



Regional Outcome Agreement 2022/2023

December 2022

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1. Dundee and Angus College/SFC Outcome Agreement 2022-2023

College Region - Dundee and Angus
<p>College region Tayside (Dundee and Angus College) will receive £32,044,466 core teaching funding, and £2,587,725 capital maintenance funding and £182,265 digital poverty funding from the Scottish Funding Council (SFC) for academic year 2022/23 to plan and deliver 109,230 credits worth of further and higher education. This is inclusive of 3,900 designated credits for Foundation Apprenticeship activity.</p> <p>Core Student Support funding for 2022/23 is £9,374,327</p> <p>This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.</p>
<p>We have accepted our funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting all targets during 2022/2023 because of the lasting impact of the COVID 19 pandemic. This acceptance is in line with the request for Scottish Funding Council assurances to the sector to continue into 2022/2023 on a similar basis to previous years as follows:</p> <p>Immediate flexibility and funding stability for institutions: we have confirmed that we will not recover funds for shortfalls against outcome agreement targets where these are related to COVID-19 for Academic Year (AY) 2019-20 and AY 2020-21. This provides institutions with flexibility and financial stability.</p>

2. D&A Priority Outcomes

The table below outlines the key Priority Outcomes for Dundee and Angus College for 2022/23. These Priority Outcomes align with the [National Performance Framework for Scotland](#) and four key SFC Strategic Priorities 2022 - 2027.

1. To deliver on Scotland's National Strategy for Economic Transformation, operating as a key contributor to the economic growth opportunities created by the Michelin Scotland Innovation Parc, E-Sports, Eden Project Dundee, Montrose Ports, Dundee Waterfront, Tay Cities Deal and other developments. Establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as Green Skills & Hydrogen Energy, Digital, Advanced Manufacturing, Hospitality, Cultural Tourism, and Care sectors.
2. To deliver a comprehensive, innovative, and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, wellbeing, sustainability, digital and metaskills at all levels.
3. Contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.

4. Develop and enhance effective partnerships and regional / national collaborations that deliver on the needs of D&A strategies and deliver on the outcomes associated with key tertiary education reforms and developments including with schools, tertiary education, and skills partners.
5. Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst directing the maximum level of resource towards learners and their learning. D&A will address the challenge of the climate emergency and promote the UN Sustainable Development Goals
6. Progress our ambitious infrastructure ambitions to deliver on our Net Zero ambitions and create a high quality, technologically advanced and sustainable learning environment that meets the needs of learners and delivers on the high value technology needs of the D&A region.

3. Introduction

As our regional economy and society have emerged from the COVID-19 pandemic and College operations return to a more normal basis, the scale of the challenge facing D&A has become evident.

The impact of the pandemic on the wellbeing and motivation of many in our communities has been huge, with this acting as a significant barrier to recruitment and the delivery of high quality vocational learning and outcomes. This has been exacerbated by the cost of living crisis and concern from current and potential students over income levels and food and fuel poverty. Despite these challenges, Dundee and Angus College remains focused on providing the highest possible quality of learning, teaching, wellbeing and services for our learners and communities, whilst also remaining fully focused on the future economic and social development of our region.

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

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

4. Key Outcomes and Activities

4.1. Fair Access and Transitions

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

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

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

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

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

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

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

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

The College has strong working relationships with the Through Care and After Care teams with Dundee City and Angus Councils and this, combined with our Care Experienced Commitment, provides a supported and guaranteed route into education. Our on-course support encourages all learners to be successful, with D&A outcomes for Care Experienced learners the best in Scotland and are consistently above the national average for all learner groups.

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

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

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

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

Specialist project activity aimed at reducing and eradicating Child Poverty will continue throughout session 2022/2023. This project has already engaged with over 400 disengaged young people, providing a supported pathway through into formal education and has paved the way for the development of our new Community Partnerships Strategy and College Community Collaborative. The College Community Collaborative (CCC) is a grouping of c.30 organisations hosted and supported by the College to create better and more sustainable pathways for those that are disenfranchised by the usual routes into College and who need additional input and support to access mainstream education. This work is enhancing learner journey opportunities whilst also making best use of scarce community resources.

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

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

The College has welcomed the essential funding for mental health counselling and related support and will continue to extend the range and depth of support available to support the mental health and wellbeing of learners.

