Interim Outcome Agreement –
Dumfries and Galloway College 2020/2021

College Region: Dumfries and Galloway

College Regional Grouping: Dumfries and Galloway College

<u>**Funding**</u>

College region **Dumfries and Galloway (Dumfries and Galloway College)** will receive £10,434,714 core teaching funding, and £277,000 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2020-21 to plan and deliver 30,176 credits plus 622 ESF credits. £239,594 has been set aside for staff job evaluation

In addition, the College will receive £2,644,235 student support funding for AY 2020-21 and we have been allocated £175,000 ESF funding for 622 credits.

The College is on track to deliver core and ESF credits in academic year 2020/21, however the College is keeping this under scrutiny due to the operating environment resulting from the pandemic.

Signed by College Region   **Signed by Scottish Funding Council (SFC)**

Regional Context

Dumfries and Galloway College are a civic anchor within the communities it serves, it is one of the main employers and providers of learning across the South of Scotland, with programmes ranging from senior phase to degree programmes.

In June 2020 Dumfries and Galloway College launched its new Strategic Plan Ambition 2025 which articulates a vision and roadmap as to how the College wishes to respond to regional and socio-economic priorities over the course of the next 5 years.

Our campuses are based in Dumfries and in Stranraer in the west of the region. Our campus sites reflect the commitment of the College in serving the needs of the whole of the Region. The College has an average of 9,000 students per year with approximately 15% full-time and 85% part-time/other attendance. Nearly 96% of students go into positive destinations; 25.4% into employment and 70.2% into further study. The College attract students from different socio-economic backgrounds. Its student profile is diverse, and its curriculum offerings are adapted to their specific needs to personalise their learning.

The College's operating environment is mapped by Scottish Government policy, principally the Scottish Government's Post-16 Education (Scotland) Act 2013 which outlines changes to the governance arrangements for the College sector in Scotland.

Dumfries and Galloway College are the largest academic partner of the Crichton Campus Leadership Group (CCLG) and work with education partners to improve the learner journey and increase positive student outcomes, thus supporting routes to the labour market and the supply of skills to support economic growth within the region.

The College's curriculum areas offer a broad range of further and higher education pathways. Our External Development department combine curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers.

The economic impact of the COVID-19 pandemic has presented a real challenge to the rural economy in terms of resilience compounded by existing challenges within the Dumfries and Galloway region exacerbated by issues around digital connectivity and economic diversity.

Transformation Plan

Dumfries and Galloway College is currently progressing its transformation plan to meet the challenges in academic, financial and resource provision to ensure that the organisation is placed on a sustainable footing for the future. The plan will look at income generation and diversification, improving student retention and attainment, and ensuring our portfolio meets the needs of the region and wider South of Scotland economies.

Ambition 2025

Dumfries and Galloway College is implementing Ambition 2025, the Colleges new 5-Year Strategic plan. The implementation of this will be very much aligned to what is now the 'new normal' therefore reimagining a college education in a post COVID world and incorporating Scottish Government key priorities

Ambition 2025 includes 5 separate strategies:

- **Student Experience**

We will provide our students with an ambitious, dynamic and far-reaching tertiary education that is responsive and future focussed.

- **People and Culture**

We will enable our people to create a productive and resilient workforce

- **Growth and Innovation**

We will enable regional growth and innovation through partnership and learning and skills development.

- **Finance and Performance.**

We will drive a sustainable funding model which supports outstanding organisational performance levels.

- **Systems and Infrastructure**

We will improve our customer experience through sustainable use of our resources and enhanced use of data and technology.

Contents

Economic Recovery and Social Renewal

Section 1 – Fair Access and Transitions

Fair Access

What have we done?

The College is committed to ensure provision is delivered efficiently, is accessible, addresses barriers for all students and meets national, regional, and national employer needs. The College has planned its curriculum to enable access and progression within the SCQF framework. Impacts of the pandemic have been particularly challenging in relation to widening access for disadvantaged learners.

Digital poverty has been a key issue to consider with the immediate response focused on digital devices. The College procured devices to enable staff and students to work fully online from home during the pandemic. Devices included laptops/tablets/MiFi and other ad hoc items such as mouse/keyboard. Working with SFC and business we have so far issued 231 devices with another 100 due for issue.

Given the rurality of the region there is often a reliance on public transport. We have worked with our transport suppliers to ensure transport is available for all students coming to college without charge, particularly important through the Covid19 pandemic when sharing of cars for example is to be avoided.

Support and Academic staff continue to work closely and have a range of measures in place to identify students at risk of leaving. Student Adviser and Educational Support Workers are assigned curriculum teams and work alongside academic staff to monitor progress through professional discussions and digital systems.

