

College region: Dumfries and Galloway College

College regional grouping: Dumfries and Galloway College

Funding

College region **Dumfries and Galloway (Dumfries and Galloway College)** will receive **£8,852,256** core teaching funding, and **£373,918** capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2017-18 to plan and deliver **30,336** credits worth of further and higher education in the region.

This includes **268** additional credits for childcare activity announced by SFC in their final allocations for AY 2017/18 and **£68,349** additional funding for unmet April 2017 to July 2017 Lecturing pay, as announced on 10 July 2017.

Core Student support funding for 2017/18 is **£2,039,137**.

This funding is on the condition that the college board signs and commits to deliver the outcomes detailed below

Priority Outcomes to be delivered by end of AY 2017-18

- To contribute to reduction in youth unemployment and improving life chances
- To ensure provision is efficiently delivered, accessible and meets national, regional and local employer needs
- To support learners to complete their study and achieve successful outcomes.

Priority Outputs to be delivered in AY 2017-18

- Achievement of Activity Target of 30,336 credits
- Improvement in student retention and attainment
- An increase in the number of students entering positive destinations
- A curriculum which reflects the skills requirements and meets the needs of the region
- An increase in non-SFC income as a % of total income

<p>Signed by College Region</p> <p>Date</p>	<p>Signed by SFC</p> <p>Date</p>
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Supporting National Priorities

The Scottish Government’s post-16 education reform priorities are to improve life chances; support jobs and growth; and ensure sustainable post-16 education. The Government has stated its intention to develop a world-class vocational education system. Scotland’s Youth Employment Strategy has identified new priorities which are covered by the Scottish Funding Council’s strategic aims of High Quality Learning and Teaching – an outstanding system of learning that is accessible and diverse, where students progress successfully with the ability, ideas and ambition to make a difference. This aim identifies four priority outcomes:

1. A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.
2. An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert learners delivered in modern facilities.
3. A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.
4. High performing institutions – a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements.

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

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

1 Introduction

This outcome agreement is for the period 2017-20 and sets out the College's aims and aspiration during this planning period. A number of college strategies support this Outcome Agreement.

Due to the characteristics of the Region, the College will remain financially challenged. In particular, the need to duplicate a wide range of curriculum and services in Stranraer, affects, both financially and on course viability. Small learner numbers and demand makes it difficult to sustain some provision and some courses require to be structured differently to those in Dumfries, e.g. by combining different levels of learners or using mixed methods of delivery, in order to maintain that area of provision. This is also true for developing new curriculum provision.

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

Outcome agreements were first introduced in 2012-13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities.

This outcome agreement is for the period 2017-20. A number of college strategies supports this Outcome Agreement.

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

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

Our vision is:

Inspiring our People, Businesses and Communities to be successful.

Mission

One College, one Team where:

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

Through delivery of our six key outcomes, we will:

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

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

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

Reporting

We continue to have confidence in achieving our vision, but it is also essential that we are able to demonstrate its relevance and contribution to the achievement of both Scottish Government and the Scottish Funding Council priorities. We are committed to regularly monitoring progress towards the delivery of the outcomes set out in this agreement. From 2017-18 the College will implement the new SFC and Education Scotland quality arrangements, which integrates quality arrangements evaluation with outcome agreement evaluation and reporting. We will produce an integrated evaluation report and enhancement plan in October of each year.

2 Dumfries and Galloway Region

Regional Demographics and Economic Overview

The Region of Dumfries and Galloway is situated in the south west of Scotland. It is 77 miles from Glasgow and 79 miles from Edinburgh to the main town of Dumfries. It has a population of 149,670¹, spread over 6,426km², and is one of the most sparsely populated and the third largest in Scotland in terms of land mass. The population density of the region is 23/km² compared to the Scottish average of 68/km². 14.5% of the population are aged 16 to 29 years, less than the Scottish average of 18.2%. Persons aged 60 and over make up 31.5%, larger than the Scottish average of 24.2%.

By 2037, the population of Dumfries and Galloway is projected to be 141,619, a decrease of 5.3% compared to the population in 2015. The population of Scotland is projected to increase by 8.8% during the same period.

Rurality² is a key characteristic of Dumfries and Galloway and while the areas around Stranraer and Dumfries are categorised as 'accessible' under the Scottish Government's Urban/ Rural Classification (2012b) the rest of the region is classified as either 'remote' or 'very remote'.

The Region is characterised by small settlements of 3,000 people or less with nearly half of all people live in settlements with fewer than 3000 people. The largest town is Dumfries (population 31,630), followed by Stranraer (10,800) and Annan (8,300) with no other settlement having more than 4000 people.

Seven secondary schools have fewer than 500 pupils; 43% of primary schools have fewer than 50. Nearly a third of the population lives in remotes area (further than a 30-minute drive from a large town). The region suffers from a poor transport infrastructure with limited public services. A relatively low proportion of addresses in the region have broadband connections and those that do, have low average speed.

Dumfries and Galloway, as an economic region, faces many challenges with the lowest average wage in Scotland, rurality, an ageing population and projected falls in employment in agriculture,

¹ National Records of Scotland 2015

² Dumfries and Galloway Regional Economic Strategy 2014 – 2020

some manufacturing, public administration and mining and quarrying sectors countered by anticipated rises in sectors such as health, information technology, real estate, electricity and gas, finance and insurance and construction.

The College will ensure it continues to provide vocational opportunities for young people while also providing opportunities to develop the skills of the future workforce demanded by employers, especially in the sectors mentioned above.

Total employment rose over the period 2009 to 2014 to 58,700. This represents a growth rate of 1%, equal to the Scotland rate, with the growth rate increasing between 2013 and 2014.

The employment by industry sector broadly mirrors the business base, with two exceptions³. The top employing sector continues to be health. Some 19% or 11,000 are employed in the sector, above the Scottish and UK proportions, although the sector only accounts for 6% of the business base, reflecting a small number of large employers in the sector, such as local hospitals. Similarly, agriculture represents just 2% of employment but 28% of the business base, suggesting many small farms/employers and reflecting the fact that agriculture is not a highly labour intensive sector.

