

BOARD OF MANAGEMENT



Friday 13 December 2024 at 11.00am in Room K-TO-604 Kingsway Campus (followed by Christmas Lunch)

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST OR CONNECTION**
4. **MINUTE OF LAST MEETING – 1 OCTOBER 2024** Paper A for approval LO
5. **MATTERS ARISING** Paper B for approval LO
6. **NATIONAL ACTIVITY UPDATE** Paper C for information LO
7. **EXTERNALLY FACILITATED EVALUATION OF BOARD EFFECTIVENESS** Paper D for approval SA
8. **INFRASTRUCTURE VISION PROJECT UPDATE** Verbal update SH
9. **STRATEGIC ITEMS**
 - 9.1 2030 Strategy Development Update Paper E for approval SH
 - 9.2 Strategic Projects Update Paper F for information JG
10. **STUDENTS' ASSOCIATION REPORT** Paper G for information KR/AL
11. **PRINCIPAL'S REPORT** Paper H for information SH
12. **NATIONAL BARGAINING UPDATE** Paper I for information ST
13. **FINANCE ITEMS**
 - 13.1 Financial Sustainability Verbal update SH
 - 13.2 Annual Report from Audit & Risk Committee Paper J for information HH
 - 13.3 Accounts Sign off and Forvis Mazars Annual Report Paper K for approval NA
 - 13.4 Financial Statements for the year ended 31 July 2024 Paper L for approval NA
 - 13.5 Finance & Property Committee Management Accounts (for information only) Paper M for noting only
14. **CLIMATE EMERGENCY ACTION PLAN** Paper N for approval ST
15. **GOVERNANCE ITEMS**
 - 15.1 Membership Update Paper O for approval ST
 - 15.2 Board Metrics Paper P for information ST
16. **MINUTES OF COMMITTEE MEETINGS** Paper Q for information LO
 - 16.1 Learning, Teaching & Quality - 28 August 2024
 - 16.2 Human Resource & Development (**cancelled**)
 - 16.3 Audit & Risk - 3 December 2024
 - 16.4 Joint A&R and F&P - 3 December 2024
 - 16.5 Finance & Property - 3 December 2024
17. **CORRESPONDENCE** Paper R for information
18. **DATE OF NEXT MEETING** Tuesday 18 March 2025 at 5.00pm Room A-IS-103 Arbroath Campus

BOARD OF MANAGEMENT

Frida 13 December 2024



MINUTE OF LAST MEETING

PAPER A

BOARD OF MANAGEMENT



**Tuesday 1 October 2024 at 5.00pm in Room A-IS-103
Arbroath Campus and Hybrid on Teams**

Draft confirmed by Chair

PRESENT:

Laurie O'Donnell (Chair)	Jackie Buchanan
Derek Smith	Simon Hewitt
Adele Lawrence	Helen Honeyman
Neil Lowden	Donald Mackenzie
Brian Lawrie	Stephen Oakley
Roy McLellan	Margo Williamson
Matthew Beattie	Kara Ramsay
Ged Bell	

IN ATTENDANCE: Julie Grace (Vice Principal Curriculum and Partnerships)
Steve Taylor (Vice Principal Support Services and Operations)
Scott Anderson (Board Effectiveness reviewer)

1. WELCOME

L O'Donnell welcomed everyone to the Board of Management Meeting and welcomed Ged Bell to his first meeting as a new board member.

2. APOLOGIES

Apologies were received from Donna Fordyce, Daniel Rosie, Sally Middleton and Penny Muir.

3. DECLARATIONS OF INTEREST OR CONNECTION

There were no declarations of interest or connection.

In terms of transparency J Buchanan highlighted her role at Angus Council in respect of strategic projects being progressed between the Council and College. There was no conflict of interest or connection in respect of these.

4. MINUTE OF LAST MEETING – 18 JUNE 2024

The minute of the Board of Management meeting held on 18 June 2024 was approved as an accurate record, following one minor typo change.

5. MATTERS ARISING

One item remains open and will be addressed at the Board Strategy Development Day in October 2024. All other matters arising were complete or on the agenda.

6. NATIONAL ACTIVITY UPDATE

L O'Donnell provided a verbal update highlighting the outcome and potential impact of the change in UK government noting that there was little prospect of additional funding irrespective of the election outcome.

The resolution of the national pay awards was noted and would be picked up under the agenda.

The Government response to the Hayward review was noted, with a number of recommendations from this review not being progressed by Government.

L O'Donnell noted that an interim Chief Executive had been appointed to Colleges Scotland pending further review of the organisation and its role.

S Hewitt noted the on-going work of the Tripartite Group (Colleges, Scottish government and Scottish Funding Council) with work progressed on Asset Disposal and work progressing on flexibilities to better support financial sustainability and curriculum transformation. It was noted that the College was actively engaged in these discussions.

It was noted that a government response to the Withers Review and further clarity on arrangements for apprenticeship funding was expected during October 2024.

7. STRATEGIC ITEMS

7.1 2030 Strategy Development Update

S Hewitt highlighted the draft strategy updated following previous discussions and highlighted the changes made and the inclusion of high-level areas for metrics to be developed. The timeline for final draft in December 2024 and final approval by March 2024 was noted.

H Honeyman suggested that 'People' was a more up to date term in place of 'Staff' and this was discussed with staff member views sought. It was noted that wording around this would be reviewed to ensure that the Staff/Student distinction could be maintained but recognising the shift in terminology more generally to 'Our People'.

G Bell suggested that metrics under the digital heading should be wider than artificial intelligence and this was recognised, whilst L O'Donnell noted the importance of highlighting student recruitment, outcomes and progression as measures. N Lowden also highlighted the importance of reflecting outcomes for groups such as Care Experienced Learners.

S Hewitt noted the comments made and confirmed that these would be reviewed for inclusion in the final draft for the December meeting. **S Hewitt to progress.**

7.2 Strategic Projects Update

J Grace reported that all major projects were progressing well and highlighted particular success in respect of the Multiply Project, including new engagement with Perth & Kinross Council and Perth College to extend work beyond Dundee and Angus.

R McLellan asked about recent staff changes in Business Partnerships and J Grace confirmed that a new manager had been appointed and that changes did not affect the Tay Cities SME project activity or outcomes.

J Grace noted work was progressing to embed the work of the Multiply Project within mainstream curriculum.

The update was welcomed.

7.3 Board Strategy Day – October 2024

L O'Donnell highlighted plans for the board development session on Tuesday 22 October 2024, 3.00 – 7.00pm session.

S Taylor noted that if the College was moving forward with major infrastructure projects, it is crucial to understand the governance needs underpinning these. S Taylor noted that there was also planned input around the report from Audit Scotland, focussing primarily on the future of public funding in Scotland

S Taylor highlighted there was also a need to focus on Risk Management and Risk Appetite as a refresher or introduction for Board members to address the recent audit recommendations.

7.4 Future Infrastructure Vision & Next Steps

S Hewitt provided a verbal update on discussions progressed over the summer period in respect of the Future Infrastructure Vision of the College. It was noted that these discussions with SFC and Scottish government had been positive, with support and encouragement to continue to develop arrangements and future plans for the College estate.

S Hewitt noted that to support these next steps further staff and specialist input would be necessary and summarised the proposed bid to the D&A Foundation for funding to support this work.

The bid was discussed, and J Buchanan asked about the potential risks around future funding. S Taylor noted these and summarised the steps and plans to seek funding in stages as future information and timelines became clearer.

Plans to update the D&A Foundation Trustees were discussed and welcomed, and discussion around the role and title of a potential Project/Programme Manager were noted.

Following discussion, the progress on the Infrastructure vision was noted and the Foundation bid approved for submission. **S Taylor to progress.**

8. STUDENTS' ASSOCIATION REPORT

8.1 Activity Report

A Lawrence reported that the Students Association team is now fully staffed and noted changes arising from the departure of Cher Meldrum and appointment of Norma Payne.

Significant work had been supported over the summer to build the DASA team and to plan for the new academic year and establish clear areas of activity and focus. This included using the SPARQ Student Experience model to underpin their work.

Developments and fundraising to support Thrive were noted alongside the outcomes of the 2023/24 student led staff awards.

Kara Ramsay highlighted the summer activities offered for students and the success of the active induction sessions offered at the start of term. These had covered all departments and engaged over 1,700 students with over 94% satisfaction response.

Work to support the creation of the Student Charter was noted alongside the creation of a wide range of student clubs.

The engagement of staff in the 'Freaky Friday' Challenge was noted and it was suggested that this may be a good activity to offer with board members. This would be further investigated.
K Ramsay/A Lawrence to progress.

Future plans for Class and department representative training were noted alongside individual and whole College projects and feedback.

The update on activity was warmly welcomed and N Lowden noted that the range of activity and outcomes was very positive. G Bell noted as a new member that he was blown away by the work and enthusiasm of the Students' Association

9. PRINCIPAL'S REPORT

S Hewitt presented the paper for noting and highlighted the work progressed with Kingspark as a particularly positive activity. The launch of the Just One Hour initiative was also noted, and S Hewitt highlighted the recent shortlist success at the College development Network Awards.

B Lawrie asked if there was any information on uptake of the green skills training courses and J Grace advised that all scheduled courses were full, with further options being progressed.

L O'Donnell thanked S Hewitt for the report.

10. NATIONAL BARGAINING UPDATE

S Taylor summarised the paper noting that resolution of the pay award discussions had now been achieved for both Academic and Support staff negotiating groups. This resolution was welcomed and would allow discussions to progress nationally around arrange of other matters, including the long-standing Lessons Learner review on bargaining arrangements.

Arrangements for the implementation of the pay awards was noted and M Beattie asked about impact on student loan repayments. It was noted that this could be considered on a case-by-case basis and should be raised with the People Team.

S Oakley noted that it was good to have a settlement reached and noted that despite national arrangements, discussions and relationships had remained very positive within the College. D Mackenzie noted that this was important and that it was always important to look to the future and not be complacent around the need for, and importance of, these positive relationships at a local level.

The update was noted.

11. FINANCE & INFRASTRUCTURE ITEMS

11.1 Financial Sustainability

S Hewitt provided a summary of the current situation, highlighting that all signals were that future funding would remain very tight, but 'flat cash' likely to be the best that could be expected. S Hewitt stated that this message was clear within the recent Audit Scotland report and that the College would need to continue to be prudent and efficient in all that it did.

S Hewitt noted the likely out-turn for 2023/4 would be a surplus of c£1 million, which was a very positive position to be in. Work on this was progressing alongside updating to the 2024/25 budget and forecast to ensure that the current deficit forecast could be brought back to a close to breakeven position.

S Hewitt noted that the current pay award costs had all been budgeted for, but that the 2025/26 increase (and sector funding for 2025/26) would need to be planned. The UK and Scottish budget announcements would be critical in respect of this, although it was known that funding would remain exceptionally tight.

R McLellan asked about the status of the levelling up funding allocated to the College and S Hewitt stated that this was still unclear but that it was anticipated that funds already committed would be honoured.

B Lawrie stated that a positive discussion around the 2023/4 outturn and 2024/5 budget position had been held at the Finance and Property Committee meeting.

11.2 Management Accounts (for information only)

The report was noted.

12. GOVERNANCE ITEMS

12.1 Voluntary Severance Scheme

S Taylor provided an update on the arrangements required for the board to re-approve the proposed Voluntary severance scheme prior to seeking approval for continuation of the scheme from the Scottish Funding Council.

Following discussion, the scheme was reapproved, and agreement given for SFC approval to be progressed.

The Board also confirmed delegated authority to the Principal to approve any applications in line with the scheme terms that incurred 'strain on the fund' cost associated with the mandatory compensation arrangements in place through the Local Government Pension Scheme.

All arrangements were approved. **S Taylor to progress.**

12.2 Strategic Risk Register

S Taylor noted the most recent Strategic Risk Register as approved at Audit and Risk Committee alongside the summary papers considered at Audit & Risk outlining consideration and update of the Strategic Risk Register.

S Taylor noted changes made to the Risk management policy and the planned review of risk measurements as a result.

The Strategic Risk register was approved.

12.3 Membership Update

S Taylor noted the appointment of Ged Bell to the vacant Board position and highlighted recruitment arrangements in place to replace the Board position currently held by Sally Middleton. This was agreed. **S Taylor to progress.**

S Taylor noted that further vacancies would arise in spring 2025 and that it was possible for appointable candidates to be 'held' over until then if necessary.

12.4 Board Metrics

S Taylor noted the usual range of Board metrics including further details in respect of RIDDOR reportable incidents. M Williamson welcomed the inclusion of this detail and noted that the nature of the incidents provided additional comfort.

13. MINUTES OF COMMITTEE MEETINGS

Updates from the Committees were noted, with each Committee chair summarising key points within each minute.

14. CORRESPONDENCE

The list of recent correspondence was noted.

15. DATE OF NEXT MEETING

It was agreed that arrangements would be progressed to organise a Board Christmas Lunch and amend meeting arrangements as required to accommodate this. Board members would be requested to make a donation (if they could) to support the Thrive initiative.

The invite for Board members to attend the platform party at graduation on 1 November 2024 was highlighted.

Action Point Summary

Action	Responsibility	Date
Final draft strategy to be developed incorporating board comments and planned metrics	S Hewitt	12 December 2024
D&A Foundation bid to be progressed	S Taylor	30 November 2024
Options to run a Freaky Friday event with Board members to be investigated	K Ramsay/ A Lawrence	12 December 2024
Voluntary Severance Scheme Approval Arrangements to be progressed.	S Taylor	12 December 2024
Board Recruitment to progress	S Taylor / L O'Donnell	12 December 2024

BOARD OF MANAGEMENT

Friday 13 December 2024



MATTERS ARISING

PAPER B

BOARD OF MANAGEMENT

Friday 13 December 2024



Matters Arising

Paper B for information

The following actions were noted from Tuesday 1 October 2024 Board of Management Meeting:

Agenda Item No	Action	Current Status	Open/Closed
7.1	Final draft strategy to be developed incorporating board comments and planned metrics. S Hewitt	Included in meeting agenda 13 December 2024	Closed
7.4	D&A Foundation bid to be progressed. S Taylor	Bid submitted and approved 29 November 2024	Closed
8.1	Options to run a Freaky Friday event with Board members to be investigated. K Ramsay & A Lawrence	Still under consideration	Open
12.1	Voluntary Severance Scheme Approval Arrangements to be progressed. S Taylor	Scheme submitted to SFC and approved	Closed
12.3	Board Recruitment to progress. S Taylor/ L O'Donnell	Recruitment completed	Closed

The following actions were noted from Tuesday 20 June 2023 Board of Management Meeting:

Agenda Item No	Action	Current Status	Open/Closed
5.0	Board development update on Risk management to be scheduled as part of next board day. L O'Donnell, S Taylor	Completed October 2024	Closed

Author & Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

BOARD OF MANAGEMENT

Friday 13 December 2024



NATIONAL ACTIVITY UPDATE

PAPER C



Colleges - Anchor Institutions Fuelling Scotland's Economic Success

Our Proud History

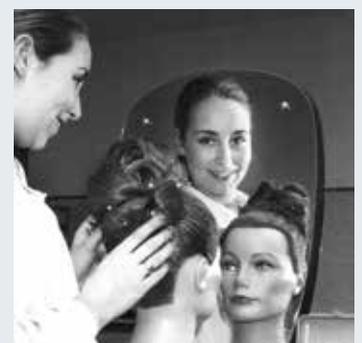
Scotland's colleges are vital civic anchor institutions, dedicated to delivering skills training and providing education at all stages of life and across the full spectrum of learning journeys. The tradition of formal education linked to the needs of employers in Scotland stretches back over 250 years, with colleges originally established as hubs of "useful learning" across the country. Over time, institutions have evolved and restructured into the dynamic network we know today.



Generations of people have been educated and trained at Scotland's colleges, driving progress across industries. Where yesterday's students mastered the mechanics of steam engines, today's college graduates lead the way as renewable energy specialists. Scotland's tradition of education as an inclusive and transformative force owes much to figures like Andrew Carnegie, whose philanthropic vision in the late 19th century exported a uniquely Scottish educational ethos to the world. Throughout the 20th century, Scotland's colleges cemented our reputation as centres of technical and professional excellence leaving an indelible mark on global educational and industrial history. The enduring legacy – investment in education – reinforces learning as a catalyst for personal and economic growth, lifelong learning, and societal advancement.

Today, our network of 24 colleges continues to underpin Scotland's success, providing the skills and expertise needed for the future. College graduates are equipped with cutting-edge knowledge in STEM, digital skills, and professional disciplines, enabling them to drive advancements in innovation, green energy, construction, health and social care. The positive economic and social impact of Scotland's colleges is undeniable, playing a crucial role in societal advancement, building lifelong opportunities, and fostering economic growth.

Through an unwavering commitment to continuing education and skills development aligned to employment, Scotland's colleges remain at the heart of the nation's journey toward a sustainable, prosperous future, ensuring that education continues to be available locally, transforming lives and communities for generations to come.



Building a Skilled, Inclusive Future

Scotland's colleges are at the heart of the nation's ambitions, delivering the technical and professional opportunities that empower individuals and communities to thrive. As we navigate an era of rapid change, colleges are uniquely positioned to meet the demands of a transforming economy and society. Our role is clear: to provide access to relevant, quality education that is agile and adaptive, that fosters innovation, entrepreneurship, and supports sustainable growth for the benefit of all.



Our Commitment to Learning and Communities

Colleges in Scotland serve a diverse population – from school leavers to working adults, and from career changers to those re-entering the workforce. Colleges offer a choice of pathways, where students can build brighter futures for themselves and their families. This commitment extends beyond success for individuals, helping to drive key societal challenges such as reducing poverty, inequality, addressing skills gaps and social justice.



Every person who enrolls at a college has the potential to contribute to Scotland's growth. Whether training in traditional skills, specialist skills, professional qualifications, renewable energy, digital innovation, healthcare, the arts, students gain the skills and confidence they need to step into high-demand roles and create meaningful change in their lives, workplaces and communities.



Driving Solutions for National Priorities

Colleges are pivotal to achieving Scotland's most urgent priorities. Eradicating child poverty is a mission that colleges are actively engaged with, providing holistic support for the children and young people we teach every day, and providing parents with a route out of poverty into the workforce. We are essential partners in tackling the climate emergency, training the skilled workforce needed for the transition to a greener and cleaner economy. Colleges underpin the success of the NHS, preparing college graduates for vital roles in healthcare and social care. And we support the digital revolution and AI, equipping learners with the technical expertise required to drive innovation. Colleges are delivering the talent necessary for sustainable, long-term progress.

Scotland's college network forms a strong foundation across every region of the country. Colleges offer education and training tailored to meet local and regional demands, while simultaneously advancing national objectives and, in many cases, achieving global impact. Colleges, diverse organisations in themselves, are places where solutions are created, ensuring Scotland remains competitive, inclusive, and forward-looking.



Building Scotland's Future Together

Scotland's colleges are more than educational institutions; we are drivers of opportunity, aspiration, innovation, and economic growth. We provide the foundation for a skilled, adaptable workforce that can meet the challenges of today and tomorrow. Scotland's colleges will continue to deliver transformative results for learners, employers, and communities, shaping a resilient, inclusive, and prosperous future for all.

The potential of Scotland's colleges is immense, and our success will be shared with the entire nation.



Sustaining Colleges for the Coming Decade – Leading the Way

Despite our critical role as anchor institutions, Scotland's colleges are operating in an environment of immense financial pressure. To fully realise our potential, colleges require stable – and sustainable – funding. Investment in the infrastructure, resources, and partnerships that underpin our work is essential. The vision is clear: Scotland's colleges must have the flexibility and capacity to innovate as organisations, and respond flexibly to emerging demands.



A strong, collaborative partnership between colleges, government, and industry, is needed to build this future. Scotland's colleges are world-class institutions that transform lives and communities, recognised globally as role models because of our transformative impact and innovation. College leaders are committed to driving change and delivering results that align with the nation's priorities.



Next Steps

In 2025, we will launch a Strategic Plan for the sector, setting out clear deliverables which lead to impact and outcomes aligned with Scottish Government priorities. These will also be linked to the United Nations Sustainable Development Goals. This Plan will ensure colleges remain essential to Scotland's economy, and communities.

Phase One: Securing Investment and Trust

- Work with the Scottish Government and Scottish Funding Council to secure stable, multi-year funding, ensuring colleges can thrive and deliver long-term results.
- Build a new culture of trust and collaboration between college leaders, public agencies, and stakeholders, embedding a "Colleges First" approach.

Phase Two: Delivering Impact

- Improve outcomes for students and employers by simplifying student progression, removing unnecessary duplication, acting on skills reviews, and increasing efficiency and effectiveness through enhanced collaboration.
- Strengthen partnerships with critical sectors like the NHS, and across industry, addressing workforce needs and opening clear pathways to careers.
- Promote Scotland's colleges internationally, strengthening our global reputation for excellence and fostering connections, particularly with the global Scottish community.

Our Vision for the Future

With our unique strengths, Scotland's colleges will continue to lead by example and support people at all stages of their career journey and contributing to a stronger, fairer, and more sustainable Scotland.



Scotland's colleges are anchor institutions that directly support Scottish Government priorities and the United Nations sustainable development goals



- **Grow Scotland's economy:**

By equipping citizens with the skills needed in high-demand industries, colleges fuel Scotland's economic growth and productivity, creating a workforce that meets current and future business needs.



- **Tackle the climate emergency:**

Colleges are central to delivering the green skills and training required to meet Scotland's Net-Zero targets, while also leading efforts to make campuses more sustainable.



- **Support the recovery of the NHS:**

Colleges train vital NHS staff, including nurses and healthcare professionals, providing the skills pipeline that underpins Scotland's healthcare system.



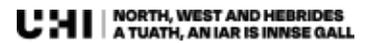
- **Support the eradication of child and student poverty:**

Colleges provide accessible education and skills development, creating pathways to employment and boosting incomes in Scotland's most disadvantaged communities.



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When colleges thrive, Scotland thrives.



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Sincere thanks to all the colleges who provided images for this publication.

BOARD OF MANAGEMENT

Friday 13 December 2024



**EXTERNALLY FACILITATED EVALUATION OF
BOARD EFFECTIVENESS**

PAPER D

BOARD OF MANAGEMENT

Friday 13 December 2024
Board Evaluation



Paper for approval

1. Introduction

This paper summarises arrangements and outcomes in respect of the independently facilitated evaluation of the effectiveness of the operation of the Board of Management conducted during the period August – September 2024.

2 Board of Management Evaluation

The Code of Good Governance for Colleges in Scotland outlines the following requirement for Boards of Management.

