

ROA

Regional Outcome Agreement Dumfries and Galloway College 2018-2021

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 **£10,029,686** core teaching funding, and £184,000 capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2019-20 to plan and deliver 30,176 credits made up of 1278 credits ring fenced for delivery of HNC childcare qualifications and 29,898 for general provision.

In addition, the college will receive £2,237,151 Student Support funding for AY 2019-20.

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 2019-20

- Design and planning of a range of HE courses in conjunction with HEI institutions for delivery start in 2019/20 and 2020/21.
- Realise and implement “South of Scotland Digital Skills and Learning Network” project which will create a technology enabled network connecting schools and colleges across SoS (July 2019). Commence delivery of project by Dec 2019. Implement Crichton Consolidated Agreement over the next 5 years.
- To work in partnership with local industry, local authority employability and skills teams, SDS and other key stakeholders to contribute to a reduction in the region’s unemployment, improving life chances for all learners.
- To ensure provision is delivered efficiently, is 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 2019-20

- Achievement of activity target of 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 and national economic priorities.

Scottish Government Priorities

The aim of this document is to respond to the Minister's letter of the 18th October 2018 which highlighted the priority areas for colleges to focus upon. The document will highlight what Dumfries and Galloway College will do to achieve those priorities and the resultant expected outcomes. This document will further set out ambitious targets over the next two years which the college will be focused upon. In responding to the minister's letter, which asked colleges for "intensified" target, the college has carefully analysed and set stretching, but achievable, targets listed in our key measures table starting on page 28 of this report.

Through the Scottish Funding Council, the government has highlighted the priorities of colleges for the coming academic year. These priorities are reflected in what we aim to achieve in Dumfries and Galloway. Because of the intensification of targets, the college has reviewed existing targets and aims to set even more challenging ones as a result of the intensification request from the Scottish Government.

1. **Increase access from the widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds. This includes encouraging gender balance and Developing our Young Workforce (DYW). This can be seen in Measure 1 of the table on page 28.
2. **High quality & efficient learning, including improved rates of articulation** – to ensure that learner journeys are as short, efficient and effective as possible and that learners experience the highest quality of learning and teaching and achieve successful outcomes. We aim to stretch ourselves with the targets listed in the measures table specifically to increase attainment levels and articulation rates.
3. **Improved rates of retention and achievements** – ensuring that all students have the necessary support and guidance to enable them to attend college and to achieve their qualifications. The college is aware that students have various barriers to successful study and students with combinations of barriers (where the effect is greater than the sum of the individual parts) is something we recognise and our targets listed in our key measures table will be a challenge for the college to achieve.
4. **Innovation in Partnership with Industry** – We will work closely with industry to support innovation. This will result in custom designed courses for local industries, thereby ensuring those companies have staff trained to provide creative and pragmatic solutions to local problems. We successfully made a bid to the newly formed South of Scotland Economic Partnership and with this funding we will create the facilities to support industry further and upskill employees of local firms, particularly in key sectors of Care, Renewables and Engineering.
5. **Gender** – We are committed to addressing gender balance in partnership with other organisations as part of our overarching Equality and Diversity planning.

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

College Strategic Outcomes	SFC priority outcomes				
	1	2	3	4	5
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 academic year 2018/19 - 20/21 and sets out the college's aims and aspirations during this planning period. A number of college strategies and policies support this Outcome Agreement.

As in previous years, the college will remain financially challenged, due to the unique nature of the geography of the region. In particular, the need to offer a wide range of curriculum and services in Stranraer has a financial effect on course viability. Small learner numbers and demand makes it difficult to sustain some provision and therefore some courses need to be structured differently to those in Dumfries. For example, by combining different levels of learners or using mixed methods of delivery, in order to maintain that area of provision. The college continuously reviews its curriculum plan to ensure the courses offered support the economic development of the region.

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

Dumfries and Galloway College is the only general further and higher 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:

[Vision 2020](#)

2 Reporting

We are progressing towards 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 2018-19 the college will implement the new SFC and Education Scotland quality arrangements, which integrate quality arrangements evaluation with outcome agreement evaluation and reporting.

A self-evaluative report: The Evaluative Report and Enhancement Plan, was produced for the first time in 2016-17 and will be repeated in subsequent years, which is a requirement of the SFC and Education Scotland. Internal processes (such as student evaluation), will continue to be improved over the coming year to enable us to meet the requirements of "How good is our college?"

[2017-18 Evaluative Report & Enhancement Plan](#)

3 Key Priority Areas

3.1 Outcome: 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 background.

Widening Access

Context:

Dumfries and Galloway College has a good record of widening access. 14% of credits achieved in 2017-18 were by learners who had declared a disability and over 2.8% were care experienced, which exceeded our agreed target by a significant margin. However, we face a number of challenges, which impedes our ability to realise our full potential to contribute to the government's ambitions. Although there are relatively high levels of deprivation across the region, this is masked by the dispersed nature of the population. This means that in any one area there is not the concentration of deprived individuals that would feature in the SIMD. However, the level of rural deprivation is illustrated by the fact that Dumfries and Galloway has one of the lowest average wage economies in Scotland. Feedback from our current students has indicated that on a number of occasions students have lost housing benefit as a result of studying full time at college. By receiving a bursary, they have found themselves in financial difficulties and the Department of Work and Pensions staff have advised these students to give up their studies, as studying would result in the return of housing benefit. Students studying at college have highlighted significantly lower levels of income whilst studying than if they were unemployed and not studying - this is another barrier facing our students.