Retail and production are the two other key sectors of employment in the area, and both have a high employment concentration in Dumfries and Galloway, again signifying the predominance of lower paid jobs in the area. Other large employment sectors include education and accommodation and food services, both of which are over-represented in the region.

The key changes over the 2012-2014 period were the expansion of employment in residential care, an increase of over 750 jobs. There were few significant job loss sectors, although there was a decline of almost 150 jobs in sawmilling activities. The key changes over the two years were:

- Residential nursing care (+34%)
- Restaurants (+34%)
- Other residential care (+33%)
- Sawmilling and planning (-20%)
- Beverage serving (-10%)
- Other social work activities (-7%)

Seventeen percent of employers in the region reported that not all of their staff are fully proficient with skills gaps most likely in sales, customer service roles and elementary occupations

The Region has experienced a decline in the younger age groups⁴ and those most economically active, with -9% decrease of 0-15 year olds, -5% amongst 16-19 year olds and -28% amongst 35-44 year olds. The largest increases have been in those aged 20-24 (21%) and 65+ (20%), both higher than the growth in these age groups in Scotland. It is not yet clear how these changes will impact on the college in the long term, but there is evidence changes in enrolments is taking place in the short term. The following table shows full-time enrolments in the younger age range over past three sessions.

³Dumfries and Galloway Regional Skills Assessment 2015

⁴ Regional Skills Assessment January 2016

Age Range	2013-14	2014-15	2015-16
16 - 19	948	890	929
20 - 24	330	322	287

The proportion of school leavers in Dumfries and Galloway entering Higher Education increased slightly from 2013-14 to 2014-15, at 36% and 37% of all school leavers respectively. 30% entered Further Education and 22% entered employment, which fell from 28% in 2013/14. The proportion unemployed (seeking or otherwise) decreased from 9% in 2013-14 to 6% in 2014-15, in line with the Scottish average. In 2007-08, this was around 15%. 13% of those aged 16-64 years in Dumfries and Galloway have no qualifications, higher than the Scotland UK rate of 9%. Just over one in ten have lower level qualifications –broadly in line with the 10% in Scotland and 12% in the UK. In contrast, almost three in ten (30%) have high level qualifications (at SCQF 7-12), below the 41% in Scotland and 36% in the UK – reflecting the lower level of those in professional occupations.

Profile of Business⁵

The profile of businesses by size remains fairly similar to Scotland, where 83% of registered businesses in Dumfries and Galloway are micro firms employing fewer than 10 people. Around 2% employ more than 50. In 2014, there were 15 businesses in Dumfries and Galloway employing more than 250.

The business base is dominated by the agriculture, forestry and fishing sector, which accounted for 28% of all businesses in 2014, over three times the Scotland proportion, and higher than the 25% in 2013. The retail, accommodation and food services and professional, scientific & technical sectors all make up a smaller proportion of the business base than nationally.

Business base by sector	Dumfries and Galloway	Scotland
Agriculture, forestry & fishing	28%	9%
Retail	10%	11%
Construction	9%	9%
Accommodation & food services	7%	8%
Professional, scientific & technical	6%	15%
Health	6%	6%
Arts, entertainment, other services	6%	7%
Production	5%	5%
Wholesale	4%	4%
Transport & storage	4%	3%
Business admin & support	4%	6%
Motor trades	3%	3%
Information & communication	2%	5%

⁵ Regional Skills Assessment January 2016

Property	2%	3%
Education	2%	3%
Finance & insurance	1%	2%
Public admin & defence	1%	1%
Total	7,445	203,760

Source: UK Business Counts

People and Skills

The employment rate for Dumfries and Galloway in 2014 was 73%, equal to the Scotland and UK averages. 67% of jobs in the region are full time, lower than 74% in Scotland. A third of all jobs in Dumfries and Galloway are part-time, compared to 26% in Scotland. In 2015, there were 306 unemployed young people aged 16-24 in the region, down by 47% on the previous year.

13% of those aged 16-64 have no qualifications, 4% higher than the Scottish average; 10% have lower level qualification, in line with Scottish average; 30% have high level qualifications, well below the 41% Scottish average and 36% reflects the lower level of those in professional occupations. 17% of all those aged 16-64 are work-limited through disability, 2% above the Scottish average of 15%.

Areas of Multiple Deprivation

The Scottish Index of Multiple Deprivation (SIMD) has identified 16 data zones in Dumfries and Galloway as being in the 20% most deprived in Scotland show the location of these:

- 8 in Dumfries (5 in Lincluden and Lochside, 2 in Nithsdale and Nunholm, 1 in Summerville)
- 4 in Stranraer;
- 3 in Upper Nithsdale
- 1 in Annan.

The majority of income-deprived (82.4%) and employment-deprived (81.8%) people live out with these areas.

Diversity

In terms of diversity, 0.6% (841)⁶ of the population is from the non-white minority. Almost half the total minority ethnic population resides in Nithsdale, just over 20% in Annandale and Eskdale, and around 15% for both Stewartry and Wigtownshire. The pupil census 2011 showed the three main non-English languages spoken by school pupils at home were Polish, Cantonese and Urdu. A total of 0.3% (470) of the population speak Gaelic. 7.1 per 1000 of the population are adults with learning disabilities (6.4 per 1000 Scotland). 49% of the population are males and 51% female. This increases with age, and in the over-65 age group is 40% males and 60% females.

⁶ National Records of Scotland

Travel to study Patterns

The Region suffers from a poor transport infrastructure with limited public services. A summit was held recently on the Crichton Campus, arranged by Dumfries and Galloway Council and attendees included local politicians along with transport and port operators, business groups, the Scottish Rural Parliament, the Third Sector and other local stakeholders. A report of the summit was published in September 2016.

