



**Dumfries and
Galloway College**

One step ahead

REGIONAL OUTCOME AGREEMENT 2022/23

'One Step Ahead'


Date: 25th March 2023

Version: 1



Outcome Agreement between Dumfries and Galloway College and the Scottish Funding Council for AY 2022/23:

On behalf of Dumfries and Galloway College:

Signed: 

Print Name: Joanna Campbell

Position: Principal and CEO

Date: 25th March, 2023

Signed: *Caroline Stuart*

Print Name: Caroline Stuart

Position: Chair

Date: 25th March, 2023

On behalf of the Scottish Funding Council:

Signed: 

Print Name: Karen Watt

Position: Chief Executive

Date: 26 July 2023

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Regional Outcome Agreement 2022-23

Funding Statement

College Region: Dumfries and Galloway College

College Regional Grouping: Dumfries and Galloway College

College region Dumfries and Galloway (Dumfries and Galloway College) will receive total funding of £11,046,925 for Academic Year 2022-23 to plan and deliver 30,889 credits.

In addition, the College will receive £2,586,752 student support funding for AY 2022-23.

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The College is on track to deliver core and FA credits in academic year 2022-23, however the College is keeping this under scrutiny due to the operating environment under the recovery period.

About Dumfries and Galloway College

Founded in 1961 Dumfries and Galloway College has grown over the last **60 years** and continues to be a civic anchor within the communities it serves, being one of the main employers and providers of learning across the South of Scotland, with programmes ranging from senior phase to degree programmes. The College's operating environment is mapped by Scottish Government policy, principally the Scottish Governments Post-16 Education (Scotland) Act 2013 which outlines changes to the governance arrangements for the College sector in Scotland.

Our campuses are based in Dumfries, and 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 9000 students per year with approximately 15% full-time and 85% part-time/other attendance. 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 combines curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers.

Ambition 2025

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. 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-19 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 focused.
- 🔦 **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.

Dumfries and Galloway College continues to progress 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. The focus in 2022/23 will be on developing structures which build end to end student journey support, support the creation of new commercial opportunities, develop systems to promote retention and integration of IT and Business systems to provide improved digital support to staff and students.

Current Operating Context

The economic impact of the **COVID-19 Pandemic** continues to present 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. We particularly noticed impact in our recruitment around full time provision, Foundation Apprenticeships and Senior Phase. We recognise that there is work being done to rebuild confidence in these offers and qualifications whilst recognizing the opportunities to adapt and enhance our curriculum and how it is offered. We continue to take a regional approach to support the continued recovery.

The 'flat cash' position of the Scottish Funding Council, our main funders with the impact of inflation will impact on college services and delivery within the region. In addition, the loss of digital funding in a rural region coupled with the potential loss of mental health funding will impact our students.

Mental health and wellbeing continue to be an issue at the forefront of our work, and we face the impacts in supporting students in the aftermath of the COVID-19 pandemic and through the current cost of living crisis. We have used additional SFC funding sensibly to develop impactful services however demands are being stretched and reductions in funding and potential loss of additional support funding may see developed services reduce significantly. A clear focus on supporting good mental health with support systems and dedicated job roles was established this year in anticipation that the aftermath of the COVID crisis would have an effect on everyone across our college community. This has proved to be a good approach as we begin to navigate the Cost-of-Living crisis that is starting to emerge. Students who declare disabilities related to mental health have achieved better retention and success rates because of this work however potential loss of this additional funds will present significant risk to these services and subsequent impact on student wellbeing and academic outcomes.

We are seeing significant impact on student success cause by economic **poverty** where students are withdrawing from study due to lack of suitable finance to sustain and the need to leave for employment, often insecure however sometimes linked to programmes however lack of flexibility around allocated funding limits how much support we can offer. Furthermore, we are starting to see impact of **lost learning** specifically for those who have progressed into SCQF Level 7 and above from school or internally following return to more traditional assessment approaches and lost time developing skills. After successive years of disruption through lockdowns, isolation the online experience of learning we have returned to changed campuses and changed students. Despite heroic efforts of staff we continue to see setbacks in academic development and progress which has been acutely hard hitting on those on our college programmes who could least afford it.