What we will do:

- The college strategy is to use technology as an enabler, allowing remote access from home, school, partner learner centres and work. We are continuing to invest in technology to deliver learning remotely but this investment is limited due to budget constraints.
- Through a recent restructure a Head of Curriculum now has a specific responsibility regarding school-college transitions and senior phase pathways to develop strategies and actions for improving and increasing learner pathways from school to college.
- The college will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but these should not be underestimated in terms of limiting choice and opportunity for young people.
- We will continue to support the wellbeing of our students through all the support services and partnership services offered by the college.
- We will continue to implement a number of courses that encourage participation from all groups of learners including those whose situations are compounded by socio-economic disadvantages.
- This broad range of curriculum includes Prince's Trust courses, access courses and Passport to College.
- The college is working in partnership with Community Learning and Development (CLD) and the first joint strategy has been developed in consultation with communities across the region. CLD's partners' joint vision is '**..... of a strong region where people work together to improve their quality of life, work and wellbeing. Together we will develop best practice in CLD to effectively work with people to realise their aspirations**'. In conjunction with the CLD reporting data and as a result of the work done by the Community Liaison Officer, a report has been generated which will facilitate the following:
 - The Development of the Community Delivery Plan to underpin the working done in partnership with local authorities and their relevant partners and stakeholders.
 - This will result in a well-balanced provision across the region that is reflective of different communities' needs.

Care Experienced Learners

Context:

The college has a strong record of identifying, attracting and supporting care experienced young people. These students require support to deal with multiple and complex issues and the issues of access and travel they face in this large rural area exacerbate these. Despite the college providing transport from isolated areas, the distances and infrequency of this often presents an additional challenge to the care-experienced. When motivation and confidence are low, additional barriers arise, for example: the fact that one has to rise early to attend college or that if the bus is missed; there is no other accessible way to college. Despite the significant amount of support the college offers, these barriers can cause learners to leave their course early, impacting on retention and attainment.

The care experienced student bursary has a positive impact on retention and wellbeing. The college to-date is committed £303,000 to care experienced student bursaries. The cost will exceed that amount, for example, our Prince's Trust groups are normally all care experienced.

We have a member of our Advice Team whose main remit is to support care experienced students. We have contact information throughout the college and on our website and we are also on PROPEL.

Our free college wide breakfast club ensures that all students can start the day with a meal.

What we will do:

- We are continually working collaboratively with community partners to reach those furthest away from the labour market. This involves ensuring we get the relevant information to support learners to a high standard.
- We have Guidance Coaches in post this academic year to identify those at risk of withdrawing from their courses. Timely interventions and signposting will be given along with any other support the college can offer. We intend to take forward transition work in the form of a summer school.
- To address complex issues we carry out needs assessments for staff to be aware of difficulties and most importantly, strategies to help. A discreet icon on the register alerts staff to the fact that they have a care experienced person in their class.
- The college's Access and Inclusion Strategy gives the details of how the college will achieve this and can be found here.

[Access and Inclusion Strategy](#)

Carers

Context:

Carers are being supported within the college with more structure and coordination planned. Contact is taking place with the local carers' manager, to arrange drop in sessions for advice and support.

Assistive technology is loaned out on a library basis such as ipads and laptops to enable work to be completed at home. The new funding system based on engagement, supports this group of learners well.

What we will do:

The college does not yet have a strategy around supporting carers in place, and the development of a strategy is taking place now with a completion date of June 2019.

The college is also part of a working group for Universities and Colleges in the West of Scotland looking at care experienced students. As part of their work they have now started to examine the situation of estranged students. However, this is still in very early stages.

Mental Health

Context:

Positive work is being undertaken to support mental health difficulties across the college, for example, “Healthy Minds Healthy Body” Awards, working with CuThru, CAMHS. Many staff have completed mental health first aid. The Head of Student Support and Guidance on Community participates in the local Justice Team. The Student Association have identified mental health awareness as their main focus in their Strategic Plan this year and have organised additional drop in sessions with local trained advisors.

A Mental Health Strategy is being developed by relevant departments and advisors within the college which will be completed by June 2019.

Equality and Diversity

Context:

We have established a clear Equality and Diversity Framework for the college, based on a continuous improvement model. This is underpinned by a clear policy and structured around equality outcomes to address prioritised issues. The Equality and Human Rights impact assessment ensures that the principles of this policy apply to everything we do. It is now an established part of the authorisation route for every strategy, plan, policy or procedure across college. An annual Equality and Diversity Action Plan sets out what we plan to do to meet our outcomes. This is formulated, approved and monitored by the cross-college Equality and Diversity committee. The college has a published Mainstreaming Report and Equality Outcomes document.

We report on progress against this action plan each year to the Board in April, supporting our findings with KPI information related to the protected characteristics identified by the Equality Act 2010. This year, a Board Equality and Diversity Champion was appointed to evidence our commitment to these issues. Face to face training is in place for staff and students as required, with over 100 staff and more than 250 students trained in the past year. Key priorities to date have included reviewing our Gender Action Plan and developing our first BSL Plan, both of which form part of our overarching Equality and Diversity Plan. 28 staff are currently undertaking an online BSL beginners’ course as a first step in realising our aim to promote BSL across Dumfries and Galloway.

We have increased our disability target, it is noted however, that not all students with a disability actually declare their disability.

What we will do:

- Use the results of our statutory reporting, due for publication in April 2019, to inform and shape our Equality and Diversity Plan 2019/20.
- Extend our Equality and Human Rights Impact Assessment process to include issues for those who are care experienced or who are disadvantaged socio-economically.

- We will appoint a Veterans Champion to work across college identifying Veteran students and staff to disseminate information and identify issues. A specific member of staff will co-ordinate and facilitate the college's aim to obtain Gold Level in 2 years' time for the Veterans Arms Forces Covenant and the associated beneficial impact that will provide.
- Develop and deliver an 'Introduction to BSL and Deaf Awareness' one day course for front line staff within the college, available to local partners and businesses, to promote the use of BSL across the region.
- Identify and prioritise key information on our website for translation into BSL webclips. Our BSL plan can be found:
[BSL Plan](#)
- Historically there has been no demand for Gaelic translations or speakers, however the college can provide a translation service, if required.
- Continue to actively engage with and support the Scottish Race equality Network Forum, as we have for the past year.
- Expand the face to face training options for staff and students on equality law, bullying and harassment and transgender issues. This will include: hate crime through partnerships with Police Scotland and Gender Based Violence through partnerships with local support groups.

The college will remain an active member of the local Diversity Working Group, which reports to the Dumfries and Galloway Strategic Partnership (DGSP) and formulates local activities to raise awareness of diversity issues. Members include all local public agencies and community support groups for race: Dumfries and Galloway Multicultural Association (DGMA), religion (D&G Interfaith Group), disability (DGVoice) and LGBT issues (D&G LGBT+ and LGBT Youth). The group has an annual work plan which is approved and scrutinised by DGSP. Projects for the coming year include analysis of a recent community survey to help check progress towards our statutory equality outcomes. We will strengthen links with third sector groups to encourage possible Board applications as vacancies arise.