As funding allows, all of the access and transition work summarised above will continue to progress through 2022/2023 and into future years.

4.2. Quality Learning & Teaching

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

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

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

High quality learning and outcomes have continued despite the COVID 19 pandemic, with the College providing significant support for staff in the transition into online learning, support, and assessment. This support has now shifted to underpin high quality hybrid learning, building on the best of what was learned during the pandemic to enhance teaching and flexibility going forward.

The College has played a significant role within the national response to the COVID 19 pandemic, including the creation of 'holistic' assessment arrangements for the sector in 2019/20 and has continued this work through into 2022/23.

Learner outcomes remained high during session 2021/22, and early retention in session 2022/23 shows a continuing stable trend. Our 3-year attainment trends are strong, and Dundee & Angus College continues to deliver learner outcomes that are at, or close to, the best within the college sector.

Levels of learner satisfaction are also strongly positive and have shown an increasing trend over recent years, with these significantly above average and the highest in sector for any large regional college.

The College invested in enhancing learner feedback and the learner voice during 2021/2022, with the creation of an additional role within the Students' Association to enhance representation and feedback on learning, teaching, and assessment. This work will continue throughout 2022/23, with a focus on enhancing feedback in areas that traditionally don't have class representatives (such as apprenticeship groups).

4.3. Learning with Impact

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

We have very effective arrangements across our region through school-college partnerships, employer engagement and articulation links that ensure that we are providing excellent entry and exit points for all learners into employment and higher study. We have an increasing level of Modern Apprenticeships provision, offering Modern Apprenticeship (MA), Technical Apprenticeship and SVQ programmes in the workplace at SCQF levels 5-10 on either a funded or commercial basis, delivering around 1000 Modern Apprenticeship opportunities as part of our contract and to support other managing agents.

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

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

Numbers will increase through 2022/2023, with candidates on our Modern Apprenticeship SDS contract covering levels 2, 3 and 4 MA programmes in Administration, Motor Vehicle, Life Sciences, Hairdressing, Health and Social Care, Horticulture, Engineering, Civil Engineering, Procurement, Childcare, Hospitality, Creative & Digital Industries, and ICT. With this increasing demand, the College is concerned at the likely cap on places and available funding for MAs through Skills Development Scotland, with this representing a significant barrier to meeting the skills needs of our region.

The College will continue to build on its strong relationships with employers and schools to create new education and skills opportunities, with a particular focus on new technologies and in areas such as green skills and hydrogen transport where there are increasing skills gaps and developing regional demand.

Over 1500 school pupils will study with the College during 2022/2023 as part of their Senior Phase timetable. The demand for Foundation Apprenticeships remains positive with 409 students recruited across a broad range of subject areas in 2022/2023.

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

Overall, good progress has been made towards the DYW targets, and the national headline target of reducing youth unemployment by 40% was met for the D&A region in 2018.

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

Our 'enrichment' opportunities for S6 pupils are now embedded, supporting existing career pathways for senior pupils, and opening up new opportunities and career pathways in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence. Senior phase school pupil numbers have remained high, despite reducing school rolls and new partnership opportunities and offers are being developed to meet regional need.

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

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

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

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

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

4.4. Student Participation & Engagement in their Educational Experience

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

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

The D&A Students' Association (DASA) provided excellent support to our students throughout the COVID 19 pandemic and are now using this expertise to support learners through the Cost of Living crisis.

Our Thrive with D&A project pulls together a broad range of support offered to learners, including breakfast clubs, a free lunch offer, integrated advice and access to local support, warm campus initiatives, and provision of warm clothing and blankets.

[Service Design](#) methodologies to engage and involve learners in the future of the College are an embedded element of our work. To support this, our Students' Association staff and some Office Bearers have completed the Service Design Professional Development Award and make excellent use of these skills on a daily basis to engage and inform learners in their educational experience.

The College has invested heavily in expanding support for learner representation, with a particular focus around feedback on the quality and enhancement of learning and teaching. This includes the creation of a new role of Student Representation Assistant with a focus on increasing engagement within learners that do not traditionally participate – such as apprentices and part-time learners. Through this work over 500 additional learners engaged in 2021/2022, with a target for this to exceed 1000 in 2022/2023.