The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three to five years. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online.

The previous externally facilitated evaluation was completed in December 2020, so the updated work was required to ensure that the Board continues to meet all requirements established within the Code of good governance.

4 Board Development Plan

Following on from the evaluative activities undertaken a revised Development Plan for the Board will be created and actions built into Board activities, development sessions and approaches. A further formal review of progress against the requirements of the Development Plan will be considered at the June 2025 Board meeting.

5 Approval

Board members are asked to consider and approve adoption of the Independent Review and Evaluation of the operation of the Board of Management and related actions.

Author and Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Independent review and evaluation of the operation of the Board of Management of Dundee and Angus College.

1. Introduction

1.1 Code of Good Governance for Scotland's Colleges

In response to the Post-16 Education (Scotland) Act 2013, which included provisions in relation to the identification of principles of good governance practice for the college sector, the Scottish Funding Council (SFC) invited college Regional Chairs to convene a Steering Group to develop a Code of Good Governance for Scotland's Colleges. After extensive consultation and development, the original Code was published in December 2014. Since its initial publication, the Good Governance Steering Group has carried out further reviews of the Code. These reviews resulted in updates to the code being published in December 2016 and September 2022.

The Code states in its foreword:

“Boards are expected to innovate, pursue new opportunities and take measured risks in delivering what is best for their stakeholders”

“Colleges have an important individual and collective role to play in promoting economic, social and cultural well-being. We expect this Code to provide the essential underpinning to help discharge that role to the highest standards possible.”

“We value the significant contribution college board members make to governing our colleges and regional strategic bodies, and to their stewardship of taxpayer’s money, ensuring its efficient and effective use.”

The Code establishes standards of good governance practice and provides the essential foundations for compliance within the legislative framework. However, it is also clearly stated that boards must not only follow the letter but also the spirit of the Code to ensure good governance. All colleges that receive funding from SFC must comply with the Code as a term and condition of grant.

1.2 Governance

The Code of Good Governance for Scotland's Colleges outlines that the overarching purpose of good governance for Scotland's colleges is to:

- Lead the college and set its strategic direction and values;
- Ensure effective management and financial controls to support the student experience within a framework of public accountability and transparency; and
- Deliver high quality learning and outcomes.

1.3 Key Principles

The key principles enshrined within the Code are:

- Section A: Leadership and Strategy
- Section B: Quality of the Student Experience
- Section C: Accountability
- Section D: Effectiveness
- Section E: Relationships and Collaborations

This review and evaluation considers the operation and effectiveness of the Board of Management of Dundee and Angus College against each of these five key principles and their subheadings.

1.4 Methodology

Review activities were conducted over the period 28 August 2024 to 9 October 2024 and included the following activities:

- Desk-top review of Board of Management and Committee Papers covering academic years 2022/23 and 2023/24; the Board's most recent self-evaluation (May 2022); and, support materials for Board members;
- Attendance at one Board of Management meeting and one of each of the Board's Committee meetings namely: Learning, Teaching and Quality; Human Resources and Development; Finance and Property; and Audit and Risk;
- Face-to-face interviews with Board members and the Secretary to the Board.

The profile of Board members interviewed was as follows:

- Chair, Vice-Chair, Principal and a range of Committee Chairs;
- Teaching and non-teaching staff members, including one union-nominated member;
- Student Board members – including current members and one member from session 2023/24;
- Board members interviewed were from a range of backgrounds, including private and public sectors;
- Members whose time serving on the Board ranged from 2017 to recent appointments.

In total, 16 interviews were held giving extensive coverage of Board membership.

2. Conclusion and summary of findings

2.1 Conclusions

- Through discussions with Board members, the observation of Board and Committee meetings and review of documentation, the external review of the Board of Management of Dundee and Angus College concludes that it has a very clear understanding of its governance responsibilities and accountability as set out in the Code of Good Governance for Scotland's Colleges. It discharges these very effectively. The Board reflects on its own performance effectively through self-evaluation to plan for continuing improvement. It is evident that the Board "*not only follow[s] the letter but also the spirit of the Code*" in its approach to good governance.

2.2 Summary of Findings

- **Leadership and Strategy**
 - The governance approach taken by the Board is clearly values-driven in line with the Code of Conduct and Principles of Public Life in Scotland. This sets the tone for all discussions and decision making;
 - The Board has a strong understanding of the college and its context, both locally and nationally, which enables it to make well informed decisions when shaping and setting the college vision and strategy;
 - Performance measurement systems are comprehensive and highly effective in supporting the Board in its decision making;
 - The Board and college managers have a strong commitment to corporate and social responsibility which is evidenced through college priorities, planning and its activities.
- **Quality of the Student Experience**
 - The 'student voice' is highly evident in Board decision making. Student Board members and the Students' Association are well supported by the Board. Their views and contribution are highly valued by Board members;
 - The Board takes due regard to local and national priorities and emerging themes to plan for coherent provision for students. This is supported by effective partnerships;
 - Oversight of the quality and inclusivity of the learning experience is comprehensive, effective and facilitates improvement and enhancements to provision.
- **Accountability**
 - The Board has a clear understanding of its governance responsibilities and accountability. It discharges these effectively;
 - Rigorous and effective systems are in place to ensure effective oversight of key college areas of operation;
 - Decision-making processes are well-informed, transparent and timely. Communication and reporting between the Boards and its Committees is effective;
 - Risk management arrangements are effective and pervade all aspects of the Board's planning and decision-making;

- Arrangements to plan for and monitor financial and institutional sustainability are comprehensive and effective. The Board is proactive and supports senior managers in taking early action to address emerging challenges;
- The Board values its staff highly – it is evident that staff wellbeing is a priority.

- **Effectiveness**
 - The Board Chair provides very effective and supportive leadership and encourages a collaborative and team-working approach;
 - The Board and Committee Chairs facilitate effective discussion, constructive challenge and provision of support in their engagement with the Principal and senior college managers;
 - All Board members are well supported in their role through induction arrangements, internal development opportunities and annual review meetings with the Chair;
 - The Board undertakes self-evaluation of its effectiveness and monitors progress with identified areas for improvement or further development.

- **Relationships and Collaborations**
 - Partnership working is strong and productive. It supports the college in delivering its vision and strategy and enables the college to contribute to meeting and addressing local and national priorities.

3. Detailed findings

3.1 Section A: Leadership and Strategy

Expectations of Board members are clearly articulated through induction and the ‘*Code of Conduct for Members of the Board of Management of Dundee and Angus College*’. The Code of Conduct handbook includes expectations in relation to the *Nine Principles of Public Life in Scotland*.

The Board meets twice per year outwith normal Board business meetings. These Strategy Days are used to develop and support strategic planning. Currently the Board has been using Strategy Days to reflect on the impact of the 2025 ‘More Successful Students’ strategy and look forward to developing the college strategic plan for the period to 2030 around the themes of Our Students, Our Staff, Our Campuses and Our Impact. An iterative and consultative process is supporting the development of objectives and key actions to underpin each of these themes. Once these have been agreed an appropriate range of metrics will be developed to support the Board in monitoring progress with strategy implementation.

The Board is well informed regarding Scottish Government priorities and how they relate to priorities within the region and communities the college serves – including the ‘Tay Cities Deal’. This ensures they have a well-informed context to support decision making in relation to development of the college’s vision and strategic direction.

The Board monitors progress with outcomes in the college’s Regional Outcome Agreement (ROA). *[It was noted however, that the ROA for academic year 2023-24 was the last year of this arrangement with SFC – this cycle will be completed once colleges have submitted their self-evaluation report.]* Progress with the transition to the SFC Outcomes Framework and Assurance Model and its implications in relation to governance is monitored by the Board. The Board agrees its funding with SFC.

The Board and its Committees are provided with a very comprehensive range of performance indicators and metrics which are used effectively by the Board and its Committees to gain assurance of the college’s performance and progress towards achieving stated aims and objectives. When necessary, metrics are evolved to ensure they are fit-for-purpose.

The Board is proactive in demonstrating, promoting and supporting the development of corporate social responsibility. A values-based leadership is fostered and underpins the Board’s approach to discharging its responsibilities. This approach, linked with the strong focus on partnership working at strategic and operational levels, has ensured that the college is a key partner in contributing to positive impacts in relation to local social and economic needs and social inclusion. The approach is also evident in how the Board values the wellbeing of college learners and staff, for example through ‘Fair Work First at D&A College’, the promotion of equalities and sustainable development goals within planning.

Corporate social responsibility is clearly evident in the ‘2030 Our College’ strategic plan which is currently being developed by the Board. It is woven throughout the four themes of the plan – ‘Our Students, Our Staff, Our Campuses and Our Impact’.

Board membership is made up of a good mix of age and gender and backgrounds which broadly reflect the make-up of the region's economy.

Action – The Board, in its own self-evaluation, recognises the ongoing need to promote further diversity within its membership as a key feature of all future recruitment arrangements to ensure it reflects as closely as possible the make-up of its communities.

3.2 Section B: Quality of the Student Experience

The Board is highly effective in ensuring that the student voice is taken into account and is seen as central to supporting the development of the quality of students' experience and in improving positive outcomes for learners.

Board members are provided with comprehensive quantitative and qualitative information in relation to the student experience, for example student survey data. The input from Student Board members and the Student's Association is highly valued and effective in adding value and depth to this information.

The Chair and Board members are very proactive in supporting Student Board members and the Students' Association to encourage them in their respective roles within the college and college life. For example, the Students' Association's role in jointly developing the '*D&A values-based Charter*' and '*3Rs*'. Both current and previous student Board members felt the Chair, Principal, Board members and college managers encouraged them and valued their contributions which assisted them growing in confidence with regards to their role on the Board.

Student Board members routinely provide updates and presentations to both the full Board and the Learning, Teaching and Quality Committee (LT&QC). They also give input into Board development sessions.

In June 2024 the Board completed a review of the Dundee and Angus Student's Association constitution with minimal changes being required.

Board development days ensure a strategic focus is maintained on the college portfolio of provision. The Principal and college managers provide the Board with comprehensive information regarding current need and emerging developments both nationally and within the local communities the college serves. Curriculum and Partnership reports are a standing item on the LT&QC agenda. Expertise within the Board is also used well to inform discussions and decision making. The chair also draws from national perspectives discussed through the Chairs' Forum.

Quality monitoring and oversight is well supported by a comprehensive range of metrics, including sector standard performance indicators in relation to learner outcomes and satisfaction. Detailed consideration is given to these by the LT&QC. External quality reports, and college management's responses, are discussed by the committee. The LT&QC provide appropriate and incisive challenge in relation to programme and learner outcomes – making good use of Board members' expertise. Board and LT&QC members are well briefed by the Principal and senior college

managers. Monitoring through the LT&QC is linked into the Strategic Risk Register and fed back to the full Board via the Audit and Risk Committee.

Action – non identified.

3.3 Section C: Accountability

The Chair and Board are clear in their accountability to the SFC and through that to Scottish Ministers and Scottish Parliament. The Board monitors college performance against its ROA with the SFC. It was noted however, that the last ROA was for 2023/24 and that arrangements are nationally under review. The Board is being kept up to date on developments to ensure that it continues to meet the terms and conditions of its grant funding from the SFC.

Through the Chair's leadership, the Board has a clear sense of its accountability to students, staff, the wider public and business communities it serves as well as its contribution to wider social and economic well-being.

The Board operates transparently. Comprehensive and up-to-date information is available publicly on the College website. This includes a current Register of Interests; Code of Conduct guidance; Governance Manual; Code of Good Governance for Scotland's Colleges; and, agendas, papers and minutes of Board and Committee meetings. Online records are available from academic year 2018/19. Agendas are clear and focussed on key issues. Board papers are comprehensive and detailed – Board members recognise the challenge in striking a balance between being given too much or insufficient detail to support well informed decision making. Ongoing reflection between the Board, Board Secretary and senior college managers ensures the correct balance is achieved to support the Board in their role. The Committee structure and communication arrangements between the Board and its Committees is effective. Senior managers, and where required specialist college staff, provide input and advice to the Board and its Committees to support them in discharging their responsibilities.

The Board has effective arrangements in place for the management and oversight of risk. This is managed through the Audit and Risk Committee. Specific areas of risk are delegated to an appropriate Committee and are always considered or reviewed at the end of each meeting. Any revisions or emerging internal or external risks are fed back to Audit and Risk who then report to the full Board twice per year. For example, longer term impacts of COVID on learners and their support needs or impact of potential historic construction methods on college buildings.

Internal and external audit arrangements and reports are considered in detail by the Audit and Risk Committee. Progress against identified action plans arising from audit activities is well considered by the Committee. Appropriate challenge and reassurances are sought where identified actions are no longer viewed as appropriate to progress, for example priority 3 minor risk items. Equally, where a planned action is not meeting its original target, the Committee seeks assurances that appropriate mitigations are in place along with further close monitoring of progress. The impact of audit findings and progress with action plans are considered against the Strategic Risk Register at each meeting.

The Board has appropriate arrangements in place to set the Principal and Senior Leadership Team's remuneration.

The Board has a strong focus and understanding of its responsibilities in relation to financial and institutional sustainability – continuing to deliver high quality relevant provision in an increasingly tight funding environment. The college produces a broad range of financial and non-financial metrics to support in-year and future planning and decision making. These provide Board members with the information they require to assist them in effectively discharging their responsibilities. The metrics themselves are reviewed to ensure they continue to be appropriate and provide information in a timeous manner.

The Board actively strive to ensure that the College is a safe and supportive environment in which to work. The Board values its staff highly – it is evident that their wellbeing is a priority. A range of approaches, including staff surveys, are regularly used to gather the views of staff and identify areas for action or development. The Board effectively promotes positive employee relations and has supported the development of an effective partnership between recognised trades unions and management.

Action – none identified

3.4 Section D Effectiveness

The Board Chair provides very effective and supportive leadership. He actively encourages contributions from members, ensuring that all have an opportunity to share their views or opinions. This includes drawing on the expertise of individuals when required. He sets a tone which encourages collaboration and team-working and ensures constructive challenge is balanced with support.

Board members come from a diverse range of backgrounds which brings a valuable mix of skills, expertise and experience to the Board to support its effectiveness. Student, staff and union members are well supported in their role and their contributions are highly valued by all Board members.

The existing skills profile of Board members is reviewed when considering new appointments. This includes reflecting on the skills base required to support Board Committees. Currently the Board is in the process of appointing two further members to enhance its skills-base in the areas of education, finance and risk.

Board members have a clear understanding of their individual and collective responsibilities with regards to making decisions which are in the best interests of the college as a whole.

There is a Scheme of Delegation published online which clearly sets out responsibilities delegated to the Principal as Chief Executive of the college. The Scheme of Delegation also covers delegations to the Chair of the Board, Committees of the Board and Secretary to the Board.

Since his appointment in 2022, the Chair has worked closely with the Principal to develop an effective and productive professional relationship based on openness,

transparency and trust which has set a positive context where discussion, constructive challenge and support is evident.

The Secretary to the Board, one of the college Vice-Principals, reports directly to the Chair in their capacity as governance professional. The Board reviews this arrangement approximately every three years to ensure it continues to support effective Board governance – this includes ensuring there is appropriate separation of roles to avoid conflicts of interest. The Secretary to the Board is accessible and well known to all Board members and provides impartial advice on matters of governance.

The Board has arrangements in place for the appointment of non-executive Board members and also for student and staff Board members.

New Board members felt their induction supported them effectively to step into their new role. It gave them a good understanding of the college, the nature of its provision and its context. Ongoing development opportunities are made available to Board members. These include internal development and updating sessions and external opportunities, for example training modules provided through the College Development Network (CDN). Board Workshops are used to provide updates/refresher sessions on specific aspects of governance, for example before moving forward with major infrastructure projects. In addition, 'sparqs' (student participation in quality Scotland) development activities assist Student Board members in their role, particularly in relation to learning and teaching quality matters.

The Board carries out self-evaluation of its effectiveness, the most recent being in May 2022. This is facilitated by the Secretary to the Board and Quality Manager. Progress with actions arising from the self-evaluation is monitored by the Board. Actions are linked to mitigations in the college Strategic Risk Register. The Chair holds review meetings annually with each Board member. Appraisal of the Chair is carried out annually by the Vice-Chair who gathers views and feedback from members to frame discussions.

Action – The review process for Board members and the monitoring and tracking of Board members' engagement and progress with CDN training modules would benefit from further development to ensure a more systematic approach to tracking the development of the collective skills base of the Board and its Committees. This would not only support individual members in their roles but would also further enhance the strength of the Board as a team. The author recognises that there are ongoing external developments being progressed by the training provider, CDN, which will assist Boards in this.

Action – Board members would benefit from a refresh with regards to the role and arrangements in relation to the Senior Independent Member.

Action (SG) - The author notes that evaluation of the Chair by the Scottish Government (SG) has yet to place.

3.5 Section E: Relationships and Collaborations

Partnership working is an ethos that is highly evident at both Board and wider College levels. The Board and college managers are well connected into local and national partnerships. At Board level, this is assisted by the breadth of backgrounds and sectors from which Board members are drawn.

The Board ensures partnerships are effective, productive and assist the college responding to regional and national priorities in a cohesive manner. Updates on strategic projects in which the college is involved or leading are presented at each Board meeting. This is linked to items on the Strategic Risk Register. Reporting on other partnership activity is a standing item on the LT&QC agenda.

Action - none identified

4. Acknowledgements

The author would like to thank Board members who gave of their time to share their views and experiences to support the review and evaluation exercise.

Thanks also to the Secretary to the Board and Board Administrator for their support in planning the arrangements for conducting the evaluation

5. Glossary

LT&QC	Learning, Teaching and Quality Committee
RAAC	Reinforced autoclaved aerated concrete
ROA	Regional Outcome Agreement
SG	Scottish Government
SFC	Scottish Funding Council
sparqs	student participation in quality Scotland

Scott Anderson

November 2024

BOARD OF MANAGEMENT

Friday 13 December 2024



STRATEGIC ITEMS

9.1- 2030 STRATEGY DEVELOPMENT UPDATE

PAPER E

BOARD OF MANAGEMENT

Friday 13 December 2024



2030 Strategy Development 'Our College' Update

Paper for approval

1. Progress to Date: Our College 2030

Following two significant Board strategy events on the 5 May 2023 and the 22 January 2024, the 'Our College' concept was firstly introduced to the Board at the March 2024 meeting, with approval for the Executive Team to continue to develop the concept and present a first draft to the June 2024 Board meeting.

A first draft was presented to the Board on 18th June 2024 and included four overarching themes, objectives for each theme, as well as some key, high level actions and deliverables. The themes were:

1. Our Students
2. Our Staff
3. Our Campuses
4. Our Impact

The revised feedback was incorporated into a second version and presented at the Board meeting on 1st October 2024.

2. Board of Management Subsequent Feedback & Amendments

The feedback on the second draft presented in October continued to recognise the progress made from the first draft and Board members welcomed the overarching approach, concept, themes and outline measurements highlighted. Following discussions, a range of comments and suggestions were made. These are noted below, along with amendments that have been made in the updated version:

Feedback/Comments	Amendments
<ul style="list-style-type: none">Use of outdated language and terminology regarding 'our staff'	<ul style="list-style-type: none">Language within the formal version updated throughout to reflect 'Learners' instead of Students & 'People' instead of staff.
<ul style="list-style-type: none">Progression / Positive Destination stats to be included in the measurements	<ul style="list-style-type: none">Now included
<ul style="list-style-type: none">Care Experience & SIMD10 measurements to be included given the College's important role in supporting these groups	<ul style="list-style-type: none">Now included
<ul style="list-style-type: none">Other Digital Metrics to be included over and above AI	<ul style="list-style-type: none">Revised approach taken to refresh the whole Digital Strategy, which will include a broader range of metrics.

A number of other over-arching and broader amendments were made to the first draft, they include:

Other Amendments
<ul style="list-style-type: none"> • A small number of changes to Key Actions following SLT Planning Day discussions on 28th October 2024 • A small number of minor language changes to align the approach to the new 10 infrastructure vision.

3. Measurements

The table below shows the initial range of suggested areas of measurement for each theme that were presented to the October Board, including in red those additional areas suggested by members:

Our Students	Our Staff	Our Campuses	Our Impact
<ul style="list-style-type: none"> • Attainment • Retention • Satisfaction • Part Time/Work Based Portfolio Growth • Care Experienced / SIMD10 • Positive Dest. 	<ul style="list-style-type: none"> • Satisfaction • CPD Engagement • HR Metrics • D&A Leadership Programme 	<ul style="list-style-type: none"> • Carbon Emissions • Funding Secured • Student/Staff Satisfaction • Enhancement of AI • Broader digital metrics 	<ul style="list-style-type: none"> • Customer Satisfaction • Income Generation • Contribution to Regional Targets

Following agreement on the above, a more detailed set of measurements have now been incorporated into the final version, presented below, for discussion and agreement.

4. Recommendation

The Board is asked to consider and approve the following actions/next steps:

1. Discuss and approve the final version of the themes, objectives and actions
2. Discuss and approve the key measurements and metrics

5. Link to Strategic Risk Register

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

- 1.1 Failure of College strategy to meet the needs of the D&A Region and/or national priorities (e.g. Employability, DYW, attainment, articulation)
- 1.2 College may be disadvantaged by changes to either UK or Scottish Government policies
- 1.4 College disadvantaged as a result of changes arising from major national educational body reviews

Author and Executive Sponsor:
Simon Hewitt, Principal

Dundee and Angus College Strategy 2030: *Our College (Version 3)*

Vision

“To empower, inspire and enable our learners and people to thrive and succeed.”

Mission

To deliver high-quality, inspirational education, skills, training and support that is accessible, inclusive and aligned to the needs of learners, people, industry and communities.



Theme 1: Our Learners

Objectives

1. **Enable Student Success:** Enhance student satisfaction and success rates by providing an inspiring, enabling and engaging learning environment.
2. **Provide Inclusive Education:** Ensure all learners, regardless of background, have access to the high-quality education, skills, training and support necessary for them to succeed.
3. **Develop Career Readiness:** Equip our learners with the skills, experience and attributes needed for successful careers in their chosen fields.

Key Actions

- Expand our part time and work-based learning options and pathways that meet the diverse needs of our region.
- Develop and enhance the wrap-around support services our learners need to succeed, integrating resilience and respect within course planning and delivery.
- Build on our partnerships with businesses and organisations to provide our learners with inspirational learning experiences that are aligned with industry needs
- Develop adaptive and interactive learning and teaching approaches motivating our learners to develop their knowledge, skills and experience, enabling and empowering them to be successful in their learning.

