

BOARD OF MANAGEMENT



**Tuesday 18 March 2025 at 5.00pm in Room A-IS-103
Arbroath Campus**

AGENDA

1. **WELCOME**
2. **APOLOGIES**
3. **DECLARATIONS OF INTEREST OR CONNECTION**
4. **MINUTE OF LAST MEETING – 13 DECEMBER 2024** Paper A for approval LO
5. **MATTERS ARISING** Paper B for approval LO
6. **NATIONAL ACTIVITY UPDATE** Verbal update LO
7. **INFRASTRUCTURE VISION UPDATE** Verbal update SH
8. **STRATEGIC ITEMS**
 - 8.1 2030 Strategy Development Update Paper C for approval SH
 - 8.2 Strategic Projects Update Paper D for information JG
9. **STUDENTS' ASSOCIATION REPORT** Paper E for information KR/AL
10. **PRINCIPAL'S REPORT** Paper F for information SH
11. **NATIONAL BARGAINING UPDATE** Paper G for information ST
12. **FINANCE ITEMS**
 - 12.1 Financial Sustainability Verbal update SH
 - 12.2 GTL Review Paper H for approval BL/NA
 - 12.3 Forvis Mazars Annual Audit Report Paper I information NA
 - 12.4 Financial Statements for the year ended 31 July 2024 Paper J for information NA
 - 12.5 Finance & Property Committee Management Paper K for noting only -
 - Accounts (for information only)
13. **TERTIARY SECTOR QUALITY ARRANGEMENTS**
 - 13.1 Summary of Arrangements Paper L for Information ST
 - 13.2 Self-Evaluation & Action Plan Paper M for information ST
14. **GOVERNANCE ITEMS**
 - 14.1 Strategic Risk Register Paper N for approval ST
 - 14.2 Membership Update Paper O for information ST
 - 14.3 Board and Committee Meeting Calender 2025/2026 Paper P for approval ST
 - 14.4 Board Metrics Paper Q for noting ST
15. **MINUTES OF COMMITTEE MEETINGS** Paper R for information LO
 - 15.1 Learning, Teaching & Quality – 12 Feb 2025
 - 15.2 Human Resource & Development – 20 Feb 2025
 - 15.3 Finance & Property – 25 Feb 2025
 - 15.4 Audit & Risk - 4 March 2025
16. **CORRESPONDENCE** Paper S for information LO
17. **DATE OF NEXT MEETING** Tuesday 17 June at 5.00pm Room K-TO-605 Kingsway Campus

BOARD OF MANAGEMENT

Tuesday 18 March 2025



MINUTE OF LAST MEETING

PAPER A

BOARD OF MANAGEMENT



Friday 13 December 2024 at 11.00am in Room K-TO-604 Kingsway Campus and Hybrid on Teams

Draft confirmed by Chair.

PRESENT:

Laurie O'Donnell (Chair)	Margo Williamson
Derek Smith	Simon Hewitt
Adele Lawrence	Helen Honeyman
Brian Lawrie	Donald Mackenzie
Ged Bell	Kara Ramsay
Matthew Beattie	Donna Fordyce

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.

2. APOLOGIES

Apologies were received from Daniel Rosie, Carri Cusick, Neil Lowden, Stephen Oakley, Roy McLellan, Sally Middleton, J Buchanan and Penny Muir.

3. DECLARATIONS OF INTEREST OR CONNECTION

There were no declarations of interest or connection.

4. MINUTE OF LAST MEETING – 18 JUNE 2024

The minute of the Board of Management meeting held on 1 October 2024 was approved as an accurate record.

5. MATTERS ARISING

One item remains open. All other matters arising were complete or on the agenda.

6. NATIONAL ACTIVITY UPDATE

L O'Donnell provided a verbal update highlighting the recent budget announcement and discussions. The recent publication of Colleges Scotland Ambitions paper and work to better promote the value of the sector (and how essential it was to the economic and social development of Scotland) was noted.

S Hewitt noted the draft budget showed an increase in funding but this was limited and focused on meeting the additional costs associated with employers' pension contributions and the 'extra' element of the academic staff pay award. Funding to support the increase in employers' national insurance remained unclear.

It was noted that there had been no further government response to the Withers Review.

7. EXTERNALLY FACILITATED REVIEW OF BOARD EFFECTIVENESS

L O'Donnell welcomed S Anderson to the meeting and thanked him for the work undertaken to complete his review.

S Anderson summarised the review undertaken, highlighting the approach adopted and the key findings. From this he noted that his view is that the Board was operating effectively and was meeting the requirements of the Code of Good Governance.

S Anderson stated that he had identified four points for action and summarised these. It was noted that these were about improvement and that his opinion was that the Board was operating effectively.

S Anderson noted the first recommendation and stated that he felt that the Board needed to reflect on whether or not it was possible (given the limited number of Board places) for it to recruit members across the range of lived experience underpinning good diversity practice. Or if it was about ensuring that information around this was brought into discussions and decision making. This insight was welcomed.

The action point in respect of the tracking of CPD activity was discussed and M Williamson noted concern that this could be a task rather than an enhancement. S Anderson noted that was not the intention and that the intended focus was to support the Board to understand and strengthen the breadth of skills mix it was able to offer in support of the College.

The report was approved and points for action noted. These would be incorporated into the Board Development plan and progress noted at the June 2025 meeting. **S Taylor to progress.**

8. FUTURE INFRASTRUCTURE VISION PROJECT UPDATE

S Hewitt provided a verbal update on activity progressing around the future infrastructure vision and highlighted the very positive response to the public announcement of the vision and the positive discussions held with multiple stakeholders and potential funders around this.

It was noted that discussions with SFC and Scottish Government had been particularly positive, with support and encouragement to continue to develop arrangements and future plans for the College estate. This included positive comment from the First Minister.

S Hewitt noted that the bid to the D&A Foundation had been approved, with this funding the staff and specialist input that would be necessary to move the vision onto an outline and then final business case. This work would also include development of estimated timelines and identification of key decision points.

The key priorities for early 2025 would be to develop and embed the necessary governance arrangements for the next stage of the project alongside work to develop the strategic business case, outline business case, and final business case.

Very initial discussions had been held around what compliant future procurement processes might look like.

H Honeyman asked about the capacity within the senior team to progress these additional activities and tasks and S Hewitt stated that this was a challenge, hence the funding bid to the D&A Foundation and the appointment of Martin Kirkwood to draft the business cases and progress and identify funding opportunities.

D Fordyce asked about the input of the Board to project and decision processes and S Hewitt noted that planning this out was part of the work scheduled for early in the new year alongside the indicative timeline.

M Williamson noted that approach to communication of the vision and noted how well prepared and handled this had been. This was endorsed by the Board and S Hewitt stated that this had been a large team effort and planned for a significant time in advance of going public. The thanks of the Board would be passed on to those involved. **S Hewitt to progress.**

9. STRATEGIC ITEMS

9.1 2030 Strategy Development Update

S Hewitt highlighted the amendments made to the draft strategy to reflect the points discussed at the October meeting. This included changes to some of the terminology and the addition of metrics in areas such as care experienced learner outcomes.

The updates were welcomed and it was noted that the document (once finalised) would remain as a dynamic strategy to react to future change.

S Hewitt noted that the final comments would be incorporated and a finalised draft brought for approval at the March 2025 meeting for implementation for academic year 2025/26 onwards. **S Hewitt to progress.**

9.2 Strategic Projects Update

J Grace reported that all major projects were progressing well and highlighted a range of new projects agreed or being developed.

The update was welcomed.

10. STUDENTS' ASSOCIATION REPORT

K Ramsay and A Lawrence presented the Student's Association report.

She noted the completion of class representative recruitment with a total of 250 class reps, c180 of whom have completed training. However, there are currently only ten department reps registered, and efforts are ongoing to fill the remaining spots.

The work of the class and department representatives was noted, with key themes being explored each month and these related back to the SPARQs student learning experience framework. This work was being supported by the publication of handbooks outlining the role of class representatives and their work with staff. These handbooks were openly shared to help support awareness of the class rep role and how valuable it was.

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 all three shops were open.

The recent visit by SPARQs was noted, with this also involving College quality staff and looking at how the student voice fits into the new tertiary sector quality activities and arrangements.

The work being progressed by each member of the team was noted alongside the plans in place to further develop activity and engagement in semester two.

The update on activity was warmly welcomed and H Honeyman noted that the range of activity and outcomes was inspiring.

11. PRINCIPAL'S REPORT

S Hewitt presented the paper for noting and highlighted the incredible range of work and successes being progressed across the College. The confirmation of funding through the UK Shared Prosperity fund was noted as an important step in terms of the infrastructure work and the very recent awards success for the College of Sanctuary work at the Scottish Public Service Awards was noted. S Hewitt also noted the success at the recent College Development Network Awards where the College won in each category they were shortlisted in as well as picking up the overall Judges award.

The Board welcomed the report.

12. NATIONAL BARGAINING UPDATE

S Taylor summarised the paper noting that resolution of the pay award discussions for Academic and Support staff negotiating groups had supported discussions to progress nationally around arrange of other matters, including the long-standing Lessons Learner review on bargaining arrangements.

S Taylor summarised changes taking place in respect of the Unison national FE Branch and emphasised that local arrangements and relationships were positive and productive.

S Taylor noted that appointment of a support union nominated member for the Board would be confirmed early in the new year.

The update was noted.

13. FINANCE & INFRASTRUCTURE ITEMS

13.1 Financial Sustainability

S Hewitt provided a summary of the current situation, highlighting that all signals were that future funding would remain very tight, with the additional funding outlined in the draft Scottish budget provided to cover the costs associated with increased employers pension costs and an element of the 2025/26 academic staff salary deal. Funding to cover the increases in employers' national insurance costs was anticipated but was not yet confirmed.

S Hewitt noted that information on the budget had been shared with staff alongside confirmation of the need to be very prudent in respect of current year budgets and plan for the on-going 'flat cash' situation for 2025/26.

The most recent budget report for 2024/5 was showing an improvement, with the forecast deficit reducing from £1.3 million to c800k (including the loan repayment). S Hewitt noted that there remained risks around the split between CDEL/RDEL but that it was understood that this had been resolved although formal confirmation was still being sought.

S Hewitt advised that there were no plans to progress a major savings plan for 2024/5, but that finances remained exceptionally tight.

13.2 Audit & Risk Committee Annual Report to the Board

H Honeyman summarised the report noted that the key issue in respect of internal audit related to the procurement audit. It was noted that regular updates on improvement actions were being provided and that a follow up audit would be undertaken in 2025/26.

Concerns regarding delay in respect of the external audit had been discussed at the joint meeting and the report updated to reflect this.

N Anderson noted that there may be a final change to be made to reflect finalised wording from the external auditors. This was noted and the report approved.

13.3 Audit Report & Annual Accounts

N Anderson apologised for the delay in finalisation of the external audit report and the annual accounts, noting that there were two points still to be signed off. These related to a capital adjustment to reflect the reduced value of the Kingsway Tower due to the presence of RAAC, and adjustment to reflect the change in treatment of the funds held for implementation of the national job evaluation exercise.

H Honeyman noted that these points had been discussed fully at the joint meeting with the auditors and that she was pleased to see the prominence of wording given to explain the 'paper loss' associated with the national job evaluation item. G Bell asked if it would make sense to feature this wording within the opening part of the document. This would be looked at and it was confirmed that the college would be proactive in highlighting this technical adjustment in any press coverage.

B Lawrie noted the CDEL/RDEL (capital vs revenue funding) issue and highlighted the need to plan for this in the future.

Given the delay in receiving the final audit report the alternative sign off arrangements were discussed and agreed. **S Taylor/N Anderson to progress.**

13.4 Management Accounts (for information only)

The report was noted.

14. CLIMATE EMERGENCY ACTION PLAN

S Taylor summarised the plan developed by Billy Grace and his team, noting that 51 of the 53 actions in the 2021 plan had been closed off earlier in the year and that the new plan included a summary of activity and range of actions designed to take the College forward in its net zero ambitions to 2030.

The excellent progress made in respect of the reduction in scope 1 and 2 emissions was noted, as were the challenges in both quantifying and reducing scope 3 emission levels.

The action plan was welcomed and H Honeyman noted the challenges around scope 3 targets and reductions.

The action plan was approved and the board asked that their thanks and congratulations be passed on to B Grace and his team for the work underpinning this. **S Taylor to progress.**

15. GOVERNANCE ITEMS

15.1 Membership Update

S Taylor noted the appointment of Kelly McIntosh and Robert Young to the vacant Board positions as a result of the recent resignations of Sally Middleton, Roy McLellan and Daniel Rosie.

L O'Donnell noted that S Middleton has expressed an interest in being co-opted onto the Learning, Teaching & Quality Committee and this would be progressed in the spring/summer.

The Board minuted their thanks to Daniel and Roy for their service to the Board.

S Taylor noted that a current vacancy remained and that two further vacancies are likely to arise in spring 2025. Arrangements to recruit to these vacancies were delegated to the Nominations Committee. **S Taylor to progress.**

15.2 Board Metrics

S Taylor noted the usual range of Board metrics and highlighted the excellent response rate and increase in satisfaction rates in the most recent student survey. These figures were welcomed.

It was noted that there had been no RIDDOR reportable incidents since the previous meeting.

The report was noted.

16. MINUTES OF COMMITTEE MEETINGS

Updates from the Committees were noted, and it was noted that the Human Resource and Development meeting had been cancelled due to a number of call-offs. S Taylor noted that this was not a regular position and that there were no outstanding items from this meeting requiring approval.

B Lawrie noted on-going discussions at the Finance and Property Committee regarding the finances of GTL and noted that a small working group had been established to make recommendations to the March Board.

17. CORRESPONDENCE

The list of recent correspondence was noted.

18. DATE OF NEXT MEETING

Tuesday 18 March 2025 at 5.00pm Room A-IS-103 Arbroath Campus. The location was discussed and it was noted that it was important for the Board to have a presence in both Dundee and Arbroath.

Action Point Summary

Action	Responsibility	Date
Actions from the Externally Facilitated Review to be incorporated and progressed within the Board Development Plan	S Taylor	17 June 2025

Action Point Summary

Board thanks to be shared with those involved in planning the infrastructure vision communications and publicity	S Hewitt	31 January 2025
Final Draft Strategy and Graphics to be developed for Board approval	S Hewitt	18 March 2025
Annual Accounts and Financial Statements to be signed off and submitted	S Taylor/ N Anderson	31 December 2024
Board Thanks to be shared with those involved in creating and supporting sustainability work and the CEAP	S Hewitt	20 December 2024
Board Recruitment to progress	S Taylor / L O'Donnell	18 March 2025

BOARD OF MANAGEMENT

Tuesday 18 March 2025



MATTERS ARISING

PAPER B

BOARD OF MANAGEMENT

Tuesday 18 March 2025

Matters Arising



Paper B for information

The following actions were noted from Friday 13 december 2024 Board of Management Meeting:

Agenda Item No	Action	Current Status	Open/Closed
7.0	Board development plan to be updated to include actions from the externally facilitated review. S Taylor	Scheduled for June 2025 meeting	Open
8.0	Board thanks to be passed onto those involved in planning the infrastructure vision launch. S Hewitt	Completed	Closed
9.1	Our College Strategy to be updated based on Board input. S Hewitt	Revised draft included in agenda	Closed
13.3	Revised arrangements for sign off of annual accounts to be progressed. S Taylor, N Anderson	Accounts signed and submitted	Closed
14	Board thanks to be passed onto those involved in developing the CEAP. S Taylor	Completed	Closed
15.1	Board recruitment to be progressed. S Taylor	Arrangements progressed	Closed

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

Agenda Item No	Action	Current Status	Open/Closed
8.1	Options to run a Freaky Friday event with Board members to be investigated. K Ramsay & A Lawrence	Still under consideration	Open

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

BOARD OF MANAGEMENT

Tuesday 18 March 2025



STRATEGIC ITEMS

8.1- 2030 STRATEGY DEVELOPMENT UPDATE

PAPER C

BOARD OF MANAGEMENT

Tuesday 18 December 2025



2030 Strategy Development 'Our College' Update

Paper for approval

1. Progress to Date: Our College 2030

Following the Board's review of the draft 2030 *Our College* Strategy in December 2024, feedback has been sought from staff throughout February 2025.

At the end of January, the draft Strategy was launched to staff via the Staff Portal, with an open call for feedback through a range of media:

- Replying to the Portal post, which was viewed by 520 individuals and over 1500 times in total
- Emailing the Our Future shared mailbox
- Utilising the Peachy Mondays anonymous Our Future Hotline
- Attending a Principal's Briefing and asking a question
- Joining in a focus group

The Strategy was also discussed with managers and staff at a range of fora where in depth discussion and activities to generate feedback were undertaken:

- Joint Consultation Forum (discussion with unions)
- Leadership Development Forum (discussion and activity with all College departmental managers)
- Support Services and Operations Forum (discussion and activity with College Support staff team leaders)

In total, 230 staff have engaged through the email, hotline, by attending a Principal's Briefing or the focus group, or as part of a Forum session.

The key themes of the feedback received and discussed are:

- Overall, the Strategy is an ambitious and values driven approach that fits well with the culture and ethos of D&A
- Key topics should be included / embedded:
 - Sustainability should not be considered stand alone, and instead embedded throughout the Strategy
 - Trauma Informed Practice should be recognised under the 'Changing Learner' approach to staff development and support
- Interest from staff in taking forward the operational plan element from the Strategy at team level

The next steps are to take the updated Strategy to students and partners for feedback, which will happen over the next couple of months. Following this, the final version and strategy graphics will be presented to the Board in June 2025.

2. Recommendation

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

1. Discuss and approve the updated version for discussion with students.

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 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

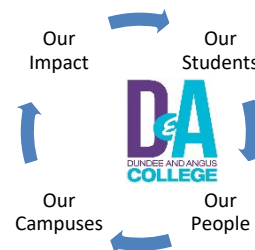
Dundee and Angus College Strategy 2030: *Our College* (Version 4)

Vision

"To inspire, enable and empower our students and staff 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 students, people, industry and communities.



Theme 1: Our Students

Objectives

1. **Enable Student Success:** Enhance student success and satisfaction by providing an inspiring, enabling, engaging and **sustainable** learning environment.
2. **Provide Inclusive Education:** Ensure all students, regardless of background, have access to the high-quality education, skills, training and support necessary for them to succeed **through a key focus on 'Changing Learners'**.
3. **Develop Career Readiness:** Equip our students with the skills, experience and attributes needed for successful careers in their chosen fields, **including an entrepreneurial mindset to open additional routes to positive destinations.**

Key Actions

- Expand our part time and work-based learning options and pathways to meet the diverse economic and social growth needs of our region.
 - **Through our focus on 'Changing Learners'**, develop and enhance the wrap-around support services our students need to succeed, integrating resilience and respect within course planning and delivery.
 - Build on our academic, business and community partnerships to provide our students with inspirational learning experiences that improve lives and align with economic needs **as well as supporting entrepreneurial skills growth.**
 - Develop **sustainability focused**, adaptive and interactive learning and teaching approaches motivating our students 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 comprehensive and career long professional learning.
2. **Embed Wellbeing and Support:** Co-create a supportive work environment that embeds wellbeing and sustainability within our outcomes 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, **sustainably driven** CLPL programmes and development opportunities that meet the needs of the diverse roles and aspirations within our College, **with a particular focus on the Changing Learner**.
 - 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 develop future leaders from within our existing people and promotes a value-based ethos and culture.
 - Co-create a comprehensive culture of wellbeing and sustainable living that supports everyone to thrive.
-

Theme 3: Our Campuses

Objectives

1. **Deliver our Infrastructure Ambitions:** Create and maintain digitally enabled, **sustainable** and state-of-the-art facilities that engage our people and students, and support innovative teaching, learning and service delivery.
2. **Embed Sustainability:** Ensure our campuses and operations 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 students, people and visitors.

Key Actions

- Secure funding and complete key infrastructure developments, including the delivery of our 10-year infrastructure vision.
 - Create a net-zero culture, embedding sustainable practices and green technologies across all campuses, and throughout our learning, teaching and service delivery to reduce our environmental impact and move us towards our net zero ambitions.
 - Improve signage and wayfinding, ensure digital accessibility, provide assistive technologies and adopt inclusive policies to ensure our students and people feel supported and safe.
 - Create and deliver a 2030 Digital Strategy, embedding data within our operations and aligning learning, teaching and services with sustainability and future technologies such as AI and Automation.
-

Theme 4: Our Impact

Objectives

1. **Strengthen Community Connections:** Deepen our College's relationships with our communities by growing partnerships and collaborative projects that deliver mutual benefit and 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 students.

Key Actions

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

economic growth and transformation.

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

Summary

Dundee & Angus College is a high performing and innovative College equipped with excellent staff who go the extra mile to support our students to succeed to their full potential.

We recognise the challenges facing our region in relation to economic inactivity, socio-economic barriers and employability issues. This Strategy will support the College to deliver for the region as we work closely with partners to utilise public sector funding to best advantage through all that we do.

Our people, our staff, students and our wider communities are crucial in meeting these ambitious goals. Together, we can and will make significant improvements to the lives of those in Angus and Dundee who need the College to help them reach their potential.

2030 Strategy Measurement Plan

	Proposed Measurement	Current Baseline		2030 Target
Our Students	1. SFC 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 (Engagement / Happiness indexes)	81 / 76	23/24	85 / 80
	8. Number of CPD Events Supported/Delivered	317	22/23	450
	9. Engagement in a D&A Leadership Programme	-		40
	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. Create and deliver our 2030 Digital Strategy	-		Strategy Delivered
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

Tuesday 18 March 2025



STRATEGIC ITEMS

8.2 – STRATEGIC PROJECTS UPDATE

PAPER D

BOARD OF MANAGEMENT

18 March 2025

STRATEGIC PROJECTS UPDATE



Paper for noting

1. Tay Cities Deal (TCD) Projects

1.1 Tay Cities Engineering Partnership (TCEP)

The TCEP project continues to progress well and is on track to deliver on project expected outcomes and benefits realisation plan. The TCEP Partnership Manager has made good progress in partner engagement, particularly with ATG and a recent continuous improvement and demonstration event was held in collaboration with the Scottish Manufacturing and Advisory Service at our partner's (UHI Perth) facility. Feedback was extremely positive.

TCEP recently hosted a "Females in Engineering" event at EPIC for 15 females from Blairgowrie High School with the school keen to increase engagement with the project. Collaborative work also continues with the Science Futures project and DYW with two careers events planned for Brechin and Montrose secondary schools. New video content has been created to showcase the project.

Discussions are ongoing to support the roll out of the 'EPIC Schools' course following the Seaview Primary School pilot. The Introduction to Automation course has now been piloted and will be rolled out over coming months.

Procurement planning for the mobile unit is ongoing and we are awaiting a decision from the PMO/Management Group in relation to an ask for acceleration of the spend for the unit to Q1 of 2025/26.

1.2 Science Futures

Science Futures continues to make strong progress with high levels of engagement with schools by the project team and the college Science team – we continue to be well ahead of planned target outcomes at this point in the project's lifespan having engaged with over 2000 pupils across primary and secondary schools across Tayside.

Work continues on the development of new courses including an online HNC with Perth UHI to commence delivery at Perth in academic session 2025/26 and D&A in 2026/27. A Good Manufacturing Practice course is also under development in response to demand from employers. The project Development Officer has been working closely with the local authorities on the development of the school workshops which will be finalised over the coming weeks.

The project team have continued to engage in or directly deliver a number of events including FIRST Lego League, STEM Expo, Advanced Higher Practical Skills (Chemistry and Biology) and a Life and Chemical Science Careers Event. Work placements have also been secured for HNC and Access students with 5 at Abertay University in Spring – this achieves the project target for work placements this year

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

2.1 Multiply

The Multiply project continues to deliver positive results for the Angus and Dundee regions, with the addition of two new contracts from Perth and Kinross Council and Perth Prison. All current contracts conclude in March 2025, with progress on track to meet the planned targets and outcomes.

Activity across all 3 contracts has been varied with the stand-out initiative being the Parent and Child Maths Homework clubs in Angus. To cope with demand, the number of these clubs running has been steadily increased across secondary schools in Angus, and we are hopeful that these can be continued moving forward.

Innovative Maths Anxiety sessions have also been delivered and have offered participants a safe space to talk about past experiences and anxieties with a focus on practical ideas to move forward with positive mindsets. These sessions have been welcomed by learners and staff with many reporting increased confidence and can-do attitudes.

