

Regional Outcome Agreement Dumfries and Galloway College 2018-2021

College region: Dumfries and Galloway College

College regional grouping: Dumfries and Galloway College

Funding

College region Dumfries and Galloway (Dumfries and Galloway College) will receive £9,733,992 core teaching funding, and £381,214 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2018-19 to plan and deliver 30,176 credits made up of 1,278 credits ring fenced for delivery of HNC childcare qualifications and 28,898 for general provision.

In addition, the College will receive £1,787,151 Student Support funding for AY 2018-19.

This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

Priority Outcomes to be delivered by end of AY 2018-19

- Scope content and delivery of *enhanced* HNCs at Dumfries & Galloway College in partnership with University of Glasgow to enable advanced standing progression to University of Glasgow as per project brief funded through SFC Strategic Funds. By June 2019.
- Identify and scope a suite of marine related programmes in the West of the SoS region in partnership with SRUC. By March 2019.
- Finalise proposal for SoSEP for a technology enabled network connecting schools and colleges across SoS (June 2018). Scope capacity for Crichton and SoS HEIs to use network to widen HE provision across the region (by Jan 2019). If successful with SoSEP, deliver project. By Dec 2019.
- To work in partnership with Local Industry and to contribute to a reduction in youth unemployment and improving life chances
- To ensure provision is efficiently delivered, accessible and meets national, regional and local employer needs
- To support learners to complete their study and achieve successful outcomes.

Priority Outputs to be delivered in AY 2018-19

- Achievement of Activity Target of credits
- Improvement in student retention and attainment
- An increase in the number of students entering positive destinations
- A curriculum which reflects the skills requirements and meets the needs of the region

Dumfries and Galloway College accept the offer of grant and credit target allocation for AY 2018-19, as set out in SFC Communication SFC/AN/09/2018 but wish to highlight the following concerns:

Core Student support funding for 2018/19 is £1,787,151. This is a reduction of £323,996 from the current year projected spend, and the college is concerned that we will have insufficient funds to meet demand. Again, this has been brought to the attention of SFC but no changes have been made in the final allocation.

Signed by College Region	Signed by SFC
Date	Date

Scottish Government Priorities

The aim of this document is to respond to the Ministers letter of the 18th October 2017 which highlighted the priority areas for colleges to focus upon. The document will highlight what Dumfries and Galloway College will do to achieve those priorities and the resultant expected outcomes. This document will further set out ambitious targets over the next three years which the college will be focused upon. In responding to the minister's letter, which asked Colleges for "intensified" target, the college has carefully analysed and set stretching, but achievable, targets listed in our key measures table on page 17 of this report.

Through the Scottish Funding Council, the Government has highlighted the priorities of Colleges for the coming academic year. These priorities are reflected in what we aim to achieve in Dumfries and Galloway. As a result of the intensification of targets the college has reviewed our existing targets and aims to set even more challenging targets as a result of the intensification request from the Scottish Government.

1. **Higher rates of access for people from widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds, this includes ensuring gender balance and Developing our Young Workforce (DYW). This can be seen in measure 1 of the targets table on page 17 of this report.
2. **High quality & efficient learning, including improved rates of articulation** – to ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes. We aim to stretch ourselves with the targets listed in the measures table around increase attainments levels and articulation rates.
3. **Improved rates of retention and achievements**– ensuring that all students have the necessary support and guidance to enable them to attend college and to achieve their qualifications. The college is aware that students have various barriers to successful study and students with combinations of barriers (where the effect is greater than the sum of the individual parts) is something we recognise and our targets listed in our key measures table will be stretch for the College to achieve.
4. **Innovation in Partnership with Industry** – We will work closely with industry to develop innovation and other core skills to maximize the impact of the College Innovation Fund (CIF). This will result in custom designed courses for local industries thereby ensuring those companies have well trained staff enabled to provide creative and pragmatic solutions to local problems. We have made a bid to the newly formed South of Scotland Economic Partnership, if successful with this bid we hope to have the facilities to support industry more and upskill employees of local firms.

The table below indicates how the Dumfries and Galloway College strategic outcomes support the Scottish Funding Council's five priority outcomes.

College Strategic Outcomes	SFC priority outcomes				
	1	2	3	4	5
1. We will provide opportunities to access and progress through education and training at all levels	P	P	P	P	P
2. We will deliver education and training that is a route to employment and career development and is aligned to local and national economic needs	P	P		P	P
3. We will be the first choice for recruitment, training and development of the workforce	P	P	P	P	P
4. We will enable communities to grow and develop through local education and training	P	P	P	P	P
5. We will support more businesses to start-up, grow and diversify	P		P	P	P
6. We will enable people to build their independence and confidence in a supportive environment	P	P	P	P	

1 Introduction

This outcome agreement is for the period academic year 2018/19 - 20/21 and sets out the College's aims and aspiration during this planning period. A number of College strategies and policies support this Outcome Agreement.