Theme 2: Our People

Objectives

1. **Champion Professional Development:** Enhance the skills, growth and futures of our people through delivery of comprehensive and career long professional development.
2. **Promote Wellbeing and Support:** Co-create a supportive work environment that prioritises wellbeing and enhances our D&A community.
3. **Role Model Leadership and Culture:** Create and encourage a collaborative, proactive and confident leadership culture that encourages innovation, ownership, accountability and aspiration.

Key Actions

- Provide and promote effective CPD programmes and development opportunities that meet the needs of the diverse roles and aspirations within our college.
 - Engage our people across all parts of our college through cross college initiatives that provide opportunities to connect, support and develop our college community.
 - Deliver leadership programmes within our college that develops future leaders from within our existing people and promotes a value-based ethos and culture.
 - Co-create with colleagues a comprehensive wellbeing programme that supports everyone to thrive.
-

Theme 3: Our Campuses

Objectives

1. **Aspire to a Modern Infrastructure:** Create and maintain digitally enabled, state-of-the-art facilities that engage our people and learners, and supports innovative teaching and learning.
2. **Promote Sustainability:** Ensure our campuses and activities are sustainable, energy-efficient and meet our net-zero ambitions laid out within our Climate Emergency Action Plan.
3. **Be Accessible by Design:** Make our campuses inclusive, accessible and welcoming to all learners, people and visitors by continuing to encourage a Service Design approach.

Key Actions

- Secure funding and complete key infrastructure developments, including the delivery of our 10-year infrastructure vision.
 - Create a net-zero culture, implementing sustainable practices and green technologies across all campuses, and throughout our learning and teaching practices, to reduce our environmental impact.
 - Improve signage and wayfinding, ensure digital accessibility, provide assistive technologies and adopt inclusive policies to ensure our learners and people feel supported and safe.
 - Refresh the Digital Strategy and align with future technologies such as AI and Automation
-

Theme 4: Our Impact

Objectives

1. **Strengthen Community Connections:** Deepen our college's relationships with local communities by fostering partnerships and collaborative projects that address shared needs and opportunities.
2. **Drive Economic Growth:** Contribute to our local and national economies by creating a skilled workforce, supporting local businesses, delivering financial stability to our college and maximising our regional social and economic contribution.
3. **Be Trusted and Respected throughout Scotland:** Increase the regional and national reputation and visibility of our college for the benefit of our people and learners.

Key Actions

- Grow and sustain strategic partnerships with local organisations, schools and community groups that improve the lives, opportunities and outcomes of our learners. Tackling key regional issues such as poverty, economic activity and participation
- Develop new income streams through strategic decision making and prioritisation of involvement or local/national projects.
- Add significant additional value to our region through initiatives and offers aimed at addressing local economic challenges and supporting economic growth and

transformation.

- Promote the success and capabilities of our college, enhancing its reputation regionally and nationally through the implementation of strategic marketing, communication and engagement plans.

2030 Strategy Measurement Plan

	Proposed Measurement	Current Baseline		2030 Target
Our Students	1. Student Satisfaction Survey: Overall Experience	94%	23/24	97%
	2. Student Success: SIMD10	66.1%	22/23	73%
	3. Student Experienced: Care Experienced	57.6%	22/23	70%
	4. Progression to a Positive Destination	92.2%	21/22	94%
	5. Progression to Employment	12.7%	21/22	15%
	6. Growth of Part Time Portfolio	367	23/24	500
Our People	7. Staff Satisfaction	81 / 76	23/24	85 / 80
	8. Number of CPD Events Supported/Delivered	317	22/23	450
	9. Development of a D&A Leadership Programme	-		-
	10. Increase the number of internal D&A Community Events	TBC		TBC
Our Campuses	11. Secure Funding for Long Term Estates Vision	£5m		£265m
	12. Student Experience Survey: Places & Platforms	86%	23/24	90%
	13. Reduce Carbon Emissions (Scope 1 & 2)	2033 t	21/22	0
	14. Refresh Digital Strategy	-		-
Our Impact	15. Proportion of Income that is SFC grant funded	79%	23/24	75%
	16. Proportion of Expenditure that is staff costs	71%	23/24	68%
	17. Develop new model of support with Employability Partners	-		-
	18. Enhance the Profile of D&A	-		-

BOARD OF MANAGEMENT

Friday 13 December 2024



STRATEGIC ITEMS

9.2- STRATEGIC PROJECTS UPDATE

PAPER F

BOARD OF MANAGEMENT

13 December 2024

STRATEGIC PROJECTS UPDATE



Paper for noting

1. Tay Cities Deal (TCD) Projects

1.1 Tay Cities Engineering Partnership (TCEP)

The TCEP project is progressing well and the TCEP Partnership Manager continues to build confidence amongst the partners in maximising collaborations to meet project objectives. TCEP recently worked with Science Futures to co-deliver a STEM careers event (further information noted later in this paper) and is discussing further collaborative careers input for schools. The project will also be supporting a business event at Perth UHI in collaboration with the Scottish Manufacturing Advisory Service.

Discussions have taken place with Angus Council to support the roll out of the 'EPIC Schools' course following the Seaview Primary School pilot. There is continued support of primary school STEM careers events within Angus and discussion on how to support and expand the F1 in schools programme across Tayside.

All of the above activities contribute to the project expected outcomes and benefits realisation plan.

Procurement planning for the mobile unit is ongoing with the final vehicle decision slightly delayed but awaiting final votes from the partnership board. There is likely a need to report a forecast underspend with a request to be submitted to the PMO to delay spend to quarter 1 of 2025/26 – this is primarily related to the mobile unit.

1.2 Life Sciences, Biotechnology and Medical Technology: Growing the Tayside Biotech, Biomedical and Agritech Sectors (LSBMT)

Science Futures, the new working title of the project, continues to make strong progress. The official project launch took place on Thursday 7 November, at Dundee Science Centre and was well attended by project partners and wider regional stakeholders.

Abertay University submitted a request to become an official project partner which has now been approved by the TCD Management Group with the project website and marketing assets updated to reflect this. Abertay will be hosting our HNC students at a taster day on Tuesday 14 January and we have developed a Beginner's Laboratory Skills course which will run in January 2025.

The project team is actively developing a range of new courses, including HNC Bioscience and Animal Science, and promoting Modern Apprenticeships and Foundation Apprenticeships, with strong support from partners on the Curriculum Steering Group.

A successful STEM Careers event, a joint initiative between Science Futures and TCEP, was held at the Gardyne campus on Thursday 31 October. The event was attended by 173 S4 pupils from 12 secondary schools across Dundee, Angus, Perth and Kinross and Fife. Together with our Advanced Higher Chemistry and Biology practical skills course, we have engaged with 310 school pupils and 17 secondary schools to date which is well ahead of planned target outcomes at this point in the project's lifespan.

All partners have now signed the sub-legal agreements.

The marketing and communications strategy is being implemented, with the project website now live at www.sciencefutures.co.uk and a LinkedIn page established at [Science Futures Tay Cities](#).

1.3 Supporting SME Skills

The project is progressing as planned as we near the end of the first full year of delivery. The TCD Skills Advisors continue to work proactively with businesses to achieve project targets and demand for training continues to be strong. The Dundee region allocation was fully committed by the end of quarter 2 with Angus fully committed in early quarter 3, meaning both of these regions fully utilised the fund 5 months ahead of target. The Fife and Perth regions are nearing full commitment of training at the end of quarter 3 after slower starts

In quarter 3, we have approved applications to the value of £375,011 which is £75,011 ahead of target. A further 20 businesses have completed training and a total of 88 courses have been delivered to 528 delegates. The range of training continues to be varied, and courses continue to make a good contribution to the college with a minimum 30% markup on the cost of delivery.

Progress with the delivery partners in UHI Perth and Fife College has improved and engagement has been stronger following a meeting with staff in Fife College and a continued pro-active approach from the Skills Advisors. Understandably, there have been many learnings from the first year of delivery which will be fully evaluated and accounted for going forward.

The Tay Cities SME Skills Marketing and Communications plan continues to be implemented and work on case studies to demonstrate impact is almost complete with one example here <https://dundeeandangus.ac.uk/for-businesses/features/michelin-scotland-innovation-parc-leverages-tay-cities-sme-skills-fund-for-team-development/> and a video case study to follow.

1.4 Sustainable Construction Skills

A bid for phase two of the TCD Skills and Employability Programme is currently being developed with D&A as the lead partner for the project. The project will be focused on sustainable construction skills and will be of an approximate value of £1.9 million, meaning the process will be a one stage Business Justification Case rather than two stages of Outline Business Case and Full Business Case.

The project aims to support the urgent need to transition to sustainable practices in the construction sector. It will enable the development of a skilled workforce for the region that can drive transition to clean energy alternatives and will have a focus on decarbonisation of buildings and retrofitting of energy systems. It will follow a similar approach to LBSMT ie curriculum development, raising awareness of careers and modernisation of learning and will support the upskilling and reskilling of the construction sector workforce.

The college has engaged with consultant to write the proposal to UK Treasury green book standard, and it is anticipated that the Business Justification Case will be submitted to Scottish Government for feedback early next year.

2 UK Shared Prosperity (UKSP)Fund/Levelling Up Fund

2.1 Multiply

The Multiply project continues to achieve significant outcomes for both the Angus and Dundee regions, alongside a new contract awarded by Perth and Kinross Council. All contracts are set to conclude in March 2025, with delivery fully on track to meet targets.

The Perth Council contract, valued at £177,500, includes technical input for the setup, registration, maintenance, and certification of eight online Skillsboost courses, as well as the creation and development of Perth Multiply specific social media channel. Additionally, the college secured a contract from Perth and Kinross Council to deliver a range of provision within Perth Prison, where the Multiply team are conducting contextualised Maths sessions for land based and construction academies along with standalone Maths delivery for specific groups of learners within the prison.

With an additional £50,000 in funding from Angus Council, the Multiply team has been delivering extra Maths homework clubs for parents and secondary school-aged children in Angus, extending the course length to 12 weeks and extending the number of locations for each set to 4. These classes remain highly popular (January 2025 classes opened last week with 105 applications to date), receiving positive feedback on their impact.

Recently, the Multiply project won the College Development Network Skills Development Award, which was accepted by Kirsty Paterson, the Multiply Project Lead, at the awards ceremony on 14 November.

2.2 Dundee Levelling Up Capital Investment

After months of uncertainty regarding the £20m Levelling Up Partnership investment in Dundee which was announced in May 2024 by the former UK Government., it has been confirmed that the funding will proceed as part of the new UK Government's Community Regeneration Fund. The college was allocated £5m of the fund which included £500 000 for a new health and social care training facility and £4.5m towards the new campus development for Green Skills.

3 Approvals

The Board is asked to:

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

4 Link to Strategic Risk Register

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

- 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: Curriculum and Partnerships Team

Executive Sponsor: Julie Grace, Vice Principal Curriculum and Partnerships

BOARD OF MANAGEMENT

Friday 13 December 2024

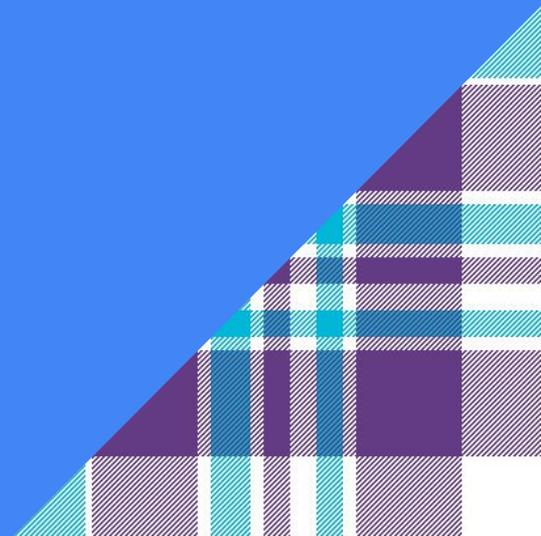


STUDENTS' ASSOCIATION REPORT

PAPER G

Board of Management

DASA UPDATE DECEMBER 2024



CLASS REPS



We have finished recruitment for Class Reps this year.

- 250 Class Reps
- 180 Trained so far
- 15 Training Sessions



October Task - Student Partnership

November Task - Community & Belonging

December Task - Support & Guidance



CLASS REPS



October Task - Student Partnership -

[october task feedback.docx](#)



November Task - Community & Belonging -

[november task feedback.docx](#)



DEPARTMENT REPS



We have had a slower uptake in Department Reps this year but we have 10 registered; from 8 departments. We are continuing to work with C&P Directors, HCQ's and Class Reps to fill the remaining departments.

This year we asked HCQ's to help us select Department Reps that would work well with staff in the department as well as students so they could be as successful as possible in the role.

We hosted 3 training sessions, one at each campus for Department Reps to attend.

The training was designed around 'Our Charter' and the College values.

[Department Rep Training 2024](#)

Kara hosted the first Student Congress meeting on 27th Nov which discussed Student Partnership. Report coming soon.



REPRESENTATION RESOURCES

To support students and staff with Representation we created new resources as handy guides, including ideas on how to work with your class rep, tasks, meeting schedule, what is student congress. These have been shared with both parties on the DASA portal site and via email.

Rep handbook - [DASA rep handbook](#)

Staff Support - [Staff Rep Support](#)



Why is the student voice so important?

Student representation is a vital part of the College experience. You are an expert in your own learning and it is essential that the student voice is included in all aspects of the decision making at the College. In your role as Rep you will have the opportunity to make a real difference to the Student Experience at Dundee & Angus College.

Representation

Your role is to represent the views and opinions of everyone in your class department, especially relating to learning and teaching in your course. You are the voice of your class, you represent your classmates, therefore providing the thoughts and opinions of everyone and not just your own.

Communication

Your role as rep is to act as a communication channel to communicate basic information and issues clearly and effectively to students and staff throughout the college. Effective communication involves using a lot of different skills that you will require during your learning.

Partnership

An effective Rep will work in partnership with Students, Staff and DASA at the College. An essential element is carrying out your role is to create and maintain positive partnerships with both staff and students to engage as equal partners to improve the student journey.

Feedback

Providing both positive and negative feedback is essential to improving the learning journey and overall student experience at the College. Highlighting teaching methods and other practices that work well benefit all students across the College.

As a Rep you will now see why we say that your role is so important. In our College, student representation at all levels of the College ensures that each student can contribute towards improving and enhancing the student experience. Through effective communication and working in partnership with students and staff, Reps can provide constructive feedback to ensure that their class has their voice heard and opinions are taken into consideration/ account.

FEEDBACK FRIDAY

We have run three Feedback Fridays' so far this Academic Year, getting regular feedback to take action on, help create solutions to any issues and share good practice.

September - Organisation & Management [September 2024 Feedback Friday](#)

October - Community & Belonging [October 2024 Feedback Friday](#)

November - Learning and Teaching Delivery (ongoing)



THRIVE

As we head into the colder winter months we will be promoting the Winter jackets and jumpers we have in the Thrive shops. We will also be collecting donations to make up Christmas boxes to give out to students who will need them over the winter break. These will be given out in collaboration with Student Services to help us identify those most in need.

The food larders will be stocked up prior to the break also to support students & staff over that time.

We have a group of student volunteers for the shops at each campus to help the DASA team keep on top of donations, these students will earn their D&A Attributes for supporting the initiative.

Kingsway Thrive shop has now moved to the space next to the main entrance, finishing touches are being done before reopening shortly. The original DASA office space has now become a 'quiet space' for students who need it.

Breakfast clubs continue to be well attended on campus.

We are looking forward to the Thrive events on the 10th, 11th & 12th December, where we have created a game of Thrive Bingo to get student involved.



DASA

Thrive Drive

Christmas Box Appeal

Help someone this festive season by creating a Christmas box. Fill a shoe box labelled female, male, unisex or child and hand it in to any DASA office or Help Point. Individual items are also appreciated. All items must be new.

Box items

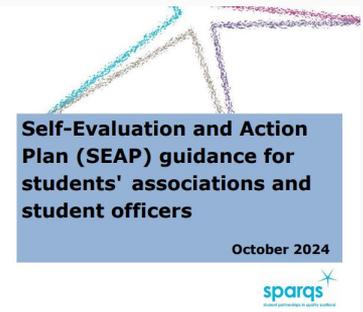
Toothbrush	Shower gel	Woolly hat	Selection boxes
Toothpaste	Deodorant	Scarf	Chocolate coins
Face cloth	Socks	Shortbread	

Donations accepted until 6 Dec. Thank you!

SPARQS INSTITUTIONAL VISIT

Our key contact from SPARQS Gloria visited Gardyne campus on Monday 18th November to discuss the Student Learning Experience Model [SLE_model_digital_resource.pdf](#) as well as the new Scotland's Ambition for Student Partnership [Partnership_Ambition_resource.pdf](#) and SEAP Guidance [SEAP_Guidance](#) to support DASA and the College in growing more effective Student Partnerships.

This information will also help support us in engaging students in the new Tertiary Quality Enhancement Framework and Review method. Quality manager Michelle Hamilton & Student Experience Director Leann Crighton came along to the session too so we are taking a partnership approach.



TEAM UPDATE - KARA

Alongside her president duties, Kara is half way through her Service Design PDA. She is also about to start a new Music Club for students on Campus creating a vibrant group to involve all musical talents.

Kara of course did a fantastic job giving the vote of thanks speech at this years graduation.



TEAM UPDATE - ADELE

Leading up our Sustainable Students group, Adele has been working with Horticulture students and staff to look after a plot of ground at the Kingsway Campus where we hope to grow vegetables for the Thrive food larders. But also offer volunteering/wellbeing opportunities for staff & students.

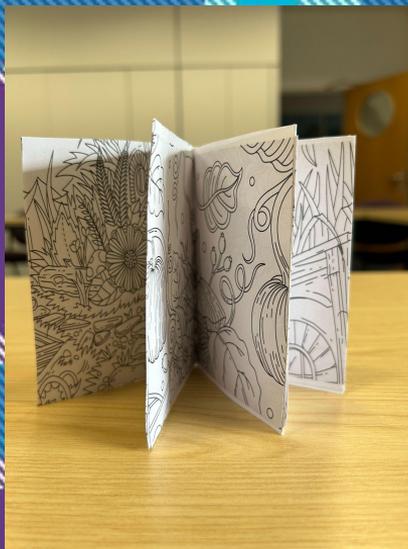
Adele is also completing an evening Data Science Course & has joined a national Climate Action Leadership Programme as well as the D&A Climate Engagement Project.



TEAM UPDATE - LAURA

Laura is leading on two student clubs in Arbroath: Arts & Crafts and Dungeons & Dragons. They are building a really lovely online community for these groups that both bring out our students creative side, which provides an excellent escape from studying.

Laura is also part of a core staff group working to create an inclusive and supportive LGBTQIA+ student group.



TEAM UPDATE - STEPH

Steph is leading on the Gardyne based Crochet Club, one for students and also one for staff as part of the #just1hour.

She used her amazing crochet skills to make our DASA mascot Zane the Zen Zebra who travels around the College with us and even has their own Tiktok video!

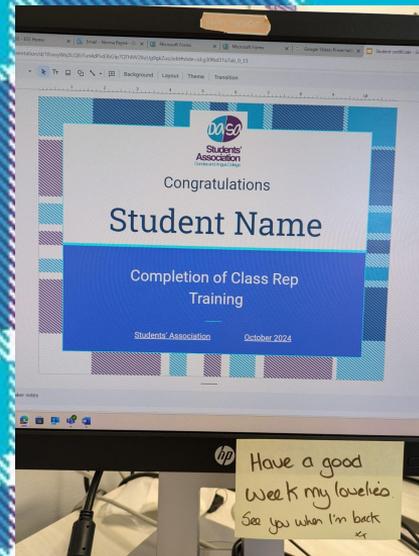
Steph has also been working on a 'Hidden Illness' awareness project which is looking at how we as the D&A family can support those with accessibility needs.



TEAM UPDATE - NORMA

Working a lot 'behind the scenes', Norma has been helping support the whole team by leading team meetings, supporting Class & Department Rep training and meeting logistics, making up certificates for reps.

Norma has also been helping countless students with breakfast club each morning across the three campuses. It is great to have her part of the team (almost) full time.



TEAM UPDATE - AMY

Although now in a dual role as Team Leader with DASA alongside being Transformation Coordinator at Thorntons Law (1 year secondment), Amy has been supporting the team to grow as a group but also individually. Coordinating the day to day operation of DASA, collating student feedback in the Sparqs SLE Model, co-designing training for all reps. She has also joined the QAA review team as well as the Student Strategic Advisory Committee (QAA) to support DASA and the College with the new Tertiary Quality Framework.



Coming soon...

Elections

January Class
Rep
Recruitment

Quality week
team day

STEP Network

Winter Holiday
activities

DASA & Forfar
Academy
Representation
Project

JOSH
Campaign



THANK YOU

ANY QUESTIONS?

BOARD OF MANAGEMENT

Friday 13 December 2024



PRINCIPAL'S REPORT

PAPER H

BOARD OF MANAGEMENT



Tuesday 13th December 2024

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. Perth Prison Learning: The College has secured UK Shared Prosperity Funding from Perth & Kinross Council for a learning programme in collaboration with Perth Prison. The project includes the delivery of a Construction Academy, a Landscaping Academy and a Skills Boost element including a workshop and the provision of 800 paper-based numeracy skills boost packs for each person in prison. This initiative will enhance industry-informed teaching and learning practice within the construction, horticulture and maths departments and enable participants to access to entry level employment or further education.
- 3.2. School Partnerships: The Dundee School College Partnership (SCP) Group has been actively engaged in a comprehensive review of the city-wide Senior Phase offerings. This initiative aims to identify gaps and overlaps, ensuring alignment with further learning pathways and local labour market needs. Through this collaborative effort, we have decided to work with them to spotlight the NPA in Built Environment at SCQF Level 5. This course aims to promote careers in Progressional and Technical Construction to pupils and raise awareness of the diverse opportunities available in the sector.
- 3.3. CDN Partnership Model: College Development Network (CDN) have been visiting colleges to discuss their partnership and delivery model in session 2024/25. The College will shortly sign off the agreement with CDN regarding delivery, with staff member Barry Carmichael subcontracted to delivery nationally for CDN on wellbeing topics as part of their Changing Learner CPD programme. We are also supporting with provision of two learning modules for a new national introduction to working in the college sector which CDN is working on, and we are negotiating access to CDN-provided learning and development in return for this.
- 3.4. Science Futures Launch: Tayside's science community gathered at Dundee Science Centre on Thursday 7th November, [for the launch of Science Futures](#), a pioneering £1.9 million initiative aimed at boosting growth and creating career pathways for the region's science sector. Science Futures, which is funded by the Scottish

Government through the Tay Cities Region Deal, brings together industry leaders, educators, and local businesses to mark the beginning of a strategic effort to build a strong pipeline of science professionals in the Tayside area. The launch event highlighted the collaboration between seven key partners in science and education: Dundee & Angus College, Dundee Science Centre, University of Dundee, Fife College, UHI Perth, Abertay University and The James Hutton Institute. Together, these partners are committed to attracting and retaining skilled talent in the Tay Cities region.

