sup> November showcase event was aimed at celebrating the great partnership and collaboration work already undertaken as part of the overall deal, with the College presenting on areas such as SME skills, digital skills and our role in providing Bio-med skills.
- 3.6. Eden Project Dundee – Discussions continue regarding the College's potential role in supporting the Eden Project Dundee, with recent conversations focusing on workforce planning. Discussions will continue early in 2023 with a full update provided in due course.
- 3.7. Amazon Web Services (AWS) Re/Start – The College, in partnership with AWS, launched a new joint programme, AWS Re/Start, as part of the Dundee Digital Fortnight on 15<sup>th</sup> Nov. AWS Re/Start is a new entry level cloud computing course that will help upskill people into roles within the digital/tech sector. This programme is the first of its kind in Scotland and attempts to tackle the well document digital skills gap.
- 3.8. Social Security Scotland Skills Academy – The Social Security Scotland Academy celebration event, delivered by the College as part of the Discover Work Partnership was held on the 18<sup>th</sup> November. The academy offered unemployed people the opportunity to receive essential practical skills in an office environment including communication, handling client enquiries, using listening skills and accurate recording of information. For the first time the entire cohort of the skills academy model were offered a contract with the partner employer. All eight of the clients taking part in the Discover Work Partnership academy with Social Security Scotland were offered a 12-month fixed term contract.

#### **4. Future Focused**

- 4.1. Skills for the Future Lab Launch – The new Skills for the Future Lab was [officially launched on 25<sup>th</sup> November](#). SSE Seagreen provided £300,000 of STEM funding to the College with a proportion of the fund directly supporting the construction of the Skills for the Future Lab. Seagreen is set to become Scotland's largest and the world's deepest fixed-bottom offshore wind farm comprising 114 turbines capable of generating enough clean and sustainable electricity to power more than 1.6 million UK homes.
- 4.2. MSIP Update – The on-going work to establish the Skills Academy in partnership with MSIP has progressed significantly over recent months, to the point where a formal MoU has now been established, with the College planning to take occupancy early in the new year, 2023 – delivery planned for April 2023 onwards. The planned curriculum has also progressed, with several strategic discussions on-going with industry partners and funders.
- 4.3. SFC & Scottish Government Visits – The College hosted separate visits from both Scottish Government and the Scottish Funding Council in November. The College welcomed Stephen Pathirana, Director of Advanced Learning and Science at the Scottish Government on 3<sup>rd</sup> November and members of the SFC Senior Leadership

Team on the 16<sup>th</sup> November. Both visits were aimed at future planning and potential reform of the College sector. We are also hosting Jamie Hepburn, Minister for Higher Education and Further Education, Youth Employment and Training on 23<sup>rd</sup> January 2023 to continue to reinforce the key role of colleges in their regional economy.

## 5. Thriving Community

- 5.1. Support for Ukrainian Refugees – Alongside the additional full-time, evening and community ESOL courses we have recently introduced for Ukrainian citizens, we were asked by community partners to deliver an intensive 4-week course for refugees and unaccompanied asylum-seeking children living in who were, without exception, motivated, enthusiastic and keen to learn. The feedback from the students was positive and course aims were fully met. The majority of the participants have progressed to full-time ESOL courses
- 5.2. Scottish Games Awards – The first ever Scottish Games Week 2022, ran from 24 to 28 October and we are proud to announce that our HN Games Development Course [won the Best Education Programme category](#) in the Scottish Games Awards. An amazing achievement that sees our Computing & Creative Media team come out on top of all other providers (Colleges & Universities) in Scotland. The team were also runners up in the Best Cyber Education Programme category at the Scottish Cyber Awards.
- 5.3. 2022 Prize Giving – This year's virtual Prizegiving seen 76 students receive recognition for their endeavour and achievement. The awards covered all academic areas and course levels and are decided by the course teams themselves. In addition, course teams can nominate particularly outstanding students for the cross-college awards. The awards were held on 23<sup>rd</sup> November and [can be viewed here](#).
- 5.4. 2022 Graduation – We invited 1360 eligible students to our Graduation Ceremony in the Caird Hall on 28 October and over 400 of them registered to attend on the day. The Graduation Ceremony is the highlight of the college calendar recognising all the hard work, determination, and achievements of our students. The guest speaker on the day was former students, Mark Rannoch, who is now part of the hit TV series, Outlander.
- 5.5. College Development Network (CDN) Awards

The College were shortlisted in two categories in the recent College Development Network Awards. Both entries won Highly Commended in their categories:

- Gail Graham, Quality Manager, received Highly Commended in the Colleague of the Year category, reflecting the fantastic work she has undertaken within D&A and also at a national level throughout the pandemic. Gail has had a major input to the creation of the adapted assessment arrangements for students within the college sector and has provided excellent support to D&A staff over the past two years.
- Our Students' Association also received Highly Commended in the Innovation category for their Retention Calls initiative, which has seen a small group of Students' Association members make over 3,000 calls to students that were at risk of leaving their course. Working in partnership with College staff, this work has supported hundreds of students to resolve issues, access support and return to their studies.

The celebration ceremony took place at the Radisson Blu, Glasgow on Friday 25<sup>th</sup> November.

## 6. Link to Strategic Risk Register

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

- 1.1 Failure of College strategy to meet the needs of the D&A Region and/or national priorities
- 3.1 Failure to reach aspirational standards in learning, teaching and service delivery

**Authors:** Senior Leadership Team  
**Executive Sponsor:** Simon Hewitt,  
Principal

**BOARD OF MANAGEMENT**

**Tuesday 13 DECEMBER 2022**

---



**FINANCE & ESTATES ITEMS**

**EMBARGOED FOR WEBSITE**

**PAPER F**

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**FINANCE & ESTATES ITEMS AUDIT**

**SCOTLAND ANNUAL REPORT**

**EMBARGOED FOR WEBSITE**

**PAPER G**

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**FINANCE & ESTATES ITEMS**

**FINANCIAL STATEMENTS FOR THE YEAR ENDED- 31 JULY 2022**

**EMBARGOED FOR WEBSITE**

**PAPER H**



**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**FINANCE & INFRASTRUCTURE ITEMS**

**FINANCE & PROPERTY COMMITTEE UPDATE 2022/23**

**PAPER I**

**Embargoed for Website**

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**FINANCE & INFRASTRUCTURE ITEMS**

**CLIMATE EMERGENCY ACTION PLAN**

**PAPER J**

# BOARD OF MANAGEMENT

Tuesday 13 December 2022

## Climate Emergency Action Plan Update



---

### *Paper for noting*

#### **1. Introduction**

This paper provides an update on progress towards the Climate Emergency Action Plan (CEAP).

#### **2. Recommendations**

Members are asked to note the report.

#### **3. Progress Update**

Following on from the launch of the action plan in November 2021, membership of our Climate Emergency Action Group (CEAG) are tasked with assisting with the implementation of the plan.

You will recall that the college has aligned its plan to the [The Climate Action for UK FE Colleges Roadmap](#) which provides clear actions and guidance on how colleges can respond to the climate emergency and advance sustainability.

There are 5 Roadmap elements –

1. Leadership and Governance
2. Teaching and Learning
3. Estates and Operations
4. Partnerships and Engagement
5. Data Collection.

Good progress continues to be made as highlighted in in the appendix.

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

The following risk was accepted by the Board as part of the Strategic Risk Register “Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.”