Other Multiply opportunities made available to learners in the 3 regions include 8 online Skillsboost courses which deliver 20 hours of learning concentrating on specific career paths allowing people to upskill at a time and place suited to their needs with tutor support if required. Additionally, an online SCQF rated equivalent to National 5 Maths has been developed and is now accepted by a number of Universities as an entrance requirement for post graduate teaching and social work studies.

The College were recently invited to submit bids to Angus and Perth Councils for funding beyond March 2025 and are awaiting the outcome.

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: <ul style="list-style-type: none">•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 |

BOARD OF MANAGEMENT

Tuesday 18 March 2025

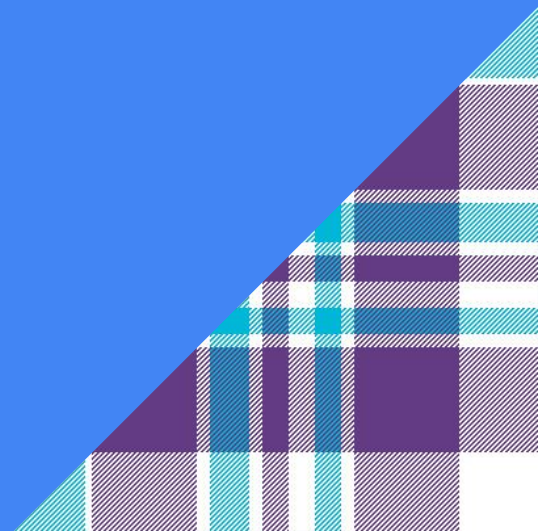


STUDENTS' ASSOCIATION REPORT

PAPER E

BOARD OF MANAGEMENT

DASA UPDATE MARCH 2025



STUDENT ELECTIONS 2025

Election Season has begun. Registration of Interest currently finishes on Friday 14th March. The nomination stage is next then voting after the April holidays. To help promote the Elections we hosted information tables across all the campuses where students and staff could come ask questions.

We have had an encouraging amount of interest so far and look forward to the next few weeks of campaigning and voting.



STAFF AWARDS

Student led Staff Award nominations are open! With promotional support from our Class Reps we are spreading the word to nominate the staff at the college, both academic and support who have really made a positive impact on a student's college experience. We have 4 categories again this year, giving out 10 awards in total. These awards are a great way to highlight the incredible staff we have at D&A. They are:

- Support Staff of the Year (1 per campus)
- Lecturer of the Year (1 per campus)
- Heart of the College
- Hidden Gem

Nominations Close Friday 9th May. Shortlisting will be done by DASA & Class Reps. With the Winner announced at the Staff awards on Thursday 26th June.



FEEDBACK FRIDAY

For all the feedback we gather, we are sharing it with our Class & Department Reps at their meetings to come up with solutions and ideas for any areas of improvement identified. We are currently working on how best to communicate changes and the impact made.

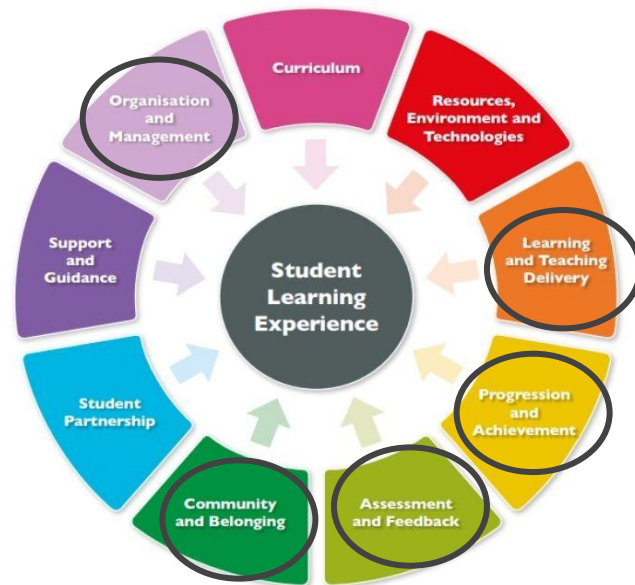
September - Organisation & Management [September 2024 Feedback Friday](#)

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

November - Learning and Teaching Delivery. [November 2024 Feedback Friday](#)

Current - February - Assessment & Feedback

Next - March - Progression & Achievement



CLASS REPS



October Task - Student Partnership [Student Partnership Feedback](#)

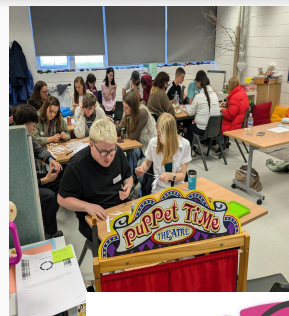
November Task - Community & Belonging [Community & Belonging](#)

December Task - Support & Guidance [Support & Guidance](#)

January Task - Curriculum [Curriculum](#)

February Task - Resources, Environment & Technologies [Resources, Environment & Technology](#)

March Task - Learning & Teaching Delivery



January Task - Curriculum



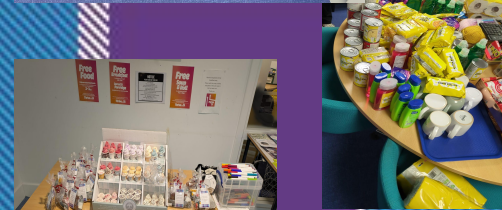
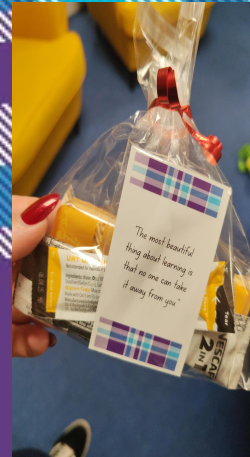
THRIVE

Breakfast Club is still very well attended at each of the Campuses with particular demand in Gardyne and Kingsway. Each Campus offers the free hot drinks and toast at least three days a week.

Our Christmas Box appeal was a great success with lots of donations and fundraising from different departments to help support the initiative. DASA supplied Student Services with over 50 bags full of wellbeing and festive goodies to give out to students who needed it the most.

Any surplus items went into our Thrive shops to support many more students and staff. All the food larders were stocked up before the winter break to help anyone who may struggle.

We hosted a table at the Thrive events, showcasing everything D&A has to offer and also giving out 'Positivi-tea' bags to promote the DASA team too.



Scotland's Tertiary Enhancement Programme - STEP

We were happy to receive invitation to nominate a student to take part in Scotland's Tertiary Enhancement Programme (STEP), the new national enhancement programme for the Scotland's colleges and universities. Adele has joined the programme as D&A's Student Representative alongside Jane Roscoe as a staff member.

STEP is a four-year cyclical programme in which all colleges and universities will participate in a programme of enhancement activities aligned with the chosen topic. In the first year of STEP, the sector will work together to establish a number of collaborative enhancement projects through a series of Discovery Days facilitated by QAA and CDN.

The first STEP topic is **Supporting Diverse Learner Journeys**. Adele has attended 3 events so far in the programme in Stirling and Inverness as well as online.

Make it Happen Fund

We are working with Geoff Leask to encourage young people from D&A to use their voice in the local communities. With funding already helping areas in Dundee such as Charleston, the upcoming Strathmartine funding is ready to be distributed and young people are needed on the approval panel. One of their statements is to 'find greatness in them' which fits with what DASA is all about.



The poster features a circular photograph of a woman smiling and holding a baby. In the top left corner, there is a logo with two pink heart-like figures and the text "what matters to you". The main title "Make it Happen Fund" is written in large, bold, white letters on a red, torn-edge background. Below the title, a green wavy line separates it from the tagline "Empowering ideas, transforming communities" which is written in a cursive font. The main body of text describes the fund as a grant scheme for families and individuals to support projects and initiatives that create positive change. A teal box on the right side contains information about the funding amount between 2024 and 2026. The bottom of the poster has a yellow banner with the website URL and social media icons.

what matters to you

Make it Happen Fund

Empowering ideas, transforming communities

The Make it Happen Fund, is grant scheme offering funding to families and individuals to support projects and initiatives that create positive change within their communities.

The fund makes a difference by enabling families to set the fund's priorities and design the funding proposal process. It empowers parents, carers, children and young people to decide how funds are spent, directing investment towards projects for their communities that otherwise may be overlooked by traditional funding schemes.

Between 2024 and 2026, a fund of approximately £30,000 will be made available per locality, with the potential for additional funding to be secured during that period.

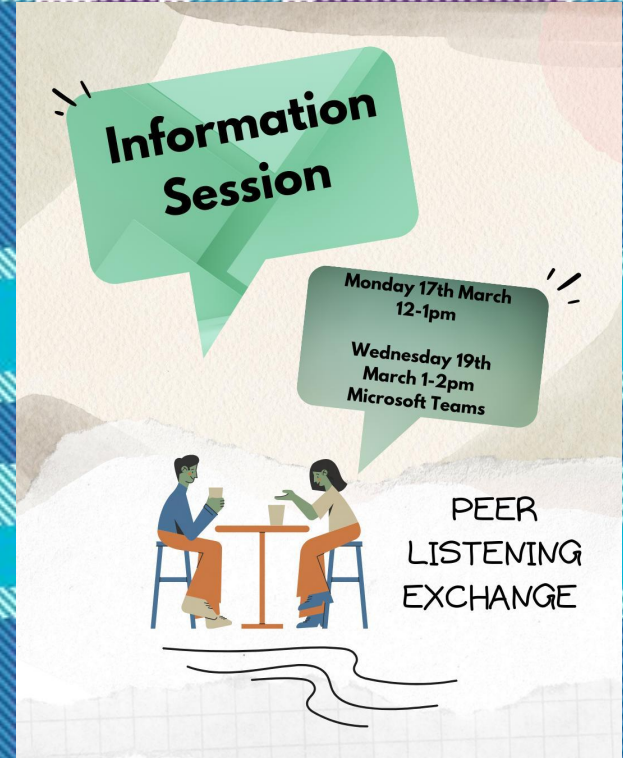
wm2u.co.uk/make-it-happen-fund

Facebook, Twitter, Instagram icons

PEER LISTENING EXCHANGE

This program is designed to help you develop essential listening and communication skills, cultivate empathy, and create a strong sense of community. You'll gain the tools and confidence needed to become a compassionate listener, enhance mental well-being, and build meaningful relationships.

Championed by Mel Stuart(Essential Skills/Access & Sup Ed lecturer)we are collaborating to promote this offer to students across all campuses/ Training and support will be provided to anyone taking part and spaces offered in the DASA offices to facilitate these conversations. Information sessions are being online to offer more insight to the programme.



Coming soon...

Freaky Friday -
BOM Edition

2025/26
Inductions
Planning

Easter THRIVE
Fundraising



THANK YOU

ANY QUESTIONS?

BOARD OF MANAGEMENT

Tuesday 18 March 2025



PRINCIPALS REPORT

PAPER F

BOARD OF MANAGEMENT



Tuesday 18th March 2025

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. Hospitality & Professional Cookery Industry Week: The Hospitality and Professional Cookery staff consistently use their industry relationships to effectively motivate and inspire students, particularly when they know motivation can be a challenge for some students. This year they used the first week of semester 2 as an industry week with the theme 'Passion to Profession: Turning Dreams into Reality'. This included inspirational talks, industry visits to The Peat Inn, Staybridge Suites, Malmaison and The Post House, and masterclasses, workshops and demonstrations, including the delivery of a special lunch with guest Chef Barry Bryson.
- 3.2. Dundee and Angus ESOL Partnership: In December, Education Scotland published their report into their inspection of the Community Learning & Development (CLD) Provision in Dundee. In 2018, a review of the Dundee ESOL Partnership identified that better pathways and transitions were required to support ESOL learners in the city. The College's English Language Teaching and Training department participated in the recent inspection of the ESOL partnership which found that significant progress had been made. HM Inspectors recognised that "The Dundee ESOL Partnership is a progressive and empowering partnership between Dundee City Council, Angus Council, Dundee and Angus College and Dundee International Women's Centre." The approach has been published as an [example of highly effective practice](#).
- 3.3. Digital Scotland Event: The Service Design Academy exhibited at DigitalScotland in Edinburgh. SDA educator Kim Anderson delivered a talk on an expert panel about citizen services. Over 20 contacts have been added to our CRM with follow up engagement planned. Kim also delivered a talk to Fife Council employees as part of their "Dive into Digital Programme" in January. She has also been invited to talk at the pan-Ayrshire Health and Social Care Innovation event in March.
- 3.4. College Development Network Partnership Working: College Development Network (CDN) have been visiting colleges to discuss their partnership and delivery model in session 2024/25. D&A has recently signed off an agreement with CDN regarding

delivery, with staff member Barry Carmichael subcontracted to deliver nationally for CDN on wellbeing topics as part of their Changing Learner CPD programme.

4. Future Focused

- 4.1. Gateway to Care Pilot: Gateway to Care (SCQF Level 4) was introduced this year as a pilot programme in recognition of the significant number of young people presenting at college with social, emotional, and learning challenges as evidenced in the recent CDN research publication The Changing Learner. The course incorporates individualised support provided by Group Tutors and teaching staff. By listening to students' needs and offering tailored approaches to complete assessments, this strategy has effectively managed classroom behaviour and encouraged the development of personal and social coping strategies. Regular updates between teaching staff and Group Tutors, a consistent approach to enhance positive behaviour using Our Charter and the Positive Behaviour Management Policy, has created a supportive learning environment.
- 4.2. CPD: Promoting Positive Masculinity and Wellbeing: The Changing Learner was a focus for a staff professional development event involving 4 traditionally male dominated (students and staff) teaching areas – computing, engineering, construction and building services. The two-day event explored themes around Promoting Positive Masculinity and Wellbeing for all. Positive masculinity is a term used to discuss and promote ways of influencing behaviours, specifically in young men, being mindful and aware of our impact on others. There is a growing body of literature and cultural insight highlighting the need for young men to have a beacon or safe space where they can come together as a community. With social support systems often lacking, many face increased anxiety, isolation, and added responsibilities such as caregiving.
- 4.3. Traditional Skills Roadshow 2025: We were delighted to have Dundee Historic Trust here with us this week to bring together a fantastic event aimed at inspiring our future construction workforce. Over two days we welcomed S2 pupils from schools across Dundee and Angus to Kingsway to try their hand at a variety of construction skills-based activities. Collaborating with Historic Environment Scotland and Skills Development Scotland, demos on stonemasonry, slating, joinery, decoration and surveying technology (flying drones) were delivered, allowing pupils to carry out hands-on activities whilst having the opportunity to ask about possible education and career pathways. We also hosted visits from MSP for Angus South, and Minister for Higher and Further Education and Veterans Graeme Dey and Angus Provost Linda Clark to witness the hands-on learning and partnership work carried out to motivate and inspire future generations.
- 4.4. James Taylor talk on AI: In February we welcomed keynote speaker and creativity expert James Taylor who presented to our staff and students on idea generation, overcoming creative blocks and navigating the ever-changing job market during the rising use of AI. James, a global keynote speaker, podcaster, YouTuber and author on super creativity in the age of AI, has been advising CEOs, entrepreneurs, educators, governments, leaders, writers and rockstars on how to build innovative organisations, unlock creative potential, and increase productivity for over 20 years. Drawing from personal and professional experience, James shared his thoughts on how AI will impact the future job market and how harnessing your creativity could allow AI to unlock your full potential. From encouraging students to develop soft skills that employers look for, to sharing tips and tricks for generating ideas it was an inspirational morning with something for everyone to take away.

5. Thriving Community

- 5.1. Game Jam 2025: Our Computing Department celebrated a decade of creativity and innovation with its [10th annual Game Jam](#), bringing students, alumni, and industry experts together for a vibrant two-day event. Students from across the Computing Department joined forces to design and develop games based on a mystery theme revealed at the start of day one. This year's theme was '10' to celebrate both the 10th annual Game Jam and the close of the College's 10th anniversary. Over two intense days, students worked hard to create inventive and engaging games before pitching their completed projects to a panel of industry judges from Ninja Kiwi, Jagex Games, and Discovery Games.
- 5.2. HIT Scotland Scholarship: Carol Ann Maclean, HNC Hospitality student, has been selected for a fully funded Hospitality Industry Trust (HIT) Scotland scholarship to Switzerland. Carol Ann will attend the Ecole Hoteliere de Lausanne in Switzerland in March where she will join 14 other students for a 4-day experience entitled "Creating Value in Service."
- 5.3. FIRST LEGO League Returns: We were delighted to once again host the FIRST LEGO League Challenge! Over 90 young people from 14 schools across Scotland took on the ultimate LEGO robot challenge on Friday at Gardyne. The LEGO League is a global Science and Technology challenge for teams of young people, designed to encourage an interest in real-world issues and develop key skills crucial for future careers. Teams are made up of pupils aged 9-16, who work together to complete a series of LEGO missions with pre-programmed autonomous robots. From design to game play, innovation and more these teams put their coding, presentation and teamwork skills to the test through competitive games and we were blown away by their creations. The event was also attended by Shona Robison and Joe Fitzpatrick.
- 5.4. Life Savers & Fundraisers: Students raised £500 for new defibrillators by participating in Emergency First Aid training, gaining both lifesaving skills and industry-recognised qualifications. The inspiring fundraising activity builds on the remarkable story of Billy Clark, a military veteran and well-known local figure, who suffered a heart attack on August 13th at the College's Gardyne Sports Centre. Thanks to the swift actions of Gardyne attendants, John Burke and Taylor McColl, who performed CPR and used the centre's defibrillator, along with off-duty colleague Ciaran McNally, Billy's life was saved.
- 5.5. Awards Success: The achievements at the Green Gown Awards and CDN College Awards were reported at the Board of Management in December. Since then, there has been further recognition and success at national awards:
- The partnership between the College, Dundee Health and Social Care Partnership and NHS Tayside won the Removing Barriers to Employability Award for the DFN Project Search programme at the [2024 SURF Awards](#).
 - The pioneering work as Scotland's first and only College of Sanctuary was awarded the Championing Diversity and Inclusion Award at the 2024 Scottish Public Services Awards at the Scottish Parliament.
- 5.6. Staff Survey Update: The People Team have completed work with managers to share results and host discussions with their teams on the staff survey results. A 'You said, we did' Staff Portal post was published late 2024. Significant progress has been made in actioning a range of different suggestions, with other suggestions incorporated within the new 2030 Strategy.

6. Link to Strategic Risk Register

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

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

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

BOARD OF MANAGEMENT

Tuesday 18 March 2025



NATIONAL BARGAINING UPDATE

PAPER G

BOARD OF MANAGEMENT

Tuesday 18 March 2025

National Bargaining Update

Paper for discussion

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 with some progress being made.

Discussions are also on-going in respect of the outcomes of the 'lessons learned' exercise undertaken through the Scottish government. This includes work on culture/behaviours and discussion around possible updating to the national recognition and procedure agreement and ways of working. These discussions are at an early stage and have included engagement with the Minister for FE and HE.

2.1 COVID-19 Guidance (Circular 01/20)

Discussions are progressing nationally regarding replacement of the guidance issued in March 2020 in respect of the COVID-19 pandemic. This agreement was implemented at the start of the pandemic to ensure that staff with COVID-19 were not financially disadvantaged as a result.

Disagreement is in respect of the continuation of this arrangement after the pandemic and how arrangements in respect of the normalisation of COVID-19 as an illness sit alongside the conditions of service in place for other illnesses.

Discussions on this remain on-going, with a potential solution identified.

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 are also well progressed in respect of a national policy/guidance on consultation, organisational change and job security.

Work has been taken forward to simplify and re-assess the significant range of twenty outstanding working groups and discussions. These discussions have resulted in a reduction to twelve key areas, with work well progressed on around half of these.

Whilst salary arrangements have been settled for academic staff for AY 2025/26, this is not the case for support staff and a two year pay demand for support staff was lodged on 12 February 2025. Discussions on this will commence shortly.

4. 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.

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.

- 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

Tuesday 18 March 2025



FINANCE ITEMS

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

PAPER K

Board of Management
Finance and Property Committee
Tuesday 25th February 2025



2024/25 Budget Monitoring Report at 31 January 2025

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 January 2025. This report also sets out the cashflow forecast for the same period.

2. Recommendation

Finance and Property Committee is asked to note the projected 2024/25 outturn figures as at 31 January 2025 and the related cashflow projection. A summary of risks is also attached at Appendix B.

3. Executive Summary

The Board approved a deficit budget of £921k (including £457k loan) in June 2024. After revised adjustments, the operating position is a deficit budget of £1,357k for 2024/25.

The Scottish Government advised in late 2024 that the colleges can continue to utilise capital budgets towards essential repairs and maintenance (revenue) spending in the 2024/25 financial year. This is also anticipated to be in place for the 2025/26 financial year but has not yet been formally confirmed.

Projections at 31 January 2025 show that the College will overspend on operating and projects by £1,002k by 31 July 2025. Once the capital/revenue split of £1,042k is included (after loan repayment) there is an overall projected surplus of £40k.

When compared to our deficit budget of £1,357k there is an improvement of £1,397k.

4. Projected Outturn as at 31 January 2025

Operating budget projected outturn

Appendix A details the College operating budget including projects compared to the current projected outturn. Our operating budget (including projects) is a projected deficit of £1,002k as at 31 January 2025. Once the capital/revenue split of £1,042k is included, we have a projected surplus of £40k.

Summary of Movements to the Projection

The table below explains the movements to income and expenditure projections since the 31 October 2024 Budget Monitoring Report presented to this Committee.

movements October 2024	Reason for movement	Income £000	Expenditure £000	Total £000
Operating Costs				
Staff costs	Overall staff cost projection reduction		(194)	(194)
Tuition fees	Increase to projection for international students £118k and public sector contracts £35k	(154)		(154)
Exam Fees	Underspend due to Dance degree uptake being lower than expected		(27)	(27)
Sports Centre	Increase to projected income for gym and pool membership	(41)		(41)
Building rental contract	Dundee Football Club rental contract increase	(65)		(65)
APUC recharge	Additional staff costs for procurement support after delivery review		22	22
Print, photocopying & digital	Reduced print and photocopying spend		(16)	(16)
Gardyne Theatre	Expecting we will not be able to recharge SLA costs for 2023/24 & 2024/25		40	40
Bank interest	Actual bank interest higher than budgeted	(30)		(30)
ALF Infrastructure funding	Net contribution towards staff costs	(110)	70	(40)
Catering income	Increase to projection	(28)		(28)
Organisational development	Reduction to 2024/25 OD budget		(10)	(10)
Future Skills	Course materials for construction - saving		(44)	(44)
Cleaners	Saving relating to reduction of 52 hrs cleaning per week		(45)	(45)
Skills Advisor	BPT Skills advisor post not being filled		(38)	(38)
Various	Various minor adjustments below £10k	(1)	(4)	(5)
Projects				
Service Design Academy	Reduction to commercial short course income due to delays in companies committing to new courses and staff sickness	75		75
Multiply - UKSPF - (AC/DCC)	£50k additional funding, reduction to mileage £8k partially offset by increased staff costs £25k	(30)	(3)	(33)
Multiply - UKSPF - P&KC	Additional grant income £178k, partially offset by £13k staff costs	(178)	13	(165)
SME Upskilling (UKSPF)	Reduction to staff costs expenditure		(44)	(44)
Tay Cities Digital skills - Fyffe College	Reduction to income £11k and increase in training costs £18k	11	18	29
Tay Cities Engineering P/ship	Reduction to income £114k and reduction to marketing costs of £124k	114	(124)	(10)
TCD - Biotech Skills				
	Grant reduced by £29k offset by reduction to equipment and other costs	29	(52)	(23)
TCD - SME Skills	£4k additional income. Reduced staff costs, partially offset by prof fees	(4)	(4)	(8)
UKSPF Games Academy	Reduction to staff pay £20k partially offset by £10k equipment spend		(10)	(10)
UKSPF Perth Prison Academy	Additional grant £336k partially offset by teaching, exam & other expenses - saving from internal course delivery	(336)	126	(210)
Beyond boundaries project	Additional income partially offset	(15)	5	(10)
Capital				
Capital grant	Additional in year capital grant for Arbroath boiler and lift replacement	(177)		(177)
Total movement since 31 October 2024		(940)	(321)	(1,260)

Capital Budget Projected Outturn

We expect to be able to capitalise £364k more than budgeted. After our loan repayment, this leaves a projected sum of £1,042k on our capital budget which will offset the revenue spend on capital maintenance and repairs.

Capital Budget	Capital Budget 2024/25 £000	Overall movement	Projected Outturn at 31 Jan £000
Income			
Capital grant	(2,530)	(177)	(2,707)
Expenditure			
Loan	457		457
Estates projects	390	338	728
Infrastructure	77	121	198
Digital	200	82	282
Total expenditure	667	541	1,208
Net (surplus)/deficit	(1,406)	364	(1,042)

5. Cashflow projection

Cash held at 31 January 2025 is £6,528k. Unrestricted cash currently represents 46 days cash, relative to forecast expenditure.

