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Dumfries and Galloway College

One step ahead

REGIONAL OUTCOME AGREEMENT 2021/22

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'One Step Ahead'

Date 20 October 2021

Version: 1

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Regional Outcome Agreement 2021/2022
Funding Statement

College Region: Dumfries and Galloway College

College Regional Grouping: Dumfries and Galloway College

College region Dumfries and Galloway (Dumfries and Galloway College) will receive total funding of £11,645,668 for Academic Year 2021-22 to plan and deliver 32,901 credits.

In addition, the College will receive £2,693,993 student support funding for AY 2021-22 and we have been allocated £179,375 ESF funding for 622 credits.

The College is on track to deliver core and ESF credits in academic year 2021-22, however the College is keeping this under scrutiny due to the operating environment under the recovery period.

Regional Context

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

Our campuses are based in Dumfries, and Stranraer in the west of the region. Our campus sites reflect the commitment of the College in serving the needs of the whole of the region. The College has an average of 9000 students per year with approximately 15% full-time and 85% part-time/other attendance. Dumfries and Galloway College are the largest academic partner of the Crichton Campus Leadership Group (CCLG) and work with education partners to improve the learner journey and increase positive student outcomes, thus supporting routes to the labour market and the supply of skills to support economic growth within the region.

The College's curriculum areas offer a broad range of further and higher education pathways. Our External Development combines curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers.

The economic impact of the COVID-19 Pandemic continues to present a real challenge to the rural economy in terms of resilience compounded by existing challenges within the Dumfries and Galloway region, exacerbated by issues around digital connectivity and economic diversity. We particularly noticed impact in our recruitment around full time provision, Foundation Apprenticeships and Senior Phase. We recognise that there is work being done to rebuild confidence in the these offers and qualifications whilst recognizing the opportunities to adapt and enhance our curriculum and how it is offered. We continue to take a regional approach to support the continued recovery.

Ambition 2025

In June 2020 Dumfries and Galloway College launched its new strategic plan, Ambition 2025 which articulates a vision and roadmap as to how the College wishes to respond to regional and socio-economic priorities over the course of the next 5 years. The implementation of this will be very much aligned to what is now the 'new normal' therefore reimagining a college education in a post COVID-19 world and incorporating Scottish Government key priorities

Ambition 2025 includes 5 separate strategies:
- **Student Experience**
  We will provide our students with an ambitious, dynamic and far-reaching tertiary education that is responsive and future focused.
- **People and Culture**
  We will enable our people to create a productive and resilient workforce.
- **Growth and Innovation**
  We will enable regional growth and innovation through partnership and learning and skills development.
- **Finance and Performance**
  We will drive a sustainable funding model which supports outstanding organisational performance levels.
- **Systems and Infrastructure**
  We will improve our customer experience through sustainable use of our resources and enhanced use of data and technology.

Dumfries and Galloway College continues to progress its transformation plan to meet the challenges in academic, financial and resource provision to ensure that the organisation is placed on a sustainable footing for the future. The plan will look at income generation and diversification, improving student retention and attainment, and ensuring our portfolio meets the needs of the region and wider South of Scotland economies. The focus in 2021 will be on developing structures which build end to end student journey support, support the creation of new commercial opportunities and integration of IT and Business systems to provide improved digital support to staff and students.

Outcomes for Students

Section 1 – Fair Access and Transitions

Fair Access

What have we done?

Digital poverty and a rural geography continue to be a key issues for the region. We are addressing this by offering digital devices and Wi-Fi access for students both on campus and for online learning based on course and need. We developed our application process to allow students to indicate both **digital need and digital capabilities** which was then mapped against needs of their course of study with devices made available at the beginning of the academic year. Our estate at Dumfries has been remodeled to provide a 'Learning Zone' which allows students to access a range of study spaces including access to devices within that zone. We are now using learning from the pandemic to develop our offer of a range of learning models which has proven vital in ensuring access for students with additional barriers such as travel, caring responsibilities, or isolation in relation to COVID-19. Given the rurality of the region we have worked with our transport suppliers to ensure **free transport** is available for all students attending college.

Student Adviser and Educational Support Workers are assigned to curriculum teams and work alongside academic staff to monitor progress through professional discussions and digital systems. At the stage of application or before, students are encouraged to alert us to any additional need such as a learning need or if they are care-experienced or a carer. They are invited to discuss this with advisers to see how the College can offer support.

This year we piloted several **Welcome Days** which were aimed at students who may be under supported or more apprehensive about starting College. We offered relaxed days supported by key staff for students to attend which had 4 themes. Get Comfortable; Get Connected; Get Supported and Get Involved. We are currently monitoring the impact on attendees in relation to student performance.

We have a number of programmes which support widening access:

- **Project Search** is an initiative to introduce and include young people with learning disabilities and autism to the world of work. Several Project Search students have progressed from supported programmes and continue to receive support as they move into the workplace.
- **Passport to College** is designed to give vulnerable students a taste of different subject areas. A small, supportive class can help students find their feet at college while they explore subjects, they may wish to study full-time the following year.
- Our award-winning **Prince's Trust** programme supports young people who have faced difficult issues in the past. The programme concentrates on team building and self-awareness to develop confidence, social skills and allow for progression onto other college courses. This programme continues to present high performance indicators.

- We have a number of **SWAP Access** programmes in nursing and humanities creating adult pathways to HE.

What will we do?

- **Admissions Technology –** We are currently investing in new tools to support the Admissions process using AI technology to respond to student queries in a timely way and to ensure a smoother timelier student experience, thus ensuring students are more ready to begin their courses. This will also communicate through mobile apps and ensure that messaging is better targeted and understood for a more diverse range of students.
- **Widening Access Charter –** The DG Cares Team have started a review on access focused on 4 key themes. Awareness; Admissions, Success; and Community. The team will develop some key recommendations for how we can continue to improve access and sustain success.

