

Regional Outcome Interim Agreement 2020/2021

January 2021

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1. Dundee and Angus College/SFC Interim Outcome Agreement 2020 -2021

College Region - Dundee and Angus
<p>College region Tayside (Dundee and Angus College) will receive £29,147,696 core teaching funding, and £2,989,845 capital maintenance funding (inclusive of the additional Capital Maintenance funding of £513,8453) from the Scottish Funding Council (SFC) for academic year 2020/21 to plan and deliver 103,314 credits worth of further and higher education. This is inclusive of designated credits for childcare activity.</p> <p>In addition, the college region will receive £1,142,709 in European Social Fund (ESF) grant through the SFC to deliver a further 4,091 Higher Education credits to eligible learners. Plus £743,661 economic recovery funding to deliver 1,862 credits to support recovery from the COVID 19 pandemic.</p> <p>The total credit target for 2020/21 is therefore 109,267. Core Student Support funding for 2020/21 is £9,582,644</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 2020/21 as a result of the COVID 19 pandemic. This acceptance is in line with the Scottish Funding Council assurances to the sector 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 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, digital and metaskills at all levels.	✓	✓	✓	

D&A College Priority Outcomes	SFC Key Outcomes			
	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, underpinning 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 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. Commitment and Statement of Intent

As the COVID 19 pandemic has developed, and as the necessary restrictions and mitigations have been enacted, Dundee and Angus College has remained fully committed to the delivery of the priority outcomes required for our region and as detailed within our original [2020/2021 Outcome Agreement](#).

Despite the challenges faced, this commitment remains firmly in place and throughout the remainder of 2020/2021 Dundee and Angus College will continue (as restrictions allow) to deliver on the key sector priorities and outcomes as they relate to our region. Where COVID 19 restrictions make it impossible to deliver on any of these priorities in the ways initially anticipated, the College will work innovatively and creatively to find other ways to deliver activity and services and to achieve the outcomes required.

The College is fully engaged in delivering revised outcomes and activities as a result of the changing landscape arising from COVID 19. Dundee and Angus College is a key anchor institution within our region and is committed fully to the economic and social recovery of our region.

Dundee and Angus College outcomes relative to the key policy priorities identified by the Scottish Government and Scottish Funding Council for the remainder of academic year 2020/2021 are summarised in the following sections.

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 and growing successful articulation links for learners from all backgrounds. The College has already undertaken a significant amount of work to develop 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. The College actively supports the Associate Student scheme, and all of this work underpins our plans to support a further increase in the number of learners articulating with advanced standing to 60% by 2022.

The College continues to work closely with our partner universities in Dundee, with clear communication and reporting processes established for the monitoring and review of programmes. This includes data sharing at registry level, and D&A involvement at Abertay University clearing and recruitment events.

A close working relationship exists 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 both during and post COVID. This strategy outlines further opportunities, outcomes and mainstreaming of service provision for the period 2020 – 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).

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. We are a member of the Veterans Careers Transition Partnership and (although disrupted by COVID restrictions) continue to work through this partnership to deliver on the recommendations of the veteran's commissioner.

All of this work will continue to progress through 2020/21 and into future years.

4.2. Quality of 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.

This trend has 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. These arrangements are essential in supporting positive learner outcomes at this time.

Learner outcomes remained high during session 2019/20, and early retention in session 2020/21 shows a continuing positive trend. Overall 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 received a very positive outcome from the Education Scotland Progress Visit in January 2020.

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.

These major developments are progressing despite the COVID 19 pandemic and (whilst timescales may vary due to COVID restrictions) the College will continue to play a leading 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 new full time provision established in areas such as Child Care, Advanced Manufacturing and Robotics, Cyber Security, Activity Tourism, Business Analytics and Food Science, 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, Cyber Security, Digital Baselineing and Business Intelligence.

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, particularly through our Enterprise D&A facilities in Arbroath and Gardyne Campuses.

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.