We continue to develop our portfolio to meet our regional need in line with the relevant national and regional strategies. Our programmes reflect our unique selling points in – green, digital, health and social care and enterprise.

We continue to strive to recognise the opportunities which present through the South of Scotland Pathfinder and our work to relocate UWS into our Dumfries Campus is a significant step as we look to create effective tertiary pathways and relationship for the benefit of our communities' raising aspirations for people across the region whilst achieving sustainability and efficiency across estates and services. We continue to invest in our digital infrastructure and staff capabilities however depleting resources will make this difficult to effectively develop the resource and infrastructure to be able to fully leverage the pace and opportunity of digital enhancements. However, the reduction in digital investment funds will directly impact on provision. This has already been seen due to the additional cost to provide online licences for industry standard software in creative industries.

Outcomes for students

Section 1 – Fair Access and Transitions – *education is accessible to students from all backgrounds and students at all levels are supported through successful pathways.*

Fair Access and Transitions

The college continues to develop and enhance our policy of fair access through continued development of our admissions processes. We continue to develop bespoke information sets for targeted student groups, offering a range of in person and virtual information and advice sessions as well as developing our **onboarding processes** including summer welcome activities for new students. We have partnered with **Purlos** to embed AI technology within our recruitment processes enabling us to engage with students in a more timeous manner but also in a mode that specific groups of students e.g., 16-19 are more likely to engage in. We will continue to improve the student enrolment and induction experience following the introduction of new systems.

We continue to **assess digital need and capabilities** at application stage and continue to seek opportunities to support digital access and literacy. We continue to create suitable spaces for learners to access learning facilities beyond their class and are working in partnership with **Young Scot** to promote free travel to ease the financial burden of travel faced in our region.

Student Adviser and Educational Support Workers are assigned to curriculum teams and work alongside academic staff to monitor progress through professional discussions and digital systems. At the stage of application 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. They are invited to discuss this with advisers to see how the College can offer support. Our **DG-Cares team** is a cross College team who looks at supporting our most vulnerable students.

We have focused a large proportion of time looking at transitions within our College Academy senior phase provision offering a range of activities including pre-choice taster sessions, applications roadshows at schools and pre summer induction programmes.

We are also working closely in collaboration with key partners who support transitions including **Skills Development Scotland** more closely sharing information about students transitioning in and out of college, better understanding those in unknown destinations and also now having physical presence in both of our campuses of SDS advisers.

The college offers a range of **access programmes** aimed at widening access including our Passport to College programme, Project Search, Prince's Trust, and a range of SWAP Access. We are also developing our technological capabilities enhancing our digital infrastructure so that we can offer more flexible engagement in provisions which allows us to better support more vulnerable or those who will face additional challenge to sustain full time provision.

Highlight Activity 22/23

- **National Autistic Society** – We have agreed to work in partnership with the National Autistic Society to conduct a college wide self-evaluation around our readiness and support for neurodiverse learners.
- **Corporate Parenting Action Plan** – We have written a new Corporate Parenting Action Plan with a new set of enhanced and actions which will be highlighted across the college this Academic Year.
- **SFC South of Scotland Pathfinder** – We have progressed exciting work with D&G Council and University of the West of Scotland offering two new single entry degree programmes in Business and Cyber to be launched for academic session 23/24.

Section 2 – High Quality, Learning, Teaching and Support – *Students at all levels experience a high quality, safe and supportive learning experience that enables them to succeed in their studies and they find it easy to participate and engage in the educational experience.*

High Quality Learning, Teaching and Support

Our **Performance Improvements Process** has been launched working with 3 different curriculum areas to look at under performance through a supportive deep dive into curriculum activities leading to the development of detailed and monitored action plans. We have seen early improvement signs through this work and an improvement in quality. **DG-SEE** has been further reviewed and further guidance and support issued to staff ensuring data and student feedback are at the core of enhancement actions.

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 meets 4 times each year and reports to the Learning and Teaching Committee on matters that relate to performance and enhancement of the student experience including quality assurance and enhancement. We also enhanced our **Portfolio Review** process and added an additional review in mid-year – this process provides additional rigor and scrutiny over curriculum design and performance.