Students with experience of care

What have we done?

Students with experience of care are assigned a dedicated adviser for support. They are invited to a meeting with the adviser to look at the support required which may result in a needs assessment. This adviser works closely with external partners to support greater transition support and collaboration. We also ensure that when curriculum teams make decisions about progression, withdrawal or other performance issues that they link directly with our adviser teams before taking any actions. Enrolment and attainment continue to increase which is evidence of support however pathways to HE require improvement.

What will we do?

- **Young Scot –** Learning from previous #YSAttain projects we are working with Young Scot Smart Services to provide opportunities for students with experience of care focused on 4 key themes: Health and wellbeing; community; employability; and, independent living.
- **Who Cares? Scotland –** we are working closely with Who Cares? Scotland to develop training of staff about our role as a Corporate Parent. An initial session has been delivered to our Senior Leadership Team and will be followed by further sessions with curriculum and support staff.
- **DG Cares Team –** A cross college team had been established to review our work to support under supported students. The remit of this group is to influence policies, procedures and strategies to better widen access and support success for under supported students including those with experience of care. This will begin with writing a new 'Corporate Parenting Action Plan'.

Student Journey

<u>What have we done?</u>

The rurality of the college and the distance to larger towns and cities with wider access to HE has prompted the college to take innovative views of access to Higher Education opportunities; and all students progressing to university, including advanced standing, is one of the college's key target areas now and in the future. The college is working collaboratively with the University of the West of Scotland to develop articulation agreements but also looking at how delivery at higher SCQF levels can be enabled utilising innovative approaches.

The College has a **recognition of prior learning policy** to provide opportunities to access and progress through education and training at all levels and enable people to build confidence in a supportive environment. This considered across a range of programmes to ensure students are placed onto appropriate SCQF pathways.

The College is the largest partner of the **Crichton Campus Leadership Group** (CCLG) and we continue our conversation to develop the opportunities we have to enhance the volume and scope of provision within The Crichton Campus to improve the learner journey and increase positive student outcomes.

The College is engaged in productive discussions with the **University of the West of Scotland** to explore an extended model of provision that provides a coherent range of provision that enhances learner choice and outcomes supporting inclusive economic growth. A joint working group has been established to look at Governance, Corporate Facilities and Services, and Curriculum and Student Experience.

What will we do?

- **University of the West of Scotland Pathways –** We have a number or pathways being developed in curriculum areas, namely business and creative industries, and we continue to explore new innovative pathways to HE, allowing single entry programmes and degree access in schools.
- **Articulation agreements –**We continue to work with partners across the tertiary sector developing appropriate articulation agreements including partnerships with UHI and The University of Cumbria, to ensure students have a range of effective pathways and enhanced journeys.

Senior Phase Delivery

<u>What have we done?</u>

The College have been working closely with **Dumfries and Galloway Council** education department to manage our senior phase offer through the pandemic and now into the recovery period. We continue to review our curriculum offer to ensure it meets the needs and aspirations of young people in the region, working closely with SDS to make use of the Post 16 Data Hub to support our curriculum offer and analysis. A working group has been established between school and College

staff to develop application, recruitment and onboarding processes for College Academy, removing barriers and encouraging engagement in further study. The College attends the senior phase operational meeting with all depute head teachers from across the region, the DYW regional manager and SDS, every six weeks. The College participates in DYW Employer Forums in Hospitality, Construction and Engineering and is a member of the DYW Steering Group. We continue to work with all key partners and stakeholders to rebuild confidence in the senior phase offer.

What will we do?

- **Stakeholder engagement –** We have developed an ongoing working group with deputy heads across the region to review and enhance our College Academy programme. This includes a series of 'Leadership Links' events where we will be facilitating strategic meetings between College and individual school leaders.
- **Hub and Spoke –** We are now further developing the readiness application of the Hub and Spoke model including designing training and upskilling for school staff about how the technology can be used.
- **Regional approach –** We are working closely with our partners through the regional DYW group to ensure that there is a joined approach to the senior phase. We are currently developing regional materials which will showcase and map the senior phase offer for young people across the region.

Equality Impact

What have we done?

As part of the College's Equality and Diversity Framework, an Equality Impact Assessment is required for all strategies, policies, plans and key decisions taken. The impact assessment template originally contained consideration of the three duties towards the statutory nine protected characteristics and a check on relevance in terms of Human Rights. This was expanded recently to include specific consideration of impact relating to gender-based violence, care experience, carers, mental health, socioeconomic status and veterans as additional considerations.

Section 2 – High quality learning, teaching and support

Quality Assurance and Enhancement

What have we done?

The College has launched a **Student Experience strategy** which aims to develop an approach to pedagogy which supports blended learning but also continues to deliver the strategic priorities of Scottish Government. Within the Student Experience strategy, part of our vision is to embed meta skills into our learning and skills provision which will be delivered in part through our Transform Learning Model which is based on 4 key pillars (Active Learning; Employer Engagement; Digital Learning; and Fairness, Opportunity and Respect).

The College last year developed a new **Performance Improvement Process** to support improvement and enhancement of the student experience. Staff teams are supported to take a 'deep dive' into identified courses and evaluate all aspects of provision against the relevant frameworks using data and evidence as a key indicator for decision making. Some pilot work was undertaken with curriculum areas in the last academic year and the system is now being rolled out across the College. Furthermore, all areas of the College are required to undertake self-evaluation to develop and enhance all our education provision and services to support this. Our **self-evaluation** system has been redesigned and new version launched this academic year and uses Education Scotland's 'How Good is Our College'.

