

Regional Outcome Agreement 2021/2022

January 2022

CONTENTS

1. Dundee and Angus College/SFC Outcome Agreement 2021-2022	3
2. D&A Priority Outcomes	3
3. Introduction	4
4. Key Outcomes and Activities	5
4.1. Fair Access and Transitions	5
4.2. Quality Learning & Teaching	6
4.3. Learning with Impact	7
4.4. Student Participation	9
4.5. Equalities and Inclusion	11
4.6. Meeting Future Skills Needs, Alignment and Upskilling	13
4.7. Responding to the Climate Emergency	15
5. Conclusions	16
Appendix 1 D&A 2021/2023 Measurement Plan	17
Appendix 2 College Outcome Agreement Impact Framework: Supporting Data	22

1. Dundee and Angus College/SFC Outcome Agreement 2021-2022

College Region - Dundee and Angus
<p>College region Tayside (Dundee and Angus College) will receive £29,262,281 core teaching funding, and £2,430,000 capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2021/22 to plan and deliver 103,741 credits worth of further and higher education. This is inclusive of 1,905 designated credits for childcare activity.</p> <p>In addition, the College will receive £1,028,124 in European Social Fund (ESF) grant through the SFC to deliver a further 3,591 Higher Education credits to eligible learners. Plus £2,551,695 additional funds to support Foundation Apprenticeships (2,711 credits), Deferred Students (1,854 credits), Digital Learning, Additional Mental Health Support, and Additional Cost Pressures.</p> <p>The total credit target for 2021/22 is therefore 111,897.</p> <p>Core Student Support funding for 2021/22 is £9,762,966</p> <p>This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.</p>
<p>We have accepted our final funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting all targets during 2021/22 as a result of the COVID 19 pandemic. This acceptance is in line with the request for Scottish Funding Council assurances to the sector to continue into 2021/2022 on a similar basis to previous years as follows:</p> <p style="padding-left: 40px;">Immediate flexibility and funding stability for institutions: we have confirmed that we will not recover funds for shortfalls against outcome agreement targets where these are related to COVID-19 for Academic Year (AY) 2019-20 and AY 2020-21. This provides institutions with flexibility and financial stability.</p>

2. D&A Priority Outcomes

The table below outlines the key Priority Outcomes for Dundee and Angus College for 2020/21 as specified within our original outcome agreement and indicates how the D&A Priority Outcomes support the four key SFC outcomes.

D&A College Priority Outcomes	SFC National Priorities			
	a	b	c	d
1. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal, Michelin Scotland Innovation Parc, Northern Lights E-Sports, Eden Project Dundee, and other developments. Establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as digital, hospitality, cultural tourism, renewable energy, advanced manufacturing, and care sectors.	✓		✓	✓
2. To deliver a comprehensive, innovative, and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, wellbeing, sustainability, digital and metaskills at all levels.	✓	✓	✓	

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

3. Introduction

As the COVID 19 pandemic has developed, and as the necessary restrictions and mitigations have extended into academic year 2020/2021, the challenges associated with delivery of high quality vocational learning and outcomes have become increasingly clear. Despite these challenges, Dundee and Angus College has remained focused on providing the highest possible quality of learning, teaching, wellbeing and services for our learners and communities, whilst also remaining fully focused on the future economic and social development of our region.

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

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

4. Key Outcomes and Activities

4.1. Fair Access and Transitions

The College has been an active supporter of the ethos and targets outlined by the Commission on Widening Access and, in addition to our own extensive higher education provision, plays a central role in supporting successful articulation links for learners from all backgrounds. The College has well developed arrangements to create, review and strengthen articulation links and opportunities and aid fair access and transitions.

This work has created clearly aligned learning pathways, ensuring that students can gain access, progress, and articulate to degree programmes either within a joint programme of studies or by gaining advanced entry in years two or three. Despite COVID-19 challenges and some elements of competing national priorities, the College actively supports the Associate Student scheme, and all of this work underpins our commitment to ensure that at least 60% articulate with advanced standing.

The College continues to work closely with our partner universities in Dundee, this includes extended partnership working to deliver the education and skills outcomes associated with the MSIP Skills Academy, the e-Sports curriculum, and the Tay Cities BioTech projects.