A core aspect of our Student Experience Strategy is to develop a digitally enriched and accessible curriculum. Through the COVID pandemic we developed staff skills in delivery wholly remotely and now we look to capitalize on that learning to ensure we increase flexibility in access. We have invested in upgrading our **learning environments** investing in new interactive smart boards and in a series of rooms installed lecture capture and camera technology and associated training for staff to continue our digital enhancements. Through transformation we have created two **Learning Technologist** posts who have been supporting these developments,

delivering training for staff in a range of modes and now working with curriculum teams to understand and develop our virtual learning environments.

Our **Learning and Teaching Mentors** continue to offer additional support to staff around development of skills and knowledge through training and sessions and ongoing curriculum support including supporting observation of learning, delivery of our academic induction programme and our teaching qualifications. The Colleges **PRD process** is now in its second year and has a key focus on individual staff development plans and CPD identification. Staff have further engaged in the **CDN workforce survey**, and this data and evidence is being used to inform individual and wider College training needs. Our OD Officer works closely with our Learning Teaching and Innovation Manager to ensure fit for purpose provision. Our annual training plan includes a start of year conference, midyear development days and an end of year showcase event.

Based on analysis from our Student Advice and Counselling teams we employed a **Mental Health and Wellbeing Coordinator and Wellbeing Adviser** to develop lower-level intervention support programmes and wider wellbeing initiatives formulated into a College **Wellbeing Action Plan**. Our in-house counselling service has become an essential service and was quickly full at the start of this academic year as demand soars. We will be appointing a second part time counsellor to support the service this academic year allowing us to provide increase face to face services across both campuses. We currently partner with Togetherall who provide **out of hours additional support** for students however having analysed analytics around use and engagement we are currently reviewing future services.

Highlight Activity 22/23

- 👉 **Curriculum Enhancement Plans** – Curriculum Enhancement plans have been developed further to provide actions on portfolio development, curriculum design and improving Learning, Teaching and Assessment.
- 👉 **Enhancement Sessions** – Following the recent disruptions to delivery and remote working a programme of refreshed enhancement sessions have been implemented including Performance session with curriculum teams, a new quality handbook and the development of in-house QA training.
- 👉 **Observation of Learning** – our new observation of learning process has been launched this academic year which has been based on student learning and peer observation.
- 👉 **Community of Practice** – Our Learning and Teaching Team have established cross College Let's Talk sessions which are practitioner led sessions with a focus on Learning, Teaching and Assessment and sharing of practice and we have also launched a new staff bulletin focused on pedagogy which will include updates on activity, sharing of internal practice, articles, research and CPD opportunities focused on improving learning, teaching and assessment.
- 👉 **Digital Development Group** – The group consists of our Learning and Teaching Team and Lecturers, looking at developing quality frameworks and measures for our VLE environments looking to enhance the student experience.

Section 3 – Partnership, Participation and Student Experience – *Students find it easy to participate, have their voices heard and valued, and influence their educational and student experience.*

Partnership, Participation and Student Experience

Our new Student Association structure has bedded in well providing representation across both our campuses. In the previous academic session, we appointed class representatives from 80% of classes and introduced new lead rep roles who participated in college level **Student Experience Forums**. The addition of lead reps into the structure has provided a clear pathway for student representatives as our current SA President was last year's vice president, and our two Vice Presidents were lead reps. This has allowed continuity meaning the team are continuing to deliver the previous operational plan whilst implementing their own enhancements and activities. It is important that student feel their voice is heard and student feedback taken seriously so we have several mechanisms to ensure student voice is heard across the organisation including at team level through DG-SEE, at management level through Student Experience Forums and at Executive Level through our Meet the Principal sessions and quarterly meetings between the principal and the Students Association.

Highlight Activity 22/23

- 🔧 **Early Experience Student Survey** – We have introduced a new Early Experience Student Survey to gather early student feedback and quicker act to resolve issues and understand success.
- 🔧 **Self-Evaluation** – We have embedded student / stakeholder feedback activities once per block into our DG-SEE system.
- 🔧 **Diversity in Representation** – We are looking to appoint additional student representatives in **LGBTQI and Care Experiences**.
- 🔧 **Partnership Agreements** – We will continue to ensure the Student Partnership and Student Mental Health Agreements are used effectively.
- 🔧 **SA Location** – Our Student Association team at Dumfries campus have now been moved into The Point, our one stop student support hub, ensuring they are more visible to students and can engage more organically with our Student Journey team.

