

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

College region: Dumfries and Galloway

College regional grouping: Dumfries and Galloway College

The Board of Dumfries and Galloway College submit the Outcome Agreement to the Scottish Funding Council.

This Outcome Agreement reflects the College's commitment to responding to the educational and skills needs within our region, aligned to the Scottish Funding Council's 6 national priorities:

- **Efficient regional structures** - to deliver an efficient regional structure to meet the needs of the Dumfries and Galloway Region;
- **High quality & efficient learning** – 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
- **Access for people from widest range of backgrounds** - to improve access to further and higher education for people from the widest possible range of backgrounds
- **Right learning in the right place** – to secure coherent provision of further and higher education in Scotland;
- **A developed workforce** - To ensure students are qualified and prepared for work and to improve and adapt the skills of the region's workforce;
- **Sustainable institutions** - to secure, well managed and financially and environmentally sustainable colleges.

Dumfries and Galloway College will receive £8,591,317 in core grant from the Scottish Funding Council for academic year 2016-17 with a credit target of 30,067 to plan and deliver further and higher education in the region.

This funding is on condition that overall the College delivers 30,067 credits and signs and commits to deliver the outcomes detailed within this agreement.

At Dumfries and Galloway College, we are moving into an exciting stage of our development, building on the successes of our past and driving forward to achieve our aspiration of becoming 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. 'Vision 2020' is our Strategic Plan for the period 2015-2020 and sets out our vision '*Inspiring our People, Businesses and Communities to be successful*', our 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.*

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

The Outcome Agreement sets out how Dumfries and Galloway College will achieve its strategic outcomes for 2014-17 and beyond.

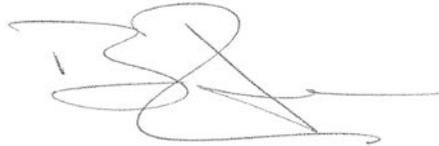
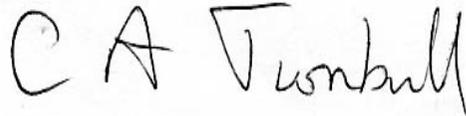
Dumfries and Galloway College will:

- 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 workforce.
- 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.

Monitoring Performance

The College will regularly measure and monitor progress towards the delivery of the outcomes set out in this agreement and reported to the Board of Management. The College will also produce an annual outcome agreement self evaluation report to be reported to the Board of Management.

Signed by College Region/Date



14/6/16

Signed by SFC/Date

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Dumfries and Galloway Region

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. The Region is the third largest in Scotland in terms of land mass but is one of the most sparsely populated with 150,800 people spread over 6,426 square kilometres.

The Region is characterised by small settlements of 3,000 people or less spread across a large area. Nearly half of all people live in settlements with fewer than 3000 people. The largest town is Dumfries (population 31,630), followed by Stranraer (10,290) and Annan (8,430) with no other settlement having more than 4000 people. The population density is 23 persons per sq km (Scotland average: 68). 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 30 minutes 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. The region faces many challenges – the economic situation, (currently it has the lowest average wage in Scotland and economic recovery is slow compared to other regions), rurality, and an ageing population.

Economic Profile ¹

GVA continued to rise by 1.4% in the region between 2012 and 2013. Output grew between 2012 and 2013, after it had contracted the previous year. The region accounts for 2% of Scotland's total output in 2013, the same as the previous year, although one percentage point lower than the region's share of national population. Output from the region is dominated by the production sector which accounts for 30% of total GVA.

Average workplace earnings in Dumfries and Galloway (£432 per week) remain below Scottish (£519) and UK (£518) averages, and earnings fell in the last year while they rose nationally. Since 2013, these full time worker earnings in the workplace have actually fallen by 1% in Dumfries and Galloway, while they have risen by 2% across Scotland. However those living in Dumfries and Galloway earn more than those working in the region - £454 per week. Many may commute to slightly better paid jobs in the surrounding local authority areas.

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 and technical sectors all make up a smaller proportion of the business base than nationally.

The top 3 business sectors are Agriculture, Forestry and Fishing (28%), Retail (10%) and Construction (9%). 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.

¹ Dumfries and Galloway Regional Skills Assessment 2015

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Profile of the Workforce

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 exceptions. 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 lots of 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 also 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%)

People and Skills Supply

The total population of Dumfries and Galloway is 149,900² in 2014, slightly below the 150,300 in 2013. Over the period 2004-2014, growth has been relatively stagnant, with a 1% population increase compared to 5% growth in Scotland and 8% growth in the UK over the same period.

Dumfries and Galloway has experienced a decline in the younger age groups and those most economically active, with a -9% decrease of 0-15 year olds, -5% amongst 16-19 year olds and -28% amongst 35-44 year olds. The largest increase has been in those aged 20-24 (21%) and 65+ (20%) both higher than the growth in these age groups in Scotland.

² Dumfries and Galloway Regional Skills Assessment 2015

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

The Labour Market Participation³

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.

School-Leaver Destination (source: Skills Development Scotland Dumfries and Galloway Council Community Planning Partnership Report (December 2015))

Overall the percentage of school leavers entering a positive destination in 2014-15 is 93.0%, a rise of 2.0 percentage points in comparison to 2013-14. This is 0.1% above the national average of 92.9%. Dumfries and Galloway Council is 21st (30th in 2013-14) out of 32 local authorities for the percentage of leavers entering a positive destination. The College is a member of the Dumfries and Galloway Employability Partnership which has developed an action plan to support and raise the percentage of school leavers entering a positive destination.

The percentage of leavers entering Higher Education in 2014-15 is 37% which is 1.3% lower than the national average of 38.3%. In comparison to 2013-14 this is a rise in Dumfries and Galloway of 0.6%.

The percentage of leavers entering Further Education has risen by 4.7% to 30.1% which is 2.3% higher than the national average of 27.8%.

593 leavers entered higher education, 137 (23%) of these studied at FE Colleges, 483 entered further education, 349 (72.9%) studied at Dumfries and Galloway College.

FE Students by FE Colleges

Institution	Total	%
Dumfries and Galloway College	349	72.9
Ayrshire College	20	4.2
Edinburgh College	9	1.9
City of Glasgow College	6	1.3
Outwith Scotland	38	7.9
Other Institutions/Learning Providers	57	11.9

³Dumfries and Galloway Regional Skills Assessment 2015

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

HE Students by FE Colleges

Institution	Total	%
Dumfries and Galloway College	92	67.2
City of Glasgow College	18	13.1
Edinburgh College	10	7.3
Ayrshire College	5	3.6
Other Institutions/Learning Providers	12	8.8

Only institutions with 5 or more leavers have been displayed above. All other institutions are captured under 'Other Institutions/Learning Providers'.

Deprivation

Around 17% of households have average household earnings of less than £10,000 per year, higher than the 13% across Scotland.

By contract, just over a quarter of households (26%) have incomes above £30,000 compared to 31% across Scotland.

22% of households are workless, just above the 20% in Scotland and 17% in the UK. This equates to some 10,400 workless households in the region (2013). There has been significant increase in the percentage of workless households since 2004, when the rate was 17%. This peaked at 24% in 2012.

In general, leavers who live in the more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas. In 2014-15 there were 11% less positive destinations for those from more deprived areas.

Qualifications and attainment

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 decreased from 9% in 2013/14 to 6% in 2014/15, in line with the Scottish average.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

13% of those aged 16-64 years 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.

Dumfries and Galloway College

Dumfries and Galloway College is a single college in a single region. Dumfries and Galloway Council is the sole Local Authority for the region. The College is the only general further education college in the region and potential learners and employers are dependent on it to deliver a curriculum which meets their needs. There is one other College in the region (previously known as the Barony College) which delivers land-based curriculum provision but, since August 2012, it is now part of the newly formed Scotland's Rural College (SRUC).

The College delivers further and higher education across a broad range of curriculum areas from access level to SCQF level 8, to approximately 1600 full-time and 3,500 part-time learners through its campus locations in Dumfries and 75 miles away in Stranraer.

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, impacts 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.

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

The College's main campus is located in 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

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

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 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 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.

The CCLG consists of groups that do not normally make strategic plans together, but this is a potential strength of the CCLG – to bring those parties together to give a stronger 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 College is recognised as a key player in the CCLG. Each party represented on the CCLG has its own strategic aims and objectives. The remit of the CCLG is as follows:

- To advise the academic partners and facilitate a shared understanding of the skills, FE and HE education and training needs of Dumfries and Galloway.
- To support the development of a collaborative strategic vision for provision at the Crichton Campus.
- To advise and support the collaborative provision delivered at the Crichton Campus, ensuring that the academic partners' activities are informed by the social, economic and cultural profile of the region.
- To support the academic partners' dialogue with the Community Planning Partnership on the potential contribution of the Crichton Campus to the economic growth and development of the region.
- To support the academic partners' dialogue and direct interfaces with Dumfries and Galloway Council and to contribute to this in respect of local school provision and its links to activities on the Crichton Campus.
- To advise and review progress on a Consolidated Outcome Agreement for the Crichton Campus

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

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

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.