As in previous years, the College will remain financially challenged, due to the unique nature of the geography of the region. In particular, the need to duplicate a wide range of curriculum and services in Stranraer, affects financially and on course viability. Small learner numbers and demand makes it difficult to sustain some provision and some courses require to be structured differently to those in Dumfries, e.g. by combining different levels of learners or using mixed methods of delivery, in order to maintain that area of provision. The College continuously reviews its curriculum plan to ensure the courses offered support the economic development of the region.

Since the College was reclassified as a public body in April 2014, the College is unable to build cash reserves, which in the past it used to develop its provision and estate.

Dumfries and Galloway College is the only general Further Education College in the region and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The College's main campus is located in Dumfries with a smaller campus located in Stranraer.

In 2015, the College developed a five-year strategic plan, Vision 2020, which sets out our vision, aspirations and priorities for that timescale. Through this strategy, we aim to meet the further and higher education needs of Dumfries and Galloway, deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements.

Our vision is:

Inspiring our People, Businesses and Communities to be successful.

Mission

One College, one Team where:

- Learners come first;
- The changing needs of the economy are met; and
- Innovation, collaboration and creativity are core to what we do.

Through delivery of our six key outcomes, we will:

- Provide opportunities to access and progress through education and training at all levels.
- Deliver education and training that is a route to employment and career development and is aligned to local and national economic need.
- Be the first choice for recruitment, training and development of the work force.
- Enable communities to grow and develop through local education and training.
- Support more businesses to start-up, grow and diversify.
- Enable people to build their independence and confidence in a supportive environment

Further information on the College's aspirations and priorities can be found in the College's Strategic Plan, Vision 2020 –

https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Vision_2020_-_Summary_Report.pdf

2 Reporting

We are progressing towards achieving our vision, but it is also essential that we are able to demonstrate its relevance and contribution to the achievement of both Scottish Government and the Scottish Funding Council priorities. We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. From 2018-19 the College will implement the new SFC and Education Scotland quality arrangements, which integrates quality arrangements evaluation with outcome agreement evaluation and reporting.

A self-evaluative report (How good is our College?) was produced for the first time in 2016-17 and will be repeated in the coming years, which is a requirement of the SFC and Education Scotland. Internal processes (such as Student Evaluation), will continue to be improved over the coming year to enable us to meet the requirements of "How good is our College?"

<https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/evaluative-report-and-enhancement-plan-dumfries-and-galloway-college201617.pdf>

3 Key Priority Areas

3.1 Outcome: A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and background.

Widening Access

Context:

Dumfries and Galloway College has a good record of widening access as evidenced by our Outcome Agreement. 14.5% of credits achieved in 2016-17 were by learners who had declared a disability and over 2.8% were care experienced, which exceeded our agreed target by a significant margin. However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the Government's ambitions.

Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland. Feedback from our current students have indicated that on a number of occasions students who have lost housing benefit as a result of studying full time at College and receiving a bursary have found themselves in financial difficulties and department of Work and Pensions staff have advised these students to give up their studies as this would result in the return of housing benefit. Students studying at College have

highlighted significantly lower levels of income whilst studying than if they were unemployed and not studying - this is another barrier our students are faced with.

What we will do:

- In order to achieve these outcomes, the College has recently introduced an overarching Equality and Diversity Framework. This is underpinned by an updated Equality and Diversity Policy, a streamlined Equality (and Human Rights) Impact Assessment system, an annual Equality and Diversity Plan (which includes actions related to our Gender Action Plan, BSL Plan and the Scottish Government's Race Equality Framework) for which quarterly and annual Equality and Diversity Performance Reports will be produced. The Plan and Report will be approved by our cross-service Equality and Diversity Committee and by the Board.
- Simplified systems to evidence the inclusion of equality and diversity content across the curriculum are being piloted. In addition, a range of training package options are now available on demand to address emergent issues. For example, training on Transgender/Intersex issues was presented at the Stranraer Campus to Hair and Beauty and Care classes and to a range of staff in recent months. In terms of our priorities, despite the low percentage of people locally from BAME ethnicities there is a clear problem district-wide with hate crime related to race and ethnicity. We will help to address this as a Third Party Reporting Centre for hate crime and through direct equality and diversity training inputs for our students which challenge prejudice.
- The College is an active member of the local Diversity Working Group, which reports to the Dumfries and Galloway Strategic Partnership and formulates local activities to raise awareness of diversity issues. Members include all local public agencies and community support groups for race (DGMA), religion (D&G Interfaith Group), disability (DGVoice) and LGBT issues (D&G LGBT+ and LGBT Youth). The group has an annual work plan which is approved and scrutinized by DGSP. Projects for the coming year include a community survey.
- We have increased our Disability target by 200%, it is however noted that not all students with a disability actually declare their disability.