Access and clear learning pathways for all offer a broad range of learning opportunities at SCQF levels 4, 5 and 6, targeting the DYW priority groups, supporting employability and reducing youth unemployment by engaging younger learners on their 15 – 24 learner journey into meaningful employment. The need to focus on enhancing the level of sustained positive student destinations has been exacerbated by COVID 19 and we will continue to support this (as restrictions allow) by expanding work placement activities, further developing opportunities to learn in realistic workplace environments, increasing opportunities for student volunteering and mentoring, and supporting student enterprises. This includes our commitment to the Kickstart and similar schemes to support and promote work readiness.

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 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](#). This work has made significant use of [Service Design](#) to engage with students and co-design the new ways of working required to support COVID 19 impacted activities.

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, including providing feedback through standing agenda items on the full Board and our Learning, Teaching and Quality Committee agendas.

The Students' Association organise extensive events to support the sharing of ideas, feedback and information between students and the College senior team. In normal circumstances this includes 'Pizza with the Principals' and 'Cake with the Chair' sessions throughout the year. With the impact of COVID 19 these have become online Q&A sessions with senior staff, and focused sessions with managers and experts in areas such as Student Funding.

These sessions have proved to be very popular and discussion with learners from across the College is used to provide input and feedback across the range of activities and outcomes. This online approach will continue after the COVID 19 restrictions are past as a positive way to generate live engagement with learners from all parts of the College.

In addition to the usual range of Students' Association activities, the College has a highly successful Sports Union, engaging students within a broad range of sports and wellbeing activities. The Sports Union offers a significant range of opportunities for learners of all abilities and work will progress in partnership with student sports volunteers and student coaches to support and enhance their fitness and wellbeing.

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. This work will remain as a central element of our activity to enhance retention, engagement and outcomes during 2020/2021 and as part of our post COVID 19 social and economic recovery.

The multi award winning [D&A Attributes](#) programme is supported by our Learner Engagement and Learning & Digital Resources teams and provides learners with significant opportunities to develop and evidence the key attributes that our employers have identified as critical to their employability and future career success.

The Attributes programme is a highly innovative and flexible approach and has developed further to incorporate extensive volunteering opportunities. All Attributes outcomes have been mapped to the Skills 4.0 metaskills matrix, allowing learners to track their development against the key metaskills required for success in the 21st century.

The D&A Attributes are an embedded element of the College offer and (as COVID 19 restrictions allow) will continue to make a significant contribution to our work in Developing the Young Workforce and our embedding of metaskills and the Essential Skills Ambitions for Scotland.

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 organisational strategy.

This core purpose recognises our role and responsibilities as an organisation 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 [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, BME 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 additional funding to support access to counselling which has supported a substantive increase (+2.7 full time equivalent) in counselling support for learners with mental health support needs. The College also has an 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.

The College is an active supporter of the Gender Based Violence campaign and has led and participated in a number of 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.

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 events and activities that encourage participation and engagement within atypical subject areas.

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

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. We have been a successful provider of Modern Apprenticeships since the creation of the programme, offering Modern Apprenticeship (MA) and SVQ programmes in the workplace at levels 2 – 5 on either a funded or commercial basis, delivering around 750 candidate places, including around 300 Modern Apprenticeship opportunities.

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 2019/20 the College supported 300 MA candidates on the SDS CTS/FIPS system covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Civil Engineering, Customer Service, Childcare, Hospitality, Creative & Digital Industries and ICT.

This work is 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 has led on the Skills Development Scotland pilot of pre-Foundation Apprenticeships in Construction (Design and Build) and in Hospitality, targeting school pupils who are at risk of disengaging and/or not progressing to a positive destination. This experience has supported our development of new additional Pathway Apprenticeship provision to help to alleviate the negative employment impact on young people. The College has been an enthusiastic adopter of the pathway model and (as COVID 19 restrictions allow) will deliver these throughout the remainder of 2020/21.

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 included within the [original D&A 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 is 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 2020/21.

Despite postponement in its implementation, 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.

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.

Although in place for a number of years, our [D&A Digital Strategy](#) remains relevant as an outline for the key steps and skills needs of staff and learners and will underpin our on-going support and development in this area.

On a national level, the College is also 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 further 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.

The College has expanded its use of digitised systems, reports and data dashboards since the March 2020 lockdown to better inform staff and learners on remote engagement, progress and development. This work is accelerating and the use of data expanding as a 21st century skills need that improves decision making, feedback and outcomes.