At application stage, or before, students are encouraged to alert us to any additional need such as a learning need or if they are care-experienced or a carer. (EP no. 5). They are invited to discuss this with advisers to see how the college can offer support. If it is an academic need, a needs assessment is carried out. Returning students have their needs assessment altered as appropriate after a further, less rigorous assessment. The needs assessment is a fluid document and, because of PLSP meetings with educational support workers, recommendations can be altered as student needs change.

Students who have caring responsibilities can now access a monthly surgery held by the Carers Trust in the college. This can help with funding and support. We are making young carers aware of a new Carers' grant which is being launched whereby young carers can claim £300 per year.

Project Search is an initiative to introduce and include young people in the working world. A number of Project Search students have progressed from supported programmes and continue to receive support as they move into the workplace.

Passport to College is designed to give vulnerable students a taste of different subject areas. A small, supportive class can help students find their feet at college while they explore subjects, they may wish to study full-time the following year.

Prince's Trust supports young people who have faced difficult issues in the past. The programme concentrates on team building and self-awareness to develop confidence, social skills and allow for progression onto other college courses.

What will we do?

Access and Inclusion Strategy – We will implement our Access and Inclusion Strategy and review this process during the AY. This Access and Inclusion Strategy sets out the college's commitment to providing an inclusive environment where students with diverse needs and backgrounds are supported to access college provision, achieve positive outcomes and destinations, and progress towards employment.

Pulse Survey – We issued a pulse survey to all students to gather key feedback around access to devices, suitable spaces to work and current engagement in blended and restricted blended learning. We are currently analysing that data to inform our developments as we continue through the pandemic.

Digital Devices and Learning Spaces - We continue to monitor students access to digital resource and space to engage with their studies as we continue to access need. We also repurposed areas within the College estate to provide safe and secure spaces which students could book to engage with online learning and access additional learning support in line with government guidance.

Breakfast Club - The College had planned this year to continue its breakfast club as it was considered a valuable service providing a healthy start for all students. COVID restrictions removed the option to continue the free breakfast club on campus and despite several attempts to re-establish this restrictions and fluidity of the pandemic had not allowed. The College is however committed to removing possible barriers to learning and so options are now under consideration to provide the breakfast club funding directly to students who are known to be in financial difficulty using the Student Advisory service to collect expressions of need and distribute the funding directly.

Access and Inclusion Strategy:
https://intranet.dumgal.ac.uk/tools/file_viewer/files/22200.pdf?t=1611569037.723

Care Experienced Students

What have we done?

Care-experienced (CE) students have a dedicated adviser for support. They are invited to a meeting with the adviser to look at the support required which may result in a needs assessment. Some CE students can have chaotic and unstable lifestyles and the Care-Experienced Bursary can help to address and overcome some of the difficulties and issues. Attainment rose for this group of students largely due to the support available to them from a dedicated staff member plus other staff in the Student Support and Guidance Team. The team also actively promotes awareness on support available for mental health issues.

What will we do?

- **Pre-Enrolment Support** - The college will continue to contact students before they enrol to ensure the transition to college is as smooth and positive as possible. In addition, we will work closely with local accommodation providers to acquire guidance on how care-experienced students can acquire accommodation if they run into difficulties
- **Flexible Approach -** The college will also offer reassurance that as far as possible flexibility with college attendance can take place to attend LAC meetings and other meetings that might impact on students' lives making this easier to manage.
- **CELCIS (2019) -** We will also work towards adopting the recommendations from the CELCIS (2019) survey of care- experienced students in Scottish colleges and universities.
- **Young Scot -** Our designated adviser is working looking to develop a closed group pilot for care experienced students in partnership with Young Scot.
- **Corporate Parenting Plan –** The Colleges Corporate Parenting Action Plan is now due to

be revised.

Learner Journeys

The rurality of the college and the distance to larger towns and cities with wider access to HE has prompted the college to take innovative views of access to Higher Education opportunities; and all students progressing to university, including advanced standing, is one of the college's key target areas now and into the future.

The college is working collaboratively with the University of the West of Scotland to develop articulation agreements but also to look at how delivery at higher SCQF levels can be enabled utilising innovative approaches.

The College has a recognition of prior learning policy to provide opportunities to access and progress through education and training at all levels and enable people to build confidence in a supportive environment.

Recognition of Prior Learning Policy:
https://intranet.dumgal.ac.uk/tools/file_viewer/files/3687.pdf?t=1611308750.693

What will we do?