	2023/24	2024/25
Cashflow forecast 24/25	£000	£000
	Actual	Forecast
Cash backed surplus/(deficit)	1,478	(1,358)
Loan repayment	(457)	(457)
Capital expenditure	733	1,208
Capital funding	(733)	(1,208)
Asset disposal		38
Working capital movements	219	(174)
Net movement in cash balances	1,240	(1,951)
Opening cash balances	5,533	6,773
Closing cash balances	6,773	4,822
Net movement in cash balances	1,240	(1,951)

This cashflow projection assumes that we will receive additional income from the SFC during the year for the SPPA pension increase of £450k (funding confirmed February 2025) and the National Insurance increase of £230k.

6. 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

Appendix A

Operating and projects budget 2024/25	Revised Operating Budget £000	Overall Movement £000	Projected Outturn at 31 Jan £000
Teaching Grant	(31,371)	0	(31,371)
Other SFC Grants	(929)	(230)	(1,159)
SFC Total	(32,300)	(230)	(32,530)
Tuition Fees	(3,124)	(79)	(3,203)
Non core income	(3,740)	(540)	(4,280)
Catering & other income	(2,222)	(164)	(2,386)
Total income	(41,386)	(1,013)	(42,399)
Staff pay			
Teaching pay - established	16,482	37	16,518
Teaching pay - variable	2,285	(1)	2,285
Invoiced staff costs	155	0	155
Teaching support pay	2,730	0	2,730
Support pay	12,730	(13)	12,718
Apprenticeship levy	108	0	108
Voluntary Severance Scheme	300	0	300
Unfunded pension payments	430	0	430
Total pay	35,220	23	35,243
Non-staff costs			
Staff related costs	307	(11)	296
Consumables and equipment	1,610	(35)	1,575
Exam fees	761	15	776
Student related costs	159	(86)	73
Property cost	2,963	(596)	2,367
ICT and telephony	934	(84)	850
Insurance	202	0	202
Marketing	279	(136)	143
Professional fees	161	142	304
General overheads	323	1	324
Interest and charges	101	0	101
VAT	937	(22)	915
UKSPF training grants out	186	0	186
Total non-staff costs	8,921	(812)	8,110
Total Income	(41,386)	(1,013)	(42,399)
Total Expenditure	44,141	(788)	43,353
Non-consolidated (surplus)/deficit	2,755	(1,801)	954
Gardyne Theatre Limited deficit	8	40	48
Consolidated (surplus)/deficit	2,763	(1,761)	1,002
Utilise capital as revenue	(1,406)	364	(1,042)
Overall (surplus)/deficit	1,357	(1,397)	(40)

Appendix B

Risk	Forecast Outturn £000	Risk assessment			Mitigating actions and owners
		Likelihood	Impact	Overall	
Other SFC grants - Projections assume that we will receive the following additional grants from SFC during the year: - National Insurance increase of £230k	(1,159)	Low	Medium	Low	This funding has not been formally confirmed by SFC but there is a reasonable expectation across the sector that this expenditure will be funded.
SFC credit income	(31,371)	Low	Low	Low	Current student data confirms with reasonable certainty that our credit target will be achieved. We have limited influence over demand, however, we can influence recruitment, delivery and retention.
Non-core income	(4,280)	Low	Low	Low	This category contains a disparate range of activities. There is potential for movement on projects income as well as expenditure.
Catering and other income	(2,386)	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	35,243	Medium	Medium	Medium	There is a risk of variance to staffpay compared to budget, though this has reduced significantly now the pay award has been agreed and paid to staff. Work has progressed with the budgeted establishment and we are continuing to refine the projections as the year progresses. We are meeting with budget holders on a monthly basis to identify changes to the projection and enable prompt identification of variances.
Property costs	2,367	Low	Low	Low	Property costs are being carefully managed in year in order to mitigate any risks.
Non-pay expenditure, excluding property	5,743	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

Tuesday 18 March 2025



TERTIARY SECTOR QUALITY ARRANGEMENTS

13.1 – SUMMARY OF ARRANGEMENTS

PAPER L

New Sector Quality Arrangements & Tertiary Quality Enhancement Framework (TQEF)

Paper for Information

1. Introduction

Following on from an objective outlined in the Scottish Funding Council (SFC) Review, SFC has introduced a new quality model for the academic years 2024-25 to 2030-31, known as the [Tertiary Quality Enhancement Framework \(TQEF\)](#).

This framework replaces previous quality arrangements and aims to create a more coherent and streamlined tertiary education quality system covering both colleges and universities.

The new quality arrangements and framework are supported by [QAA Scotland](#), with this change seeing the removal (in most part) of Education Scotland from the quality arrangements and review activities that colleges engage in.

These new arrangements are a significant departure for the sector and represent significant change in the arrangements and approaches that the College will adopt over the next 12 months.

That said, it is important to note that what makes a college successful and what underpins good quality within an educational setting has not changed. Given this, the focus for D&A remains firmly on excellence and enhancement in respect of learning and teaching, support services and the wider student experience.

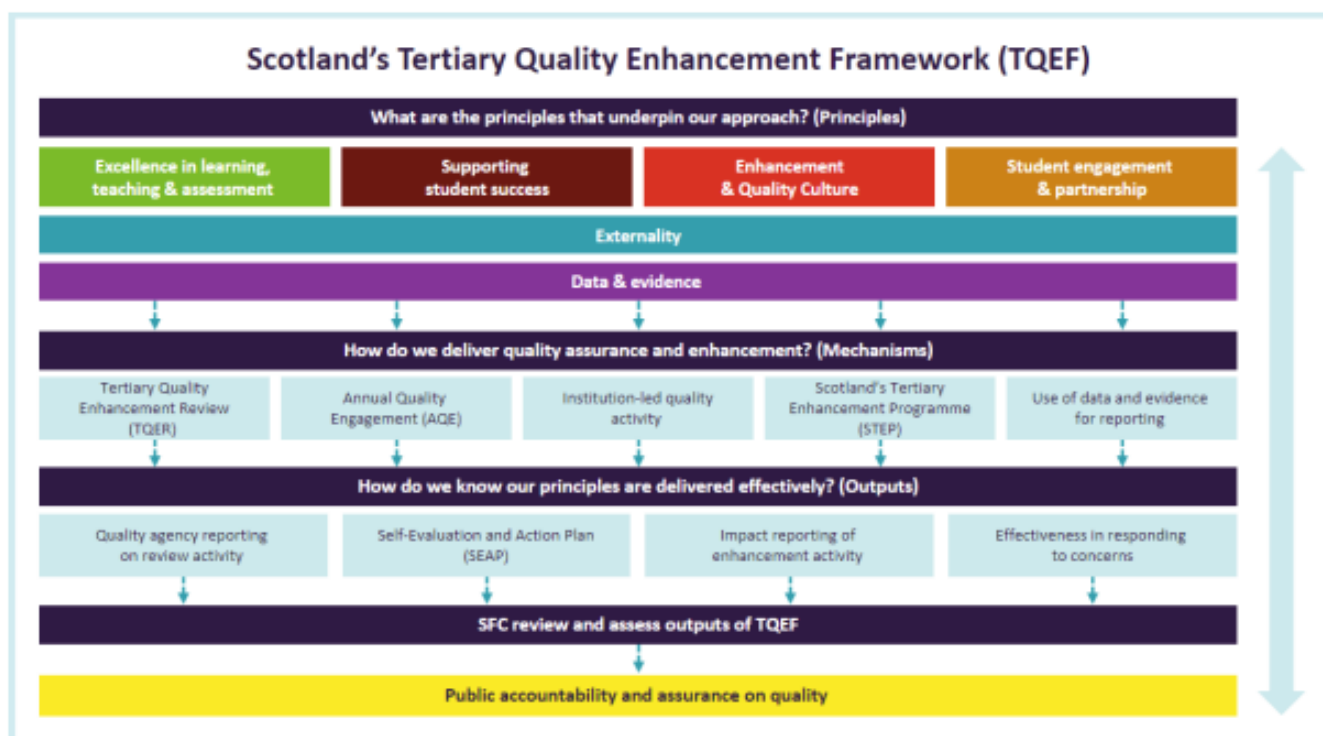
D&A is firmly of the view this focus on the quality of the learner experience we provide is central to our quality culture and the quality framework and related arrangements in place are the mechanisms through which we deliver on this culture, rather than being an end in themselves.

2. Key Components of the TQEF

The TQEF is split into six key components as detailed below. Although the structure and format of these has changed from previous quality arrangements (most recently the Education Scotland [How Good is Our College](#) framework) much of what underpins these new arrangements is similar.

The first four components noted below are the core framework, with the remaining two seen as enablers to support and evidence reflection and enhancement.

- a) **Excellence in Learning, Teaching, and Assessment:** Ensuring high standards and continuous improvement.
- b) **Supporting Student Success:** Focusing on student outcomes and support.
- c) **Student Engagement and Partnership:** Involving students as partners in their education.
- d) **Enhancement and Quality Culture:** Promoting a culture of continuous improvement.
- e) **Externality:** Incorporating external reviews and benchmarks.
- f) **Data and Evidence:** Using data to inform decisions and improvements.



3. Quality Framework Approaches and Delivery Mechanisms

Supporting the delivery of the new quality arrangements are a number of different processes and engagement activities. These are similar to previous approaches but will require amendment to D&A quality processes and reporting to ensure that College approaches align with the revised arrangements.

The key approaches/mechanisms underpinning the new framework are as follows.

- i. **Self-Evaluation and Action Plan (SEAP):** This is an annual quality report of c5,000 words to be submitted to SFC, summarising the key quality assurance activities and plans for improvement. The first SEAP (reflecting on AY 2023/24) is to be submitted to SFC by 2 December 2024 and is currently being developed.
- ii. **Annual Quality Engagement (AQE):** This is an annual engagement meeting with QAA and peer reviewers to monitor College progress and provide guidance. It is anticipated that the first AQE meetings will take place in spring 2025.
- iii. **Tertiary Quality Enhancement Review (TQER):** A peer-led review process replacing previous frameworks like ELIR and HGIOC. The review cycle will run on a seven year basis, with the first reviews scheduled for 2024/25 at Forth Valley College and St Andrews University.
- iv. **Scotland's Tertiary Enhancement Programme (STEP):** STEP is a national programme for collaborative enhancement activities, bringing together colleges and universities to investigate and enhance activities around a common theme over a four year cycle. All colleges and universities will be involved in STEP activities and arrangements include both staff and student representatives. For D&A, these representatives are Jane Roscoe and Adele Lawrence, with the first meeting scheduled for early December 2024.

The initial theme for the first range of STEP projects is:



- v. **Institution-Led Quality Review (ILQR):** In addition to the QAA and SFC engagement elements of the framework, colleges and universities are also required to undertake a rolling programme of internal reviews to ensure quality and identify areas for improvement. Whilst this is a new requirement of the college sector, many (including D&A) do undertake similar reviews as part of their quality arrangements. The inclusion of this as a requirement under the TQEF is, however, likely to require greater formalisation of arrangements and outcomes.

4. Implementation and Evaluation

SFC and QAA have advised that the initial cycle of the TQEF will run for seven academic years (2024/5 – 2030/31), with an implementation year (2024/25) to be followed by a period of reflection and evaluation.

Support in respect of the transition to the new quality arrangements is being provided through a combination of activities and events hosted by the College Development Network, QAA and SFC.

5. Areas Requiring Further Clarification

As detailed above, the move to the TQEF arrangements is a big step for the tertiary sector and (in common with any change of this type) significant questions exist around the practical application and expectations arising from the new framework.

This is particularly evident in respect of the potential for duplication or conflict across quality activities and reporting between the arrangements supported by QAA and those still supported by Education Scotland. This has been a query throughout the development of the new arrangements, but still remains unclear. At the current point it is anticipated that the College will remain required to interact significantly with Education Scotland in respect of review activities in areas such as Modern Apprenticeships, Senior Phase, Community Learning, and Careers Guidance.

Further questions are also present in respect of the level of information and documentation expected within the formal delivery mechanisms of the new framework. Guidance published in respect of these appear to outline approaches that are very document heavy. This is likely to remain a concern at least until the first Peer-Led Review activities are complete.

Other concerns have also been raised around the extent to which a single framework can operate effectively across the diversity of the college and university tertiary sector. This has been identified as a concern given the emphasis within TQEF around academic standards and what appears to be limited recognition that colleges are not the awarding body for the qualifications they deliver.

Concern has also been noted in respect of the push towards a tertiary college – university model at a time where schools and colleges are being asked to work more closely together on senior phase partnerships.

Assurances around the above points have been provided, but concerns do still exist and the level and extent of reflection, evaluation and change after year one will be important.

6. Next steps for Dundee and Angus College

As detailed above, whilst the framework and arrangements have changed significantly, the underpinning focus on learning, teaching, services, and the learner experience remain the central features of good educational quality.

In common with previous quality approaches, the College will build the new arrangements and requirements into our normal quality activities and approaches, rather than seeing these as an 'add on' to what we do. This approach will build the activities and outputs required for the new framework alongside our already strong quality culture and effective processes so that evidence and reporting is as naturally occurring as it can be.

Work is progressing to draft the initial SEAP report, with this based on current quality arrangements and approaches. A review of current quality processes and activities has been undertaken to identify gaps relative to the TQEF requirements. This analysis has identified a range of developments to processes and outcomes that will deliver the naturally occurring evidence necessary to underpin future reporting.

Finalisation and implementation of this development plan will be progressed over the remainder of the current academic year, supported by the engagement and development of staff. This approach is designed to ensure that changes are implemented effectively whilst also supporting and maintaining the culture of reflection and enhancement required to deliver genuinely high-quality learner experiences and outcomes.

7. Conclusion

The TQEF represents a significant evolution in Scotland's approach to quality assurance and enhancement in tertiary education. Whilst this will create significant disruption and additional work, it also provides a positive opportunity to reflect on current quality arrangements, approaches, engagement, and outcomes. This creates a need for change and an opportunity to refresh and re-engage staff in discussions around quality and the need for improvement and enhancement.

The transition to the TQEF and QAA poses challenges and significant areas of concern do exist in respect of the framework and related arrangements, but the College is approaching this as an opportunity to review and improve on what we do. This is a change process and will take time to develop and embed but is seen as a more mature and effective way of delivering the outcomes intended from the new framework.

Further updates on the new arrangements will be provided as required to future meetings, and copies of the SEAP and formal review outcomes will be brought forward for discussion as the arrangements progress.

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

BOARD OF MANAGEMENT

Tuesday 18 March 2025



TERTIARY SECTOR QUALITY ARRANGEMENTS

13.2 - SELF-EVALUATION & ACTION PLAN

PAPER M



Self-Evaluation and Action Plan

November 2024

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1. Introduction and D&A Approaches to Quality

This report details the main outcomes arising from the review of academic year 2023/24, to acknowledge the College's strengths, and to provide an outline of areas for development and resulting improvement actions to enhance the quality of College activities. This report and action plan relates specifically to the enhancement of Learning, Teaching and Assessment; Student Success; Engagement and Partnership with our Students; and our Quality Culture.

This has been developed to meet the quality enhancement needs of the College alongside the requirements of the Scottish Government, Scottish Funding Council and QAA quality reporting and planning under the new Tertiary Quality Enhancement Framework (TQEF).

Underpinning this evaluation is our Stop and Reflect arrangements to support quality culture and developments on a formal basis. Built around professional dialogue, the Stop and Reflect meetings are centrally managed opportunities for teams to discuss key developments in learning and teaching, services, student feedback, retention and attainment information and other relevant points by curriculum or service area. Outcomes and improvements arising from Stop and Reflect discussions are recorded and actioned to drive improvement.

To support the evaluation and actioning in respect of outcomes, the College has adopted a traffic lighting system for Student Outcome performance as detailed below:

GREEN	Set high to <u>reflect the aspirational target of the College.</u>
AMBER	Generally <u>reflects the national average for successful outcome;</u>
RED	<u>Show areas of concern</u> where successful outcomes are below national average levels and clear improvement action plans are required.

Using this approach, the traffic light system for the key performance indicators (PIs) used to assess courses is as follows:

Performance Indicator "Day One" Student Outcome Measure	GREEN %	AMBER %	RED %
Early Withdrawal (withdrawal rate for first 5 weeks or 25% of course)	0 to 10	11 to 25	>25
Further Withdrawal (withdrawal rate for whole course)	0 to 15	16 to 25	>25
Completed Successful	100 to 75	74 to 61	<61

This traffic light system underpins analysis of performance indicators on student retention and attainment at course, team and subject level, and is also used to categorise student feedback received through major surveys and the SFC Student Satisfaction and Engagement Survey. In addition, the Students' Association undertakes a monthly Feedback Friday "temperature check" survey through Class Representatives. Feedback from this is used at class and whole College level.

In quality assurance terms, the College operates an ISO9001 based quality management system incorporating SQA and other awarding body Systems Verification requirement within our quality arrangements to ensure overall compliance with Awarding Body requirements and strong adherence to required academic standards.

In October 2023 the College undertook a highly successful SQA systems verification audit, confirming that the relevant standards were met and with no significant recommendations for action.

Areas for Development

- a) As the first Self-Evaluation and Action Plan (SEAP) developed under new arrangements, this has been prepared on a more centralised basis than the College would wish. Development during 2024/25 will embed SEAP and wider more firmly within College Quality Arrangements. This approach will further underpin the D&A culture of distributed leadership and embedded quality enhancement.

2. Student Outcome Trend & Exception Analysis

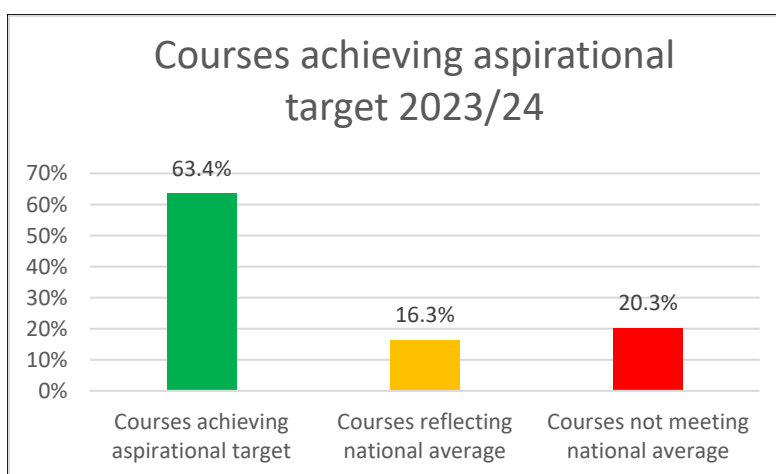
Student outcomes for 2023/24 (provisional) show improvement across all key measures. A trend analysis summary of these outcomes is noted below.

Mode	Successful Outcome					
	18/19	19/20	20/21	21/22	22/23	23/24
All Modes	75.9%	76.9%	80.3%	72.3%	70.9%	75.9%
Full Time – All	70.8%	73.8%	76.5%	72.9%	69.1%	72.2%
Full Time – FE	70.2%	72.3%	73.6%	65.2%	67.5%	71.2%
Full Time – HE	71.7%	76.5%	81.9%	76.4%	72.4%	74.4%
Part Time – All	80.8%	80.3%	84.3%	77.3%	72.4%	79.6%
Part Time – FE	81.4%	80.3%	85.2%	77.4%	72.3%	78.8%
Part Time – HE	75.8%	80.0%	76.0%	69.9%	73.2%	86.4%

The overall Completed Successful rate has increased from 2022/23 by 5 percentage points. Whilst varying over a three year trend it is noted that the intervening outcomes were developed under COVID adoptions based on holistic assessment and are not directly comparable with normal assessment and attendance arrangements. Outcomes for 2023/24 do show improvement from 2021/22 and 2022/23 and are comparable with pre-pandemic outcomes.

SFC data published in June 2024 shows that Dundee & Angus College was Ranked 2nd of 17 for HE Full Time and was ranked in the top 5 for Scotland for Disabled students and Care experienced students, for young students and for those from SIMD 10 postcodes. Overall, the D&A successful completion rate has remains significantly above average.

In each of these areas, this performance helps to address the attainment gap within our communities and supports a higher percentage of students from D&A to progress or develop meaningful future careers compared with national averages.



Using the methodology outlined above, the percentage of courses that meet the College's own aspirational targets (significantly exceeding national average) increased by c18% to 63.4% between 2022/3 and 2023/4. Correspondingly the percentage reflecting national average performance dropped from 18.6% to 16.3% while the percentage not achieving national average reduced by 15.6% from 35.9% to 20.3%.

These outcomes reflect our aspiration to be sector leading and underpin our strategic ambition to create [More Successful Students](#). Reflection and evaluation in respect of the activities and quality approaches underpinning these performance outcomes are summarised in section three below.

In developing the SEAP it is recognised that, whilst overall student outcomes are positive, the pattern of high retention and attainment is not spread evenly across all course provision. Where courses return outcomes below national average a Successful Outcome Action Report (SOAR) is completed, detailing the improvement actions to be taken. In each case these actions are reviewed at curriculum directorate level, discussed at Stop and Reflect sessions and actions embedded within the team operational plan.

For 2023/4 seventy-seven SOARs have been completed and actions for improvement analysed and implemented.

Areas for Development

- a) Student Outcome performance is below national average in too many instances to deliver fully on College quality aspirations. In a few cases the quality of the SOAR is also not as strong as required and/or the actions adopted have not had the intended impact. In these cases further focus is necessary to underpin the required improvements and address trends that do not show improvement.

3. Evaluation of Key Themes and Quality Principles

The undernoted information summarises the key themes arising from review of evaluation and improvement activities and reports. These are grouped together within the evaluation headings used within TQEF. Action points arising from the evaluation outcomes are summarised relative to each Quality Principle and are outlined in full within the Enhancement Plan 2024/25.

3.1 Excellence in Learning & Teaching

- a) A strong strategic emphasis has been placed on building positive relationships within the classroom and across the wider college in response to post pandemic issues affecting the student population, including social isolation, greater mental health concerns and disrupted learning and social development. College staff and the Students' Association used Service Design events to co-create the Student Charter which identifies the culture and behaviours expected of staff and students in the learning environment. The Charter underpins student induction and is used well throughout the learning process, embedding a culture of enablement and empowerment in learning.
- b) All teaching teams provide relevant opportunities for students to develop industry standard skills and knowledge to enhance their employability and progression opportunities. Employer engagement in the curriculum is strong and industry partnerships are utilised effectively to shape the curriculum content, to contextualise the student experience and to enhance industry-informed teaching and learning practice. In addition, teaching teams regularly include engaging events involving industry to support motivation, participation and engagement. Examples include Robot Wars and Games Jam for computing students and a ceilidh and community events for ESOL students.

- c) Students across the College benefit from valuable technical and meta-skills development opportunities provided through employer briefs; project-based learning; outdoor learning; enterprise activities and competitions. This year, notable competition successes include 7 first place, 2 second place, and 3 third place wins and Overall Outstanding Student Award at the Association of Hairdressers and Therapists Scottish Regional Competition; and first place for a group of multi-disciplinary professional construction students in the Chartered Institute of Building (CIOB) in Scotland Student Challenge 2024.
- d) Student satisfaction is consistently high in learner surveys with a five year trend of c90% satisfaction. Teaching teams routinely analyse and reflect on the student feedback to make in-year improvements to learning, teaching, assessment and the wider student experience. In addition, the Students Association and senior curriculum staff work collaboratively to identify College wide themes and improvement actions using a wide range of feedback mechanisms including Feedback Friday, student focus groups, and class and department representation.
- e) Senior curriculum staff encourage a culture of creativity and innovation in learning, teaching and assessment, which is embraced by staff and efforts recognised at national awards. Recent examples include awards for Community Learning for partnership work with Linlathen Community Project; Employer Connections for bespoke nutrition training for Balhousie Care; Inclusive College for College of Sanctuary; and Skills Development for the Multiply maths and numeracy project.
- f) Curriculum staff successfully deliver engaging and inclusive education to students from some of the most disadvantaged groups in the region. Significant examples include our partnership with Kingspark School to broaden opportunities for students with disabilities by providing practical skills and experience in barista service and horticulture; DFN Project Search in partnership with NHS Tayside to provide young people with learning disabilities and autistic spectrum disorders with employability skills and work experience in the health service; and the LEAP Project, a collaboration between D&A College and Angus Council, which supports disengaged secondary school pupils back into education. These unique projects' informal learning environments and personalised support have enabled students to achieve qualifications and develop essential skills, raising motivation, building confidence and delivering employment opportunities.
- g) Our well established curriculum planning cycle ensures that our curriculum reflects the current and future skills needs of the Tayside region and provides learning and progression pathways into employment and/or further study. This is underpinned by a set of key principles and effectively utilises a range of internal and external data sources to drive data-led decisions that ensure that our curriculum offer is relevant, well planned and responsive to regional economic need.
- h) The Leading Student Experience Forum is used well by promoted curriculum staff to regularly share practice aimed at improving learning, teaching and quality. The forum has been supplemented by the creation of self-managed peer sharing networks to encourage cross-college collaboration between Curriculum and Quality Leaders. Staff have embraced the opportunities to showcase their skills, share ideas and reflect on how good practice can be transferred and embedded within the courses for which they are responsible.
- i) Practitioner-led Special Interest Groups (SIGs) work across a range of topics to advance knowledge, upskill staff, and drive transformative change in the curriculum and classroom experience. SIGs comprise staff with a keen interest in the topic and participants share learning within and across teams to improve the learning experience. Current active SIGs include AI in the Curriculum; Meta skills; Trauma Informed Practice; Sustainability; and Neurodiversity.