Care Experienced Learners

The College has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the issues of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care experienced. When motivation and confidence is low, the fact that one has to rise early to attend college, or that if the bus is missed there is no other accessible way to college, presents an additional barrier. Despite the significant amount of support the college offers, these barriers can cause learners to leave their course early, impacting on retention and attainment. The College does not yet have a policy around supporting carers in place, and the development of a policy is currently being discussed.

What we will do:

- The College will continue to widen access to education for a range of society that have historically had difficulties in accessing FE and HE this includes care experienced students, people who have caring responsibilities, those from postcode areas with high levels of deprivation and people who are disabled. The College's Access and Inclusion Strategy gives the details how the college will achieve this and can be found here.

https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf

- The success of various initiatives will be monitored through the table at the end of this report.
- The College strategy is to use technology as an enabler, allowing remote access from home, school, partner learner centres and work. We are continuing to invest in technology to deliver learning remotely but this investment is limited due to budget constraints.
- The College is working in partnership with Community Learning and Development and the first joint strategy has been developed in consultation with communities across the region. CLD's partners' joint vision is '*..... of a strong region where people work together to improve their quality of life, work and wellbeing. Together we will develop best practice in CLD to effectively work with people to realise their aspirations*'. The College secured funding on behalf of the partnership to employ a Community Liaison Officer who will work with community groups to identify learning opportunities and developments within local communities.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding School-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.
- The College will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but these should not be underestimated in terms of limiting choice and opportunity for young people.

3.2 Outcome: An outstanding system of learning where all students are progressing successfully and benefitting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.

Retention and Attainment

Context: Dumfries and Galloway College is committed to improving retention and attainment and is focussed on this. Retention of some students can be difficult because of the challenges of distance and travel arrangements. Often if a student misses a particular bus then it can be several hours before another connection to the college is available and therefore it is unlikely that a student will attend. This is particularly challenging for the retention of students with lower confidence or motivation. Even where there are well-established transport arrangements, delays and cancellations can cause particular difficulties.

The high percentage of students recruited with protected characteristics e.g. those with a disability (15% of all full-time learners) and care experienced learners (2.8%) also present a challenge in terms of retention. The College adopts an open access policy and is proud of its track record in attracting learners with different abilities and backgrounds but is aware of the need to improve its retention and attainment rates.

Analysis of the Colleges KPIs indicates the reasons behind some students leaving their course of study early. This shows that 15% of early leavers in 2017/18 left due to either obtaining a job, progressing to a programme at another educational establishment, or transferring to another college programme. However, under current reporting arrangements, these are considered to be a failure of the college.

In common with all Colleges, the College is adversely affected by the classification of students who have left mid-course for employment are considered to have failed to complete. This is particularly common where students are placed on work experience with potential employers. Similarly, a significant number of students who leave progress onto a Modern Apprenticeship having gained the necessary level of skills and/or experience to access these. These students are classed as having achieved an unsuccessful outcome whereas we believe it is more accurate to identify these as transfers into positive destinations.

What we will do:

- Retention rates are the priority for the College for the coming year. We have introduced a new structure, and have developed in house tools to support staff to analyse data which in turn will allow more targeted support for students who may be at risk of leaving early. We will balance the challenge of increasing access to FE and HE with the support required to give to support students who have barriers to learning.
- The College is aware of the National College Improvement in retention initiative that is currently ongoing and is keen to learn from this work – however it is unfortunate that a rural college is not included in this initiative as there are unique challenges that may not be applicable to large, urban colleges.
- Detailed analysis of previous leavers data highlighted some challenges faced by the College, and students within the region. This includes the desire to study close to home, transport within the region and financial problems. Financial problems as a reason for students being unable to continue their study appears to be increasing and the college will look at innovative ways to support students who are in financial difficulties. The College is currently exploring the introduction of a ‘breakfast club’ to provide free breakfast for students and we will review our policies and procedures to ensure students have full information relating to funding etc prior to their commencement at college.
- We will continue the work we have started, with our “Passport to College” course, which will build skills and confidence of students ensuring they are better equipped for all the challenges of College.
- We aim to be an outstanding College and continue to work with both internal and external partners to improve our attainment levels. Both attainment and retention will be measured through our KPI’s and are a key focus of the College Board of Management.
- College staff will continue to work closely with the Student Association and Curriculum Councils to identify and address issues affecting learner retention and attainment.

Articulation

Context: Dumfries and Galloway College is a partner in a unique and successful collaboration between Universities and Colleges on the Crichton Campus. The partnership comprises University of Glasgow, University of the West of Scotland, SRUC, Dumfries and Galloway College and the Open University.

The presence of Universities within the region has been welcomed and Dumfries and Galloway College was the first College to be awarded direct articulation into the 2nd year of a University of Glasgow degree programme. However the University offering on campus does not match College programmes in all areas and there are only limited opportunities for articulation and progression.