The Dumfries and Galloway Regional Transport strategy vision is a transport system that delivers the internal and external connectivity required to sustain and enhance the region's economy and communities whilst minimising the impact of transport on the environment. In a large rural area such as Dumfries and Galloway, this is not easy: the long distances involved, and the fragile nature of many of the region's isolated communities, makes it harder to provide alternatives to private transport than might be the case in many urban areas. Dumfries and Galloway College is a partner of the regional transport group and recognises the travel difficulties students have in attending College. The College addresses this difficulty by provisioning bus services from /to key towns/settlements such as Stranraer, Newton Stewart, Machars, Moffat, Kirkconnel, Sanquhar, Dalbeattie, Annan, Gretna and Lockerbie, which are free to College students.

3 Access and Inclusion

One of the conclusion of the review of Extended Learning Support (ELS) was that ELS funds should be used by colleges to support their inclusive practices and that each college should develop an evidence based access and inclusion strategy as part of the outcome agreement. The Dumfries and Galloway College Access and Inclusion Strategy is attached as **Appendix 2**.

4 An outstanding system of learning

The College aspires to be an 'outstanding college'. We aim to deliver the highest quality learning for our students, to make a positive contribution to the local and national economies and to utilise the expertise of our staff to deliver continuous improvements. A new strategic plan, Vision 2020, for the period 2015-2020, sets out our priorities for that timescale.

The College's largest campus is located on the outskirts of Dumfries adjacent to the Crichton Campus and the Universities of Glasgow and the West of Scotland, Scotland's Rural College (SRUC) and the Open University. The Crichton Campus is a unique collaboration between the College and these universities that brings a broad range of further and higher education to Dumfries. In particular, the Campus brings the choice of university learning to a region that in the past people have had to leave to attend university.

The College relocated to a new building on a site adjacent to the Crichton Campus in 2008, and efficiencies and improved learner experience have been achieved through shared services with the Universities of Glasgow and the West of Scotland in the form of some shared building space and a single, cohesive, library service available to all students from each institution. Dumfries and Galloway College, University of the West of Scotland and University of Glasgow developed a unique shared library service under the banner of 'Crichton Library'. A single library management system is used by all institutions where all books, journals and e-books, irrespective of the host institution are included. This offers an enhanced service to students from all institutions, including college students studying at our Stranraer campus. In addition, University of West Scotland and University of Glasgow Student Services and Student Association services operate from within the

College building and the College refectory, café and shop is available to all staff and students across all institutions as well as the wider community.

The College is committed to improving the life chances for young people and adults in the Region by offering a breadth of curriculum at both campus locations that is aligned to relevant regional and national needs. The College continues to develop a curriculum, which offers learning opportunities from Access through to degree level in almost all curriculum areas. All curriculum areas, with the exception of motor vehicle, offer articulation and progression opportunities. The majority of HN programmes have University articulation opportunities including direct entry into 2nd year of University of the West of Scotland degree in Social Work.

At least 58% of college HN students entered university with advanced standing. Over the planning period the College plans to increase this to 60%.

New approaches to delivery have been piloted in the Introduction to Hairdressing and Beauty programmes. The College is committed to delivering high quality learning and teaching and the Learning and Teaching mentor team, now established and into its third academic year, was identified as best practice by Education Scotland, in terms of supporting staff and learners.

The College has a well established curriculum planning process and continually reviews its curriculum and courses to ensure decisions at strategic level are based on demand from learners, the needs of local employers, sector skills, internal performance measures, external environmental analysis, including the use of the Regional Skills Assessments as well as national initiatives such as *Opportunities for All* and *Developing The Young Workforce*. The College will continue to adopt flexible, engaging delivery methods that promote accessibility and flexibility. The College aims to offer progression and articulation opportunities in all its curriculum areas.

South of Scotland Regional Skills Assessment 2012-2022 produced by Skills Development Scotland highlights Food, Drink and Tourism as the largest of the growth sectors in the region, accounting for 25% of all jobs. Greatest employment increases over the coming decade are expected to come from:

- Accommodation and Food
- Health and Social Work
- Engineering & Construction
- Arts & Entertainment
- Professional Services

The curriculum is increasingly shaped by employer involvement and further engagement of employers and industry boards in the design and support of the delivery of courses is a key objective of all college curriculum areas.

The College continues to map its curriculum to key industries and learner need across both campuses.

A map of curriculum by SCQF level across both campuses is shown below:

Curriculum area	Dumfries						Stranraer				
	SCQF 1-3	SCQF 4	SCQF 5	SCQF 6	SCQF 7	SCQF 8	SCQF 1-3	SCQF 4	SCQF 5	SCQF 6	SCQF 7
Care	■	■	■	■	■		■	■	■	■	■
Early Education		■	■	■	■			■	■	■	■
Business			■	■	■	■			■	■	
Computing		■	■	■	■	■					
Creative Industries		■	■	■	■	■					
Sport		■	■	■	■	■					
Hair and Beauty		■	■	■	■			■	■	■	
Hospitality		■	■	■	■			■	■		
Engineering		■	■	■	■			■	■		
Construction		■	■	■	■			■	■		

A key aim of the College is to improve its retention rates, particularly retention on full-time further education programmes. The College has established a short-life working group to review the student attainment and retention strategy and to develop an action plan for improvement. The College has set an ambitious target for both retention and attainment over the period, which take account of the SFC ambitions of sector average student successful outcome of 69% for full-time further education programmes.

4.1 10% Most Deprived Postcodes

Over the planning period, the College plans to increase the number of credits delivered to students who live in SIMD10 areas to 15%, the sector average.

4.2 Senior Phase

Over the next 3 years, the College aims to increase its senior phase programme activity by 25%. By 2019-20 we plan to offer 260 places, an increase of 60 from 2016-17, increasing its credit activity to 1030 credits, an increase of 220 credits from 2016-17.

The College has a well established partnership with Dumfries and Galloway Council, the sole local authority in the region and, for many years, has been providing pupils in all sixteen secondary schools with the opportunity to achieve vocational qualifications at SCQF levels 4 to 7 as an integral part of their senior phase curriculum. These courses provide progression onto full-time college courses. There is clear evidence that the profile of pupils in the senior phase is changing in that pupils who would previously left school at the end of S4 are now staying at school to increase their portfolio of National 5 and Higher qualifications.