Areas for Development

- a) College accommodation is generally of a high standard, however the Arbroath and Kingsway campuses no longer meet student or curriculum needs (including the impact of RAAC). These learning environments fall below acceptable standards and are failing to keep pace with student expectations or the needs of regional employers. This is having a day-to-day impact on delivery and is a major barrier to the implementation of our strategic and quality aspirations for the region.
- b) Whilst participation and engagement of senior phase learners has improved, further work is required to improve attainment. The Dundee School/College Partnership Standard sets out the quality improvement commitments expected from key staff in both organisations as well as from the young people and parents/carers. These standards will be further developed and broadened out to include Angus schools.
- c) Further work is required to support learners on lower-level programmes to sustain their learning and progress to higher level study. This will include a review of transitions between levels (progressing students) and school/college (SCP and post school), the identification of key factors in successful transitions in addition to a greater focus on project based learning, personal development and resilience and wellbeing.
- d) A previously comprehensive classroom observation cycle was paused due to pandemic impacts and economic restructuring. This supportive and beneficial process will be reintroduced to support more focused individual reflection and evaluation of learning and teaching practice.

3.2 Supporting Student Success

- a) The curriculum, support services, and recruitment profile for the College appropriately reflect the composition and diversity of our region, delivering broad based education and training opportunities that support economic growth and social recovery for of our communities.
- b) College staff and our Students' Association work in close partnership to deliver a holistic induction for all students, providing tailored support in the first few weeks of College that engenders engagement and supports early retention. New arrangements in August 2024 saw the creation of active inductions supported by our Active Campus Coordinator to make induction activities more engaging and interactive. Around 1700 students engaged in these active inductions, with 94% scoring this engagement 5 out of 5.
- c) An extensive range of student support services are in place to create managed transitions and address barriers to engagement in learning for the increasing numbers of students with additional needs. This 'wrap-around' of support covers the full range of needs including: physical and educational disabilities; neurodiversity; academic, social, emotional and behavioural support; complex counselling needs associated with significant trauma; and multiple mental health conditions. This support is essential in the recruitment, transition, success and progression of very significant numbers of students with additional needs and is instrumental in our delivery of consistently sector leading levels of student success.
- d) Increasing student needs and post-pandemic social changes have increased incidents and concerns around student behaviour. This change has been recognised through a strategic focus on positive behaviour management practice and has been enshrined in a clearer whole-College focus on behaviour standards. This has resulted in delivery of major staff development inputs and improved engagement and sharing of good practice on positive behaviour management through the roll out of our D&A Student Charter.

Our Charter dovetails with the approaches being developed within our local schools and provides a consistent focus for improved engagement, discussion and expectations around positive behaviours. Coupled with additional professional development support for staff, this work has reduced concerns and improved staff confidence in managing and de-escalating challenging behaviours for the benefit of both staff and students.

- e) By using active data to target phone calls and Teams chats, our Help Point, Students' Association, and Learner Engagement teams provide practical support to students who have disengaged, facilitating their return to College. The development of an in-house reporting system and our Stay@D&A campaign backed by an online portal with valuable information on the support services available has been instrumental in this process. These efforts have significantly enhanced our ability to proactively address student absences, creating robust and responsive support inputs that make a major contribution to improved student retention and success.
- f) The College delivers high quality outcomes for students across the full range of protected characteristics and SIMD profiles, supporting equality of opportunity and outcomes irrespective of background or barriers to learning. At 66.1% outcomes for full-time SIMD10 students exceed national averages, whilst outcomes for care-experienced students are also above national average.

The College is a corporate signatory to the Who Cares? Scotland Pledge and is actively enhancing the range of opportunities, services and support available for care leavers and care experienced students and staff through our We Care @ D&A initiative.

Close working is in place with Emily Test to support students and help to eradicate gender-based violence. Productive community links with c50 community and third sector organisations assist the College in meeting its specific and general equalities duties as part of our RESPECT equalities strategy. Our October RESPECT month activities were supported by 19 community partners and attended by over 500 students from across all curriculum areas.

- g) We target additional funding opportunities to fund a diverse range of delivery to support both economic and social recovery, including pioneering work aimed at reducing and eradicating Child Poverty through funding secured from the Northwood Trust. This project has engaged with over a thousand disengaged young people since 2019, providing supported pathways into formal education in partnership with our College Community Collaborative (CCC).

We are actively working at the heart of a range of community initiatives to offer access to education and support those disenfranchised from learning. This includes work of national significance within the [Linlathen Project in Dundee](#) - a focused multi agency engagement in the most deprived council ward in the city to transform opportunities and create multi-generational cultural change in attitudes to education. With 100% completion and 70% progressing into mainstream education our work in Linlathen has been a huge success, creating a model of intense holistic engagement that delivers systematic educational change in our most deprived communities.

- h) Significant work by our Academic Partnerships team has seen a growth in formal articulation links with our university partners. Formal links are in place with 11 institutions, offering 330 guaranteed articulation routes for D&A students. In addition, all of our curriculum is underpinned by clear progression pathways and supported by a wide range of career management and additionality opportunities through our multi-award winning D&A Attributes programme.

Through this work, the post course success of our students has remained consistently high, with this improving by 2.6% during 2023/24 to 96.4% of students in sustained work or further study destinations post College. This performance is evidence of our excellent links with local schools and universities and our extensive network of links and beneficial partnerships with business.

- i) In response to the cost of living crisis the College launched its Thrive with D&A initiative in 2022 to provide students and staff with access to a wide range of support aimed at helping to offset the impact of rising costs.

Working to actively remove the stigma of seeking help or financial support, Thrive with D&A has provided a multi-faceted approach to encourage engagement through the provision of free food, advice, financial support, clothing and toys, events, job opportunities, and even Christmas movies.

Delivered in partnership with our Students' Association over the course of past two years we have provided c60,000 free portions of soup and c20,000 free breakfasts as well as free food larders and access to our free Thrive shops on each campus. The Thrive work was picked up by College Development Network as [a case study of excellent practice](#).

- j) In May 2024 D&A became the first College in Scotland to be recognised as a College of Sanctuary for our work to support refugees and asylum seekers to thrive in their new home. This has been a major exercise to support a growing group of over 250 students that have suffered major trauma and threat prior to arriving in the region. Through this work we have created a safe and supportive learning environment that encourages cultural and community integration and dispels the myths around forced migration. This has offered a sense of belonging to these students and resulted in attainment and student satisfaction significantly above national averages.

Areas for Development

- a) The proportion of students requiring additional support has increased significantly in recent years, with this increase being evident in both the number of students requiring support, and in the complexity and intensity of the support needs being presented. This increased demand is putting significant strain on services to support students, resulting in demand outstripping our ability to supply and impacting adversely on student retention and outcomes.

3.3 Enhancement & Quality Culture

- a) D&A College has embedded a culture based on high levels of student success; making visible the positive impact this success has on the life chances of students; and highlighting the direct role played by staff across the College in reducing inequalities and supporting economic development for the region. This culture supports collegiate approaches and staff ownership of 'wrap-around' learning and services that allows students to be more successful. The 2025 More Successful Students strategy exemplifies this ambition and desire to foster improvement throughout all areas of the College for the benefit of our students.
- b) The College has a palpable innovative and student centred ethos and approach to the range of activities that it supports. This encourages partnership, engagement and new and innovative ways of working that directly benefit students and leads to D&A being a regular national award winner. The College is in high demand to share its practice and regularly shares and showcases its successful approaches the wider sector.

- c) A range of clear and well thought out strategies dovetail to provide a context for the College that supports and directs activities and innovations in areas including: curriculum review and development; enhancing learning and teaching; student retention; career management skills; meta skills development; digital competence; career long professional development; and staff and student wellbeing. These strategies provide an integrated approach to the prioritisation of activities and are influential in developing the practices that underpin consistently high levels of student retention, attainment and progression.
- d) The Board of Management has articulated its vision clearly for senior staff and provides a strong element of challenge in respect of the achievement of this through the use of clear outcome based measurement plans and metrics developed for each Committee and the full Board.
- e) Stop and Reflect sessions led by Senior Leaders and supported by Quality Champions and Students' Association representatives are undertaken tri-annually in all curriculum teams to underpin team evaluation and provide support and challenge on outcomes and improvement plans. These enhancement focused engagements underpin effective reflection and evaluation and encourage a clear and sustained focus on the quality of outcomes and services for students.
- f) Teams make good use of a series of interactive data dashboards that provide real-time and transparent access to information and trends on key student data, including applications, enrolments, attendance, retention, attainment, equalities, survey feedback, post course success, and other information. This data supports on-going reflection and good decision making. Multi-team interventions (such as Stay@D&A) are impacting positively on student retention and outcomes.
- g) Supported by a transparent RAG rating system, clear improvement plans are in place for all courses and services that fall below national averages. Where on-going trends in low performance are identified these Successful Outcome Action Reports (SOARS) record and reported on improvement actions being taken. Action is taken to amend and, in some cases, remove, course provision that fails to improve.
- k) The College plays a key role within our communities and is integrated fully within both of our local Community Planning Partnerships (CPPs), economic development forums, employability partnerships and directly with regional employers. This integration within the economic, social and cultural fabric of the region provides clear feedback and co-creation opportunities that impact on the development, delivery and enhancement of our curriculum and services.
- l) External review and engagement activities (such as Education Scotland AEV and MA Review reports) confirm the quality of the College curriculum, services and outcomes and are used to inform quality improvement and enhancement activities. The College plays an active and influential role in many sector groups and development activities including active engagement with SQA, SFC, College Development Network and Colleges Scotland activities.

Areas for Development

- a) Current Institution Led Quality Review activities are predominantly focused on curriculum teams and outcomes, with further work required to develop and extend these approaches to encompass all support services.
- b) Multiple savings plans and service reconfigurations have resulted in the loss of significant knowledge and expertise, with additional more focused CPD input required to reinstate knowledge, enhance professional practice and inform future quality improvement activities.

3.4 Student Engagement & Partnership (co-written with DASA)

- a) The College has a clear and palpable culture of student engagement and involvement in all aspects of the curriculum, learning & teaching, and service delivery it undertakes. This culture is built around equity of standing and is reflected in a non-hierarchical partnership approach to engagement and involvement. This approach encourages genuine teamworking and joint student-staff approaches to improve the quality of services and outcomes. For example, the Students' Association has been a direct co-creator of the D&A values-based Student Charter' and the underpinning 3Rs approach to positive behaviour management.
- b) The Students' Association Officers and staff and Class and Department Representatives have regular and direct access to all senior staff, supporting formal and informal engagement in quality arrangements and outcomes on an almost daily basis. This includes the Students' Association reporting in at Vice Principal level and regular discussions and feedback with the Directors of Curriculum and the Director of Student Experience.

Pizza with the Principals, Cake with the (Board) Chair and online senior leadership catch up sessions support open engagement with senior staff, generate a culture of equity, and helps to break down barriers and encourage positive dialogue and active engagement in improvement planning.

- c) 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. Student Board members routinely provide updates and presentations to both the full Board and the Learning, Teaching and Quality Committee. Recent inputs also include Student Representatives leading Board strategic development sessions and activities.
- d) Around 250 active class and department representatives are recruited each year and engage in training built around the SPARQS Student Learning Experience Model to develop the skills and awareness necessary to engage actively in the development, reflection and enhancement of the curriculum, learning and services they experience.
- e) A series of regular Feedback Friday questionnaires are raised by class representatives with students on a rolling basis across the year to give feedback and an on-going 'temperature check' to underpin a rapid reflection and improvement cycle. This rapid feedback route allows issues or concerns to be addressed quickly, delivering improvements in 'real time' and promoting the benefit and value of the class representative role. Recent improvements developed from feedback of this type include the redesign of student induction arrangements.
- f) A wide range of Service Design approaches are supported through the College and by service design trained Students' Association Officers to co-create systems, processes and policies that benefit students. Recent examples include the Student Charter, the re-design of class representative training, the creation of a useful Student Representative Handbook and active engagement in the development of student facing elements of the new student recruitment, records and management system.

A further wide range of co-created events, opportunities and services underpin the operation of the College including recent work to create a refreshed Student Mental Health Agreement and joint student and staff engagement in wellbeing, RESPECT, Thrive fundraising and other events. Through engagement of this type, Students' Association Officers, representatives and volunteers can gain [D&A Attributes](#) adding to their wider achievement and supporting future progression and employability.

- g) Engagement with our twin student satisfaction surveys has remained very strong, with almost 6,500 responses being received during 2022/23 (and increase of c500 on the previous year). Both surveys showed very positive results, and both continued a five-year unbroken run of consistently high (c90%) levels of student satisfaction.

This high level of student satisfaction is also reflected in the [Scottish Funding Council annual survey](#) which shows D&A College students participate well and, with a satisfaction score of 97.1% at FE level and 95.7% at HE, are significantly more satisfied than sector average.

Areas for Development

- a) Whilst extensive work is undertaken to ensure that student facing events, information, operations and activities are accessible for all, it is recognised that further work is required to ensure that opportunities for representation and to hear the student voice are accessible for part-time students (particularly modern apprentices) and for those with educational disabilities or for those with more limited English language skills.
- b) Levels of staff engagement and buy-in on the importance of student engagement and partnership is not consistent across all areas. This has the potential to limit opportunities for engagement and partnership working for some students to the detriment of the overall student experience.

4. External Review & Standards Verification

In addition to the self-evaluation arrangements undertaken for academic and support services, a broad range of external audit and review activities have been undertaken. These include audit and assessment of academic standards and College services and activities by the following bodies:

- Scottish Funding Council: WSum's activity audit.
- Education Scotland: Annual Engagement Visit and Modern Apprenticeship Review.
- Skills Development Scotland: Government contract provision audit.
- Scottish Qualifications Authority (SQA): External and Systems Verification.
- Henderson Loggie: Internal financial/systems audits.
- Forvis Mazars: External financial/systems audit.
- EAL/ECITB and BPEC: Engineering and building systems audits.

In each case very positive audit/review reports were received, with only minor observations/areas for action highlighted. These affirmed the robustness of College systems and highlighted strengths in academic standards, operations, and learner engagement.

The College undertook 120 qualification external verification events in 2023–2024, with outcomes and improvement trends summarised below.

Outcome Achieved	2021–2022	2022–2023	2023–2024
High Confidence	70% (84)	85% (102)	99% (119)
With Recommendations	20% (24)	10% (12)	1% (1)
Non-Compliant	10% (12)	5% (6)	0% (0)

Overall trends show an improvement (+29%) in high confidence outcomes with no standards verification outcomes identifying areas of non-compliance. This provides strong assurance regarding the application of academic standards across the full range of curriculum specialisms and levels offered.

Areas of good practice included the College approach to tailored support for students; the effective use of a range of digital tools to streamline assessment evidence collection; and strong approaches to standardisation, CPD and interim sampling. These good practice approaches are shared widely to inform and support improvement cross-College.

A clear and well supported compliant handling process is in operation with 68 complaints received in 2023/4. [Detailed complaints data is published](#) and complaints outcomes are used to identify improvement needs and enhance ways of working.

Areas for Development

- a) Whilst significant improvement is evident, recent trends highlight the need to ensure that procedural compliance, feedback consistency, departmental alignment, and risk management for higher risk qualifications and cognate groups is more fully embedded in some areas. This will require more focused engagement, targeted CPD, and enhanced emphasis on standardisation practices.

5. Conclusions

Dundee and Angus College has a positive culture of reflection and evaluation and staff at all levels demonstrate an active willingness and capacity to identify and deliver improvement actions that meet student needs and increase successful outcomes.

Overall student outcomes are improved on 2022/23 and are routinely amongst the very top levels of performance for Scotland. This success is built upon a clear quality culture and broad range of strong and effective evaluative practices, backed by a cycle of reflection, evaluation and improvement.

The College has well-developed and mature quality arrangements that support the detailed and transparent evaluation of learning, teaching and (increasingly) service provision and strong evidence exists to highlight positive changes enacted as a result of this evaluation activity. Areas for development are openly identified and effective enhancement actions put in place through a system of real-time evaluation and action planning.

The College curriculum is relevant, dynamic and well matched to regional needs. This is supported by detailed labour market data and an extensive range of productive partnerships that inform and support the wide range of curriculum provision offered. Partnerships and stakeholder engagement inform and enhance College activities and approaches at all levels and the College is recognised within its community as a positive and effective regional partner.

Innovative and exciting learning and teaching is evident throughout the curriculum and where required a strong focus on enhancing the quality of learning and teaching is backed by effective professional development and mentor support.

Services to support learning are of a high quality and a strong culture of cross-college teamworking supports a wide range of innovative approaches to service delivery and the effective integration of services and activities that really benefit students.

Through this report the College has aimed to provide a clear, accurate, and mature reflection on performance to create an action plan that addresses key areas for development and results in improvement in opportunities, learning and outcomes for our diverse student and stakeholder communities.

6. Approval

Statement of Assurance:

As the Accountable Officer for Dundee and Angus College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023-2024, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision.

I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signed



Date 29 November 2024

Simon Hewitt (Principal and Accountable Officer)

D&A SEAP Action Plan 2024 - 2025

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
1.	Quality Arrangements	Focused support and Continuing Professional Development (CPD) inputs to be provided for course teams and areas where student outcomes show a trend below national average to align student outcomes with College aspirations	Support plans and CPD inputs identified and provided, with improvement actions showing clear improvement via national PI data at appropriate retention and attainment measurement points	September 2025	Directors of Curriculum
2.	Excellence in Learning & Teaching	Enhancement to College campuses and accommodation through continued focused use of capital maintenance funding and progression of the College's ambitious 10 year Infrastructure Vision	<ul style="list-style-type: none"> Annual capital maintenance planning and projects. Progress of infrastructure vision and funding in line with Scottish Funding Council (SFC) Infrastructure Strategy guidance and 'gate points' 	September 2025 Progress reporting to Board and SFC in line with SFC/SG timelines	Principal & Infrastructure Project Board
3.	Excellence in Learning & Teaching	Partnership work with Dundee City Council and Angus Council to establish and enact clear standards for senior phase operation and outcomes	Standards established and improved school pupil outcomes realised	September 2025	Directors of Curriculum, VP Curriculum, Academic Partnerships Manager
4.	Excellence in Learning & Teaching	Improve and develop transition arrangements and outcomes (numbers transitioning successfully) for progressing students in College; progression from senior phase provision into College; and progression from College to university	Revised arrangements in place and an increased proportion of students transitioning evident	November 2025	Directors of Curriculum, VP Curriculum, Academic Partnerships Manager
5.	Excellence in Learning & Teaching	Structured and supportive classroom observation cycle reviewed and reintroduced	System in place and clear rolling (3 year) cycle of observations of learning and teaching enacted	November 2025	VP Support Services & Operations, VP Curriculum, Head of People & OD, Academic Development Lead

D&A SEAP Action Plan 2024 - 2025

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
6.	Supporting Student Success	Review of student support arrangements to streamline arrangements where possible to improve coverage and better anticipate, and embed support within those curriculum areas with significant / increasing demand	Review completed and specified changes in approach, resourcing or activities enacted	August 2025	Directors of Curriculum, Director of Student Experience
7.	Enhancement & Quality Culture	Develop and extend Institution Led Quality Review and Stop and Reflect quality processes to incorporate all curriculum and support teams	Quality arrangements and processes updated and revised structure and cycle of ILQR activities in place	November 2025	VP Support Services & Operations, Quality Manager, Support Directors
8.	Enhancement & Quality Culture	Develop and implement a clear range of staff CPD inputs to address areas of staff 'learning loss' and improve awareness and engagement in quality activities and outcomes	CPD plan in place and delivery being progressed	November 2025	VP Support Services & Operations, VP Curriculum, Head of People & OD, Academic Development Lead
9.	Student Engagement and Partnership	Review of student engagement arrangements and activities to better meet the needs of part-time students (particularly Modern Apprentices) and for those with educational disabilities or for those with limited English language skills	Review completed and specified changes in approach, resourcing or activities enacted	August 2025	DASA Officers, VP Support Services & Operations, Director of Student Experience
10.	Student Engagement and Partnership	Focused support and engagement inputs to be provided for curriculum areas where engagement and partnership working with the Students' Association are less well developed.	Support and engagement enacted and increased awareness and engagement with the Students' Association arrangements and opportunities	August 2025	DASA Officers, VP Support Services & Operations, Directors of Curriculum

D&A SEAP Action Plan 2024 - 2025

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
11.		Develop and implement a clear range of Quality Matters CPD and support to improve procedural compliance and ensure rigorous application of awarding body requirements and academic standards	CPD plan in place and delivery being progressed	August 2025	VP Support Services & Operations, VP Curriculum, Quality Manager, Academic Development Lead

BOARD OF MANAGEMENT

Tuesday 18 March 2025



GOVERNANCE ITEMS

14.1- STRATEGIC RISK REGISTER

PAPER N

BOARD OF MANAGEMENT

Audit and Risk Committee

Tuesday 3 December 2024



Strategic Risk Register Update

Paper for approval

1. Strategic Risk Register

A copy of the November 2024 draft Strategic Risk Register is enclosed. This is noted for approval.

2. Financial Sustainability Risk

College Risk Management practice requires that any strategic risks that remain as Major or Fundamental post mitigation will be reported to the Committee at each meeting.

Following the decision of the Board of Management in March 2022 to recommend increasing the post mitigation risk in respect of future financial sustainability, the post mitigation likelihood was increased from 3 to 4 and the overall risk rating increased to 16. This moved this risk into the Major Risk (**Red**) category, and it is unlikely that this risk will be reduced in the near future.

The need to address the impact of cuts in sector funding, and the need to support areas of future opportunity and development, have been the subject of on-going discussion and review with the Board and has underpinned the More Successful and Sustainable College plans and updates shared with all Board members since initial publication in April 2023.

The appropriate curriculum, HR and financial plans and approaches underpinning the paper and progress around the proposals it contained have been discussed at each meeting of the Learning, Teaching and Quality; Human Resource & Development; and Finance & Property Committee over the past year.

The 2023/24 annual accounts and financial statements confirm that the College has achieved a cash backed surplus for 2023/24, with this supporting the overall cash position. Whilst this is a positive outcome, it is recognised that the current year position has deteriorated against budget and that action will need to be taken over the remainder of the year to rectify this position.

The activities developed to address the funding cuts and financial sustainability risk cut across a range of areas, and arrangements are in place to support arrangements and minimise adverse risk in areas such as HR practice and industrial relations (Risks 3.3 and 3.7) and PR / publicity (Risk 3.5). These will remain under review, with the overall risk rolled into the higher level Financial Sustainability risk measure.

3. Cost of Living Crisis

Significant activities were reported in respect of the Thrive with D&A project to support students and staff with the challenges faced by the cost of living crisis. This work will continue into 2024/25 supported by a contribution from the College and fundraising efforts from students and staff.

4. Credit Claims and Clawback of Funds

Following confirmation in previous updates that the risk of clawback of funds had been removed due to the College exceeding its credit target, the Scottish Funding Council has advised that adjustment will be made to European Social Funded activity undertaken during academic year 2021/2022. This clawback equates to £119k and has been incorporated within the 2023/24 year end position.

Given the expiry of ESF related funding it is not anticipated that a similar risk will occur in the future.

5. Reinforced Autoclaved Aerated Concrete (RAAC) Risk

An update on the most up to date picture regarding the RAAC present within the Kingsway Campus was shared with the board in October, with the additional RAAC discovered in parts of the Kingsway tower representing a significant increase in concern. All required mitigations are in place relative to the specialist structural engineering advice received and outline plans are in place should any subsequent change in advice limit the use of accommodation.