The College's **Academic Council** has been established to oversee, maintain, and enhance the academic performance of the College in terms of Learning and Teaching issues and standards. The council meets 4 times each year and reports to the Learning and Teaching Committee on matters that relate to performance and enhancement of the student experience including quality assurance and enhancement.

What will we do?

- **DG-SEE (Stop – Evaluate – Enhance) –** The system has been launched as part of our improvement framework. This is a digital system in which teams across the College are asked to conduct self-evaluation activity across the year in line with external stakeholder frameworks,
- **Enhancement Visits –** An internal process of enhancement visits have been developed which will include mentor support, observations of learning and follow up working groups to discuss practice with colleagues.
- **Internal Verification Training –** The College has developed further in-house training for staff around internal verification to ensure continued improvement in relation to quality assurance.

Repurposed and Blended Learning and Support

What have we done?

Curriculum delivery has been considered in a way which offers a range of approaches for students to ensure they have access to high quality learning and teaching opportunities in a range of modes. Some curriculum areas remain delivering online while others have adopted blended learning. The decisions are based on subject, engagement and student needs. Our 'Learning and Teaching Mentors' continue to develop resources and support our **digital curriculum** which is another key target of our student experience strategy.

A **student study hub** has been developed and attached to all student profiles on LearnNet. This provides a fully digital resource for all students providing them with a range of support materials,

resources and tools for studying and learning enhancement. We have developed a fully **virtual induction** which makes up part of our onboarding process, creating access to resources and key information for student in advance of them joining the College. We have developed a range of additional **online programmes** that students can access including our 'Journey to Employment' and a range of Microsoft 365 Learning Units.

Staff Skills and Development

What have we done?

The College has established **Learning and Teaching Mentors** who are working with Lecturing staff to develop digital approaches and confidence, develop digital learning resources and will also support the internal enhancement visits.

The College has introduced a new **Professional Review Development (PRD)** programme which is a supportive tool involving development meetings across the year to identify strengths, development goals and training needs for staff which will also dove tail into GTCS Registration for lecturing staff.

What will we do?

- **Observation of learning –** An internal Enhancement Visit process has been developed which includes observations of learning. These will identify if our pedagogical offering is fit for purpose, where development is needed and where practice is looking ahead.
- **Strathclyde University – Practitioner Enquiry Project –** we are partnering with Strathclyde University to provide a programme of training and support for staff around Practitioner Enquiry to support the development of our own research and understanding to help develop the student experience and support work nationally.

Mental Health and Wellbeing

What have we done?

Student Support requests have doubled throughout the last 3 years in some curriculum areas. Student support teams in the college have responded to this increase employing various methods of ensuring support is relevant and sufficient. Encouraging students to specify what is required in conjunction with an Adviser enables students to be more autonomous in their learning. A new **Welfare Referral** system has been introduced to enable staff or students to refer themselves for counselling, support or funding advice. The Student Support team offer online or in person advice wherever it is needed.

College staff continue to work with local agencies to build capacity in the support and advice we can offer our students, for example, meeting regularly with the Carers Centre. Staff are actively part of national network groups around guidance and wellbeing and we also have innovative partnerships such as with the Crichton Foundation who provide financial resource so we can support students with the provision of emergency funds.

<u>What will we do?</u>

- **Safeguarding –** We have a dedicated team of safeguarders who monitor and respond to our digital safeguarding system. They form part of the wider DG Cares Team and also support development of further training and information raising on top of mandatory all staff training.
- **Wellbeing Pod –** Our Student Association worked closely with our Digital Service Team last year to create a digital wellbeing pod, designed by students for student as an additional tool to offer wellbeing support and resources.
- **Eco-garden –** Based on feedback from students about the need to improve outdoor spaces at our Stranraer campus, our staff and students worked in collaboration to secure funding to develop an eco-garden which will contribute to our sustainability ambitions whilst providing a pleasant space for students to be out-with classes.

Section 3 – Partnership, Participation and Student Experience

Student Voice and Partnership Approaches

<u>What have we done?</u>

In AY 19/20 we worked closely with NUS to conduct an **organisational review** which gathered feedback from a range of stakeholders and suggested solutions to address some of the challenges which have met the student's association in previous years. This work developed a four-point enhancement plan which included recommendations to: introduce officer roles with clear remits; enhance training for officers; bring the Student Association and class rep system under one department; and, establish effective monitoring and evaluation systems to demonstrate impact.

Through academic year 2019/20 the College moved quickly to provide a regular Class representative meeting, scheduled online. This was enhanced by regular 'Meet the Principal' events, linking students directly with the Principal and Executive Leadership team to provide some stability and confidence for the student body. Despite the challenges of last academic year, 80% of classes appointed **Class Representatives**.

<u>What will we do?</u>

- **Student Experience Forums –** As part of our student self-evaluation we have embedded student voice through student experience forums. These happen once a block in an activity between curriculum staff and class reps to review and develop the student experience.
- **Class Rep System –** We have further developed our class rep system this year to add different levels of involvement to meet with students. Lead reps will receive extra training and work with staff across the organisation on College wide initiatives and development through partnership forums with clear themes: Education; Student Life and Welfare; and College Environment.
- **Operational planning –** Our Student Association will be using planning and operational tools more in line with those used across the College. Operational planning will be essential to develop continuity from year to year and a more effective way to monitor targets and impact.

Section 4 – Learning with Impact

Student Support in a Public Health Context

What have we done?

We are currently **supporting deferred students** by offering an individual approach to completion of their learning. All deferred students are being offered the opportunity to complete qualifications and this is happening in a variety of ways in different curriculum areas. Where required we are also identifying additional support to assess and complete students such as our apprentices to ensure the impact is minimized as best, we can.