> **Crichton Campus Leadership Group (CCLG)** – As the largest academic partner of the CCLG we are continuing to explore opportunities and see real opportunities to enhance the volume and scope of provision within The Crichton to improve the learner journey and increase positive student outcomes.
> **West of Scotland Educational Pathway** – The College is engaged in productive discussions with the University of the West of Scotland to explore an extended model of provision that provides a coherent range of provision that provides learner choice and outcomes supporting inclusive economic growth. A joint working group has been established to look at Governance, corporate facilities and services, and curriculum and student experience. In relation the latter the subgroup is considering an improved Learner Journey to provide enhanced product features in programmes that are attractive to all students, providing integrated pathways and flexibility around entry and exit points.

Senior Phase

The College have been working closely with Dumfries and Galloway Council education department to manage our senior phase offer through the pandemic. We continue to review our curriculum offer to ensure it meets the needs and aspirations of young people. A working group has been established between school and College staff to develop application, recruitment and onboarding processes for College Academy removing barriers and encouraging engagement in further study.

The college attends the senior phase operational meeting with all depute head teachers from all the region, the DYW regional manager and SDS, every six weeks. Discussions are held around senior phase issues to improve and align the curriculum to offer a wider provision.

The college participates in DYW Employer Forums in Hospitality, Construction and Engineering forums and is a member of the DYW Steering Group.   The college works in partnership with DYW colleagues and joint promotion of pathways.

What will we do?

> **Senior Phase Admissions** – We have established several collaborative working groups to review and enhance our admissions processes for Senior Phase. We have made bespoke changes to the process for remove existing barriers to application but also to support applications through the pandemic.
>
> **Student Focus Groups –** we will widen the reach of our class representative programme to include focus groups with senior phase students allowing us to use student voice to continue to enhance the student experience for senior phase.
>
> **Hub and Spoke –** The College will continue to work with the council to implement the hub and spoke delivery model which will become essential to increasing access to senior phase provision through digital access and will also serve to address ongoing issues around transport and sustainability.
>
> **Curriculum Offer –** Curriculum Managers will continue to horizon scan using key tools such as the Regional Skills Assessment and partners such as SDS to steer sustainable provision which will meet the needs of the young people of the region.

Equality Impact

As part of the College's Equality and Diversity Framework, Equality Impact Assessment is required for all strategies, policies, plans and key decisions taken. The impact assessment template originally contained consideration of the three duties towards the statutory nine protected characteristics and a check on relevance in terms of Human Rights. This was expanded recently to include specific consideration of impact relating to gender-based violence, care experience, carers, mental health, socioeconomic status and veterans as additional considerations.

Mainstreaming report and equalities link:
https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=equal-opportunities

Section 2 – Quality Learning and Teaching

Quality Online and Repurposed Blended Learning

What have we done?

The College has launched a Student Experience strategy which aims to develop an approach to pedagogy which supports our blended learning but also continues to deliver the strategic priorities of Scottish Government.

Within the Student Experience strategy part of our vision is to embed meta skills into our learning and skills provision which will be delivered in part through our Transform Learning Model which is based on 4 key pillars (Active Learning; Employer Engagement; Digital Learning; and Fairness, Opportunity and Respect).

The College uses Education Scotland's How Good is Our College in the self-evaluation system. All areas of the College are required to undertake self-evaluation to develop and enhance all our education provision and services to support this. For this year there will be a key focus on digital learning and evaluating our success and enhancements going forward. Feedback from our pulse survey has shown that 75% of those who responded have enjoyed learning remotely.

The College's Academic Council has been established to oversee, maintain, and enhance the academic performance of the College in terms of Learning and Teaching issues and standards. The council reports to the Learning and Teaching Committee on matters that relate to performance and enhancement of the student experience including quality assurance and enhancement, performance

indicators and learning, teaching and Assessment. This will be an essential mechanism to evaluate experience to date and build evidenced plans for ongoing remote delivery.

What will we do?

Peer Observation – The College has developed a Peer Observation programme for Lecturing staff which had to be paused during lockdown. To capture key learning from 19/20 delivery the College has developed 'Let's Talk' sessions where staff can share practice, pick up tips and encourage informal peer observation supporting enhancement of the student experience.

Learning and Teaching Mentors – The College has established Learning and Teaching mentors who are working with Lecturing staff to transfer resources online, support implementation of the Transform Learning Model, sharing best practice and facilitate professional discussion of learning.

Online Learning Feedback – As part of our ongoing evaluation process we will develop appropriate tools to deeper understand the student experience of blended learning with that feeding back into our continuous improvement measures using the SPARQS toolkit.

Academic Council – The council has planned to invite specific key personnel to occasional meetings and will also take reports around College wide projects which are ongoing to enhance College performance and student experience. The council will provide a strong evidence base for the Evaluative Report & Enhancement Plan and Regional Outcome Reporting and will also be central to realising the Student Experience Strategy.