Updates have also been shared with the Board on the future infrastructure vision for the whole College estate, including future developments to remove RAAC from our estate. A further update will be provided at the next Board meeting.

6. Board of Management Risk Appetite Outcomes

Board members undertook an awareness raising and risk appetite review session as part of the Board Development workshop on 22 October 2024. A summary report outlining the outcomes of this session is presented for information.

This paper outlines the proposed change within the current Strategic Risk Register scoring matrix and methodology to create a clearer connection between the residual risk score and the risk appetite confirmed by the Board. Feedback on this approach is sought from the Committee prior to the changes suggested being enacted.

If approved by the Committee, this review would be undertaken for the March 2025 meeting and would incorporate the reassessment of risks arising from the revised risk descriptions outlined within the Risk Management Policy changes agreed at the September 2024 meeting.

7. Review of Strategic Risk Register

The draft November 2024 Strategic Risk Register is enclosed with no changes recommended in respect of Strategic risks.

8. Approvals

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

- Consider and approve or otherwise the proposed changes to Risk matrix scoring to reflect Risk Appetite.
- Note the updates provided and approval of the Strategic Risk Register

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

BOARD OF MANAGEMENT

Audit and Risk Committee

Tuesday 4 March 2025



Strategic Risk Register Update

Paper for approval

1. Strategic Risk Register

A copy of the March 2025 draft Strategic Risk Register is enclosed. This is noted for approval.

2. Board of Management Risk Scoring and Risk Appetite Outcomes

Board members undertook an awareness raising and risk appetite review session as part of the Board Development workshop on 22 October 2024. A summary report outlining the outcomes of this session was considered under the previous item.

Work was also progressed following the spring 2024 Risk Management audit to create clearer guidance in respect of the scoring of risk likelihood and impact (pre and post mitigation). Following this change it was agreed that the Strategic Risk Register be reviewed in line with the more detailed guidance to revise and better align scoring.

These tasks have been completed and the scoring (pre and/or post mitigation of risks has been amended in sixteen instances. In fourteen of these cases the change has resulted in a reduced risk score due to application of the revised scoring methodology rather than any change in respect of the actual risk itself. Changes in respect of the two increased risks due to changes in the college environment are noted below.

3. Financial Sustainability Risk

College Risk Management practice requires that any strategic risks that remain as Major or Fundamental post mitigation will be reported to the Committee at each meeting.

Following the decision of the Board of Management in March 2022 to recommend increasing the post mitigation risk in respect of future financial sustainability, the post mitigation likelihood was increased from 3 to 4 and the overall risk rating increased to 16. This moved this risk into the Major Risk (**Red**) category, and it is unlikely that this risk will be reduced in the near future.

The need to address the impact of cuts in sector funding, and the need to support areas of future opportunity and development, have been the subject of on-going discussion and review with the Board and has underpinned the More Successful and Sustainable College plans and updates shared with all Board members since initial publication in April 2023.

The appropriate curriculum, HR and financial plans and approaches underpinning the paper and progress around the proposals it contained have been discussed at each meeting of the Learning, Teaching and Quality; Human Resource & Development; and Finance & Property Committee over the past year.

The 2023/24 annual accounts and financial statements confirm that the College has achieved a cash backed surplus for 2023/24, with this supporting the overall cash position. Whilst this is a positive outcome, it is recognised that the current year position has deteriorated against budget and that action will need to be taken over the remainder of the year to rectify this position.

The activities developed to address the funding cuts and financial sustainability risk cut across a range of areas, and arrangements are in place to support arrangements and minimise adverse risk in areas such as HR practice and industrial relations (Risks 3.3 and 3.7) and PR / publicity (Risk 3.5). These will remain under review, with the overall risk rolled into the higher level Financial Sustainability risk measure.

The changes planned to risk management practice outlined earlier in the agenda will reduce the requirement for detailed reporting at every meeting, although it is still recommended that updates on the most significant risks continue to be reflected at future Audit and Risk Committees.

4. Reinforced Autoclaved Aerated Concrete (RAAC) Risk

An update on the most up to date picture regarding the RAAC present within the Kingsway Campus was shared with the Board in December, with the additional RAAC discovered in parts of the Kingsway tower representing a significant increase in concern. All required mitigations remain in place relative to the specialist structural engineering advice received and outline plans are in place should any subsequent change in advice limit the use of accommodation.

Updates have also been shared with the Board on the future infrastructure vision for the whole College estate, including future developments to remove RAAC from our estate. A further update will be provided at the next Board meeting.

5. Review of Strategic Risk Register

The draft March 2025 Strategic Risk Register is enclosed with the following changes recommended in respect of Strategic risks.

In addition to the fourteen risks amended in respect of either the pre and/or post mitigation scoring, the further amended risks have increased and are highlighted for approval:

No	Risk	Change Proposed
2.6	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	Pre and post mitigation risk increased to reflect the increasing demands placed on maintenance requirements given the age and condition of campuses and campus infrastructure
4.5	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	Pre and post mitigation risk increased in line with the above assessment and as a result of the increased presence of RAAC within the Kingsway campus.

6. Approvals

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

- Consider and approve or otherwise the proposed changes to Risk matrix scoring to reflect Risk Appetite.
- Note the updates provided and approval of the Strategic Risk Register

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



STRATEGIC RISK REGISTER

2024 - 2025

As at March 2025

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	DirSE	Director of Student Experience	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management	5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									
1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	1 2	4 ↓ 8	<ul style="list-style-type: none"> Robust monitoring via OF&AM Framework Clear performance metrics Amendment of strategic direction/ plans Rolling curriculum review 	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	2 3	8 ↓ 12	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial strategy sensitivities 	Principal & Chair
1.3 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Effective project/activity management in place Clear governance structures Project/initiative finances clearly incorporated within College financial strategy and plans End of project and exit/contingency planning 	3	2	6 ↔	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Clear project Management arrangements in place Budget reporting and management 	Principal, VPCP

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural (cont)									

1.4 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	3 4	3 4	9 ↓ 16	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects and response to new opportunities 	3 4	1	3 ↓ 4	<ul style="list-style-type: none"> Robust monitoring via OA Amendment of strategic direction/plans Rolling curriculum review 	Principal
1.5 Board	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.	4	3	12	<ul style="list-style-type: none"> Robust CEAP in place Multiple strands of activity/action Embedding sustainable practices in normal activity and ways of working Clear links between strategy and practice Planned investment in carbon reduction Sustainable procurement 	3 4	2	6 ↓ 8	<ul style="list-style-type: none"> Robust monitoring and reporting of CEAP at SLT and Board level Clear performance metrics Amendment of strategic direction/plans Monitoring of scope 3 emissions 	VPSO, DirInf, HoE

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

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

2.1 F&P	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding	3	4	12	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for amended funding levels or requirements 	3	2	8 ↓ 9	<ul style="list-style-type: none"> Advance modelling of new funding requirements, methodologies, and allocations Monitoring impact of changes Amendment of strategic or operational direction / plans Financial strategy sensitivities 	VPSO
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC and SG Input to create sector ‘flexibilities’ Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	4	16 ↔	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Effective use of sector ‘flexibilities’ to support sustainability Amendment of strategic priorities and timing to align with funding levels Review and amendment of activity and budget planning to address over/under performance against activity (credit) target Detailed monitoring of savings programmes Detailed monitoring & management of CDEL/RDEL risks 	VPSO

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									

2.3 F&P	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12 ↔	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPSO
2.4 A&R	Financial Fraud	3	3	9	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	2	2	4 ↓	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPSO
		4		12		3		6		
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6 ↔	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPSO
2.6 F&P	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	4	4	16	<ul style="list-style-type: none"> Multi-year estates strategy and capital planning Lobbying of SFC on capital and backlog maintenance funding Planning for D&A Foundation bids 	4	3	12 ↑	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	VPSO
		3	2	6		2	2	4		

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									
3.1 LT&Q	Failure to reach aspirational standards in learning, teaching, and service delivery	4	3	12	<ul style="list-style-type: none">Clear quality arrangements and priority actionsContinuous self-evaluation and action planningRigorous CPD arrangements in placeRegular classroom observation and learner feedback arrangements	2	2	4 ↓ 6	<ul style="list-style-type: none">Comprehensive monitoring of key PIs and student/staff feedbackRegular Stop and Review eventsExternal review and validation findings	VPCP, VPSO DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none">Robust strategic planning and monitoringEffective environmental scanningStrong partnershipsClear links between strategy and practiceConcerted demands for increased activity levels	2	2	4 ↔	<ul style="list-style-type: none">Effective internal monitoring/review/verification arrangementsExternal review findings	VPCP, VPSO
3.3 A&R	Legal actions; serious accident; incident or civil/criminal breach	4	4 5	16 ↓ 20	<ul style="list-style-type: none">Adherence to legislative and good practice requirementsPositive Union relations and staff communicationEffective management development programmes	3	2	6 ↔	<ul style="list-style-type: none">Monitoring and reporting in key areas – eg H&S, equalities, employee engagementContinuous professional developmentInternal audit programmeStaff surveys	Prin, VPSO, HoE

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	DirSE	Director of Student Experience	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management	5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									

3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	4 3	4	16 ↓ 12	<ul style="list-style-type: none"> Clear and proactive approaches to managing and promoting health, safety, and wellbeing Continuous self-evaluation and action planning Rigorous CPD arrangements in place Regular staff and learner feedback arrangements 	3 4	2	6 ↔ 12	<ul style="list-style-type: none"> Regular employee engagement monitoring Open communication with staff Comprehensive monitoring of key PIs and student/staff feedback Regular union/management dialogue 	VPSO
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4 3	2	8 ↓ 12	<ul style="list-style-type: none"> Marketing strategy Reputation plan Positive marketing approaches 	3 4	2	6 ↓ 12	<ul style="list-style-type: none"> Stakeholder engagement Social media monitoring arrangements 	VPCP, DirC&A
3.6 HR&D	National bargaining outcomes impact adversely on College operations, activity, and flexibility	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of bargaining outcomes and implementation 	4	3	12 ↔	<ul style="list-style-type: none"> Positive union relations and staff communication On-going discussions with staff Innovation in approaches 	VPSO, VPC&A

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

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

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 HR&D	College arrangements do not minimise risk associated with Modern Slavery	4	2 3	8 ↓ 12	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	3 4	1	3 ↓ 4	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPCP, VPSO
3.11 Board	Failure to plan or respond adequately to future pandemic illness.	5	3 4	15 ↓ 20	<ul style="list-style-type: none"> Monitoring and rapid response to WHO and UK/Scottish Government information and alerts Maintenance of COVID-19 good practice approaches to inform future use Effective business continuity planning in place 	4	2	8 ↔	<ul style="list-style-type: none"> Pandemic readiness / response included in business continuity plan reviews and testing COVID/Pandemic Response Group in place Active monitoring and rapid adoption of pandemic guidance / control measures 	Principal

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.12 HR&D	Failure to attract, engage, retain or develop appropriately qualified staff.	4	3	12	<ul style="list-style-type: none"> Clear People Strategy and Workforce Planning in place Positive Union relations and staff communication Effective management development & CPD programmes Positive recruitment approaches and monitoring 	4	1	4 ↔	<ul style="list-style-type: none"> Absence & turnover monitoring Exit interviews Regular staff surveys 7 survey responding Monitoring and responding to staff concerns, union issues and employee relations concerns 	VPSO

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									
4.1 A&R	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure	5	3 4	15 ↓ 20	<ul style="list-style-type: none"> Sound systems of administration Clear fire and disaster recovery arrangements Staff CPD 	5	1	5 ↔	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing 	Principal, VPSO, DirInf
4.2 F&P	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none"> Planning, careful phasing of changes to processes and systems Effective management of ICT arrangements Clear investment plan 	3 4	2	6 ↓ 8	<ul style="list-style-type: none"> Regular review/reporting on milestones, systems effectiveness etc Regular CPD 	VPSO, DirInf
4.3 A&R	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes	4	3	12	<ul style="list-style-type: none"> Effective management of ICT arrangements Active ICT/data security monitoring and cyber security policy 	4	2	8 ↔	<ul style="list-style-type: none"> Staff CPD on cyber security issues Regular security monitoring/testing Cyber resilience plan 	VPSO, DirInf
4.4 A&R	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none"> Effective infrastructure and systems design and implementation Effective management of ICT arrangements and GDPR compliance 	4	2	8 ↔	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing 	VPSO, DirInf

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									
4.5	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	4	5	20	<ul style="list-style-type: none"> Creation of long-term infrastructure principles and vision Multi-year estates strategy and capital planning Lobbying of SG and SFC on capital and backlog maintenance funding Identification of alternative funding routes Planning for D&A Foundation bids 	4	4	16	<ul style="list-style-type: none"> Lobbying of SG and SFC on campus vision and needs Prioritization of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	Principal VP SO
F&P			4	16			3	12		

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

Strategic Risk Framework

High level strategic risks are outlined within a clear risk register that links directly to the College Strategy and key outcomes as outlined through Outcome Agreements and strategic priorities. These risks are discussed and approved by the full Board of Management two times per year. This framework is integrated with strategic planning arrangements and relates directly to strategic developments and detailed analysis of the regional operating context for the College.

Within these arrangements, the Executive Leadership Team undertake the ongoing monitoring and mitigation of risks significant to the College. The strategic risk register is formally reviewed and updated quarterly through the Board of Management Audit & Risk Committee.

Risks are managed based on a series of risk factors determined by assessment of the likelihood multiplied by the impact of each specific risk using a scale of 1 (low) to 5 (high).

Guidance on the scoring of risks is as follows and is indicative rather than prescriptive, with judgement required in respect of the assessment of differing types of risk (operational, financial, reputational etc):

Score	Likelihood Description (assessed likelihood over a rolling 5 year period)	Impact Description
1	Highly Unlikely. The likelihood of the risk arising is minimal (<5% likelihood of arising).	Minimal: If the risk does arise the impact of this is not felt to be significant in respect of the operation of the College and would be managed through normal arrangements.
2	Unlikely. Risks at this level are unlikely to arise but are possible (>5% but <25% likelihood of arising).	Minor: If the risk does arise it would cause slight disruption or impact on College operations requiring management input to resolve but not impacting on significant whole services, projects or activities. Impact could be mitigated without significant difficulty and/or would exist for a short period of time. Resolution would be achieved through normal work arrangements and budgets.
3	Possible. The likelihood of the risk arising is possible and instances would not be unexpected. (>26% but <50% likelihood of arising).	Moderate. Risk would have a noticeable impact or disruption to the operation of large scale functions (or multiple smaller functions) of the College and would require specific focused management input to resolve. This may require allocation of specialist input and reallocation or re-prioritisation of budget.
4	Likely. Risks in this category are probably and it is anticipated that these will arise (>50% but <75% likelihood of arising)	Major. Risk would have a substantial impact on the ability of the College to operate, covering multiple large functions or activities for a prolonged period. Major risks are likely to require the enactment of specific remedial measures and/or business continuity responses. It would be expected that this may require allocation of specialist input and additional (unplanned) budget.

Score	Likelihood Description (assessed likelihood over a rolling 5 year period)	Impact Description
5	Almost certain. The likelihood of the risk arising is almost certain. (>75% likelihood of arising).	Critical/Catastrophic. Risk would have a severe impact on the ability of the college to operate covering all operations (or multiple large functions or activities) for a prolonged period. Major risks are likely to require the enactment of specific remedial measures and/or business continuity responses. It would be expected that this would require allocation of specialist input and significant additional (unplanned) budget.

Each risk factor is then colour coded as follows:

Colour Code	Description	Scoring Range
Blue	(Low risk factor - Minor risk) Risks in this category are considered very minor and unlikely to cause any disruption. They are managed through routine procedures and do not require special attention.	1 - 3
Green	(Low risk factor - Moderate risk) Risks in this category are considered minor and unlikely to cause significant disruption. They are typically managed through routine procedures and review and do not require special attention.	4 - 8
Amber	(Medium risk factor - Significant risk) 9 - 15: These risks are more significant and could potentially impact operations or objectives. They require active management and monitoring to ensure they do not escalate.	9 - 15
Red	(High risk factor - Major risk) 16 - 20: High-risk factors are likely to have a substantial impact on the organisation. They demand immediate and robust mitigation strategies and are closely monitored by senior management and the Audit & Risk Committee.	16 -20
Purple	(Very High risk factor - Fundamental risk) 21 and above: Risks in this category are critical and pose a fundamental threat to the organisation's viability. They require urgent and comprehensive action plans and are subject to continuous review at the highest levels of management and through the Board of Management.	21 and above

Each risk is assessed and categorised prior to the actions taken to manage the risk and again following assessment of the mitigating actions in place.

Board of Management Risk Appetite

The Board of Management will review its risk appetite on an on-going basis in line with the arrangements in place through the Government HM Treasury 'Orange book' arrangements. This appetite will be used to establish the level at which specific risks become of most concern and are then subject to more detailed review and scrutiny at each subsequent meeting.

This will be determined relative to the following guidance linking the risk appetite for a specific group of risks to the post mitigation score and categorisation of that risk.

Risk Classification	Post Mitigation Risk Score	Colour	Risk Appetite
Minor	1 - 3		1 Avoid
Moderate	4 - 8		2 Averse
Significant	9 - 15		3 Moderate
Major	16 - 20		4 Open
Fundamental	21 - 25		5 High

Using this approach, where the post mitigation of a specific risk is 16, which places it in the MAJOR band, but the risk appetite level set by the Board was 3 – Moderate, this would require the risk to be subject to a focused review and update at each subsequent meeting of the Board of Management Audit & Risk Committee.

Conversely, where the post mitigation risk was 16, which places it in the MAJOR band, but the risk appetite level set by the Board was 4 – Open, the risk would still be subject to normal regular review but would not require a focused review and update at each subsequent meeting of the Board of Management Audit & Risk Committee.

The Board of Management determined in October 2024 that its risk appetite was Open across the following factors:

- Strategy
- Operations
- Financial
- Commercial
- People
- Technology
- Project/Programme Management
- Reputational*

*Reputational was subject to significant discussion between Open and Cautious.

Irrespective of the above, in all cases where a post-mitigation risk is highlighted as purple, this will be subject to review on a daily or weekly basis as appropriate and regular updates and engagement enacted with the Board of Management. Formal updates will be subject to review at each subsequent meeting of the Board of Management Audit & Risk Committee and/or full Board as determined by the Principal and Board Chair.

BOARD OF MANAGEMENT

Tuesday 18 March 2025



GOVERNANCE ITEMS

14.2- MEMBERSHIP UPDATE

PAPER O

BOARD OF MANAGEMENT

Tuesday 18 March 2025

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 Recruitment

As Board members will be aware, Daniel Rosie confirmed his decision to resign from the board in December 2024 whilst the terms of office for two further members (Margo Williamson and Donna Fordyce) are scheduled to come to an end in spring 2025.

To support this the Board is currently progressing arrangements under delegation to the Chairs Committee to recruit to these positions as per normal practice. Thirteen good quality applications were received, with five of these progressing to interview on 11 and 13 March 2025. An update on next steps will be provided at the meeting.

4 Senior Independent Member

An observation raised as part of the effectiveness review reported at the December 2024 meeting is that Board members would welcome a reminder around the role and arrangements for the Senior Independent Member.

This role is held by Donald Mackenzie and the remit for this is specified within the Code of Good governance as outlined below.

Responsibilities in respect of the seeking of Board feedback and the appraisal of the board chair can also sit with a Vice Chair where this role has been adopted by a board.

Senior Independent Member

D.3 The board must appoint one of the non-executive members to be the senior independent member to provide a sounding board for the chair and to serve as an intermediary for the principal, other board members and the governance professional when necessary (see Annex 1 for the definition of 'non-executive'). The senior independent member should also be available where contact through the normal channels of chair, principal or governance professional has failed to resolve an issue or for which such contact is inappropriate. The senior independent member is also responsible for holding annual meetings with Board members, without the Chair, to appraise the Chair's performance and provide the Chair with relevant feedback. Further information on the role of the senior independent member can be found in The Guide for Board Members in the College Sector.

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 March 2025

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	Chair of F&P April 2017	31/04/2025	Economic Development/ Enterprise, Fisheries, Retail Management
4. Helen Honeyman	Chair of A&R January 2019	31/12/2026	Risk, Governance, HR Management
5. Donald Mackenzie	Chair of HR&D and SIM April 2019	31/03/2027	HR & OD, Corporate Communications, Management
6. Neil Lowden	Chair of LT&Q January 2019	31/12/2026	Educational Management, Learning & Teaching, Educational Policy
7. Brian Lawrie*	Acting Chair of F&P May 2022	31/04/2026	Finance, Public Service Management
8. Jackie Buchanan*	February 2023	31/01/2027	Public Service Management, Legal, Governance & Procurement
9. Carri Cusick*	April 2023	30/04/2027	Economic Development/ Enterprise, Digital, Management
10. Ged Bell*	September 2024	31/08/2028	ICT/Digital, Public Sector Management
11. Kelly McIntosh*	February 2025	31/01/2029	Public Service Management, Education, Learning & Teaching
12. Robert Young*	February 2025	31/01/2029	Private Sector Management, Infrastructure/Engineering
13. Vacancy			
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. Richard Gordon	February 2025	31/01/2029	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

Tuesday 18 March 2025



GOVERNANCE ITEMS

**14.3 – BOARD AND COMMITTEE MEETING
CALENDAR 2025/2026**

PAPER P

2025/2026 Board and Committee Dates

BOARD/COMMITTEE	MEETING DATES
It is proposed that all meetings will be onsite and in-person attendance wherever possible (with a Teams option).	
Board of Management - 5.00pm	<u>Arbroath Campus, Isla Seminar Room 5:</u> Tuesday 30 September 2025 Tuesday 17 March 2026 <u>Kingsway Campus, Room K-TO-604:</u> Tuesday 9 December 2025 – 10:00am start & lunch Tuesday 16 June 2026
Learning, Teaching and Quality Committee – 5.00pm	<u>Kingsway Campus, Room K-TO-624:</u> Wednesday 27 August 2025 Wednesday 12 November 2025 Wednesday 11 February 2026 Wednesday 13 May 2026
Human Resources and Development Committee – 5.00pm	<u>Kingsway Campus, Room K-TO-624:</u> Thursday 4 September 2025 Thursday 20 November 2025 Thursday 19 February 2026 Thursday 21 May 2026
Finance and Property Committee – 5.00pm	<u>Kingsway Campus, Room K-TO-624:</u> Tuesday 9 September 2025 Tuesday 24 February 2026 Tuesday 26 May 2026
Audit and Risk Committee – 5.00pm	<u>Kingsway Campus, Room K-TO-624:</u> Tuesday 16 September 2025 Tuesday 3 March 2026 Tuesday 2 June 2026
Joint Audit and Risk Committee and Finance and Property Committee 4.15pm	<u>Kingsway Campus, Room K-TO-604:</u> Tuesday 2 December 2025
Board Strategy/Development Sessions	Thursday 23 rd October 2025 Thursday 22 nd January 2026
Chairs Committee	Minimum 2 times a year
Graduation	Friday 31 October 2025