Our Equality and Diversity documentation is available to view through this link:

[Equal-Opportunities](#)

Gender Equality (including Gender Identity and Gender Based Violence)

Context:

Dumfries and Galloway College is committed to addressing gender balance with our partners as part of our overarching Equality and Diversity planning. This is in recognition that occupational segregation and the gender pay gap have their foundations in societal and cultural issues that will require a cross-societal response.

Gender stereotyping is often more embedded in rural employers who are predominately micro businesses and SMEs and tend not to be so focussed on this issue as large companies with established HR resources. The college addresses this on an ongoing basis through marketing and through communications with employers.

Our Board currently has a 50:50 gender split. The College Board of Management comprises a Regional Chair (appointed through public appointments), a Principal, two student members, two staff members and twelve non-executive members. The Board consists of 10 female and 8 male members, giving a 55:45 gender split in favour of female membership for the Board as a whole. Board gender split for official

reporting is restricted to non-executive members, with a provision that if there is an odd number of these members the lower even number is used to determine the gender split. Using this reporting model, we demonstrate a 50:50 split.

All approved board and committee agendas, minutes and papers are available on the college website:

[BOM-Governance](#)

Our Gender Action plan looks at all areas of the college including working closely with schools and senior cohort. Much of the consultation and involvement work we do involves schools as our key partners. There is evidence within the Gender Action Plan document and within our newsletters of the extensive work to bring schools into college to meet gender role models, thereby extending our influence to local schools across the region.

What we will do:

Our plans are detailed in full with our published Gender Action Plan to address occupational segregation, gender equality and gender identity issues, which is updated and reviewed each year:

[Gender Action Plan 2018](#)

We will further develop the sections of our Gender Action Plan which touch on Gender Based Violence so that our actions and aims follow the Equally Safe Project model.

- We will extend the reach and effectiveness of our Gender Action Plan through the development of individual action plans for each curriculum area currently recording a gender split greater than 25:75
- We will adopt appropriate elements of the Equally Safe toolkit to suit our college's profile and culture
- We will expand the face to face training options for staff and students, which currently include a session on transgender and intersex issues, to include a session raising awareness of Gender Based Violence (through partnership with local support groups).

3.2 Outcome: An outstanding system of learning where all students are progressing successfully and benefitting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.

Retention and Attainment

Context:

Dumfries and Galloway College is committed to improving retention and attainment and is focussed on this. Retention of some students can be difficult because of the challenges of distance and travel arrangements. Often if a student misses a particular bus then it can be several hours before another connection to the college is available and therefore it is unlikely that a student will attend. This is particularly challenging for the retention of students with lower confidence or motivation. Even where

there are well-established transport arrangements, delays and cancellations can cause particular difficulties.

The high percentage of students recruited with protected characteristics e.g. those with a disability (14% of all full-time learners) and care experienced learners (2.8%) also present a challenge in terms of retention. The college adopts an open access policy and is proud of its track record in attracting learners with different abilities and backgrounds but is aware of the need to improve its retention and attainment rates.

Analysis of the college's KPIs indicates the reasons behind some students leaving their course of study early. This shows that 15% of early leavers in 2017/18 left due to either obtaining a job, progressing to a programme at another educational establishment, or transferring to another college programme. However, under current reporting arrangements, these are considered to be a failure of the college. In common with all colleges, the college is adversely affected by the classification of students who have left mid-course for employment and are considered to have failed to complete. This is particularly common where students are placed on work experience with potential employers. Similarly, a significant number of students who leave progress onto a Modern Apprenticeship having gained the necessary level of skills and/or experience to access these. These students are classed as having achieved an unsuccessful outcome whereas we believe it is more accurate to identify these as transfers into positive destinations.

What we will do:

- Implementation of actions from the Evaluative Report and Enhancement Plan will ensure we provide an excellent education that is reflective of national and regional skill requirements, encompasses students' individual needs and drives improvements.
- Retention and attainment rates are the priority for the college for the coming year. We have introduced a new timetable structure to support learning.
- We have developed in-house tools to support staff to analyse data which in turn will allow more targeted support for students who may be at risk of leaving early. We will balance the challenge of increasing access to FE and HE with the support required for students who have barriers to learning.
- The college is aware of the National College Improvement in Retention initiative that is currently ongoing and is keen to learn from this work – however it is unfortunate that a rural college is not included in this initiative as there are unique challenges that may not be applicable to large, urban colleges.
- Detailed analysis of previous leavers' data highlighted some challenges faced by the college and students within the region. This includes the desire to study close to home, transport within the region and financial problems. Financial problems as a reason for students being unable to continue their study appears to be increasing and the college will look at innovative ways to support students who are in financial difficulties. We will review our policies and procedures to ensure students have full information relating to funding prior to their commencement at college.
- We will continue the work we have started, with our "Passport to College" course, which will build skills and confidence of students ensuring they are better equipped for all the challenges of college.

- We aim to be an outstanding college and continue to work with both internal and external partners to improve our attainment levels. Both attainment and retention will be measured through our KPIs and are a key focus of the College Board of Management.
- College staff will continue to work closely with the Student Association and Curriculum Council Reps to identify and address issues affecting learner retention and attainment.

ESOL

Context:

To meet regional needs we have extended the ESOL provision in the college and created a partnership agreement with D&G Council to help delivery region wide. This partnership ensures that we are maximising the use of regional resources, sharing expertise and planning seamless progression opportunities. The college has appointed an ESOL coordinator who facilitates the smooth running and coordination of these courses.

This partnership is in its first year and it will expand to reflect changing needs and accommodate the requirements of the whole region as required.

Outcomes for disabled learners

Context:

The college currently offers Project Search. This encourages learners with disabilities to identify options for aspirational employment and supports learners who might not have otherwise entered the workplace. After 2017/18 five students gained full time competitive employment in the workplace. Learners work closely with staff to explore a range of experiences to maximise skills and opportunities.