19/20 data shows that over 80% of our students end up in positive destinations with over 60% of them moving into further study. 12.7% move into full time employment and a large proportion of that is facilitated through close links between our curriculum teams and industry, with local business often approaching us to look for future employees.

What will we do?

- **Talento –** We are in discussions with local recruitment firm Talento to look at how we can work in partnership to connect students and employers. Immediately this is about gaps and where there are vacancies.
- **DYW Transitions Worker –** we currently have a staff member seconded to the regional DYW group to look at transitions out of college particularly those students who are unsuccessful in completing or are withdrawn. We are looking to better understand the data and reasons for this but to also undertake follow up work to ensure all students are offered support to find a positive destination after college.

Future Focused Curriculum and Pedagogy

<u>What have we done?</u>

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

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

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

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

<u>What will we do?</u>

- **Transform Learning Model –** staff training modules have been developed which cover the 4 elements of the Transform Model - Active Learning, Digital Learning, Equality, Diversity and Inclusion and Employer Engagement - each module comprising 20 guided hours of learning.
- **Learning Environment Group –** The College has established a working group tasked with redeveloping teaching rooms to ensure they are fit for future pedagogical developments and the expectations of students looking at: digital; resources; furniture and environment. As a result, we look to provide a student experience which is truly personalised and can accommodate a range of learning modes and models.

Skills Alignment and Industry Links

<u>What have we done?</u>

Future Skills Data suggests that the demand for skills in the South of Scotland points to those most sought after being qualified to HNC (SCQF L7) and upwards, whereas demographic data for the region tells us that actual qualifications of available labour is predominately qualified at SCQF L5.

As a college we are responding to this by looking at increasing our HE provision where traditionally only about 12% of our portfolio has been at this level.

Last year was the first iteration of our new curriculum planning process. In line with our student experience strategy the College has introduced the process of **Portfolio Reviews** to ensure our curriculum offer is fit for purpose both now and in present, is offering an outstanding student experience and meets local, regional and national priorities. The process engages staff across the College in a professional dialogue which scrutinizes the current and future offer but also makes sure the curriculum can be delivered in a sustainable way with the appropriate resources required.

What will we do?

- **EMSI –** We have invested this year in EMSI which is a labour market intelligence tool which all teams can access to make data informed decisions as we shape our curriculum ensuring our offer meets needs of individuals and business.
- **Employer Forum –** A key target of our student experience strategy is to ensure that curriculum teams are having annual employer forums to ensure that the curriculum offer meets industry needs but also aligns keys skills.

Section 5 – Public Health Emergency

Health and Wellbeing

What have we done?

The College has worked collaboratively with all staff, students and wider networks and agencies to ensure our operations continue to be as safe as they can be as we move into the recovery phase from the pandemic. There has been a range of information campaigns through this period using our many communication channels aimed at keeping everyone informed of local and national guidance, college related issues and key students and staff communications. The College continues to adopt a risk-based approach, ensuring all activities across campuses are risk assessed and fully mitigated before any activity can happen and in line with **Scottish Government guidance.**

The College will continue to work closely with all local and national agencies to enable us to continue to react swiftly to the changing position. Through regular contact with all key agencies we have avoided any significant internal outbreaks and have seen minimal positive cases amongst staff and students. Two staff surveys were also conducted in April 2020 and January 2021. The aim of these was to identify how staff were coping with COVID-19 and its impact, particularly lockdown and home working. These were used to identify individual staff concerns and these were picked up and supported through welfare discussions with the Head of HR and onward referral to Occupational Health where this was required.

What will we do?

- **I-Will Care –** This campaign will be relaunched to ensure staff and students are aware of the exemptions around protocols and create an environment of safety for all to access services.
- **Hybrid Working –** Manager are encouraged to support staff in working in ways that accommodate particular stress points such as those who may be home schooling or isolating.
- **Employee Assistance Programme –** We are investing in a new employee assistance programme which will offer a range of support and services including access to 1 to 1 counselling.

Mental Health Support

What have we done?

The College continues its partnership with **Togetherall** providing online resources, tools and access to counselling services for all students 24/7. Our Student Association worked in partnership with our digital services team to further supplemented this with the development of the **student Wellbeing Pod**, an online space with a range of health and wellbeing activities and resources designed by students for students.

In October 2021 it was proposed and agreed that we would use specific SFC funding to develop an in-house counselling service which was a key enhancement based on staff and student feedback. We successfully recruited a **Student Counsellor** which took effect from March 2021 and will run at least until the end of AT 21/22. In that time, we have developed a fully operational counselling service.

- **Further Counsellor(s) –** We will use further funding to bolster our service to provide face to face services at both campuses either through direct employment or partnership with local practitioners or services.
- **Mental Health and Wellbeing Manager –** We will look to appoint a Mental Health and Wellbeing Manager who will take on a College wide role to support students, staff and build capacity in our service through partnership provision.
- **Out of Hours –** Through analysis of current provision data tells us that students have demand for services out with traditional hours therefore, we will look to provide additional services in partnership with external providers ensuring students are supported when they need it.

Section 6 – Equalities and Inclusion
Students Feel Supported to Fulfil Their Potential

What have we done?

In collaboration with staff, students and our regional Public/Third/Private sector partnership, Dumfries and Galloway Diversity Working Group, the College designed and published **5 new Equality Outcomes 2021-25**. These have been published along with our other Public Sector Equality Duty (PSED) statutory publications in a single report. This holistic single narrative is informed by trend data relating each stage of both student and staff profiles for the college. Where a disparity relating to one of the protected characteristics is identified, actions have been designed to address each gap and ensure equality of opportunity.