The College is working closely with Dumfries and Galloway Council on the Dumfries Learning Town project 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 new purpose built facilities which are better integrated with further/higher education and businesses, learners will fully benefit from an integrated approach to delivering Curriculum for Excellence together with essential life skills.

Priority Outcomes to be delivered in AY 2016/17

Efficient regional structures

Governance arrangements

The Regional Board for Dumfries and Galloway College is now well established and comprises of the Chair, the Principal, two student members, two staff members and 10 non-executive members. The College recognises the important role Board members have in acting as ambassadors for the College as well as providing a governance role. In order to strengthen relationships between staff and Board members and ensure Board members develop knowledge and understanding of college operations, a series of actions have been undertaken. These include: Attendance at Board of Management and relevant Board Committee meetings by Executive Team; Presentations by different staff groups and Strategic Topic discussions at Board and Committee meetings; regular invitations to attend College events; all staff and Board members strategic sessions; involvement in Employer Advisory Partnerships and stakeholder events. Board members receive copies of the College News and the Principal's Blog which provide relevant and up to date information on college activities. A joint meeting with Borders College Board of Management was held in 2015-16 to identify shared issues/opportunities and to develop some key messages in respect of the unique challenges faced by Scotland's only 2 single-region, rural colleges. The Chair of the Board of Management is a member of the National Advisory Group on Developing the Young Workforce and is Chair of the Audit Committee of Colleges Scotland Board.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Strategic Plan and Regional Outcome Agreement 2016-17

In August 2015 Dumfries and Galloway College launched its five-year strategic plan setting out its vision and aspirations. The plan has been developed taking cognisance of: Dumfries and Galloway Single Outcome Agreement, Dumfries and Galloway Economic Strategy, Scottish Government post-16 legislation, Developing the Young Workforce, Opportunities for all and other national and local strategic developments. Staff, students and external stakeholders have been involved in the development of the plan. A joint event with staff and Board members will take place in February 2016 to consider and contribute to the development of the Regional Outcome Agreement for 2016-17 and to consider Vision 2020 progress against objectives.

Community Planning and Stakeholder Engagement

The College operates within the Community Planning Framework and is represented on a number of key partnership groups including: Community Planning Strategic Partnership, Community Planning Executive Group and, Employability Partnership (Principal has recently been appointed Chair of this group). An Economic Leadership Group is about to be established and the College will be represented at senior executive level. This will ensure a cohesive approach to the economic development and success of the region and the College's curriculum offering will reflect the skills required of key sectors, as identified in the Regional Skills Assessment provided by Skills Development Scotland.

There is senior College representation on Dumfries Learning Town Executive group as well as the Employability sub-groups and the College will continue to work with partners to progress this development.

As a member of the Crichton Campus Leadership Group, the College works with Campus partners to maximise the educational (and other) opportunities the Crichton campus can provide. SRUC are currently undertaking an Options Appraisal in respect of D&G provision and have stated their preferred option is to relocate to the Crichton site. This would present significant opportunities for the 2 colleges to share facilities and services, as well as develop joint curriculum. The two institutions recently signed A Memorandum of Understanding to work together as this development progresses.

A Developing Young Workforce Group has recently been established in Dumfries and Galloway and, although this will be employer-led, the College will have a key role in taking forward this initiative. The Chair of the Board of Management is a member of the Board of the Regional Group. Approval for the establishment of this group has been approved and will be supported by the Chamber of Commerce. Dumfries and Galloway College is a partner member of the Chamber of Commerce and is active in the support and development of the DYW Regional Group.

- **To support the Dumfries and Galloway Developing Young Workforce Group and ensure coherence with CPP structures and processes**

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

ICT and Broadband Capacity

The College currently has a 100mb broadband link connected to the JANET network via ClydeNet. ICT is at the heart of our business and extensive investment in infrastructure at the Dumfries Campus, equipment and staff development has taken place over the past five years to maximise the use of digital technology to deliver a flexible curriculum and learner experience. The College is currently upgrading the network infrastructure and some network cabling at Stranraer to same level as the Dumfries Campus. . We will continue to invest in ICT for the delivery of learning & teaching and services.

The College has now signed up to join the Scottish Wide Area Network (SWAN) which is a Scottish Government initiative to support delivery of 'Scotland's Digital Future – Delivery of Public Services'. SWAN is designed to deliver a single public services network available for the use of any, and potentially all, public service organisations within Scotland. Dumfries and Galloway Council is part of Pathfinder South for SWAN agreed for the College to join SWAN at this early stage in its roll-out. The College has also upgraded the broadband capacity supplied by JISC.

- **To explore opportunities of a shared data centre with Dumfries and Galloway Council and JISC**
- **To upgrade/renew network infrastructure and cabling in Stranraer campus Summer 2016**

Developing Dumfries and Galloway College Students' Association

The SFC provided the College with financial support (up until March 2016) from its College Strategic Fund towards the cost of developing college Students' Associations. The College used these funds to develop a students' association where the students' association is be able to work as equal partners with the College. 2015-16 was the first time the College had been able to appoint a full time Student Association President on sabbatical.

The Students' Association has adopted the 'Development of Strong and Effective College Students' Associations in Scotland' framework developed by the National Union of Students and prepared its own development planning tool. The President (based in Dumfries) and Vice President (Stranraer) of the Student Association are members of the Board of Management. The President attends Executive Team meetings, when appropriate, meets with the Principal and other Executive Team members on a regular basis and is supported by the Quality Manager and her team. The Students' Association has also developed a self evaluation tool from the NUS 'Development of Strong and Effective College Students' Associations in Scotland' framework.

The priority for 2016-17 will be to continue to embed and achieve the outcomes. The College will continue to develop, support and fund the Students' Association.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- To continue to embed and achieve outcomes from the development plan
- To further develop and embed the self evaluation tool
- To develop and implement Students' Association/College partnership agreement
- To implement the revised Students' Association constitution
- To continue to develop, support and fund the Students' Association

Carbon Management

In partnership with the Scottish Funding Council, Resource Efficient Scotland and the Environmental Association for Universities and Colleges (EAUC) we plan to develop a Carbon Management Programme that will assist in the identification of baseline information, which in turn will help develop a carbon footprint for the wider college sector. The College aims to reduce tCO₂ emissions by 20% by December 2019. Due to extending the building to accommodate a new training kitchen and training restaurant reductions are not possible in 2015-16. A climate control action plan detailing annual reductions was finalised in December 2015.

A number of carbon projects have been identified in the plan, some of which are low cost high gain, while others are low cost, low gain. Many projects are based around raising awareness and education as this is the area the College believes the greatest gains can be achieved. As the largest College building, the Dumfries campus is a relatively new building (8 years old) and was designed to be as energy efficient as possible. Taking this into account there is limited scope for large scale energy reduction initiatives. All of the projects will help reduce the College's carbon footprint, and all are important as contributors towards sustainability for the College.

Carbon Management Projects

1. Existing Established Initiatives

Education for Sustainable Development (ESD)

- ESD Workbooks for Introduction to Sustainability, Construction, Hairdressing, Beauty and Health and Social Studies
- SCQF Credit Rating for Introduction to Sustainability
- Raising awareness and behaviour change

The College's existing ESD programme has raised the profile of the College's commitment to ESD and has been recognised as sector leading by Education Scotland. The ESD programme has been shortlisted twice by the Environmental Association for Universities and Colleges Green Gown Awards in 2012 and 2014 and nominated for a SQA Star Award in 2014. College ESD materials have also been shared with the wider Scottish college community and are used by other colleges, these materials can be obtained at:

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

http://www.eauc.org.uk/ucccf/education_for_sustainable_development_workbooks

2. Responsible Futures

The Student Association is taking part in a National Union of Students (NUS) pilot scheme called Responsible Futures. The vision for Responsible Futures is of a desirable, externally assessed accreditation mark for a whole-institution approach to environmental sustainability and social responsibility, spanning the formal and informal curriculum, applicable to both Further and Higher education. Social responsibility refers to the duty that institutions have towards wider society in relation to ethics, wellbeing, social justice, global citizenship and moral responsibility.