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

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

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

The [Dundee and Angus College Access and Inclusion Strategy](#) was updated for academic year 2020/2021 and outlines in detail the outcomes that the College remains committed to through to 2023.

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

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

In session 2019/20 Dundee and Angus College significantly increased the proportion of credits delivered to care experienced learners. We will continue to prioritise this through the further promotion of our 'Care Experienced Commitment' (which guarantees an appropriate course place to all care experienced young people) and will continue to focus on delivering equivalent sector leading outcomes for care experienced learners as we do for other learner groups.

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

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

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

Our [Carers policy](#) and well established We Care @ D&A group and initiative ensures that our students and staff with caring responsibilities are aware of (and receive) the support on offer to them. [Details of the support available are outlines on our website](#)

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

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

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

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

As part of our Find Your Future project work supported by Child Poverty Funds, the college has piloted a 'shared care' project with three local schools aimed at re-engaging S3 pupils who have disengaged from learning. The outcomes of this pilot will inform sustainable provision going forward.

All of the access and transition work summarised above will continue to progress through 2021/2022 and into future years.

4.2. Quality Learning & Teaching

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

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

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

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

High quality learning and outcomes have continued despite the COVID 19 pandemic, with the College providing significant support for staff in the transition into remote and online learning, support, and assessment. This has included sharing practice with others across the sector and on-going engagement with Education Scotland, GTCS and others to identify and disseminate good practice.

The College has played a significant role within the national response to the COVID 19 pandemic, including the creation of 'holistic' assessment arrangements for the sector in 2019/20 and again for 2020/21 and 2021/22. These arrangements are essential in supporting positive learner outcomes at this time.

Learner outcomes remained high during session 2020/21, and early retention in session 2021/2022 shows a continuing stable trend. Our 3-year attainment trends are strong, and Dundee & Angus College continues to deliver learner outcomes that are at, or close to, the best within the college sector.

Levels of learner satisfaction are strongly positive (learner satisfaction for the start of session 2020/21 are improved on the previous year) and post course success and progression are in line with sector averages.

The College has invested further in enhancing learner feedback and the learner voice during 2021/2022, with the creation of an additional role within the Students' Association to enhance representation and feedback on learning, teaching and assessment. This work will directly support the creation of a revised learner experience strategy (to be completed in spring 2022) to underpin our 2025 vision and support further enhancement in learning, outcomes, and satisfaction.

The College is a strong supporter of professional registration and is one of the pilot colleges supporting development of the new GTCS registration scheme.

4.3. Learning with Impact

The Dundee & Angus region has undergone significant transformation over the past few years and, with a £1bn investment in Dundee's Waterfront, the £700m Tay Cities Deal, the £60m Michelin (Scotland) Innovation Parc developments and the planned [Northern Light Entertainment E-Sports Arena](#) progressing, it is important that the College continues to play a major role in providing the skills and training needed to ensure the needs of both the regional and national economy are met. Key project developments progressing over 2021/2022 include.

Tay Cities Deal

The College is currently involved in three major Tay Cities Deal projects.

The timescale for the Tay Cities Engineering Project (TCEP) has been delayed due to factors outwith the project's control, but arrangements do remain on course for the redevelopment of engineering facilities and services on the Arbroath campus. This is a £4.3 million, 5-year, project which the College will lead, in partnership with Angus Council and a host of engineering companies.

The timescales for the BioMedical, Small Medium Sized Enterprise (SME) and the proposed Shared Apprenticeship projects have been delayed by Tay Cities, but will continue to progress over the coming months.

Michelin Scotland Innovation Parc (M.S.I.P.)

M.S.I.P. developments are progressing, with work commenced on the former Michelin factory site to create the Advanced Skills Academy Space. Information on the M.S.I.P. development is [available here](#).

The College has attracted £100k funding from the Matthew Trust to provide specialist equipment for the site and a further £60k per year from the Northwood trust to support recurring costs for an initial three year period. Work is also progressing well in respect of the new and innovative curriculum needs for the Academy.

Work on site has been impacted by the COVID-19 restrictions and availability of materials, and it is anticipated that the first students will have an opportunity to learn alongside industry partners from early 2022.