Mental Health and Wellbeing

Within the college we have Student Advisors who will advise on Health and Wellbeing and if appropriate signpost to relevant external agencies, for example Children's and Adult Mental Health Services (CAMHS) or online support such as Breathing Space. Students who are experiencing mental health difficulties due to their academic work and who have a needs assessment can discuss issues at their Personal Learning and Support Plan Meeting. Any issues will be taken forward, for example, students experiencing anxiety regarding deadlines. If required, assistive technology is given out on a library lending basis, for example iPads or laptops.

Our Student Advisers continue to work with students at risk by:

- Continuing support for students in Financial hardship via the Crichton Foundation. Student can apply for a payment of typically £100 - £250 to allow them to continue their course covering emergency expenses.
- Working with our partners at the Carers Centre to provide Digital Drop-in Clinics for students with Caring responsibilities.
- Providing support for homeless students which primarily involves This has typically involved working with Shelter and the Council to provide appropriate accommodation.
- Estranged student can have issues with funding applications being processed due to not having appropriate evidence of parental income. We work closely with the student funding team to ensure that student understanding all their options. It has been of particular importance during the pandemic to try and provide a solution as swiftly as possible.

Staff in the Student Support and Guidance Team continue to attend CPD events internally and around the country. These events include: Going Further for Carers, Use of Assistive Technology, The Criminalisation of Young People in Care, Staying Safe Online and Supporting Mental Health. In addition, the college trains some staff to be Mental Health First Aiders which is a vital front-line tool in helping those with mental health issues.

What will we do?

Positive Mental Health and General Wellbeing Plan – we will continue with its implementation and commit to ongoing review and updating of this.

https://intranet.dumgal.ac.uk/tools/file_viewer/files/24195.pdf?t=1611568795.462

Student Voice

What have we done?

The process of student learning and teaching self-evaluation is designed to be a supportive measure to improve learner experience by whole College participation through reflective discussion and collaboration. The process involves staff from across the college and all students including class reps given the opportunity to feedback about the student experience using a range of tools. For curriculum evaluation, all students are given the opportunity to analyse courses through a series of questions to highlight areas of strength and weakness. We will continue to work with them as key stakeholders to develop the process (EP No 13).

With the initial lockdown, the College moved quickly to provide a regular Class representative meeting schedule online. This was enhanced by regular 'Meet the Principal' events, linking students directly with the Principal and Executive Leadership team to provide some stability and confidence for the student body. It was anticipated that there might be a struggle to recruit Class Representatives with new cohorts of students who has not had a chance to become familiar with the College. This was proven to be unfounded and over 80% of classes appointed Class Representatives. Training in the role of Class rep was provided by SPARQS and achieved high satisfaction levels.

What Will We Do?

Student Association Enhancement Plan – In AY 19/20 we worked closely with NUS to conduct an organisational review which gathered feedback from a range of stakeholders and suggested solutions to address some of the challenges which have met the student's association in the past few years. We have an enhancement plan which focusses on 4 key objectives for development in AY 20/21.
Self-Evaluation – The process for self-evaluation for the College was refined and updated over the past two academic years (EP No 10). Although this has resulted in improvements, the College will be progressing this further in line with guidance from SPARQS, NUS, Education Scotland and the SFC. This will be reviewed for improvement during the academic year.
Class Rep System - A regular schedule of meetings has been established, with feedback systems in place. The use of Teams to connect with Class Reps has, additionally, has allowed an opportunity for them to connect with each other in a way that didn't really work before, on campus. Add to this a stable and active Student Association, and we believe we have established stronger engagement framework than in previous years. We are also currently reviewing the class rep process for enhancement ideas making the student voice even stronger across the College.

Section 3 – Learning with Impact

Skills Alignment and Engagement with Business

What have we done?

The Skills and Learning Network is a partnership between Borders and Dumfries and Galloway Colleges which was funded by the Scottish Government through the South of Scotland Economic Partnership. The project has access to learning across the South of Scotland using a digital network.

This project is addressing the Skills Action Plan for Rural Scotland for Priority Area B: Provide individuals with accessible education and skills provision to secure, sustain and progress in their careers in rural areas.

Future Skills Data suggests that the demand for skills in the South of Scotland points to those most sought after being qualified to HNC (SCQF L7) and upwards whereas demographic data for the region tells us that actual qualifications of available labour is predominately qualified at SCQF L5. As a College we are responding to this by looking at increasing our HE provisions where traditionally only about 12% of our portfolio has been at this level. The College will continue to work with partnership institutions to develop HE provision responsive to the needs of the region.

What will we do?