What we will do:

We will continue to develop an employability programme by working with schools as part of our Schools Academy provision. This will identify learners who wish to progress through the education system and consequently out to employment. The college aims to help these learners achieve their potential and overcome any barriers.

Articulation

Context:

Dumfries and Galloway College is a partner in a unique and successful collaboration between universities and colleges on the Crichton Campus. The partnership comprises University of Glasgow, University of the West of Scotland, SRUC, Dumfries and Galloway College and the Open University. The presence of universities within the region has been welcomed and Dumfries and Galloway College was the first college to be awarded direct articulation into the 2nd year of a University of Glasgow degree

programme. However, the university offering on campus does not match college programmes in all areas and there are only limited opportunities for articulation and progression.

One of the most significant challenges facing the college is the lack of advanced standing articulation opportunities in Dumfries and Galloway. It can be difficult to reach articulation agreements with universities because of the low numbers involved in each curriculum area. Understandably, it is far easier for universities outwith the region to concentrate on larger and closer colleges. This is supported by the recently published annual report from Professor Scott where he states universities should commit to substantially increasing the number of transferring HN students they admit.

It is challenging for the college to sustain HE provision to HND level given the small numbers involved in some curriculum areas. However, this provision is threatened by the preference of universities for students to articulate from HNC to their degree programmes. This undermines the college's ability to maintain local HE progression routes and sustain viable group sizes.

What we will do:

- We believe that the most effective solution would be to allocate the articulation funding to the college on a ring-fenced basis. This would support widening access in a number of ways. Firstly, it would greatly enhance the ability of the college to negotiate articulation arrangements with universities and, secondly, it would also enable the college to establish innovative solutions to building local capacity.
- The college is working closely with the Open University (OU) to develop an Academy of Care. This maps out all provision available across the region and will be used to engage with stakeholders to identify and address gaps in provision, introduce new programmes as required and provide clear progression and articulation routes.
- “Get That Degree” provides the opportunity for the two colleges in the South of Scotland to work in partnership and one such solution could be the creation of local HE academies, established in partnership with universities, focussing on key sectors for the regional economy. Delivery would be in college using a combination of college and university resources. Both colleges have identified STEM as a key sector for development in their regions, and for the nation. The awarding of articulation funding to the college would enable us to negotiate with appropriate partners, e.g. the Open University, to establish locally delivered articulation routes.
- An example of this is the proposed articulation route within Creative Industries into Glasgow School of Arts (GSA) degree courses. Both institutions have signed a Memorandum of Intent for this development with delivery starting in 2020. We have proposed to GSA instead of articulation of Dumfries and Galloway students from HNC courses to study in Glasgow at GSA, that GSA consider taking students from the HND course and delivering the degree element at the college. The reason for this is:-
 1. This would allow all creative art students, equity of opportunity, and not just those who are able to move to Glasgow to complete their degree.
 2. Offering funded places to students directly from the HNC course would reduce the number progressing to HND level, perhaps making it no longer viable and again having an impact upon the opportunity for students within our region.

3. By offering the BA (Hons) third and fourth year in Creative Industries in Dumfries, we may attract students from outside the region. All learners could benefit from the many artists who choose to live and work in the region. For example, Kirkcudbright, being renowned as “The Artists’ Town”. We feel this would be beneficial to both our region and those who may wish to consider studying for all or part of their degree course here.
4. This demonstrates the college has recognised the contribution the Creative Industries makes to the local and national economy.

In summary, our strategy is to negotiate for increased regional delivery of university study in sectors of key economic importance and, where funded places are the appropriate route, for these to be from HND directly into year 2/3 of University.

Estates

Context:

We have a number of areas within the college estate that we would like to improve; these will require capital funding to enable the college to meet the needs of our students and local industry alike.

Strategic Capital Project Proposals.

The following proposals support the ambitions of Scottish Government, namely inclusive growth, increase in STEM provision and participation, widening access, increased employer engagement and support, innovation and enterprise and DYW. They will also assist in delivering Vision 2020, the college’s strategic plan and support Dumfries and Galloway Economic Strategy.

Digital and STEM hub.

The following is part of the successful joint bid, with Borders College, to the newly formed South of Scotland Economic Partnership to build a South of Scotland Digital Skills and Learning Network.

1. STEM Hub - Care – based in Dumfries and Galashiels – which will complement each other by focusing on different aspects of care. It will include an academy located in Galashiels, which has been developed in conjunction with NHS Borders, Borders Council and SB Cares (the biggest local care provider). This will consist of a simulated hospital ward and a technology/digital classroom which will expose students to the technologies which are supporting patients to stay at home. NHS Dumfries and Galloway, Dumfries and Galloway Council have also been in partnership in the development of this Hub.

In Dumfries, the Care Hub will be housed on reconfigured existing college estate and will have a simulated ‘care home’ equipped with the latest digital health equipment.

2. STEM Hub – Renewable Energy and Engineering – will be hosted in the Dumfries centre. The Energy Skills Partnership and a range of local businesses have been involved in the development of this Hub. CITB are also very supportive of this Hub development. There will be full connectivity to the Stranraer, Hawick and Galashiels Centres. There is a synergy with the Care

Hub. The 'care home' element of the Care Hub will be used to demonstrate good practice in use of renewable technologies to power and heat the care home. The equipment in the new build Energy Centre will be used to provide power and heating to the whole innovation centre building. The Dumfries STEM Hub will hold various engineering equipment and technology, for example, virtual welding units. For construction, a flexible space would be used for teaching on the latest technology including thermal imaging camera to teach around energy efficiency. It will incorporate British Plumbers Employers Council (BPEC) centre, taking advantage of the latest technology to provide training in both gas fitting and plumbing. One specific engineering project that could be introduced quickly is the training and upskilling of students on the use of hybrid and electric cars.

3. STEM Hub - Construction - will be hosted by Borders College in the Hawick Centre with full connectivity to the Dumfries, Stranraer and Galashiels Centres. It has been developed with local employers, SDS, Construction Innovation Centre and ESP. Giving businesses access to state-of-the-art technology, including 3D printing, virtual reality and Business Information Modelling (BIM) software, as well as a focus on sustainable energy provision.