#### **5. Link to Sustainable Development Goals (SDGs)**

Progressing the Climate Emergency Action Plan unequivocally targets achievement of:



Actions in the plan also target progress on the following SDGs:



**Authors:** Katie Baxter, Jackie Beresford, Christine Calder, Billy Grace,  
Amy Monks, Sarah Rennie, Jane Roscoe, Steph Toms –  
Climate Emergency Action Group

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

	Complete or on target to complete
	Behind schedule by < 3 months from original deadline
	Behind schedule by > 3 months, or in danger of not being delivered
	Revised target proposed

### Leadership and Governance Roadmap Targets

Operational Target	Complete By	Progress	Progress RAG
Embed the UN Sustainable Development Goals in College activities, documents and practices	December 2023	SDGs are modelled at Senior Leadership Team meetings and will gradually be built into other practices.	
Build sustainable thinking and practice into the D&A Way of leading and operating	December 2023		
Gather College Views on Sustainability	Annually	227 members of staff responded to our recent survey, as part of capturing the data on commuting as required to report on Scope 3 emissions. See Appendix 2	
(Re)Establish Sustainability Committee	November 2021		Complete
Establish a Student Sustainability Committee	<del>January 2022</del> January 2023	Student department representatives are being trained in December 2022 with a view to the Committee being established in January 2023	
Meet with Leaders (SLT/ Board) to agree Net Zero Targets	October 2021 June 2022		Complete
Incorporate net zero ambitions in 2025 strategy and annual Outcome Agreements	January 2022		Complete
Develop climate adaptation/ climate risk management approach	March 2023	We have assessed the greatest risks/threats to our College estate which we have identified as mainly severe weather occurrences - heavy rainfall, high winds and increased	

Operational Target	Complete By	Progress	Progress RAG
		<p>temperatures. We have assessed these risks on a by campus basis, and have identified mitigations which would help reduce the likely impacts.</p> <p>While we are now more aware of the risks that climate change can have on our campuses, we are at the stage where we need to formalise our approach by developing a College Climate Change Adaptation Strategy and Action Plan clearly outlining how we will adapt our estate to build resilience to mitigate these climate change risks. This will be completed by March 2023. While we currently have no documented formal strategy, we have still over the last reporting cycle, invested in projects, designed to try and mitigate the significant climate change risks that would likely have an impact on our college buildings and also college operations.</p>	
Incorporate sustainability into governance arrangements	December 2023	The impact of the College not achieving its College's Climate Emergency Action Plan targets is reflected in the Risk Register, however specific reference to meeting our adaptation ambitions should and will be added. Proposal is to adopt a similar approach as to the embedding of Risks into Board and Committee papers	
Embed Sustainable Development Goals into governance arrangements (SDGs)	December 2023	SDGs are modelled at Senior Leadership Team meetings. As with sustainability (above) the intention would be to take a similar approach to Risks into Board and Committee papers.	
Embed climate responsibility into staff development	June 2023	Climate Change development is part of the broader development of the College CPD programme, alongside	

Operational Target	Complete By	Progress	Progress RAG
		specific sustainability training opportunities that the Organisational Development team are delivering.	
Secure climate action resource plan/budget (annually)	June 2022	Consideration of a specific budget was undertaken within the context of the financial savings necessary to present a palatable budget for Board approval. It was agreed to target alternative sources of funding which are available to support energy efficiency, decarbonisation of the infrastructure and greening the curriculum.	
Achieve <a href="#">Carbon Literate Organisation Standard</a> (or equivalent)	June 2023	A diverse group of College staff undertook the Carbon Literacy Training programme to identify its suitability for College-wide roll out. Whilst the programme was valuable it was deemed to be unsuitable and costly for mass roll-out. Within England a further education equivalence has been developed. The intention is to utilise these materials and seek external funding to develop a programme which is suitable for SCQF levels 3-7 and offer to staff/students/community alongside the develop a train the trainer programme. The expectation is that the programme would be developed by June 2023.  There would be no equivalent organisational accreditation.	
Sign up to the <a href="#">Sustainable Development Goals Accord</a>	November 2021		Complete
Use the Community Wealth Building agenda to support College activities and policy developments	December 2022	The pace of driving forward Community Wealth Building within the public sector appears to have slowed. The College had intended to use the momentum and good practice from others to consider what appropriate actions could be taken at a College level.	

## Teaching and Learning Roadmap Targets

Operational Target	Complete By	Progress	Progress RAG
Customise Carbon Literacy programme for D&A	<del>June 2022</del> June 2023	See note above re: Carbon Literate Organisation Standard	
Deliver carbon literacy training to staff and students	<del>June 2023</del> June 2024	As above	
Participate in Global Goals Teach In	Feb/March annually	Promotion of will begin in the new academic year and the Sustainability Champions will be asked to help advocate uptake with the Teach In, in their respective departments.	
Train teaching staff to incorporate sustainability into curriculum for all courses The next stages include: <ul style="list-style-type: none"> <li>• Work with D&amp;G College to create training for all college staff</li> <li>• Contextualise the above training for D&amp;A Staff</li> </ul>	Ongoing - Inclusion in the Lecturing Professional Pathway and it's associated qualifications.	EAUC and LFSS created the Action for Sustainability Course which is held by CDN. D&A have included this in the induction for all staff. Therefore the work with D&G College was superseded by this.	Complete
		The sustainability training for curriculum will be embedded within the Lecturing Professional Pathway, work on this has begun.	
Progress the Sustainability Champions programme to become a bespoke D&A Model for lecturers to learn about sustainability and embedding it in their teaching.	December 2022	The logistics of staff attending a face to face training session(s) needs to be considered and agreed on	
Signpost and highlight the SDGs in all D&A professional learning sessions	September 2022	Adding the SDGs to many of the professional learning sessions has become part of the standard process of advertising CPD within the college.	Complete
Undertake a mapping exercise in each department that articulates how the SDGs are embedded into courses and student learning	June 2023	<ul style="list-style-type: none"> <li>• Explored mapping the curriculum through UnitE and other data harvesting options. However, these were not effective.</li> <li>• From January 2023, the following pilot will be implemented:</li> </ul>	



Operational Target	Complete By	Progress	Progress RAG
		<p>Academic Development Team (ADT) with the support of HoS have identified <b>one team per sector</b> to map <b>one course</b> from the department against the goals. This will be supported by the sustainability champion in each area.</p> <p>ADT to meet with each course team and facilitate a conversation around how that course how SDGs are already embedded in practice and learning and teaching approaches.</p> <p>ADT to record the outcomes of the meeting, support the mapping and create an infographic or interactive tool.</p> <p>An example here:  <a href="https://ich.unesco.org/dive/sdg/">https://ich.unesco.org/dive/sdg/</a></p> <p>To be completed by April 2023, evaluate progress and time needed with L&amp;T group &amp; champions and expand after this.</p>	
Review and expand provision of sustainability within Teach@D&A	Annually	This is underway and regular signposting of the SDGs within Teach@D&A is happening throughout the course.	
Showcase good practice in embedding Education for Sustainable Development	Annually	<p>To be considered by the L&amp;T group for the end of 22/23 year showcase (meeting after the mapping process is underway – March 23)</p> <ul style="list-style-type: none"> <li>• Aims and objectives of showcase to be considered</li> <li>• Who to be involved</li> <li>• How best to showcase</li> <li>• When is best to showcase to ensure inclusivity for all</li> </ul>	

## Estates and Operations Roadmap targets

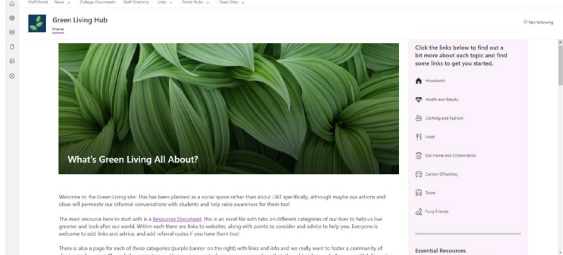
Operational Target	Complete By	Progress	Progress RAG
Ensure recycling/signage is available in every building	Achieved		Complete
Implement strategies to reduce energy use	March 2022	The College has successfully introduced a range of strategies to assist with reducing energy use over the last 10 years by installing a range of sustainable technologies including biomass, air source heat pumps, solar (PV) panels, double glazed windows, rainwater harvesting, waterless urinals. We have also engaged and encouraged staff and students to be more energy conscious with a number of projects including <b>shut down, switch off</b> . We will continue explore new and innovative ways to reduce our energy use on an ongoing basis.	
Modify estates strategy in line with net zero target	May 2022	The September 2022 approved Infrastructure Strategy includes the following aims: <u>Aim 20</u> - We will implement our Climate Emergency Action Plan which clearly sets out how the College will work towards achieving net zero by 2040. <u>Aim 21</u> – Our CEAP will drive the decision-making process for our future Infrastructure developments. <u>Aim 22</u> - We will deliver infrastructure which is seen locally and nationally as best practice for meeting the key objectives of the Scottish Government’s Climate Emergency commitment. <u>Aim 23</u> – We will apply for funding to support our Infrastructure net zero ambitions via the Scottish Green Public Sector Decarbonisation Scheme and other carbon reduction funding opportunities.	Complete