The whole-institution approach is by the College and the Student Association working together in partnership. One of the audited requirements of the scheme is that there is a working group, comprised of College representatives and students, which helps drive the scheme forward. The Sustainability Committee that would be responsible for overseeing the Climate Change Action Plan would be appropriate to meet this requirement.

Further detail about the Responsible Futures scheme can be found here:

<http://sustainability.unioncloud.org/responsible-futures/about>

3. Existing Projects

A number of existing projects are already in place as part of on-going works and initiatives. A full description of each existing (E) project is provided below. These Existing projects are largely low cost, high gain projects to kick start the Plan. Where the cost is £0, this means there is no additional outlay for materials or capital, however there will be generally associated staffs cost which will need to be quantified.

Dumfries & Stranraer Campuses

Ref	Project	Lead	Cost (£)	When	Status
E1	Responsible Futures	SA	0	Ongoing 2015	Initiated
E2	Low flow taps in hairdressing salons	MF	1200	Oct 2015	Initiated
E3	Food waste and sustainability awareness	CS/CCO	50	Ongoing 2015	Initiated
E4	Plastic bottle greenhouse	CCO/SA	170	Sept 2015	Initiated
E5	College bike promotion and sustainable travel awareness and to improve staff awareness of the existing cycle fleet	FA	0	Sept 2015	Initiated
E6	Business Stream to audit the campus on water consumption and leakage detection	MC	0	2015	Initiated
E7	Promotion of video conferencing between campuses	CCO	0	Oct 2015	Initiated

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

E8	SCQF credit rating more sustainability materials, initially hairdressing, beauty and hospitality	QM	0	Ongoing 2015	Initiated
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4. Immediate Term Projects

A full description of each Immediate Term (IT) project is provided below. By IT we mean projects that will be fully implemented and/or completed between now and the end of 2016. These projects have been quantified where applicable, and it is hoped through educating staff, students and other building users about sustainability, that behaviour change across both campuses will lead significantly to the interim reduction of 9% emissions savings. These Immediate Term projects are largely low cost, high gain projects to kick start the Plan. Where the cost is £0, this means there is no additional outlay for materials or capital. The only costs will be existing associated staff costs.

Dumfries and Stranraer Campuses

Ref	Project	Lead	Cost (£)	When	Status
IT1	Lighting sensors in library and canteen	MC	10,000	2015/16	Planned
IT2	Water awareness campaign – toilet flushing	CCO	150 approx	2015/16	Proposed
IT3	Energy awareness workshops	CCO/SA	300 approx	2015/16	Proposed
IT4	Sustainability induction programme for new staff, either online or as induction pack for new staff using materials already developed in College	HR/CCO	0	2015/16	Proposed
IT5	Waste audit	CCOC	0	2015/16	Planned
IT6	Fleet vehicles and business travel audit	CCO	0	2015/16	Planned
IT7	College bike promotion and sustainable travel awareness	FM	0	2015/16	Planned
IT8	Food waste and sustainability awareness	CCO	0	2015/16	Planned
IT9	Staff switch off campaign, including training for cleaning staff	MF/CCO	0	2015/16	Planned
IT10	College wide sustainability awareness campaign	CCO	500 approx	2015/16	Planned
IT11	All of the Business Stream suggestions <ul style="list-style-type: none"> • Retrofit push taps • Install tap aerators and in-line flow restrictors • Change shower heads to aerated ones 	MF	3000	2015/16	Proposed
IT12	Installing sensors to utilise natural day lighting where appropriate	MC	3000	2015/16	Planned
IT13	Waste and recycling awareness	CCO	150 approx	2015/16	Proposed
IT14	Whole college energy review	DoOD&F	0	2015/16	Planned
IT15	Solar panel feed in tariff display unit on public display	DoOD&F	3000 approx	2015/16	Proposed

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

IT16	Wildflower meadow at back of college as carbon offsetting projects	CCO	2000 approx	2015/16	Proposed
IT17	Zone control audit of heating and air conditioning	MC	3000	2015/16	Proposed
IT18	Responsible Futures to be implemented at Stranraer	SA	N/A	2015/16	Planned
IT19	Low flow taps in hairdressing salon at Stranraer	MF	600	2015/16	Planned

5 Medium Term Projects

A full description of each Medium Term (MT) project will be compiled as the Plan develops and decisions are made about projects that will be implemented. These tables advise potential projects moving forward. By MT we mean projects that will be started by 2017 with an aim to being completed by the end of academic session 2017/2018. Agreed projects will be quantified for the first annual review of the Plan by the end of 2015.

Dumfries and Stranraer Campuses

Ref	Project	Lead	Cost (£)	When	Status
MT1	Low flow/aerated taps fitted throughout the entire campus	MF	TBC	2016/17	Proposed
MT2	Passive vents system review	MC	TBC	2017	Proposed
MT3	Continued raising awareness and behaviour change workshops	CCO/SA	TBC	Ongoing	Proposed
MT4	Complete college lighting sensors review	MC	TBC	2017/18	Proposed
MT5	Changing lights in the library to low energy units.	MC	TBC	2016/17	Planned
MT6	Curriculum ESD audit	AW/CS	0	2016/17	Proposed

- **To reduce tCO₂ emissions by 128 to 1,185 in 2016-17**
- **To achieve the aim of reducing carbon emissions by 20% against the 2014 baseline, the College needs to save 900 tonnes of CO₂ equivalent by the end of 2019 against a BAU scenario.**

Shared Services and Collaboration

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 was introduced and 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 in our Stranraer campus. 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, OU students can come in and use IT equipment and library facilities. In addition UWS and UoG Student Services and Student Association services operate from within the College building and the College refectory, café and shop are available to all staff and students across all institutions as well as the wider community. Dumfries and Galloway Student Association offices are located next to UWS (and UoG) Student Association Offices and students

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

are encouraged to hold joint sports activities and other social events during the year. University of the West of Scotland are currently undertaking a 'Transformational Project, in respect of their services and the College will be discussing the impact this may have on our shared services and articulation arrangements over the coming months.

- **To review existing arrangements and seek opportunities to expand shared services with Crichton partners**

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 is located in the Henry Duncan Building part of the main Dumfries campus.

The Crichton Development Trust are working with all Crichton campus partners to identify and deliver enhanced facilities that will support and encourage a strong, vibrant student community on the Crichton campus.

Should SRUC relocate some of its activity to the Crichton campus there will be further opportunities to identify and develop shared services for the benefit of learners.

Recent meetings between the College and University of the West of Scotland have resulted in an agreement to explore the benefits and barriers of co location on the Dumfries Campus.

- **To continue to collaborate with SRUC to identify future curriculum delivery opportunities**
- **To explore joint student association activities with students from DAGCOL and SRUC**
- **To work with SFC and UWS to provide an outline business case for co-location on the Dumfries Campus site**

CREST was established through a unique collaboration which pooled expertise, resources and knowledge from four colleges that have led on sustainability training and innovation in the UK and Ireland, namely South West College, Cavan Innovation and Technology Centre, Institute of Technology Sligo and Dumfries & Galloway College in Scotland. It provided expertise and a range of facilities to help entrepreneurs and SMEs, who might otherwise not have the capacity to do so, bring innovative and sustainable ideas from concept to reality. The project was supported by the European Regional Development Fund (EDRF) and managed by the Special European Union Programmes Body (SEUPB). The project reached successful conclusion at the end of January 2015 and Dumfries and Galloway College has committed to continuing to use the Micro Renewable Centre created through the project (now called the Energy Centre) to support and train businesses to adopt and implement renewable energy solutions.

- **To continue to collaborate with partners to identify future funding opportunities**

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Procurement

The Procurement Reform (Scotland) Act is likely to result in significant change in procurement practices for the College. The College developed and implemented a Procurement Strategy in 2015-16 to reflect the change in legislation. The College will work with APUC to ensure its procedures and practices are aligned with the new ACT.

- **To review College Procurement processes as a result of the new Act**

High quality & efficient 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.

Qualifications

In a region where there is a higher proportion of people with no or low level qualifications, the College adopts an Open Access policy and delivers programmes at Scottish Credit Qualification Framework level 4 or below which do not require any formal entry qualifications. This is in line with the Dumfries and Galloway Economic Strategy's aim to raise the low skills and qualifications base in the region. The college is committed to meeting learner needs by providing appropriate learning opportunities, skills and qualifications, ensuring that fewer young people in Dumfries and Galloway are not in employment, education or training. Improving attainment will remain a key priority for the College, particularly in curriculum areas with low performance indicators.