Curriculum Portfolio Planning - In line with our Student Experience Strategy the College have introduced a new process for curriculum planning to ensure that it meets the needs of learners whilst supporting the local and national economy now and in the future. The process engages staff across the College in professional dialogue that scrutinises the current and future curriculum offer to ensure it meets that need but also that resources are in place to support College planning.

College Devised Courses – Through our portfolio review process several curriculum teams have identified skills gaps and designed College devised provision to meet those needs. Introduction to Engineering and Renewable Technologies Course at SCQF Level 4 will provide an introduction in all areas of engineering at a practical level with an emphasis on renewable energy built into the course using the regional skills assessment to align the curriculum with regional and national economic needs. This course would contribute to a growth area for the region and would start candidates on a journey to either employment or progression within FE & HE.

Advanced Manufacturing – Recent investment in Advanced Manufacturing through the Advanced Manufacturing Challenge Fund, provides an opportunity to support the work of NMIS in supporting the growth of manufacturing within the South of Scotland. Dumfries and Galloway College are currently working with the National Manufacturing Institute of Scotland (NMIS) and Strathclyde University to explore joint working, to capitalise on the opportunities that this will present for the skills development linked to a green recovery.

HE Provision - Some students cannot easily travel out of the region because of a range of issues from disabilities, to caring responsibilities, to financial hardship.   As a result, the college is currently working with UWS and other institutions to develop further HE possibilities for the region.

Upskilling and Reskilling

What have we done?

To support Dumfries and Galloway's economic recovery, businesses have benefitted from a range of courses provided on-line by the College. The College has responded rapidly to a new way of working and developed digital delivery models for a range of popular courses that normally took place on campus buildings. The courses, primarily aimed at upskilling in the hospitality, tourism, and leisure industries, have been designed to help those who have been furloughed, are out of work or looking to use their time in lockdown productively. The College has seen high demand from a range of regional stakeholders giving participants access to industry recognised qualifications and opportunities to bolster knowledge and skills.

We have also offered a range of course through our curriculum staff who have already delivered Microsoft Teams training to over 50 HNS workers while our business team have been delivering training and support around Excel and CISCO as an upskilling resource for people who have been made redundant through the pandemic.

To support Dumfries and Galloway's economic recovery, businesses have benefitted from a range of courses provided on-line by the College's commercial unit. The College has responded rapidly to a new way of working and developed digital delivery models for a range of popular courses that normally took place on campus buildings but have been made available online primarily aimed at upskilling in the hospitality, tourism and leisure industries.

Programmed short courses which cannot be delivered online have been impacted most by the pandemic and this has reduced income for the college., We have adapted courses to run online and have seen very successful delivery of IOSH, NEBOSH, ILM and Intermediate Food Hygiene so far.

What will we do?

Short Courses - Courses that have been successfully delivered online will continue to be offered using that model, and we will look for further offers that can support regional needs around upskilling the existing workforce and in reskilling those who wish to change industry sectors.

Section 4 – Equalities and Inclusion

Students Feel Supported to Fulfil Their Potential

What have we done?

Equality Outcomes 2017-2021 are nearing the end of their cycle. These focussed mainly on the protected characteristic of gender and referred to improvements for the student body as a whole. A thorough review has resulted in redesigned Equality Outcomes 2021-25 which are based firmly on quantitative and qualitative evidence relating to each protected characteristic for students and staff. These are published as part of our Public Sector equality Duty reporting cycle, due for publication by 21 April 2021. They will include reference to reducing harassment and hate crime, addressing occupational segregation and pay disparity, and identifying inequalities which emerge because of the Covid crisis.

Improvement in management information are underway with the introduction of Reporting Harassment and Hate Crime Procedure, currently undergoing validation through management and LJNC authorisation routes. This should ensure a clear (and anonymous, if wished) path to reporting of harassment, including racial and sexual harassment, which results in appropriate and consistent action.

Our virtual induction this year contained a briefing on harassment for students and information on how to recognise and report it, and a summary for the College's Community Police Officer on how to recognise and report Hate Crime. Class or staff team training on these subjects, and on wider equality issues, is available on demand through the College's Equality and Diversity Officer.

Monitoring is undertaken annually on application, enrolment, early retention, retention and success relating to each of the protected characteristics, and any anomalies or indications of inherent inequality of provision are reported as part of the annual report required by our Equality and Diversity Framework.

What will we do?

Equality Outcomes – We will design new Equality Outcomes 2021-25 through evidence gathering and extensive consultation, for publication in April 2021 to meet PSED requirements. These outcomes must also meet national priorities and align clearly with the outcomes within Ambition 2025.

Policy Review - Review how we collect information and report on equalities incidents which occur in college, for all protected characteristics. Current incident report rates are non-existent or low. Recent national work on harassment related to gender and race for universities and colleges suggests this is not an accurate or helpful picture.