Operational Target	Complete By	Progress	Progress RAG
Apply for grant funding to improve energy efficiency/reduce emissions	Ongoing (as funding becomes available)	Currently progressing with grant applications to the Scottish Green Public Sector Estate Decarbonisation Fund. We are at the stage of applying for pre-capital funding which would be used to secure the support of energy consultants to assist in carrying out energy audits and feasibility studies to identify potential decarbonisation projects. This would then allow us to submit an application for the capital funding for the decarbonisation projects that they identify.	
Set and implement targets to reduce waste on campus by 50-75%	Ongoing	We have continuously reduced the volume of our waste streams over the last 10 years with the most recent reduction being the removal of all single use plastic bottles from sale. We also continue to separate our wastestreams – general waste, paper, cardboard. We are legally required to segregate our food waste which we process on campus and turn in to high grade compost. We have also introduced reverse vending machines to separate aluminium cans from the general waste stream.	
Implement renewable energy on a part of/all of the estate	Ongoing	We are committed as part of our CEAP to introduce new renewable energy sources as we develop our estate – air source heat pumps were installed to provide heating for the new hair and beauty facility at Kingsway. We also from 1 <sup>st</sup> April 2022 have all of our electricity supplies in each campus supplied via Scottish Renewable sources from our electricity supplier EDF	
Create fully green energy campuses	2030		
Expand travel policy to reduce emissions from commuting to/from campus	November 2021	Incorporated within the draft Sustainable Travel Plan which supersedes the previous Travel Policy	Complete

Operational Target	Complete By	Progress	Progress RAG
Replace all petrol/diesel cars and small vans from the College fleet with electric alternatives	April 2022	All small fleet fossil fuel vehicles have been removed, with the exception of one hybrid car that has been purchased due to the long distance travel requirements of Development Officers.	Complete
Create e-cycling hubs on each campus	May 2023		
Create (compliant) sustainable procurement policy	May 2023	The College's Procurement Strategy has been extensively updated to reflect sustainability good practice within procurement and compliance with <a href="#">The Sustainable Procurement Duty</a>	Complete
Install waterless urinals on all 3 campuses	March 2022		Complete
Implement a sustainable travel plan	<del>November 2021</del> December 2022	Launch of the Sustainable Travel Plan was delayed to allow the Travel and Subsistence Policy to be updated. On track to launch December 2022	
Implement Cup Cycle scheme	December 2021		Complete
Remove all single use plastic bottles from sale	June 2022		Complete
Engage with every operational department to establish sustainability targets	August 2022	Engagement has taken place with a high number of departments and this will continue during the first 6 months of 2023	
Develop a carbon offsetting plan	2024		

### Partnerships and Engagement Roadmap Targets

Operational Target	Complete By	Progress	Progress RAG
Sign the Global Climate Letter	November 2021		Complete
Establish climate action network with local council	July 2022	Contact has been made with the council to explore possibility of College being involved in the wider regional discussions around meeting Climate Emergency	

Operational Target	Complete By	Progress	Progress RAG
		responsibilities – membership of Sustainable Dundee Network has been confirmed and College Principal is a member of the Dundee Climate Leadership Group	
Work with local community/ council/ businesses to improve local biodiversity	July 2023		
Apply for Green Gown or AoC Beacon Award	Annually	Shortlisted in 2022 for Period Dignity project	
Launch the Green Living site and engage staff (academic and support) with regular interactions.	June 2022	Green Living Hub has been established 	Complete
Establish a Climate Emergency Partnership Forum	March 2022	This will be revisited	
Develop formal partnership agreements with existing and new partners to include carbon commitments	March 2022 (existing) then ongoing	A number of formal partnerships have been developed to support our climate emergency commitments and ambitions including –  <b>Michelin Scotland Innovation Parc</b> – creation of a Skills Academy - national centre of excellence for skills development in renewable energy, sustainable mobility and decarbonisation  <b>Electric Vehicle Training School</b> – created in partnership with Robert Lawson and Sons to deliver electric vehicle courses and qualifications to assist motor vehicle technicians with the transition from traditional petrol and diesel engines to electric – a contract has also been	

Operational Target	Complete By	Progress	Progress RAG
		<p>secured to deliver electric vehicle training to all of Scotland's Emergency Services - Ambulance, Fire and Police fleet technicians.</p> <p><b>Tay Cities Deal - Skills for the Future Lab</b> – A partnership with Seagreen, Total Energies and SSE Renewable that will bring a host of subjects to life, from low-carbon transport and hydrogen to health and safety, the Lab will showcase new and emerging technologies for the engineers of the future, with an array of interactive equipment and resources. Through the latest offshore wind VR software, learners can explore realistic and immersive visualisations of the engineering aspects of wind farms similar to the Seagreen project. The Lab will also house interactive STEM exhibits and the latest computer-assisted design technologies.</p> <p>As well as engaging students with STEM, the Lab will provide hands-on skills and experience for College students and apprentices embarking on 10 brand new industry-specific courses, including advanced manufacture, robotics, additive manufacture and computer-aided design.</p> <p>The facility will also be a unique resource for local businesses committed to upskilling or re-skilling their teams as part of the transition to net-zero and facilitating research, development and prototyping</p>	

Operational Target	Complete By	Progress	Progress RAG
		<b>Montrose Zero Four Hub</b> – Partnership with Crown Estates Scotland to attract firms operating in Science, Technology, Engineering and Mathematic and other industries to Montrose ZeroFour (ZeroFour) and in doing so generate training, apprenticeship and upskilling opportunities within the blue and green economies.	
Complete an environment scan to identify complementary partners	<del>December 2021</del> April 2022	This will be revisited	
Continue the promote the Period Poverty Project partnership with Angus Community Planning project Free Period Angus, encompassing our college, local schools and community	Ongoing	Launch of regional Tay Cities Period Dignity Working Group with Angus CPP, Dundee City Council and Perth College to share best practice.	
Build on our commitment to tackle food poverty building partnerships with local foodbanks and supermarkets for food donations for our students to assist them in achieving their academic goals	Ongoing	As part of the Thrive@ initiative, as well as providing food larders funded by the Student Association and Catering outlets are providing free breakfasts (cereal/porridge/toast/hot drinks) each day and soup/bread roll is provided at lunchtimes on each campus.	
Promote the 17 Sustainable Development Goals with a graffiti festival where students and college partners will create large scale murals on vacant walls with the aim of evoking thoughts and feelings on our own behaviours and values in relation to the Climate Emergency	<del>March 2022</del> July 2023	Postponed due to staff changes with the hope that local companies might be prepared to donate the scaffolding, paint and other materials	

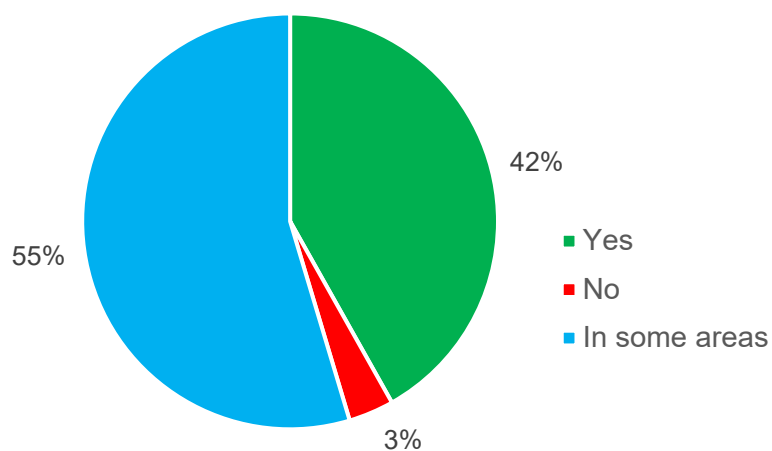
### Data Collection Roadmap Targets

Operational Target	Complete By	Progress	Progress RAG
Develop and implement plan to measure Scope 3 emissions	<del>December 2022</del> November 2023	Discussions are continuing with EAUC Scotland to try and develop a standard method for the sector	
Create a system to collect all business travel information	<del>July 2022</del> July 2023	The current reporting system doesn't allow for the data to be gathered seamlessly. Propose the target date is moved to July 2023. This would allow time to develop a system which captures the necessary data to make sustainable choices. (Scope 3)	
Collection of student and staff commuting data	<del>July 2022</del> July 2023	This topic was discussed at the latest PBCCDR Peer to Peer with a view to develop a sector-wide methodology review for the Scottish FE/HE sector. Propose the target date is changed to July 2023. (Scope 3)	
Collection of purchased goods and services, transportation and distribution (up-and downstream)	December 2022	This is being progressed as part of the procurement strategy within tender exercises	