Northern Lights E-Sports Arena

Plans for the 4000 capacity [E-Sports arena on the Dundee Waterfront](#) are progressing, with significant work taking place around the funding for the development. D&A is a skills partner in this development and arrangements in respect of the curriculum needs underpinning this development are progressing, including approval for a new BTEC qualification in E-Sports.

Eden Project Scotland

With the site for the planned [Eden Project Dundee](#) now confirmed, the College continues to be a part of discussions around our support for the broad range of curriculum and skills needed for a major attraction of this type.

Other Opportunities

Over recent the summer period further opportunities have also arisen. This includes working in partnership with the Montrose ports and Crown Estate over major wind farm developments planned for the port site. The College is also exploring opportunities for cross-curriculum work with the James Hutton Institute.

Curriculum Portfolio Review

A significant review of the College's curriculum portfolio is underway, supported by engagement with our regional employers and skills bodies. This review will focus on refreshing our curriculum in the light of the major developments and opportunities available to the College and also in response to the changing demographics and recruitment trends that we are seeing

These major developments are progressing despite the COVID 19 pandemic the College will continue to play a leading education/skills partnership role in each of these developments.

The College approach to course planning guarantees an extensive annual review of its curriculum. This operates on a rolling two year planning cycle and focuses on both what we deliver (ensuring it has impact with the regional economy) as well as how we deliver our curriculum - including the different modes, delivery styles and technology enhanced methods needed to meet the needs of today's learners and employers. Given the significant and changing economic impact of COVID, this rolling review is more important than ever and will support our focus on the future economic and skills regeneration for our region.

Our curriculum review arrangements draw heavily on the full range of Labour Market Information (LMI) available, including Regional Skills Assessments (RSA) and Skills Investment Plans (SiP) data provided by SDS, employment trend data available through our EMSI labour market analytics data, planning system, and direct information provided by our network of local Stakeholder Advisory Boards. The availability of this 'live' labour market data is especially important at this time.

With additional full time provision established in areas such as Child Care, Green Energy, Cyber Security, Leadership and Management and Food and Drink, the College is at the cutting edge of the exciting economic changes developing within the Dundee & Angus region.

Given the demographic of the region and its economic context, the College is also growing its part time portfolio with new provision in Leadership & Change, Digital Marketing, Workplace Coaching, Energy and Adult Social Care.

This new curriculum supports the range of post-COVID economic recovery initiatives and supports targeted interventions including the 25+ age demographic, those made unemployed (or at risk of unemployment) due to COVID 19, those furloughed, those in employment wishing to upskill and progress in their career, and those without work looking to reskill and enhance their potential of employment within the developing economy of our region.

To support our curriculum review, the College engages extensively with employers, through our Stakeholder Advisory Boards and engagement with DYW, CPP partners and others on a routine basis.

All of this work ensures that our curriculum addresses current and future skills needs.

Through our Future Talent initiative the College offers excellent career management and employability skills of all our students. Increasing emphasis has also been placed on enterprise and encouraging self-employment and entrepreneurship.

Our focus on Essential Skills, Meta-Skills, and the development of the 'T Shaped' learner ensures that our learners benefit from a curriculum that prepares them for the changing world of work. Learning developed from a major Meta-Skills project run in partnership with local schools will be further rolled out during 2021/2022. This will include embedding Meta-Skills fully into teaching practice to equip students with relevant skills and awareness in parallel with their learning. With partner input, a College toolkit of curriculum support resources will be developed and rolled out, and teaching staff will receive dedicated meta-skill learning, as part of their qualification pathway.

This work will build on our successful partnership projects and will include working with Skills Development Scotland, Dundee City Council and Dundee and Angus College to build common approaches to Meta-Skills within the D&A region.

D&A has embraced the opportunities available through schemes such as the Young Persons Guarantee (YPG) and National Transition Training Fund (NTTF) to expand the opportunities available to young people and to our regional business community. This has included a series of Pathway Apprenticeship programmes and the creation of [19 new 'Skills Boost' programmes](#) to enhance skills, productivity, and employability in our regional workforce.