The College has designed a new, direct (and anonymous, if desired) **reporting procedure** for incidents of harassment and hate crime for both staff and students. This was supported through a Bystander Workshop presented to staff at our Staff Conference in August 2021 and subsequently rolled out to classes on request.

To improve disclosure rates for disability, religion or belief, sexual orientation and gender identity, an initiative to encourage staff to update their sensitive information on our iTrent staff recording system was held in late 2021. This is intended as the first of a series of annual reminders to ensure that our reporting is accurate and reflective of our workforce.

What will we do?

- **College Values** – Our College Values will be redesigned this year to ensure our culture is welcoming and inclusive for all students and staff. Further development of the behaviours we need to establish to underpin this will be critical.
- **Equality and Diversity Report –** We will produce and report our annual report which will track our overall trend data and our progress towards our Equality Outcomes 2021-25.
- **Equality Impact Assessments –** these will add additional considerations for human rights, students with experience of care, carers, mental health, socio-economic factors and veteran status.

Outcomes for Economic Recovery and Social Renewal

Section 7 - Responsive Institutions

Curriculum Alignment, Reskilling and Upskilling

The College has planned a series of events to encourage engagement with local businesses. We hosted two **business brunch** events in September which were open to businesses across the South of Scotland. Business leaders were invited to discuss their future plans, find out how the College can help with training and skills, and to hear what Dumfries and Galloway College has planned for this year. This activity represents the latest commitment to joined up-working focused on promoting growth, training, skills and jobs in the South of Scotland.

Recent investment in **Advanced Manufacturing** through the Advanced Manufacturing Challenge Fund provided an opportunity to support the work of the National Manufacturing Institute of Scotland (NMIS) in supporting the growth of manufacturing within the South of Scotland. The College is currently working with NMIS and Strathclyde University to explore joint working and capitalize on the opportunities this will present.

Dumfries and Galloway College are working in partnership with Borders College to continue development of the **Digital Skills Hub**. This initiative will drive forward efforts to eradicate digital exclusion, create a platform of digital skills in the region and ensure that individuals, employers and other stakeholders have a vast wealth of experience, expertise and training from which to draw upon for the future

To support economic recovery local business have benefitted from a range of courses provided by our **External Development team**. A range of courses in sectors such as hopitality and healthcare have been delivered. We have also developed a range of programmes which can now be delivered online including IOSH, NEBOSH, ILM and Food Hygiene. We have also worked closely with Arla Foods and NHS Dumfries and Galloway to develop staff training and upskilling through the Future Workforce Development Fund.

- **Digital Skills Hub –** The hub is now preparing to offer its first of three principal programmes – a Digital Mentoring Programme for Educators; employer events to showcase how digital transformation has empowered rural business; and a project to map the regions learning provision in the areas of computing, Cyber Security and Land based Studies.
- **Care Open Learning –** The College has developed and delivered a suite of open learning programmes for care including: Mental health awareness; safe handling medicines; awareness of dementia; understanding end of life care; childhood illness and, children's mental health. This was hugely successful, and we will be re-delivered.
- **Workforce Development –** We continue to develop our offer to industry through FWDF, Modern Apprentices and bespoke training packages to employers to support workforce development and economic development.
- **Advanced Manufacture -** Work with NMIS to develop a course to embed the use of advanced manufacture In the South of Scotland.

Meta Skills and Pathways to Employment and Study

We are working more closely with **Young Enterprise Scotland** to build enterprise education and opportunity across the region. We have delivered some pilot activity in the last academic year and this year we are starting with a sustainability challenge. We have also been working closely in the recruitment of a local development worker, an ex College student, who will work across the College and schools.

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

Case Study: World Skills Finalist

We are immensely proud of one of our beauty students, Lily McCulloch, who progressed to the final of World Skills UK. She will be competing in November 2021 in the Commercial Make-Up Category.

Section 8 - Confident and Highly Capable Work Ready Graduates

Careers Education, Information, Advice and Guidance

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

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

- **Skills Development Scotland (SDS)** – We are working closely with our colleagues at SDS to offer additional support for students including a serious of workshops and sessions across the year including aspects such as My World of Work. We also have resource of an SDS staff member to support students in transitions in and out of college.
- **Careers Education Standards** – We are working with the SDS Education Team to offer a suite of CPD opportunities for staff. We are looking for all staff to complete training on careers standards and will look to develop career education ambassadors to support embedding this into the curriculum.

Work Based Learning

We had seen a reduction in **Modern Apprenticeships** as a result of the pandemic in certain subjects however increased demand in areas such a social care was evident. Whilst numbers have reduced potential due to lack of confidence in the economy and extensions to completions. There has also been challenges in sourcing appropriate tutors. We continue to deliver a range of Modern Apprenticships in a wide range of subjects due to our ability to succesfully move a large proportion of work based learning online using digital technology to make some assessment decsions and delivering learning episodes.

We also continue to offer **Foundation Apprenticships** in a range of subjects including Health and Social Care and Engineering. There has been undoubted impact on the students experience in the programmes as access to suitable experiences of work and confidence in the qualifications being completed remains.

Section 9 - Knowledge Exchange and Innovation

We have staff who work across all levels of the college engaging in knowledge exchange and innovation. We are part of a cross college working group looking at the development and resource

requirements of **micro credentials** whilst we are also instramental in developing a digital future for the college sector with our Principal leading the way with JISc and Scotland's AI strategy.

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

Section 10 – Collaboration

Work with Other Institutions

The College continues to engage in discussions with the **University of the West of Scotland** to explore extended models of provisions that provide a coherent range of provision that provides learner choice and outcomes supporting inclusive economic growth. A joint working group has been established to look at governance, corporate facilities and services, and curriculum and student experience. Part of this we are working in collaboration to consider an improved learner journey to provide enhanced product features in programmes that are attractive to all students, providing integrated pathways and flexibility around entry and exit.