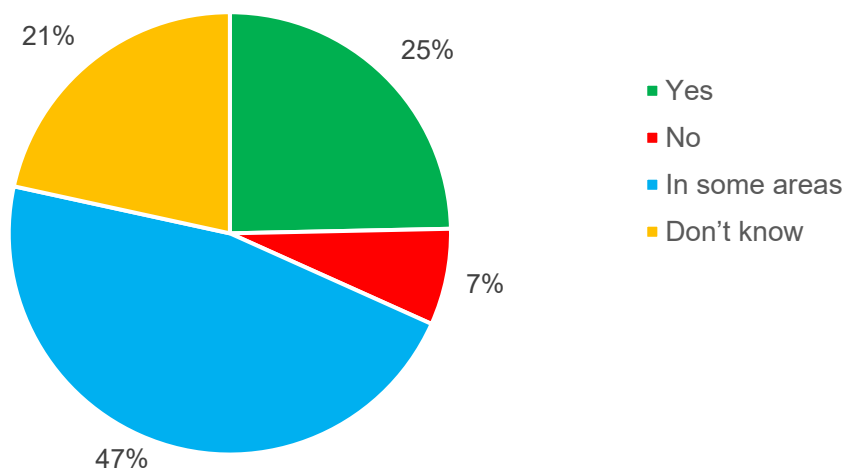


## Staff Survey (227 staff, August 2022)

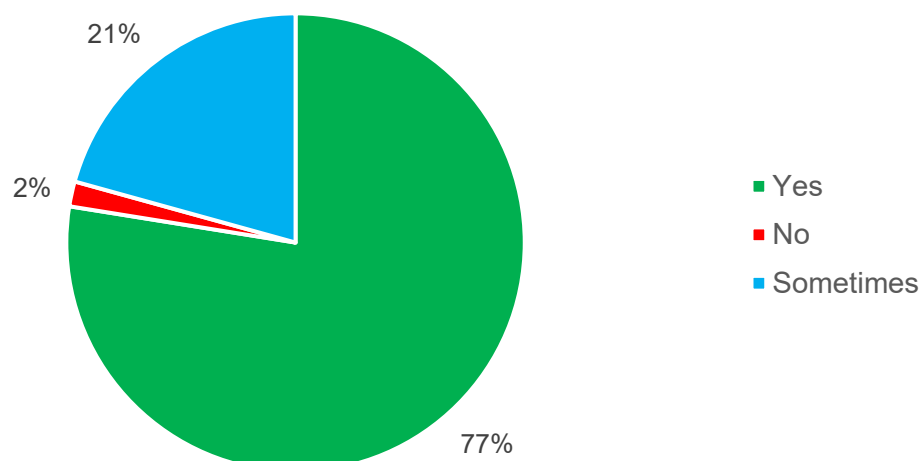
Do you feel you know enough about the Climate Emergency and how it affects you?



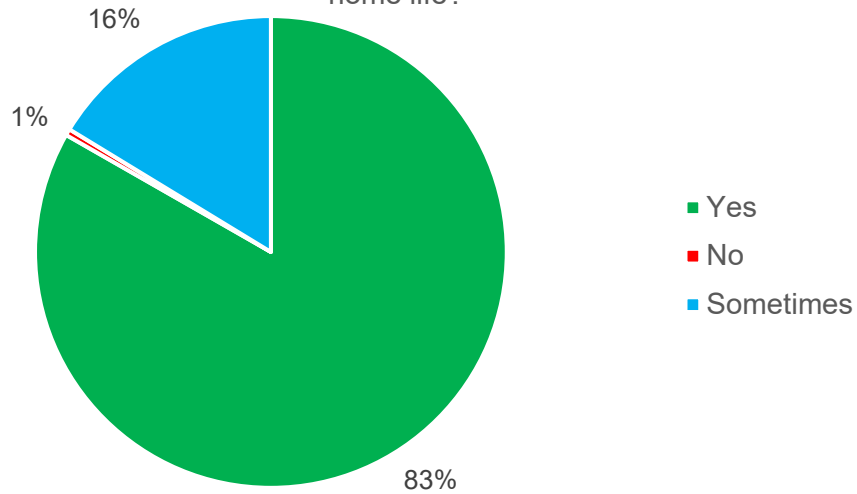
Do you feel the College is doing enough in relation to the Climate Emergency?



Do you make a conscious effort to be sustainable while at work?

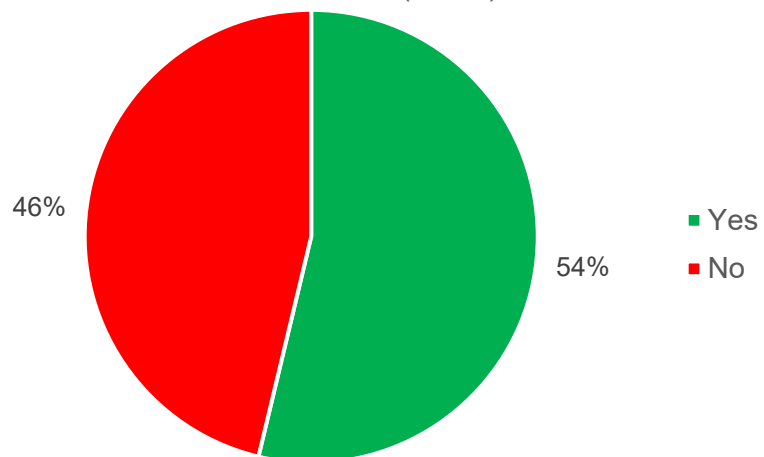


Do you make a conscious effort to be sustainable in you home life?



---

Are you aware of the UN's Sustainable Development Goals (SDGs)?



**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**GOVERNANCE ITEMS**

**MEMBERSHIP UPDATE**

**PAPER K**

# BOARD OF MANAGEMENT

Tuesday 13 December 2022



## Membership Update

---

### *Paper for approval*

#### 1. Introduction

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

#### 2 Board of Management Membership

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

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

A list of current board members is included as Appendix A.

#### 3 Board Membership Extensions

Following agreement at the September 2022 meeting, and subsequent application and approval by the Scottish Government, the extension of Board memberships for a further 4 year term has been confirmed for:

Helen Honeyman  
Kirsty Keay  
Neil Lowden; and  
Donald Mackenzie.

#### 4 Board Appointments

Following recruitment activities in early December 2022, appointment is proposed to the available vacancy, with details of the successful candidate to be confirmed at the meeting (subject to Scottish Government approval).

## **5 Board Vacancy**

The term of office of George Robertson will come to an end on 31 March 2023. Under the ministerial guidance on board recruitment the term of office for a board member can only be extended once. Board membership thereafter will be subject to re-recruitment to a vacancy on an open competition basis.

Given this, recruitment is required, and approval is sought for recruitment to this vacancy to be progressed through delegation to the Chairs Committee.

### **5.1 Skills Mix**

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

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

- Finance/Accountancy
- Private Sector Management.
- Digital

## **6 Academic Staff Member**

The term of office of Barry Carmichael will come to an end on 31 March 2023. Under the relevant legislation the staff board members are nominated by the staff of the College (with election where there is more than one candidate).