One of the most significant challenges facing the college is the lack of advanced standing articulation opportunities in Dumfries and Galloway. Currently we have 8 associate places with University of Glasgow (to be confirmed for 2017-18). It can be difficult to reach articulation agreements with universities because of the low numbers involved in each curriculum area. Understandably, it is far easier for universities out with the region to concentrate on larger and closer colleges. This is supported by the recently published annual report from Professor Scott where he states universities should commit to substantially increasing the number of transferring HN students they admit.

It is challenging for the colleges to sustain HE provision to HND level given the small numbers involved in some curriculum areas. However, this provision is threatened by the preference of universities for students to articulate from HNC to their degree programmes. This undermines the college's ability to maintain local HE progression routes and sustain viable group sizes.

What we will do:

- We believe that the most effective solution would be to allocate the articulation funding to the college on a ring fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the college to negotiate articulation arrangements with universities and, secondly, it would also enable the college to establish innovative solutions to building local capacity.
- The college is working closely with the Open University to develop an Academy of Care. This maps out all provision available across the region and will be used to engage with stakeholders to identify and address gaps in provision, introduce new programmes as required and provide clear progression and articulation routes.
- The establishment of the South of Scotland Economic Partnership provides the opportunity for the two colleges in the South of Scotland to work in partnership and one such solution could be the creation of local HE academies, established in partnership with universities, focussing on key sectors for the regional economy. Delivery would be in college using a combination of college and university resources. Both colleges have identified STEM as a key sector for development in their regions, and for the nation. The awarding of articulation funding to the College would enable us to negotiate with appropriate partners, e.g. the Open University, to establish locally delivered articulation routes.
- An example of this is the proposed articulation route within creative industries into Glasgow School of Arts (GSA) degree courses. We have proposed to GSA instead of articulation of Dumfries and Galloway students from HNC course to study in Glasgow at GSA, that GSA consider taking students from the HND course and delivering the degree element at the College. The reason for this is threefold:
 1. This would allow all creative art students equality of opportunity, and not just those who are able to move to Glasgow to complete their degree.
 2. Offering 10 funded places to students directly from the HNC course would reduce the number progressing to HND level, perhaps making it no longer viable and again having an impact upon the opportunity for students within our region.
 3. By offering a final year in art at degree level in Dumfries that we may attract students from out with the region who will benefit from the region that many artists choose to live and work in.

e.g. Kirkcudbright being renowned as “The artists’ town”. We feel this would be beneficial to both our region and those who may wish to consider study part of their degree course here.

In summary, our strategy is to negotiate for increased regional delivery of University study in sectors of key economic importance and, where funded places are the appropriate route, for these to be from HND directly into year 2/3 of University.

Estates

We have a number of areas within the College estate that we would like to improve, these will require capital funding to enable the College to meet the needs of our students and local industry alike.

Strategic Capital Project Proposals

Dumfries and Galloway College

The following proposals support the ambitions of Scottish Government, namely inclusive growth, increase in STEM provision and participation, widening access, increased employer engagement and support, innovation and enterprise and DYW. They will also assist in delivering Vision 2020, the College’s strategic plan and supports Dumfries and Galloway Economic Strategy.

Digital and STEM hub The following is part of a joint bid, with Borders College to the newly formed South of Scotland Economic Partnership.

1. STEM Hub - Care –based in Dumfries and Galashiels – which will complement each other by focusing on different aspects of care. It will include an Academy located in Galashiels which has been developed in conjunction with NHS Borders, Borders Council and SB Cares (the biggest local Care provider). This will consist of a simulating hospital ward and a technology/digital classroom which will expose students to the technologies which are supporting patients to stay at home. NHS Dumfries and Galloway, Dumfries and Galloway Council have also been in partnership in the development of this Hub.

In Dumfries the Care Hub will be housed on reconfigured existing college estate and will have a simulated ‘care home’ equipped with the latest digital health equipment.

2. STEM Hub – Renewable Energy and Engineering – will be hosted in the Dumfries Centre. The Energy Skills Partnership and a range of local businesses have been involved in the development of this Hub. CITB are also very supportive of this Hub development. There will be full connectivity to the Stranraer, Hawick and Galashiels Centres. There is a synergy with the Care Hub. The ‘care home’ element of the Care Hub will be used to demonstrate good practice in use of renewable technologies to power and heat the care home. The equipment in the new build Energy Centre will be used to provide power and heating to the whole innovation centre building. The Dumfries STEM Hub will hold various engineering equipment and technology, for example, virtual welding units. For construction, a flexible space would be used for teaching on the latest technology including thermal imaging camera to teach around energy efficiency. It will incorporate British Plumbers Employers Council (BPEC) centre, taking advantage of the latest technology to provide training in both gas fitting and plumbing. One specific engineering project that could be introduced quickly is the training and upskilling of students on the use of hybrid and electric cars.