- **To continue to increase the number of programmes leading to recognised qualifications and level qualifications through SCQF.**
- **To continue to develop strategies for improving attainment at course level**

Student success rates

The College aims to be an outstanding college. Improving the success rates of students is a priority for us. In recent years full-time FE student success rates have been below the sector average. A number of strategies have been adopted to address this such as review of entry criteria; review progression routes to ensure they lead to employment, training or further study; review qualifications and awarding bodies to ensure the qualifications are current and supported by employers/relevant skills sectors and the introduction of integrated assessment where possible. The

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

targets for 2015-16 are very ambitious and in line with our aspiration to be an outstanding college.

- **73% of full-time FE learners successfully achieving a recognised qualification in session 2016-17**
- **78% of full-time HE learners successfully achieving a recognised qualification in session 2016-17**
- **79% of part-time FE learners successfully achieving a recognised qualification in session 2016-17**
- **78% of part-time HE learners successfully achieving a recognised qualification in session 2016-17**

Retention

FE retention rate fell by 4% during 2014-15, although a 2% improvement in FE retention rates has been achieved since 2013. A 6 % improvement has been made in full time HE student retention rates since 2011-12 and is now above the sector average.

- **To achieve 76% full-time FE learners retention rates in session 2016-17**
- **To achieve 85% full-time HE learners retention rates in session 2016-17**
- **To continue to develop strategies to improve early retention**

Learner Support and Guidance

All full-time learners currently offered a 1 hour tutorial with a personal tutor per week. The current system has operated in its current form for a number of years. The College is looking to refresh the system so that its focus includes on 'on-course' progress, employability and career guidance and an additional 1 hour was given for Access level programmes during 2015-16.

- **Evaluate the impact of the additional time allocated for tutorial session in 2015-16**
- **To include more career management, using the refreshed Skills Development Scotland My World of Work web site in 2016-17**

Progression

The College will ensure that it provides ease of access to, and progression within, learning to ensure that more learners develop the appropriate skills needed to get a job, keep a job or get a better job and that more learners achieve qualifications and progress to further study. The College is committed to a curriculum which is inclusive, challenging, engaging and aspirational, provides personalisation and choice, develops skills for learning, life and work, provides breadth, depth and progression, is relevant and responsive to employment opportunities and needs, and reflects the needs of the regional economy. The College Curriculum Planning and Review processes ensure a coherent well planned curriculum portfolio for 2015-16 which maximises progression opportunities for students. Appendix A to this document shows 2016-17 progress opportunities.

During 2016-17 we aim to:

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- **Introduce a new Engineering Foundation Apprenticeship at SCQF Level 6**
- **Introduce Level 2 Diploma in Professional Cookery (Dumfries)**
- **Introduce Skills for Work Sport and Fitness National 5 with Maxwellton High School**
- **Introduce a National 4 in Hospitality with Moffat Academy**
- **Introduce a new HNC Social Services to replace HNC Social Care programme**
- **Introduce a new HNC Childhood Practices to replace HNC Early Education and Child Care**
- **Introduce a new HNC in Computing Science**
- **Introduce a new school pathway SCQF Level 6 in Hospitality**
- **Introduce new Reablement pathway with Wallace Hall Academy**
- **Widen digital computing pathways through Developing Young Workforce across the region**
- **Explore changing from BTEC Level 2 in Computing to SQA Award for 2016-17 (based on learner and employer feedback)**
- **Explore HNC in Construction/Civil Engineering for development in 2017-18**
- **Explore HND in Electrical Engineering for development in 2017-18**

Articulation

The number of full-time learners studying at HE level has increased by 72% from 295 in 2011-12 to 505 in 2014-15. Learners studying at Higher National level now account for approximately 32% of all full-time activity. We anticipate that approximately 60% (120) of learners studying at Higher National Certificate level will progress on Higher National Diploma level study within the college and numbers progressing on to University programmes from either a Higher National Certificate or a Higher National Diploma has also grown significantly. We expect to maintain the number of students achieving HNC or HND articulating to degree courses with advanced standing in 2015-16. In 2016-17 we are looking to expand the level of articulation with advanced standing.

Articulation arrangements have been established with Crichton University partners, including the University of Glasgow, University of the West of Scotland and the Open University. Agreement has been reached with the University of Glasgow that learners studying relevant programmes at Dumfries and Galloway College will be guaranteed an interview for the MA Primary Education. The college is also exploring a new HNC in Care and Administration for 2016-17 in partnership with the NHS and UWS which could lead into direct articulation with the UWS Nursing Degree in chosen specialist pathways.

A Memorandum of Agreement was signed recently between Edinburgh Napier University and Dumfries and Galloway College to work collaboratively to identify opportunities for articulation – initially within Engineering but, potentially, in other areas.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- To continue to work with Universities, including the Open University, to increase the number of learners articulating to degree level courses with advanced standing
- To explore the possibility of a new dedicated degree in Creative Industries with Crichton (and other) University partners
- To continue discussions with Strathclyde University to introduce a SWAP Access to Engineering programme in 2016-17
- To develop a new HNC in Care and Administration for 2016-17 in partnership with NHS and UWS with direct articulation to UWS nursing degree
- To pursue articulation arrangements with Strathclyde University Engineering Academy
- To achieve guaranteed progression opportunities for learners within Engineering on to Edinburgh Napier University degree programmes (with advanced standing)
- To initiate discussion with Glasgow Caledonian University to support future articulation for HNC Construction/Civil Engineering learners
- To review all Business & Computing pathways with UWS to improve recruitment and articulation arrangements

Active learning

A pilot scheme has been running for 2 years which involved the appointment of Learning & Teaching mentors from amongst the lecturing staff whose role is to support teaching staff to share good practice and enhance and improve the learning experience. Unannounced observations are undertaken during the year and feedback is provided to the relevant staff member. If any areas of concerns are observed, specific actions are agreed and follow up observation visits are carried out at a later date. The mentor scheme was put in place to address one of the main points for action from the Education Scotland Review '*The college should continue to improve the effectiveness of its arrangements to ensure that all learners are appropriately engaged in enhancing their own learning*'. An evaluation of the effectiveness of the Learning & Teaching Mentors pilot was undertaken in 2015-16 which highlighted positive outcomes. As a result, the Learning & Teaching Mentor initiative has been made a permanent part of the college structure and is embedded as part of the Learning & Teaching process.

Progression into employment

The College will aim to improve the tracking of student destinations and has committed to and involvement in the SFC student destination pilot project. The College will develop a system to track the destination of all full-time students who completed their programmes in the previous academic session. In session 2013-14 90% of full-time students entered work, training and or further study 3-6 months are qualifying. In 2014-15 the College plans to achieve a 1% increase on the number of full-time students entering work, training and or further study with a further 0.5% in session 2015-16 and 2016-17.

- To achieve a 1% improvement in the proportion of full-time students with a the positive destination in session 2016-17

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Access for people from widest range of backgrounds

Social inclusion is at the heart of the College's vision and mission. The college provides a range of support to help learners access and achieve on their chosen programme of study. The College has a well established system for identify students who may have additional support needs. Once identified these learners are assessed and if required assistance is put in place to support them. The variety and level of assistance can be wide range such as from providing a student with an education support worker, providing readers, scribes and prompters; providing assistive technology and adapted materials. The College also operates an Independent Learning Centre with specialist staff in both campus locations where learners can seek assistance to develop their literacy and numeracy skills. In addition, the College provides learning zones in both campus locations, staffed by specialists, where learners can access a range of computers, MACs and online services to help develop their independent learning skills.

- **To utilise SFC ELS funding to continue to provide support and services to students with additional support needs**

Dumfries and Galloway has 8 data zones in the 10% most deprived in Scotland as identified by the Scottish Index of Multiple Deprivation, two of which are in the 5% most deprived in Scotland. The 10% most deprived are in five areas within the region: central Dumfries, Northeast Annan, Northwest Dumfries, Upper Nithsdale and Stranraer. In 2015-16 365 learners from the 10% most deprived post codes enrolled on college programmes with a success rate of 60%.

- **To deliver 3,216 (11%) credits to learners from the most deprived 10% postcode areas in Dumfries and Galloway in session 2016-17**

Dumfries and Galloway College is committed to the principles of equality and diversity for everyone. In its Equal Opportunities Policy the College states its commitment to equal opportunities for all. The College's existence and activities are determined by a belief in, and desire to ensure that all members of the College have an equal opportunity to maximise their potential and are equally valued and treated with respect. We seek to improve education, employment and services in an environment in which diversity is valued. The College operates an open entry policy to its courses. The College published its Equality Mainstream Report in April 2013. In April 2015 these outcomes were reviewed and updated.