The Spokes.

A series of Digital Spokes will enhance the network through the development of local delivery options. Initially the plan is to base these in schools, due to existing network connections. This will enable pupils, communities and business to access learning and training developed by the Hubs, within their local communities. In the long term, the aim is to develop the network in partnership to increase its reach and areas of provision. For example, developing more specialist hubs provided in partnership with universities, and extending the spokes involving schools, and potentially businesses, across the south to create a network reaching from Eyemouth to Stranraer.

This element of the project will benefit schools and the local authorities in the first instance. In this sense, it is likely to benefit other delivery partners in the South of Scotland Economic Partnership. It is also likely to support school attainment improvements.

Extension of Stranraer campus to facilitate the development of engineering facilities and Mini Hub.

Engineering provision is currently not available through our Stranraer campus, but employer engagement activity has demonstrated that there is a need for engineering skills in the west of the region. A windfarm company has been in discussion with the college and has committed to providing £200,000 of equipment. From some initial feasibility studies, it would be possible to extend the footprint of the campus to incorporate an engineering workshop. As well as addressing the engineering skills shortage, this project will allow us the opportunity to create more flexible teaching space allowing the college to deliver courses based on trends and needs in the local area.

This is also part of the successful joint bid, with Border College to the newly formed South of Scotland Economic Partnership.

Reconfiguration of Stranraer campus to develop a 'Mall'

Facilities that support client engagement – for example, hairdressing and beauty salons together with the training restaurant are grouped on the bottom floor of the campus building in order to create a more realistic commercial feel which will enhance both the learners' and client experience. Along with the creation of enhanced salons, the college would use the space created to bring in more multi-purpose classes on the first floor, providing potential to offer more/different programmes of learning. Initial costs, excluding equipment, furniture, fittings and VAT are estimated at £500,000. This element is not part of the joint bid to South of Scotland Economic Partnership and additional sources of funding will need to be identified to progress this.

Scottish Funding Council High Priority Condition Works.

Works are ongoing in line with the Estates condition survey works, guided by the Scottish Funding Council. This will continue despite the 52% reduction in capital allocation from the SFC.

3.3. Outcome: 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.

Student Engagement

Context:

Whilst student engagement is implicit within all college activities, the college has explicitly addressed learner engagement by employing a Student Engagement Officer to work closely with the Students' Association. Student engagement is actively encouraged through the Class Representative system, and currently over 90% of courses are represented. Where classes choose not to have representation we work closely with them to encourage them to reconsider.

Student representatives, from both DGSA and the Student Council and Class Rep system are provided with training. This is an evaluation process involving staff, managers and learners, which is central to learner engagement within the college.

What we will do:

- The college will continue to develop the relationship between the Students' Association, Student Council and the Class Representative system to ensure learner engagement is considered and embedded within all core college business.
- We will endeavour to strengthen the role of the Student Council in the college to provide more opportunities for council members to be involved on college working groups and committees to ensure they are part of the decision-making processes within the college.

Student Association

Context:

Dumfries and Galloway College Students' Association (DGSA) has a full time sabbatical President and a part-time Vice President. The college has committed to the strategic development of DGSA by employing a Student Engagement Officer to work closely with DGSA officers to provide training and support, a link between the Students' Association and Student Partnerships in Quality Scotland (sparqs) and help progress strategic documentation. DGSA also has a part-time dedicated staff member at the college's Stranraer campus.

The Students' Association has an operational and strategic plan developed using the *Framework for the Development of Strong and Effective College Student Associations* and produces an annual partnership agreement. The college actively encourages DGSA to engage with key sector agencies such as NUS, sparqs and Education Scotland, who have provided training and/or met with current DGSA officers. Recently, DGSA has undergone a change of management structure from reporting through Quality to being line managed by the Marketing Manager. Our Students' Association was shortlisted for the NUS Scotland Awards for College Students' Association of the Year.

What we will do:

- The college will continue to support DGSA in terms of capacity building to ensure the long-term sustainability by allocating appropriate staffing and other resources.
- As a result of the new reporting structure of DGSA, the college will investigate a marketing strategy to further raise the profile of DGSA around all college campuses.
- The Student Engagement Officer will continue to work closely with DGSA officers to ensure the strategic plan is fit for purpose to achieve meaningful self-evaluation of learner engagement for The Evaluative Report and Enhancement Plan.

Developing the Young Workforce

Context:

The college continues to examine the "learner journey" in full, from the transition from school into FE or HE and further academic progression, whilst taking into account the desires and needs of the people within our region. We aim to work closely with all 16 secondary and many primary schools in our region, but the remote and rural nature of our region can present difficulties, however regular meetings between the Heads of Curriculum and DYW regional programme director take place.

The college plays a key and very proactive role within our regional groups and commits significant time and resources to supporting these. Given the size of the college, it is particularly challenging to find the capacity to maintain this, particularly as all of the DYW funding is allocated to the regional group and college funding is for teaching. For example - the college meets with each secondary school or 'cluster' of schools on an annual basis to agree appropriate pathways and curriculum offerings. However, many of the schools request in-school delivery – quoting transport and access as a barrier – and this increases the costs to the college for staff travel and delivery to low numbers. Currently the college bears all of

these costs and this is not a sustainable model going forward. Discussions are ongoing with DGC Education Services regarding a sustainable, flexible model for DYW provision.

Some schools in the region have formed 'clusters' e.g. the North East Cluster that comprises, Annan, Lockerbie and Moffat secondary schools where vocational options and delivery are common across the schools. Some college delivery takes place in Annan Academy and pupils from Moffat and Lockerbie travel to the school. This means that numbers tend to be more sustainable, pupils have the opportunity to mix with pupils from different schools and the college is then able to offer progression into full-time college programmes. However, this is not possible across the whole region. Distance and travel time are often quoted as a significant barrier – particularly for schools in the west and north of the region.