The Students' Association has a rolling three year [strategic and annual operational plan](#) with a focus on developing greater consistency and visibility year-to-year to underpin improvements in activity, accountability, and autonomy. This work has included the signing of a rolling [partnership agreement](#) with the College and reaffirmation of the "D&A Pledge" between the College, DASA, and our students. Updating of these has slipped back during the COVID pandemic and work will progress during 2022/2023 to refresh and update these.

The Office Bearers play an influential role within the Board of Management and are active participants in a significant range of D&A projects and developments, including our future ways of working project.

The Students' Association organise extensive events to support the sharing of ideas, feedback and information between students and the College senior team. These include regular meetings with the Executive and Directors of Curriculum, Monthly Department Representative meetings with the Heads of Sector and regular meetings at course and team level. All of this activity supports our 300+class representatives in engaging and enhancing the learner experience.

The ROA is discussed with Student Association Office Bearers during the drafting stage to allow students to influence and contribute ideas to the final document.

The Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and learner groups. This service has played a significant role in supporting our learners through recruitment, induction, retention, and on-going engagement for many years. The extension of the role of Learner Engagement service to encompass Community Engagement builds upon excellent work undertaken through the Child Poverty work of recent years and has created an active College Community Collaborative to create and support sustainable community and third sector links and pathways into College for those most disengaged and disenfranchised within our region. This work has shown great success in 2021/2022 and will be further developed and embedded in 2022/2023.

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

4.5. Coherent Learning Provision

The Dundee & Angus region continues to undergo significant economic transformation, with major developments and projects of national importance coming to fruition or developing at pace.

During 2022/2023 the College will take full occupancy of the Michelin Scotland Innovation Parc Skills Academy and will complete validation for a new curriculum at SCQF level 7 and 8 in Esports in partnership with Esports Scotland and the University of the West of London.

The MSIP site is now operational, with major employers commencing operations. The College has been at the heart of this development and is the main skills partner working with MSIP to deliver an Advanced Skills Academy to meet the skills needed to train the workforce in low carbon, green energy, hydrogen, battery storage, offshore wind, remote control systems, and advanced manufacturing. Similarly, as skills partner for the planned Esports arena, our new Esports curriculum will support the creation and skills workforce for the national stadium facility for this rapidly growing sector.

The Tay Cities Engineering Partnership (TCEP) project is well underway, with significant investment made in state-of-the-art precision engineering infrastructure and equipment within our Arbroath campus to support the evolving skills needs of our engineering sector. Work is also progressing with Tay Cities deal partners on projects to support the expending Biotech sector and our small and medium sized enterprises (SMEs).

In addition to these developments, the College is the skills partner with Crown Estates to place us at the heart of the [Montrose ZeroFour development](#) and green skills and new technology developments in offshore wind, advanced clean energy, and the world leading Drone Port facility.

The College is an active skills partner with [Eden Project Dundee](#) development, again providing access to the full range of skills required to create and operate a project of this scale.

All of these developments are in addition to the operation of Stakeholder Advisory Boards within each of our curriculum areas, feeding in data and skills needs from industry and other major stakeholders to impact directly on curriculum design and delivery.

The College approach to course planning guarantees an extensive annual review of its curriculum. This operates on a rolling two year planning cycle and focuses on both what we deliver (ensuring it has impact with the regional economy) as well as how we deliver our curriculum - including the different modes, delivery styles and technology enhanced methods needed to meet the needs of today's learners and employers.

Our curriculum review arrangements draw heavily on the full range of Labour Market Information (LMI) available, including Regional Skills Assessments (RSA) and Skills Investment Plans (SiP) data provided by SDS, employment trend data available through our EMSI labour market analytics data, planning system, and direct information provided by our network of local Stakeholder Advisory Boards. The availability of this 'live' labour market data is especially important at this time. With additional full time provision established in areas such as Child Care, Green Energy, Cyber Security, Leadership and Management and Food and Drink, the College is at the cutting edge of the exciting economic changes developing within the Dundee & Angus region.

Given the demographic of the region and its economic context, the College is also growing its part time portfolio with new provision in green skills, including new provision in hybrid and electrical vehicle skills and within micro renewables.

All of this work ensures that our curriculum is relevant and coherent relative to current and future skills needs at a regional and national level.

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

We have recently refreshed and relaunched our [D&A Attributes programme](#), designed to enhance employability skills for learners and make D&A students sought after by employers.