- **To review Equality Mainstream Report progress on an annual basis and take action as required**

The College is committed to supporting young people in and leaving care. The College was awarded the Buttle UK Quality Mark for Care Leavers in September 2009 in recognition of the support it provides. The College operates a systematic approach where young students are asked to identify on their application and or enrolment form they are in and leaving care. The College also receives referrals from agencies and schools.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Once the students have been identified they meet with a dedicated support worker from the new horizons team to establish how the College can assist and support them while at College. The College also displays a marker against the students' electronic attendance record to let staff know that this student is being support by the new horizons team. The College is looking to further develop the system and processes for monitoring and supporting learners in and leaving care, particularly in early identification arrangements to transition from school to college.

The College has been part of a multi agency strategic group looking into a response for the recent Children Services inspection for Dumfries and Galloway with a focus on GIRFEC (Get It Right For Every Child).

The college has become part of the corporate parenting group to support all looked after children and young people from the age 0 to 25 including care leavers. The Corporate parenting group reports into the Children's services Executive Group every 6 weeks.

As part of this group with representation from the Student Support and Guidance Manager and Safeguarding Co-ordinator the corporate parenting group have;-

- Reformed a new Corporate Parenting Group and developed a new action plan
- Improved listening to looked after children with young people setting up as champions
- Better access to leisure and cultural facilities for young people in care and also now considering financing a buddy/friend to accompany them for greater uptake.
- Better access to care,
- The college has meet with Listen 2 us 9(Young people in care) with student support teams and Guidance staff.
- The relevant sections of the Dumfries and Galloway Corporate Parenting Plan being discussed with Corporate Parenting Group
- Chair of the corporate parenting group has arranged a meeting at the college to share good practice and meet relevant staff
- The college is looking at methods of tracking ,monitoring data which is available at present
- Dumfries and Galloway College have prepared a Corporate Parenting Action Plan
- The college have recruited a member of staff whose remit is Looked after young people

The group is progressing the Corporate parenting action plan, and the college now also has representation on this group through its Student Support and Guidance Manager. The group will develop strategies around supporting all looked after people who are using the college for Education/Training for Transition arrangements. In 2015-16 the College developed and will continue to deliver on its Corporate Parenting Plan.

The College views PREVENT as part of its safeguarding duties. In 2015-16 the College developed and will continue to deliver on its PREVENT Action Plan currently delivering and intends to provide awareness and training session to staff and students as appropriate. Strategic Responsibility for PREVENT sits with VP Corporate Services and Governance who represents the College on the Regional CONTEST partnership.

- **To deliver Prevent awareness and training sessions to College staff**

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- **To further develop the monitoring and support of learners in and leaving care for enrolment and success**
- **To continue improve the transition arrangements from school to college for students in and leaving care**
- **To deliver 360 credits to Care experienced learners in 2016-17**

The College offers Princes Trust programmes at both Dumfries and Stranraer. Princes Trust programmes are full-time 12 week intensive programme aimed at 16-25 year olds looking designed to build motivation, gain work experience and have the chance to achieve a nationally recognised qualification whole make a real difference in the community. The Prince's Trust Team Programme has been running in the College for six years, supporting over 350 unemployed young people to gain the confidence, skills and experience they need to find work. To date, Dumfries and Galloway College has one of the best retention rates on these programmes, across the whole of Scotland.

- **To deliver 5 Princes Trust programmes across Dumfries and Stranraer campuses**

The College is committed to providing opportunities for learners with profound or complex needs. The College is collaborating with the Employability and Skills Team on an exciting new course 'Project Search'. This will be the first course of its kind in the South of Scotland and is one of only 11 across the UK. The project supports learners with a range of complex needs into employment. The course is jointly delivered by the College and the local authority and Galloway Council agreed to be the Industry Host for 2015-16. This is a new model that has had real success in Canada particularly related to opportunities for Employment in Hospitals

- **To deliver 1,353 credits, to learners with profound or complex needs including 'Project Search' course**

In session 2012-13 the overall gender balance was 55% female and 45% male. In session 2013-14 the balance shifted slightly to 52% female and 48% male. In session 2014-15 this remained stable at 53% female and 47% male. It is not anticipated that the balance between male and female enrolments will change substantially during the planning period. At a college level the gender split for full-time courses is fairly evenly spread. However there are areas of the curriculum where gender imbalance needs to be addressed. In particular the male dominant areas of Construction, Engineering, Computing and Sports and the female dominant areas of Early Years & Care and Hair & Beauty. The College promotes equality in its marketing materials in particular through case studies. The College is also actively promoting gender balance when discussing school-college provision. While it is intended to increase activity in engineering which is traditionally male dominated, there will be a corresponding decrease in hair and beauty which is traditionally female dominated.

Following discussions with schools across the regions, which included Head teachers and Seniors management teams, commitment was made to begin to address gender imbalance issues in key sectors. 2016-17 will build on pilot sessions delivered in 20105-16 comprising one day taster sessions to S3/S2 pupils which will explore options, provide advice and guidance, speak to employers and existing students who have chosen non-

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

traditional gender programmes.

These will include sessions for 16/17

Women into Engineering, Construction, Motor Vehicle, Computing /Digital Media and Sport

Men into Care ,Childcare ,Hairdressing ,and Beauty

- **To continue to address gender imbalances at course level by ‘ring-fencing’ an agreed number of places on some programmes for under-represented gender. Eg 6 places ‘ring-fenced’ for females on Engineering programmes**
- **To deliver gender imbalance session to school pupils including Women into Engineering, Construction, Motor Vehicle, Computing/Digital Media and Sport and Men into Care, Childcare, Hairdressing and Beauty**

The College has well established monitoring by disability, gender, ethnicity, age and postcode. The College does not currently offer Gaelic speaking courses or support. Working with the CPP will identify any unmet demand within the region and agree any course of action required.

- **To work with the CPP to identify any unmet demand for Gaelic speaking courses and or support**

Right learning in the right place

Curriculum

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. The College will continue to deliver courses to a wide range of students, from school pupils through to adult learners, offering a comprehensive portfolio of vocational courses and professional development opportunities. The College continually reviews its curriculum and courses and makes decisions at strategic level based on demand from learners, the needs of employers, 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*. Skills Investment Plans have been produced for the Tourism and Food and Drink sectors. A full Curriculum Review was undertaken in 2014-15 with the aim of aligning our curriculum offering more closely to the economic needs of the region from 2015-16 onwards. As well as taking account of the Regional Skills Assessments and Skills Investment Plans, the College used feedback from employers, CPP partners and other stakeholders groups in the development of the Curriculum Plan 2016-17.

South of Scotland Regional Skills Assessment 2012-2022 produced by Skills Development Scotland highlights Food, Drink and Tourism as the largest

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

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 has invested £2m in the development of Hospitality and Catering training facilities on the Dumfries campus which enabled the College to offer the following programmes starting in August 2015 - Introduction to Professional Cookery (SCQF 4); NC Hospitality (SCQF 5/6) and HNC Hospitality (SCQF7).

Through the TRANSFORM project, the College curriculum is more flexible, enabling us to provide more choice to learners throughout the region by offering programmes on a blended basis which will increase access opportunities to those who are unable to travel to college. We have introduced three Higher National programmes at our Stranraer campus using a blended model. Development of an online Higher National Certificate in Social Care has increased the numbers of learners able to access this provision and has attracted some learners from out with the region.

The College uses a range of Awarding bodies from across the United Kingdom. A robust self-evaluation process involving staff, learners and, from 2015-16, employers, is used to gain feedback on the appropriateness of course content. Where feedback indicates that a programme does not meet the needs of learners and/or employers, an alternative, more appropriate programme is sourced. This places an additional burden on the college in terms of registration and quality systems as different Awarding bodies have differing requirements. However, it is part of the College's core philosophy to ensure we deliver the best and most appropriate learning.

CREST was established through a unique collaboration which pooled expertise, resources and knowledge from four colleges that have led on sustainability training and innovation in the UK and Ireland, namely South West College, Cavan Innovation and Technology Centre, Institute of Technology Sligo and Dumfries & Galloway College in Scotland. It provided expertise and a range of facilities to help entrepreneurs and SMEs, who might otherwise not have the capacity to do so, bring innovative and sustainable ideas from concept to reality. The project was supported by the European Regional Development Fund (EDRF) and managed by the Special European Union Programmes Body (SEUPB). The project

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

reached successful conclusion at the end of January 2015 and Dumfries and Galloway College has committed to continuing to use the Micro-Renewable Centre created through the project (now called the Energy Centre) to support and train businesses to adopt and implement renewable energy solutions. We have incorporated our BPEC Gas Training and Assessment centre into the Energy Centre and it is also accessed by full time learners to enhance their programme of study.

- **To deliver 30,067 credits overall**

Opportunities for All

Dumfries and Galloway College will contribute to meeting the National guarantee for young people and will aim to deliver 77% of credits in the 16-24 year old age groups in 2016-17.