Given this, recruitment will be progressed through the staff nomination and election arrangements.

## **7 Co-option to Audit & Risk Committee**

The term of office of Michael Thomson in the role of co-opted member of the Audit & Risk Committee will expire with effect from 31 December 2022. Approval is sought to extend this co-opted role for a further 12 month period through to 31 December 2023.

## **8 Union Observer Arrangements**

As discussed at the November 2022 Human Resource and Development Committee, the College does not currently have any support staff representatives from GMB or Unison (due to recent staff changes and current absence). Given this situation it was not felt to be appropriate to progress with observer arrangements for only one union / staff group.

This will be reviewed again for the March 2023 meeting and approval is sought to progress with arrangements to appoint observer(s) for this meeting if possible.

In nominating an observer, each union will be asked to confirm that any observer attending Board meetings will confirm fully to the Code of Conduct for board members and individual observers will be asked to confirm adherence to this code and to the standards of confidentiality applicable to board members.

## **9 Approvals**

In summary, approval is sought for the following:

- Appointment of a new member of the Board
- Approve recruitment to a Board vacancy relative to the skills mix highlighted
- Note recruitment to the Academic Staff Board member role through the nomination and election arrangements.
- Approve offer of observer roles for union nominated academic and support staff members.
- Approve extension of co-opt membership of the Audit & Risk Committee for M Thomson through to 31/12/23

## **10 Link to Strategic Risk Register**

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

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

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

## Board of Management Membership and Skills Mix as at December 2022

Name	Appointment	Member Until	Profession/Specialism
1. Laurie O'Donnell	Regional Chair July 2022	Scottish Government Appointment until 10/07/2026	Learning & Teaching, Digital, Management
2. George Robertson	March 2015	31/03/2023	Finance, Management
3. Margo Williamson	June 2021	31/05/2025	Public Service Management, Education Management, Learning & Teaching
4. Donna Fordyce	April 2017	31/04/2025	Economic Development/ Enterprise, Fisheries, Retail Management
5. Helen Honeyman	January 2019	31/12/2026	Risk, Governance, HR Management
6. Kirsty Keay	January 2019	31/12/2026	Commercial, Governance, HR, Third Sector Management
7. Donald Mackenzie	April 2019	31/03/2027	HR & OD, Corporate Communications Management
8. Neil Lowden	January 2019	31/12/2026	Educational Management, Learning & Teaching, Educational Policy
9. Kevin Ditcham*	April 2021	31/03/2025	Community Learning & Engagement, Management, Third Sector
10. Sally Middleton*	June 2021	31/05/2025	HE Learning & Teaching, Management, Access, and Articulation
11. Brian Lawrie*	May 2022	31/04/2026	Finance, Public Service Management
12. Roy McLellan*	May 2022	31/04/2026	Business, Management, Enterprise
13. Vacancy			
14. Simon Hewitt	August 2020	--	Principal
15. Sam Stirling	September 2019	31/09/2023	Non-Teaching Staff Member
16. Barry Carmichael	April 2019	31/03/2023	Teaching Staff Member
17. Lenka Strukanova	August 2022	31/07/2023	Student Member
18. Amy Monks	August 2019	31/07/2023	Student Member
Michael Thomson	August 2019	31/12/2022	Co-opt member of Audit & Risk

\* Eligible for reappointment

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**GOVERNANCE ITEMS**

**PAPER L**

**BOARD METRICS**



# BOARD OF MANAGEMENT

Tuesday 13 December 2022

## Board Metrics



---

### *Paper for information*

#### **1 Introduction**

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

#### **2 Board Metrics Report**

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

#### **3 Link to Strategic Risk Register**

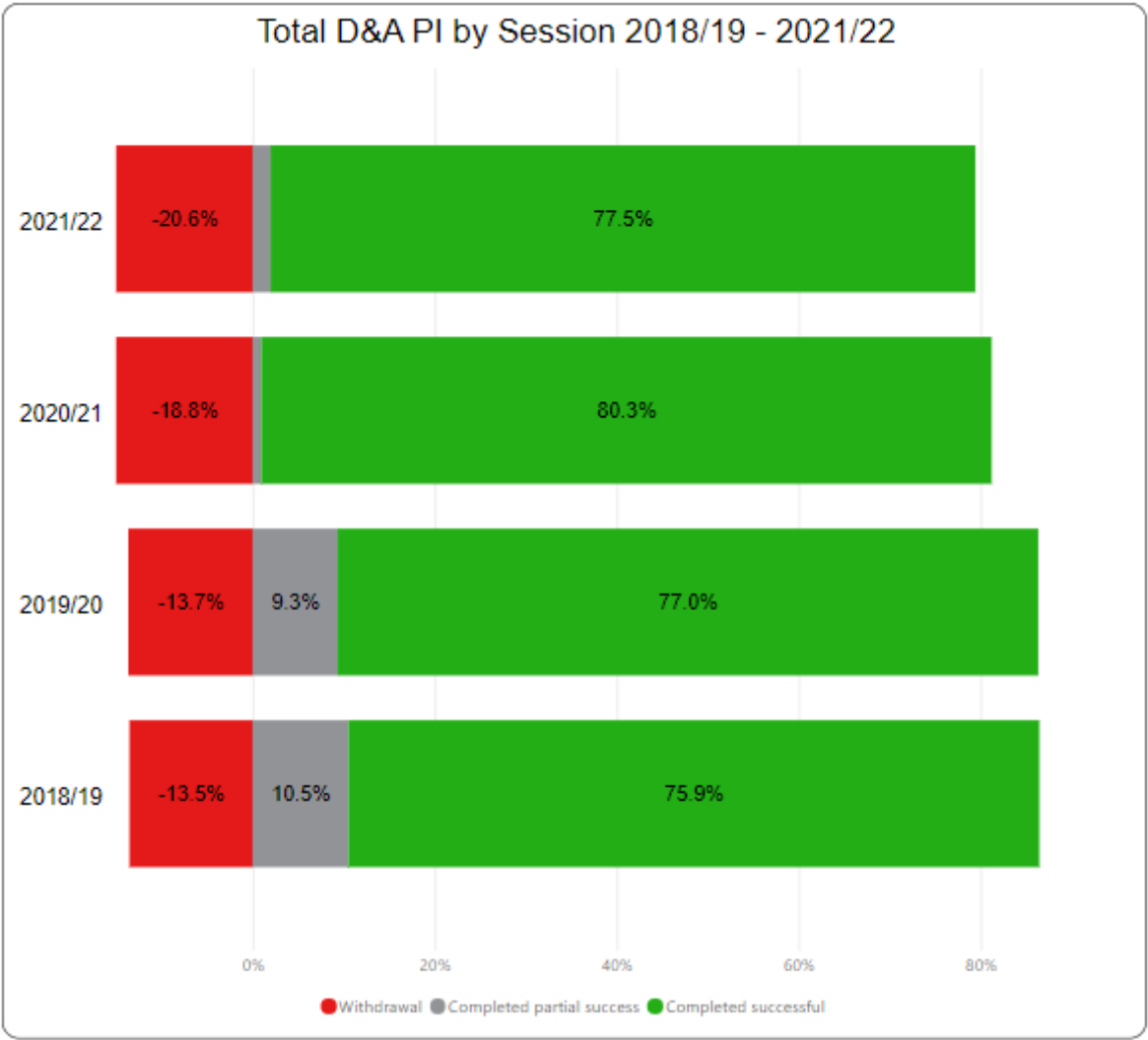
Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