As an employer, the College is making significant use of Kickstarter and other support programmes to reduce unemployment and enhance employability and has signed up to provide additional support and opportunities to young people under the YPG scheme.

Dundee and Angus College is at the centre of discussions and decision making in respect of post-COVID 19 social and economic regeneration and have an influential voice on our Community Planning Partnerships and regional employability and economic forums. These links are used to good effect to ensure that the College offers curriculum and services that is responsive to regional economic needs, and also to ensure that our learners have the skills, attributes and awareness needed to make an impact within the workplace.

4.4. Student Participation

The engagement of learners (within their own learning and within the life and work of the College) is critical to the quality of our service and the outcomes we achieve.

Dundee and Angus College has an enviable reputation for the depth and effectiveness of these activities, offering a very broad range of opportunities for all learners to engage (and increasingly co-create) across the College. These activities enhance the quality of learning, teaching and service delivery, whilst also supporting learners to gain additional skills, qualifications and attributes that add significantly to their employability, personal and vocational development.

The D&A Students' Association continue to play a central and very effective role in supporting our learners throughout the COVID 19 pandemic.

This has included providing direct activity and event support to combat isolation and boredom and playing a very significant part in our [COVID 19 adaptations and in the development of online services and learning](#).

Increasing use is being made of [service design](#) methodologies to engage and involve learners in the future of the College. Our current and former Students' Association Presidents, and current DASA staff have completed the Service Design Professional Development Award and will utilise these skills on a daily basis to inform future developments.

As noted above, the College has invested in expanding support for learner representation, with a particular focus around feedback on the quality and enhancement of learning and teaching.

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

The Office Bearers play an influential role within the Board of Management, expanding this recently through direct input into our 'College of the Future' thinking and playing a key role in planned developments over 2020/21 to inform our future ways of working and learning 'post-Covid'.

The Students' Association organise extensive events to support the sharing of ideas, feedback and information between students and the College senior team. The transfer of these sessions to online Q&As has operated effectively and have supported an expansion in engagements of this type which will be developed further as the year progresses.

Arrangements and activities through our Sports Union have focused very heavily on wellbeing over the past 18 months, but through the remainder of 2020/2021 increasing emphasis will return to sports activities, including competitive fixtures.

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

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

The Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and student groups. This service has played a significant role in supporting our learners through recruitment, induction, and on-going engagement during the COVID 19 pandemic. The recent extension of the role of Learner Engagement Manager and team to encompass Community Engagement builds upon excellent work undertaken through the Child Poverty Funded work of recent years and will create sustainable community and third sector links and pathways into College for those most disengaged and disenfranchised within our region. This work will be a central element of our activity to enhance recruitment, retention, engagement, and outcomes during 2021/2022.

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

4.5. Equalities and Inclusion

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

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

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

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

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

The College is one of only a handful to receive Scottish Government funding to tackle issues of Child Poverty. This funding is supporting extensive engagement with young people and lone parents across our communities to begin their engagement with education and move through into mainstream provision and employment. Details of this work are [available here](#)

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

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

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

The College and our Students' Association/Sports Union are working together to deliver on our [Mental Health Strategy and Partnership Agreement](#) and related action plan. This work is linked through our Wellbeing Strategy and is progressing well and is benefiting learners in all parts of the College

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

Through our online wellbeing hub, all staff have access to a resources toolkit of approaches that are used to raise awareness and good practice around mental health and resilience, alongside support and guidance on managing mental health issues. Over 80% of all staff have benefitted from dedicated mental health training, including Mental Health First Aid.

The College has welcomed the funding for mental health counselling and related support and will continue to extend the range and depth of support available to support the mental health and wellbeing of learners. The creation of a new Mental health Team leader role in July 2021 will support the expansion of this work alongside greater synergy with equivalent support for staff. We are continuing our effective partnership with the University of Abertay to enhance the counselling opportunities available to learners. This work supplements the very extensive range of student support and provides access to trained counsellors that require additional experience to complete their professional registration.

The College has embedded this additional support fully within our student services provision to ensure that learners receive an integrated and 'wrap around' service that addresses the interconnected mental health counselling and other support needs of learners.