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

Estates and Assets

We continue to work with our partners on the Crichton estate to look at how we can further make best use of our estates and assets. With shared spaces already utilised across the campus we continue to look at further shared services and use of spaces across the estate. Our commercial team are also exploring how to make best use of campus facilities across our communities.

Whilst our capacity remains reduced we recognise the opportunity to better utilise existing space for community use and currently have opportunities for **adult learning groups** to utilise physical spaces within our Stranraer Campus.

The College looks to play a pivotal role in supporting our local economies in new and innovative ways. This year we are working with **Ascensos** who employs around 3000 people to establish a new community focussed arm of its business. Our Stranraer campus will be used as a recruitment hub to support one of the first of 6 local hubs which will bring high quality digital jobs to rural communities providing 100 high quality jobs in the Stranraer area.

Section 11 - Climate Emergency

Innovation in Responding to the Climate Emergency

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

https://www.dumgal.ac.uk/green-skills-academy

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

> **Case Study: Awards and Recognition**
> Dumfries and Galloway College was crowned **Sustainable Institution of the Year** across the UK and Ireland in 2020 in the small institution category of the Green Gown Awards. The College was subsequently shortlisted for the International Green Gown award and has received acclaim for its work.

Sustainable Development Goals

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

Appendix 1

Index to relevant links:

Ambition 2025
https://intranet.dumgal.ac.uk/tools/file_viewer/files/25124.pdf?t=1637585855.292

Student Experience Strategy
https://intranet.dumgal.ac.uk/tools/file_viewer/files/25122.pdf?t=1637585998.148

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

Transform Learning Model
file:///C:/Users/storrierp/Downloads/Transform%20Learning%20Model%202021.22.pdf

Climate Change Action Plan
file:///C:/Users/storrierp/Downloads/climate%20change%20action%20plan%20(2).pdf

Appendix 2

Key performance measures, supporting data.

College Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	21-22 target
A	Credits Delivered (Core)	30,776	29,872	30,337	30,696	30,805	29,649	29,882	30,155
	Credits Delivered (ESF)	0	0	0	0	0	0	625	622
	Credits Delivered (Core + ESF)	30,776	29,872	30,337	30,696	30,805	29,649	30,507	30,777
B	Volume of Credits Delivered to 10% most deprived postcode areas	3,629	3,632	3,557	3,121	2,700	2,589	2,679	
	Proportion of Credits delivered to 10% most deprived postcode areas	11.80%	12.20%	11.70%	10.20%	8.80%	8.70%	8.80%	9.00%
C	Volume of credits delivered to care-experienced learners	0	0	633	998	1,033	1,032	2,027	
	Proportion of credits delivered to care-experienced learners	0.00%	0.00%	2.10%	3.30%	3.40%	3.50%	6.60%	6.00%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	67	108	157	101	160	256	359	359
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	64.00%	60.80%	62.50%	59.60%	58.60%	67.40%	59.00%	61.30%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	710	680	646	629	577	610	482	
	Total number of FTFE students	1,109	1,119	1,034	1,056	984	905	817	
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE	81.50%	76.30%	70.20%	69.80%	73.10%	75.60%	76.10%	76.30%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE	2,291	1,544	1,232	1,300	1,845	2,167	1,731	
	Total number of PTFE students	2,811	2,023	1,754	1,862	2,523	2,865	2,275	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	71.00%	71.20%	70.20%	68.70%	69.90%	82.10%	69.20%	72.10%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	360	341	366	329	306	294	290	
	Total number of FTHE students	507	479	521	479	438	358	419	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	74.10%	76.30%	62.80%	72.40%	73.80%	80.10%	82.90%	81.30%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	146	171	137	157	237	254	204	
	Total number of PTHE students	197	224	218	217	319	316	243	
F	Number of students achieving an HNC/D qualification articulating to degree level courses		119	98	111	106	89	85	85
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		40	43	48	45	48	47	40
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		33.60%	43.90%	43.20%	42.50%	53.90%	55.30%	40.00%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	636	626	575	544	511	457		480
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	575	576	520	503	484	432		453
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	90.40%	92.00%	90.40%	92.50%	94.70%	94.50%		90.00%
	Total number of full-time HE college qualifiers (in confirmed destinations)	347	311	352	294	288	254		280
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	333	298	336	288	280	232		270
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.00%	95.80%	95.50%	98.00%	97.20%	91.30%		90.00%
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	90.60%	97.20%	see note	93.70%		-	89.70%	90.00%

<u>Appendix 3:</u>

<u>Self-Evaluative Report 20/21</u>

Academic year 2020-21, despite dealing with the impact of a global pandemic, has once again been a successful year for Dumfries and Galloway College as a result of the continued hard work and dedication of our staff and students. Dumfries and Galloway College continues to play a pivotal role in allowing communities and their economies to thrive. The College is pivotal in responding to the skills needs of businesses and working with its key stakeholders to build a prosperous regional economy as we work to recover from the impact of the COVID-19 pandemic.

Section 1 - Fair Access and Transitions

20/21 Commitments

Student Journey - We continue to review the student journey from application to exit and have made some critical Improvements particularly around digital support and access. We continue to review our pathways ensuring appropriate access and exit points. We are currently focussed on students who leave us and why through the use of seconded role through the regional DYW partnership. Our summer Welcome Days were a successful addition to support transition Into College and we need to widen access of this and other onboarding work as part of our Admissions processes.

Under supported students - We continue to offer a range of support for under supported students and the establishment of our DG-Cares Team will be a key driver for new Initiatives and a key focus for now Is development of a new Corporate Parent Action Plan In line with expectations of The Promise. We are also working towards signing of the Stand Alone Pledge for our estranged students and using available resources to better support these groups.