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.60% (with reductions in carbon usage every year for over a decade). Whilst these measures will be falsely impacted during 2020 by the COVID 19 enforced lockdowns, this work will continue to ensure that a sustained downwards trend is maintained.

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 the 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 in advance of the national arrangements.

We have removed over 140,000 disposable cups and 20,000 plastic bottles per year from our waste stream and continue to promote the circular economy by installing recycled plastic road surfaces across our estate.

We have significantly 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.

5. Conclusion

The COVID 19 pandemic has disrupted day-to-day College operations to a significant extent, necessitating changes in the way in which we plan, deliver and monitor learning, teaching, support for learners and corporate/business activities. This impact will be on-going (and rapidly changing) during the remainder of academic year 2020/2021 and is expected to continue well into 2021/2022.

Whilst this has impacted significantly on all aspects of College activity, our commitment to deliver on our high level outcomes remains in place. Throughout 2020/21 Dundee and Angus College will continue to focus on our key strategy of learner success and (within all current COVID adaptations and guidelines) will prioritise activity, funding and developments to support this.

Dundee Angus College ROA Measurement Framework 2019-2020

	2018-19	2019-20	2020-21	2021-22	2022-23	Notes and comments
	Actual	Actual	Ambition			
A. The volume of Credits delivered						
The volume of Credits delivered (core)	109,345	108,331	105,259	109,500	109,500	
info. Core Credits target (region)	103,521	103,521	109,500	109,500	109,500	
info. % towards core Credits target (region)	105.6%	104.6%	100.0%	100.0%	100.0%	
The volume of Credits delivered (ESF)	5,824	5,579	4,241	0	0	
The volume of Credits delivered (core + ESF)	109,345	108,331	109,500	109,500	109,500	
B. Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas						
Volume of Credits delivered to learners in the most deprived 10% postcode areas	19,912	19,699	20000	20000	20000	
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	18.2%	18.2%	18.3%	18.3%	18.3%	
C. Care Experienced -						
Volume of Credits delivered to care experienced students	6,719	11,546	6,570	6,570	6,570	
Proportion of Credits delivered to care experienced students	6.1%	10.7%	6.0%	6.0%	6.0%	
D. The number of senior phase age pupils studying vocational qualifications delivered by colleges						
	548	771	600	600	600	
E. Proportion of enrolled students successfully achieving a recognised qualification						
The number of FT FE enrolled students achieving a recognised qualification	2,276	2,207				
The total number of FT FE enrolled students	3,242	3,057				
The percentage of FT FE enrolled students achieving a recognised qualification	70.2%	72.2%	74.0%	75.0%	76.0%	
The number of PT FE enrolled students achieving a recognised qualification	3,813	2,478				
The total number of PT FE enrolled students	4,715	3,079				
The percentage of PT FE enrolled students achieving a recognised qualification	80.9%	80.5%	84.0%	84.0%	84.0%	
The number of FT HE enrolled students achieving a recognised qualification	1,412	1,364				
The total number of FT HE enrolled students	1,969	1,806				
The percentage of FT HE enrolled students achieving a recognised qualification	71.7%	75.5%	76.0%	77.0%	77.0%	
The number of PT HE enrolled students achieving a recognised qualification	623	373				
The total number of PT HE enrolled students	772	468				
The percentage of PT HE enrolled students achieving a recognised qualification	80.7%	79.7%	84.0%	84.0%	84.0%	
F. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing						
The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	673					
The number of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	357					
The proportion of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	49.8%	49.8%	55.0%	60.0%	60.0%	
G. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying						
The total number of full-time FE college qualifiers (confirmed destinations)	2,297	1,889				
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2,130	1,755				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	92.7%	92.9%	97.0%	97.0%	97.0%	
The total number of full-time HE college qualifiers (confirmed destinations)	1,174	963				
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,137	909				
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	96.8%	94.4%	97.0%	97.0%	97.0%	
H. The percentage of students overall, satisfied with their college experience (SSES survey)						
	95.7%		97.0%	97.0%	97.0%	