In addition, the College will continue to work with Skills Development Scotland through the Employability Funding which targets the 16-24 year old age group in particular. Therefore, Dumfries and Galloway College is continuing its commitment to prioritise places for 16-24 year olds together with responding to funding specifically targeted to the age group of 25 and over. The College will ensure the curriculum is aligned to meet the objectives of 'Education Working for All', the final report of the Commission for Developing Scotland's Young Workforce. The College offers 16-19 year old the opportunity of job search skills through access to the SDS 'My World of Work'. The College will use the recommendations in the Commission for Developing the Young Workforce report 'Education Working for All!' to develop an implementation plan.

- **To deliver 96 Employability Fund places**
- **To support the DYW Regional Group**

Community learning

The College works across a wide area of community provision, often in partnership with Community Learning and Development and delivers learning in a variety of venues. The College is working closely with Dumfries and Galloway Council and other partners in the development of the Dumfries Learning Town initiative.

- **To harmonise approaches to community provision to ensure a more coherent offering to best meet the needs of all the local communities.**
- **To work with the Dumfries Learning Town initiative on joint initiatives to improve learning provision across the region, particularly for young people, those returning to work or furthest removed from the economy.**
- **To work with Community Learning partners to develop CLD Action Plan and report progress, slippage and outcomes to Community Planning Executive Group**

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

A developed workforce

Employer Engagement

The College will work with employers to better align the curriculum to any skills gaps or shortages. In many curriculum areas Employer Advisory Boards were established in October 2014 with the aim of strengthening relationships with employers and businesses in the region. The purpose and remit of these Boards are 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 will work with employers to align the curriculum to any skills gaps or shortages. The College works closely with local employers, over the past year has worked with the NHS to develop a 'Reablement programme', Dumfries and Galloway Housing Partnership: develop bespoke programmes, worked with SPEN to expand the 'Overhead Lines Technician to include jointing skills and we are in discussions with Laing O'Rourke in respect of the construction of region's new acute district hospital.

An Employer Engagement Strategy has been developed in 2015-16 which identifies the significant role industry and business partners have in curriculum design and delivery and sets out key goals and outcomes we intend to achieve over the period 2015-2020.

- **To implement Employer Engagement Strategy**
- **To continue to develop Employer Advisory Partnerships as appropriate for different curriculum areas**
- **To explore Graduate Apprenticeships in Engineering – demand from local employers – links with Strathclyde University**
- **To increase employer engagement in the design of college programmes**
- **To deliver Foundation Apprenticeships in partnership with employers and schools**
- **To improve links with Creative Industry sector by working with sector partners including Uplands, CIC, Maklab, Stove and Moat Brae Trust**
- **The Hair, Beauty, Sport & Hospitality Faculty will continue to build on its work with communities/employer support**
- **Live briefs through employer engagement will continue to be used across all areas of the college curriculum**
- **Engineering groups will build on the development of the new Foundation Apprenticeships to further develop employer engagement**
- **The Care Curriculum area will continue to develop employer engagement across the region through the Reablement programme and its workplace co-ordinator**
- **To explore Foundation Apprenticeships in Health and Social Care and Construction with Employers and Schools for 2017-18 development**
- **Roll out Reablement Awareness training to 1750 employees in the sector**
- **Employers will be involved in self evaluation across all curriculum areas in 2016-17**

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Senior Phase Vocational Pathways

The College has held initial discussions with all secondary schools across the region and will collaborate with the local schools in the ongoing roll-out of Curriculum for Excellence and for Developing the Young Workforce. From the initial discussions it is clear that different solutions will be required for different schools and communities. Some will require in-school delivery for reasons of geography, timetabling etc, some will form school clusters with neighbouring schools and others will travel to college.

This will be a challenge to the college in terms of resource efficiency as there are likely to be small numbers (in comparison to urban schools) and travel time for staff to deliver in schools will mean they are unavailable in college and this will create timetabling and resource utilization issues. Nevertheless, the College will meet demand where feasible.

The College currently engages with all secondary schools across the region for Senior Phase options. A total of 500+ learners have chosen college options as part of their pathways. The curriculum areas include: Electrical Engineering, Motor Vehicle, Early Education and Childcare, Psychology, Energy, Beauty, Hospitality and Digital Gaming ranging from Skills for Work to HNC level.

The College received SFC funding to become an early adopter following early recommendations from the Woods commission, to work with local secondary schools to develop flexible HNCs for school delivery. In session 2013-14 the college in collaboration with schools developed four HNCs for delivery in schools: HNC Social Sciences; HNC Early Education & Childcare; HNC Electrical Engineering and HNC Fitness, Health & Exercise. With the exception of the HNC Electrical Engineering all articulate to degrees on the Crichton Campus. All four HNCs were offered to schools for delivery in 2014-15 but only the HNC Electrical Engineering formed. This course is a mix of attendance at college and online delivery where pupils can continue their learning at a time and place to suit them. The College will continue to develop range of HNCs for school delivery.

The College organises an annual 'Schools Competition' which has been running for 15 years. The main purpose of the competition is to provide S3 pupils with an introduction to the College. Raising awareness of College Courses in a relaxed and competitive environment. In the year that they choose their choices for future destinations. The competition is a taster day with a difference. It is an opportunity for pupils to represent their school and compete with each other to win the ultimate coveted silverware prize of the annual 'School/College Trophy'. The College has designed the individual events to provide pupils with a brief insight into College life and the various programmes delivered across the College. They've packed in some fun and competitive elements to make each event a competition in its own right. The competition also challenges gender balance with all competitions requiring at least one boy and one girl to compete. Employer engagement has become a large part of the Annual Competition with local businesses large and small supporting every area. Each individual event is hosted by the curriculum leader from the following areas:

- Business
- Computing

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- Construction
- Creative Industries
- Education Studies
- Engineering
- Hair, Beauty & Complementary Therapies
- Health & Social Studies
- Sport
- Hospitality
-

The main sponsor of the competition in 2015 was Laing O'Rourke (main contractor on NHS Acute Services project) who donated £500 to the winning school.

Ambitious plans have already been agreed with schools for 2016-17 linked to Developing Scotland's Young Workforce. These have been shared with the local authorities Employability and Skills Team.

The number of learners planned for 2016-17 is 500. New curriculum pathways include Engineering / Employability Skills, HNCs in Early Education & Childcare, National 5s in Energy, National Certificate in Hospitality, Travel and Tourism, Higher in Computing, Events Management, and Care for the Elderly.

All Senior Phase pathways have clear progression pathways and will lead directly into full time college options or University options.

Following individual planning meetings with schools, 5 regional cluster groups are being developed to support regional shared pathways. The Employability and Skills team also now have representation within each school. Timetable barriers will be discussed during planning with cluster groups. The local Education Authority has also formed sub groups across the region to look specifically at the 38 key Woods review recommendations. A two day conference for Head teachers is being hosted by Dumfries and Galloway College and has a full morning focussed on joint planning for Developing Scotland's Young Workforce and vocational pathways. Resourcing school college pathways in a rural area across such a geographical scale is an issue, and despite the College's flexible approaches to learning there is still a large amount of staffing time lost due to travel arrangements to support these programmes.

Partnership arrangements are in place to agree, monitor and evaluate the new Senior Phase Partnership including More Choices, More Chances members with a clear target of 100% positive destinations for all school leavers. The MCMC team report into the Council's employability Partnership Team which also agrees / discusses the College's Curriculum plan and Senior Phase pathways which links into current developing Community Planning action plans.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- To increase the number of senior vocational pathways in partnership with local schools
- To work with SDS and Local schools to identify opportunity to pilot foundation apprenticeship in D&G
- To explore and implement partnership arrangements between Annan Academy, a local food manufacturing business and College that will offer routes to employment for senior phase pupils
- To explore and implement partnership arrangements with Dalbeattie High School, a local engineering business and College that will offer routes to employment for senior phase pupils
- To continue to offer HNCs for delivery in schools.
- To identify in collaboration with the schools further HNCs to be developed for delivery in schools
- To explore and implement partnerships with other schools and employers to ensure courses offer routes to employment
- To implement actions from Dumfries Learning Town initiative to increase choice and progression opportunities for learners in Dumfries and Galloway

Science, Technology, Engineering and Mathematics (STEM)

The College currently delivers on a range of engineering courses such as: Wind Turbine Technician, Overhead Lines Technician, NC Electrical Engineering, HNC Electrical Engineering, NC Engineering Fabrication & Welding courses, as well as courses in computing such as; Diploma in IT Support, HNC Computing and HND Computing Technical Support. The College is considering a number of ways in which it can offer STEM. It has had preliminary discussions with the New Engineering Foundation (NEF) on the potential of establishing a “Sustainable Development Hub” to act as a beacon for employer engagement. The College has also been discussing the STEM provision with local secondary schools. The College is in discussion with the SRUC regarding opportunities for joint delivery. One area being explored is for a centre of excellence in engineering. In addition the College is currently in discussing with schools potential STEM subjects for 2016-17 delivery. The College has an established Energy Centre to support and train businesses to adopt and implement renewable energy solutions. The College is planning to include renewable energy as a subject in full-time engineering programmes.