Working with the local schools, the College continues to take action to address gender imbalance in all school programmes. We will continue to promote choices to both genders and to dispel perceptions of stereotypical career choices influenced by gender. The College plans to do this in a number of ways such as school guidance, school competition, school visits, role models in college publications and highlight college staff who work in gender stereotype areas such as female construction lecturer, female sports lecturer, female digital gaming lecturer and male care lecturers. It will also offer sessions where pupils can try non-traditional vocational activities e.g. males into hairdressing, care and childcare and females into construction, engineering, computing and motor vehicle. The College has set a target where 25% of places will be ring fenced for underrepresented gender on significant gender imbalance courses.

4.2.1 Foundation Apprenticeships: During the period, the College plans to offer six foundation apprenticeship pathways. In 2017-18, it will offer foundation apprenticeship pathway in Engineering. A further three pathways in and Social Services & Healthcare, Food Technology and Business will be offered in 2018-19, with Construction and Computing pathways being offered in 2019-10. Currently the framework for Social Services & Healthcare does not reflect local employer needs, which include reablement. The introduction of this foundation apprenticeship was planned for 2017-18 but has now been deferred until local employers and sector skills agency are engaged.

4.2.2 Higher National Certificates: The College will offer four Higher National Certificate pathways: HNC in Computing; HNC in Computer Science; HNC in Electrical Engineering and HNC in Business. Successful completion of the HNC Computing, HNC Computer Science and HNC in Business guarantees a place on the full-time year 2 HND course. Successful completion of the HNC in Electrical Engineering provides articulation on to courses at the University of Strathclyde and Edinburgh Napier University; BSc (Hons) Open at The Open University.

On successful completion of the HND Computing Science, students can articulate on to BSc in Computing Science degree course at University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University. Successful completion of the HND in Business, students can articulate to BA Business Management with University of West of Scotland on Crichton site; BA Rural Business Management with SRUC, Ayr Campus; BA (Hons) in Business Management or BA (Hons) Open with The Open University.

In 2018-19 the College plans to offer a further two HNCs in Sports and Fitness and Sports Coaching. Successful completion of these HNCs guarantees a place on the full-time year 2 HND course. Successful completion of the HNDs provides articulation onto courses the BSc (Hons) degree in Sports, Fitness and Coaching with The Open University. The College plans to develop articulation arrangements with advanced standing for these HNDs. The College is also planning to introduce an HND Electrical Engineering to its fulltime portfolio. This will enable pupils who successfully complete the HNC Electrical Engineering to have a guaranteed place on the full-time year 2 HND course. The College will also develop articulation arrangements with advanced standing for this HND.

In addition, for 2019-20 the College plans to increase HNC opportunities by offering three additional HNCs: HNC Hospitality; HNC Construction and HNC Childcare/Early Education.

The College continues to seek opportunities to develop formal articulation routes. It is currently discussing engineering opportunities with Heriot Watt University, the University of Strathclyde and the Open University. The college recently signed a Memorandum of Agreement with Edinburgh

Napier University to explore articulation opportunities – initially in the Engineering area but, potentially, this may expand to include other areas.

4.2.3 National Certificates: Over the next three years, the College plans to offer a range of new National Certificates: National certificate Computing Science (Nat 5); Sports and Recreation (Nat 5); National Certificate Early Education and Childcare (Nat 5); and Hospitality: Practical Cookery (Nat 4). From 2018-19, in partnership with the Association of Accounting Technicians (AAT), the college plans to offer Foundation Diploma in Accounting and Business (SCQF 5).

4.2.4 National Progression Awards: The College already offers a National Progressions Awards (NPA) in Activity Tourism (SCQF 4) and is planning to expand provision to include offering NPA in Food Manufacturing (SCQF 5) as a pathway to Foundation Apprenticeship; NPA in Reablement (SCQF 6); and NPA in Digital Design & Animation (SCQF 5). From 2018-19 the College plans to offer NPA in Computing.

Working in partnership with a local school and employer we have developed a new programme in Design Engineering and Construct (SCQF 4), a construction technician pathway leading to an HNC or Foundation apprenticeship will be offered in 2017-18.

4.2.5 Skills for Work: We currently offer Skills for Work awards in Early Education and Childcare Nat5 (SCQF 5) and Nat 4 (SCQF 4); Construction Nat5 (SCQF 5); Motor Vehicle Nat5 (SCQF5); Energy Nat 5 (SCQF 5) and Hospitality Nat 4 (SCQF 4). The skills for works in Energy Nat 5, is delivered by the college, the school and a local employer.

4.2.6 Senior Phase Leaver Destinations

Scottish Government recently published data on initial destinations of senior phase school leavers for 2015/16.

The table below shows the destination of senior phase school leavers in Dumfries and Galloway for the last 2 years, as a percentage, and the national percentage for 2015-16.

	Dumfries and Galloway (2015-16) %	Dumfries and Galloway (2014-15) %	National (2015-16) %
Total leavers	1,474	1,603	
Further education	29	37	27
Higher education	39	30	40
Employed	23	22	22
Training	1	0	3
Voluntary work	0	0	1
Activity agreement	0	1	1
Unemployed seeking	4	5	5
Unemployed not seeking	1	1	1
Not known	0	1	0

The following table shows the overall percentage of positive destination of Dumfries and Galloway senior phase school leavers compared to the national percentage

	2011/12	2012/13	2013/14	2014/15	2015/16
	percent	percent	percent	percent	percent
Dumfries & Galloway	87.9	91.8	90.9	93.1	94.6
National	90.1	91.7	92.5	93.0	93.3

4.3 School Partnership Arrangement

The College strongly believes it needs to engage with young pupils earlier than the Senior Phase to promote College courses as an alternative pathway to employment, college and university. The College has a well-established 'school partnership arrangement' offering a range of vocational opportunities to encourage pupils of all abilities to participate in vocational education.