What we will do:

- 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 in order to meet the needs of all learners through refurbishing existing Burgh schools and building a new purpose built facility, known as the Bridge. The college, in partnership with colleagues from Education Services, has identified an 'offering' to be delivered in the Bridge and this will be provided to school pupils as part of their option choice.
- The college is also working in partnership with Dumfries and Galloway Council to deliver a 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.
- Through a recent restructure, a Head of Curriculum now has a specific responsibility regarding school-college transitions and senior phase pathways and is developing strategies and actions for improving and increasing learner pathways from school to college.
- The college will continue to work with partners to identify innovative solutions to overcome barriers of distance and travel time, but they should not be underestimated in terms of preventing choice and opportunity for young people.
- Head of Education Services, the College Principal and the Head of Curriculum are working to develop a stronger school-college link in the west.
- Local Industry forums are being initiated in various sectors including Engineering, Construction and Hospitality. The college is involved by informing the forums of appropriate qualifications available. It is anticipated that these forums will participate in curriculum design.
- Industry links are being developed between a potential new five star hotel on the Crichton Campus, and the college. This will provide work placements, work based learning and other employment related opportunities. An increasing number of employment opportunities will be created and the college is responding to this need.

- At a national level a head of curriculum is attending DYW Leads meetings in which schools, local authorities and colleges come together to discuss opportunities and challenges currently being faced. A strong focus currently is Foundation Apprenticeships. This will enable partners to work together to achieve the Scottish Government target of 5000 FAs in Scotland by 2020. Other key areas discussed at recent meetings were Parental Engagement, Labour Market Intelligence and Rural Challenges.
- The Vice Principal L & S is a key strategic lead and attends national DYW event, giving regular reports to the Board on progress.

Employability

Context:

Dumfries and Galloway College works with a range of partners across the region in terms of the development of employability opportunities and skills across the region. This partnership arrangement includes Dumfries and Galloway Employability and Skills team, Community Learning and Development teams, Skills Development Scotland, the Open University, the Local Chamber of Commerce DYW team, schools across the region including the Youth Guarantee Partnership group.

The Local Employability Partnership is reflecting on new remits and refreshed memberships to ensure that the most effective way forward for the region can be achieved around employability.

The college plans its curriculum in terms of sector needs skills for the region using a range of national documents and strategies. These include the Labour Market Profile information and the recent Dumfries and Galloway Regional Skills Assessments produced by Skills Development Scotland.

The challenges to the college remain difficult so it is essential all partners contribute their resources in a collective effort to support employability skills and development across the region. Some of these challenges are: delivering low levels of GDP for the region, lower levels of pay than National Scottish averages, ageing workforce population, reducing numbers of school leavers to support employability, pipeline development, over 90% of employers classed as small businesses and one of the biggest regions in Scotland with low populations throughout.

What we will do:

- The college has now developed a Work Experience/Placement Action. It is the college aim that all provision comprises of significant, relevant work related learning, work placement and work experience. There has been a significant increase in the numbers of students having work experience/placement.
- The local National Health Service (NHS), Dumfries and Galloway Council (DGC) and care providers offer approximately 180 placement opportunities to college students per year. Building on the NHS and DGC partnership, it is hoped that approximately 45 of these placements will lead to guaranteed interviews for employment.

- The college has a range of work related learning, work experience and placement 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 includes 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 Employability and Skills team to develop a programme for hard to engage learners furthest from the job market – a passport to education/ employment is currently being delivered as a pilot programme to also address retention and attainment issues at SCQF Level 4.

STEM

Context:

STEM qualifications at all levels are needed in businesses in Dumfries and Galloway and this is a developing area. The college is active in working partnership with industry to deliver the qualifications they require e.g. in renewable industries. However, many of the businesses are not fully utilising or exploiting digital technologies because of a lack of awareness or basic digital skills. It is important to recognise the relative importance of this in considering the contribution of the college.

What we will do:

- The college continues to work with key partners such as Scottish Power Energy Network and their contractors to deliver overhead linesman technician training to ensure a continuation of a skills pipeline in the region. In addition, a wind turbine technician programme is offered providing entry into a key business sector with employment opportunities. The college supports small business diversity in the micro renewable sector through the Energy Centre where businesses are able to access information, advice and training relating to installation of renewable technologies and products such as biomass heating, air and ground source heating pumps.
- The college currently delivers on a range of energy, engineering and computing courses. It is offering HND Electrical Engineering programme in 2018-19 ensuring that high level skills education and training is available in the region. The college is seeking a university partner that would consider some on-campus delivery in the future (perhaps using college premises) to enable degree level provision to be available for full-time, and part-time study. This is on-going and further information will become available once the SoSEP scoping exercise is completed in June 2019.
- All courses from Computing and Digital media have been mapped to the STEM framework and the college has and will introduce new qualifications, such as CISCO, to its portfolio in 2018-19

and subsequent years. The college has already started to include life skills mathematics (SCQF level 1-5) in some of its social care and healthcare programmes. Biology is also embedded in a range of other subjects including Reablement and Skills for Work Healthcare. The new HNC Childhood Practice now includes a numeracy unit. As part of the Care Academy (partnership between the college and Open University) digi-health will be explored and introduced as part of upskilling and course provision.

- The college is an accredited BPEC assessment centre and will continue to support local employers to grow and diversify in respect of STEM related products.

The Hubs referred to earlier in this document will play a major role in supporting, encouraging and inspiring participation in STEM by learners, employers and other partners.

Apprenticeships

Context:

Dumfries and Galloway College is a key partner in delivering Modern Apprenticeships in the South of Scotland as the major providers of off-the-job training as well as contracting in their own right. However, the procurement framework is particularly challenging in a rural area. This requires the college to identify the numbers and employment areas well in advance of the contract. However, the typical business in the region tends not to engage in workforce planning and rather tends to respond to changing circumstances. It is often the case that companies will approach the college once the contract period has commenced seeking an apprentice. Along with a foundation apprenticeship pathway in Engineering, a further pathway is being offered for Social Services with Children and Young People.

The college does not currently offer graduate level apprenticeships.

What we will do:

- It would be helpful if there were greater flexibility to the needs of regional employers. Given the scale and distribution of schools in the region, delivering Foundation Apprenticeships programme is difficult with insufficient funding to run small cohort programmes. Despite this, the college continues to increase the number of Foundation Apprenticeship pathways. Engineering, Child Care and Social Care pathways are planned for 2019-20.
- 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 discussions with SECTT for the potential demand in the region for adult apprenticeship routes on a day release basis.