- To explore Graduate Apprenticeships in Engineering opportunities with Strathclyde University Engineering Academy – based on demand from local employers
- To expand delivery of HNC Electrical Engineering to Schools
- To include renewable energy solutions in all full-time engineering programmes
- To deliver the new Engineering pathway in 2016-17
- To develop and Action Plan with clear targets and objectives for the College Energy Focus Group
- To extend provision in Energy and Renewables
- To explore STEM partnership opportunities with SRUC and Dumfries Learning Town
- To explore opportunities for provision in Energy and Renewables with schools in the West of the Region
- Realign Computing curriculum provision to include Maths and software development
- To develop Civil Engineering Provision

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Work experience

The College has a number of courses where substantial work placement (more than ten days) is in business and industry.., They are: HNC Early Education and Childcare; NC Early Education and Childcare; HNC Social Care; SWAP Access to Nursing; Vocational Studies in Health and Social Care; Intermediate 2 Health & Social Care and Higher Health and Social Care. The majority of programmes incorporate study visits and guest speakers from industry in their curriculum delivery. Creative Industry students participate in 'live' briefs working with industry partners. Work experience placement arrangements in Early Years Education were reviewed and changed as a result of employer feedback.

- **To continue to expand opportunities for work placements in programmes**

Modern Apprenticeships

Dumfries and Galloway College is the major provider of modern apprenticeships (MA) programmes in Dumfries and Galloway, with over 70 apprentices training with the College at any one time. Over the past two years the College has supported Dumfries and Galloway Council in training apprentices as part of its youth employment commitment. Using the Regional Skills Assessment and feedback from Skills Development Scotland and employers to identify need and opportunity, the College will seek to extend the range of Modern Apprentices provided and increase the number of apprentices being trained by the College.

- **To increase the number modern apprenticeships delivered by the College from 66 in 2014-15, 71 in 2015-16 to 100 in 2016-17**

Work-based Learning

Dumfries and Galloway Region traditionally has a low level of qualifications, particularly amongst the older population. As part of our work-based learning strategy, the College has gradually increased the range and levels of Scottish Vocational Qualifications and other work-based qualifications delivered to learners in the work-place in order to support business development and growth. We plan to continue this expansion over the next few years.

- **538 learners undertook work-based in 2015-16, an increase of 11% on the 2014-15 target. Target for 2016-17 is 550.**

Employability

The College has a strong focus on developing learners' employability, citizenship, entrepreneurship. The college has a rigorous approach to self evaluation, where employability and essential skills are evaluated for each course. This includes learner feedback and engagement. Employers

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

have engaged directly with learners on a number of initiatives / events:

- **The college hosted a region-wide Reablement Conference**
- **Care sector companies were invited to visit the College, deliver presentations on their business and offer opportunities for learners to apply for vacancies**

Through self evaluation employability skills will be further explored to include employers and key stakeholders to ensure the skills delivered are fit for purpose.

- **To continue to increase employer engagement with learners through industry visits, work experience opportunities and work-related projects.**
- **To continue to work with employers and key stakeholders to ensure the employability skills delivered are current**
- **To continue to maximise positive destination opportunities for young people through the Concordat between Dumfries and Galloway Council, Skills Development Scotland, Scotland's Rural College and Dumfries and Galloway College.**

Working with NHS Dumfries and Galloway

The College continues to work with the local NHS on development of the workforce across the region and Scotland. Meetings have taken place with Laing O'Rourke – the building contractor appointed for the new Acute Services facility – and opportunities for Modern Apprentices (technical level), supervisory staff, work placements and visits are being discussed. The college is also exploring a new HNC in Care and Administration for 2016-17 in partnership with the NHS and UWS which could lead into direct articulation with the UWS Nursing Degree in chosen specialist pathways.

- **To continue to work with NHS D&G relating to opportunities for Modern Apprentices (technical level), supervisory staff, and work placements**
- **To develop a new HNC in Care and Administration for 2017-18 in partnership with the NHS and UWS with direct articulation to UWS Nursing Degree**
- **Delivery of Reablement awareness training (2 credits) to 1750 employees across the region**
- **Explore new SQA qualification in Mentor support (Mentors trained within organisations to support Reablement)**

Sustainable institutions

Institutional Sustainability

The College was reclassified as a Non Departmental Government Body as from 1 April 2014 and this has had a number of outcomes which the

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

College continues to work through with the SFC.

Some of the impacts felt by the College to date of this reclassification have been:

- The budget setting process / timetable within the College has been amended to comply with the external budgetary requirements of the Scottish Government timetable;
- The Scottish Government March year end budget reporting requirements;
- Increased reporting requirements;
- The requirement to submit detailed monthly cash flow returns and to ensure that cash is not drawn down in advance of need;
- The requirement to submit quarterly resource returns which in the three months to March each year will be monthly;
- The ability of the College to borrow funds has been restricted;
- The requirement to insure college assets is under review.

A revised Financial Memorandum (FM) between the College and the Scottish Funding Council (SFC), effective from 1 December 2014, makes it a term and condition of grant from SFC that incorporated colleges and Regional Boards comply with the requirements of the Scottish Public Finance Manual (SPFM) and sets out the special actions and derogations, which have been agreed with the Scottish Ministers. The College will continue to work with the SFC to ensure that the requirements of the FM are complied with.

The College aims to develop income streams to enable strategic reinvestment in core business and services for the benefit of students, staff and the communities we serve. The College aims to reduce dependence on a single funding stream and to seek opportunities to generate income from commercial activities and other public sources such as European funding streams and Skills Development Scotland

- **To increase its non SFC income by 0.5% (£60,000) from 21% to 21.5%**

Staff Development

The College maintains a comprehensive programme of continuous professional development for its entire staff. 91% of staff possesses TQFE or equivalent with a further 1.8% possessing a Professional Development Award. The remaining 7.2% are either working towards a PDA or due to start as they are new members of staff. 84% of work based assessors possess the appropriate assessing qualification with the remainder working towards a qualification. Each member of staff participates in a Staff Development review with their line manager on an annual basis and any training or development needs identified are recorded and progressed. These are followed up at a later date to evaluate effectiveness and impact. Heads of Faculty, in conjunction with the Learning & Teaching Mentors, and curriculum teams decide on the content of any College wide development required for teaching staff, taking account of national and local developments. Additional industry or course specific training is also undertaken. The College's HR Strategy has been developed to support Vision 2020 and will have a strong focus on staff development.

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

- **To achieve a target of 95% staff to possess TQFE qualification and 5% to possess a PDA**
- **To achieve a target of 100% of assessor to possess the assessor award or be working towards.**

Estate

Dumfries and Galloway College currently operates across two campus locations- Dumfries and Stranraer. Estates utilisation, maintenance and planning will continue to be developed in a way that supports the College curriculum planning process and community engagement strategy. In 2014-15 the College invested 1.3m in its Dumfries facilities to provision new teaching kitchen and restaurant. The Dumfries campus will be operating at full capacity from 2015-16. The Stranraer campus is currently under utilised. The capacity of the Dumfries estate to cope with the continuing growth and focus on full-time numbers is now at its limit.

The College aspires to grow (under the needs led model) however as its Dumfries campus is now operating at full capacity this will require major capital investment. There is scope within the existing land to expand and extend the building. This would provide the capacity to offer a new engineering wing. Should joint curriculum development and delivery with SRUC progress as it is hoped, additional engineering workshop, classroom, teaching and student facilities will be required. On completion of the review of curriculum at our Stranraer campus, there may be a requirement for additional/different facilities than currently available. The College's Estates Strategy was approved by the Board in 2015 and provides a basis for developing and managing the estate to its maximum potential to provide the College with a framework within which it can consider estate priorities in light of the College Strategic Plan and Regional Outcome Agreement.

- **To explore the opportunity to deliver engineering provision in Stranraer campus from 2017-18 onwards.**

National Pay Bargaining

An Employers' Association has recently been established through Colleges Scotland which aims to fully represent all employers in the College sector. The Principal and Director of Organisational Development and Facilities represent the College on this Association.