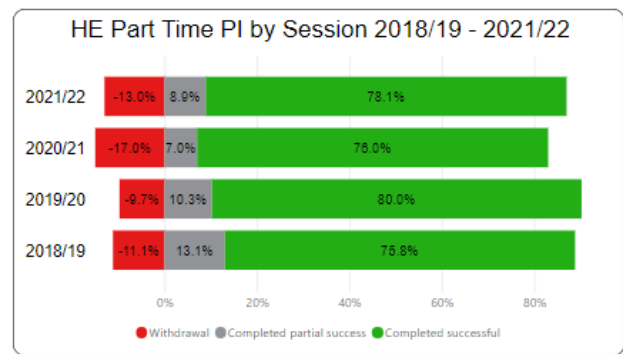
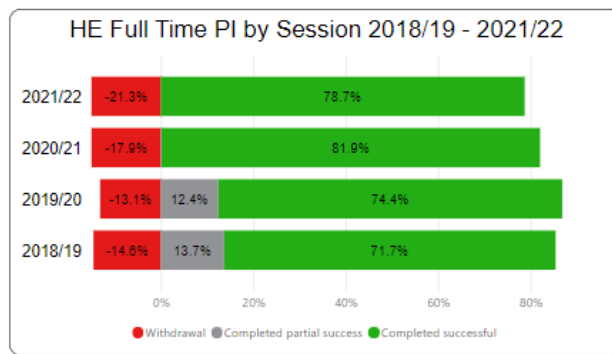
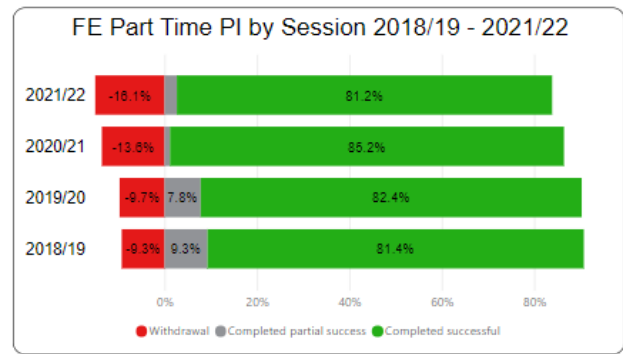
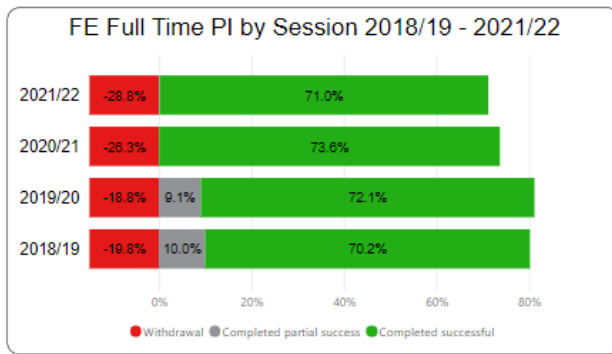
- 1.1 – Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 2.2 – Failure to achieve institutional sustainability
- 3.1 – Failure to reach aspirational standards in learning, teaching and service delivery
- 3.3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

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

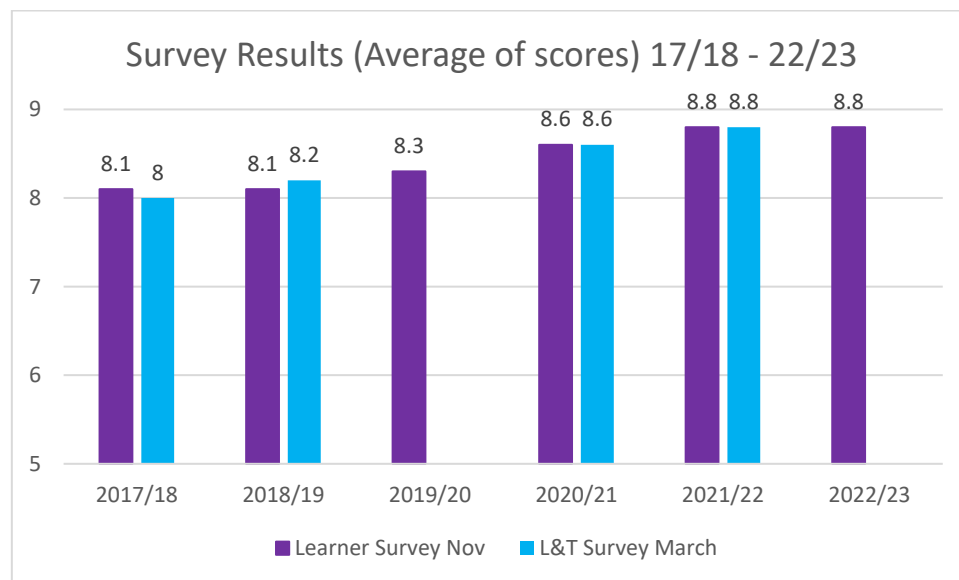
# Performance Indicators

All data outlined below is up to date and final.





## Student Survey Results

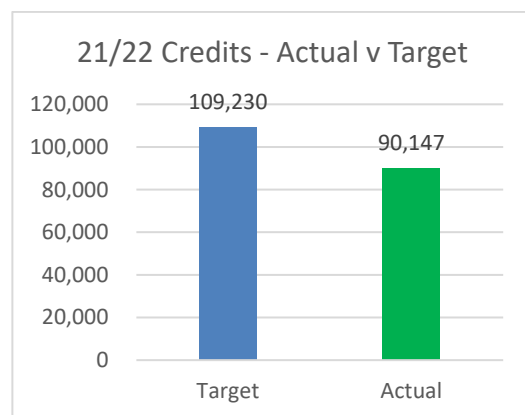
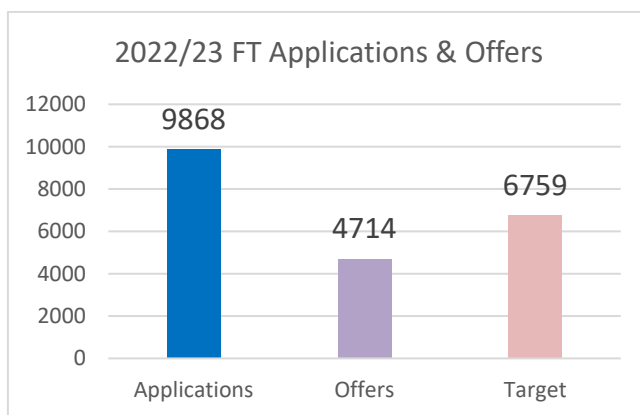


Note: The 2019/20 L&T Survey was not completed. The Learner Survey is now scored out of 5 but the results are scaled up to be consistent with prior years. The overall 2022/23 Autumn survey score was 8.8 (4.4 out of 5).

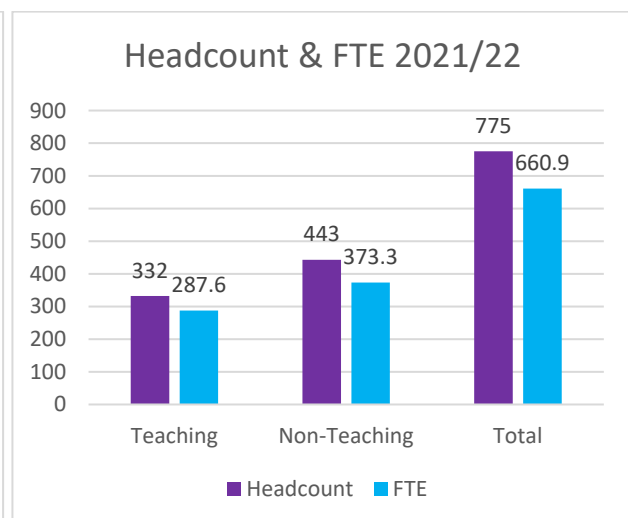
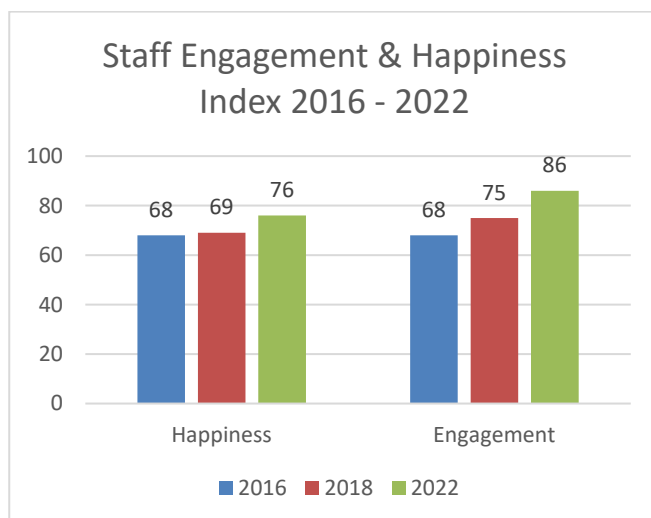
## SFC Student Satisfaction & Engagement Survey – Positive response rate