Dumfries and Galloway Diversity Working Group – we are consulting with the regional Dumfries and Galloway Diversity Working Group, whose members come from across the local public sector and third sector groups representing each of the protected characteristics, to sign off our Equality Outcomes for the coming four year period.

Campaigns - We are also celebrating LGBT History Month through a social media campaign culminating in a joint online event with LGBT Youth and D&G LGBT+ to celebrate 'Unsung Heroes' in early February. Our Harassment and Hate Crime Procedure is due to be launched, requiring awareness raising with both staff and students.

Outcomes for economic recovery and Social Renewal.

Section 5 – Responsive Institutions and Work Ready Learners

Regional Skills

The Cumberford Little report identified the need to enhance the use of College certified qualifications and more use of 'micro credentials' to support a new College purpose. This need is now even greater to supporting the ongoing recovery. Current intelligence tells us that the labour market will experience a downturn of 25-30% with the under 25s most at risk and so there will be an increase in demand for employability type provision to support unemployed and upskilling and reskilling especially in new emerging sectors and those where digital skills and expertise are enablers to recovery.

Ensuring that students can experience a personalised learning journey that meets their ambitions and aspirations is central to the Colleges Student Experience strategy. Some key ambitions of this strategy to meet current and future skills needs includes integration of digital technology into all our learning, preparing our students for employment by embedding meta skills into our learning and skills provision. We also recognise within our strategies the need to work closely with employers to shape the curriculum and create pathways for our learners. Flexibility of provision to adapt our offer quickly will also be critical to meeting future needs and so we recognise the need for relevant and flexible forms of accreditation.

The uncertainty caused by the pandemic has impacted some of our Flexible Workforce Development provision in 20/21 as we work through contracts with businesses due to their inability to schedule at the moment largely due to uncertainty regarding access to the college building or going onsite to deliver. As much as possible delivery will be online but some businesses still prefer face to face.

What will we do?

Skills Action Plan for Rural Scotland - The college acknowledges the ten skill areas of growth for sectors across the region as in the Action Plan and is supporting these key areas in nine out of the ten areas, based on national and local labour market information. With the region's rural economy being one of the lowest average wage economies in Scotland this is a challenge, in conjunction with the fact that young people are leaving the region. However, both alone and in partnership with other local organisations, the college is trying to address these issues. The college has participated in the Consolidated Crichton Outcome Agreement which allows all institutions on the campus to work collaboratively to ensure the very best education and skill provision for all levels.
Future Workforce Development Fund Phase 2 - Phase 2, aimed at SMEs, was launched just before Christmas in response to pandemic and to support small businesses. Some businesses already engaged. Working closely with SE and SDS to target key growth businesses in the region that are still SMEs.
Young Enterprise Scotland (YES) – We are working collaboratively with YES to build enterprise provision across the College. We have delivered bespoke workshops with Business students as well as having cross College activity planned around introduction to enterprise in 2020/21.

Work Ready Learners

We have seen a reduction in Modern Apprenticeships in areas such as hospitality however other sectors are growing such as Social Care. Areas such in hairdressing and motor vehicle have also seen numbers reduce due to lack of confidence in the economy, it is hoped that the situation will improve later in the year, if economic and pandemic conditions ease. Some apprentices were furloughed and

therefore some of our assessors were also furloughed which will mean an extension on the apprenticeship and this may have a detrimental impact on the work readiness across the region.

What will we do?

Repurposed Online Delivery – We have managed to successfully move a large proportion of Work Based Learning and apprenticeships online. Meeting with apprentices and employers are now online and even some assessments have been conducted remotely, where appropriate and so we will continue to work flexibly and innovatively.

Recognition of the Impact of COVID

An ambitious package of educational courses aimed at helping the South of Scotland recover from the impact of COVID-19 has been developed in partnership with Borders College and Dumfries and Galloway College aimed at supporting a range of learners including those who have been adversely affected by the pandemic. Programmes which will support the economic recovery of the region have been identified including digital skills, agriculture and health and social care. These courses have been designed to meet the needs of learners be they working from home, shielding, or impacted by other COVID-19 measures there will be a package of learning available through online, blended learning or face to face (when safe to do so).

Our January start provision was designed to make an offer that both meets the strategic aims if the College but also links to the regional prioritise the areas of digital, green energy and creative industries. We also provided a College to Passport programme which provides access to a range of College courses and provide young people with confidence to take their next steps in learning.

Section 6 – Public Health Emergency

Health and Wellbeing Through the Pandemic

What have we done?