Early Learning and Childcare

Context:

Dumfries and Galloway College staff are working closely with a team from Dumfries and Galloway Council to continue to identify demand and delivery models to achieve the increase in childcare practitioners at HNC level for the region. It is a challenge to supply enough childcare placement opportunities to meet the high demands. The college is part of a discussion group with other colleges and councils regarding achieving childcare numbers.

What we will do:

Further meetings have taken place, and joint promotional materials, publicity arrangements, open events etc, have been arranged to further highlight the job opportunities and generate applications. The promotional material has been circulated electronically to all council establishments and private sector employers highlighting the open events and inviting them and their staff to attend. The college has implemented and will continue to offer a range of delivery models – full-time, part-time day and evening blended and online – in order to offer maximum flexibility for attendance. Dumfries and Galloway Council will work with the college to ensure work placements are available to learners as this is a core requirement of the qualification.

3.4 Outcome: High-performing institutions – a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements.

Leadership in Environmental and Social Sustainability

Context:

The college considers the terms of the Climate Change (Scotland) 2009 Act by the obligations of our five year Climate Change Action Plan (CCAP). The college has already exceeded the target of reducing our greenhouse gas emissions (carbon dioxide equivalent) by 20% over the period 2015-2019 against our 2014 baseline year. Current emission reductions are at 23%, from the end of 2017. Some of the actions that have helped achieve this have been changing the boilers at both campuses and changing to LED lighting in large parts of the buildings and the Dumfries campus carpark. The college reports progress of our carbon reduction through Scottish Government mandatory climate change reporting for public bodies.

Furthermore, we also have a strong sustainability ethos throughout the college to inform and educate students and staff wherever possible to give them the knowledge, skills and values to live more sustainable lives, which includes energy reduction. This is in line with the Scottish Government aim for Scotland to be an example of Sustainable Development Goals. Our sustainability ethos and work was recently recognised by the college being ‘highly commended’ by the College Development Network in the sustainability category at their annual awards.

The college’s Climate Change Officer works closely with the Environmental Association for Universities and Colleges and is a Topic Support Network (TSN) Convenor for the Education for Sustainable Development (ESD) TSN. The Climate Change Officer also produces learning and teaching materials for embedding ESD within the curriculum in the Scottish college sector.

What we will do:

- The college will continue to implement our five-year CCAP (2014 – 2019) which aims to reduce our carbon emissions by 20% by the end of 2019, against our 2014 baseline. The college will produce a CCAP for the next five-year period and implement new internal reduction targets.
- The college and the Students' Association are working in partnership on the NUS Responsible Futures project, which is a whole-institution approach to embedding social responsibility and sustainability across the formal and informal curriculum. We are aiming to be audited this academic year to gain accreditation under the programme.
- The college will further develop our ESD programme to ensure sustainability is embedded within the curriculum wherever possible, in order to remain sector leading in pushing learning for sustainability.

3.5 Outcome: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy***Innovation******Context:***

Although the college is proactive in seeking to engage with the innovation agenda, it faces a number of challenges in trying to progress this. It is important that the pivotal role that colleges can play in reaching into companies to try and support greater innovation – particularly in rural economies – is recognised. There is a real danger, that because of the lack of critical mass and demand, and the nature of the economy, there is not the same focus on the south as will be apparent in city regions. The college plays a key role in addressing this and it is essential that it is enabled to act as true partner and agent of Innovation Centres. The STEM hubs proposed will support this.

The college is helping to develop and advise on various projects around the region in order to support the economy. The implementation of hospitality venues with training opportunities are being developed. Digital skills advice on community digital hubs throughout the region is being offered in connection with the college digital and Stem agenda: this encourages access and inclusiveness for various businesses. Micro businesses have benefited from the college running innovative courses to upskill business owners to enhance their business reach and this is planned to be rolled out over the region as a model to those businesses who might require this education.

As in previous years, the college remains committed to developing the innovation agenda. The barriers that were highlighted in the previous ROA remain challenging. However good progress has been made over the past 12 months with detailed plans to develop our hub and spoke model in partnership with Borders College. This £6.6m investment will allow us to develop new methods for delivery of courses.

What we will do:

- Innovation is relative. The leading edge technologies supported by Innovation Centres are often well beyond the reach and ambition of the SMEs and rural micro businesses. Nevertheless, it is essential for the economy that these businesses are encouraged and supported to innovate. We believe that the solution is to create hubs in Dumfries and Galloway that link into the Innovation Centres with the technologies and expertise relevant to the majority of the region's businesses but with the ability to support and signpost to Innovation Centres as required.
- We will re-design the HNC Electrical Engineering course, the 12-week renewable courses and SCQF NPA level 6 course in Reablement. These courses will be developed over the coming year to be delivered via our hub and spoke model.
- We will seek out more partnerships with local industry and community groups to develop innovative solutions to up-skilling and developing staff. We will deliver this in a way where the customer will access at a time and place that suits them.
- Through CTS we will seek out further opportunities to develop and innovate our offerings, whilst supporting local companies to implement innovative solutions themselves.
- The successful SoSEP bid is a new approach to innovative learning. It supports local and national economic priorities. It will provide and encourage a culture of enterprise and innovation and this is underpinned by the college's new Digital Skills Strategy which will be finalised by June 2019.
- The college aims to play a leading role in the recently announced South of Scotland Economic Partnership. We will work innovatively with partners to ensure that appropriate skills development are in place to enable business to develop under the umbrella of South of Scotland Economic Partnership. This will include developments in social media and transferrable skills via CTS for companies, accessing the College Innovation Fund to support business development and developing tailored solutions such as through our Energy Centre.

Alignment with Community Planning Partnership

Context:

The college is working with the Community Learning and Development Strategic Partnership Group to ensure outcome plans for the region and its communities are fully supported by the college. This is an integral strategic role within the Community Learning and Development Partnership Group.

What we will do:

A new three-year Community Learning and Development strategic plan has been agreed. This covers integrating learning, for example, using schools as community hubs. This strategy will be implemented across the region.