Senior Phase - We recognise that there will be a period of rebuilding of confidence In the senior phase offer as we continue to work closely with our local authority colleagues through or to co design and develop structures and pathways through the senior phase. We have developed a 'leadership links' programme to engage with local senior phase partners to understand specific need and barriers and we will also look to return to a series of on campus and virtual careers events and projects. We continue to be an active partner In the DYW regional group and have also established an ongoing working group with deputy heads to co design systems and process to support senior phase transition.

Measure A - Credits Delivered

The College delivered activity of 30,507 credits against a target of 30,798, which represents a shortfall of 291 credits. Delivery was planned throughout the year to meet the credit targets, but the challenges due to COVID-19 have impacted on the ability to deliver courses, in particular face to face teaching, and assessments for some practical subjects, delivery have been deferred until 2021-22. The Scottish Funding Council have recognised those sector-level difficulties and have allowed for some flexibility around the credit target.

Enrolment	Year	FE 19/20	FE 20/21	HE 19/20	HE 20/21
Mode					
Full Time		905	817	358	419
Part Time		2,865	2,275	316	243

Measure B – Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SIMD10).

SIMD10 - Success	Year	18/19	19/20	20/21		3-year Trend
Mode						
FT FE		56.14%	68.75%	44.44%	▽	−11.7%
PT FE		72.46%	65.87%	65%	▽	−7.46%
FT HE		53.85%	69.57%	54.55%	△	+0.7%
PT HE		62.5%	86.67%	66.67	△	+4.17

- In AY 19/20 we delivered 2,566 credits to student from SIMD10 areas while in AY20/21 the number of credits increased to 2,698.
- As a proportion of our deliver this equates to a 0.59% increase.
- As a 3 year trend we have seen reduction in FE success but improvements in HE Success.
- **Impact -** digital poverty, skills and connectivity; direct and indirect financial impact of pandemic on students and families; isolation and lack of connection due to connectivity Issues across the region has had a significant Impact on online learning for staff and students; engagement in more traditional vocational areas where practical activities are more prominent; deferred students; completion of College awards.

Measure C – The Volume and Proportion of Credits delivered to Students with experience of Care

Student with Experience of Care - Success	Year	18/19	19/20	20/21		3 Year Trend
Mode						
FT FE		39.22%	70.59%	42.71%	△	+3.49%
FT HE		100%	50%	33.33%	▽	−66.67%

- In AY 19/20 we delivered 1,005 credits to student with experience of care whilst in AY20/21 that increased to 1,828 which as a proportion of overall delivery saw an increase of 2.6%.

- We continue to see an increase in the number of students with experience of care which may be attributed to extension of the care experienced bursary to age 26 and development our outreach work and College support.
- **Impact -** In 20/21 however we did see similar impacts on students in terms of success related to the impacts of the pandemic on what was an increasing trend. As a 3 year trend this is an increase of 3.49% although a significant change from 19/20 success. (It should be noted that in 18/19 we only had 1 student with experience of care on FT HE).

Measure D - No. of Senior Phase age pupils on vocational qualifications delivered by Colleges

Senior Phase – Success	Year	18/19	19/20	20/21		3 Year Trend
Mode						
FT FE		50%	71.43%	23.53%	▽	-26.47%
PT FE		51.41%	67.50%	40.43%	▽	-10.98%
FT HE		N/A	100%	N/A		
PT HE		50%	N/A	90.91%		

- It should be noted that numbers for all modes except PT FE are low.
- In AY 20/21 we had 359 senior phase age pupils enrolled onto programmes, an increase of 104 which showed the continued strength of our partnerships and appeal of our offer.
- **Impact -** Overall success decreased due to a number of key factors: the delayed start to the academic year and following of government guidance severely limited practical delivery; awarding body guidance to Assessment and ongoing changes meant many students were unable to complete SQA awards; guidance for Colleges did not address all needs and varied to schools which put pressures on school-College partnerships particularly key areas - hospitality, beauty, hair and sport. It should be recognised that prior to 20/21 we had been seeing a steady improvement in enrolments and success.

Section 2 – High quality, learning, teaching and support

20/21 Commitments

Digital Inclusion – We continue to develop our preparedness for blended approaches to learning develop our application process for students to indicate need of devices, digital confidence and also a new system to ensure students who require devices receive them as close to their start date as possible. We have developed our physical campuses to allow students suitable spaces where they can connect away from class and access additional devices.

Transform Learning Model – The model has been developed over AY19/20 and to ensure consistency staff training modules have been developed which cover the 4 elements of the model

- Active Learning, Digital Learning, Equality, Diversity and Inclusion and Employer Engagement - each module comprising 20 guided hours of learning. As we return to aspects of on campus delivery we now must focus on the physical requirements as we move forward with new approaches to learning and teaching.

Performance Improvement Framework – The College has now launched a new Self-Evaluation System, SG-SEE (Stop Evaluate Enhance) as well as Performance Improvement Programme to support improvement in underperforming programmes.