The College has worked collaboratively with all staff, students and wider networks and agencies to ensure our operations are as safe as they can be in the current pandemic. There have been a wide range of communication campaigns by the college through all of its channels aimed at keeping everyone informed of local and national guidance, College related issues including that of qualifications, and any other important comms for staff and students. The College has taken a risk based approach, ensuring all activities across campuses are risk assessed and fully mitigated before activity can progress. The College has installed steps such as thermal screening, one way systems, increased sanitising, increased daily cleans and restricted capacity to ensure the safety of all staff and students. PPE has been made readily available and face coverings are worn as standard in all public areas.

New policies, processes, decisions on methods of delivery required careful equality impact assessment to ensure all staff and students were accommodated appropriately. Our 'I-Will-CARE' campaign supported people who are unable to observe safety rules ensuring that people with disabilities were not 'outed' and were able to work and study without constant challenge.

What will we do?

Government Guidance - The College will continue to work closely with all local and national agencies to enable us to continue to react swiftly to the changing pandemic situation. The College, through regular contact with all agencies, has managed to avoid any internal outbreaks and has seen minimal positive cases remotely through staff and students.

Mental Health Support

What have we done?

The College has continued its partnership with Togetherall providing online resources, tools and access to counselling support for all our students 24/7. Other initiatives such as podcasts, the creation of a virtual wobble room 'wobble' room and ongoing support from Personal Tutors and the Student Experience Team have ensured that students have felt supported. Use of digital technology through the chat function in Teams has proved a valuable resource for students as to seek more informal support from student advisers.

Our student association has been very proactive through this time and are delivering a number of mental health and wellbeing activities through their main piece of work, Project Indigo. This included a Wellbeing Calendar over the festive holiday which gave access to a range of wellbeing resources and activities each day.

What will we do?

> **Student Counsellors –** In response to additional funding received from the SFC and following consultation with staff and students it was agreed that there was a need for additional an in-house counselling service for our students, we are currently recruiting for those positions to support and enhance our services.
> **Wellbeing Pod –** The student association are working with our Digital Services team to develop a digital wellbeing hub, a single source space where students can access all our mental health and wellbeing advice and support materials.

Section 7 – Collaboration

Work with other institutions

What have we done?

Dumfries and Galloway is a civic anchor within the communities it services and one of the main employers and providers of learning across the region, with programmes ranging from senior phase to degree programmes. Greater collaboration within education and skills system as an outcome of the regionalisation process is evident. In Dumfries and Galloway we have been able to make significant progress through our collaboration with stakeholders and educational partners for example to expand the range and pathways for pupils in the senior phase and this work needs to continue.

Dumfries and Galloway College are engaged in exploratory discussions with the University of the West of Scotland to establish an extended model of provision that creates opportunities for organisational efficiencies (through services alignment and co-location of Dumfries provision into the college's Dumfries campus) and a coherent range of provision that provides learner choice and outcomes therefore supporting inclusive economic growth.

DigiSkills Scotland project is a collaboration between Dumfries and Galloway College and Borders College as part of the Digital Learning and Skills network has enabled the creation of a digital learning platform and infrastructure to provide access to learning opportunities for individuals irrespective of location and has also seen the development a network of STEM centres across the South of Scotland.

What will we do?

> **West of Scotland Educational Pathway** – The College is engaged in exploratory discussions with the University of the West of Scotland to explore an extended model of provision that provides a coherent range of provision that provides learner choice and outcomes supporting inclusive economic growth. A joint working group has been established to look at Governance, corporate

facilities and services, and curriculum and student experience. In relation the latter the subgroup is considering an improved Learner Journey to provide enhanced product features in programmes that are attractive to all students, providing integrated pathways and flexibility around entry and exit points.

South of Scotland Digital Hub – the College is working with Borders College and a range of stakeholders to establish a digital hub. The aims of the hub are, firstly, to establish a digital offer for tertiary education that meets the needs of a dispersed geographical area encompassing opportunities to build on best practice and expertise within the wider tertiary education sector. Secondly, develop a digital offer that supports digital (in its broadest sense) upskilling and retrain for the key sectors of the South of Scotland economy.

Section 8 – Climate Emergency

Innovative Responses and Transformative Leadership

What have we done?

The College takes its climate change commitments very seriously. Since 2015 we have reduced our emissions by 28% against a target of 20%. The College appreciates that we need to intensify efforts considering the ongoing climate emergency and as such has incorporated climate action into its overall organisational strategic objectives, ambition 2025, via the Systems and Infrastructure Strategy. All areas of the College have been asked to identify areas for improvements for reduction of carbon footprint. A cross College climate emergency working group of staff and student representatives was formed in 2019 to look at what the College is doing in terms of in terms of climate action, advising on new projects and initiatives, monitoring of our climate change action plan, looking at opportunities for embedding sustainability into education and seeking sources of funding for carbon reduction measures. The work this group has contributed to has been recognised in major awards with a commended effort at the CDN awards and a finalist in the upcoming Green Gown Awards for our whole college approach.