BOARD OF MANAGEMENT

Tuesday 18 March 2025



GOVERNANCE ITEMS

14.4 - BOARD METRICS

PAPER Q

BOARD OF MANAGEMENT

Tuesday 18 March 2025

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

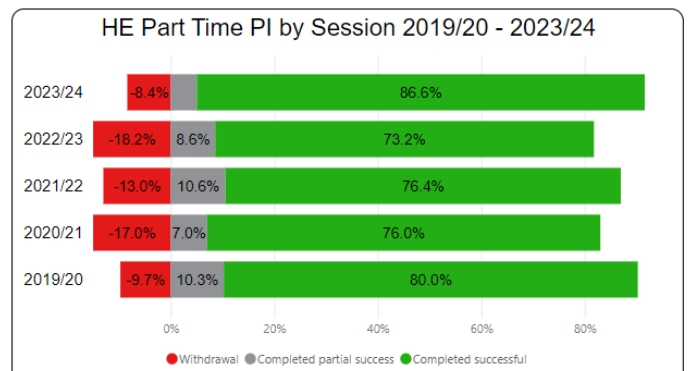
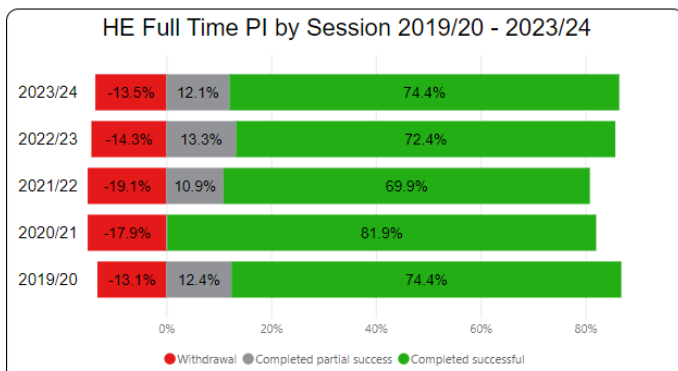
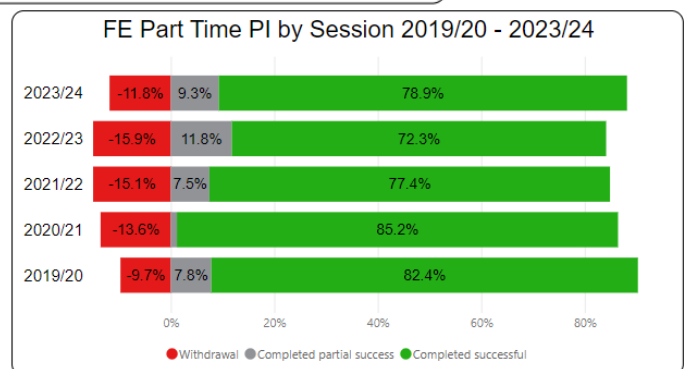
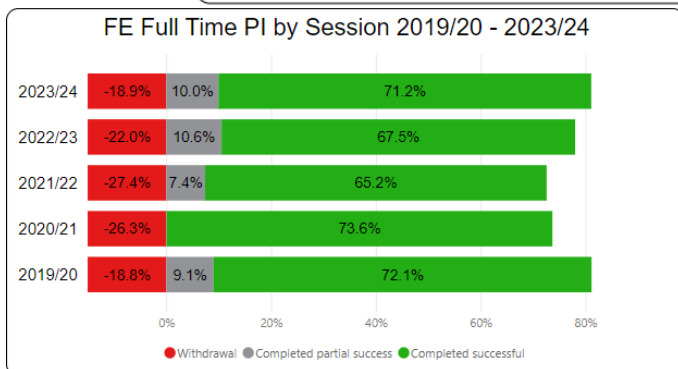
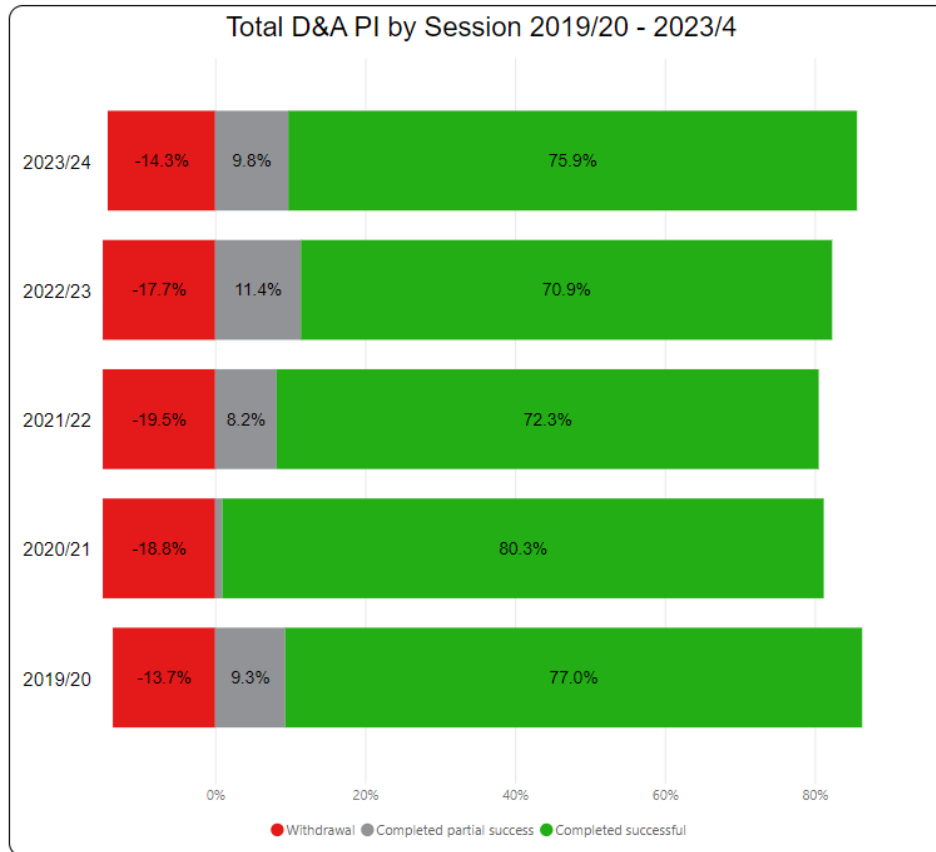
Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

- 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

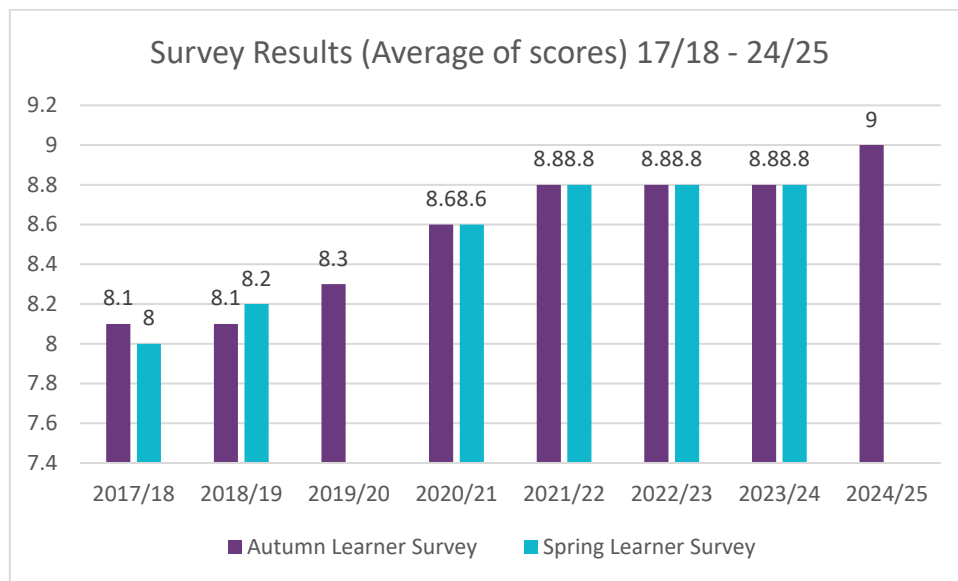
Author Lauren Mowatt, Data Analyst

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

Performance Indicators



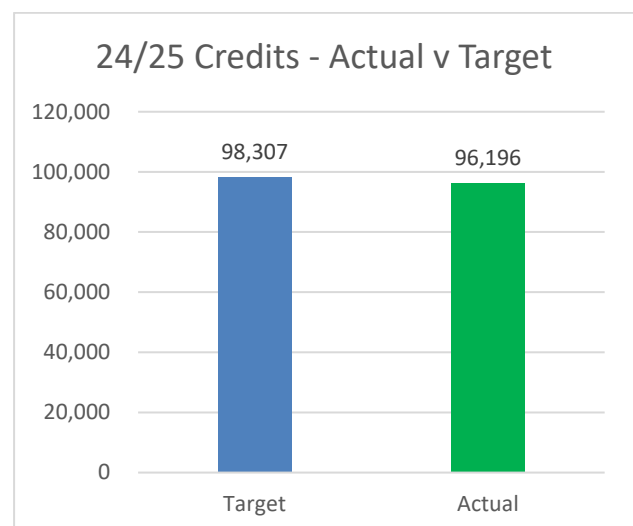
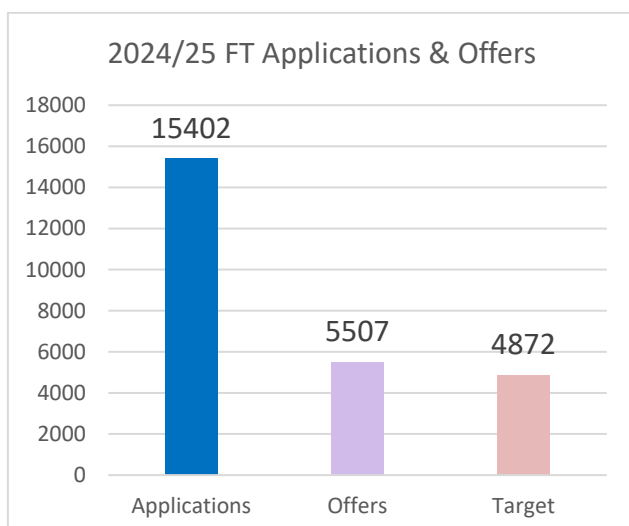
Student Survey Results



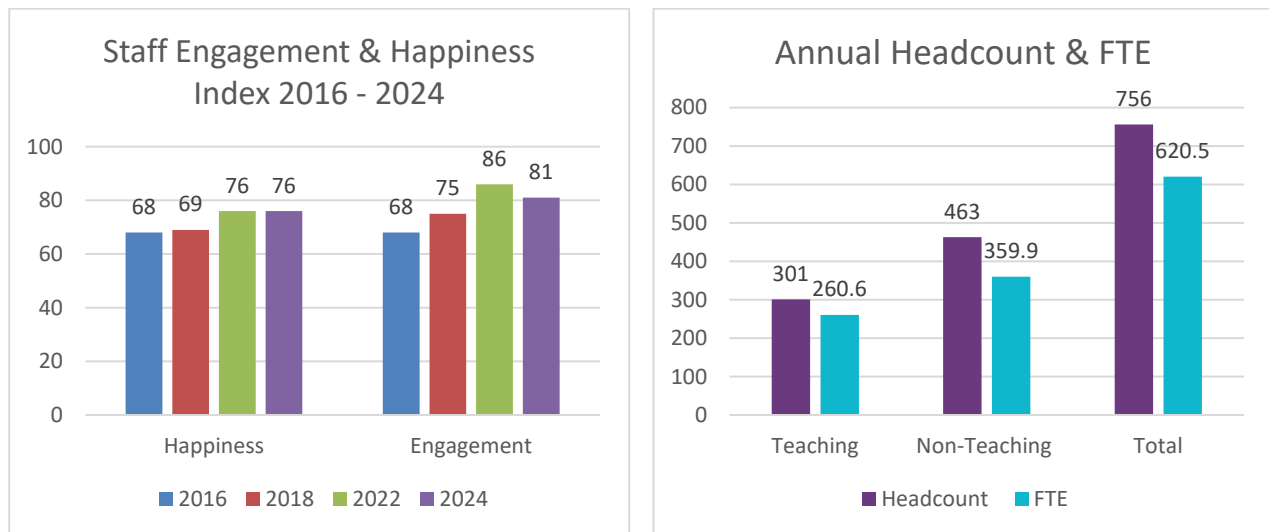
Note: The 2019/20 L&T Survey was not completed. The Learner Survey is now scored out of 5 but the results are scaled up to be consistent with prior years. The overall 2024/25 Autumn survey score was 9 (4.5 out of 5).

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%

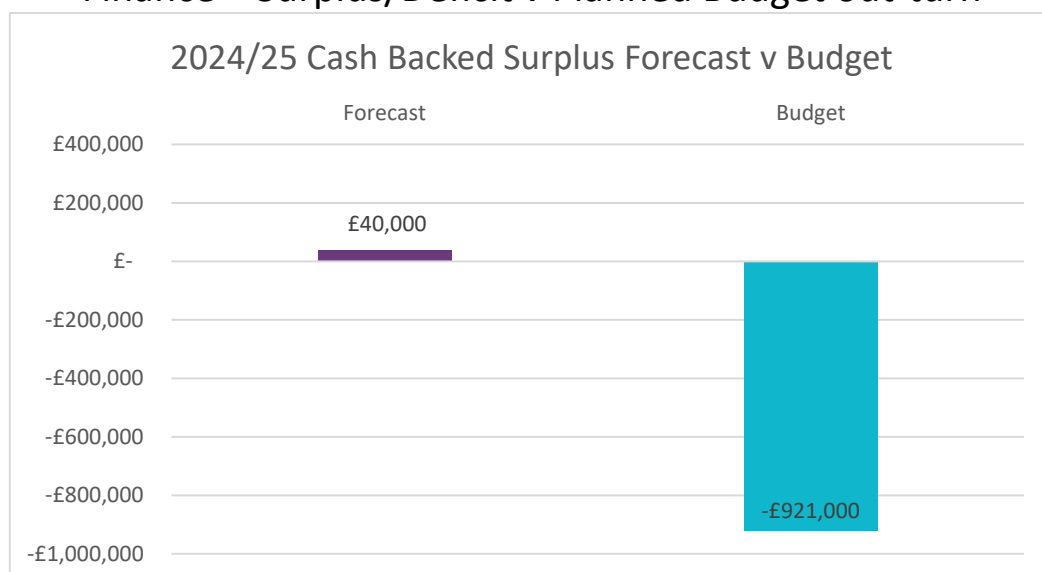


Staff – Engagement and Happiness Index, FTE & Headcount and Absence



	Staff Absence Last Full Quarter	Staff Absence Rolling Year to Start of Last Quarter
Average working days lost per sick headcount	5.76 days	7.22 days
Working time lost	2.21%	2.73%
Comparison with sector/national rates	3.3% (2.6% CIPD 2020)	
UK All Sector rate (CIPD 2016)	3.4%	
UK Public Sector rate (Unison 2016)		

Finance – Surplus/Deficit v Planned Budget out-turn



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

2024/25	Completed	Planned
Audits Completed v Planned	1	7

BOARD OF MANAGEMENT

Tuesday 18 March 2025



MINUTES OF COMMITTEE MEETINGS

PAPER R

15.1- LEARNING, TEACHING & QUALITY- 12 FEB 2025

15.2- HUMAN RESOURCES & DEVELOPMENT- 20 FEB 2025

15.3- FINANCE & PROPERTY- 25 FEB 2025

15.5 - AUDIT & RISK- 4 MARCH 2025

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 12 February 2025 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 12 February 2025 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

PRESENT:

Neil Lowden	Kelly McIntosh
Laurie O'Donnell	Simon Hewitt
Helen Honeyman	Kara Ramsay
Stephen Oakley	

IN ATTENDANCE: Steve Taylor (Vice Principal / Secretary to the Board)
Julie Grace (Vice Principal Curriculum and Partnerships)
Jane Roscoe & Steph Toms (Directors of Curriculum & Partnerships)
Penny Muir (Board Administrator)

1. WELCOME

N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting.

2. APOLOGIES

Apologies received from Margo Williamson, Donna Fordyce, Adele Lawrence, Derek Smith, Leann Crichton, and Lee Lappin.

3. DECLARATIONS OF INTEREST & CONNECTION

There are no declarations of interest or connection.

4. MINUTE OF THE PREVIOUS MEETING – 13 November 2024

The minute of the meeting held on Wednesday 13 November 2024 was approved as an accurate record.

H Honeyman noted that an action point for the performance of Building Services had been omitted. It was agreed that this concern will be captured as an action item and addressed at the next meeting. **S Toms/L Lappin to progress.**

5. MATTERS ARISING

5.1 Behaviour Management Progress Update

J Roscoe highlighted the various strands of development and noted the range of CPD events undertaken on Staff Development Day to inform practice and support staff. This included practical training led by the Access & Supported Education Team and the Learner & Community Engagement Team, focused on behaviour strategies and their practical application. Feedback from these sessions had been positive, with staff expressing interest in further sessions.

J Roscoe also noted work progressing with the Colleges Development Network (CDN) on the changing learners programme, including two presentations on how learners have evolved post-COVID, with a focus on trauma-informed practices.

J Roscoe stated that in January 2025, L Lappin and the Learner & Community Engagement Team had supported work on positive masculinity focused on mental health issues, neurodiversity and the use of tools to manage learning challenges across the College, including the introduction of physical activity sessions.

The group tutor role was highlighted as highly valued, with a survey conducted to gather insights. Ongoing work is being carried out with EIS around the Development Review process to further enhance the benefits. Drop-in sessions with group tutors are also being examined to understand their effectiveness to build and enhance their impact.

J Roscoe also highlighted the CDN diagnostic tool, which focused on five key features. This tool identifies existing resources used in the College. Staff engagement sessions are scheduled for March 18th and 19th to further develop awareness.

A pilot programme: Submission Squad, is underway to address the extension submission rate by improving communications to students and encouraging timely submissions.

There is an ongoing review of the charter and support packs for group tutors, aimed at better utilising the charter to create and build more significant impact. While progress is being made, more can be done in this area, including reminding/refreshing awareness of the charter.

N Lowden enquired about the collection of baseline data to obtain solid, actionable information. It was acknowledged that this was difficult as there was no direct measure of impact. J Grace noted visible trends in the data, particularly related to student withdrawals, and emphasised the importance of raising questions based on these observations.

N Lowden thanked J Roscoe for the report.

5.2 NQ Review Overview (Highers improvement)

S Toms presented the paper, highlighting the distinction between completion and attainment rates, with the attainment rate aligning with those of other FE colleges. S Toms emphasised that withdrawals remain a significant challenge, heavily impacting the college's overall outcomes for part-time FE level programmes. Additional data collection and further efforts are underway to better understand and address this issue.

It was noted that NQ qualifications are valued within the community, particularly for those undertaken these qualifications that are aged 20 and above. S Toms expressed concern regarding the need to ensure that both staff and students have adequate access to these courses.

S Toms highlighted that actions have already been initiated to improve outcomes, including a more thorough examination of data and ongoing discussions during "Stop and Reflect" sessions. These discussions also include reviewing recruitment practices and informing students about the withdrawal process to reduce withdrawal rates and maximise retention.

S Toms noted the College has discontinued the delivery of Nat 5 Application of Mathematics due to low enrolment numbers. K McIntosh noted an increase in Nat 5 Application of Mathematics enrolment in schools and raised concerns about how universities handle this qualification and its impact on students who need it for admission.

S Toms confirmed that some universities have agreed to accept alternative level 5 qualifications, but challenges remain.

L O'Donnell noted the value of the NQ offer despite the challenges in terms of pass rates and noted that the focus should be on recruiting students who have a fair chance of passing and investing more in intensive support for students. Discussions included the use of pre-testing to ensure students are adequately prepared.

S Toms commented on the demographic challenges, noting that some students have been out of education for some time, making it difficult to judge readiness. However, teams are highly invested in student success, particularly in English and Mathematics. These teams are committed to doing more to support students, and there have been positive discussions and strong engagement on this topic.

K McIntosh noted the benefit of intensive revision courses and the potential use of Scholar to support this. S Toms agreed that this was worth investigating further

H Honeyman enquired whether the impact on potential pathways through apprenticeships and employment have been explored in relation to Nat 5 match, as this was sometimes a requirement to gain the apprenticeship place and job opportunity. J Grace noted that modern apprenticeships offer alternative qualifications to Nat 5, such as SCQF Level 5 qualifications. These courses can be started at any time and offer continuous access, potentially providing more flexible pathways for students.

N Lowden requested the removal of the term "declining" from the paper and thanked S Toms for the update.

6. CURRICULUM REPORT – ABERTAY AND D&A TRANSITIONS ENHANCEMENT PROJECT

J Roscoe provided an update on STEP (Scotland's Tertiary Enhancement Programme), which follows a 4-year cycle aimed at fostering quality collaboration between colleges and universities through joint projects. The programme emphasises teamwork and networking, with the first discovery day focusing on exploring diverse pathways. The goal is for all participating institutions to collaborate on defined projects, with an emphasis on creating a sense of belonging for students.

STEP is managed through three key groups: the Steering Group, the Topic Leadership Group, and the Network group. Institutions involved in the programme have had the opportunity to contribute, learn, and have an impact on student success.

J Roscoe stated this initiative has brought together Dundee and Angus College and Abertay University to explore ways of better supporting student success as they prepare for transition. J Roscoe raised a critical question regarding student success: should the focus be on institutional deficits, or should it be on reviewing systematic procedures, particularly in the area of student transitions?

J Roscoe highlighted that Abertay University hosted the first session, which brought together key partners and staff, united by a shared ambition for student success. The session focused on identifying challenges and obstacles, and efforts were made to pinpoint and address these blockers to enhance student success.

The first session, held from October to January 2025, explored what could be done to make a difference. The second session involved sharing experiences and identifying strategies such as adjusting start dates, ensuring students receive SAAS payments before matriculating at Abertay, and enhancing communication with the right stakeholders.

Numerous valuable insights were uncovered during these discussions, including enhancing support for staff and students regarding additional funding and placing schemes, shared recruitment approaches, and the integration of meta-skills and AI.

J Roscoe highlighted a mentoring project designed to support the additional funded place students, which will begin in Spring 2025 and continue for three years, aiming to sustain and build upon the lessons learned through the programme.

Looking ahead, future plans include a shared staff development event scheduled for June 2025, a joint publication, and a QAA discovery event workshop in May.

K Ramsay acknowledged the programme as being highly beneficial for future students and noted the input of A Lawrence as the student representative on the STEP project..

L O'Donnell enquired about the nature of the relationships with Abertay University. J Roscoe described the relationship as more collaborative than competitive, noting that the programme values the contribution of the College and the joint responsibility for student success.

S Hewitt stressed the importance of maintaining a realistic approach to ensure the work remains valuable to students while acknowledging the challenges involved, with careful consideration of Abertay University's future strategy and potential competition remains a critical aspect of the process.

K McIntosh recognised the need for balance between support and potential competition for students, recognising that Abertay was the college's largest articulation partner.

N Lowden welcomed the presentation and update.

7. STUDENTS' ASSOCIATION REPORT

K Ramsay provided an update on recruitment, noting that 248 class representatives have been appointed, with 200 of them having completed training.

Feedback from class reps highlighted a demand for more inclusive events, additional clubs, and more spaces for students to feel engaged and involved. These asks were being progressed.

The Thrive breakfast clubs, which are held up to three times a week, have been well attended. Additionally, the Christmas Box Appeal was a success, with DASA providing 50 bags filled with wellbeing and festive goodies for students.

K Ramsay reported that DASA received an invitation to nominate a student for participation in Scotland's Tertiary Enhancement Programme (STEP), which involves a collaboration initiative with Abertay University, with Adele Lawrence taking up this role.

N Lowden expressed appreciation for the connections made and the work presented in the report, noting a positive feeling about seeing this work firsthand.

8. AUTUMN 2024 LEARNER SURVEY REPORT

S Taylor reported a positive increase in engagement, particularly over the course of the past calendar year. The total responses had increased by around 350 to over 3.5k, with a notable rise in the satisfaction rate and in the volume of comments received. The satisfaction rate increased by 2%, reaching an overall figure of 90%.

The survey results were also broken down across different teams and courses, with satisfaction scores ranging between 86% and 94%, all reflecting positive feedback. Satisfaction with staff was particularly high at 92%.

The number of comments received increased, offering valuable insights into both the scores and the underlying reasons, providing a clearer understanding of student feedback. This data, particularly when utilised by teams for improvement and reflection, adds significant value. The use of this data is regularly discussed during "Stop and Reflect" sessions.

K McIntosh enquired about the range of questions under the various headings.

S Taylor explained that the questions were high level rather than detailed and designed to assess how individuals felt at the time of the survey, with the number of questions kept to a minimum. The first survey looked at how students were settling in, their early experience and a range of services, with the spring survey focusing more on learner and teaching surveys. It was noted that whole-college surveys were part of a larger feedback process.

Other student survey arrangements and approaches were discussed, including alignment with the Students' Association Feedback Friday activities.

H Honeyman observed that one of the most common responses to the question about what could be done better was 'nothing' and noted that this in itself was very positive feedback.

S Oakley noted the lower response rate for Access and Supported Education students and asked whether the format was accessible. It was noted that the format had been reviewed by a group to improve accessibility, with sessions being facilitated in a focus group style. The number of participants in these sessions had decreased, however, other approaches were being discussed to ensure that these students could engage.

N Lowden expressed concern about avoiding disproportionate numbers in the data representation. However, J Grace emphasised the importance of focusing on the qualitative comments from students rather than relying solely on numerical data or league tables.

L O'Donnell suggested that including numbers could be beneficial, though it was agreed that the focus should remain on the value of the feedback.

S Hewitt stated that the level of support and evaluation was ongoing and highlighted that this initiative was one of many efforts to generate and assess feedback.

L O'Donnell acknowledged the work of the team, emphasising the value of the survey results.