Our focus on Essential Skills, Meta-Skills, and the development of the 'T Shaped' learner ensures that our learners benefit from a curriculum that prepares them for the changing world of work. Learning developed from a major Meta-Skills project run in partnership with local schools during 2021/2022 is now being embedded across our curriculum to equip students with relevant skills and awareness in parallel with their learning.

D&A has embraced the opportunities available through schemes such as the Young Persons Guarantee (YPG) and Flexible Workforce Development Fund to expand the opportunities available to young people and to our regional business community. This has included the creation of our online ['Skills Boost' programmes](#) to enhance skills, productivity, and employability in our regional workforce.

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

4.6. Fair Work

D&A is committed to the Fair Work agenda and principles and (despite significant strain due to saving plan needs) has positive and productive relationships with its recognised unions (EIS-FELA, GMB and Unison).

Over recent years the College and recognised unions have worked together on several joint statements and joint approaches, with each based around a series of agreed principles. This includes joint approaches in respect of the adoption and promotion of COVID 19 guidance, joint statements on health and safety and joint ways of working as unions/management. All of these approaches have supported greater engagement and communication between College and unions and have supported positive resolution in aspects where there are different needs or views.

Engagement and discussion with unions and staff is open, with significant effort being put into ensuring that all staff have access to up to date information around College developments, opportunities, and challenges. This includes steps to ensure that information shared with our managers is made available to our unions and vice versa.

This was particularly important during the major savings exercise undertaken in May 2022, with communication and consultation activities underpinning this exercise resulting in over 100 responses and alternative ideas being received. Over half of the initial savings plan proposals put forward were amended through this consultation and engagement. As part of this, a 'lessons learned' exercise.

We make active use of service design techniques and methodologies to engage and involve staff in major developments impacting on the College and offer opportunities for staff at all levels to join working groups, College committees and other developments. Two members of staff are full members of the Board of Management.

The College has clear and transparent arrangements underpinning staff recruitment and progression coupled with extensive continuous professional and management development support for staff in all roles.

The College has been a Living Wage employer since 2018 and operates a range of best practice Human Resource policies and procedures to underpin positive engagement, equalities, dignity, wellbeing, and job security for staff.

Staff satisfaction surveying in spring 2022 highlighted an increase in staff engagement and happiness indices compared with equivalent measures in 2018 with Engagement 80% and Happiness 76% (+5% and +7% on 2018 figures respectively). Staff absence and turnover figures are well below national and sector averages (annual absence 2.68% and turnover 4.85%).

The College is a regular winner of employer awards, including recognition for individual services and activities, and as an employer of choice.

Evaluation under the Scottish Government Fair Work Self-evaluation tool places D&A at the highest 'Embedding level' across all five Fair Work indicators, and the College will continue to develop and enhance arrangements around these indicators over the course of this outcome agreement.

4.7. Equalities and Inclusion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.8. Responding to the Climate Emergency, Technological & Demographic Change, and the Impact of EU Exit

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

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

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

The College has significantly reduced reliance on single use plastic from our operation via a range of radical initiatives and have dramatically reduced our use of fossil fuels, and now run a pool and minibus fleet of 11 EV cars and vans and 3 hybrid vehicles. We are encouraging staff to move away from fossil fuelled vehicles through the expansion of our own EV fleet and extension of our EV charging infrastructure.

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

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

From spring 2022 we have tied the actions and operation of our Senior Leadership Team into the UN Sustainable Development Goals, whilst our net zero targets include changes in governance, leadership and pedagogy that will fundamentally change the way in which the College thinks and operates over the coming years.

In addition to the expected focus around green skills and low carbon technologies, we are also embedding the UN sustainable development goals into our curriculum and during 2022/23 will roll out climate awareness training for all students and staff.

We are managing the impact of Brexit in respect of procurement and good availability and have so far had limited impact in terms of student recruitment. This has been offset by the increase in refugees and asylum seekers within the D&A region because of the conflicts in Afghanistan, Syria, and Ukraine. This work will continue as long as it is needed, with D&A working towards becoming Scotland's first [College of Sanctuary](#) in 2022/2023.