	D&A	National
Overall Satisfaction 2018/19	91.4%	86.9%
Overall Satisfaction 2020/21	92.4%	85.9%
Overall Satisfaction 2021/22	96.3%	90.2%

Note: The 2019/20 SFC Student Satisfaction and Engagement Survey was not completed

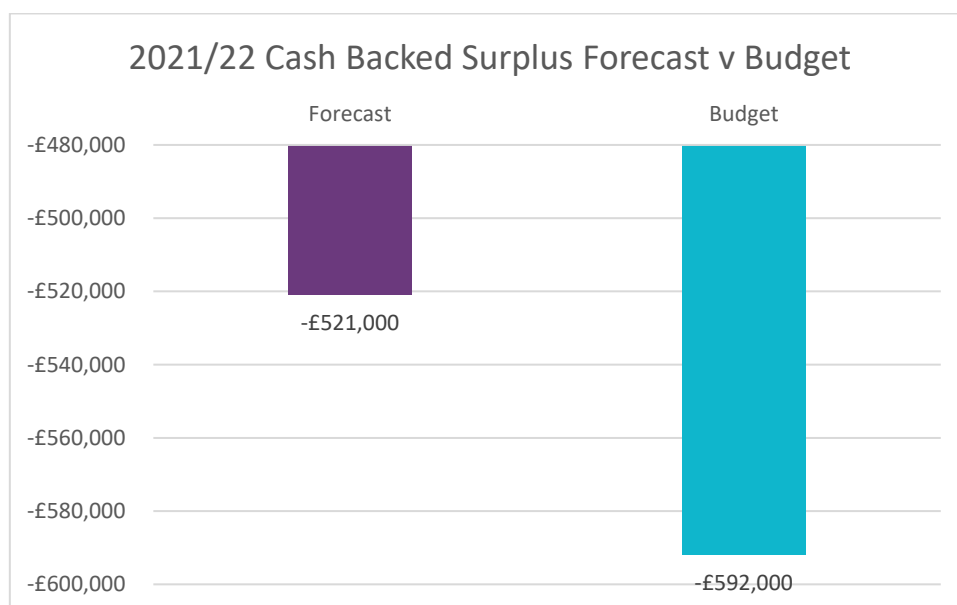


## Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	Staff Absence Rolling Year to 31/10/22	Staff Absence Rolling Year to 31/07/22
Average working days lost per headcount	6.99 days	8.15 days
Working time lost	2.69%	3.13%
Comparison with sector/national rates		
UK All Sector rate (CIPD 2016)	2.6%	
UK Public Sector rate (Unison 2016)	3.4%	

## Finance – Surplus/Deficit v Planned Budget out-turn



	2022/23	2021/22
RIDDOR – Reportable Accidents	1	8

2022/23	Completed	Planned
Audits Completed v Planned	1	7

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**



---

**MINUTES OF COMMITTEE MEETINGS**

**PAPER M**

**12.1 LEARNING, TEACHING & QUALITY- 2 NOV 2022**

**12.2 HUMAN RESOURCES & DEVELOPMENT- 10 NOV 2022**

# BOARD OF MANAGEMENT



## Learning, Teaching and Quality Committee Wednesday 27 April 2022

---

### *Draft Confirmed by Chair*

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 2 November 2022 at 5.00pm via Microsoft Teams.

<b>PRESENT:</b>	M Williamson	N Lowden
	K Ditcham	S Stirling
	B Carmichael	S Hewitt
	S Middleton	D Fordyce
	L O'Donnell	A Monks
	H Honeyman	L Strukanova

**IN ATTENDANCE:** S Taylor (Vice Principal / Secretary to the Board)  
J Grace (Vice Principal Curriculum & Attainment)  
S Toms (Director of Curriculum and Attainment)  
J Roscoe (Director of Curriculum and Attainment)

### 1. WELCOME

M Williamson welcomed Committee members.

### 2. APOLOGIES

Apologies were received from J Carnegie

### 3. DECLARATIONS OF INTEREST OR CONNECTION

There were no declarations of interest or connection.

### 4. MINUTE OF PREVIOUS MEETING

The minute of the meeting held on Wednesday 14 September was approved as an accurate record.

### 5. MATTERS ARISING

The matters arising were included in the agenda.

### 6. HIGHERS IMPROVEMENT PLAN

J Roscoe summarised the Highers Improvement Plan document, outlining steps being taken to ensure that learners needed the full higher qualification and also to support and prepare them better for assessment by examination. Actions included clearer learning agreements, enhanced progression planning, improved project planning and additional support and arrangements to enhance prelim arrangements.

J Roscoe noted that arrangements were also in place to share good practice around learning, teaching, and assessment with other centres.

M Williamson welcomed the update and steps being progressed but noted concern that the data available may not show a 'like for like' picture with other centres. J Grace noted that this was recognised but highlighted that the overall successful outcomes for the different cohorts were monitored through College arrangements. J Grace noted that the success criteria for some learners undertaking Highers was not always the Higher itself, as this may be embedded within a full course and was only a requirement to support progression to specific destinations (such as Dundee University). It was noted that the focus for the College was always on supporting the learning journey in the best way possible for the learner and that this could be at odds with a focus on achieving an individual Higher qualification.

The approach was discussed, and it was agreed that summary data on overall attainment within courses including Highers would be shared. **J Grace to progress.**

N Lowden asked if the results included the outcomes of non-priority appeals. J Grace confirmed that these had only been received the day before and were not yet included.

## **7. CURRICULUM REPORT – COST OF LIVING CRISIS**

S Taylor presented an update on the [work being undertaken by the Cost of Living](#) group to help to support students and staff. It was noted that this was a significant issue for many students and that uptake of support such as the Breakfast clubs had soared since the start of session (increasing for c 30 attendees per week to c 400). Almost 2,500 students had used the Breakfast clubs so far this session.

S Taylor summarised the key strands of work being undertaken, including work to integrate College based support and activities with wider support available in the region. This included a desire to create single assessment arrangements to avoid the need for students to be reassessed when accessing different services.

The positive Thrive with D&A brand was highlighted, with this used as a way of reducing the stigma associated with cost of living struggles and focusing on positive opportunities and support rather than the negative impact. A Thrive with D&A Hub had been established on the staff portal and My D&A Life app for students. This was set up to share information, links, advice and offers to support anyone needing it.

The free food offer for students and staff was discussed and it was noted that, whilst beneficial, this came at a cost to the College and external funding was being sought to ensure that this could be sustained.

S Taylor noted that work would continue and expand over the winter, with the focus now moving onto thriving campus opportunities to encourage students and staff to make use of College facilities and save on home fuel costs. Work to support students with job skills, and to support them to integrate work with their studies would also be progressed.

Committee members welcomed the update and the work being undertaken. Opportunities to support fundraising were discussed and the potential to attract funding through local Rotary Clubs was noted.

N Lowden asked if the free food offer was a short trial, or a longer term offer. S Taylor confirmed that it was in place until the end of session, but that it would require funding to be secured to support it. L O'Donnell noted that he was happy to support activity of this type.

## **8. STUDENTS ASSOCIATION REPORT**

A Monks presented the report presentation to the Committee.



A Monks summarised the update to the Committee and noted key projects they were working on, including the elections of a new Student Vice President for the Gardyne campus.

Training for Class and Lead Representatives was well underway, with changes made to the training approach and materials based on feedback and reflection on previous years.

Work to support the Thrive with D&A project was noted, including the significant growth in numbers attending breakfast clubs and using others support. The Students' Association had recently launched their warm coats appeal and would be distributing these shortly.

A Monks confirmed that the team were continuing to carry out retention calls and other work to help to minimise student withdrawals.

The Students' Association had played a prominent role at graduation, supporting students, and adding some fun opportunities for publicity and recognition to the day.

M Williamson and other Committee members thanked A Monks for her presentation and noted the amazing work that was being carried out by Students' Association and thanked them for their hard work.