- 3.5. SME Skills Update: We are now in quarter 3 of year 2 of operational delivery and the fund has been live for 6 months. In that time, we have committed £365,132 worth of training to the business community. We have approved application for 77 businesses, scheduling 318 courses for 2250 candidates. We are well ahead of targets on signups and the project is being very well received at management board level with the offer of enhancing the amount of allocation.
- 3.6. Montrose Ports Partnership: Montrose is to house a [skills academy which will offer courses on working in renewables](#), with the College the lead delivery partner. The new facility will, for the first time in Angus, bridge a gap between teaching and practice, supporting jobs and economic opportunities in the area by delivering practical experience for those looking to work in Scotland's growing offshore wind industry. Receiving £1.25m of funding from Scottish Government's Tay Cities Industrial Investment Programme, the Academy will provide facilities and training courses to support the growing demand from offshore wind, low carbon technology and clean growth expansion across the Tay Cities region.
- 3.7. Additional Income Opportunities: As part of our on-going strategy to seek partnership working to support the economic growth of the region, but also to support our own financial sustainability, we have now contractually secured:

- **UKSPF – Dundee City Council - £100,000 – Decarbonisation of transport.**

We officially launched our decarbonisation of transport fund. This money is to support businesses in Dundee to prepare for the switch to electric vehicles.

- **UKSPF Dundee City Council - £150,000 SME Upskilling**

This bid has now been approved and successfully launched and includes funding for up to 30 x £5000 grants to SMEs.

- **UKSPF Angus Council - £300,000 Business Upskilling**

This bid has now been approved and launched in September 2024. This will support 11 organisations with 250+ members of staff and 20 organisations with less than 250 members of staff.

4. Future Focused

- 4.1. Estates Vision Communication & Engagement: Board members will be aware of the [important and exciting announcement made with regard to the ten-year estates vision](#) of the College and the ambition to move Kingsway and Arbroath campuses into City and Town centre locations. As well as the infrastructure, funding, and governance elements of plans of this type there is a major focus on the communication approaches and engagement with staff. As the public announcement has been progressed, arrangements were developed to ensure that staff were primed for an announcement being made, that managers and our local union

representatives were pre-briefed on plans, key steps and developments, and that staff then received the full range of information currently available, which has been well received. As the infrastructure vision develops significant consultation and engagement with staff and students will continue to ensure that plans, designs, and developments meet the needs of our curriculum, services, and teaching.

- 4.2. VetSkill Centre Approval: The Animals, Land and Environment and Quality teams were delighted to recently [receive Centre Approval from VetSkill](#). This new partnership will allow the college to offer recognised qualifications in animal care, such as the Diploma in Patient Care Assistance and Dog and Cat First Aid. The approval will provide a fantastic opportunity for learners working within the animal care sector to boost their knowledge, skills and understanding. We are planning to launch the first aid programme in January 2025; the classes will be suitable for both pet owners and professionals.
- 4.3. Dance Upskilling for Teachers: The College is offering a [part-time dance teaching qualification](#) – Dance Teaching (SCQF Level 7) – from January 2025. This course offers professional development for teaching staff who are looking to upskill and gain a qualification to deliver National Courses and National Progression Awards in Dance. This will help to strengthen dance as a subject taught in school and offer a pathway into further education.
- 4.4. Heat Pump Skills Development: Third- and fourth-year plumbing students at the College are being offered a BPEC Level 3 award in Heat Pump Systems as an enhancement to their standard apprenticeship. This valuable opportunity is being funded by the Low Carbon Heating Fund managed by the Energy Skills Partnership (ESP). Similarly, third year electrical apprentices are being offered an additional qualification – City & Guilds Level 3 Electric Vehicle Charge Point Installation. This is funded through the college's Green Skills Fund from the UK Shared Prosperity Fund (UKSPF), as part of our Decarbonisation of Transport programme.
- 4.5. Service Design Academy (SDA) Open Short Courses: 2024/25 online open courses including 2 Professional Development Award cohorts are forecast with 168 learners and an income of £206,700. The strategy of increasing the number of open courses with multiple dates available to book is proving to be an effective approach rather than customising courses for smaller groups. We continue to offer a learning pathway from awareness to practitioner level for our courses which is aligned with the Scottish Government Digital, Data and Technology Capability framework. We are advertised as an official learning partner of the Scottish Digital Academy. We are offering all our open courses online to ensure accessibility across the UK and beyond.

5. Thriving Community

- 5.1. 2024 Graduation: On Friday 1 November, over 400 students crossed the Caird Hall stage to cheers and applause from friends, family, peers and college staff at the annual [Dundee and Angus College Graduation Ceremony](#). The event recognised and celebrated the achievements of students who had attained a wide range of qualifications including HNCs, HNDs, Degrees, Professional Development Awards and SVQ work-based qualifications. An amazing event, as always, with guest speaker and ex-student, Stevie Baxter, sharing the importance of the college to his life, but also the lives of so many around the region and beyond.
- 5.2. College of Sanctuary Status: Dundee and Angus College has officially [become Scotland's first and only College of Sanctuary](#), recognising the commitment to providing a safe, welcoming and supportive environment for refugees and people

seeking asylum. College staff, community partners, the Lord Provost of Dundee and local government attended a multi-cultural event to celebrate the award in the Gardyne atrium earlier this month. Shona Robison, Cabinet Secretary for Finance and Local Government commended the College in its approach to providing education and support for over 250 asylum seekers and refugees.

- 5.3. Esports Students Host Next-Level Event: Our second-year Esports Foundation Degree students showcased their skills last month, organising two incredible events as part of their Event Management module. From start to finish, they took the lead in planning, production, and delivery to create unforgettable experiences for players and viewers alike. One group hosted the Scottish Esports League (SEL) Invitational, a national tournament featuring League of Legends, Rocket League, and Counterstrike. After intense online playoffs, the top teams battled it out in our Esports Studios during the finals on Wednesday and Thursday, with 20 teams competing for a spot in the prestigious SEL tournament. The second group organised Winter Slam, a Rocket League tournament for Dundee secondary school students. Young players competed in the buzzing atmosphere in our Esports Studios on Friday as they showcased their skills.
- 5.4. Cyber 9/12 Strategy Challenge Success: Students from Computing & Creative Media team at the College have won [at the 2024 Cyber 9/12 Strategy Challenge](#), showcasing their exceptional skills in cybersecurity, policy, and crisis management. The event, which took place on 13th and 14th November, was hosted virtually by Abertay University's cyberQuarter in Dundee. The competition, run by the Atlantic Council, saw teams from universities and colleges across Scotland compete in a high-stakes, simulated cyberattack scenario where students took on the role of senior government policy advisors responding to a targeted cyberattack.
- 5.5. Scottish Student Sport Boccia Success: A huge congratulations to our students Jenna and Cameron, who triumphed at the 3rd annual Scottish Student Sport Boccia Competition at Stirling University, reclaiming their crown as champions! Competing against 12 other teams from Ayrshire College, Borders College, Dumfries and Galloway College, and Stirling University, our amazing duo stood out. Most teams had three players, but Jenna and Cameron proved that teamwork and determination were more than enough for their two-player team to come out on top.
- 5.6. CDN Awards: The College was nominated in 4 categories (and in one of those categories twice!) at the College Development Network Awards in Glasgow. We are pleased to note that [we won all four of the awards](#) we were up for. Not only that, D&A also won the overall Judges' Award, which recognises the very best overall submission for our sector leading College of Sanctuary work. The winning entries were as follows:
 - Community Learning Award for our pioneering work as part of the Government Pathfinder intervention in the Linlathen community in Dundee.
 - Our maths and numeracy provision, including the innovative homework club as part of the Multiply project.
 - Our whole College input to become the first and only College of Sanctuary in Scotland supporting our work with over 250 refugees and asylum seekers.
 - Partnership work with Balhousie Care to support the creation of nutrition balanced menus and enhancing staff skills in the care sector.
 - Our partnership with NHS Tayside through DFN Project Search to create employability opportunities for learners with neurodiverse conditions and learning disabilities (commended award).
- 5.7. Grown Gowns Success: Christine Calder, Academic development Lead also won a prestigious [UK wide Green Gown award](#) for her work in mapping and embedding

sustainability within our curriculum alongside a host of other sustainability projects and inputs. Amazing recognition of the work that Christine, alongside others in the College have driven forward.

- 5.8. Students Raise £250 for Charity: Our Foundation Apprenticeship students in Hospitality and Professional Cookery recently organised a MacMillan Coffee Morning as part of their events unit at our Arbroath Campus. From baking delicious treats to creating a warm welcome their hard work and dedication made the event a huge success. The students showed teamwork, creativity, and professionalism in the planning and running of this event which raised more than £250 for MacMillan Cancer Support. This is a great example of how our students are not only gaining valuable skills but also making a difference in the community.

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

Friday 13 December 2024



NATIONAL BARGAINING UPDATE

PAPER I

BOARD OF MANAGEMENT

Friday 13 December 2024

National Bargaining Update

Paper for information

1. Introduction & Context

This paper summarises the current position, recent developments and national disputes arising from the national bargaining processes in place for colleges.

Following settlement of the recent pay disputes for academic and support staff groups, national bargaining arrangements have been focused more on resolving and progressing some of the longstanding workplans and areas for discussion.

2. Academic Staff Negotiations

Since the previous update there have been ongoing national discussions between the Colleges Employers Association and EIS-FELA. These discussions have focused on resolving and clarifying arrangements around Transfer to Permanency arrangements (circular 04/18) and the national dispute in respect of the use of instructor roles (circular 02/21). Discussions on these areas are on-going.

3. Support Staff Negotiations

Since the previous update there have been ongoing national discussions between the Colleges Employers Association and the support unions (Unison, GMB and Unite) in respect of a range of long-standing work. This includes the national job evaluation project, with proposals being developed to seek to get the project back on track and progress outcomes. Alongside this it is noted that the national funding set aside to fund the implementation of job evaluation outcomes (c.£72 million) has reverted to the Scottish Government and is no longer held by SFC. Discussions around the accounting treatment of this change have been confirmed.

Discussions have also progressed in respect of a national policy/guidance in respect of job security.

Work has also progressed in respect of a wide range of other terms and conditions related matters, including national policy on staff discipline, discussions regarding a possible 4 day working week pilot and potential mental health first aid arrangements.

Whilst work on the above developments has progressed, all of this has now been impacted by significant developments in respect of the national branch arrangements operated by Unison.

4. Unison National Branch Developments

On 7 November 2024, all colleges received the undernoted notification from Unison Scotland via the Regional Organiser advising that the national FE Branch was being put under supervision.

It is understood that this step has been taken as a result of concerns around the operation of the national FE branch, but the College has not been provided with any further information with regard to this.

UNISON Scotland FE Branch – Regional Supervision

I write to advise that our UNISON Scotland Further Education branch has been placed under regional supervision. This means that **all** contact regarding **any** matter relating to UNISON or to further education should be sent to the UNISON regional staff **only**. Contact can be made at FEbranch.staff@unison.co.uk Please do not hesitate to make contact with us if required.

The effect of this step is to remove the previous FE branch elected officers from national engagement. These officers were previously in receipt of national facilities time funded by the sector via College Employers Scotland. These arrangements will cease, and it is understood that the individuals previously holding these roles will return to their substantive college roles. None of the national FE officers were D&A staff.

The above changes will impact on discussions of national bargaining activities, although it is understood that revised arrangements to continue with work are being progressed in discussion with Unison full-time officers.

Unison Scotland have been in touch with the College to advise of the arrangements in place to support local representatives and the College has reached out to offer to meet with the appropriate full-time officer and our local Unison representative.

A range of national issues have arisen on the back of the steps taken by Unison, including a boycott/strike by some Unison representatives in colleges from undertaking any union based activities. The former FE branch elected officers have formed “Solidarity for FE” group and have raised a number of issues and complaints against Unison.

This included comment regarding anti-trade union attacks seen in four colleges (which included naming D&A) against reps defending you in casework which is at odds with local arrangements and relationships. It is important to note that Unison have subsequently issued a statement to confirm that the communication is not from Unison Scotland and nor was it sent with their authority. They have also advised that the position that the named colleges are ‘anti trade union’ employers or have made ‘anti trade union attacks’ is not the view of Unison Scotland. It is noted that since this reassurance was provided any reference to individual colleges has been removed.

Within all of the above changes it is important to highlight that local relationships with Unison are positive and that on-going engagement and partnership working will continue. The College has offered support for the local Unison representative and is aware that our other recognised unions have also reached out on a similar basis.

The position of D&A is that these are national issues, and that the College has no locus or input to make with regard to them. Support and access to local and national Unison representation is in place and the College will work as normal to support and address staff needs.

5. GMB representation

The College has been without any local representatives from GMB since spring 2024 and work has progressed with GMB to seek to encourage College staff to take up this role.

To date no new representative has been identified, but this work will continue to encourage local engagement and representation. GMB are our biggest support union in terms of membership, and it is important for staff to have representation of this type.

The offer of support by local EIS/FELA and Unison representatives to provide informal information or input around the role has been welcomed as part of these arrangements.

6. Support Staff Trade Union Nominated Board Member

The College has been without a support staff trade union nominated Board member since the arrangements came into place in March 2024. This still remains an area of discussion, and it is hoped that a potential nominee can be identified to join the Board.

7. 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 the following risk within the Strategic Risk Register.

- 2.3 National outcomes on salaries and conditions of service outstrip ability to pay
- 3.6 National bargaining outcomes impact adversely on College operations, activity, and flexibility
- 3.7 Industrial Relations Problems (including industrial action)
- 3.12 Failure to attract, engage, retain, or develop appropriately qualified staff.

Author and Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

BOARD OF MANAGEMENT

Friday 13 December 2024



FINANCE ITEMS

**13.5 – FINANCE & PROPERTY COMMITTEE
MANAGEMENT ACCOUNTS
(FOR INFORMATION ONLY)**

PAPER M

Finance and Property Committee

Tuesday 3 December 2024

2024/25 Budget Update and Budget Monitoring Report at 31 October 2024



Paper for information

1. Introduction

This report sets out the current projected outturn for the year 1 August 2024 to 31 July 2025 as at 31 October 2024. This report also sets out the cashflow forecast for the same period.

2. Recommendation

Members are asked to approve the revised budget (detailed in Appendix A) with the understanding that work is on-going to bring the outturn to a more balanced position in line with the approved June 2024 budget.

Members are asked to note the projected 2024/25 outturn figures as at 31 October 2024 and the related cashflow projection.

3. Executive Summary

Our Board approved a deficit budget of £921k (including £457k loan) in June 2024. After the adjustments set out in section 4 of this report, the position is a deficit budget of £1,357k for 2024/25. This budget comprises our operating, projects and capital budgets and includes the loan.

The budget assumes that the College can continue to utilise capital budgets towards essential repairs and maintenance (revenue), however, SFC is currently holding firm on their instruction to use capital budgets for capital only.

Projections at 31 October 2024 show that the College will overspend on operating and projects by £2,262k by 31 July 2025. There will be a corresponding underspend of £1,042k on capital if the SFC does not reverse this decision or identify other options.

If the College is allowed to utilise the capital underspend on essential estates revenue expenditure there would be an outturn deficit of £1,220k.

4. 2024/25 Budget

Our Board approved a deficit budget of £921k (including £457k loan) in June 2024. Since this time, we have made adjustments to the budget, set out below.

Income movements

We reduced grant and project income budgets by £603k as we will receive less grant/project funding than expected when the budget was set. Budgeted income reduced for the following projects: Greenskills, UKSPF, SME Upskilling and Tay Cities SME Skills. We reduced Gardyne Sports Learn to Swim and Fitness Suite income by £244k. These reductions are partially offset by additional income totalling £494k for new projects including UKSPF Training, NHS Charitable Trust, Princes Trust and Sunrise.

Expenditure movements

Our overall staff pay budget has reduced by £97k. This is due to reduced project pay costs of £147k. This is partially offset by additional PTV costs of £50k.

The budget for non-staff costs has increased by £182k since the draft budget was set. This mainly relates to expenditure for the new UKSPF project.

Revised overall budget position

After all the above movements our overall revised 2024/25 budget is a deficit of £1,357k. This budget deficit assumes that SFC will allow capital budget to be utilised towards estates revenue expenditure.

5. Operating budget

Appendix A shows our revised operating budget (including projects) after removal of the capital budget (section 6). Work is in progress to split projects to show the Colleges operating budget separately.

Once the capital element of our budget is removed there is a budget deficit of £2.763m. This is our operating and projects budget deficit of £1,357 and the remaining £1,406 is the budgeted amount that we need from our capital budget to fund essential maintenance expenditure (revenue).

6. Capital

Our capital budget for the 2024/25 financial year (FY) is £2,530k. We budgeted to capitalise £1,124k of this and planned for £1,406k to be available to utilise towards revenue repairs and maintenance expenditures.

Capital Budget	2024/25
	£000
Income	
Capital grant	(2,530)
Expenditure	
Loan	457
Estates projects	390
Infrastructure	77
Digital	200
Total expenditure	1,124
Net expenditure	(1,406)

We are closely monitoring the capital budget during the year and working to ensure we capitalise as much expenditure as possible. In the meantime, we have informed the SFC of this projection to inform any decisions to apply capital to revenue.

7. Projected Outturn as at 31 October 2024

Operating budget projected outturn

Appendix B details the College operating budget including projects compared to the current projected outturn. Our operating budget (including projects) is a projected deficit of £2.262m as at 31 October 2024. We expect to capitalise £364k more than budgeted and projected expenditure is £137k underspent compared to budget. Movements to the projection are described below.

Staff costs

The projection for staff costs has increased by £230k due to the Chancellors budgeted National Insurance increase from 1 April 2025. The projection assumes that this will be fully funded by Scottish Government.

ALF Funding

The projection does not include funding requested from the D&A Foundation to support the College to progress its infrastructure vision. If approved this would increase income by £110k in 2024/25 mainly with corresponding expenditure but delivering a small contribution to current costs.

Property Costs

We estimate that we can capitalise £282k more estates expenditure than budgeted. This has reduced the operating budget projection. An underspend of £137k relates to the following estates projects we have decided not to take forward:

Estates	£000
Road resurfacing	50
Building Management System	22
Contingency not required	40
Classroom refurbishment Clova	15
Social Enterprise, Next Steps	10
Total estates underspend	137

Digital Costs

We estimate we can capitalise £82k more digital costs than budgeted. This has reduced the operating budget projection.

Capital Budget Projected Outturn

We expect to be able to capitalise £364k more than budgeted. This leaves an underspend of £1,042k on our capital budget. SFC currently remain firm on their instruction that the capital maintenance budget must be utilised only on expenditure that can be capitalised, however, they are currently assessing the impact on colleges' 2024/25 budget position.

Capital Budget	2024/25	Projected
	£000	Outturn at 31 Oct £000
Income		
Capital grant	(2,530)	(2,530)
Expenditure		
Loan	457	457
Estates projects	390	551
Infrastructure	77	198
Digital	200	282
Total expenditure	1,124	1,488
Net expenditure	(1,406)	(1,042)

8. Cashflow projection

Cash held at 31 October 2024 is £6,800k. Unrestricted cash currently represents 29 days cash, relative to forecast expenditure.

Cashflow forecast 24/25	2023/24	2024/25
	Actual	Forecast
	£000	£000
Cash backed surplus/(deficit)	1,478	(1,358)
Loan repayment	(457)	(457)
Capital expenditure	733	1,488
Capital funding	(733)	(1,488)
Asset disposal		38
Working capital movements	219	(3,940)
Net movement in cash balances	1,240	(5,717)
Opening cash balances	5,533	6,773
Closing cash balances	6,773	1,034
Net movement in cash balances	1,240	(5,739)

This cashflow projection assumes that we will receive additional income from the SFC during the year for the SPPA pension increase of £450k and National Insurance increase of £230k.

9. Link to Strategic Risk Register

Managing the budget and reporting to the SLT supports the mitigation of strategic risk 2.2 – failure to achieve institutional sustainability.