The changing demographics of Scotland have impacted significantly on recruitment across the college sector, with D&A seeing reductions in full-time FE and full-time HE recruitment of 9% and 20% respectively. Whilst still significant, the lower reduction in FE reflects the excellent work undertaken with our schools in recent years, with this continuing to ensure that College is seen as a viable and first choice destination by many.

As part of our curriculum review, we are increasing our part-time provision and in-work study options to provide better options for those in work to retrain and reskill into the areas of significant regional growth. This transition away from the previous Scottish Government focus on younger full-time learners takes time, as new curriculum options are developed and implemented. Through our extensive work with employers, we will continue to develop this offer throughout 2022/2023 to meet the skills and retraining needs of our region.

5. Conclusions

Dundee and Angus College is at an exciting stage in its development, with a range of very significant opportunities emerging across the region with a major focus on the transformative industries needed for the long-term regeneration and success of Scotland's economy. These significant new opportunities are balanced with the need for major social regeneration and response to the Cost of Living crisis within our communities and tempered with our understanding of the limited public funds available.

Our outcomes over the next year will focus on these challenges and opportunities, whilst continuing to ensure that D&A remains financially sustainable for the longer term.

All of this will be achieved within the focus of our 2025 More Successful Students strategy (and our consistent focus on delivering sector leading outcomes) whilst also beginning to focus on what the College should look like and work towards for 2030. This will be a significant challenge for the College but is one we are focused on meeting for the benefit of our region.

Appendix 1 College Outcome Agreement Impact Framework: Supporting Data

D&A Outcome Agreement Impact Framework: Supporting Data					
		Actual	Actual	Actual	Projection
Measure		2019-20	2020-21	2021-22	2022-23
A	Credits Delivered (Core)	103,338	103,524	104,756	109,230
	Credits Delivered (ESF) (*plus YPG and NTTF activity in 2020/21)	5,579	6,047*	4,262	0
	Credits Delivered (Core + Others)	108,917	109,571	109,018	109,230
B	Volume of Credits Delivered to 10% most deprived postcode areas	19,699	18,998	21,144	20,200
	Proportion of Credits delivered to 10% most deprived postcode areas	18.1%	17.3%	18.7%	18.5%
C	Volume of credits delivered to care-experienced learners	11,546	10,244	9,082	9,250
	Proportion of credits delivered to care-experienced learners	10.6%	9.3%	8.0%	8.5%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	771	953	1,118	1,350
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	72.2%	73.6%	70.3%	72.5%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,406	2,193	1,918	
	Total number of FTFE students	3,334	2,978	2,730	
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	82.4%	85.2%	82.9%	83%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	2,899	3,288	3,660	
	Total number of PTFE students	3,518	3,857	4,416	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	74.5%	81.9%	79.1%	80%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,385	1,301	1,074	
	Total number of FTHE students	1,859	1,589	1,358	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.3%	76.0%	79.2%	80%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	402	367	524	
	Total number of PTHE students	507	483	662	

F	Number of students achieving an HNC/D qualification articulating to degree level courses	525	552	tbc	400
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	335	327	tbc	240
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	63.8%	59.2%	tbc	60%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	1,932	1,974	tbc	
	Number of full-time FE college qualifiers in work, training, or further study 3-6 months after qualifying	1,768	1,869	tbc	
	Proportion of full-time FE college qualifiers in work, training, or further study 3-6 months after qualifying	91.5%	94.7%	tbc	95%
	Total number of full-time HE college qualifiers (in confirmed destinations)	937	991	tbc	
	Number of full-time HE college qualifiers in work, training, or further study 3-6 months after qualifying	877	955	tbc	
	Proportion of full-time HE college qualifiers in work, training, or further study 3-6 months after qualifying	93.6%	96.4%	tbc	95%
H	Percentage of students overall satisfied with their college experience (SSES survey)	N/A	92.4%	96.3%	96%



Scottish Funding Council

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A' brosnachadh foghlam adhartach agus àrd ìre

Outcome Agreement between Dundee & Angus College and the Scottish Funding Council for AY 2022-23

On behalf of Dundee & Angus College:

Signed:

Print name:

Simon Hewitt

Position:

Principal

Date:

02/05/2023

Signed:

Print name:

Laurie O'Donnell

Position:

Chair

Date:

02/05/2023

On behalf of the Scottish Funding Council:

Signed:

Print name:

Karen Watt

Position:

Chief Executive

Date:

26 July 2023

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