Section 4 – Learning with Impact – *Students at all levels are equipped to flourish in employment, further study, and lead fulfilling lives.*

Learning with Impact

Following the launch of our Student Experience strategy in 2020 we continue to implement actions that will meet the 6 key aims of the strategy:

- 🔧 Innovative learning and teaching
- 🔧 Developing career management skills

- 🔧 Embedding student voice for improvement
- 🔧 Ensure student needs are monitored and met
- 🔧 A digitally rich curriculum
- 🔧 High quality outcomes for students

We continue to review our internal guidance and support activities to ensure that students have active support through their journey by curriculum and support teams working closely together including how we manage and promote internal progression. We continue to develop articulation routes into HE partners whilst developing new innovative pathways.

We continue to work with partners across the tertiary sector developing appropriate articulation agreements including partnerships with UHI and The University of Cumbria, to ensure students have a range of effective pathways and enhanced journeys.

Our **Green Skills Hub** was launched in April 2021. The hub promotes sustainable economic growth, increased air quality and other aspects of environmental forward planning within the region. The technology provided by the hub serves a valuable teaching tool for our students who learn by working with the technology.

We are working with our partners in Dumfries and Galloway Education department and University of the West of Scotland to develop degree pathways to address access to degree and improve educational attainment in the region in line with the national average. This work is being taken forward as part of the SFC Pathfinder which aims to provide coherence in joint curriculum planning.

Within our innovation centre we have established a **Digital Care Hub** which introduces students to active and experiential learning to prepare them for work in health and social care. Complete with state-of-the-art technology it provides opportunities for learning about the future of care in a simulated environment but also creates opportunities around hybrid and community learning. The hub is also being used to support the future skills of the workforce.

We continue to work with our partners in the Local Authority in developing **digital** provision which will become essential to increase access and new provision across the region through digital access and will also support our sustainability targets. A programme of training has now been developed for school and college staff around the use of this approach.

We continue to learn from delivery through the pandemic to ensure we can enhance our digital curriculum. We recognise the power of digital both in terms of access but also to ensure our approaches prepare learners for the future world of work and the required digital competencies. We continue to offer scaffolded support to staff based on the JISC Digital Capabilities as we would look to enhance our digital capabilities.

- **SFC Pathfinder** – We are working closely with our partners at D&G Education department and UWS to develop two new single entry degree programmes delivered in partnership in Business and Cyber.
- **Learning Environments** – We continue to develop our physical environments to ensure continued flexibility. We have invested in classroom technologies including spaces for live recording, access to live classes from home and developing remote delivery where it meets the needs of learners.

Section 5 – Equalities and Inclusion – *Every student has their individual needs recognised in terms of protected characteristics; and everyone is treated fairly and with respect.*

Equalities and Inclusion

The Equality and Diversity Forum, with membership across many functions and faculties and including the Student Association officers, designed a 'DGC Together' month of training and awareness raising events to make sure everyone across our College know they belong here. This included a talk by Emily's Test founder Fiona Drouet in partnership with our local public protection unit, a 'Nil By Mouth' session by founder Dave Scott on combating sectarianism, and two Rainbow Tea Parties to celebrate International Trans Day of Visibility. Staff and student sessions were held promoting being an Active Bystander to familiarise everyone with our new Harassment and Hate Crime Reporting procedure, and raising awareness of how to challenge inappropriate behaviour, particularly in relation to gender based violence. These reached nearly 500 people over the academic year. Moodle sites giving staff and managers open access to a range of online equalities training options have been launched and a compulsory unit for all staff to help them deal with Challenging Behaviour has been rolled out.

Equality Impact Assessments (EqIAs), which include consideration of additional considerations such as human rights, care experience, carers, mental health, socio-economic and veteran status impacts are carried out as an established stage in publication for all strategies, policies, procedures, and other key documents. EqIA results are published in a single, easy to navigate Equality Impact Assessment Summary document on our public facing website, refreshed each year. Full details of our equality and diversity commitment, policy, governance, profile, progress and EIA for both staff and students is available to view through our website at [Equality and Diversity Reports](#).