Author: Nicky Anderson – Director of Finance
Executive Sponsor: Steve Taylor, Vice Principal – Support Services & Operations

Operating Budget 2024/25	Revised Budget £000	Remove capital £000	Revised Operating Budget £000
Teaching Grant	(31,371)		(31,371)
Capital Grant	(2,530)	2,530	0
Other SFC Grants	(929)		(929)
SFC Total	(34,830)	2,530	(32,300)
Tuition Fees	(3,124)		(3,124)
Non core income	(3,740)		(3,740)
Catering & other income	(2,222)		(2,222)
Total income	(43,916)	2,530	(41,386)
Staff pay			
Teaching pay - established	16,482		16,482
Teaching pay - variable	2,285		2,285
Invoiced staff costs	155		155
Teaching support pay	2,730		2,730
Support pay	12,730		12,730
Apprenticeship levy	108		108
Voluntary Severance Scheme	300		300
Unfunded pension payments	430		430
	35,220	0	35,220
Non staff costs			
Staff related costs	307		307
Consumables and equipment	1,610		1,610
Exam fees	761		761
Student related costs	159		159
Property cost	3,430	(467)	2,963
ICT and telephony	1,134	(200)	934
Insurance	202		202
Marketing	279		279
Professional fees	161		161
General overheads	323		323
Interest and charges	101		101
VAT	937		937
UKSPF training grants out	186		186
	9,588	(667)	8,921
Total Income	(43,916)	2,530	(41,386)
Total Expenditure	44,808	(667)	44,141
Non-consolidated (surplus)/deficit	892	1,863	2,755
GTL deficit	8	0	8
Deficit Budget	900	1,863	2,763
Loan repayment	457	(457)	0
	1,357	1,406	2,763

Operating and projects budget 2024/25	Revised Operating Budget £000	Movement £000	Projected Outturn at 31 Oct £000
Teaching Grant	(31,371)	0	(31,371)
	0	0	0
Other SFC Grants	(929)	(230)	(1,159)
SFC Total	(32,300)	(230)	(32,530)
Tuition Fees	(3,124)	0	(3,124)
Non core income	(3,740)	0	(3,740)
Catering & other income	(2,222)	0	(2,222)
Total income	(41,386)	(230)	(41,616)
Staff pay			
Teaching pay - established	16,482	230	16,712
Teaching pay - variable	2,285	0	2,285
Invoiced staff costs	155	0	155
Teaching support pay	2,730	0	2,730
Support pay	12,730	0	12,730
Apprenticeship levy	108	0	108
Voluntary Severance Scheme	300	0	300
Unfunded pension payments	430	0	430
	35,220	230	35,450
Non staff costs			
Staff related costs	307	0	307
Consumables and equipment	1,610	0	1,610
Exam fees	761	0	761
Student related costs	159	0	159
Property cost	2,963	(419)	2,544
ICT and telephony	934	(82)	852
Insurance	202	0	202
Marketing	279	0	279
Professional fees	161	0	161
General overheads	323	0	323
Interest and charges	101	0	101
VAT	937	0	937
UKSPF training grants out	186	0	186
	8,921	(501)	8,420
Total Income	(41,386)	(230)	(41,616)
Total Expenditure	44,141	(271)	43,870
Non-consolidated (surplus)/deficit	2,755	(501)	2,254
GTL deficit	8	0	8
Deficit Budget	2,763	(501)	2,262
Utilise capital as revenue	(1,406)	364	(1,042)
	1,357	(137)	1,220

Risk	Forecast outturn £000	Risk Assessment			Mitigating Actions & Owners
		Likelihood	Impact	Overall	
Our Revenue forecast, operating and project budget is a projected outturn of £1,220k deficit.	1,220	Medium	High	High	Work in on-going to bring the outturn to a more balanced position in line with the approved June 2024 budget. SLT
The budget assumes that the college can continue to utilise capital budgets towards revenue. If this is not the case, our projected outturn increases by £1,042k to £2,262k	1,042	High	High	High	We have informed SFC of the financial implications of not allowing use of that capital budget towards revenue expenditure. We are lobbying SFC and Scottish Government alongside other Colleges.
SFC Capital Maintenance Grant – Grant condition changes means that if only capital expenditure is allowed our revenue deficit would be £2,262k by 31 July with a capital underspend of £1,042k	(1,042)	High	High	High	
Other SFC Grants - Projections assume that we will receive the following additional grants from SFC during the year: <ul style="list-style-type: none"> SPPA pension increase of £450k National Insurance increase of £230k. 	(929)	Low	Medium	Medium	This funding has not been formally confirmed by SFC there is a reasonable expectation across the sector that this expenditure will be funded.
SFC Credit Income	(31,371)	Low	Medium	Medium	Current student data confirms with reasonable certainty that our credit target will be achieved.
Tuition Fees	(3,124)	Low	Low	Low	We have limited influence over demand, however we can influence recruitment, delivery and retention.
Non-core income	(3,740)	Low	Low	Low	This category contains a disparate range of activities. There is potential for movement on projects income and expenditure.
Catering and other income	(2,222)	Medium	Low	Medium	Forecasts tend to be prudent, however, there is potential for adverse movement on catering and sports income given the current cost of living crisis.
Staff Pay	35,220	Medium	Medium	Medium	There is a risk of variance to staff pay compared to budget, though this has reduced significantly now the pay award has been agreed. We are working to produce the budgeted establishment and this will inform future projections. We will be meeting with budget holders on a monthly basis to identify change to the projection and enable prompt identification of variances.
Property costs	2,963	Low	Low	Low	Property costs are being carefully managed in year in order to mitigate the risk arising from the changes regarding use of capital budgets.
Non pay expenditure, excluding property	5,958	Low	Low	Low	Effective budget monitoring and monthly meetings with budget holders will ensure these budgets are effectively controlled and variances are identified early enabling prompt mitigating action.

BOARD OF MANAGEMENT

Friday 13 December 2024



CLIMATE EMERGENCY ACTION PLAN

PAPER N

BOARD OF MANAGEMENT

Friday 13 December



Climate Emergency Action Plan Update

Paper for noting

1. Introduction

This paper provides an update on progress towards the Climate Emergency Action Plan (CEAP) and introduces a revised plan for the period 2025 - 30.

2. Recommendations

Members are asked to note the report.

3. Progress

Following on from the launch of the initial 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 [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.

As reported in June 2024, excellent progress had been made in respect of the action points within the 2021 CEAP, to the extent that this plan could be considered as completed. This review of the CEAP also coincided with a very successful Internal Audit of our Sustainability Strategy which received a GOOD rating with no recommendations.

4. Next Steps & Approval

Since the end of AY 2023/24 the Climate Emergency Action Group (CEAG) have worked on drafting the enclosed update plan to cover the period 2025 – 2030. This aligns with the duration of our new strategy and outlines much of the work undertaken to date alongside a range of targets to be progressed.

These targets cover the steps required to move us towards our eventual Net Zero ambition.

The CEAP presented is in final draft form and once approved by the board will be transferred into a publishable format with a clear action plan pulling together the range of actions identified within the text. This will then be published and promoted from early 2025 onwards.

To support this work the Board are invited to approve the draft CEAP.

5. 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.”

6. 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:



Author: Billy Grace, Head of Estates

Executive Sponsor: Steve Taylor, Vice Principal – Support Services and Operations

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DRAFT

Foreword from Simon Hewitt, Principal



The full impact of Climate Change is now being evidenced across the globe with extreme weather occurrences increasing at an alarming rate with catastrophic consequences. Scotland is no exception to these occurrences and indeed within our own Dundee and Angus region the impact has had devastating effect.

It is now more important than ever that Governments around the world ramp up their commitment to tackle climate change. Scotland over recent years has led the way with ambitious targets to reduce greenhouse gas emissions and remain committed to achieving net zero by 2045.

Dundee and Angus College have been relentlessly committed to achieving net zero status by 2045 and developed our initial Climate Emergency Action Plan in 2021 aligned to the Climate Action for UK FE Colleges Roadmap to assist us with meeting our net zero ambitions. We have made significant progress over the first 3 years of our action plan across the 5 Roadmap elements – **Leadership and Governance, Learning and Teaching, Estates and Operations, Partnerships and Engagements and Data Collection.**

We are extremely proud of the progress we have made since 2021, reducing our carbon emissions and promoting a culture where sustainable thinking and practices are now integral to all that we do. We have embedded the United Nations Sustainable Development Goals into various activities, promoting this at Senior Leadership Team and Board of Management level. Sustainability is also being embedded within learning and teaching, with curriculum areas incorporating environmental consideration, reinforcing the College's commitment to climate education.

We have also continued to invest in sustainable technologies – air-source heat pumps installed as part of a new hair and beauty facility at our Kingsway Campus and a complete LED replacement project at our Gardyne Campus. These projects along with others have contributed towards our goal of achieving net zero for our Scope 1 and 2 emissions by 2030.

Partnerships have also been a crucial part of our net zero journey so far and we now play a prominent role providing training programs to support businesses in acquiring essential skills for sustainability and the green sector skills and job market. Our partnership with Michelin Scotland Innovation Parc has in particular enabled the College to provide training across a range of specialisms – EV technology, EV charging, Ground and Air Source Heat Pumps and Hydrogen.

As we now launch our updated Action Plan 2025-30 alongside our [ambitious Campus Transformation Vision](#), we are more committed than ever to realising our NET ZERO ambitions with renewed focus and enthusiasm.

A handwritten signature in black ink, appearing to read 'Simon Hewitt'.

Simon Hewitt, Principal

Executive Summary

Dundee and Angus College launched its initial Climate Emergency Action Plan 2021-26 – **Our Path to Net Zero** - in November 2021 and since then it has made excellent progress in contributing to the Scottish Government’s 2045 net zero vision - [Climate Change: Net Zero Nation](#). Actions on our Climate Emergency Action Plan 2021-26 – **Our Path to Net Zero** were completed and signed off by our Board in June 2024.

The College’s initial Climate Emergency Action Plan was aligned to the **Scottish Colleges’ Statement of Commitment on the Climate Emergency** and it adopted the “[The Climate Action for UK FE Colleges Roadmap](#)” which provided clear actions and guidance on how we as a College could respond the climate emergency and advance sustainability across our operations.

Adopting this approach proved to be very successful and significant progress has been made across all 5 elements of the Roadmap -

- Leadership and Governance
- Estates and Operations
- Learning and Teaching
- Partnerships and Engagement
- Data Collection

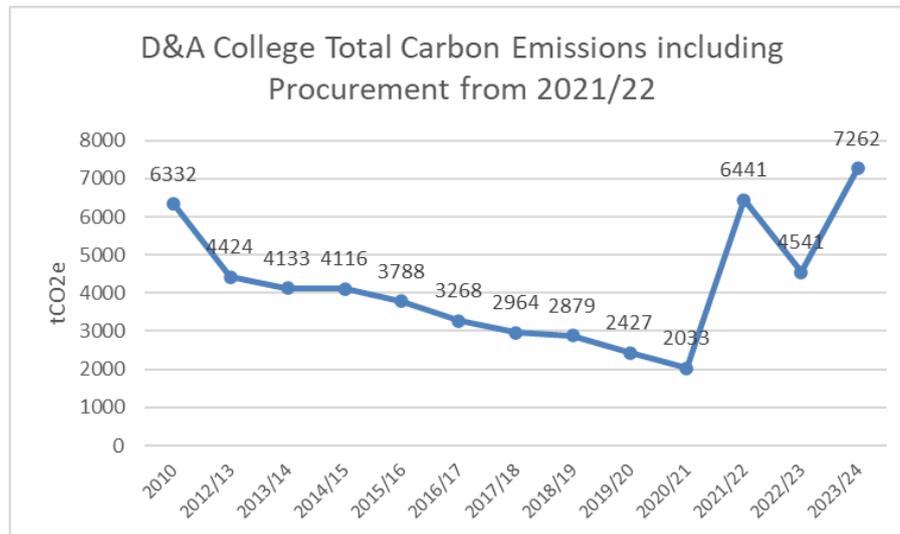
As we now launch our updated Climate Emergency Action Plan 2025– 2030, the College will continue to measure its NET ZERO progress against the 5 Roadmap elements above.

Since the launch of its initial Climate Emergency Action Plan, Dundee & Angus College has continued to make good progress in reducing emissions since the original baseline year of 2010, when our annual carbon footprint was calculated to be 6332 tCO₂e. By the end of 2020/21, the College’s carbon footprint had reduced to 2033 tCO₂e and this was made up of primarily capture the Scope 1 and Scope 2 along with only a small element of Scope 3 emissions to calculate the overall carbon footprint. This changed in 2021 with the carbon footprint for all Scope 3 emissions being required to be recorded as part of the Scottish FE/HE institutions overall carbon footprint. A breakdown of Scope 1, 2 and 3 emissions is shown below.

Scope 1	Scope 2	Scope 3
Fuel combustion Company vehicles Fugitive emissions	Purchased electricity, heat, and steam	Purchased goods and services Business travel Student & Employee commuting Waste disposal Use of sold products Transportation and distribution (up- and downstream) Investments Leased assets and franchises

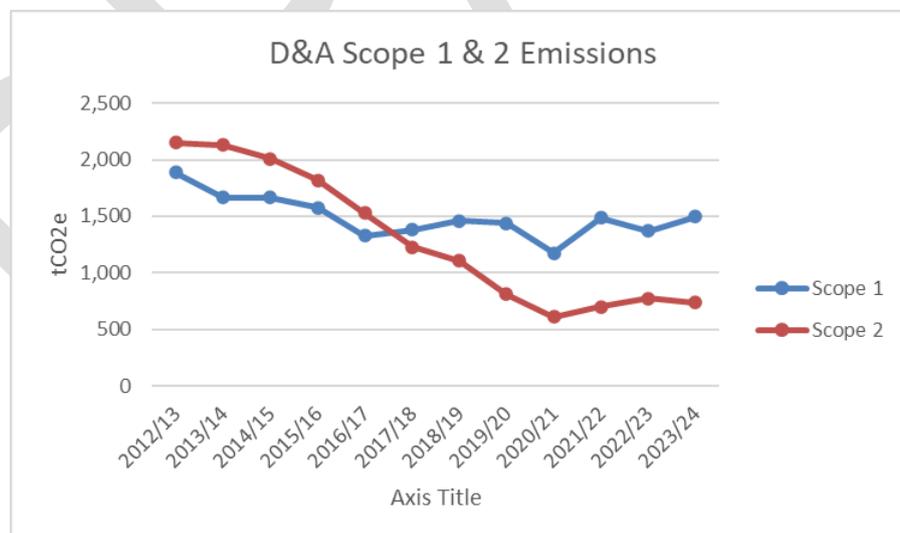
It is important to note that at this point, a reliable process for capturing accurate data for Scope 3 has still to be developed and so in the meantime these emissions are crudely calculated based on financial spend.

The inclusion of Scope 3 emissions in 2021/22 has had a significant impact on our overall carbon footprint to the extent that it has now risen to levels exceeding 2010 as shown in the graph below with the biggest impact being the carbon emissions linked to purchased goods.



Whilst the College will work hard to reduce Scope 3 emissions, a key focus will be to continue progress to achieving NET ZERO for Scope 1 and Scope 2 emissions by 2030.

The graph below details the Scope 1 and Scope 2 emissions reduction since 2012/13.



UK HE/FE Roadmap

EAUC has been working closely with the Association of Colleges AoC and a new and improved version of the [Climate Action Roadmap for Colleges](#) has been developed and launched on 12 November 2024. The updated version of the Roadmap has new actions related to Biodiversity, Education for Sustainable Development (ESD) and sustainable procurement and these are included within the new set of objectives that have been set across the 5 Roadmap elements for the next iteration of our journey to NET ZERO.

The progress the College has made over the first 3 years of its action plan is reflected in the table below which plots where we are now in comparison to our initial plan from 2021. Our progress has been mapped against a set of specific criteria for each Roadmap element.

Roadmap element	Emerging	Established	Leading
Leadership and Governance	√ 2021	√	
Learning and Teaching	√ 2021		√
Estates and Operations			√
Partnerships and Engagement	√ 2021		√
Data Collection		√	

Ultimate Targets

Dundee & Angus College is committed and remains on track to achieve full Net-Zero by 2040 in line with the Scottish Colleges' Statement of Commitment on the Climate Emergency.

In addition to full Net-Zero by 2040, the College continues to make good progress to achieving Net-Zero by 2030 for Scope 1 & 2, in line with The Climate Commission target.

We will be targeting a carbon reduction for each of the years of this 5-year Climate Emergency Action Plan. This graphic highlights our carbon footprint, for Scope 1 & 2, from our baseline year of 2012/13 down to our current level in 2024 with our carbon reduction targets over the next 5 years.



Leadership and Governance

Where are we now?

Dundee & Angus College has made significant strides in implementing its initial Climate Emergency Action Plan since it first launched in November 2021.

The climate emergency is now a key consideration across all aspects of College life fostering a culture where sustainable thinking and practices are integral to all that we do. The College has embedded the Sustainable Development Goals (SDGs) into various activities, documents, and practices including governance arrangements, where SDGs are discussed at Senior Leadership Team, Board, and Committee meetings.

Over the first three years of the 2021–2025 CEAP, the College successfully secured funding for numerous carbon reduction projects. These initiatives have been instrumental in advancing our carbon reduction efforts and support the College's net-zero ambitions. This proactive approach will continue throughout the next cycle, ensuring ongoing progress towards environmental goals.

Sustainable procurement plays a pivotal role in the College's climate action, with the adoption of environmentally conscious purchasing practices that prioritise reducing waste, conserving resources, and supporting supplier aligned with net-zero principles. These efforts demonstrate the College's commitment to embedding sustainability across its operational practices.

Sustainability is also being embedded within learning and teaching, with curriculum areas incorporating environmental considerations. A bespoke College carbon literacy module, designed for both students and staff, is under development and this will be introduced 2025, reinforcing the College's commitment to climate education. The College net-zero ambitions are also embedded into the College's 2025 Strategy and annual Regional Outcome Agreements. The importance of achieving targets set out in the Climate Emergency Action Plan is recognised in the College Risk Register, highlighting the strategic importance of addressing climate-related challenges.

Where do we want to be?

Leadership and Governance Targets

Operational Target	Complete By
Embed the UN Sustainable Development Goals (SDG's) across all College activities, documents and practices	August 2030
Build sustainable thinking and practice into the D&A Way of leading and operating	August 2030
Incorporate our net zero ambitions in 2025 strategy and annual Outcome Targets	Annual to 2030

Operational Target	Complete By
Incorporate sustainability and embed SDG awareness and practice into governance arrangements	December 2025
Develop a bespoke College Carbon Literacy Training module for students and staff with roll out during 2025	July 2025
Apply for available funding to progress and implement net zero projects identified as part of the 2024 Energy Audit and Feasibility Study	Ongoing
Ensure future Estates developments are aligned to the College's net zero ambitions	Annual to 2030
Review Student Sustainability Committee – Membership changes annually	Annual to 2030
Secure climate action resource plan/budget (annually)	Annual to 2030

Learning and Teaching

Where are we now?

Dundee and Angus College is firmly committed to refining our approach to ensuring that sustainability is a central element of the staff and student experience. As a proud signatory of the SDG Accord, we will continue to use the Sustainable Development Goals as a framework for including sustainability in learning and teaching and the EAUC Climate Action Roadmap, which has recently been updated, will help to guide the work undertaken to support sustainability routinely being embedded in to learning and teaching.

The Lecturer Professionalism Pathway is a firmly established route for all new lecturers to embark on their journey to learn about the theory and practice of educating in the tertiary education sector. Within the pathway sustainability has become a regular feature, allowing for the breadth and depth of the SDGs to be considered alongside exploration of how lecturers already encompass many of these naturally within their practice, and of course where there is room for growth. The [Professional Standards for Lecturers in Scotland's Colleges](#) continue to include a key statement, indicating that the professional values of all lecturers “embrace and embed sustainability in learning and teaching”. D&A College lead with the underlying philosophy of Quality Education (SDG 4) in everything we do and will continue to, not only embrace and embed sustainability, but role model what we hope and expect to see in all places of learning.

The targets stated for this Climate Emergency Action Plan reaffirm our commitment to moving from embedding sustainability towards it becoming a more natural and fluid concept within teaching and learning. We have included elements that were in the original CEAP and are looking to build on these by continually revising and progressing our sustainability professional learning opportunities in line with College and regional foci.

For instance, the demand for further opportunities to engage with carbon literacy training is a growing trend from all areas of the College and in 2025 a bespoke D&A College module will be created and piloted with staff and students.

To aid whole College engagement with the sustainability as a whole and, in particular, the SDGs, 2025 will see the introduction of an SDG Quiz. Staff and students will have the opportunity to undertake a short quiz on a new SDG every week and test their knowledge of each SDG and what this looks like, not only throughout the world, but more locally too.

Initiatives such as the SDG Quiz help to achieve our aim of having a workforce of passionate, knowledgeable and skilled lecturers with regards to sustainability. These lecturers will, in turn, be able to transfer their passion and knowledge to the next generation of local citizens and employees.

Dundee and Angus College also have a very important role to play in supporting the Scottish Government's recently launched Green Industrial Strategy. Specifically, the development of a skilled workforce for job opportunities within the green economy.

Where do we want to be?

Teaching and Learning Targets

Operational Target	Complete By
Have a standing offer of carbon literacy training for staff and students. <ul style="list-style-type: none"> This can be altered to become bespoke depending on the time available. 	July 2025
Continue to participate in Global Goals Teach In	Feb/March annually
Review our inclusion of sustainability as a whole in D&A College's Lecturer Professionalism Pathway	August 2025
Continue with internal mapping of curricular courses against the SDGs ensuring at least one course per curricular team is fully mapped each year	Annual to 2030
Increase annual offer of wider sustainability training/conversations for all staff in the College.	Annual to 2030
Work with staff and students via Wild D&A to increase opportunities for all to use our campus grounds for education, including wellbeing.	Annual to 2030
Review the current curriculum in line with the Green Industrial Strategy to identify areas for green skills development.	Annual to 2030

Estates and Operations

Where are we now?

Over the period covered by the initial Climate Emergency Action Plan, the College invested in green technologies when developing the College estate. Air source heat pumps were installed as the heating source for the new state of the art Hair, Beauty and Complimentary Therapies. The College also successfully secured £600k of funding via the Green Public Sector Estates Decarbonisation Scheme for a LED Lighting replacement project at our Gardyne Campus – significant electricity consumption savings of 20,000kwhrs/month are already being realised saving the College approximately £80k/year in electricity costs.

A key aspect of our action plan is achieving net zero of our Scope 1 and Scope 2 emissions by 2030 and to assist us in meeting this target we commissioned a Building Energy Audit and Feasibility Study. Professional M&E Consultants were appointed, and proposals have been developed to assist with the further decarbonisation of the estate over the next cycle of our Climate Emergency Action Plan.

Progressing these projects will support on improving the energy efficiency of the estate by installing sustainable technologies, including renewables where practicable. We will effectively engage with staff, students and other stakeholders to raise awareness of the Climate Emergency and challenge them to make tangible contributions to reducing their impact on the College's carbon footprint.

The prudent use of natural resources like gas, will continue to be a cornerstone of carbon management in the organisation, and we will explore opportunities for our electrical energy to be procured via renewable sources like wind or wave. Purchasing green energy is very expensive and it doesn't currently qualify for zero carbon status.

Procurement

Dundee & Angus College's Procurement Strategy strongly supports sustainable procurement by integrating environmental, social, and economic considerations into its purchasing decisions. The strategy aligns with the College's overarching sustainability goals and net-zero ambitions, ensuring that every aspect of procurement contributes to the broader mission of reducing the institution's environmental impact and promoting responsible resource management.

A key component of this strategy is the College's membership with the Advanced Procurement for Universities and Colleges (APUC) and other procurement frameworks which prioritise sustainability. These frameworks provide access to agreement negotiated that embed environmental criteria, supporting the College access a wide range of goods and services that align with its sustainability targets, whilst benefiting from the expertise and shared best practices of these procurement networks.

The strategy emphasises whole-life cost considerations, including energy efficiency, durability, and environmental impact, ensuring contracts are awarded based on long-term sustainability benefits. It also promotes collaboration with suppliers who share the College's sustainability values, encouraging innovation and responsible supply chain management.

Additionally, the Strategy incorporates the principles of a circular economy principles, supporting reuse, recycling, and ethical sourcing to align with the College's values of equity, fairness, and respect for human rights.

Adaptation

Climate change continues to be one of the biggest threats facing mankind as global temperatures continue to rise at a concerning rate. In Scotland we are now experiencing the impacts of these extreme weather episodes - summer heatwaves, more intensive heavy rainfall causing flooding challenges across the country and higher winter temperatures.