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

The College is an active supporter of the Gender Based Violence campaign and has led and participated in several events and development sessions to expand awareness of gender based violence issues and embed the Equally Safe toolkit and good practice approaches. This includes the provision of rape and sexual abuse centre (RASAC) training as a part of our wider RESPECT provision for learners and the rolling out of specialist support training for Student Services and other frontline staff. During 2021/2022 D&A has also joined a FE_HE group organised by Police Scotland to share resources, information, and good practice across the north of Scotland.

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

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

Analysis and actions in respect of gender equality are detailed within our published [Gender Action Plan](#), and work is progressing under this plan to reduce gender segregation within the curriculum and to provide positive opportunities for non-traditional participation within subject areas.

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

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

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

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

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

The implementation of the plan is overseen through our Student Services team, with outcomes reported through our Equality and Diversity Strategy Group to our Board of Management Human Resource and Development Committee.

4.6. Meeting Future Skills Needs, Alignment and Upskilling

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

The College is the only contract holder for the Foundation Apprenticeship programme in the Dundee and Angus region. Through effective partnership working and curriculum planning, there continues to be a high level of demand for the school-college qualifications. We have also been a successful provider of Modern Apprenticeships since the creation of the programme, offering Modern Apprenticeship (MA), Technical Apprenticeship and SVQ programmes in the workplace at SCQF levels 5-10 on either a funded or commercial basis, delivering around 960 Modern Apprenticeship opportunities as part of our contract and to support other managing agents.

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

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

In 2020/21 the College supported 439 MA candidates on our Modern Apprenticeship SDS contract covering levels 2, 3 and 4 MA programmes in Administration, Motor Vehicle, Life Sciences, Hairdressing, Health and Social Care, Horticulture, Engineering, Civil Engineering, Procurement, Childcare, Hospitality, Creative & Digital Industries and ICT.

Our commitment to apprenticeships is also supported by our partnership with Angus Council in the Angus Shared Apprenticeship Programme (ASAP) which provides an employer vehicle to allow young people to access an apprenticeship, shared across a number of smaller employers who would not individually be able to support an apprentice. In 2019, over 50 young people benefitted from this work, although this has been impacted significantly due to the COVID 19 lockdown and furlough of apprentices.

The College will seek to grow the number of apprenticeship places that it offers by bringing in new apprenticeship frameworks and employers where possible. The impact of COVID 19 on our regional economy will make this challenging.

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

The College is fully committed to deliver training and skills development with high impact through initiatives including the Young Persons Guarantee Scheme; the National Training Transition Fund, and others to meet the economic recovery needs arising from the COVID 19 pandemic

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

Overall, good progress has been made towards the DYW targets, and the national headline target of reducing youth unemployment by 40% was met for the D&A region in 2018. A full progress report on the College's outcomes in respect of DYW is available as an appendix to the [2020/2021 Outcome Agreement](#).

The College continues to enhance and grow its school/college partnerships through the operation of our joint Strategic Engagement Plan. This plan supports a wider range of senior phase activities and more intense engagement with the College as a part of clearer and more integrated learning pathways and journeys. This underpins the organisation of clearer vocational pathway opportunities for all senior phase school pupils within our region (including Mearns Academy in Aberdeenshire).

Our 'enrichment' opportunities for S6 pupils are now embedded, supporting existing career pathways for senior pupils, and opening up new opportunities and career pathways in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence. Senior phase school pupil numbers have increased significantly in 2018/19 and in 2019/20 and numbers have been maintained in 2021/2022.

The College continues to support the workforce expansion requirements arising from the Scottish Government framework *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland*. We have strengthened our links with Angus, Dundee City and Aberdeenshire Councils and work in partnership to create relevant learning opportunities to build the capacity necessary for a skilled and qualified workforce. Our own College nursery is delivering fully on these outcomes.

We have a well-defined portfolio of childcare qualifications and courses ranging from SCQF level 4 to SCQF level 9. The portfolio has been expanded and refined to ensure all learners have a wide range of opportunities to access learning, and to deliver clear career progression pathways into employment and/or further study.

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

The world around us has changed rapidly, how we live, and work, has evolved exponentially due to the COVID 19 pandemic. The impact of digital technology now touches almost every aspect of College operations and the need for high quality digital skills is now an essential life skill for all of us.