The College believes that the school-college link compliments its senior phase offerings and will continue to offer the following through its school-college link programme: Higher Construction; Higher Psychology; Psychology Nat 5; Construction skills, Introduction to Motor Vehicle; Introduction to Hospitality and Introduction to Hairdressing. In partnership with the school, the college is developing a Sustainability Bronze Award (SCQF 3) aimed at S2 pupils as a route to Design Engineering and Construct (SCQF 4) and Construction Technician pathways to be offered in 2017-18.

As part of its communication and marketing strategy, the College will promote to parents and pupils the role the College can play in shortening the learning journey and in particular the value of foundation apprenticeships.

The college will again run a series of gender imbalance taster sessions for pupils from S2 and S3. Attendance was good and feedback was very positive. It is too early to measure the impact of these sessions as pupils are still at school but it is intended to arrange more for academic session 2017-18.

4.4 Articulation

The Colleges will continue to work with Higher Education Institutions to develop and agree articulation arrangements. In 2013-14, SFC introduced funding for additional places for fully articulated students. College students have benefitted from this scheme with a total of 60 'associated students' of University of West of Scotland and University of Glasgow.

The following table shows the articulation arrangements currently in place for learners successfully completely an HNC at the College:

SCQF 7	Articulation
HNC SOCIAL CARE AND ADMINISTRATION	Students can articulate at SCQF level 8 to the BA in Adult Nursing or Mental Health at the University of West of Scotland on the Crichton Site
ACCESS TO NURSING (SWAP) (SCQF 6)	Students can articulate at SCQF level 8 to the BA in Adult Nursing or Mental Health at the University of West of Scotland on the Crichton Site; Dip HE Healthcare Practice or BSc (Hons) Mental Health Nursing at The Open University (only with employer sponsorship)

HNC SOCIAL SCIENCES	HNC students can articulate at SCQF level 7/8 (also under 2+2) to the BA in Health & Social Policy at the University of Glasgow on the Crichton Site; BA (Hons) Health and Social Sciences or BA (Hons) Open at The Open University
HNC SOCIAL CARE	HNC Students can articulate at SCQF level 7/8 (also under 2+2) to the BA in Health & Social Policy at the University of Glasgow on the Crichton Site. HNC Social Care learners who get an A in their graded unit and attend the required summer school can enter the 2nd year Social Work degree on the Crichton site; BA (Hons) Social Work (Scotland), BA (Hons) Health and Social Care or BA (Hons) Open at The Open University
HNC EARLY EDUCATION AND CHILDCARE	HNC students can articulate at SCQF level 8 (also under 2+2) to the BA in Childhood Studies at the University of West of Scotland on the Crichton Site
HNC HOSPITALITY	BA or BSc (Hons) Open at The Open University
HNC ELECTRICAL ENGINEERING	Currently discussing articulation arrangements with University of Strathclyde, Edinburgh Napier University; Heriot Watt University and BSc (Hons) Open at The Open University

The following table shows the articulation (with advanced standing) arrangements currently in place for learners successfully completing an HND at the College:

SCQF 8	Articulation
HND BUSINESS	HND students can articulate to: BA Business Management with University of West of Scotland on Crichton site; BA Rural Business Management with SRUC, Ayr Campus; BA (Hons) in Business Management or BA (Hons) Open with The Open University
HND ACCOUNTING	HND students can articulate to: BA Accounting with University of West of Scotland; BA Honours in Accounting with The Open University
HND COMPUTING: TECHNICAL SUPPORT	HND students can articulate to: BSc in Networking degree at Glasgow Caledonian University; BSc in Information Technology at the University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University
HND COMPUTING SCIENCE	HND students articulate to BSc in Computing Science degree course at University of West of Scotland on the Crichton Site; BSc (Hons) Open with The Open University.
HND ART & DESIGN	HND students can articulate to BA Art & Design courses at various universities; or BA (Hons) Open with The Open University
HND PHOTOGRAPHY	HND students can articulate to BA Photography courses at various universities; or BA (Hons) Open with The Open University
HND VISUAL COMMUNICATION (GRAPHIC DESIGN & CREATIVE MEDIA)	HND students can articulate to BA Graphic Design courses at various universities; or BA (Hons) Open with The Open University
HND FITNESS HEALTH AND EXERCISE	HND students can articulate to BSc (Hons) degree in Sports, Fitness and Coaching with The Open University
HND COACHING AND DEVELOPING SPORT	HND students can articulate to BSc (Hons) degree in Sports, Fitness and Coaching with The Open University
HND BEAUTY THERAPY (no advanced standing arrangements)	HND students can articulate to BA or BSc (Hons) Open at The Open University

4.5 Science, Technology, Engineering & Maths (STEM)

The College currently delivers on a range of energy, engineering and computing courses. All courses from Computing and Digital media have been mapped to the STEM framework and the College is planning to introduce a new vendor qualification, such as CISCO, to its portfolio in 2017-18. The college has already started to include lifeskills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects includes Reablement and Skills for Work Healthcare. The new HNC Care and Administration course contains a life science unit and the new HNC Childhood Practice now includes a numeracy unit.

In 2018-19 the College is planning to offer a New level 6 Advanced Computing Certificate; a locally developed SCQF rated unit in Computational Thinking which embeds the required maths for computing students; offer a Foundation Apprenticeships in Food and Manufacturing which will be STEM assured.

The College is also offering a range of STEM courses to schools such as HNC Computing Science, Computer Science Nat 5; NPA Digital Design & Animation; Design Engineering and Construct (SCQF 4) and HNC Electrical Engineering. In 2018-19, the college plans to offer NPA in Computing.

The College now chairs the Dumfries and Galloway Renewable Energy Partnership Group. The group focuses on looking at the economic opportunities in Dumfries and Galloway with the College looking at development of skills and training. The Energy Centre, which delivers energy, courses as well as delivering an energy awareness session to all full time Construction students focusing on Sustainability. SOLAR, Biomass, Heat pumps, Oil Boiler (OFTEC oil) qualifications all delivered in the Energy Centre, enhancing the qualifications of our apprentices carry onto the BPEC certifications (emerging technologies).