## **9. 2021/22 PERFORMANCE INDICATORS**

S Taylor summarised the report highlighting the provisional 2021/22 Performance Indicators. It was noted that this data had been shared with the Scottish Funding Council and that it was expected that national data would be published by SFC in spring 2023.

It was noted that overall outcomes remained strongly positive despite the impact of the pandemic over the past two years. Despite a small drop compared with 2020/21, the outcomes presented were higher than pre-COVID levels and it was anticipated that these would be at, or very close to, the best in the sector yet again.

The overall outcomes were noted, and the Committee congratulated the team on maintaining these at a high level.

## **10. VP CURRICULUM & ATTAINMENT REPORT**

J Grace summarised the report and highlighted the positive developments taking place around engagement with employers and new industries across the region.

J Grace also highlighted the visit by the Director for General Economy, Louise MacDonald, which had showcased the MSIP development and led to interest from the Scottish Government in the green skills development role played by the College.

The report was welcomed.

## **11. STRATEGIC RISK REGISTER**

It was noted there were no changes proposed to the Risk Registers, with a more detailed review scheduled for spring 2023.

## **12. LT&Q METRICS**

The range of LT&Q metrics were noted.

### 13. DATE OF NEXT MEETING

Wednesday 8 February 2023, via MS Teams.

#### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Summary data on overall attainment within courses including Highers to be developed and shared	J Grace	8 February 2023

# BOARD OF MANAGEMENT



## Human Resources and Development Committee Thursday 10 November 2022

Draft confirmed by Chair

---

Minute of the Human Resources and Development Committee meeting held on Thursday 10 November 2022 at 5.00pm, MS Teams.

**PRESENT:** D Mackenzie K Keay  
S Hewitt  
G Robertson  
S Stirling  
B Lawrie

**IN ATTENDANCE:** A Mawhirt (Head of People and Organisational Development) M Sanderson (Executive Secretary)

### 1. WELCOME

D Mackenzie welcomed members to the meeting.

### 2. APOLOGIES

Apologies were noted from N Lowden, B Grace, J Carnegie, and J Grace.

### 3. DECLARATIONS OF CONNECTION & INTEREST

There were no declarations of interest.

### 4. MINUTE OF THE PREVIOUS MEETING – 15 September 2022

Minute of the previous meeting was approved as an accurate record.

### 5. MATTERS ARISING

There were no matters arising.

### 6. VP PEOPLE AND PERFORMANCE REPORT

S Taylor summarised the report, highlighting the reopening of the VS scheme and the launch of Thrive with D&A, a programme launched to help tackle the cost-of-living Crisis for both Students and Staff. S Taylor noted the College were offering free soup and roll in the catering outlets for all students and staff. There was a scheme in place, if staff with to donate each month or make a one off payment to support the activities. The team were progressing funding bids to make this initiative sustainable going forward. S Taylor and S Hewitt noted the group were looking at other ways to help tackle the cost-of-living crisis, including showing free films and possibly the World Cup matches at the Gardyne Theatre.

S Taylor noted the Graduation was a huge success and it was good to see students celebrating their success with family and friends. It was noted that all of the speakers at the Graduation, were ex-students.

S Hewitt noted to the committee the care leaver pledge has been extended.

S Taylor noted A Mawhirt and S Stirling had been working on guidance to be issued to staff, in terms of hybrid working. The guidance will help managers navigate conversations with staff around working from campus and from home. The vast majority of teams and activities were now back on campus, but opportunities did exist to enhance services and ways of working by making use of the flexibilities that hybrid working offered.

D MacKenzie asked if there had been an increase in flexible working requests. A Mawhirt confirmed the team hadn't seen a rise, not any more than the usual number of requests.

B Lawrie noted the guidance paper was welcome and created a good balance for staff, although some managers might have difficult conversations with staff who were keen to continue to primarily work from home.

S Taylor highlighted to the committee that Education Scotland had been on campus on Wednesday and Thursday this week. The feedback from Education Scotland was excellent and S Hewitt noted it was good to get this very positive feedback after a difficult few years.

Paper was noted.

## **7. NATIONAL BARGAINING UPDATE**

S Taylor noted this was usually covered within the VP Report, for the Committee, but that there were some significant developments progressing and it was felt to be worthwhile to provide a more detailed update.

S Taylor summarised the key areas of development nationally and the key risks and areas that might have complications. The cost-of-living crisis was noted as a significant factor due to the impact of inflation on earnings compared with the ability of the sector to afford an increase rising.

This made negotiations more challenging, with S Taylor noting that there had already been strike action in all but one of the years since national bargaining had been reintroduced.

G Robertson asked if Government funding was available to support increases. S Taylor confirmed there was no expectation of additional funding.

S Taylor explained to the Committee there were currently no Unison representatives locally, and only one GMB representative. Work was progressing to seek to identify and encourage local representatives to step forward.

S Taylor noted there was slow progress being made with the national Job Evaluation process, but that the ranked order of College posts was expected soon. Whilst this progress was welcomed, it was noted that some of the bigger areas of likely dispute were still to come, particularly around national salary scales and grades.

Other national disputes were being progressed but had not yet been resolved.

It was noted that work was progressing slowly at a national level in respect of a range of national policies. It was pleasing to note that the menopause policy had been agreed nationally, with this based significantly on work undertaken at D&A.

Locally it was noted that relationships were good and had improved following the strain placed on these by the recent savings plan. S Taylor highlighted to the Committee that the dispute with EIS/FELA had been resolved and it was anticipated that the dispute with GMB would also be resolved soon. Discussions were to be progressed with Unison, but this was difficult given that there were no local representatives.

The resolution of the disputes was welcome, and S Taylor noted that this paved the way for a 'lessons learned' exercise to be progressed.

The Committee welcomed the update and noted the areas of national work being progressed.

## **8. STRATEGIC RISK REGISTER**

S Taylor noted the Risk Register for approval, with no areas of change.

S Taylor noted that the Audit and Risk Committee had agreed to review aspects of the Risk Register, with this scheduled for completion in spring 2023.

G Robertson noted it was positive that the Committee papers, such as the VP reports incorporate the impact of risks.

The Committee approved the paper.

## **9. HR METRICS**

HR Metrics were noted by the Committee.

S Taylor noted the headcount figures are based on the annual staffing return.

The figures were reviewed and a spike in COVID absences, around April time once restrictions started to ease, was noted.

No further questions or comments.

## **10. MEETING MINUTES/UPDATES**

These were noted, and the additional information within the JCF minute was welcomed.

## **11. DATE OF NEXT MEETING**

Thursday 16 February 2022, 5.00pm via MS Teams

### **Action Point Summary**

<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
No actions noted		

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**



---

**CORRESPONDENCE**

# BOARD OF MANAGEMENT

## Tuesday 13 December 2022



### Correspondence – SFC Communications

---

#### *Paper M for information*

Reports and Publications Listing	
<b><u>College Infrastructure Strategy: The approach to delivering Scotland's College Infrastructure Plan</u></b> Publication Type: Corporate publications REF: SFC/CP/03/2022 Date: 24/11/2022	This strategy describes the Scottish Funding Council's approach to determining future investment in Scotland's college estate and other college infrastructure.
<b><u>In-year management of student support allocations 2022-23</u></b> Publication Type: Calls for Information, Reports and publications RED: SFC/CI/06/2022 Date: 14/11/2022	Invitation to colleges to relinquish unspent student support funds or request an increase to their student support funding allocations for AY 2022-23.
<b><u>Student Satisfaction and Engagement Survey 2021-22</u></b> Publication Type: Reports and publications, Statistical publications REF: SFC/ST/07/2022 Date: 01/11/2022	To inform stakeholders of the publication of the college 2021-22 Student Satisfaction and Engagement Survey outcomes.

Further details on the above Communications can be accessed via:

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

**Author:** Penny Muir (Board Administrator)  
**Executive Sponsor:** Steve Taylor, Vice Principal People and Performance

**BOARD OF MANAGEMENT**

**Tuesday 13 December 2022**

---



**DATE OF NEXT MEETING**

**14 March 2023**