Highlight Activity 22/23

- **College Values** – Our new values will be embedded into our processes to ensure our culture is welcoming and inclusive for all student and staff.
- **Here for You Campaign** – with particular emphasis on helping our people through the cost-of-living crisis and supporting refugees. Mental health, gender-based violence and a Man Cave initiative to encourage dialogue and peer support among students are all planned.
- **Equality and Diversity Report** – The College, in line with our Equality and Diversity Framework, will produce and publish our annual **Equality and Diversity Report** for April

2023 which incorporates our PSED statutory reports and highlights synergies with the National Equality Outcomes into a single holistic narrative.

Outcomes For Economic Recovery and Social Renewal

Section 6 – Responsive Institutions – *Institutions are responsive to employer and industry needs and to current and future skills.*

Responsive Institutions

Labour market intelligence is central to our curriculum planning processes, portfolio reviews make use of Regional Skills Assessment, Post 16 data and also, we continue to subscribe to **EMSI**. Our external development team use labour market intelligence to justify requests for funding e.g., SDS MA Tenders. SDS data support portfolio development of work based learning and upskilling programmes. In partnership with employers and industry associations provision is adapted in line also with legal and statutory requirements.

We work closely with employers to understand and support staff development needs with our work-based learning and MA programmes offering the workforce opportunity to upskills and demonstrate progression. ILM courses have been delivered for several businesses through FWDF and these are now being used to develop existing managers knowledge and skills across sectors. We currently are experiencing greater demand in our MA provision with demand for places outstripping our contract allocation.

We ensure **fair work** practices are in place through our job evaluation scheme, flexible and hybrid working options, and our promotion of flexibility for carers. One of our Equality Outcomes 2021-25 aims to reduce our gender, disability and ethnicity pay gaps. We can evidence progress on each of these since the outcomes were launched. This is partly due to our drive to encourage staff to trust us by declaring disabilities and may be helped by our adoption of the SCQF initiative to move away from rigid qualification requirements, giving us a greater chance of recruiting a more diverse pool of staff. A review of our recruitment practices will include an audit of the inclusiveness of our systems to encourage a diverse range of applications and ensure a fair appointments process to help us progress towards our outcome of a staff profile which resembles the profile of our local population. Training for staff will focus on the Menopause and increasing confidence amongst managers in conducting Equality Impact Assessments.

Dumfries and Galloway College have welcomed a commitment from leading green energy firm **Fred. Olsen** to provide a £20,000 bursary to create a fund that will help train the wind turbine technicians of the future. The bursary will go to support Wind Turbine Technician students in developing their skills and the firm has also pledged to provide the components required for comprehensive training. As part of the partnership between the two organisations, the college has been working closely with Fred. Olsen to understand how they can work together to support

the growth of this important sector and support education in the South of Scotland. The Wind Turbine Technician Training Fund will be established by the college, thanks to this generous gift from the innovative energy company.

Recent investment in **Advanced Manufacturing** through the Advanced Manufacturing Challenge Fund provided an opportunity to support the work of the National Manufacturing Institute of Scotland (NMIS) in supporting the growth of manufacturing within the South of Scotland. The College is currently working with NMIS and Strathclyde University to explore joint working and capitalize on the opportunities this will present. We have now worked with NMIS to develop a credit rated course to embed the use of advanced manufacture In the South of Scotland.

To support economic recovery local business have benefitted from a range of courses provided by our **External Development** team. A range of courses in sectors such as hospitality, digital and healthcare have been delivered. We have also developed a range of programmes which can now be delivered online including IOSH, NEBOSH, ILM and Food Hygiene.

Highlight Activity 22/23

- 👉 **Digital Skills** – We are offering a range of digital programmes to identify skills gaps including programmes in Excel, Power BI and Digital Leadership and Management.
- 👉 **Loreburn Housing Association** – We delivered a multi trade skills programme allowing trades people to develop wider trade skills to support council efficiency and staff flexibility.
- 👉 **Hospitality Pre-Employment** – This programme was delivered in partnership with the local hospitality forum and D&G Council to support unemployed people into hospitality.
- 👉 **Me2U** – This partnership will be working specifically in Sanquhar to develop employability for school pupils and more extensive experiences of work.