3. STEM Hub - Construction - will hosted by Borders College in the Hawick Centre with full connectivity to the Dumfries, Stranraer and Galashiels Centres. It has been developed with local employers, SDS, Construction Innovation Centre and ESP. Giving businesses access to state-of-the-art technology, including 3D printing, virtual reality and Business Information Modelling (BIM) software, as well as a focus on sustainable energy provision.

The Spokes

A series of Digital Spokes will enhance the Network through the development of local delivery options. Initial the plan is to base these in schools, due to existing network connections. This will enable pupils, communities and business to access learning and training developed by the Hubs, within their local communities. In the long term the aim is to further develop the network in partnership to increase its reach and areas of provision. For example, developing more specialist hubs provided in partnership with universities, and extending the spokes involving schools, and potentially businesses, across the South to create a network reaching from Eyemouth to Stranraer.

This element of the project will benefit schools and the Local Authorities in the first instance. In this sense this element is likely to benefit other delivery partners in the South of Scotland Economic Partnership. It is also likely to support school attainment improvements.

Extension of Stranraer Campus to facilitate the development of engineering facilities and Mini Hub.

Engineering provision is currently not available through our Stranraer campus, but employer engagement activity has demonstrated that there is a need for engineering skills in the West of the region. A windfarm company has been in discussion with the college and has committed to providing £200,000 of equipment should a facility be developed. From some initial feasibility studies, it would be possible to extend the footprint of the campus to incorporate an engineering workshop. As well as addressing the engineering skills shortage this project will allow us the opportunity to create more flexible teaching space allowing the College to deliver courses based on trends and needs in the local area.

This is also part of the joint bid, with Border College to the newly formed South of Scotland Economic Partnership.

Reconfiguration of Stranraer Campus to develop a 'Mall'

Facilities that support client engagement – ie hairdressing and beauty salons, and training restaurant are grouped on the bottom floor of the campus building in order to create a more realistic commercial feel which will enhance both the learners and client experience. Along with the creation of enhanced salons, the College would use the space created to bring in more multi-purpose classes on the 1st floor, providing potential to offer more/different programmes of learning. Initial costs, excluding equipment, furniture and fittings and VAT are estimated at £420,000.

This element is not part of the joint bid to South of Scotland Economic Partnership and additional sources of funding will need to be identified to progress this.

3.3. Outcome: A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference.

Developing the Young Workforce

Context: The College continues to examine the “learner journey” in full, from the transition from school into FE or HE and further academic progression, whilst taking into account the desires and needs of the people within our region. We work aim to work closely with all 16 secondary and many primary schools in our region, but the remote and rural nature of our region can present difficulties.

The College plays a key and very proactive role within our Regional Groups and commits significant time and resources to supporting these. Given the size of the college, it is particularly challenging to find the capacity to maintain this, particularly as all of the DYW funding is allocate to the regional group and college funding is for teaching. For example - The College meets with each secondary school or ‘cluster’ of schools on an annual basis to agree appropriate pathways and curriculum offerings. However, many of the schools request in-school delivery – quoting transport and access as a barrier – and this increases the costs to the college for staff travel and delivery to low numbers. Currently the College bears all of these costs and this is not a sustainable model going forward. Discussions are ongoing with DGC Education Services regarding a sustainable, flexible model for DYW provision.

Some schools in the region have formed ‘clusters’ e.g. the North East Cluster that comprises, Annan, Lockerbie and Moffat secondary schools where vocational options and delivery are common across the schools. Some college delivery takes place in Annan Academy and pupils from Moffat and Lockerbie travel to the school. This means that numbers tend to be more sustainable, pupils have the opportunity to mix with pupils from different schools and the College is then able to offer progression into full-time college programmes. However, this is not possible across the whole region. Distance and travel time are often quoted as a significant barrier – particularly for schools in the West and North of the region.

What we will do:

- The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The college, in partnership with colleagues from Education Services, has identified an ‘offering’ to be delivered in the Bridge and this will be provided to school pupils as part of their option choice.
- The College is also working in partnership with Dumfries and Galloway Council to deliver Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth guarantee scheme is an extension of the Scottish Government’s commitment that every single 16-19-year-old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding School-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.

- The College will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but they should not be underestimated in terms of preventing choice and opportunity for young people.
- A piece of research work was recently undertaken on behalf of DGC and Dumfries and Galloway college to identify future education and training needs linked to employment prospects in the West of the Region. The Head of Education Services and College Principal then visited Head Teachers from Douglas Ewart Secondary School and Stranraer Academy to discuss the findings and explore opportunities to increase joint working. As a result, opportunities to deliver Foundation Apprenticeships in Engineering in Stranraer Academy are currently being explored with a view to delivery in 2019-20. There are currently no engineering facilities at Dumfries and Galloway College Stranraer campus but it is hoped that a metal workshop at Stranraer Academy may be suitable for conversion into an engineering workshop. Legal and practical implications are currently being explored.
- Head of Education Services and College Principal are working together to develop a stronger school-college link in the West.