The changing climate can have a significant impact on how our College can operate now and in the future. To help us manage this change, a Climate Risk Register (Adaptation Plan) has been developed identifying the significant key weather risks that the College may be exposed to and the controls we are putting in place to mitigate these risks.

A key element of the College's Adaptation responsibilities is working in partnership with relevant bodies and as such, the College has become a member of Adaptations Scotland's Public Sector Climate Adaptation Network (PSCAN). Adaptation Scotland is working with Dundee City Council, Perth and Kinross Council and Angus Council to develop a new Regional Adaptation Partnership to assess climate risks at a regional scale and the College will become a member of this.

Business Travel, Fleet and Commuting

The organisation continues to strive to reduce carbon emissions arising from transport and travel. There has been significant investment in electric vehicles along with the ongoing removal of our grey fleet including significantly reducing our diesel minibus fleet. A Travel Plan was produced, introducing the Travel Hierarchy that all staff are required to follow.

The Scottish Governments Public Bodies Climate Change Duties Report requires the College to include commuting figure for both staff and students. We will research the different data collection modes available and decide which is best for the College requirements.

Waste

The organisation continues its commitment to increasing the quantity of waste going to recycling. At both Dundee and Arbroath, paper, cardboard, glass, food & compostables, plastic, and aluminium collection facilities are available for the diversion of these materials from general waste into the recycling stream.

The College is reviewing its current waste contractors and will appoint contractors who are able to work with us to ensure that the waste produced by the College is separated appropriately, allowing it to be diverted to the most environmentally friendly processing facility. The appointed contractor must also be able to provide accurate, easily accessible data to enhance the Colleges' annual reporting.

All departments within the College must focus on applying the waste hierarchy as set out in the [Scottish Governments guidance](#).



Carbon Offsetting

The College will do everything possible to reduce emissions, but inevitably we will reach a stage, with our operations, when we can go no lower. For this we will research the most appropriate means of offsetting these carbon emissions.

Where do we want to be?

Estates and Operations Targets

Operational Target	Complete By
Appoint new Waste Management Contractor	March 2025
Develop proposals and projects to assist with the further decarbonisation of our estate over the next cycle of our Climate Emergency Action Plan.	June 2025 and annually thereafter
Align all future estates and infrastructure developments with the College net zero targets	June 2025 and annually thereafter
Apply for grant funding to support the implementation of projects identified in the Energy Audit and Feasibility study	Ongoing (as funding becomes available)
Introduce a Business Travel Booking system	July 2025

Operational Target	Complete By
Update the College Sustainable Travel Plan	December 2025
Engage with every operational department to establish sustainability targets	Annually
Develop a carbon offsetting plan	June 2027
Create fully green energy campuses	December 2030
Create (compliant) sustainable procurement policy	May 2023
Collection of student and staff commuting data	July 2025

Partnerships and Engagement

Where are we now?

Learner & Community Partnerships

The Learner and Community Engagement (LACE) team is at the forefront of innovation, driving projects that align with the Sustainable Development Goals (SDGs). Our current initiatives include:

Interactive Climate Workshops (SDG 13: Climate Action): With funding from Sunrise Solutions and partnerships with Energy Saving Scotland and SCARF, we deliver engaging 90-minute workshops that connect the climate emergency to personal cost savings. By March, we aim to reach 1,000 students and 40 third sector partners, who will further disseminate these workshops to their communities.

Thrive Project (SDG 1: No Poverty, SDG 3: Good Health and Well-being): This initiative addresses the cost-of-living crisis by providing complimentary healthy meals, operating thrift stores, and hosting annual events with community partners to share cost-saving tips and support well-being.

Period Positive Project (SDG 3: Good Health and Well-being, SDG 12: Responsible Consumption and Production): Our Period Positive project is maturing, and we now collaborate with Banner UK, allowing us to consolidate our supply chain as well as offering our students an all-encompassing sustainable/ organic range of period products. Recently, we provided menstrual cups to female Sport & Fitness students, emphasising the cost and environmental benefits.

College of Sanctuary Status (SDG 10: Reduced Inequalities): We are honoured to be the first College of Sanctuary in Scotland, recognised for our inclusive and compassionate support for people seeking sanctuary in Tayside. This prestigious status has earned us multiple accolades at the College Development Network and Public Services Scotland awards.

D&A Community Kitchen (SDG 2: Zero Hunger, SDG 8: Decent Work and Economic Growth): With new funding, we are piloting a project to teach unemployed parents in Angus and Tayside essential cooking skills to combat food poverty and enhance employability. This project includes educational farm visits with the Royal Highland Education Trust (RHET) to highlight the importance of local agriculture. To date, we have engaged 48 households with 100% retention.

Growing our RESPECT at D&A Initiative (SDG 16: Peace, Justice, and Strong Institutions): Our annual RESPECT events offer students over 50 workshops designed to enhance their understanding and respect for themselves and the wider community. These workshops cover crucial topics such as Connecting Cultures, Extremism, Gender-Based Violence, and Sectarianism, fostering a more inclusive and respectful environment. This year, we have grown this initiative even further by launching our Respect Portal Hub – an online platform full of information for students and staff to access, to support positive citizenship.

Business Partnerships

Dundee and Angus College recognise that collaboration and engagement with partners are fundamental to advancing a sustainable future. This commitment is reflected in the College's strategic approach to sustainability, which integrates partnership at its core. By working closely with local businesses, government agencies, and sector specialists, the College fosters a shared vision for sustainability that exceeds individual efforts.

The College's engagement is multifaceted, encompassing partnerships that not only develop sustainable practices but also create training programs to support businesses in acquiring essential skills for sustainability. By upskilling our teams of highly skilled academics and putting a key focus on building our networks we have positioned ourselves as a leader in providing the knowledge and skills necessary for businesses to innovate and transform their operations in alignment with environmental goals.

Working closely with the businesses of our region, we recognised that financial constraints could impede progress therefore we have continued to secure funding to help subsidise our training ensuring we can collectively remove the barriers that hinder businesses from accessing training and building more sustainable businesses.

Our dedication to partnership and engagement is not just about immediate gains but is also an investment in the long-term resilience and prosperity of the region. By equipping businesses with the tools to achieve sustainability, Dundee and Angus College is contributing to a stronger, more sustainable economy that benefits us all.

Our Principal, Simon Hewitt, continues to be the lead Principal for the Climate Emergency for the pan Scotland College Principals' Group and is committed to working with partners across Scotland and wider to maximise Dundee and Angus College and the wider college sector's drive to Net Zero and addressing the wider Sustainability agenda.

Dundee and Angus College continues to benefit through its hosting of one of our key external partners, the Energy Skills Partnership (ESP). ESP is the college sector agency for the energy, engineering & manufacture and construction sectors. Furthermore, the College Principals Group formally recognise ESP as the college sector agency to lead on the Climate Emergency and Climate Emergency Skills Action Plan which feeds into the sector curriculum development plan for the green jobs market.

Dundee and Angus College are involved in a wide range of exciting projects working with a number of strategic, industry and academic partners including:

Skills Academy at Michelin Scotland Innovation Parc.

In October 2023 we opened the doors to our Green Skills Centre for Excellence. This is our collaboration centre dedicated to upskilling and reskilling industry with the key skills required to become more sustainable.

We launched a first phase curriculum which sees us offer the following training:

Course Name	Target Audience
Electric Vehicle Awareness Level 1	Anyone looking to drive, sell or clean an electric car
Electric Vehicle Technician Level 2 and 3	Car mechanics
Electric ChargePoint Installation	Electricians
Ground Source and Air Source Heatpump installation	Plumbers and Gas Engineers
Introduction to automation	Anyone interested in automation
Personal Development Award in Automation	Manufacturers
Hydrogen Awareness	Mechanics and Fleet owners

You can find out more about the space and the partnership here:

<https://www.youtube.com/watch?feature=shared&v=KJi0Whp1IBA>

Wind Sector

As part of our efforts to create a current and future workforce for the wind sector we created a strategic partnership with a key player in the sector to launch training offer to prepare technicians for the workforce.

Based at our Skills Academy, Coast Training Services offers a comprehensive suite of GWO training including advanced first aid and rescue and fire safety.

With a full-size wind turbine training head and turbine lift coupled with advanced trainers we are offering the highest quality training in a bid to rapidly boost the numbers for the sector.

To prepare the future generation, we invested heavily in virtual reality headsets and commissioned our own software that can be used for play to advanced fault finding and servicing of a wind turbine. We are using this software with unemployed, underemployed and school children to help them better understand the careers that exist in the sector whilst also learning through fun.

Electric Vehicle Training

As a College we have continued to lead the way on upskilling technicians as we transition from fossil fuel to electric. Training over 250 technicians across our region to ensure that alongside the infrastructure advancements in our region we can service, repair and maintain vehicles for our residents and businesses.

Emergency Services

As part of the roll out of our Electric Vehicle training, we secured a contract to work with three of our emergency services, Fire, Police and Ambulance. We have just completed upskilling fire technicians, taking 105 of them through their Level 2 and Level 3 training ensuring they can maintain and service the full fleet vehicles. By acquiring the training, this also saw the technicians get an enhancement to their wages as the employer recognised that this was advancing their skillset.

Where do we want to be?

Partnerships and Engagement Targets

Operational Target	Complete By
Share best practices with other colleges to encourage them to become Colleges of Sanctuary, supporting the growing communities of refugees and migrants in Scotland.	Ongoing
Develop our 90-minute climate and cost of living session into a Rise package, making it accessible to all students at any time.	February 2025
Source additional funding to expand our D&A Community Kitchen to another 9 cohorts, upskilling additional 120 households in Tayside and helping them to combat food poverty	July 2025
Secure investment to provide a decarbonisation of transport package of training to businesses across our region. This will see us upskill over 250 people for free on electric vehicles, hydrogen and electric chargepoint installation.	March 2025
Secure investment for an electric bus to convert to allow us to delivery Heavy Electric Vehicle Training.	tbc

Operational Target	Complete By
Partner with Montrose Port Authority and Angus Council to be the skills deliverer at the newly open Skills Building at Montrose Port.	July 2025
Deliver focused activity to encourage and inspire unemployed people into the green sector through partnership working with employability providers	July 2025
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	July 2025

Data Collection

Where are we now?

Since the introduction of the Scottish Governments mandatory Public Bodies Climate Change Duties Report in 2015, the College has been collecting data to accurately record all scope 1 & 2 and some scope 3 emissions. This includes natural gas, electric, biomass, fuel, gasses, water, waste and business travel. Most of the information is gathered by recording of information from invoices or annual reports from the suppliers. Scope 3 Procurement data is collated by APUC and is calculated on a spend basis.

Where do we want to be?

The College recognises that scope 3 data collection is where we need to focus, with more accurate data on waste, business travel and commuting. With the introduction of a new waste supplier and business travel system in 2025, we are confident that the data available to the College will be of a much higher standard.

Work continues nationally on the collection of Scope 3 Procurement figures. The college will work with and take direction from partners such as SSN, APUC and EAUC Scotland on how best to record this data.

Governance

The implementation of the Climate Emergency Action Plan will be the responsibility of the Head of Estates.

The Climate Emergency Action Group will regularly assess progress against the key themes within FE Roadmap along with the targets set by the College for each of the themes. Quarterly reports on progress will be issued to the Executive and Senior Leadership Team and the College Board of Management.

Dundee & Angus College will continue to fulfil requirements to report on environmental performance through a range of other mechanisms which includes the Scottish Government's annual mandatory Public Bodies Climate Change Reporting Duties process.

DRAFT

BOARD OF MANAGEMENT

Friday 13 December 2024



GOVERNANCE ITEMS

PAPER O

15.1- MEMBERSHIP UPDATE

BOARD OF MANAGEMENT

Friday 13 December 2024

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 now include **a minimum of 17 members and a maximum of 20 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 17 members.

A list of current board members is included as Appendix A and it should be noted that the College is now operating at its lower membership limit.

3 Board Resignations

As Board members will be aware, Sally Middleton had signalled her wish to step down from the Board due to work priorities and personal circumstances, and recruitment to replace Sally were underway.

Roy McLellan and Daniel Rosie have also recently advised of their resignation from the Board. Both resignations are due to increasing work commitments.

The formal terms of office for all three will come to an end on 31 December 2024 and the Board are asked to record their thanks to Sally, Roy and Daniel for the service and support they have provided to the College.

4 Board Recruitment

Following notification of the intended the resignation of Sally Middleton recruitment arrangements were progressed in Autumn 2024 and two appointable candidates were identified and put forward for Scottish Government approval.

In line with the delegated authority provided to the nominations committee the following two individuals have been progressed for Board membership with effect from 1 February 2025.

Kelly McIntosh Interim Deputy Chief Executive / Director of Education & Lifelong Learning Angus Council.

Extensive public sector executive management experience and expertise in education, learning & teaching. Governance experience.

Kelly is currently a co-opted member of the Learning, Teaching & Quality Committee.

Robert Young Site Operations Manager, Seagreen Offshore Windfarm

Extensive large scale infrastructure management and expertise in green skills development. Project Management experience (£100M + projects).

Board members are invited to formally endorse these appointments.

As noted within the current board membership list, two further Board memberships will come up for reappointment in spring 2025, alongside the vacancy currently unfilled. To support this the Board is asked to formally confirm delegation to the Chairs Committee to recruit to these positions as per normal practice.

5 Link to Strategic Risk Register

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

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

Author and Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Board of Management Membership and Skills Mix as at December 2024

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. Margo Williamson	Vice Chair June 2021	31/05/2025	Public Service Management, Education, Learning & Teaching
3. Donna Fordyce	April 2017	31/04/2025	Economic Development/ Enterprise, Fisheries, Retail Management
4. Helen Honeyman	January 2019	31/12/2026	Risk, Governance, HR Management
5. Donald Mackenzie	April 2019	31/03/2027	HR & OD, Corporate Communications, Management
6. Neil Lowden	January 2019	31/12/2026	Educational Management, Learning & Teaching, Educational Policy
7. Sally Middleton*	June 2021	Resigned 31/12/2024	HE Learning & Teaching, Management, Access & Articulation
8. Brian Lawrie*	May 2022	31/04/2026	Finance, Public Service Management
9. Roy McLellan*	May 2022	Resigned 31/12/2024	Business, Management, Enterprise
10. Jackie Buchanan*	February 2023	31/01/2027	Public Service Management, Legal, Governance & Procurement
11. Carri Cusick*	April 2023	30/04/2027	Economic Development/ Enterprise, Digital, Management
12. Daniel Rosie*	May 2023	Resigned 31/12/2024	Marketing, Promotions, PR, Enterprise, Management
13. Ged Bell*	September 2024	31/08/2028	ICT/Digital, Public Sector Management
14. Simon Hewitt	August 2020	--	Principal
15. Matthew Beattie	November 2023	31/10/2027	Non-Teaching Staff Member
16. Derek Smith	April 2023	31/03/2027	Teaching Staff Member
17. Stephen Oakley	March 2024	31/03/2028	Teaching staff union nominated member
18. Vacancy			Non-teaching staff union nominated member
19. Kara Ramsay	August 2024	31/08/2025	Student Member
20. Adele Lawrence	March 2024	31/08/2025	Student Member

* eligible for reappointment

BOARD OF MANAGEMENT

Friday 13 December 2024



GOVERNANCE ITEMS

PAPER P

15.2- BOARD METRICS

BOARD OF MANAGEMENT

Friday 13 December 2024

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.

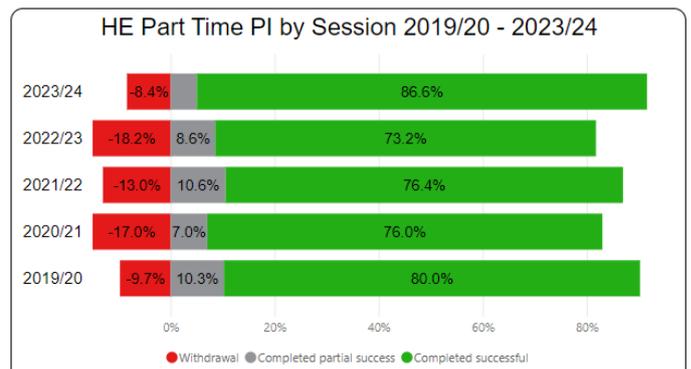
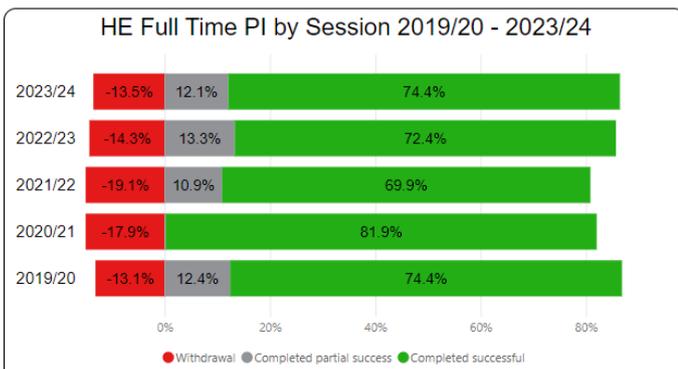
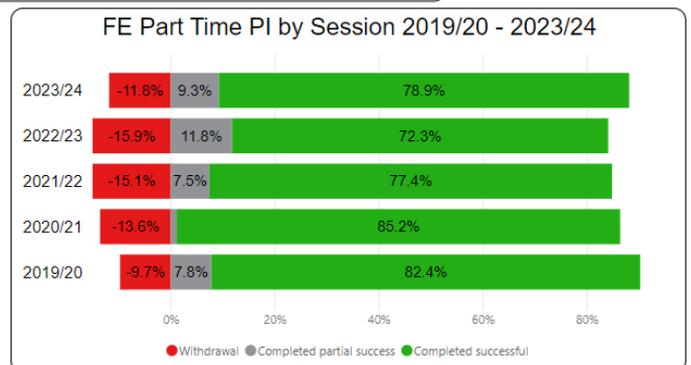
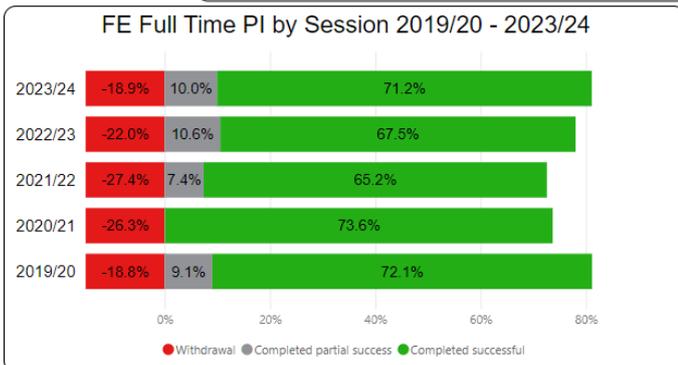
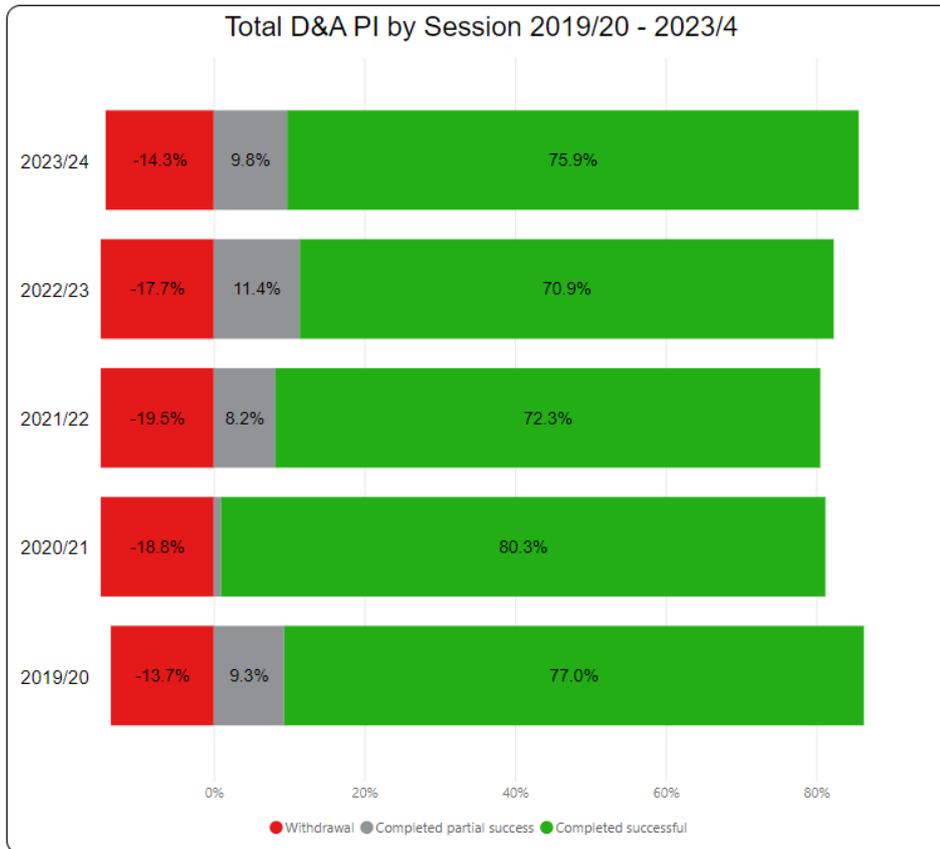
3 Link to Strategic Risk Register

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;

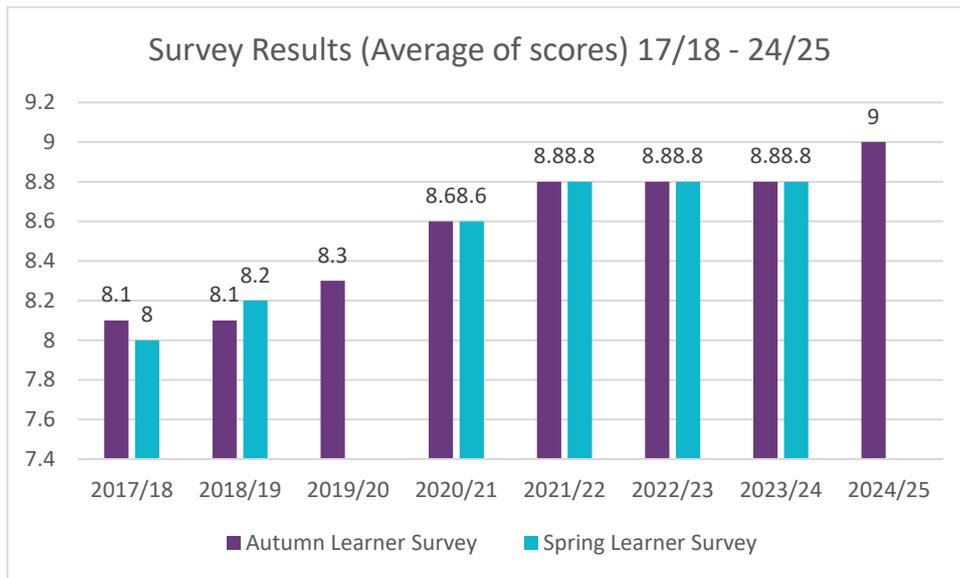
- 1.1 – Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 2.2 – Failure to achieve institutional sustainability
- 3.1 – Failure to reach aspirational standards in learning, teaching and service delivery
- 3.3 – 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 Lauren Mowatt, Data Analyst
Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations

Performance Indicators



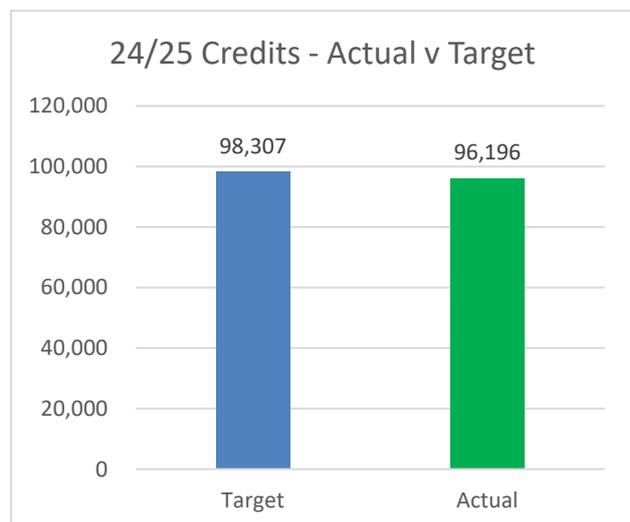
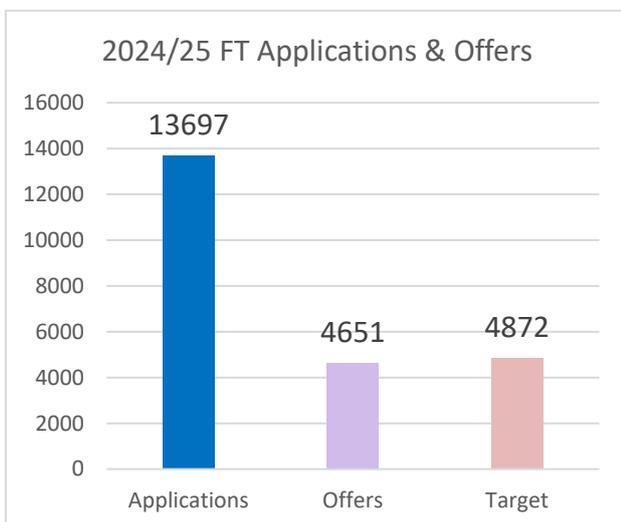
Student Survey Results



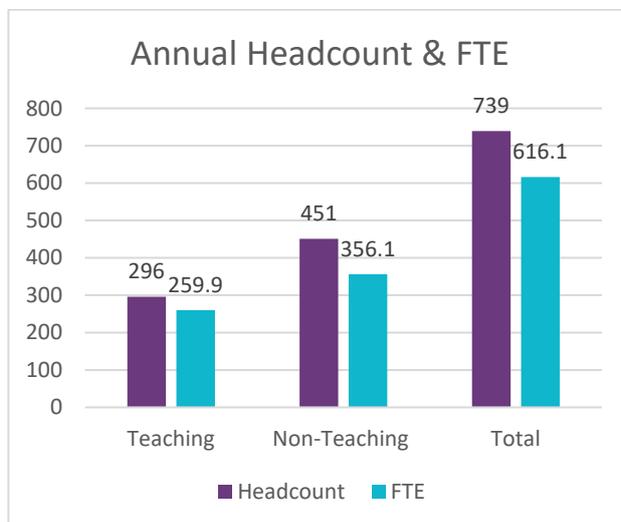
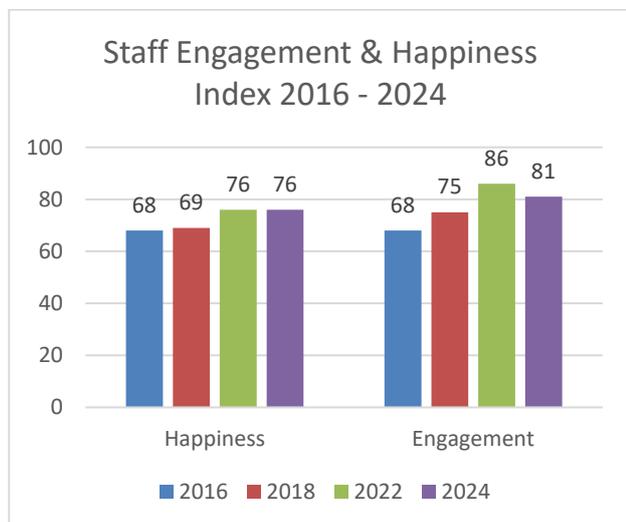
Note: The 2019/20 L&T Survey was not completed. The Learner Survey is now scored out of 5 but the results are scaled up to be consistent with prior years. The overall 2024/25 Autumn survey score was 9 (4.5 out of 5).

SFC Student Satisfaction & Engagement Survey – Positive response rate

	D&A	National
Overall Satisfaction 2020/21	92.4%	85.9%
Overall Satisfaction 2021/22	96.3%	90.2%
Overall Satisfaction 2022/23	96.7%	93.4%
Overall Satisfaction 2023/24	97.2%	92.1%

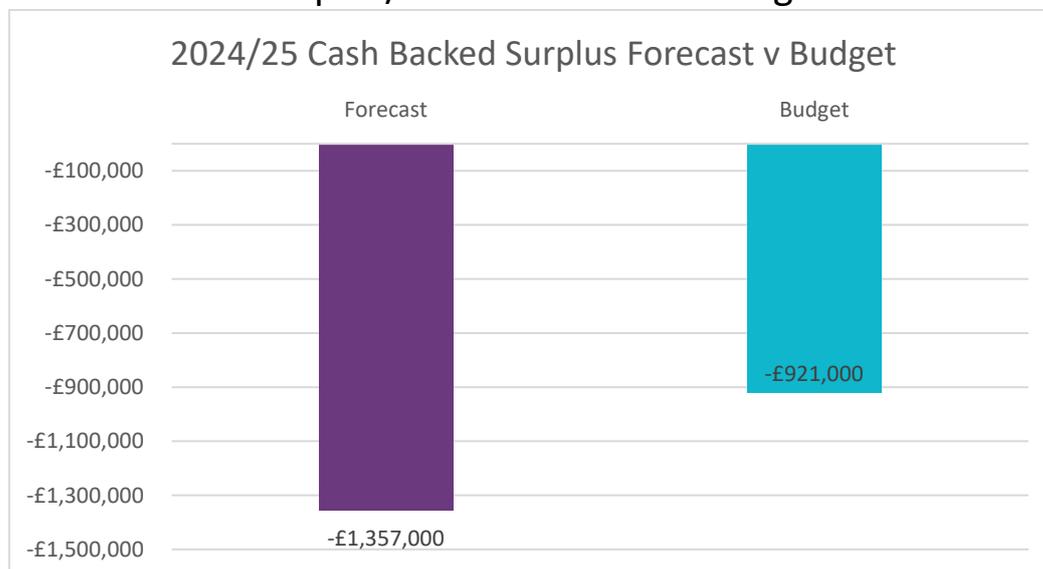


Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	Staff Absence Last Full Quarter	Staff Absence Rolling Year to Start of Last Quarter
Average working days lost per sick headcount	7.22 days	11.36 days
Working time lost	2.73%	5.79%
Comparison with sector/national rates	UK All Sector rate (CIPD 2016) 3.3% (2.6% CIPD 2020) UK Public Sector rate (Unison 2016) 3.4%	

Finance – Surplus/Deficit v Planned Budget out-turn



	2024/25	2023/24	2022/23
RIDDOR – Reportable Accidents	0	7	4

2023/24	Completed	Planned
Audits Completed v Planned	7	7

BOARD OF MANAGEMENT

Friday 13 December 2024



MINUTES OF COMMITTEE MEETINGS

PAPER Q

16.1- LEARNING, TEACHING & QUALITY- 28 AUGUST 2024

16.2- HUMAN RESOURCES & DEVELOPMENT- CANCELLED

16.3- AUDIT & RISK- 3 DECEMBER 2024

16.4 - JOINT A&R AND F&P- 3 DECEMBER 2024

16.5 - FINANCE & PROPERTY- 3 DECEMBER 2024

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee

Wednesday 13 November 2024 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 November 2024 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

PRESENT:

Neil Lowden	Derek Smith
Laurie O'Donnell	Simon Hewitt
Helen Honeyman	Kara Ramsay
Stephen Oakley	

IN ATTENDANCE: Steve Taylor (Vice Principal / Secretary to the Board)
Jane Roscoe, Steph Toms & Lee Lappin (Directors of Curriculum & Partnerships)
Leann Crichton (Director of Student Experience)
Penny Muir (Board Administrator)
Zoe Hargraves (Head of Curriculum & Quality)
Craig Denham (Curriculum & Quality Leader)

1. WELCOME

N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting, including Zoe Hargraves (Head of Curriculum & Quality) and Craig Denham (Curriculum & Quality Leader)

2. APOLOGIES

Apologies received from Sally Middleton, Kelly McIntosh, Adele Lawrence, Julie Grace, Margo Williamson and Donna Fordyce.

3. DECLARATIONS OF INTEREST & CONNECTION

There are no declarations of interest or connection.

4. MINUTE OF THE PREVIOUS MEETING

The minute of the meeting held on Wednesday 28 August 2024 was approved as an accurate record.

5. MATTERS ARISING

The matters arising are now closed.

6. CURRICULUM REPORT – SHARING GOOD PRACTICE IN LEARNING & TEACHING

L Lappin introduced Z Hargreaves and C Denham and outlined the showcase approach developed for curriculum teams.

L Lappin noted the benefits of sharing knowledge across departments, highlighting new approaches and developments. A schedule for these knowledge-sharing spotlights has been established, with sessions planned throughout the year.

C Denham presented on Animals, Land & Environment, emphasising his role as Curriculum Quality Leader in Animal Care. C Denham focused on developing commercial growth through a diverse range of external and internal courses, including first aid and forklift training. Both staff and students have been actively involved in these initiatives. The Animal Care team has been approved as a delivery centre for veterinary skills training, offering qualifications such as patient care assistant and first aid for cats and dogs, which are expected to gain traction as new legislation emerges. Future planning includes additional first aid courses for progression, animal medicine advisor and veterinary assistant roles.

C Denham highlighted the potential benefits of establishing a closer connection with vet practices in Dundee, expressing interest and collaborating with internal marketing teams to promote the programme. C Denham noted that live animals are being incorporated into delivery through the aviary unit to enrich educational context.

C Denham highlighted the efforts to improve student retention and minimise absences include identifying unaccepted offers promptly to fill spaces and implementing an Absence Action Plan to monitor and support students with low attendance. Weekly tracking and follow-ups aim to provide accountability and support and had resulted in improved student withdrawal numbers. Notably, last year's withdrawals from Introductory Animal Care have dropped to zero this year due to these proactive measures.

C Denham also noted a nurturing approach in practical classes through wellbeing sessions and smaller animal care activities, offering volunteering opportunities. The NC Animal Course at Camperdown Zoo aims to enhance accessibility and bring valuable experiences back to the College. The joinery and engineering students also collaborate on projects to design and create better habitats for the animals.

L Lappin emphasised the importance of changing mindsets, fostering collaboration, and pursuing new partnerships, while S Oakley welcomed the creativity and effective collaboration in teaching practices C Denham had highlighted.

C Denham highlighted the new, emerging, creative approaches, such as making paper-mâché models of animals to support awareness of anatomy and integrating new learning technologies. One specific example involved a Level 4 student who, through a tailored action plan, achieved 100% attendance and engagement. This reflects the department's supportive culture, highlighted through positive feedback from students and student services.

Z Hargraves, Head of Curriculum & Quality, presented on Art and Design, stressing cross-departmental collaboration and community partnerships. She noted illustration students have worked with sports students to install artwork, while photography students have collaborated on initiatives with the V&A, DCA, and local community projects. Partnerships within the industry ensure curriculum relevance, with clients setting briefs and providing feedback to prepare students for their future careers.

Student trips and exhibitions, such as visits to the V&A, have positively impacted retention and provided valuable learning experiences. Guidance tutors serve as the first point of contact for student support, reinforced by successful drop-in sessions and group chats.

Z Hargraves highlighted professional development through staff collaboration and skill-sharing workshops, such as screen printing and noted that the Cashmere experience at Lunan Bay Farm had provides students with firsthand insights into production processes, enriching student projects and learning opportunities.

S Hewitt commended the passion and impact evident in these initiatives, whilst H Honeyman echoed this sentiment, highlighting their broad potential to influence and inspire.

N Lowden thanked C Denham and Z Hargraves for their presentation and hard work.

7. STUDENTS' ASSOCIATION REPORT

K Ramsay presented the Student's Association report.

She noted the completion of class representative recruitment with a total of 250 class reps, 154 of whom have completed training through 15 sessions. However, there are currently only nine department reps registered, and efforts are ongoing to fill the remaining spots.

Thrive is promoting the collection of winter clothing and plans to gather donations for Christmas boxes while ensuring the food larder is stocked up in preparation for the upcoming Christmas break. K Ramsay stated the Thrive shop at Kingsway has been relocated and will soon reopen.

K Ramsay noted that active inductions have been conducted in two parts, consisting of interactive class sessions and engagement activities focused on learning. There are currently 60 active classes, and outreach efforts have reached 18 departments, with over 1,700 students gaining insights into the services and support available at the College.

As part of the D&A Decade challenges, D&A staff participated in a unique experience known as Freaky Friday, where they stepped into the roles of students for a day. This simulation allowed staff members to adopt student personas, fully engaging with the daily challenges and routines faced by students.

S Oakley highlighted the large student intake, while N Lowden commended the team's efforts, noting a 4.72 out of 5-star student feedback rating based on 671 responses, and extended his congratulations.

S Hewitt enquired about the breakfast clubs and whether participation has remained consistent, to which K Ramsay explained that they continue to be popular, particularly among ESOL students at Gardyne. N Lowden asked about tracking numbers and S Taylor noted that approximately 10,000 students were utilising the service each year.

L O'Donnell emphasised the importance of student support in providing a comprehensive experience that enables students to thrive.

N Lowden thanked K Ramsay for her report.

8. 2023/24 PERFORMANCE INDICATOR REPORT

S Taylor presented the report, highlighting final figures have been submitted to the Scottish Funding Council, with detailed data to be released next calendar year.

S Taylor stated there was a significant improvement in student outcomes, with overall student outcomes up 5% from the previous year. While outcomes during the COVID years varied, results are now back in line with pre-COVID levels. Improvements were noted across full-time and part-time, Further Education (FE) and Higher Education (HE) categories, with a notable increase in part-time HE, covering 418 learners, marking a positive return to expected levels for the College.

The report also indicated that a greater portion of College courses achieved higher outcomes, demonstrating the effectiveness of student engagement and involvement efforts.

Areas performing below the national average, as highlighted in the Successful Outcome Action Report (SOAR), have been reviewed by Directors and discussed at "Stop and Reflect" sessions. It was noted that while performance varied, some areas require more significant targeted support and input.

J Roscoe highlighted that 170 courses met aspirational targets in 2022/23, with an increase anticipated this year. The importance of ownership, retention, and recruitment was stressed, with teams focusing on improvement through the SOAR report's specific action plans.

H Honeyman noted concern over performance in Building Services, with 14 courses not meeting national average and over 50% of building courses falling short. L Lappin explained that additional student interviews are being conducted to ensure the right course fit and a cultural shift is underway, including performance plans, standardisation approaches, and longer student inductions to help students adapt to their courses. Support measures, including DASA involvement, have been implemented. L Lappin confirmed that arrangements were being monitored to ensure that sustained improvement in outcomes was evident.

S Hewitt commended the results, highlighting the two years of financial savings and structural changes. He acknowledged the significant contributions of Directors in achieving these outcomes and noted the evident positive impact of the restructure.

N Lowden welcomed the positive data, reflecting improvement in student outcomes and opportunities at a time that the College was also addressing funding challenges.

The Committee praised the report.

9. NEW SECTOR QUALITY ARRANGEMENTS AND THE TERTIARY QUALITY ENHANCEMENT FRAMEWORK

S Taylor reported on the new Tertiary Quality Framework.

He stated this framework applies to colleges and universities and introduces a new set of engagements. For colleges, this entails significant changes in terminology and processes.

S Taylor highlighted, the previous engagement model with Education Scotland has concluded, and colleges are now working with the Quality Assurance Agency Scotland (QAA) overseeing quality arrangements.

S Taylor noted that, despite the framework and oversight changes, the underpinning requirements and arrangements remain unchanged; focusing on high quality learning and teaching, as well as good support services and a culture of quality enhancement. S Taylor noted that there were six elements to the new framework, with two foundational elements being externality and data.

S Taylor highlighted the reports produced, and the engagements conducted will differ under this framework, although some elements are still pending finalisation. A key focus of the new approach is the annual Self-Evaluation Action Plan (SEAP) which was currently being written.

S Hewitt emphasised the opportunity to reinforce practices within the College. While the framework may appear different in structure and presentation, it aligns with ongoing practices already embedded in the institution.

S Taylor highlighted the importance of using this framework as a means to reassess and reset post-COVID. He noted the opportunity to build the self-evaluation process up, allowing for reflection and integration into the new quality arrangements at team level, rather than developing this on a top down basis. This process involves developing and refining (rather than replacing) current quality arrangements to better align with the TQEF framework.

N Lowden enquired whether an update would be presented to the Board of Management Meeting. S Taylor confirmed his willingness to provide an update if required, acknowledging the significance of the new framework. **S Taylor to progress.**

N Lowden thanked S Taylor for the report.

10. CURRICULUM & PARTNERSHIPS REPORT

J Roscoe presented this report for noting and provided an update on the Respect Campaign, emphasising the strength of the initiative and presenting impressive figures. J Roscoe also reiterated that, although the Scottish Funding Council's new guidance on the calculation of Performance Indicators (PIs) excludes early withdrawals from published performance data, early withdrawal figures will still be recorded and utilised as part of the quality assurance and improvement process.

S Tom discussed the importance of sharing good practices and integrating them within the Curriculum Teams. While not all contributions from staff could be included, several outstanding examples were highlighted. These included the Essential Skills team's efforts to enhance learning experiences, such as organising a theatre visit for students and linking it to their studies. Feedback from this initiative was highly positive.

S Tom also noted the October prize-giving ceremony, which was a high-profile event. The team worked diligently to develop the event, securing new sponsors this year. The positive feedback received from sponsors indicated ongoing support for students. The event had effectively promoted student success and strengthened business engagement.

N Lowden commended the recognition received at national awards, particularly under the four subheadings, and conveyed congratulations to those involved.

11. STRATEGIC RISK REGISTER

S Taylor stated that no changes have been proposed.

12. LT&Q METRICS

S Taylor presented the paper for noting and highlighted the results from the Scottish Funding Council's Student Satisfaction Survey. The College's performance was above the national average, ranking highest in Higher Education (HE) and third equal in Further Education (FE). Overall, the college was noted as the highest-performing institution in the student survey.

The Committee welcomed this feedback and N Lowden thanked S Taylor for the paper.

Action Point Summary

Action	Responsibility	Date
Update on the Tertiary Quality Enhancement Framework to be provided to the full Board of Management	S Taylor	13 Dec 2024

BOARD OF MANAGEMENT

Audit and Risk Committee

Tuesday 3 December 2024 at 4.30pm in room K-TO-604 and via MS Teams



Minute of the Audit & Risk Committee meeting held on Tuesday 3 December 2024 at 4.30pm in Room K-TO-604 Kingsway Campus and via Microsoft Teams.

PRESENT: Helen Honeyman (Chair Audit) Derek Smith
Margo Williamson Matthew Beattie
Ged Bell

IN ATTENDANCE: Stuart Inglis (Henderson Loggie) Laurie O'Donnell
Michael Speight (Forvis Mazars)
Bridget Mauro (Forvis Mazars)
S Taylor (Vice Principal Support and Organisation)
Nicky Anderson (Director of Finance)
P Muir (Board Administrator)

1. WELCOME

H Honeyman welcomed members of the Audit & Risk Committee and L O'Donnell as an observer.

It was confirmed that an independent meeting with audit representatives had been held directly prior to the meeting.

2. APOLOGIES

Apologies were noted from R McLellan, S Middleton, D Archibald and J Buchanan.

3. DECLARATIONS OF INTEREST OR CONNECTION

S Inglis declared an interest in relation to the Procurement of Internal Audit services and withdrew from the meeting for that item.

4. MINUTE OF THE PREVIOUS MEETING

The minutes of the Audit and Risk Committee meeting held on 17 September 2024 were approved as an accurate record.

5. MATTERS ARISING

The matters arising have been progressed as noted.

6. AUDIT & RISK COMMITTEE ANNUAL REPORT TO THE BOARD

The Audit & Risk Committee Annual Report to the Board was discussed in detail. H Honeyman noted discussion within the auditor meeting regarding changes, timescales, and delays being faced. She noted discomfort with the current position, acknowledging no fault of individuals, but highlighting the possible impact on the Audit sign-off date.

While appreciating the ongoing work and handovers, she stressed the importance of avoiding similar tight deadlines in the future and requested these concerns to be reflected in the report.

M Williamson enquired about the progress of the audit sign-off process and the likelihood of meeting the deadline.

N Anderson provided an update on the accounts and adjustments, noting that further checks by M Speight (Forvis Mazars) with the technical department were required.

M Speight provided an update on the status of the audit progress, highlighting the technical treatment of the job evaluation funding was a significant hurdle. While 95% of the work was on track, final approvals and backpay accrual figures still required completion. M Speight stated ongoing discussions with the technical team were being held to address these issues, with confidence that the audit would be sufficiently complete pending the final steps. He acknowledged the associated risks but assured the Committee that contingency measures were in place to ensure the audit's completion within the required timeframe.

H Honeyman acknowledged the team's work but reiterated the importance of flagging risks to the Board. She also queried contingency plans if the sign-off timeline was not met and the implications for funding.