Section 7 – Confident and Highly Capable – Work Ready Graduates – *Work ready graduates are confident and ready to secure success in their career, meeting employer needs and making a positive contribution to our economy and society. Students are equipped to take up employment and success in the job market.*

Confident and Highly Capable – Work Ready Graduates

The outcomes from Learner Destinations indicated positive outcomes for students in terms of progression onto HE and FE. However, it reflected the uncertainty following the pandemic on changes to employment prospects.

We continue to recognise the need to support students in preparation for their next steps in their careers and progression. One of the key aspects within our Student Experience strategy is the implementation of **employer forums** and activities in all curriculum areas to ensure our students are exposed to career insights, experiences, and networking opportunities.

Our Admissions, Curriculum and Student Adviser team offer ongoing **UCAS** and progression advice through a combination of information sessions, application workshops and personal statement support.

We work closely with our partners to offer careers skills and guidance opportunities for students with a schedule of offered workshops for students as well as **SDS advisers** being available at set times across both campus sites. We also continue to work with **Young Enterprise Scotland** to offer a range of workshops, careers events and experiences to develop career progression and enterprise skills and knowledge. Finally, we are working closely with local recruitment company **Talento** to develop careers workshops for students and specific work to prepare our engineering students for industry, offering access to sector specific recruitment advice and opportunities.

A student study hub has been developed and attached to all student profiles on LearnNet. This provides a fully digital resource for all students providing them with a range of support materials, resources and tools for studying and learning enhancement. We have developed a fully **virtual induction** which makes up part of our onboarding process, creating access to resources and key information for student in advance of them joining the College. We have developed a range of additional **online programmes** that students can access including our 'Journey to Employment' and a range of Microsoft 365 Learning Units. Our **digital development group** have been tasked with taking forward strategic ambitions for our VLE ensuring we develop consistency and quality to enrich the digital student experience.

Dumfries and Galloway College has been selected to be a **World Skills UK Centre** of Excellence. This has been established to mainstream world-class standards in skills development in the UK and will also play a pivotal role in the development of higher technical standards across qualifications and assessment development. Students from a range of curriculum areas including construction, engineering, creative industries, beauty and hospitality will have the opportunity to participate.

Highlight Activity 22/23

Hospitality Skills Development – We are offering a bespoke SCQF qualification in conjunction with one of the region's major employers to develop work ready graduates in hospitality to meet a skills shortage.

DYW – We are supporting DYW in the provision of STEM events within the regional to highlight the employment opportunities in STEM industries.

Section 8 – Knowledge Exchange and Innovation

Knowledge Exchange and Innovation

We are now further developing the readiness application of the School/College digital model including designing training and upskilling for school staff about how the technology can be used

We are utilising the JISC Digital Elevator to develop 3 specific goals –

- **Promoting a culture of dignity, courtesy and respect towards others in the digital environment**

- Governors can access provider information electronically and can participate in board meetings remotely
- Promoting ways of collaborating that change the way staff work and interact with one another in a digital environment

We have staff who work across all levels of the college engaging in knowledge exchange and innovation. We are part of a cross college working group looking at the development and resource requirements of micro credentials whilst we are also instrumental in developing a digital future for the college sector with our Principal leading the way with JISC and Scotland's AI strategy.

Our teaching and support staff participate in curriculum and industry forums, CDN national networks and a range of working groups looking at the future of learning and teaching to sustainability.

Our Director of Estates and Sustainability has attended a number of events to present on and discuss our approaches around our transition to net Zero including speaking at the **Big Zero Show**.

Highlight Activity 22/23

- **AOC Four Nations Visit** – The college were delighted to host the Four Nations College alliance net zero study visit – specifically delivering input regarding how we are embedding sustainability into our curriculum and estates work.
- **Fuel Change** – We have been working closely with Fuel Change to credit rate some of their programmes to support sustainable education delivery across the country allowing young people to gain additional SCQF credit rated learning. **We will** deliver Fuel Change within our Engineering national qualifications to enable our students to provide solutions to real world net zero challenges.