Gender Balance

Context: Dumfries and Galloway College is committed to addressing this issue whilst accepting that the situation results largely from societal and cultural issues that will require a much broader response. Gender stereotyping is often more embedded in rural employers who are predominately micro businesses and SMEs and tend not to be so focussed on this issue as large companies with established HR resources and common cause with union partners.

The College has a relatively small work force, with low turnover, and in many curriculum areas there are only 1 or 2 staff. It is therefore difficult to achieve the change in staff in areas of stereotyping that would provide the role models needed.

The College Board of Management is well established and comprises of a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and twelve non-executive members. Of the board, 8 members are female, and 10 members are male, an even spread in terms of gender and members have a wide range of backgrounds and experience. All approved board and committee agendas, minutes and papers are available on the college website <https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=BOM-Governance>

What we will do:

The college has developed a detailed Gender Action Plan outlining how it plans to address gender balance https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/09/Gender_Action_Plan_2017.pdf

The key aims are:

- Enhance strategic oversight of tackling gender imbalances at a national, regional and institutional level

- Engage with schools to tackle gender imbalance earlier and to tackle gender stereotypes
- Ensure equitable admissions by gender
- Enhance support for those involved in student educational choice processes to enable them to impact on gender imbalances
- Enhance student involvement to tackle gender imbalances
- Enhance retention and completion at a subject level where there is a gap by gender
- Evidence our progress in achieving the vision for 2030

Employability

Context:

Dumfries and Galloway College works with a range of partners across the region in terms of the development of Employability opportunities and Skills across the region. This partnership arrangement includes Dumfries and Galloway Employability and Skills team, Community Learning and Development teams, Skills Development Scotland, the Open University, the Local Chamber of Commerce DYW team, Schools across the region including the E Youth Guarantee Partnership group.

The Local Employability Partnership is reflecting on new remits and refreshed memberships to ensure the most effective way forward for the region can be achieved around employability.

The college plans its curriculum in terms of sector needs and skills for the region with a range of National Documents and the recent Dumfries and Galloway skills assessment for the region produced by Skills Development Scotland and Local Skills needs and Knowledge.

The Challenges to the college remain difficult so it is essential all partners contribute their resources in a collective effort to support employability skills and development across the region. This is in terms of delivering low levels of GDP for the region. Lower levels of pay than National & Scottish averages, ageing workforce population, reducing numbers of school leavers to support employability pipeline development, over 90% of employers classed as small business and one of the biggest regions in Scotland with low populations throughout.

What we will do:

- The College has now developed a Work Experience/Placement Action Plan (See link at the end of this section). It is the College aim that all provision comprises of significant, relevant work related learning, work placement and work experience.
- The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offers approx. 180 placement opportunities to College students per year. Building on the NHS and DGC partnership, for 2017-18, it is hoped approx. 45 of these placements will lead to guaranteed interviews for employment.
- The College has a range of work related learning, work experience and placements opportunities depending on the SCQF level of the course. Access (SCQF 1-4) programmes contain work related learning and or enterprise activities; SCQF 5 & 6 have work experience and or work placements, Access to HE programmes include volunteering opportunities as well as placement and HE programmes contain mandatory work experience units.

- The College aims to build a stronger relationship with the local Job Centre to raise awareness of the content of our courses, which are designed in partnership with employer and sector bodies, and are a route to employment.
- The College is also in discussion with the Region Employability and Skills team to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment is currently being delivered as a pilot programme to also address retention and attainment issues at SCQF Level 4.
- The College is piloting with a schools for 18/19 value added learning for S4 learners to support them in terms of skills to support employability skills development. If successful these will then be offered to other schools across the region.

STEM

Context: With a few exceptions, the nature of the businesses in Dumfries and Galloway do not have a particular demand for high-level STEM qualifications. Where there are, the college is active in working partnership with industry to deliver the qualifications they require eg in renewable industries. However, many of the businesses are not fully utilising or exploiting digital technologies because of a lack of awareness or basic digital skills. It is important to recognise the relative importance of this in considering the contribution of the College.

What we will do:

- The College continues to work with key partners such as Scottish Power Energy Network and their contractors to deliver overhead linesman technician training to ensure a continuation of a skills pipeline in the region. In addition, a wind turbine technician programme is offered providing entry into a key business sector with employment opportunities. The College supports small business diversity in the micro renewable sector through the Energy Centre where businesses are able to access information, advice and training relating to installation of renewable technologies and products such as bio-mass heating, air and ground source heating pumps.
- The College currently delivers on a range of energy, engineering and computing courses. It is planned to introduce a HND Electrical Engineering programme in 2018-19 ensuring that high level skills education and training is available in the region. The College is seeking a university partner that would consider some on campus delivery in the future (perhaps using College premises) to enable degree level provision to be available for full-time, and part-time study.
- All courses from Computing and Digital media have been mapped to the STEM framework and the College is planning to introduce a new vendor qualification, such as CISCO, to its portfolio in 2018-19. The college has already started to include life skills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects includes Reablement and Skills for Work Healthcare. The new HNC Childhood Practice now includes a numeracy unit. As part of the Care Academy (partnership between the

College and Open University) digi-health will be explored and introduced as part of upskilling and course provision.