- **To participate in all consultation/discussions relating to National bargaining to ensure the interests of Dumfries and Galloway College are fully represented.**

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Outcome Progress Table AY 2016-17

Measure	Baseline 2013-14	Target 2014-15	Target 2015-16	Target 2016-17	Target 2017-18	Note
SFC Priority – Efficient & Sustainability						
1. Gross carbon footprint (three-year period)	1,291	1,313	1,313	1,185	1,117	
SFC Priority – Right learning in the right place						
Outcome – To...						
2. * Volume of Credits delivered	31,582	30,070	30,371	30,067	30,067	
3 Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	22,655	21049	22778	23152	23152	
	72%	70%	75%	77%	77%	
Volume and proportion of Credits delivered to learners aged 16-19	16,301	15,035	15,793	16,236	16,236	
	52%	50%	52%	54%	54%	
Volume and proportion of Credits delivered to learners aged 20-24	6,354	6,014	6,985	6,915	6,915	
	20%	20%	23%	23%	23%	
4. Volume and proportion of Credits delivered to full-time learners	25,008	24,065	25,207	25,557	25,557	
	79%	80%	83%	85%	85%	
Volume and proportion of Credits delivered to full- time learners aged 16-19	13,908	13,235	14,116	14,822	14,822	
	56%	55%	56%	58%	58%	
Volume and proportion of Credits delivered to full- time learners aged 20-24	5,236	4,813	5,797	5,739	5,739	
	21%	20%	23%	23%	23%	
5. * Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	3,778	3,217	3,249	3,216	3,216	
	12%	10.70%	10.70%	10.70%	10.70%	
6. Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers						

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Ethnicity						
White	31,325	29,824	30,121	29,819	29,819	
	99.18%	99.18%	99.18%	99.18%	99.18%	
Any mixed background	43	42	42	42	42	
	0.14%	0.14%	0.14%	0.14%	0.14%	
Asian, Asian Scottish or Asian British	118	111	117	116	116	
	0.37%	0.37%	0.37%	0.37%	0.37%	
Black, Black Scottish or Black British	46	45	47	47	47	
	0.15%	0.15%	0.15%	0.15%	0.15%	
Other ethnic background	50	48	51	50	50	
	0.16%	0.16%	0.16%	0.16%	0.16%	
Disability						
No know disability	29,635	28,266	28,548	28,262	28,262	
	94%	94%	94%	94%	94%	
Disabled	1,947	1,804	1,824	1,806	1,806	
	6%	6%	6%	6%	6%	
Sex						
Male	16,385	15,035	15,185	15,033	15,033	
	52%	50%	50%	50%	50%	
Female	15,197	15,035	15,186	14,884	14,884	
	48%	50%	50%	50%	50%	
Other	0	0	0	0	0	
	0%	0%	0%	0%	0%	
Care Leavers						
Care Leavers	372	360	364	360	360	
	1.20%	1.20%	1.20%	1.20%	1.20%	
7. Volume and proportion of Credits relating to learners with profound and complex needs enrolled on courses involving formal	1193	1203	1367	1353	1353	
	3.70%	4.00%	4.50%	4.50%	4.50%	

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

recognition of achievement						
8. Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	1,031	1,000	1215	1504	1504	
	3.00%	3.30%	4.00%	5.00%	5.00%	
SFC Priority – High quality learning						
Outcome – To...						
9. * Percentage of enrolled students successfully achieving a recognised qualification						
Percentage of full-time FE students successfully a recognised qualification	62	67	70	73	76	
Percentage of part-time FE students successfully achieving a recognised qualification	78	79	80	81	82	
Percentage of full-time HE students successfully achieving a recognised qualification	72	74	76	78	80	
Percentage of part-time HE students successfully achieving a recognised qualification	74	76	78	79	80	
10. * Number and proportion of successful students who have achieved HNC or HND qualifications who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	46	82	82	87	87	
	27%	31%	31%	32%	32%	
11. * Number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying	920	931	952	978	988	
	90%	91%	91.50%	92%	92%	
SFC Priority – A developed workforce						

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

Outcome – To...						
12. Number of starts for direct contracted apprenticeships (e.g. in construction)	66	70	94	100	110	
13. Number of full-time learners with substantial placements in business and industry	242	314	320	340	360	

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

APPENDIX A

SCQF 4	SCQF 5	SCQF 6	SCQF 7	SCQF 8
KEYSKILLS (SCQF 1) LIFESTART (SCQF1) SKILLSTART ACCESS 2 (SCQF 2) SKILLSTART ACCESS 3 (SCQF 3) PROJECT SEARCH (SCQF 3) INTRODUCTION TO CARE	NEXT STEPS TO CARE NEXT STEPS TO HEALTH AND SOCIAL CARE	ACCESS TO HIGHER EDUCATION VOCATIONAL STUDIES IN HEALTH AND SOCIAL CARE	HNC SOCIAL SCIENCES HNC SOCIAL CARE	
INTRODUCTION TO CHILDCARE PRINCES TRUST PROGRAMME	NEXT STEPS TO EARLY EDUCATION AND CHILDCARE	NC EARLY EDUCATION AND CHILDCARE ACCESS TO NURSING (SWAP)	HNC EARLY EDUCATION AND CHILDCARE	
	NC BUSINESS ADMINISTRATION AND IT	ADVANCED BUSINESS ADMINISTRATION & IT NC BUSINESS AND INFORMATION TECHNOLOGY	HNC BUSINESS HNC ACCOUNTING	HND BUSINESS HND ACCOUNTING
INTRODUCTION TO COMPUTING	DIPLOMA IN IT (ICT SUPPORT) - LEVEL 2	SUBSIDIARY DIPLOMA IN IT (ICT SUPPORT) - LEVEL 3	HNC COMPUTING	HND COMPUTING: TECHNICAL SUPPORT
FOUNDATION STUDIES IN CREATIVE INDUSTRIES		CERTIFICATE IN ART & DESIGN CERTIFICATE IN PHOTOGRAPHY CERTIFICATE IN VISUAL COMMUNICATION (GRAPHIC DESIGN & CREATIVE MEDIA)	HNC ART & DESIGN HNC PHOTOGRAPHY HNC VISUAL COMMUNICATION (GRAPHIC DESIGN & CREATIVE MEDIA)	HND ART & DESIGN HND PHOTOGRAPHY HND VISUAL COMMUNICATION (GRAPHIC DESIGN & CREATIVE MEDIA)
INTRODUCTION TO SPORT AND LEISURE	DIPLOMA IN SPORT - LEVEL 2	DIPLOMA IN SPORT - LEVEL 3	HNC FITNESS HEALTH AND EXERCISE HNC COACHING AND DEVELOPING SPORT	HND FITNESS HEALTH AND EXERCISE HND COACHING AND DEVELOPING SPORT

Scottish Funding Council Outcome Agreement 2014/15 – 2016/17 (Revised for 2016/17)

INTRODUCTION TO HAIR AND BEAUTY	BEAUTY CARE AND MAKE UP INTERMEDIATE 2 HAIRDRESSING - INTERMEDIATE 2	BEAUTY CARE - HIGHER HAIRDRESSING - HIGHER	HNC BEAUTY THERAPY	HND BEAUTY THERAPY
INTRODUCTION TO PROFESSIONAL COOKERY	DIPLOMA IN PROFESSIONAL COOKERY NC HOSPITALITY		HNC HOSPITALITY	
CERTIFICATE IN VEHICLE MAINTENANCE	DIPLOMA IN VEHICLE MAINTENANCE AND REPAIR PRINCIPLES			
INTRODUCTION TO ENGINEERING	ELECTRICAL ENGINEERING - LEVEL 5 ENGINEERING FABRICATION & WELDING	NC ELECTRICAL ENGINEERING - LEVEL 6 ELECTRICAL INSTALLATION APPRENTICESHIP NC MECHANICAL ENGINEERING	HNC ELECTRICAL ENGINEERING WIND TURBINE TECHNICIAN	
INTRODUCTION TO CONSTRUCTION CRAFTS	SKILLS IN CONSTRUCTION - CARPENTRY AND JOINERY SKILLS IN CONSTRUCTION - BRICKWORK SKILLS IN CONSTRUCTION - PAINTING AND DECORATING SKILLS IN CONSTRUCTION - PLUMBING SKILLS IN CONSTRUCTION - MULTI CRAFTS	CARPENTRY & JOINERY APPRENTICESHIP BRICKWORK APPRENTICESHIP PAINTING AND DECORATING APPRENTICESHIP PLUMBING APPRENTICESHIP CONSTRUCTION TECHNICIAN CERTIFICATE	HNC CONSTRUCTION	