Section 9 – Collaboration – *There is active collaboration with other SFC funded institutions and across the education and skills landscape.*

Collaboration

The College has driven forward its collaboration with University of West of Scotland resulting in a colocation of UWS into our Dumfries campus developin a first innovative tertiary campus. The move strengthens our ability to deliver extended models of provisions that provide a coherent range of provision that provides learner choice and outcomes supporting inclusive economic growth. We will be completing this project by utilising and remodelling existing space, therefore not requiring to raising our physical footprint. This will aid our overall emissions as our footfall will rise but our footprint will remain the same. From there we will be able to collaborate and combine with UWS on estates based efficiency projects. Further exploration will now continue looking at corporate facilities and services, curriculum and student experience.

We are collaborating with D&G Education department and the University of the West of Scotland in the development of degree pathways as part of the SFC pathfinder programme within the South of Scotland.

We continue to work with Borders College and a range of other stakeholders to continue the development of the **digital skills hub**. The aims of the hub are to establish a digital offer which meets the needs of tertiary education and to develop a digital offer that supports digital upskilling and reskilling in the broadest sense.

Whilst our capacity remains reduced we recognise the opportunity to better utilise existing space for community use and currently have opportunities for adult learning groups to utilise physical spaces within our Stranraer Campus. We have successfully located **Better Lives Partnership** into our campus offering a wider range of access provision and support whilst we continue to offer spaces to our partners in **Community Learning and Development** offering formal and informal learning.

We are an active partner working with West College Scotland and SQA as part of the **HN Next Generation Social Sciences** pilot. We are seeing demand across the region for the provision whilst helping in our ambition to increase the range of SCQF Level 7+ qualifications delivered for the region.

Highlight Activity 22/23

Tertiary Campus – We are currently managing the relocation of UWS into our Dumfries campus which will open a range of tertiary opportunities around shared spaces, knowledge and services for students. This is a significant project in response to the SFC review of tertiary education supporting the pathfinder work.

Section 9 – Climate Emergency – *Institutions take urgent actions to help reduce or halt climate change, avoid irreversible damage, and support environmental sustainability measures.*

Climate Emergency

Dumfries and Galloway College continues to be a leading voice in green skills development to help tackle climate change and are dedicated to making our ideas a reality that will benefit students, staff and the wider region. Our **Green Skills Academy** offers a range of courses focused on sustainability and green technology to allow people to upskill or retrain for employment in a net zero future. [Green Skills Academy](#)

Our Green Energy Hub continues to promote sustainable economic growth, increased air quality and other aspects of environmental forward planning within the region. The technology provided by the hub will allow access to a significant range of practical solutions to the challenges of heating, power, and water supply.

The college last year launched it's new **Climate Change Action Plan**. The ambitious and far-reaching document outlines the steps that the College plans to take to reach it's net zero target by 2030. The College took the step of declaring a climate emergency in 2019 and has created a cross college working group dedicated to supporting and providing guidance to staff and students on climate change issues. Initiatives include; Carbon reductions through efficient operations; reducing the negative impact of business travel; reducing waste and a renewed emphasis on green skills and education.

We take a whole college approach to climate change. It is written in our overarching strategic plans, monitored by our board of management and seeks input from staff and students across the college. We work closely with regional partners to input on the D&G, and wider south of Scotland, net zero ambitions. We also continue to work with partners to influence strategic climate responses for example through the EAUC.

Highlight Activity 22/23

- **Electric Vehicle Fleet** – We have now removed our diesel fleet moving to a full compliment of electric vehicles.
- **Campus Co-Location** – Moving UWS into our Dumfries Campus has a significant collaborative sustainability impact as we look to better utilize estates and efficiencies across the Crichton campus.
- **Emission Reduction** – We had expected to see a rise in emissions following the COVID Pandemic but have continued to reduce by a further 1.5%.

Appendix 1:

Index to relevant links and associated documentation.