We have a duty to all staff and learners to support them in this rapidly developing digital age and, have provided specific training for staff and learners on digital communications and working. Our digital learning hub has been developed to provide a single resource for information, CPD and support on digital pedagogy and the use of digital platforms for learning.

All of this work is driven by our refreshed [D&A Digital Strategy](#) and will be supplemented by a major project throughout 2021/2022 focused on future ways of working and learning post COVID.

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

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

4.7. Responding to the Climate Emergency

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

Since signing up to the Universities and Colleges Climate Commitment for Scotland in 2009, the College has reduced its carbon footprint by c.62% (with reductions in carbon usage every year for over a decade).

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

The College has significantly reduced reliance on single use plastic from our operation via a range of radical initiatives, including the introduction of a Deposit Return Scheme. This has removed over 140,000 disposable cups and 20,000 plastic bottles per year from our waste stream and we continue to promote the circular economy by installing recycled plastic road surfaces across our estate.

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

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

The College is committed to the SDS [Climate Emergency Skills Action Plan](#) and will prioritise elements of our STEM delivery to support growth arising through new environmental technology opportunities in the Michelin Scotland Innovation Parc and the Scottish Government Green Jobs Fund.

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

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

Underpinned by the UN Sustainable Development Goals, our net zero targets include changes in governance, leadership and pedagogy that will fundamentally change the way in which the College thinks and operates over the coming years.

5. Conclusions

Dundee and Angus College is at an exciting stage in its development, with a range of very significant opportunities emerging across the region. These significant new opportunities are balanced with the need for major social regeneration within our communities and tempered with our need to accelerate climate action in our race for net zero.

Our outcomes over the next year will focus on these challenges and opportunities, whilst continuing to be responsive and adaptive to the needs of the COVID-19 pandemic. All of this will be achieved within the focus of our 2025 More Successful Students strategy and our consistent focus on delivering sector leading outcomes and will require D&A to be more responsive and adaptive as ever before. This will be a significant challenge for the College but is one we are focused on meeting for the benefit of our region.

Appendix 1 D&A 2021/2023 Measurement Plan

		2020-21		2021-22	2022-23
X	<i>Will be removed from OA prior to publication</i>	Actual		Ambition	
	1(a) The volume of Credits delivered				
	The volume of Credits delivered (core)	104,984		103,741	109,500
	info. Core Credits target (region)	109,500		0	109,500
	info. % towards core Credits target (region)	100.0%		92.7%	100.0%
	The volume of Credits delivered (ESF, FA, Deferrals etc)	4,592		8,156	0
	The volume of Credits delivered (core + ESF, FA, Deferrals etc)	109,576		111,897	109,500
	1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
X	Volume of Credits delivered to learners in the most deprived 10% postcode areas	19,783		20100	20000
	Proportion of Credits delivered to learners in the most deprived 10% postcode areas	18.1%		18.0%	18.3%
	1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students				
	Gender -				
X	Volume of Credits delivered to Male learners	50,753		55,837	54,641
	Proportion of Credits delivered to Male learners	46.3%		49.9%	49.9%
X	Volume of Credits delivered to Female learners	57,385		55,837	54,641
	Proportion of Credits delivered to Female learners	52.4%		49.9%	49.9%
X	Volume of Credits delivered to Other learners	1,443		218	218
	Proportion of Credits delivered to Other learners	1.3%		0.2%	0.2%
	Ethnicity -				
X	Volume of Credits delivered to BME learners	6,386		4,476	4,380
	Proportion of Credits delivered to BME learners	5.8%		4.0%	4.0%
	Disability -				
X	Volume of Credits delivered to students with a known disability	19,175		20,142	19,710
	Proportion of Credits delivered to students with a known disability	17.5%		18.0%	18.0%
	Age -				
X	Volume of Credits delivered to learners aged under 16	5,801		5,595	5,475