Flexible Workforce Development Fund

Context:

During the initial pilot year Dumfries & Galloway College worked with 12 local eligible employers to identify, develop and deliver training through the FWDF. Training delivered ranged from ECDL courses to Group Training Certificates and IOSH.

With the 2018/9 year of funding underway, particular emphasis is put on training and supporting the employers' infrastructure. For example, management training, but also addressing specific skills gaps, such as digital skills and communication skills. In conjunction with this, the college is now offering ILM Management & Leadership training (Level 2 & 3) and has been working closely with People1st, delivering a number of their accredited courses. These range from Customer Services, Sales Powered by Service, Group Training Certificate and Introduction to Effective Training. These courses vary from one to three day training skills courses and can be tailor made to employer need.

What we will do:

The college is in discussion with over 20 employers assessing their training needs which may lead to them accessing training via the Flexible Workforce Development Fund. This has allowed the college to explore and develop working relationships with employers that the college had never worked with before and strengthen and broaden the college's educational reach. FWDF has also provided a basis on which to explore and develop courses and training methods, which support and serve the local economy and the needs to the employers based here. With that in mind, the college is looking to expand and drive other training areas that will support the local economy.

Table 1 Strategies, documents and additional links:

NA	Strategic-plans
Page 6	Vision 2020 Summary Report Updated Jan 2019
Page 6	2017-18 Evaluative Report & Enhancement Plan
Page 8	Access and Inclusion Strategy
Page 10	BSL Plans
Page 10	Equal-opportunities
Page 11	BOM-Governance
Page 11	Gender Action Plan 2018
NA	Equality and Diversity Report 2019
NA	HR Strategy Document April 2016
NA	Estates Strategy BoM Dec15
NA	Code of Good Governance August 2016

SFC Outcome Agreement Targets for 2019-20 to 2021-22

- * denotes priority measure
 ** denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

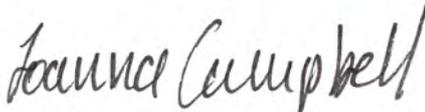
OA National Measure	Actual 2017-18	Projection 2019-20	Projection 2020-21	Projection 2021-22
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	30,696	30,176	31,000	31,000
% towards core Credits target (region)	101.2%	100%	100%	100%
The volume of Credits delivered (ESF)	0	0	0	0
The volume of Credits delivered (core + ESF)	30,696	30,176	31,000	31,000
1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	10.2%	13%	13%	13%
1(c) Proportion of Credits relating to learners from different protected characteristic groups and Care Experienced				
Proportion of Credits delivered to Male learners	47.1%	49.9%	49.9%	49.9%
Proportion of Credits delivered to Female learners	52.7%	49.9%	49.9%	49.9%
Proportion of Credits delivered to Other learners**	0.13%	0.1%	0.2%	0.2%
Proportion of Credits delivered to BME learners	4%	4.1%	4.5%	4.5%
Proportion of Credits delivered to students with a known disability	13.9%	14%	14%	14%
Proportion of Credits delivered to learners aged under 16	2.2%	2.2%	2.2%	2.2%
Proportion of Credits delivered to learners aged 16-19	50.5%	49.9%	49.9%	49.9%
Proportion of Credits delivered to learners aged 20-24	17.7%	17.9%	18.1%	18.1%
Proportion of Credits delivered to learners age 25 and over	29.6%	30.0%	29.8%	29.8%
Proportion of Credits delivered to students with Care Experience	3.25%	3.5%	3.5%	3.5%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.2%	3.4%	3.6%	3.6%
Proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	4.9%	5%	5%	5.2%
Proportion of Credits delivered at HE level to learners from SHEP schools	0.8%	0.8%	0.8%	0.8%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Proportion of Credits delivered to learners enrolled on STEM courses	28.7%	27%	28%	28%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The percentage of FT FE enrolled students achieving a recognised qualification	59.6%	71%	72%	72%
The percentage of PT FE enrolled students achieving a recognised qualification	69.8%	74%	74%	74%
The percentage of FT HE enrolled students achieving a recognised qualification	68.7%	76.0%	78.0%	78.0%
The percentage of PT HE enrolled students achieving a recognised qualification	72.4%	84.0%	86.0%	86.0%

4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	55.4%	77.4%	77.4%	77.4%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	65.6%	85.4%	85.4%	85.4%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification**	63.2%	75.0%	75.0%	75.0%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification**	76.9%	78.6%	82.4%	82.4%
4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges				
The percentage of senior phase FT FE pupils achieving a vocational qualification	42.9%	n/a	n/a	n/a
The percentage of senior phase PT FE pupils achieving a vocational qualification**	54.5%	85.0%	85.0%	85.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification	n/a	n/a	n/a	n/a
The percentage of senior phase PT HE pupils achieving a vocational qualification**	50.0%	83.3%	83.3%	83.3%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The percentage of CE FT FE enrolled students achieving a recognised qualification**	41.1%	*60.0%	*65.0%	*70.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification**	*50%	*60.0%	*60.0%	*60.0%
4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	58.4%	66.1%	67.0%	68.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	73	120	125	125
6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	17.2%	13.0%	14.3%	14.3%
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	47.5	14.0%	16.0%	16.0%
8.* The proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	90.4%	93.0%	94.0%	94.0%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.5%			
9. The percentage of students overall, satisfied with their college experience (SSES survey)	97.2%	98%	98%	98%
Response rate				
Full-time				
Part-time				
Distance Learning				
10 Gross carbon footprint (tCO2e)	1,205.8			



Outcome Agreement between Dumfries & Galloway College and the Scottish Funding Council for AY 2019-20

On behalf of Dumfries & Galloway College:

Signed: 

Print name: Joanna Campbell

Position: Principal

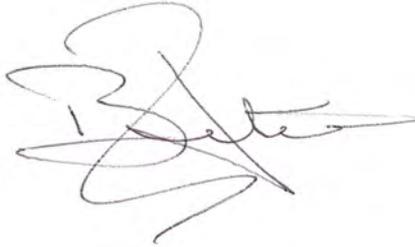
Date: 7/8/19.

Signed:

Print name: Brian Johnstone

Position: Chair

Date: 7/8/19.



On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 29 July 2019