Ambition 2025

<https://www.dumgal.ac.uk/ambition-2025>

Student Experience Strategy

https://board.dumgal.ac.uk/dg_file/dgc-student-experience/

Equality Impact Assessment Results and Summary

<https://www.dumgal.ac.uk/sites/default/files/2021-10/Equality%20Impact%20Assessment%20Results%20Summary.pdf>

Transform Learning Model (see page 7 of the Student Experience Strategy)



Climate Change Action Plan

<https://www.dumgal.ac.uk/climate-change-action-plan>

Regional Outcome Agreement 2022-23 – Dumfries and Galloway College

Appendix 2:

Key performance measures, supporting data:

College Outcome Agreement Impact Framework: Supporting Data

College Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 Target
A Credits Delivered (Core)	30,776	29,872	30,337	30,696	30,805	29,649	29,882	30,155	30,889
Credits Delivered (ESF)	0	0	0	0	0	0	625	622	
Credits Delivered (Core + ESF)	30,776	29,872	30,337	30,696	30,805	29,649	30,507	30,777	
B Volume of Credits Delivered to 10% most deprived postcode areas	3,629	3,632	3,557	3,121	2,700	2,589	2,679	3,033	
Proportion of Credits delivered to 10% most deprived postcode areas	11.8%	12.2%	11.7%	10.2%	8.8%	8.7%	8.8%	9.60%	9.0%
C Volume of credits delivered to care-experienced learners	0	0	633	998	1,033	1,032	2,027	1,704	
Proportion of credits delivered to care-experienced learners	0.0%	0.0%	2.1%	3.3%	3.4%	3.5%	6.6%	5.40%	6.0%
D Number of senior phase age pupils studying vocational qualifications delivered by colleges	67	108	157	101	160	256	359	217	217
E1 Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	64.0%	60.8%	62.5%	59.6%	58.6%	67.4%	59.0%	59.2	61.3%
Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	710	680	646	629	577	610	482	511	
Total number of FTFE students	1,109	1,119	1,034	1,056	984	905	817	864	
E2 Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	81.5%	76.3%	70.2%	69.8%	73.1%	75.6%	76.1%	79.4	76.3%
Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	2,291	1,544	1,232	1,300	1,845	2,167	1,731	2,392	
Total number of PTFE students	2,811	2,023	1,754	1,862	2,523	2,865	2,275	3,038	
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%	69.2%	61.2	66.2%
Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	360	341	366	329	306	294	290	236	
Total number of FTHE students	507	479	521	479	438	358	419	383	
E4 Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	74.1%	76.3%	62.8%	72.4%	73.8%	80.1%	82.9%	79.1	81.3%
Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	146	171	137	157	237	254	204	221	
Total number of PTHE students	197	224	218	217	319	316	243	279	
F Number of students achieving an HNC/D qualification articulating to degree level courses	0	119	98	111	106	89	85		85
Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	40	43	48	45	48	47		40
Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	33.6%	43.9%	43.2%	42.5%	53.9%	55.3%		40.0%
G Total number of full-time FE college qualifiers (in confirmed destinations)	636	626	575	544	511	457	443		480
Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	575	576	520	503	484	432	423		453
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%	94.7%	94.5%	95.5%		90.0%
Total number of full-time HE college qualifiers (in confirmed destinations)	347	311	352	294	288	254	226		280
Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	333	298	336	288	280	232	256		270
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%	97.2%	91.3%	96.2%		90.0%
H Percentage of students overall satisfied with their college experience (SSES survey)	-	90.6%	97.2%	N/A - see	93.7%	-	89.7%	90.50%	90.0%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years
Figures for 2021_22 are DGC internal figures

College Targets

The College has devised an improvement plan to tackle the College's persistently low performance, in predominately full-time education. The College is targeting improvements in student success in the next 3 years. The College has committed to stable PIs which are consistently above the sector in the next 5 years.

The targets for the next 3 years are –

	Current Sector Average	2021/22 DGC PI	2022/23 DGC predicted	2023/24 DGC predicted	2024/25 DGC predicted
Full time FE	61.3	59.2	61.3	63.4	65.5
Part time FE	76.3	75.4	76.3	77.2	78.1
Full time HE	72.1	61.2	66.2	72.1	74.1
Part time HE	81.3	79.2	81.3	81.8	81.8