- The College is an accredited BPEC assessment centre and will continue to support local employers to grow and diversify in respect of STEM related products.
- The College now chairs the Dumfries and Galloway Renewable Energy Partnership Group. The group focuses on looking at the economic opportunities in Dumfries and Galloway with the College looking at development of skills and training.

The Hubs referred to earlier in this document will play a major role in supporting, encouraging and inspiring participation in STEM by learners, employers and other partners.

Innovation

Context:

Although the College is proactive in seeking to engage with the innovation agenda it faces a number of challenges in trying to progress this. It is important that the pivotal role that colleges can play in reaching into companies to try and support greater innovation – particularly in rural economies – is recognised. There is a real danger, that because of the lack of critical mass and demand, and the nature of the economy, there is not the same focus on the South as will be apparent in city regions. The College plays a key role in addressing this and it is essential that it is enabled to act as true partners and agents of Innovation Centres. The STEM hubs proposed will support this.

What we will do:

- Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create hubs in Dumfries and Galloway that link into the Innovation Centres with the technologies and expertise relevant to the majority of the regions businesses but with the ability to support and signpost to Innovation Centres as required.
- The College aims to play a leading role in the recently announced South of Scotland Economic Partnership. We will work innovatively with partners to ensure that appropriate skills development are in place to enable business to develop under the umbrella of South of Scotland Economic Partnership. This will include developments in Social media and transferrable skills via CTS for companies, accessing the College Innovation fund to support business development and developing tailored solutions such as through our Energy Centre.

Apprenticeships

Context: Dumfries and Galloway College is a key partner in delivering Modern Apprenticeships in the South of Scotland as the major providers of off the job training as well as contracting in their own right. However, the procurement framework is particularly challenging in a rural area. This requires the College to identify the numbers and employment areas well in advance of the contract. However, the typical business in the region tends not to engage in workforce planning and rather tends to respond to changing circumstances. It is often the case that companies will approach the college once the contract period has commenced seeking an apprentice.

What we will do:

- It would be helpful if there were greater flexibility to respond in year to the needs of regional employers. Given the scale and distribution of schools in the region, delivering Foundation Apprenticeships programme is difficult with insufficient funding to run programmes with small cohort. Despite this the College continues to increase the number of Foundation Apprenticeship pathways. In 2017-18, we have offered a foundation apprenticeship pathway in Engineering. A further two pathways are being offered in 2018-19 for Business Skills and Social Services with Children and Young People. Construction, Computing, Healthcare and Food Manufacturing pathways are planned to be offered in 2019-20.
- Modern Apprenticeships - The College is committed to the development and delivery of modern apprenticeships for effective workforce development. In line with Scottish Government, the College aims to increase activity over the planning period and is working with CITB, SECTT, SNIPEF and SDS to achieve this. The College is in early discussions with SECTT on the likely demand in the Region for adult apprenticeship routes on a day release basis.

Early Learning and Childcare

Context:

Dumfries and Galloway College staff have been working closely with a team from Dumfries and Galloway Council to identify demand and delivery models to achieve the increase in childcare practitioners at HNC level for the region.

What we will do:

Several meetings have taken place, and joint promotional materials, publicity arrangements, open events etc have been arranged to highlight the job opportunities and generate applications. The promotional material has been circulated electronically to all council establishments and private sector employers highlighting the open events and inviting them and their staff to attend. It is recognised however, that achieving 109 enrolments for HNC programmes for 2018-19 will be a significant challenge. The college will implement a range of delivery models – full-time, part-time day and evening, blended and online – in order to offer maximum flexibility for attendance. It is unfortunate that SVQ level 3 is not recognised as an equivalent of an HNC for the purposes of achieving the credit targets as Dumfries and Galloway Council are keen that this is used for upskilling the current workforce. Dumfries

and Galloway Council will work with the college to ensure work placements are available to learners as this is a core requirement of the qualification.