S Taylor noted that contingency arrangements were possible if needed to allow sign off to be completed after the Board meeting. If required lateness of the final reports could be signalled to SFC, but this would be avoided if at all possible. M Speight noted that with proper communication, a delay would not pose a major problem.

S Inglis emphasised the need to update the highlighted areas within the Audit & Risk Annual report to the Board to reflect the final reports to be approved. This was noted.

The draft report was approved (with amendment as noted) for submission to the Board.
H Honeyman and S Taylor to progress.

7. INTERNAL AUDIT

7.1. STUDENT ACTIVITY

S Inglis summarised the report, highlighting that this was one of the mandatory audits undertaken each year. The report had a positive outcome with some minor recommendations noted.

S Inglis highlighted one issue which was the allocation of credits on a course where 110 Credits recorded in UNIT-e did not align with the Credits outlined in the course framework or those actually undertaken by students. However, S Inglis confirmed that this had no impact overall.

S Inglis noted the average credits claimed for full-time students slightly exceeded the Funding Council guidance, with ongoing discussions which confirmed no issues or impact for the current year.

S Taylor highlighted the importance of conversations with SFC around average credits and noted that these additional credits were group tutor and guidance time for students, which were essential elements of successful programmes. S Taylor also noted that the average credit figure had reduced, with closer alignment.

The positive report was approved.

7.2. STUDENT SUPPORT FUNDS

S Inglis summarised the report on the discretionary, hardship, bursary, childcare, and EMA funds. It was confirmed that these returns were simplified and submitted to SAAS without reservation.

The report received a clean certificate, with one point noted for future improvement. The report was then welcomed and approved by the committee.

H Honeyman thanked everyone involved for their work in achieving such positive outcomes

7.3. SPORTS CENTRE BUSINESS PROCESS REVIEW

S Inglis introduced and highlighted the report, which was prepared by D Archibald.

S Inglis emphasised that the review's objective was to identify and eliminate inefficiencies within current processes, while also contributing to a broader evaluation by the College of the commercialisation and overall effectiveness of the Sports Centre operations at Gardyne Campus.

S Inglis noted that meetings were conducted with stakeholders, including staff from the Sports Centre, the HR Manager, the Head of Estates, and the Head of Finance. Additional meetings were held with customers and other relevant parties. Through these discussions, opportunities were identified for improving the performance in the operating model for the Sports Centre.

S Inglis highlighted key findings and included several recommendations to enhance effectiveness. S Inglis stated two high-priority recommendations were related to access security and maintaining safe staff levels. Management confirmed that Risk assessments concerning potential staffing level risks have been reviewed, and appropriate arrangements put in place at the time of the fieldwork for the report in early 2024. Residual areas for improvement have been identified, with a completion date set for 31 January 2025.

The remainder of the report included four medium-priority and one lower-priority recommendation. These related to areas such as Sports Centre charges, equipment, and building maintenance.

M Williamson remarked that the report was thorough and enjoyable to read, with no surprises for management. She emphasised the importance of Health and Safety and access, recognising the assurance provided within these areas.

H Honeyman asked about the partial acceptance of recommendations related to safe staffing levels, querying whether shutting the facility down was ever considered.

S Inglis clarified that, during discussions, assurance was provided that the identified risks, such as all staff being called away while pool supervision was required, were effectively managed and unlikely to materialise.

S Taylor added that the partial acceptance referred to issues had already been addressed and noted that the final elements of the recommendation did not relate to Health and Safety concerns.

The report was approved.

7.4. FOLLOW UP SUMMARY

S Taylor presented the summary and noted that work was progressing well in terms of Audit recommendations.

H Honeyman noted that it was a request of the committee that Procurement be reviewed again in 12 months. This would be added into the 2025/26 audit schedule. **S Taylor to progress.**

H Honeyman thanked S Taylor for the update and noted that the Committee was pleased to see the progress made.

7.5. PROCUREMENT AND CREDITORS AUDIT UPDATE

N Anderson summarised the update on recommendations from the Procurement and Creditors Audit.

N Anderson highlighted that the procurement strategy was included on the agenda for the Finance & Property Committee. She noted that a draft procurement policy and procurement authorisation process had been prepared, along with proposed changes to procurement thresholds. These documents will be circulated shortly, pending approval.

N Anderson discussed the "No PO, No Pay" policy which was reviewed, and communication to staff regarding the importance of purchase orders (POs) is underway, with a plan in place to improve enforcement.

N Anderson noted that it is not possible to build authorisation system controls into the P2P process, but the existing measures provide adequate control over changes to bank details.

H Honeyman acknowledged the challenges in fully implementing the "No PO, No Pay" policy and welcomed the desire to move closer to this where possible.

L O'Donnell highlighted the importance of fostering a supportive culture for staff, ensuring they are empowered to do their jobs while working to find the right balance of support and protection.

The update was welcomed.

8. DATA REPORTING

S Taylor reported that there had been no reportable data breaches. He noted that the annual report on cyber security and resilience would be presented at the March 2025 meeting.

Following recent staffing changes S Taylor highlighted that the College would transition to a shared service arrangement through HEFETIS for data protection support. This change was noted.

9. INTERNAL AUDIT PROCUREMENT

S Inglis left the meeting for this item.

N Anderson provided a summary of the Internal Audit Procurement process, noting that a mini-competition and interviews with potential suppliers would be conducted in February – March 2025. The outcome of this process will be presented to the Audit and Risk Committee in June 2025.

10. STRATEGIC RISK REGISTER

S Taylor provided a summary, highlighting key areas of risk. Financial sustainability was noted as a significant concern and is scheduled for discussion at the Finance and Property Committee meeting.

S Taylor highlighted those credits claimed from different funding pots-based on Scottish Funding Council (SFC) and SFE funding, which operate in arrears- had resulted in some ESF funds being reclaimed. Although additional funds were previously allocated, some of these had had to be returned due to these adjustments.

S Taylor stated work on the risk appetite session is progressing and will be progressed for the March 2025 meeting. There were no changes signaled to current Strategic Risks.

The paper was approved.

11. DATE OF NEXT MEETING

Tuesday 4 March 2025 at 5.00pm in room K-TO-624, Kingsway Campus.

Action Point Summary

Action	Responsibility	Date
Audit & Risk Annual report to be updated for submission to the Board	S Taylor	13 December 2024
Procurement and creditors audit to be included in the 2025/26 audit plan.	S Taylor	September 2025

BOARD OF MANAGEMENT

Joint Audit & Risk and Finance & Property Committee



Tuesday 3 December 2024 at 5.20pm in room K-TO-604 and via MS Teams

Minute of the Joint Audit & Risk and Finance & Property Committee meeting held on Tuesday 3 December 2024 at 17:15pm in Room K-TO- 604 Kingsway Campus and via Microsoft Teams

PRESENT:

Helen Honeyman (Chair)	Stephen Oakley
Laurie O'Donnell	Margo Williamson
Brian Lawrie	Simon Hewitt
Ged Bell	Derek Smith
Matthew Beattie	

IN ATTENDANCE:

Steve Taylor (Vice Principal)	Penny Muir (Board Administrator)
Julie Grace (Vice Principal)	Nicky Anderson (Director of Finance)
Andy Ross (Director of Infrastructure)	Billy Grace (Head of Estates)
Michael Speight (Mazars)	Stuart Inglis (Henderson Loggie)
Bridget Mauro (Mazars)	

1. WELCOME

H Honeyman welcomed members of the Joint Audit & Risk and Finance & Property Committees.

2. APOLOGIES

Apologies were noted from S Middleton, D Fordyce, R McLellan, J Buchanan, D Rosie, D Mackenzie and C Cusick.

3. DECLARATIONS OF INTEREST OR CONNECTION

There were no declarations of interest or connection.

4. INTERNAL AUDIT ANNUAL REPORT

S Inglis provided a summary of the internal audit work completed for 2023/24, outlining the results and conclusions.

S Inglis highlighted one area identified as requiring improvement: The Procurement and Purchasing Review. This was graded as requiring improvement due to weaknesses, with the Head of Procurement reporting only 35% full compliance with the College's Procurement policy. It was noted that Procurement procedures were not always followed, though there were no major internal control weaknesses, and areas of strength were also highlighted.

Other audit outcomes had been reported as good/satisfactory and good progress on the implementation of recommendations was noted. The summary included a table of planned audit activities, all of which were achieved with no changes. The plan for internal audit work for 2024/25 has also been set.

B Lawrie confirmed that procurement issues would be discussed at a future Finance & Property Committee meeting.

H Honeyman commended the quality of the report, expressing gratitude to all involved.

The annual report was approved.

5. FORVIS MAZARS ANNUAL AUDIT REPORT

M Speight provided an overview of the annual audit report, noting modifications to reflect the change in treatment of funding for the national job evaluation exercise. He explained that the situation with job evaluation has been complicated by the Scottish Funding Council (SFC), which released funding for 2023. While last year's accounts were unaffected, the current year's accounts face an accounting consequence related to the return of the funds held by SFC to central government as this raised questions about the timing and amount of potential funding receipt.

There remains uncertainty about obligations to staff backdating and the recognition of figures tied to the scheme. Adjustments have been made to reflect these obligations. The resulting negative figures have been incorporated into this year's accounts.

Discussions emphasised the importance of ensuring the accounts provide a proper and true understanding of this change within the narrative and explanatory notes, as this could be misconstrued as a significant deficit for the College rather than a technical accounting change.

S Hewitt observed that the challenges arose due to late direction from the sector, not as a fault of the College, but the situation was less than ideal. He suggested that a collective narrative from the auditors' perspective would benefit the sector.

M Speight confirmed that while there were differing priorities among other colleges, the accounts as presented give a true and fair view. Adjustments to the narrative are being finalised to provide clear explanations, particularly addressing deficit concerns and potential misinterpretations by external stakeholders.

B Lawrie suggested including text in the early parts of the narrative to address the job evaluation impact and provide a reasonable not technical summary of the situation and the impact on the final figures. He noted this would help mitigate concerns about the reported deficit and public perception.

M Speight emphasised the need for comprehensive notes and guidance to ensure readers interpret the accounts appropriately. He indicated confidence in meeting the audit deadline, with a 90% likelihood, but acknowledged the possibility of the need for a late signature to finalise the process.

The Committee noted the updates and expressed thanks for the progress made amidst the challenges.

6. FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2024

N Anderson provided a summary of the financial statements, noting that the accounts for 2023/24 reflect a deficit of £4.813 million. She explained that this deficit is effectively a "paper loss" attributed to several accounting entries.

These included:

- pensions and depreciation (non-cash items) totalling £1.055 million;
- a capital revaluation adjustment related to RAAC and changes in the useful economic life of the Hair & Beauty building amounting to £1.059 million;
- and a provision for job evaluation of £4.001 million.

After accounting for these adjustments, the underlying surplus for the year is £1.302 million, which is marginally lower than the £1.348 million reported to the Finance and Property Committee in September.

S Hewitt noted the need for a clear narrative to explain the significant shift from a £4.8 million deficit on paper to an actual to a £1.3 million surplus, stating that this transition was difficult for most people to understand.

M Williamson agreed that there were the potential risks related to the way in which finances were reported and underscored the importance of being adequately prepared. L O'Donnell highlighted the importance of a systematic and responsive approach and recommended that the College manage this as part of its communication planning. This was agreed. **S Hewitt to progress.**

M Speight provided some observations on the comprehensiveness of the financial statements and recommended including further detail on plans for the new campus.

The Financial Statement for the year ended 31 July 2024 were approved (subject to amendment and signature) for submission to the Board of Management meeting on 13 December 2024. **N Anderson to progress.**

7. DRAFT LETTER OF REPRESENTATION

N Anderson highlighted that the letter would be signed by the Chair and Principal following final approval by the Board.

8. DATE OF NEXT MEETING

To be confirmed in 2024/25 Board Calander

Action Point Summary

Action	Responsibility	Date
Communication plan in terms of publication of the 2023/4 financial statements to be developed	S Hewitt	18 March 2024
Financial Statement for the year ended 31 July 2023 and external audit report to be presented to the Board	N Anderson	13 December 24

BOARD OF MANAGEMENT

Finance & Property Committee



Tuesday 3 December 2024

Minute of the Finance & Property Committee meeting held on Tuesday 3 December 2024 at 18:15pm in Room K-TO-604 Kingsway Campus and via Microsoft Teams.

PRESENT:

Brian Lawrie	Laurie O'Donnell
Stephen Oakley	Simon Hewitt
Ged Bell	Derek Smith
Matthew Beattie	

IN ATTENDANCE: Steve Taylor (Vice Principal Support Services and Operations)
Julie Grace (Vice Principal Curriculum and Partnerships)
Andy Ross (Director of Infrastructure) Penny Muir (Board Administrator)
Nicky Anderson (Director of Finance)
Billy Grace (Head of Estates)

1. WELCOME

B Lawrie welcomed members to the Finance & Property Committee meeting.

2. APOLOGIES

Apologies were noted from R McLellan, C Cusick, D Mackenzie, D Rosie, and D Fordyce.

3. DECLARATIONS OF INTEREST OR CONNECTION

There were no declarations of interest or connection.

4. MINUTES OF PREVIOUS MEETING

The minute of the Finance and Property Committee meeting held on 10 September 2024 was approved as an accurate record.

5. MATTERS ARISING

B Lawrie confirmed that all outstanding Matters Arising were updated.

6. FINANCE ITEMS

6.1. FINANCIAL SUSTAINABILITY

S Hewitt provided a summary of financial sustainability actions, highlighting that the situation remained challenging with numerous risks around current and future funding levels.

Discussions are ongoing with the Scottish Government, with the draft budget expected on 4 December 2024. S Hewitt noted there is uncertainty around the Pension Funding and National Insurance, with clarity still awaited regarding the implications.

Despite these challenges, the priority remains focused on improving the financial position through increased income, further efficiencies, and operational improvements. S Hewitt reassured that the College is not yet at the stage of implementing a savings plan.

S Hewitt stated efforts are being made to identify additional income streams and explore savings in-year. The Senior Leadership Team (SLT) will continue to work on this to return the budget to as close to breakeven as possible.

The update was noted.

6.2. 2024/25 BUDGET UPDATE AND FORECAST OUTTURN REPORT

N Anderson provided an update on the 2024/25 Budget and Forecast Outturn report, highlighting a key risk currently facing the institution: the CDEL/RDEL issue. N Anderson emphasised that, if the College is unable to continue switching capital to revenue in 2024/25, it will result in an increase of £1 million to the projected deficit, along with a corresponding underspend on capital. The Finance Directors and the Tripartite Group are actively lobbying the government and SFC to resolve this issue, but time is limited, as the funding is tied to the financial year ending 31 March. Efforts are being made to capitalise as many projects as possible.

The current forecast remained at a deficit of c£1.3 million relative to the original budget deficit of £961k. As noted under the previous item, work was progressing to make in year savings and to plan for the 2025/26 budget. N Anderson reported that flat cash budgets are expected to continue for the foreseeable future.

B Lawrie stated the D&A Foundation had been very positive about the future infrastructure vision and had confirmed its support for the funding bid to help the College move forward. A productive discussion was held, and the Foundation expressed its continued support for the application and optimism about its progress.

The report was approved.

6.3. DRAFT TUITION FEES 2025/26

J Grace summarised the planned fees for 2025/26, noting that most were unchanged. However, an increase in international fees is being proposed to align with current staffing costs.

Following review, the Committee approved the fee proposals.

7. ESTATES UPDATE

B Grace provided a summary of the report, highlighting the significant range of work and projects undertaken in recent months. B Grace also noted the arrangements in place to manage risks associated with RAAC, which remain under control.

The College is participating in a baseline condition exercise with the Scottish Funding Council to assess its position and estimate the costs required to restore the College's facilities to category B condition. A comprehensive condition survey has been completed to inform this work and its findings will inform the Estates Vision and guide future planned works.

B Grace highlighted some buildings are categorised as Condition D, including those with RAAC present, were noted as being almost inoperable. These findings underline the urgency of addressing issues within the Estates Vision.

B Grace noted the recent success at the Green Gown Awards, with Christine Calder, one of the sustainability champions, being recognised for her contributions. This marks the College's third Green Gown Award, a significant achievement across UK and Ireland. The Committee expressed its congratulations on this phenomenal outcome and asked that their congratulations be passed on to Christine. **S Taylor to progress.**

In response to a query from B Lawrie, B Grace confirmed that the baseline condition exercise was unlikely to impact future capital maintenance funding but could support the case for major infrastructure investment.

L O'Donnell emphasised the importance of balancing the College's future vision with the need to continue to maintain the current estate and ensure ongoing health and safety compliance.

S Hewitt provided an update on feedback and work progressing on the wider infrastructure vision and noted that a more detailed update would be provided for the Board meeting.

Over the coming months, efforts will focus on development of the necessary business case and operating model while continuing engagement with the Scottish Government and private investors. Staff briefings have been well-received.

L O'Donnell enquired whether any staff members had raised concerns. S Hewitt stated that there had been some comment regarding a reduction in provision at Arbroath that had been directly addressed. S Taylor added that some staff had expressed concerns about the perceived reduction in size of the Arbroath campus in the images, but that this was not the case and the footprint was equivalent in size to the current campus. S Hewitt noted that while the designs might appear different, the overall size of the buildings for Arbroath and Dundee remained comparable.

The update was well-received, and the Committee extended its congratulations and thanks to the Senior Leadership Team (SLT) and others involved for their work.

The update was welcomed.

8. GARDYNE THEATRE LIMITED UPDATE

S Hewitt provided an update on the operation of GTL and it was agreed that a working group be established to consider the draft report and made recommendations to the next Board meeting. **S Taylor/N Anderson to progress.**

Given that the report included confidential individual information it was agreed that this should not be published.

The Committee agreed to the recommendations.

9. PROCUREMENT

9.1. ANNUAL PROCUEMENT REPORT

N Anderson introduced the annual report for noting and summarised key points.

B Lawrie noted comment on the procurement audit and suggested that it would be useful to have a separate report from the A&R audit to ensure the Committee is satisfied with the work around procurement. This was agreed, **N Anderson to progress.**

The annual report was noted.

9.2. PROCUREMENT UPDATE

N Anderson provided a summary of the procurement update.

The report covered awards and contract extensions over £100k, with the Committee noting the recently awarded contract to Xerox. There were no contract awards to be approved.

B Lawrie enquired whether the figures quoted excluded VAT and if this was recoverable or subject to partial exemption. N Anderson clarified that VAT is often included in quotes, but procurement generally quotes excluding VAT. The actual cost, however, will include VAT where appropriate.

The report was noted and approved.

9.3. PROCUREMENT STRATEGY

N Anderson summarised the document for approval.

The document was presented as a simplified framework for procurement, designed to support the college's strategic objectives and foster economic growth in the region. It was recognised that this was a far simpler read than the previous version.

B Lawrie noted some typographical errors in the strategy document and agreed to follow up with N Anderson to amend these.

The report was noted.

9.4 PROCUREMENT AUTHORITY THRESHOLDS

N Anderson highlighted this report for approval.

It was highlighted as part of the Creditors and Procurement audit report that the procurement support needs to be reviewed. This is the final phase of the work to ensure the authorisation thresholds align with the new structure and the new procurement support model.

B Lawrie acknowledged the proposals as good practice and welcomed the closer alignment with budget holders.

The changes in procurement thresholds were approved.

10. STRATEGIC RISK REGISTER

S Taylor confirmed that following discussions at the Audit & Risk Committee, there are no changes to the Strategic Risk Register at present. However, updates will be made in March 2025, following the work undertaken on the board risk appetite.

The report was approved.

11. SUPPORT SERVICES REPORT

N Anderson acknowledged the report for noting and highlighted the overall funding position for Colleges.

A typographical error was noted and would be corrected and the overall report was noted.

12. DATE OF NEXT MEETING – Tuesday 25 February 2025, 5.00pm K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
Congratulations to be passed on to Christine Calder on her Green Gown award	S Taylor	13 December 2024
GTL Working group to be established	S Taylor / N Anderson	13 December 2024
Update on work to enhance procurement to be provided	N Anderson	25 February 2025

BOARD OF MANAGEMENT

Friday 13 December 2024



CORRESPONDENCE

PAPER R

BOARD OF MANAGEMENT

Friday 13 December 2024



Correspondence – SFC Communications

Paper for information

Reports and Publications Listing	
<p>In-Year Management of College Student Support Funding Allocations 2024-25</p> <p>SFC/CI/07/2024 19 November 2024</p>	<p>Invitation to colleges to relinquish unspent student support funds or request an increase to their student support funding allocations for AY 2024-25.</p>
<p>College Emergency Capital Maintenance Funding FY 2024-25</p> <p>SFC/AN/17/2024 14 November 2024</p>	<p>Purpose of this publication is to outline the principles and process for colleges to access the retained capital maintenance funding of £2.5m for Financial Year (FY) 2024-25.</p>
<p>College Financial Statements and Returns 2023-24</p> <p>SFC/CI/06/2024 13 November 2024</p>	<p>This Call for Information requests copies of audited 2023-24 financial statements and associated supporting information.</p>
<p>College Student Satisfaction and Engagement Survey 2023-24</p> <p>SFC/ST/06/2024 5 November 2024</p>	<p>To inform stakeholders of the publication of the College 2023-24 Student Satisfaction and Engagement Survey (SSES) outcomes.</p>
<p>College Infrastructure Strategy Delivery Plan Update</p> <p>SFC/CP/03/2024 25 October 2024</p>	<p>The College Infrastructure Strategy (CIS) Delivery Plan was published in December 2023 and outlined an ambitious program to deliver an Infrastructure Investment Plan (IIP) for the college sector. This update focuses on three infrastructure themes: physical, digital and net zero.</p>
<p>Education Maintenance Allowance Guidance 2024-25</p> <p>SFC/GD/21/2024 18 September 2024</p>	<p>Guidance on the Education Maintenance Allowance (EMA) program for colleges in Academic Year 2024-25.</p>

Accounts Direction for Scotland's Colleges 2023-24 SFC/GD/22/2024 18 September 2024	To provide SFC's 2023-24 accounts direction for Scotland's colleges and Glasgow Colleges' Regional Board.
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Further details on the above Communications can be accessed via:

[Publications - Scottish Funding Council \(sfc.ac.uk\)](https://www.sfc.ac.uk/Publications)

Author: Penny Muir (Board Administrator)
Executive Sponsor: Steve Taylor, Vice Principal

BOARD OF MANAGEMENT

Friday 13 December 2024



DATE OF NEXT MEETING:

Tuesday 18 March 2025 at 5:00pm, Arbroath Campus, Room A-IS-103.