During the planning period, the College is planning to further develop its engineering facilities at its Stranraer Campus.

It is an ambition of the College to become a STEM Centre of Excellence. To this end, the College is exploring partnership opportunities with the SRUC and the Dumfries Learning Town.

4.6 Early Years and Childcare

The College is committed to supporting Scottish Government's plans for expansion in early learning and childcare. This will increase the demand for qualified childcare practitioners and the opportunity for the College to play a key role to provide additional training, upskilling and recognised qualifications for practitioners. The College is currently working with Dumfries and Galloway Council to establish the impact on the Region's nursery provision. This is an opportunity to offer HNC Early Years/Childhood studies to senior phase pupils as a way of addressing the workforce expansions.

The College will also seek opportunities to increase its MA and SVQ offering to support the growth.

In addition, the College plans to increase its level 3 and 4 courses by 20% and introduce a PDA in Children's Health and Wellbeing in 2018-19 and a level 9 PDA in session 2019-20. In 2018-19 the

College, plans to offer SCQF level 9 qualification in Childhood Practice and working with local providers develop level 8 and 9 qualifications in residential care.

The College is also in partnership with the Open University, the University of Glasgow, the University of the West of Scotland and Scotland's Rural College to consider the development of a Care Campus based around the Crichton estate. The aim is to seek to provide housing, social and community support with access to a continuum of care for older people.

4.7 British Sign Language

In support of the implementation of the British Sign Language Act 2015, the College plans to increase awareness of British Sign Language by encouraging and supporting staff to become signers through staff development. Where staff and students have an identified need the college provides the required support for them to undertake their learning and complete their studies. We operate an 'induction loop system' for students, staff and visitors to college premises. The College is currently in discussion with Dumfries and Galloway Council on possible partnership to deliver British Sign Language courses.

4.8 Gaelic

The College aims to work with partners to identify local demand for Gaelic Language and develop provision accordingly. Through staff development, the College will promote and encourage staff to learn and speak Gaelic.

4.9 English for Speaker of Other Languages (ESOL)

The College is a member of the Regions Community Partnership subgroup on ESOL. Through the partnership, we deliver ESOL courses at a local resource centre as well as in College. The college also has a dedicated resource to support and track students from initial assessment to progression and destination. The College aims to increase its current target of four groups per session to six and to offer ESOL certification at SCQF level 3, 4 and 5.

4.10 Quality Arrangements

The College is committed to implementing the new SFC and Education Scotland quality arrangements 'How Good is our College?'. This new approach integrates quality arrangements with outcome agreement evaluation and reporting. The College will produce an evaluation report and enhancement plan in October 2017.

Comprehensive systems are in place to review and enhance curriculum quality, planning, retention and outcomes. These systems included detailed self-evaluation by teams.

Levels of retention and success are below the sector average. The College has established short life working groups to develop strategies and an action plan to improve both.

Learner satisfaction and post course success are above the sector average.

4.10.1 College Leaver Destinations

The College is committed to the annual collection of data on college leaver destinations for full-time learners and makes every effort to establish the destination of all qualifying learners. 91% of qualifying learners from 2014-15 were in a positive destination 6 months following the end of their course.

4.10.2 Student satisfaction and engagement

The College is committed to developing further the sector student satisfaction and engagement survey. Just over 90% of the students who participated in the 2015-16 survey were satisfied with their college experience. Working with the Student Association and class representatives the College aims to encourage more students to participate in this annual survey, promoting the survey as one of the ways they can influence improvements to their learning experience at the College.

5 A more successful economy

The College is recognised as a key player and a member of the Crichton Campus Leadership Group (CCLG), which was created to facilitate a shared understanding of the skills, education and training needs of Dumfries and Galloway, through effective engagement with key stakeholders. It also plays a key role in raising the profile and maximising the impact of collaborative activity on the Crichton campus for the region, and capitalising on the attractiveness of its unique location in the UK and international markets. CCLG provide a strong strategic focus for academic provision and community outreach activities, directly relevant to the social, economic, workforce and cultural needs of communities in Dumfries and Galloway.

The Open University is a partner of the College and we have an agreement whereby they are able to use the College to hold tutorials and, OU students can come in and use IT equipment and library facilities

The Crichton Institute is a collaborative venture comprising Crichton campus academic and wider strategic partners. Its purpose is to deliver a programme of knowledge exchange, applied research, evidence synthesis and policy development that will have a transformational influence on the economic, social and cultural regeneration of South-West Scotland and is funded until January 2017 by the Scottish Funding Council. The Institute will be located in the Henry Duncan Building part of the main Dumfries campus.

Dumfries and Galloway College has a long standing and positive partnership with the Dumfries and Galloway Council, the only local authority in the Region. This ensures a joined up approach to planning where the College plays an active role as a member of the CPP. The Principal is chair of the Local Employability Partnership.

5.1 Developing the Young Workforce

The college is committed to developing new partnerships with schools, universities and employers to deliver a broad range of vocational opportunities for pupils entering the senior phase of Curriculum for Excellence. It is planned to build strong partnerships to deliver STEM employability programmes. The College also works with SDS to offer programmes for targeted hard to reach groups. The College has built on its 'early adopter' project funded by the Scottish Funding Council Early Adopter Programme. The 'early adopter' aimed to shorten the learner journey offering 5th

and 6th years the opportunity to study Higher National Certificates, which lead to direct entry to year two of a degree course on the Crichton Campus. The project also involved working with local secondary schools to remove barriers around some schools and parents seeing Higher National Certificates as a creditable alternative route to University and employment. However, the schools are still resistant to offering pupils Higher National Certificate programmes.

The Dumfries and Galloway Chamber of Commerce, in partnership with the College and the Local Authority, recently won a three year, £590k contract to establish a Developing the Young Workforce (DYW) D&G Regional Group under the terms of the Scottish Government Commission led by Sir Ian Wood. The primary aim of the contract is to “promote and facilitate the formation of long term partnerships between individual schools, colleges and employers, and bring employer’s input to activity such as career advice, enterprise education and job search skills in schools”. This partnership is an opportunity to make a positive difference to the future prospects of young people in Dumfries and Galloway. The Group recently presented to the College Board of Management its objectives, stressing the group is a key link between schools, colleges and the employer. It acts as a facilitator to present employment opportunities for young people.