S Hewitt reiterated the importance of recognising the Directors' efforts, noting the team's strong investment in gathering and acting on feedback, and suggested that more feedback could help drive further improvements.

N Lowden expressed gratitude to everyone involved in the survey.

9. NEW SECTOR QUALITY ARRANGEMENTS – SELF EVALUATION AND ACTION PLAN (SEAP)

S Taylor provided an overview of the position and role of Self Evaluation and Action Plan (SEAP) within the new tertiary quality arrangements, emphasising that SEAP is a core component of the tertiary quality framework.

He stated the document is designed to summarise the college's current state and inform continuous improvement. The SEAP content is structured around key elements of the quality framework, including data utilisation and the SEAP will evolve annually as part of a reflective review process, with new actions and areas for improvement added each year.

S Taylor stated this is the first iteration of SEAP and similar documents have been produced by all colleges and universities, with variations across institutions. No feedback has been received yet, but input is expected soon from the Funding Council, QAA, and Education Scotland.

S Taylor emphasised that the action plans and key steps have been fully outlined, highlighting the importance of collaboration with the Students' Association in the drafting of the SEAP content on student partnership.

H Honeyman noted the range of actions and asked if these were feasible alongside everything else taking place across the college. S Taylor confirmed that the SEAP outlines active improvements, with some actions requiring longer timeframes (e.g. two to three years) but that all of the actions were live areas of development and improvement. He noted that the SEAP will be a rolling reflection and enhancement tool, reviewed annually to monitor progress.

K McIntosh highlighted the alignment of SEAP with the curriculum's operational plan, noting the importance of presenting it in an accessible format. S Taylor emphasised that SEAP fits into the broader quality arrangements across the college and sector. S Taylor confirmed that the approach and arrangements were different from the school quality improvement arrangements and reporting.

S Hewitt noted that this was the start of the new quality arrangements and that further discussions to ensure that the SEAP evolves into a more meaningful, action-focused tool that supports identification and continuous improvement were planned at a sector level.

S Taylor noted the uncertainty around the approach to be taken by QAA but stressed that the document must hold value for the college, not just be a report for others. Ongoing work will focus on embedding SEAP effectively and reflecting its impact at team level.

S Taylor will report back on feedback from the QAA, the Scottish Funding Council and Education Scotland once received. **S Taylor to progress.**

N Lowden expressed gratitude to S Taylor for the report and the progress achieved.

10. CURRICULUM & PARTNERSHIPS REPORT

J Grace provided a reflection on recent activities, noting positive outcomes in recruitment and retention, particularly within the full-time portfolio. A whole-college approach to retention is being implemented, with collective efforts focused on re-engaging students. The recent open day was highlighted as a particularly positive event.

Partnership working continues to be beneficial, with ESOL programmes serving as a strong example. Offsite programs were also emphasised for creating nurturing environments, with the physical surroundings having a significant positive impact on how students feel about their education.

Celebrations of success at national awards were also highlighted.

N Lowden congratulated those involved on the national awards, noting that it was great to see such recognition.

11. STRATEGIC RISK REGISTER

S Taylor explained that while there are no changes to the identified risks, updates have been made to the scoring as a result of revisions to the risk management policy. These changes were still to be discussed and agreed upon through the Audit & Risk (A&R) Committee.

N Lowden enquired about enrolment numbers and related factors, asking whether there has been a statistical decline and if this should be taken into consideration.

J Grace confirmed a gradual decline in line with regional demographics. This wasn't expressed as a single risk at the strategic level but was included within the risk around meeting regional need.

The changes were approved.

12. LT&Q METRICS

S Taylor provided the update for information and noting.

Regarding the discussion under the previous item and the final metrics on the credit target, S Taylor reported that the college is close to achieving its credit target for the year and expressed no concerns about meeting the target.

13. DATE OF NEXT MEETING

Wednesday 14 May 2025 at 5.00pm in room K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
Share feedback received on the SEAP document once available	S Taylor	14 May 2025

BOARD OF MANAGEMENT



Human Resources and Development Committee

Thursday 20 February 2025 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

Minute of the Human Resources and Development Committee meeting held on Thursday 20 February 2025 at 5.00pm, in Room K-TO-624, Kingsway Campus.

PRESENT:

Donald Mackenzie	Stephen Oakley
Laurie O'Donnell (Observer)	Simon Hewitt
Richard Gordon	Matthew Beattie
Brian Lawrie	Neil Lowden
Robert Young	

IN ATTENDANCE: Steven Taylor (Vice Principal Support Services and Operations)
Julie Grace (Vice Principal Curriculum and Partnerships)
Penny Muir (Board Administrator)
Abi Mawhirt (Head of People and Organisation Development)

1. WELCOME

D Mackenzie welcomed everyone to the HRDC meeting and welcomed Robert Young and Richard Gordon to their first meeting.

2. APOLOGIES

Apologies received from Jackie Buchanan, Carri Cusick, Donna Fordyce, and Billy Grace.

3. DECLARATIONS OF CONNECTION & INTEREST

There were no declarations of connection & interests.

4. MINUTE OF THE PREVIOUS MEETING

The minutes of the meeting held on 5 September 2024 were approved as an accurate record.

5. MATTERS ARISING

There are no matters arising.

6. PEOPLE, OD & COMMUNICATIONS REPORT

S Taylor provided an update on the Voluntary Severance (VS) scheme, which is being implemented on an enabling basis, with a small number of applications already been received.

L O'Donnell enquired whether fewer individuals are applying over time due to changing circumstances and B Lawrie asked whether redeployment options are considered in such schemes.

S Taylor confirmed that redeployment is explored, with an emphasis when approving VS on ensuring sufficient cost savings over a 12-month period before final decisions are made. He noted that whilst overall numbers were small there did remain interest in the scheme.

R Gordon noted that, from a union perspective, redeployment and skills matching often provide a more effective alternative to redundancies.

S Taylor shared the success of the organisation in recent awards, including an overall achievement award. Special recognition was given to Christine Calder for winning the prestigious Green Gown Award, which is a significant UK-wide accomplishment.

L O'Donnell commended the achievement and noted the congratulations of the Board to all staff involved.

S Taylor reported that a review of college practice in relation to new sexual harassment legislation has been completed. No gaps were identified, and all necessary measures are in place to ensure compliance. Work is ongoing to incorporate this into the college's risk assessment processes.

D Mackenzie enquired whether additional training would be required, however, S Taylor confirmed that all aspects are already covered, and no further training is needed at this stage. He reassured that equality, diversity, and safeguarding remain high priorities on the college's agenda.

R Young asked if there were any timelines for the risk assessment, whilst S Taylor confirmed that there are no specific timeframes and that all necessary documentation is in place.

D Mackenzie thanked S Taylor for the report.

7. STAFF DEVELOPMENT DAY ACTIVITY & FEEDBACK

A Mawhirt provided a review of the recent Staff Development Day. Over 400 staff members participated in more than 80 sessions covering 35-40 different topics across all three campuses. Despite some staff being unavailable, there was high attendance, with over 1,800 hours of learning accumulated. Feedback from the event was overwhelmingly positive, with high engagement levels reported.

The evaluation showed that 90% of staff attended the topics they had chosen. The event received an overall rating of 8/10, with many attendees expressing that the feedback sessions were beneficial and that specific skills were learned. The topics were created based on a range of feedback from staff groups

A notable impact on staff roles was reported, with many expressing that they could now perform tasks more efficiently and with greater confidence. Staff members have also indicated that since hybrid working has been introduced, they enjoyed the opportunity to come together as a College in person. The overall culture felt positive, and staff valued the networking opportunities provided by the event.

A Mawhirt highlighted suggestions for improvement which included structured breaks and more detailed explanations of some topics. There was also a desire to explore deeper levels of training on various subjects.

81% of staff expressed interest in future events, with feedback suggesting that interactive workshops and a continued focus on mental health and wellbeing would be welcomed.

The event was deemed a success, and the next steps include a planned event in August, with a focus on the start-of-term planning and development. Additionally, a staff development day is scheduled for February 2026, which will include peer-to-peer training and a focus on how good practice can be shared across the organisation.

A Mawhirt mentioned that the staff development audit had been positive, with no recommendations for improvement, as cross-referencing with staff feedback showed that the event was well received.

B Lawrie emphasised that the increased focus on staff wellbeing was a significant achievement, noting that organising an event for over 400 staff members and keeping them engaged was a challenge. He praised the positive engagement and the willingness to learn from the experience.

S Hewitt shared that the feedback from the past two years has played a key role in shaping the new strategy, particularly regarding wellbeing. He highlighted that the feedback is vital, and it was encouraging to see such positive statistics.

N Lowden asked about the sample size of feedback with A Mawhirt confirming that over half of the total staff headcount participated, with 50% providing feedback.

N Lowden also raised the issue of integrating the college's behaviour strategy into staff development. A Mawhirt explained that external speakers, including one who focused on supporting and challenging behaviour on campus, had been part of the development sessions.

J Grace mentioned that the CPD planning group, which includes a cross-college mix of staff, had contributed to the development of the event. The representation from support services, learning and teaching helped ensure the event reflected the diverse approaches being taken across the college.

M Beattie commented on the behaviour management sessions, noting how different teaching experiences have become and how these changes were reflected in the delivery, bridging the gap with academic and support staff.

S Oakley highlighted the importance of providing the right support at the right time, ensuring that feedback is used effectively to shape future programmes. He emphasised that organising such a complex event required careful planning. S Oakley concluded by stating that focusing on staff wellbeing is essential for nurturing a positive college environment and that by developing this approach, the college can create a more supportive and productive atmosphere for all.

D Mackenzie congratulated A Mawhirt on the successful event.

8. FAIR WORK PRINCIPLES

S Taylor presented the paper discussing the importance of Fair Work Principles (FWP) for the college and the broader sector. The paper highlighted that as an employer, the college must align with these practices, which are also necessary to secure funding and meet the conditions of public contracts. Public sector bodies require adherence to these practices, and it is essential for the college to demonstrate its commitment to Fair Work.

The approach outlined in the paper included a review of Fair Work Principles documents from various organisations, many of which appeared static. S Taylor proposed making this information available on the college's website in a more dynamic and engaging format would better reflect the college's commitment to Fair Work requirements.

S Taylor highlighted that the aim is to establish a 'living' document that evolves over time, with an annual review ensuring its continued relevance, alignment with actions, and demonstration through established practices.

The committee was asked for feedback and assurance regarding the content on the website and the approach to Fair Work. R Young raised a question about whether there are champions for each of the five components of Fair Work, however, S Taylor confirmed that these principles are embedded in the college's values and operations as part of its organisational culture.

S Oakley raised concerns about the language used in the section on 'Security and Stable Employment' noting that it seemed vague and could potentially be contentious. S Taylor acknowledged the challenge, explaining that while it would be ideal to guarantee every individual hour, some roles, such as project-funded positions and absence cover, do not offer such certainty. The wording is carefully chosen to reflect this reality and to bridge the gap around the inevitable flexibility required in some areas.

D Mackenzie asked how to introduce the information in a more dynamic way and how this can tie into the comments made by S Hewitt. S Taylor explained that the statement and the college's behaviour and culture should align with what is being communicated. D Mackenzie suggested that this approach might provide more reassurance and certainty to individuals.

S Hewitt stated that the website's statements are clear and will evolve to accommodate changes, including flexibility for various reasons. S Oakley expressed understanding of the statement but emphasised the balance between 'Security and Flexibility.' S Taylor confirmed that he would meet with S Oakley to further discuss this point.

D Mackenzie welcomed the clarity around the principles and thanked S Taylor for the report.

9. WORKFORCE PLAN

A Mawhirt provided an overview of the various initiatives happening across the college, linking them to the Workforce Plan. The discussion covered several areas central to the college's future infrastructure, aligned with the 2030 strategy, and focusing on leadership, wellbeing, retention, and turnover. While turnover remains low, there is an ongoing effort to attract new skills and retain staff effectively. As the college moves forward from the pandemic, the focus is on flexible working arrangements and advanced strategies such as incorporating AI into the college's operations.

The new campus development, set for 2030, is a key part of this plan, ensuring staff have ample opportunities. Administrative activities were also changing, with a focus on data analysis and enhancing communication across campuses. This includes undertaking a review of communication methods, specifically around team collaboration on platforms like Teams. These efforts are aimed at improving both the baseline perspective and the overall communication strategy within the college.

D Mackenzie requested more commentary on flexible working arrangements. A Mawhirt explained that flexible practices differ across teams, with discussions ongoing about the possibility of a four-day working week, which is becoming more common nationally. A Mawhirt stated there is data analysis being conducted to understand who is on flexible working arrangements, and there are ongoing discussions with the Senior Leadership Team on this matter. Managers are having conversations with their teams, with some staff finding that flexible working has positively impacted their personal lives.

S Hewitt emphasised that, as a face-to-face college, the default position is that staff are available to support students daily.

S Taylor noted that while flexible working is important, it is essential to reset parameters where necessary. The hybrid working model has settled into a rhythm, with many managers encouraging staff to return to the office as part of service changes and improvements.

S Oakley highlighted the need for understanding in educator roles and the flexibility required by staff where possible. He expressed concern that flexibility is sometimes limited, but S Taylor acknowledged that balancing flexibility and organisational needs remains crucial.

R Gordon mentioned that UNISON is advocating for a four-day working week, with one college fully engaging with the idea. However, academic work presents a challenge in this context. The potential impact on culture and identity was discussed.

L O'Donnell pointed out the challenges of making assumptions about work-from-home arrangements, emphasising that face-to-face opportunities remain important for learners.

S Oakley asked about national staff turnover data. S Taylor responded that the national average for staff loss due to retirement is around 16-18%, but at the college, the figure is much lower, around 5-6%. This low turnover rate is reflected in the progression planning for talented staff, though there is room for improvement in ensuring that staff progress within the organisation.

A Mawhirt confirmed that actions are in place to formalise the development process, including offering training and development opportunities to all staff. The college is working on engaging all levels of staff and formalising the management induction process for new line managers.

S Hewitt emphasised that delivering leadership programmes is a key action in the new strategy and that CPD will play a significant role in supporting this.

R Gordon discussed future leadership development, noting that leadership opportunities do not always require line management responsibilities. A Mawhirt agreed, emphasising that anyone interested in leadership should be given the opportunity, whether leading themselves or a team.

S Taylor concluded the discussion by noting the importance of balancing these efforts with the current financial situation. While the overall Full-Time Equivalent (FTE) count was unlikely to grow, career development remains a priority, even if some opportunities may not be immediately available within the college.

L O'Donnell mentioned the need to manage the number of structural promotions, noting that fewer opportunities are available, which requires careful management.

S Hewitt reflected on TQFE discussions, noting that every promotion he had received was during a period of crisis, advising that individuals should not wait for opportunities but instead prepare for them, seeing every situation as an opportunity for growth.

S Oakley praised the continued development of managers, recognising that good management is crucial to organisational success.

The report was welcomed.

10. NATIONAL BARGAINING UPDATE

S Taylor reported that the information covered in this report is more positive than recently. The settlement for academic staff has facilitated discussions and contributed to progress in this area. Lessons learned are being reviewed, and work has been planned to clarify expectations and behaviours regarding national bargaining.

Discussions are ongoing regarding the national COVID circular, which remains a contentious issue. There are still debates about whether COVID-related absences should be classified as sickness absences, but this matter is expected to be resolved soon.

S Taylor also highlighted progress in national bargaining, stating the support staff pay demand has been submitted.

He further noted the ongoing challenges at a national level, particularly regarding changes within the Union FE branch. Despite these national issues, local relationships remain positive, with a strong focus on collaboration to support both students and staff within the college.

The report was noted.

11. STRATEGIC RISK REGISTER

S Taylor noted a few changes, specifically in sections 3.4 and 3.10, which relate to adjustments in the scoring methodology rather than the risks themselves. A broader discussion regarding these methodological changes will take place at the A&R Committee.

The report was noted.

12. HR METRICS

S Taylor reported that there were no updates regarding board metrics. However, he highlighted staff absence rates, noting that recent data circulated within the HR group indicated that the college has the second-lowest absence rate of those reported. While some colleges are experiencing rates exceeding 6%, the average across the sector is approximately 3.5%. The sample size for this data was relatively small.

Regarding mandatory training, S Taylor confirmed that it operates on a three-year rolling basis and includes Cyber Security and GDPR training.

D Mackenzie enquired about improving data collection on equalities. Whilst S Taylor acknowledged that the percentage of staff who prefer not to disclose their sexual orientation remains high despite repeated efforts to encourage participation, the lack of data does not impact the gender action plan, though it presents difficulties in producing more detailed reports.

B Lawrie questioned whether the level of established posts compared to the budget was slightly over, and whether figures were higher than the annual establishment. S Taylor explained that this had been discussed at the Senior Leadership Team, noting that a significant amount of work is being undertaken to align staffing levels with the budget. S Taylor highlighted that with recent work progressed to underpin the budget, there is now greater oversight, and the current position is more stable compared to previous periods.

The HR metrics report was noted.

13. MEETING MINUTES/UPDATES

The Joint Consultative Committee (JCF) and Health, Safety and Wellbeing (HS&W) minutes were noted.

S Taylor provided an update on Martyn's Law, upcoming legislation addressing the impact of terrorism and potential security concerns on campus. Ongoing discussions are taking place to assess expectations and requirements in this area in line with the likely implementation date for the new legislation.

L O'Donnell raised the possibility of renaming committees to better reflect their scope.

Suggestions included reconsidering the Finance & Property Committee (FPC) name and incorporating "students and partnerships" into the Learning, Teaching & Quality Committee (LTQC) Adding "assurance" to the Audit & Risk (A&R) Committee and updating the Human Resources & Development Committee (HRDC) to emphasise culture and wellbeing.

He stated research into other colleges showed that many have moved away from using "HR" in committee names, with the proposal aiming to ensure committee names align with their evolving focus.

R Young noted that culture is important to both staff and students.

N Lowden noted that a name change would not materially affect the committee's function and it is important to ensure the focus remains on both students and staff. Attention should also be given to the terms of reference, which are available on the website.

B Lawrie suggested that "HR" might be an outdated term and that renaming the committee could shift the focus of discussions. Consideration should also be given to the sequencing of committee meetings to ensure a logical flow.

S Taylor highlighted the governance aspect, noting that reviewing committee remits would also be important to ensuring alignment with the Board's expectations, emphasising the importance of understanding the needs of the Board and its members in this process.

14. DATE OF NEXT MEETING

Thursday 22 May 2025 at 5.00pm in K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
No actions noted		

BOARD OF MANAGEMENT



Finance & Property Committee

Tuesday 25 February 2025 at 5.00pm Room K-TO-624, Kingsway Campus (MS Teams option available)

Minute of the Finance & Property Committee meeting held on Tuesday 25 February 2025 at 17:00pm in Room K-TO-624 Kingsway Campus and via Microsoft Teams.

PRESENT:

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

IN ATTENDANCE:

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

1. WELCOME

G Bell welcomed everyone to the Finance & Property Committee meeting. He informed the committee that he would be chairing the meeting, despite B Lawrie's presence, and extended a warm welcome to Robert Young, attending his first Finance & Property Committee meeting.

2. APOLOGIES

Apologies were noted from Donna Fordyce and Donald Mackenzie.

3. DECLARATIONS OF CONNECTION & INTEREST

There were no declarations of interest or connection.

4. MINUTE OF THE PREVIOUS MEETING

The minute of the Finance and Property Committee meeting held on 3 December 2024 was approved as an accurate record.

5. MATTERS ARISING

One matter was still outstanding but would be incorporated within the GTL review work.

6. FINANCE

(i) Financial Sustainability

S Hewitt reported a significantly improved financial position compared to previous periods, with

greater clarity on areas that were previously uncertain.

N Anderson and newer members of the Finance Department are working diligently to establish stronger financial foundations for the future.

While there is no expectation of additional core income, efforts are being made to better understand costs, including areas of expenditure management and cost efficiencies.

Looking ahead, financial sustainability remains a priority for the Senior Leadership Team though it continues to present a risk, particularly given the lack of improvement in funding. The Scottish Funding Council (SFC) has highlighted changes to future funding allocations for the upcoming year, and ongoing discussions aim to provide further clarity on this process. While uncertainties remain, the focus is on controlling what can be managed.

From an SLT perspective, S Hewitt stated that efforts will continue over the coming weeks and months to evaluate non-core areas of college operations, identify efficiencies, and ensure sustainable financial management. A significant focus is being placed on planning sessions that integrate financial considerations into the new strategic direction, aligning resources and finances over the next five years.

S Hewitt also stated there remains a lack of clarity regarding the increase in National Insurance (NI) contributions in relation to funding allocations, however the overall financial outlook is more stable.

The update was welcomed.

(ii) Outturn 2023/24

N Anderson discussed the audit of the accounts which are currently being finalised by Mazars, who are performing their final check. She stated the accounts are expected to be signed early next week, with the final audit report, annual accounts, and letter of representation set to be presented to the Audit and Risk Committee next week.

N Anderson highlighted that there has been a significant delay in producing the accounts this year, primarily due to capital adjustments, the identification of Reinforced Autoclaved Aerated Concrete (RAAC) in Kingsway Tower, and changes to the accounting treatment for the job evaluation process.

A recommendation is expected from the auditors concerning fixed assets, and a full valuation will be required in July 2025. This will be followed by substantial re-work of the fixed asset register and associated working papers, which will be completed in-year, ahead of the final accounts process for 2024/25.

N Anderson highlighted two significant movements in the 2023/24 accounts. First, during 2024, the identification of RAAC in Kingsway Tower resulted in a net reduction of £3.765m to the value of the college's fixed assets

. The second movement relates to a £4.0m adjustment for changes in the accounting treatment associated with the national middle management and support staff job evaluation exercise for colleges.

The statement of Comprehensive Income shows an £8.0m deficit on paper. However, after adjusting for RAAC, job evaluation, and other non-cash items, the adjusted result reflects a surplus of £1.9m.

B Lawrie expressed disappointment with the audit position, emphasising the difficulty in explaining the shift from a 'paper' deficit to a surplus, citing the headline figure as a real issue.

He expressed disappointment in the audit delay and noted the impact of a change in audit approach from the initial plan.

G Bell asked whether there was an opportunity to ask around this and it was confirmed that questions could be raised at the Independent Audit & Risk meeting next week.

S Taylor mentioned that all papers were being reviewed in detail to understand what the auditors were comfortable with and what could potentially change. S Taylor stated that Finance were committed to implementing the necessary changes to ensure a smoother process for next year.

S Hewitt highlighted the narrative around the £8 million, noting that it was a sector-wide matter. The college is fully engaging with Colleges Scotland and preparing a communications plan for when the information is released.

L O'Donnell stressed the importance of getting the narrative out first, taking control of the situation rather than being reactive.

The update and positive operating position was welcomed.

(iii) 2024/25 Budget Monitoring Update

N Anderson discussed the report, stating that projections as of 31 January 2025 suggested an overall surplus of £40k by year-end. Within this balance, an 'overspend' of £1m on operating and project costs was anticipated, which would be offset by £1.04m of capital, as the SFC had confirmed that capital budgets could continue to be used for essential repairs and maintenance, as in previous financial years.

Since the budget was agreed in June 2024, efforts had been focused on pursuing savings, efficiencies, and additional income opportunities. This focus was expected to continue for the budget setting for 2025/26 and the subsequent two years, and these efforts had contributed to a more positive financial projection.

For future reports, N Anderson proposed summarising movements and highlighting only significant changes over £50k, this approach was welcomed.

Since the report to Members at the October Committee, the projection for staff costs had decreased whilst the projection for international tuition fees had increased. In addition, the D&A Foundation had provided additional funding to support the cost of progressing the Infrastructure Vision.

Additionally, N Anderson highlighted the grant funding secured from the Multiply projects with Perth & Kinross Council and the Perth Prison Academy project. An additional £177k in capital funding had also been received, to be spent by 31 March 2025. The cash flow position remained stable.

B Lawrie highlighted the overall reduction as significant, noting the benefit and the approach which had shown positive results. He referenced Appendix B, which outlined risks, and commented that there was a clearer distinction between the roles of budget holders and finance, especially in terms of financial monitoring.

B Lawrie enquired about the extra income from the Dundee Football Club agreement, specifically how much longer the agreement was in place. N Anderson confirmed that the agreement had been renewed, with a notice period of six months.

L O'Donnell noted that the budget shift was in the right direction but noted the need for future budgets to be more accurate. N Anderson responded affirmatively, noting that the budget would indeed be more accurate.

D Smith asked whether there was a possibility for someone else to take Dundee FC's place and whether there were thoughts about moving the arrangement to someone else. A Ross responded that this could be considered but that the 24 month period fitted in well with the overall campus infrastructure plans.