What will we do?

The Climate Emergency working group - a cross college group consisting of staff and students, has been established to monitor achievement of the colleges climate change action plan as well as discuss current and new projects aimed at raising awareness and reducing emissions.

Henry Duncan Innovation Centre - It has also The College has also recently opened its Innovation Centre which is an educational centre powered fully using renewable technologies. The centre will be utilised as a key facility in the Colleges efforts at raising awareness of climate matters and addressing the key Green Skills gap.

Digital Curriculum - Digital delivery of education in the curriculum and going forward with a blended learning element in the curriculum planning. This will reduce carbon footprint and travel time for students. This method of delivery will be used in all relevant areas of learning and teaching from Care to Creative Industries to Engineering, and at all levels. This is addressing Skills Action Plan for Rural Scotland Priority Area C: Develop the current workforce in rural areas through upskilling and reskilling.

South of Scotland Energy Transition group – the college is an active member of the energy transition leadership group which is made up of partners from Borders College, South of Scotland Enterprise, SDS and a range of companies. We are currently exploring the education and skills required that will enable the development of a pipeline of talent in green energy within the region.

Appendix 1

Index to Links

Mainstreaming Report and Equalities Outcome Report:

https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=equal-opportunities

Positive Mental Health and General Wellbeing Strategy:

https://intranet.dumgal.ac.uk/tools/file_viewer/files/24195.pdf?t=1611568795.462

Access and Inclusion Strategy:

https://intranet.dumgal.ac.uk/tools/file_viewer/files/22200.pdf?t=1611569037.723

Recognition of Prior Learning Policy:

https://intranet.dumgal.ac.uk/tools/file_viewer/files/3687.pdf?t=1611308750.693

Student Experience Strategy:

https://intranet.dumgal.ac.uk/tools/file_viewer/files/25122.pdf?t=1611579563.821

Appendix 2

Key Performance Measures

Note: It should be noted that 19/20 and interim 20/21 figures have been drawn from College data sources.

College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	*2020-21 target*
A	Credits Delivered (Core)	30,776	29,872	30,337	30,696	30,805	29,649	28,110	*30,176*
	Credits Delivered (ESF)	0	0	0	0	0	0	0	*622*
	Credits Delivered (Core + ESF)	30,776	29,872	30,337	30,696	30,805	29,649	28,110	*30,798*
B	Volume of Credits Delivered to 10% most deprived postcode areas	3,629	3,632	3,557	3,121	2,700	2,566	2,584	
	Proportion of Credits delivered to 10% most deprived postcode areas	11.8%	12.2%	11.7%	10.2%	8.8%	8.7%	9.2%	
C	Volume of credits delivered to care-experienced learners	0	0	633	998	1,033	1,005	1,581	
	Proportion of credits delivered to care-experienced learners	0.0%	0.0%	2.1%	3.3%	3.4%	3.4%	5.6%	
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	67	108	157	101	160	255	348	
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	64.0%	60.8%	62.5%	59.6%	58.6%	68.4%	NA	
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	710	680	646	629	577	550	NA	
	Total number of FTFE students	1,109	1,119	1,034	1,056	984	804	967	
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	81.5%	76.3%	70.2%	69.8%	73.1%	76.6%	NA	
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	2,291	1,544	1,232	1,300	1,845	2,069	NA	
	Total number of PTFE students	2,811	2,023	1,754	1,862	2,523	2,700	1,977	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	71.0%	71.2%	70.2%	68.7%	69.9%	82.1%	NA	
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	360	341	366	329	306	293	NA	
	Total number of FTHE students	507	479	521	479	438	357	432	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	74.1%	76.3%	62.8%	72.4%	73.8%	78.0%	NA	
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	146	171	137	157	237	234	NA	
	Total number of PTHE students	197	224	218	217	319	300	185	
F	Number of students achieving an HNC/D qualification articulating to degree level courses	76	118	92	101	106			
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	43	37	42	48	45			
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	56.6%	31.4%	45.7%	47.5%	42.0%			
G	Total number of full-time FE college qualifiers (in confirmed destinations)	636	626	575	544	493			
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	575	576	520	503	463			
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	90.4%	92.0%	90.4%	92.5%	93.9%			
	Total number of full-time HE college qualifiers (in confirmed destinations)	347	311	352	294	286			
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	333	298	336	288	277			
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.0%	95.8%	95.5%	98.0%	96.9%			
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	90.6%	97.2%	N/A	93.7%			