The College is also working in partnership with Dumfries and Galloway Council to deliver Youth Guarantee Scheme. The scheme builds on foundations already in place as part of Curriculum for Excellence. The Youth guarantee scheme is an extension of the Scottish Government’s commitment that every single 16-19 year old in Scotland will be offered a learning or training place if they are not already in a job, modern apprenticeship or education.

The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town initiative where the Council is taking forward the review of Dumfries schools, in conjunction with the wider regeneration for Dumfries. Dumfries Learning Town is an innovative approach to provide a new model of 3 to 18 education delivery. This new approach will provide a greater range of subjects and learning environments to better meet the needs of all learners. Through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The Bridge will promote and support the Burgh schools, a place where resources can be pooled, provide specialist facilities, a place for curriculum and professional development for teachers and a networking hub. The College has concerns that the Bridge will duplicate courses offered by the College. It is vital the College works in partnership with Dumfries Learning Town and local employers to mutual benefit of the learners, ensuring no duplication in offering but an enhancement and promotion of each others strengths.

5.2 Work Experience and Placement

The College is currently developing a Work Experience/Placement Strategy. It is the College aim that all provision comprises of significant, relevant work related learning, work placement and work experience. All provision is being reviewed in light of the SFC publication on standards for work placement.

The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offers approx. 180 placement opportunities to college students per year. Building on the NHS and DGC partnership, for 2017-18, it is hoped approx. 45 of these placements will lead to guaranteed interviews for employment.

The college has a range of work related learning, work experience and placements opportunities depending on the SCQF level of the course. Access (SCQF 1-4) programmes contain work related learning and or enterprise activities; SCQF 5 & 6 have work experience and or work placements, Access to HE programmes include volunteering opportunities as well as placement and HE programmes contain mandatory work experience units.

The College aims to build a stronger relationship with the local Job Centre to raise awareness of the content of our courses, which are designed in partnership with employer and sector bodies, and are a route to employment.

The College is also in discussion with the Region's Youth Guarantee Group to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment.

5.3 Employer Engagement

The College recognises the significant role industry and business partners have in curriculum demand, design and delivery. It has a flexible approach to employer engagement ensuring the College can adjust and adapt to the changing economic, social and cultural landscape of the region and further afield. The College's Employer Engagement strategy aims to:

- **Extend and strengthen relationships with key stakeholders**, i.e. Scottish Government, Scottish Funding Council, Dumfries and Galloway Council, NHS Dumfries and Galloway, Skills Development Scotland, Chambers of Commerce, Federation of Small Businesses etc. in order to contribute to and influence policies and other decisions that will affect College operations and in turn the relationship with employers and businesses. (The College is already represented on a number of influential regional groups and bodies, i.e. Dumfries and Galloway Employability Partnership, Community Planning Executive, Creative Industries Strategy Group etc.)
- **Liase closely with industry bodies** to ensure curriculum development and employer engagement meets industry standards (the College works closely with Skills Development Scotland as well as sector skills bodies such as Habia, IMI, People 1st, Construction Industry Training Board etc)
- **Work with local and national employers** to develop robust niche courses and offerings to support the local economy, including renewable industries and Science, Technology, Engineering and Maths (STEM) programmes (recent examples include Overhead Linesmen Training, Electrical Competency and Welding Programme, and Wind Turbine Technician programmes)
- **Continue to build on, expand and strengthen existing relationships with local businesses and employers to:**
 - review and identify workforce development requirements and associated course offerings;
 - increase the number of work placements and Modern Apprenticeships
 - increase the number of students and graduates directly recruited by businesses;
 - identify and respond to skills needs to support the local economy;
 - support College staff to improve their vocational expertise and to gain knowledge of the latest operational developments in the sectors relevant to their curriculum areas;
 - facilitate with the identification and organisation of events to showcase good practice and skills, career fairs, presentations and competitions;

- Develop further key progression routes and articulation opportunities for all learners with direct relevance to the local economy needs and requirements;
- work closely with local schools to offer a path from secondary provision to local further and higher education opportunities in line with Curriculum for Excellence

The College works with employers to better align the curriculum to any skills gaps or shortages. In many curriculum areas, Employer Advisory Partnerships have been established. The purpose and remit of these partnerships is to ensure the curriculum is fit for purpose, to increase industry visits and work experience opportunities for learners, and to encourage more employers to directly recruit from the college.

The College has recently developed a partnership agreement with Community Integrated Care (CIC), one of the UK's largest health and social care charities, to provide placement opportunities and to deliver training to their local sites during the planning period. CIC has also agreed to offer mock interview experience to students studying National 4 in care. The College has also recently developed a partnership arrangement with the Chamber of Commerce and is currently discussing the demand for a locally delivered accountancy qualification and foundation apprenticeships. Working with Annan Academy and Young's Seafood (based in Annan) the college is looking to develop a foundation apprenticeship and other qualification in food processing. The college has established and chairs a Creative Industries Business Strategy Group made up of schools, DGC, Spring Fling and DGTAP. This approach works well for this type of industry where they provide live briefs for students as part of their course. The College is currently in discussion with Ericsson to encourage them to use the college as first choice recruitment.

5.4 Modern Apprenticeships

The College is committed to the development and delivery of modern apprenticeships for effective workforce development. In line with Scottish Government, the College aims to increase activity over the planning period and is working with CITB, SECTT, SNIPEF and SDS to achieve this. The College is in early discussions with SECTT on the likely demand in the Region for adult apprenticeship routes on a day release basis.

5.5 Care Experienced

The college aims to support care experienced students to have a positive and successful experience at college. We will continue to provide a dedicated student adviser to support, guide and assist care experienced learners progress at college and improve positive destinations. .