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/CDP_2018_-19_Version_2.pdf

<https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/04/evaluative-report-and-enhancement-plan-dumfries-and-galloway-college201617.pdf>

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https://www.dumgal.ac.uk/dumgalcontent/uploads/2015/11/Code_of_Good_Governance_for_Scotland's_Colleges.pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate_Parenting_Action_Plan.pdf

SFC Outcome Agreement Targets for 2018-19 to 2020-21: Dumfries and Galloway

- * denotes priority measure
 ** denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

OA National Measure	Actual 2016-17	Projection 2018-19	Projection 2019-20	Projection 2020-21
1(a)* The volume of Credits delivered				
Core Credits target (region)	30,377	30,176	30,176	31,000
% towards core Credits target (region)	100.9%	100%	100%	100%
The volume of Credits delivered (ESF)	0	0	0	0
The volume of Credits delivered (core + ESF)	30,377	30,176	30,176	31,000
1(b)(i) The proportion of Credits delivered to learners aged 16-19 and 20-24				
Proportion of Credits delivered to learners aged 16-19	50.5%	54.0%	54.0%	54.0%
Proportion of Credits delivered to learners aged 20-24	16.3%	23.0%	23.0%	22.0%
1(b)(ii) The proportion of Credits delivered to full-time learners aged 16-19 and 20-24				
Proportion of Credits delivered to full-time learners aged 16-19	56.5%	56.25%	56.25%	56.7%
Proportion of Credits delivered to full-time learners aged 20-24	17.3%	18.3%	18.5%	19.2%
1(c)* The proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	11.3%	12.5%	13.0%	13.0%
1(d) The proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	50.6%	50.0%	50.0%	50.0%
Proportion of Credits delivered to Female learners	49.3%	50.0%	50.0%	50.0%
Proportion of Credits delivered to BME learners	3.7%	0.8%	0.8%	0.8%
Proportion of Credits delivered to students with a known disability	13.8%	14.0%	14.0%	14.0%
Proportion of Credits delivered to students with Care Experience	1.7%	1.3%	1.5%	1.6%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	157	230	240	250
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.3%	3.2%	3.4%	3.6%
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.5%	5.0%	5.0%	5.0%
Proportion of Credits delivered at HE level to learners from SHEP schools	1.8%	2.0%	2.0%	2.0%
3. The proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	26.2%	19.0%	20.0%	20.0%
4(a)* The proportion of enrolled students successfully achieving a recognised qualification				
Percentage of FTFE enrolled students achieving a recognised qualification	61.6%	70.0%	71.0%	72.0%
Percentage of PTFE enrolled students achieving a recognised qualification	70.7%	84.0%	86.0%	86.0%
Percentage of FTHE enrolled students achieving a recognised qualification	71.2%	74.0%	76.0%	78.0%
Percentage of PTHE enrolled students achieving a recognised qualification	74.9%	84.0%	88.0%	90.0%

4(b)* The proportion of enrolled MD10 students successfully achieving a recognised qualification				
Percentage of MD10 FT FE enrolled students achieving a recognised qualification	60.8%	77.0%	78.0%	76.0%
Percentage of MD10 PT FE enrolled students achieving a recognised qualification	73.44%	84.0%	86.0%	86.0%
Percentage of MD10 FT HE enrolled students achieving a recognised qualification	65.96%	74.0%	76.0%	76.0%
Percentage of MD10 PT HE enrolled students achieving a recognised qualification**	76.92%	84.0%	88.0%	76.0%
4(c)* The proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
Percentage of senior phase FT FE pupils achieving a vocational qualification**	-	-	-	-
Percentage of senior phase PT FE pupils achieving a vocational qualification**	72.2%	84.0%	86.0%	86.0%
Percentage of senior phase FT HE pupils achieving a vocational qualification**	-	-	-	-
Percentage of senior phase PT HE pupils achieving a vocational qualification**	50.0%	84.0%	88.0%	88.0%
4(d)* The proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
Percentage of CE FT FE enrolled students achieving a recognised qualification**	35.1%	37.0%	39.0%	40.0%
Percentage of CE FT HE enrolled students achieving a recognised qualification**	50.0%	50.0%	55.0%	55.0%
4(e)* The proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
Percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	62.0%	63.0%	64.0%	64.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	124	110	120	125
6. The proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	10.3%	17.0%	20.0%	23.0%
7.* The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
Proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Not Yet Available	12.0%	14.0%	16.0%
8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
Proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	Not Yet Available	93.0%	94.0%	94.0%
9. The percentage of students overall, satisfied with their college experience (SSES survey)				
Percentage of full-time FE students overall, satisfied with their college experience	88.0%	93.0%	95.0%	95.0%
Percentage of full-time HE students overall, satisfied with their college experience	81.0%	93.0%	95.0%	95.0%
Percentage of part-time FE students overall, satisfied with their college experience	89.0%	93.0%	95.0%	95.0%
Percentage of part-time HE students overall, satisfied with their college experience	95.0%	93.0%	95.0%	95.0%
Percentage of distance learning overall, satisfied with their college experience	91.0%	93.0%	94.0%	95.0%
10 Gross carbon footprint (tCO2e)	1,205	1,087	TBC	TBC



Outcome Agreement between Dumfries & Galloway College and the Scottish Funding Council for AY 2018-19

On behalf of Dumfries & Galloway College:

Signed:

Print name: Carol Turnbull

Position: Principal

Date: 9 August 2018

Signed:

Print name: Brian Johnstone

Position: Chair

Date: 9 August 2018

On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date: 20 June 2018