	Proportion of Credits delivered to learners aged under 16	5.3%		5.0%	5.0%
X	Volume of Credits delivered to learners aged 16-19	52,743		51,473	50,370
	Proportion of Credits delivered to learners aged 16-19	48.1%		46.0%	46.0%
X	Volume of Credits delivered to learners aged 20-24	21,857		21,261	20,805
	Proportion of Credits delivered to learners aged 20-24	19.9%		19.0%	19.0%
X	Volume of Credits delivered to learners age 25 and over	29,199		35,808	35,040
	Proportion of Credits delivered to learners age 25 and over	26.6%		32.0%	32.0%
	Care Experienced -				
X	Volume of Credits delivered to care experienced students	10,244		8,952	8,760
	Proportion of Credits delivered to care experienced students	9.3%		8.0%	8.0%
	2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges	964		800	800
	2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges				
X	Total volume of Credits delivered (including FA Credits)	109,571		111,897	109,500
X	Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	4,309		4,700	4,599
	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	3.9%		4.2%	4.2%
	2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision				
X	Total volume of Credits delivered (including FA Credits)	109,571		111,897	109,500
X	The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	10,357		10,071	9,855
	The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	9.5%		9.0%	9.0%
	2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)				
X	Volume of Credits delivered at HE level	30,127		29,500	29,500
X	Volume of Credits delivered at HE level to learners from SHEP schools	2,667		4,570	4,570
	Proportion of Credits delivered at HE level to learners from SHEP schools	8.9%		15.5%	15.5%
	3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
X	Volume of Credits delivered to learners enrolled on STEM courses	7,532		7,375	7,375
	Proportion of Credits delivered to learners enrolled on STEM courses	25.0%		25.0%	25.0%
	4(a) Proportion of enrolled students successfully achieving a recognised qualification				
X	The number of FT FE enrolled students achieving a recognised qualification	2,193			

X	The total number of FT FE enrolled students	2,978			
	The percentage of FT FE enrolled students achieving a recognised qualification	73.6%		75.0%	76.0%
X	The number of PT FE enrolled students achieving a recognised qualification	3,288			
X	The total number of PT FE enrolled students	3,857			
	The percentage of PT FE enrolled students achieving a recognised qualification	85.2%		84.0%	84.0%
X	The number of FT HE enrolled students achieving a recognised qualification	1,301			
X	The total number of FT HE enrolled students	1,589			
	The percentage of FT HE enrolled students achieving a recognised qualification	81.9%		77.0%	77.0%
X	The number of PT HE enrolled students achieving a recognised qualification	367			
X	The total number of PT HE enrolled students	483			
	The percentage of PT HE enrolled students achieving a recognised qualification	76.0%		84.0%	84.0%
	4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification				
X	The number of MD10 FT FE enrolled students achieving a recognised qualification	416			
X	The total number of MD10 FT FE enrolled students	594			
	The percentage of MD10 FT FE enrolled students achieving a recognised qualification	70.0%		74.0%	74.0%
X	The number of MD10 PT FE enrolled students achieving a recognised qualification	363			
X	The total number of MD10 PT FE enrolled students	488			
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	74.4%		82.0%	82.0%
X	The number of MD10 FT HE enrolled students achieving a recognised qualification	177			
X	The total number of MD10 FT HE enrolled students	244			
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	72.5%		75.0%	75.0%
X	The number of MD10 PT HE enrolled students achieving a recognised qualification	48			
X	The total number of MD10 PT HE enrolled students	74			
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	74.0%		75.0%	75.0%
	4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges				
X	The number of Senior Phase FT FE enrolled students achieving a recognised qualification	31			
X	The total number of Senior Phase FT FE enrolled students	44			
	The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	70.5%		75.0%	75.0%
X	The number of Senior Phase PT FE enrolled students achieving a recognised qualification	797			