G Bell commented on Appendix B, recommending that the overall risk should be classified as medium. N Anderson acknowledged the error in the risk classification, as it had not been updated accordingly, and confirmed that it would be revised. **N Anderson to progress.**

R Young asked about the next forecast opportunity, N Anderson emphasised that the aim was not to re-forecast but to set the budget in May/June for the 2025/26 academic year. She outlined a three-year indicative budget plan that would help managers identify what they need for the next three years, focusing on areas of increasing income. N Anderson noted that there was monthly budget monitoring reported to the SLT, with a quarterly report provided to the Committee.

The budget report and improved position was welcomed.

7. GARDYNE THEATRE REVIEW

B Lawrie noted that the working group tasked with reviewing the operation and finances of Gardyne Theatre Limited had met on a number of occasions and considered a wide range of information.

The work progressed and potential changes were discussed and it was noted that this would be brought together for discussion at the March Board meeting.

The discussions, and sensitivities around arrangements were noted.

8. INFRASTRUCTURE

(i) Future Infrastructure Vision

S Hewitt provided an update on the progress made regarding the Future Infrastructure Vision. He mentioned discussions were had with the First Minister to discuss support for the project, with ongoing discussions continuing. However, challenges remain as there is currently no established funding model for projects of this type, however, to address this, a small working group, including representatives from the Scottish Government across various portfolios, have been formed to explore potential funding solutions.

S Hewitt highlighted that the project has a strong foundation, but additional support is required to progress to the next stage. Securing investment is essential, and discussions are ongoing to determine how best to facilitate this. It has been agreed that the next step is to develop the Outline Business Case. The development of this business case is expected to take approximately three to six months, during which time engagement with funders will continue.

G Bell asked if there were risks around other sector projects competing with the D&A project. S Hewitt confirmed that while competition is increasing, the project has maintained a leading position and the college needed to ensure that it continued to do so. The unique approach, particularly in relation to regeneration, sets it apart, and there are currently no comparable proposals.

R Young enquired about commercial interest, and it was noted that significant interest has been expressed by major financial houses, with potential returns on investment spanning a significant time period.

S Taylor raised the issue of governance, noting that responsibility would transition from the current structure to the board at the appropriate stage. It was noted that final approval of the business case will require governance input, and the board would need to look at ensuring it had individuals with infrastructure expertise to support this process.

S Hewitt acknowledged the significant progress made but noted that additional resources would soon be required. While internal support has been leveraged effectively, the scale and technical complexity of the project are unprecedented, necessitating further expertise and resources.

R Young asked whether the necessary support is in place. S Hewitt confirmed that while the project is well-supported at present, a critical point is approaching where further resources will be required to ensure continued progress.

S Taylor emphasised the need for a clear request to the Scottish Government regarding the outline business case and project management, ensuring a structured timeline for key steps.

S Hewitt confirmed that some support is already in place, and efforts are underway to test costs and timelines in the market.

C Cusick noted that the project remains an exciting opportunity.

The update and outline of next steps was noted.

(ii) Estates Update

B Grace provided an update on ongoing projects, noting that three projects are currently in progress. Significant progress has been made in improving the estate, ensuring it meets the required standards. Investments in infrastructure have been well-utilised, placing the college in a strong position in terms of overall condition and enhancing the environment for students.

The current cycle of work is nearing completion, with planning underway for the next cycle. The college is awaiting confirmation of funding for 2025/26 and anticipates investing similar amounts. Efforts are ongoing to align investments with the curriculum's priorities for the next cycle.

Regarding RAAC, the college is continuing to monitor the condition of the RAAC present, with no additional concerns arising.

B Grace noted that additional funds had been secured from the government to fund improvements to the boiler house and the installation of a new lift in the CALC building in the Arbroath Campus.

D Smith enquired about the closure of the first floor of the Clova building at the Arbroath Campus. B Grace clarified that the objective is to relocate students to recently upgraded areas, particularly classrooms, to enhance the overall experience for both students and staff. G Bell thanked B Grace for the work.

(iii) Post Project Review – Network Infrastructure

A Ross provided an update on the Network Infrastructure renewal. He stated the project, initiated back in 2022 to replace the college network, which aimed to enhance cybersecurity, improve network performance, and implement zero trust programs.

While the project had been successfully implemented, outstanding elements remain, particularly concerning role-based access to devices.

Challenges were noted regarding the project budget. Procurement occurred at a particularly difficult time, post-COVID, when supply chain issues resulted in a lack of equipment availability for a year, compounded by inflation.

A Ross stated that the implementation of zero trust security measures has taken longer than anticipated due to concerns about potential disruptions for users during term time. As a result, this aspect of the project was paused to ensure a smooth transition. Full implementation is now scheduled for the summer break, with partial implementation already in place.

G Bell acknowledged the comprehensive review, and the efforts made to manage risks. He enquired about the potential risks created by delays and how these were mitigated.

A Ross explained that the focus had been on securing critical data and core systems, ensuring all essential protections were in place before wider implementation. Emphasis was placed on corporate systems, with automation planned for the full rollout.

G Bell asked what was meant by the proposal to introduce an “at risk” period during network changes. A Ross noted that making significant changes to the network during term time posed challenges, leading to the scheduling of updates during off-peak hours, such as 7–9 pm. Effective communication and planning have been key to mitigating risks.

C Cusick commended the successful delivery of the project.

9. PROCUREMENT

(i) Procurement & Creditors Audit Progress

N Andeson reported the Audit progress report, highlighting the recommendations from the Procurement and Creditors Audit conducted in June 2024, which had received an overall grading of 'Requires Improvement.'

Of the nine recommendations issued, seven had been completed and summarised the remaining steps to be taken.

Recommendation 2, concerning the cost-benefit analysis of modifying the approach to ordering catering supplies, was scheduled for completion by 31 August 2025.

Recommendation 5, relating to the development of induction and refresher training, was in progress, with delivery scheduled for 11th and 13th March. This training would be recorded and made accessible to all staff.

It was noted that purchase order compliance had shown improvement. C Cusick expressed surprise regarding the purchase order compliance figures and sought clarification on the underlying issues. N Anderson highlighted The Finance team had been actively reinforcing this requirement and encouraging adherence, with efforts ongoing, to review both high-value and low-value expenditures, with a focus on consolidating purchases to enable monthly purchase orders and invoicing, thereby improving efficiency.

L O'Donnell questioned whether the compliance levels were particularly low and asked if any further information was reviewed, particularly in terms of the percentage of purchase orders relative to the value of overall expenditure. N Anderson acknowledged the need for clearer data presentation confirmed that this was being explored. N Anderson noted that a significant proportion of the total related to smaller purchases in estates for minor repairs etc.

R Young enquired whether individual budget holders had the ability to call off against a pre-approved value or if purchase orders were generated automatically. N Anderson clarified that individual invoices were sent directly to the Finance Team, however, for major suppliers, monthly purchase orders were now in place to streamline the process.

S Taylor noted that the item was linked to the audit findings previously presented to the Audit & Risk Committee. To prevent duplication, it was confirmed that the Audit & Risk Committee had responsibility in terms of the close out of recommendations and noted that they had requested that a follow up audit be conducted in 2025/26 to ensure all areas of concern were addressed.

The report was welcomed.

(ii) Procurement Update

N Anderson presented the report for approval, highlighting the Direct Award for Fruit and Vegetable supplies in section A and the request for approval of the Campus Master Plan and Business Case, as well as the contract for the supply and maintenance of MFD's.

A Ross explained that the college was moving away from an existing consortium arrangement for printers / copiers consisting of Angus, Dundee, and Perth Councils alongside Perth College.

The contract was currently under review, with the decision to utilise the Scottish Government framework and proceed with procurement individually, rather than as part of a consortium. This would involve exploring a different procurement route but remained compliant.

B Lawrie raised a concern regarding Section D of the report that highlighted an issue in respect of the provision of a Student Funding system as part of the overall contract with Civica. A Ross clarified that there were significant contracts being consolidated into a single solution. In terms of student funding and applications, the college was reviewing options, including transitioning to Civica for student funding management.

A Ross stated that there were concerns about Civica's ability to fulfil this contract. The college was uncertain whether they were obligated to proceed with this arrangement or if alternative options could be explored, including bringing the service in-house or collaborating with other colleges facing similar challenges.

A Ross reassured the committee that the situation did not leave the college at risk. The current solution would be supported for 18 months or longer, if necessary, while alternative options were explored. If there were additional costs, the college would pursue appropriate steps to mitigate these in line with contract arrangements. The college maintained a positive working relationship with Civica, and savings would be realised on system costs if the Funding module was not provided.

The paper was approved.

10. STRATEGIC RISK REGISTER

S Taylor noted that a couple of changes had been made in relation to the risk management policy. The same proposal, as presented to the LTQC and HRDC, would now need to be taken to the A&R Committee for discussion.

S Taylor highlighted that in the Risk Register, the number 2.5 was incorrect and would be updated to 2.6.

It was also noted that, based on the current infrastructure and challenges in respect of backlog maintenance and RAAC, the risks should be increased.

A question was raised from L O'Donnell regarding the numbers assigned to the likelihood of risks. S Taylor advised that this was detailed within the Risk Management policy for likelihood and impact, with changes made last year as a result of audit. A table in the policy provides the relevant details.

The report was approved.

11. SUPPORT SERVICES REPORT

N Anderson highlighted this report. She confirmed the receipt of funding for the Teacher's pension cost increase of £450k, which will cover costs for the 2024/25 period. It also highlighted access to free sanitary products and emergency capital funding, of which £177k had been received.

The report explained the positive position regarding student recruitment and efforts to increase student retention.

N Anderson provided an update on the Service Design Academy's work, while Section 7 within the report highlighted the business partnerships that secured UKSPF grants, including £100k for Decarbonisation of Transport and £150k for SME upskilling, with a further bid launched for £300K in Business Upskilling.

N Anderson noted that there was a typo in Section 5 of the report, where £79.5m should have been stated as £27.4k. This would be corrected. **N Anderson to progress.**

B Lawrie raised a question regarding the Service Design Academy, noting significant activity and the potential for market development, but poorer financial performance. He enquired whether more income could be generated and whether there was a "spend to save" concept. They also expressed concern about the deficit and questioned whether the college could fill gaps despite the large uptake in business.

J Grace responded that a college-wide review of non-core income and expenditure was underway. While a business plan had been created in 2023, the college would need to examine how it could better maximise income.

The report was noted.

12. DATE OF NEXT MEETING –Tuesday 27 May 2025 at 5.00pm in Room K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
Correct the Risk category error in the Budget Monitoring Risk Factor.	N Anderson	27 May 2025
Correct the typo in Section 5 of the Support Services report, where £79.5m should be amended to £27.4k.	N Anderson	27 May 2025

BOARD OF MANAGEMENT

Audit and Risk Committee Tuesday 4 March 2025 at 5.00pm in Room K-TO-624 Kingsway Campus and via Microsoft Teams



Minute of the Audit & Risk Committee meeting held on Tuesday 4 March 2025 at 5.00pm in Room K-TO-624 Kingsway Campus and via Microsoft Teams.

PRESENT:

Helen Honeyman (Chair Audit)	Derek Smith
Margo Williamson	Kelly McIntosh
Ged Bell	Richard Gordon
Laurie O'Donnell (for independent session)	Brian Lawrie (for independent session)

IN ATTENDANCE:

David Archibald (Henderson Loggie)	Michael Speight (Forvis Mazars)
Andy Ross (Director of Infrastructure)	
Steven Taylor (Vice Principal Support and Organisation)	
Nicky Anderson (Director of Finance)	
Penny Muir (Board Administrator)	
David Robertson (HEFISTIS)	

1. MEETING WITH AUDITORS & COMMITTEE MEMBERS WITH BOARD AND F&P COMMITTEE CHAIRS

An independent meeting was held with the College auditors and Audit and Risk Committee members with the Board Chair and Chair of the Finance and Property Committee also in attendance.

L O'Donnell and B Lawrie left the meeting after this item.

2. WELCOME

H Honeyman welcomed everyone to the Audit & Risk Committee meeting and extended a warm welcome to Kelly McIntosh and Richard Gordon on their attendance at their first Audit & Risk Committee meeting.

3. APOLOGIES

Apologies were noted from Matthew Beattie and Jackie Buchanan.

4. DECLARATIONS OF CONNECTION & INTEREST

David Archibald noted his interest in terms of Henderson Loggie in respect of the procurement of audit services. This was noted

5. MINUTE OF THE PREVIOUS MEETING

The minute of the Audit & Risk Committee meeting held on 3 December 2024 was approved as an accurate record.

6. MATTERS ARISING

The procurement of internal audit services was noted as an item for the June meeting. All other matters arising are now closed.

7. HEFISTIS CYBER RISK & MATURITY REPORT

D Robertson provided a report on the progress of cyber security assurance work, aligning it with the new PCRS framework. The transition is now complete, with a focus on policies, procedures, and evidence across the college, aligning this with Scottish Government expectations, though potential political changes may impact future requirements.

D Robertson highlighted the updated guidance and a baseline compliance of 50% required in Tier 1 and Tier 2. It was noted that a scorecard system would be introduced to improve clarity. The first Tier 1 scorecard indicated high compliance, with scores generally of 90% and above. Categories A and B were assessed at the highest compliance level, while service resilience and supplier management were rated C, requiring ongoing monitoring.

Feedback on HR policies, systems, and governance showed strong implementation across the college. In Tier 2, supplier and media management required further attention, with estates feedback scheduled for that quarter. D Robertson highlighted some signoffs and implementations were still in progress.

D Robertson highlighted that the combined scorecard reflected a very robust security position across standard and advanced security controls. Organisational security was well-established, ensuring a quick recovery in the event of cyber incidents. Incident prevention and management remained key priorities, with each section providing narrative explanations for the scores.

Recommendations indicate that while digital transformation is nearing completion, some areas require further development. Strong maturity levels and effective controls are in place, with a recommendation to finalise ongoing work before progressing to the next stage. Key areas of focus include supplier management, service resilience, and media management, with additional efforts needed to monitor student device security. D Robertson stated the planned work for the year includes supporting teams in these areas and assisting with necessary exercises.

Two future considerations were noted. Firstly, D Robertson highlighted that AI is not currently included in standard public security reporting, and further work on AI strategies for third-party suppliers will be provided for consideration. Secondly, potential adjustments to scoring methodologies may be necessary due to high compliance levels, with powerful metrics underpinning future assessments.

The college's maturity posture is strong, and its risk level remains low. D Robertson discussed the maintenance of continuous cyber security should be documented and shared for audit purposes; however, the risk-based approach is of the highest standard, with local updates required for documentation, but no concerns raised for the board.

G Bell commended the integration of cyber security across the organisation, noting that supplier management remains a key focus for vigilance.

R Gordon emphasised the importance of cultural change in adopting a security-first approach across all functions of the college.

M Williamson praised the report, recognising the rapid advancements in cyber threat and the substantial efforts involved.

H Honeyman highlighted the college's strong position in cyber awareness, acknowledging challenges in staying ahead of evolving cyber threats, particularly with AI. Appreciation was expressed for the ongoing efforts of all of those involved.

D Robertson reported that the college remains at the forefront of cyber security, ranking among the top institutions in Scotland. He emphasised the need to continuously adapt to new threats to maintain this position.

H Honeyman expressed appreciation for the outstanding report and extended thanks to the team for their success and ongoing efforts.

The report was noted.

8. EXTERNAL AUDIT

8.1. Forvis Mazars Annual Audit Report

Discussions took place on the audit report and actions within the independent meeting with the auditors prior to the Audit and Risk meeting commencing. From this discussion the following points were noted for progression by **S Taylor and N Anderson**.

- Thanks to be passed to N Anderson and the team for their work in finalising the accounts in challenging circumstances.
- Consideration to be given to short-term support for the team to get the capital accounting records and approach revised in time for the 2024/25 audit. It was noted that Henderson Loggie have offered support on this.
- Create a lessons learned/improvement plan based on the points identified and wash up meeting with Forvis Mazars so that arrangements for the 2024/25 audit are clearer.
- Consider inclusion or amendment of a risk for the Strategic Risk Register around capital accounting and any future delay in accounts finalisation.

8.2. Financial Statements for the year ended 31 July 2024

Discussions took place on the audit report and actions within the independent meeting with the auditors prior to the Audit and Risk meeting commencing.

From this discussion the annual accounts were noted for approval through the arrangements agreed at the Board of Management meeting on 13 December 2025.

9. INTERNAL AUDIT

9.1. Staff Development

D Archibald presented a positive report, with a focus on CPD and the workforce planning element. The workforce plan was in place, and progress had been made on refreshing this for 2025. Key elements were not expected to change dramatically, but the mechanism to identify skills gaps and training needs was deemed crucial.

D Archibald stated that this included academic staff, particularly those without teaching qualifications, and that a broader training programme had been developed. Ongoing discussions and support mechanisms for both academic and non-academic staff were in place.

In terms of succession planning, an exercise had been conducted to identify business-critical personnel, both within and outside the college, with particular skills that would be missed if absent. This aimed to build resilience and prevent a loss of knowledge or operational capacity.

Three areas of work were identified as being in progress: the workforce plan, the communications project which focused on digital delivery and learning, and the integration of technology. A baseline of expertise for all staff was being established, with a completion target of August 2026.

The final area of focus was on building upon the existing ITrent system to hold training records.

There were no significant control issues, and no recommendations were made at this stage.

G Bell asked about the three actions and how the Committee should be assured that these actions had been followed up. D Archibald explained that the points noted were not recommendations but were presented for information and that he wanted to avoid recording actions that simply noted 'continue to do what you are doing.'

S Taylor noted that there could be points noted in an audit that were not of sufficient significance to merit a recommendation or action and that this should act as reassurance that arrangements in place were sound. S Taylor provided an update on the progress of the workforce plan, stating that an updated draft had gone to the HRDC committee and was on the agenda for the SLT meeting on Thursday. The plan would be closed out after this conversation.

Regarding the ITrent module, progress was being made, though it had not yet been purchased.

S Taylor highlighted that the communications project was underway, with A Mawhirt leading this effort, and that this wider work would be reported back to the HR committee. A new digital strategy was also being progressed, with this noted as an action in the proposed 2030 College strategy.

M Williamson expressed satisfaction with the report, praising the focus on performance and professional development. She found the development initiatives reported via the Learning, Teaching and Quality Committee to be excellent and reassuring.

K McIntosh raised the point of staff being more trauma-informed, particularly curriculum staff, given the presence of young people in the college and noted the focus around this at LT&Q discussions. S Taylor noted that this was included within the workforce plan and clarified that the terminology would be around the "changing learner" rather than trauma informed.

H Honeyman commended the efforts to upskill staff where needed, highlighting the positive report.

9.2. Audit Progress Report

D Archibald noted the progress made against the audit plan and highlighted a delay in the Payroll Audit at the request of the College. All other reviews were on track.

H Honeyman thanked D Archibald for the update.

9.3. Procurement & Creditors Audit Progress

N Andeson summarised the report noting that 7 of the 9 audit recommendations had been progressed, with the remaining two on target.

D Archibald discussed the need for managers to be fully aware of the procurement processes they are responsible for and clarified that training is intended to help individuals understand their roles and the systems in place to support them.

H Honeyman reinforced the idea that continual reinforcement of these processes is essential to ensure consistent understanding and compliance across the team.

The report was noted.

9.4. Follow Up Summary

S Taylor provided the usual summary of the audit recommendations, highlighting the progress made. He expressed satisfaction with the developments, noting that the majority of recommendations had been progressed and completed on target.

H Honeyman acknowledged the positive progress and commended the efforts of all teams involved, recognising that achieving this level of implementation and progress is not an easy task. She extended a huge thank you to all teams for their continued work in moving recommendations and actions forward.

H Honeyman thanked S Taylor for the report.

10. RISK MANAGEMENT POLICY

S Taylor discussed the risk appetite training for Board members and explained that the main output from this focused on aligning the risk appetite with the board's objectives and identifying any necessary changes. Planned changes include updates to the risk management policy, which involves reorganising risk levels and creating a minor risk category. While the change is straightforward, significant work was done in the lead-up to this point.

D Archibald acknowledged that some colleges have struggled to implement the changes, noting that while the system might appear complicated it was good to see this incorporated into College arrangements. D Archibald highlighted the importance of ongoing discussions about risk.

H Honeyman expressed agreement, noting that the changes made sense and that she felt comfortable with the new approach.

M Williamson raised a concern regarding the number of risks, questioning whether 28 risks were a lot to include and manage at a strategic level. In response, D Archibald explained that the risk appetite is scored based on risk categories rather than each individual risk and that whilst 28 risks may seem like a lot, some organisations have even more. The key, he noted, is having the right discussions around the actual risks, rather than the document or mechanism.

Following some further discussion the changes were approved for implementation. **S Taylor to progress.**

11. STRATEGIC RISK REGISTER

S Taylor highlighted the changes in relation to implementation of the guidance around scoring. It was noted that this was approved at a previous meeting, and the focus is now on reviewing the scoring for individual risks.

He stated the process has proven to be useful, with the main impact being a reduction in the overall scoring of a number of risks as marked on the register. This change does not reflect a shift in the actual risks themselves but rather resulted from clearer guidance on how each score was determined.

S Taylor emphasised the Board will continue to focus on the ongoing financial sustainability, especially given that 80% of the budget is spent on staff, and the impact of this is a persistent concern.

S Taylor highlighted that the RAAC risk remains unchanged but was stressed as an important ongoing issue.

A review of the risk register showed an increase in risks related to estates infrastructure. Specifically, there is a £78 million backlog in maintenance across campuses, with ongoing concerns about the M&E infrastructure (particularly in the Clova building and the Kingsway campus). Given the increasing risks and costs, it was recommended that these two risks be escalated.

H Honeyman thanked S Taylor for the update and following discussion the changes were approved.

12. GARDYNE THEATRE ISSUE

The paper was for information only and was discussed.

13. DATE OF NEXT MEETING

Tuesday 3 June 2025 at 5.00pm in K-TO-624.

Action Point Summary

Action	Responsibility	Date
Progress actions arising from Annual Audit Report:		
• Consideration to be given to short-term support for the team to get the capital accounting records, and approach N Anderson revised in time for the 2024/25 audit. It was noted that Henderson Loggie have offered support on this.		3 June 2025
• Create a lessons learned/improvement plan based on the points identified and wash up meeting with Forvis Mazars N Anderson so that arrangements for the 2024/25 audit are clearer.	N Anderson	3 June 2025
• Consider inclusion or amendment of a risk for the Strategic Risk Register around capital accounting and any future delay in accounts finalisation.	S Taylor	3 June 2025
Finalise updates to Risk Management Policy	S Taylor	31 March 2025

BOARD OF MANAGEMENT

Tuesday 18 March 2025



CORRESPONDENCE

PAPER S

BOARD OF MANAGEMENT

Tuesday 18 March 2025



Correspondence – SFC Communications

Paper for information

Reports and Publications Listing	
College Leaver Destinations Guidance 2023-24 SFC/GD/03/2025 5 March 2025	Guidance notes and code lists for completion of First Destination of College Leavers data: Academic year 2023-24 student cohort.
College Mid-Year Financial Forecast Return 2024-25 SFC/CI/01/2025 4 March 2025	This Call for Information requests colleges / Regional Strategic Bodies to provide an updated financial forecast return for Academic Year 2024-25.
In-Year Redistribution of Student Support Funds 2024-25 SFC/AN/06/2025 27 February 2025	Announcement of the in-year redistribution of student support funds to colleges for Academic Year (AY) 2024-25; detailing the recovery of unspent funds from AY 2023-24 and the reallocation of funds for AY 2024-25
College Statistics 2023-24 SFC/ST/01/2025 25 February 2025	Context and methodological information pertaining to the College Statistics 2023-24 publication and background tables.
Scottish Teachers' Pension Scheme Funding for Colleges 2024-25 SFC/AN/04/2025 12 February 2025	Announcement of funding to support the change to the Scottish Teachers' Pension Scheme employer contribution rate.
College Performance Indicators Guidance 2024-25 SFC/GD/02/2025 4 February 2025	Guidance notes on college performance indicators derived from student FES data: Academic Year 2024-25 student cohort.

College Student Satisfaction and Engagement Survey Guidance 2024-25 SFC/GD/01/2025 3 February 2025	Guidance notes for the completion of the College Student Satisfaction and Engagement Survey: Academic Year 2024-25
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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

Tuesday 18 March 2025



DATE OF NEXT MEETING:

Tuesday 17 June 2025 at 5:00pm, Kingsway Campus, Room K-TO-605.