The College works with schools to assist in the transition to College. The College is registered on the Propel website, run by the Become charity aimed at providing help, support and advice to young people who have spent time in care.

The College in partnership with Project Search Europe and Dumfries and Galloway Council, will continue to deliver 'Project Search', a one-year transition programme providing training and education leading to employment for young people with disabilities and/or Autism. The programme is delivered on-site at the Council's Cargen Tower premises on the outskirts of Dumfries.

5.6 Carers

The College is committed to supporting staff and students with carer responsibilities. In order to support and understand students' needs, students are asked when they enrol if they have carer responsibilities. Students are also given opportunities through the personal tutor system to disclose this information at any point in the academic year. In 2017-18, the College will increase its student adviser service in order to promote a supportive environment for students. The adviser services will work in partnership with the Student Association to promote support for carers. The student funding services will also look to use discretionary funds to support carers. We will monitor retention and achievement of this group of students in order to continually improve student's progress and achievement as well our services to support them. We also aim to follow, where practicable, the Carers Trust 'Going Higher' campaign. The College is also working with Dumfries and Galloway Council to meet their carer duties.

In order to better support staff, during 2017-18 the College will ask staff to advise them if they have carer responsibilities. This will enable us to support staff and put in place reasonable adjustments

5.7 European Social Fund

The College does not have any ESF funded activity.

5.8 Equality and Diversity

The College has a duty to comply with the Equality Act (2010) and the Public Sector Equality Duty. The College is required to determine its equality outcomes. They are:

Equality Outcome 1 - The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels of the organisation.

Equality Outcome 2 - Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate barriers to subject choice and therefore enable learners to maximise their education and employment opportunities.

Equality Outcome 3 - Learners successful completion regardless of protected characteristics is increased.

Equality Outcome 4 - The College designs and delivers programmes and services to meet the needs of learners from all backgrounds and circumstances.

6 Higher Performing Institutions

6.1 Financial sustainability and efficiency

Careful financial management and a commitment to efficiency of delivery and corporate functions are required in the context of constraints of public funding and the consequences of reclassification of Colleges in Scotland as public bodies.

The College recognises the need to increase its income from sources other than the SFC. This will be very challenging given the economic make-up of the Region. The College complies with all the terms of the Financial Memorandum with no identified weaknesses or failures. The College also

meets the requirements in the Scottish Public Financial Manual in relation to severance schemes and settlement agreements. The College will seek every opportunity to explore efficiency and effectiveness through collaboration and shared services.

6.2 Governance

The College Board of Management is now well established and comprises of a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and nine non-executive members. The Board has eleven non-executive board members (5 males and 6 females) an even spread in terms of gender with members from a wide range of backgrounds and experience. The Board complies with the 'Code of Good Practice for Scotland's Colleges (August 2016) and the College Sector Board Appointments: 2014 Ministerial Guidance. The Board has a range of constituted committees with terms of reference approved by the Board. The committees are: Human Resources; Finance and General Purposes; Audit; Learning and Teaching; Board Development and Remuneration. All approved board and committee agendas, minutes and papers are available of the college website

<http://www.dumgal.ac.uk/dumgalportal/index.php?pageid=BOM-Governance>

6.3 Estates

In 2015-16, the College developed a 5-year estates strategy that was approved by the Board in December 2015. It includes the disposal of surplus property of its Catherinefield Building. Conditions surveys of both sites have been undertaken to inform the strategy. The Dumfries campus is only 8 years old and as such does not require significant capital investment. However, it does need to meet curriculum challenges, ensuring flexibility of its teaching spaces to reflect new teaching methods. Stranraer campus is 30 years old and as such requires significant investment, particularly in modern heating and ventilation system. Proceeds from the sale of Catherinefield will be re-invested in the Stranraer campus in order to expand engineering provision to the west of the region. Through our estates strategy we aim to:

- Provide flexible, fit for purpose accommodation to reflect modern delivery;
- Continue to ensure efficient space utilisation;
- Identify the need for rationalisation and disposal of assets which are surplus to requirements;
- Maximise the value of the estate, looking at existing and alternative uses;
- Establish and maintain clear routine, statutory and long term preventative maintenance plans;
- Consider opportunities for effectiveness through shared services with our Crichton Partners;
- Ensure the space is fully accessible, meeting all ability needs;
- Continue to reduce carbon emissions in line with the College's Climate Change Action Plan.

The Estates Strategy can be found on the College's websites

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Estates_Strategy_BoM_Dec15.pdf

6.4 Environmental Sustainability and Energy Efficiency

The College recognises its responsibilities to the environment. The College is a signatory of the Universities and Colleges Climate Commitment Scotland. The College has developed a five-year Climate Change Action Plan. The College collaborated with the Carbon Trust in order to realise substantial carbon and cost savings. The College is committed to a target of reducing CO₂ by 20%,

against a baseline year of 2014, by the 31st December 2019. A number of initiatives will achieve this target such as:

- Promote the College cycle to work and car sharing schemes and raise sustainable travel awareness
- Review efficiency of all lighting sensors
- Fit Low flow/aerated taps throughout each campus
- In partnership with the Student Association, run workshops raising awareness and behaviour change
- Replacing the heating system at the Stranraer Campus
- Consider electric cars and installation of charging stations once the technology is suitable

The full plan can be found on the College's website

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Climate_Change_Action_Plan_Dec2015.pdf

6.5 Human Resources

In 2016, the College develop a 5-year Human Resource strategy as a key driver to support the College to maximise the potential of our most valued asset, our employees. Building on the College's existing HR policies and procedures, the purpose of the Strategy is to provide an effective framework for recruiting, developing and retaining staff in an effective, fair and supportive environment. To this end, the Strategy is structured around the four key themes:

1. An engaged, diverse and high quality workforce.
2. Adaptable, flexible and innovative staff, teams and organisation.
3. Excellent leadership and management.
4. A safe and healthy working environment.

The Human Resources Strategy can be found on the college website:

http://www.dumgal.ac.uk/dumgalcontent/uploads/2016/04/HR_Strategy_Document_April_2016.pdf