X	The total number of Senior Phase PT FE enrolled students	1,109			
	The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	71.9%		80.0%	80.0%
X	The number of Senior Phase FT HE enrolled students achieving a recognised qualification	1			
X	The total number of Senior Phase FT HE enrolled students	1			
	The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	100.0%		75.0%	75.0%
X	The number of Senior Phase PT HE enrolled students achieving a recognised qualification	24			
X	The total number of Senior Phase PT HE enrolled students	30			
	The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	80.0%		75.0%	75.0%
	4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
X	The number of CE FT FE enrolled students achieving a recognised qualification	245			
X	The total number of CE FT FE enrolled students	367			
	The percentage of CE FT FE enrolled students achieving a recognised qualification	66.8%		70.0%	70.0%
X	The number of CE FT HE enrolled students achieving a recognised qualification	51			
X	The total number of CE FT HE enrolled students	64			
	The percentage of CE FT HE enrolled students achieving a recognised qualification	79.7%		74.0%	74.0%
	4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
X	The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,082			
X	The total number of FT FE enrolled students aged 16-19	1,497			
	The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	72.3%		74.0%	74.0%
	5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	359		300	300
	6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
X	Total number of full-time learners	5,241		4,800	5,400
X	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	1,202		1,680	2,700
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	22.9%		35.0%	50.0%
	7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
X	The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	552			
X	The number of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	327			

	The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	59.2%		60.0%	60.0%
	8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
X	The total number of full-time FE college qualifiers (confirmed destinations)				
X	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying				
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	tbc		95.0%	95.0%
X	The total number of full-time HE college qualifiers (confirmed destinations)				
X	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying				
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	tbc		95.0%	95.0%
	9. The percentage of students overall, satisfied with their college experience (SSES survey)	92.4%		95.0%	95.0%
	10. Gross carbon footprint (tonnes CO2e)	1,856*		2,300	1,800

Appendix 2 College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
A	Credits Delivered (Core)	107,699	103,246	103,231	103,861	104,813	102,751	104,984
	Credits Delivered (ESF)	0	5,104	5,272	5,499	4,531	5,579	4,592
	Credits Delivered (Core + ESF)	107,699	108,350	108,503	109,360	109,344	108,330	109,576
B	Volume of Credits Delivered to 10% most deprived postcode areas	17,243	17,214	17,559	18,993	19,912	19,864	19,783
	Proportion of Credits delivered to 10% most deprived postcode areas	16.0%	15.9%	16.2%	17.4%	18.2%	18.3%	18.1%
C	Volume of credits delivered to care-experienced learners	0	2,364	2,725	3,068	6,720	11,527	10,244
	Proportion of credits delivered to care-experienced learners	0.0%	2.2%	2.5%	2.8%	6.2%	10.6%	9.3%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	66	206	333	366	550	777	964
E 1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	74.3%	72.9%	70.8%	75.4%	70.2%	72.1%	73.6%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,419	2,340	2,359	2,511	2,276	2,410	2,193
	Total number of FTFE students	3,254	3,208	3,332	3,329	3,242	3,342	2,978
E 2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	84.2%	79.3%	78.4%	78.3%	81.4%	82.4%	85.2%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	3,014	3,457	3,260	2,902	4,001	2,936	3,288
	Total number of PTFE students	3,578	4,360	4,156	3,705	4,913	3,561	3,857
E 3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	72.1%	76.6%	73.2%	76.2%	71.7%	74.4%	81.9%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,490	1,502	1,507	1,511	1,412	1,393	1,301
	Total number of FTHE students	2,068	1,960	2,060	1,982	1,969	1,872	1,589
E 4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	80.9%	80.1%	71.1%	76.9%	75.8%	80.0%	76.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	555	713	465	560	435	460	367
	Total number of PTHE students	686	890	654	728	574	575	483
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	521	611	610	673	525	552

	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	323	357	356	357	335	327
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	62.0%	58.4%	58.4%	53.0%	63.8%	59.2%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	2,348	1,891	2,100	2,246	1,889	1,943	
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,198	1,808	1,973	2,101	1,755	1,777	
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	93.6%	95.6%	94.0%	93.5%	92.9%	91.5%	
	Total number of full-time HE college qualifiers (in confirmed destinations)	887	850	1,045	1,116	963	926	
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	834	791	1,000	1,073	909	868	
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	94.0%	93.1%	95.7%	96.1%	94.4%	93.7%	
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	95.3%	95.6%	N/A - see note	95.7%	-	92.4%
Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years								



Outcome Agreement between Dundee & Angus College and the Scottish Funding Council for AY 2021-22

On behalf of Dundee & Angus College:

Signed: 

Print name: Simon Hewitt

Position: Principal

Date: 11/05/22

Signed: 

Print name: Angela McCusker

Position: Chair

Date: 11/05/22

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022