Measure E – Proportion of enrolled students successfully achieving a recognised qualifications FE (FT & PT) , HE (FT & PT)

3 Year Trend							
Mode	% Completed Successfully 20/21	CS % Change from 19/20	CS% Change 3 Year Trend	Latest National Sector Performance CS%	% Completed Partial Success 20/21	% Further Withdrawal 20/21	% Early Withdrawal 20/21
FT FE	59%	-8.4%	+0.4	61.3%	7.8%	23.1%	10%
PT FE	76.1%	+0.5%	+3.0	76.3%	11.9%	7.9%	4.2%
FT HE	69.2%	-12.9%	-0.7	72.1%	8.2%	16.3%	6.5%
PT HE	82.9	+2.8%	+9.1	81.3%	1.4%	9.8%	4.7

- In AY 19/20 we delivered 1,005 credits to student with experience of care whilst in AY20/21 that increased to 1,828 which as a proportion of overall delivery saw an increase of 2.6%.
- **Success –** FT success decreased at both HE and FE however we have seen an increase in PT success. As a 3-year comparison we have seen overall improvement excluding FT HE.
- **Retention –** We saw early withdrawal increase also on FT programmes however reduced for PT delivery. Further withdrawal has also increased in all modes except PT FE.
- **Impact -** There was a delayed start to the academic year, in line with Scottish Government COVID guidance, and by December due to high transmission levels there was no onsite activity, this impacted particularly on practical delivery. Onsite delivery was able to recommence in limited numbers from February onward. Awarding bodies introduced new assessment guidance early in the academic year and then issued further guidance in March 2021. The changing assessment guidance created uncertainty for students and teaching staff which meant that assessments were not evenly spread over the academic year. The guidance for universities and college during the academic year did not address the needs of all subject areas. This guidance did not adequately address school college partnerships and in several subject areas – hospitality, beauty, sport and hair – there were overriding health and safety which limited teaching and assessment progress. The guidance for universities and college limited the number of students in practical areas that could be on campus, this affected progress with those students.

Measure H – SSES Survey – The percentage of students Overall, satisfied with their College experience

SSES Survey			
	DGC 20/21	Sector 20/21	DGC v Sector
FE	89.4%	88.6%	+08%
HE	88.0%	80.3%	+7.7%

In AY 2019/20 the Student Satisfaction Engagement Survey (SSES) was not collected as SFC reduced the reporting demand on Colleges during the first COVID wave. The most recent SSES In 2020/21 Identified that 89.4% of fulltime FE students were satisfied and 88% of HE students were satisfied. Our level of satisfaction compares well with the national sector performance, particularly in HE.

Measure F - Articulation to Universities of advance standing from College to degree level study

This information has a time lag in publication. The most recent information for AY 2020/21 identifies that 85 of our students progressed to a Scottish university, of these 47 students progressed with advanced standing (year 3 entry with full academic credit given). That places us at 55.3% against a sector average of 58.3%.

Section 3 – Learning with Impact

20/21 Commitments

Articulation – The College recognizes the need for development of pathways across the region which improves access to qualifications at SCQF Level 7 and above. We continue to work closely with our partners at UWS to develop agreed pathways for this year as we pursue other opportunities with other institutions.

Work Based Learning – A key component of our Student Experience strategy is to increase the number of courses which have substantial experience of work. This was all but postponed during 20/21 however as we moved forward we look to continue the increase of employer engagement and experience across the curriculum.

Measure G – The number and proportion of full time College qualifiers in work, training and/or further study 3-6 months after qualifying.

19/20 CLD Data – DGC V Sector				
	DGC 18/19	Trend	DGC 19/20	Sector 19/20
Positive Destinations	88%	▽	85.9%	84.4%
Unavailable for Work	2%	△	3.2%	5.9%
Unemployed	4.6%	▽	2.8%	9.7%

- The College's positive destinations are above the national sector performance, however it may be seen that the College's and Sectors position has decreased from 2018/19.
- Those unavailable for work has increased and can be linked to wider impact of the pandemic.
- Those becoming unemployed has reduced – uncertainty of employment in key sectors likely contributor to continuing in education.

19/20 CLD Data - DGC						
	19/20		18/19	19/20		18/19
Confirmed Destinations	FE (SCQF 1-6)		FE (SCQF 1-6)	HE (SCQF 7+)		HE (SCQF 7+)
Work and Study	83.9%	△	82.6%	86%	▽	95.7%
Unavailable for Work	7.1%	△	6.5%	8.9%	△	2.2%
Unemployed	9.0%	▽	11%	5.1%	△	2.2%

- On further analysis we see that FE students progressing to employment has performed above sector comparisons at 56.8% (47.5% Sector).
- FE Students leaving College and becoming unemployed has also performed better at 9.0% (14.9% Sector)
- HE student have performed lower than sector averages in progression to further study at 40% (58.8% Sector)
- HE student have also performed better than the sector in progression to employment at 45.9% (31.5% Sector).

Section 4 – Public health Emergency

Impact of Lockdown - In academic year 2020/21 much of the attention In curriculum was on ensuring the delivery of courses online and managing practical subjects to ensure that assessment demands were met. Early retention remained In line with previous academic years however due to factors previously highlighted further withdrawal Increased.

Early mitigations in 2021/22 - In the beginning of academic year 2021/22 some early mitigations have remained In place. We continue to run the campus buildings below capacity with continued safety measures in place including 1m social distancing however the early priority Is to focus on campus delivery In areas to support practical delivery and or support engagement. We also Incorporated Information around digital skills and technology Into our application process to ensure we could more quickly provide relevant support for students starting their courses.

Section 5 – Responsive and Sustainable Institutions

Transformation – Our Transformation programme continues to meet the challenges in academic, financial and resource provision to ensure that the organisation is placed on a sustainable footing for the future. The plan will look at income generation and diversification, improving student retention and attainment, and ensuring our portfolio meets the needs of the region and wider South of Scotland economies. The focus in 2021 will be on developing structures which build end to end student journey support, support the creation of new commercial opportunities and integration of IT and Business systems to provide improved digital support to staff and students.

Curriculum Planning – Inline with our Student Experience Strategy the College has developed a new process for curriculum planning to ensure It meets the needs of learners whilst supporting the local and national recovery now and In the future. The process engages staff across the College In professional dialogue that scrutinises the current and future curriculum offer to ensure It meets that need but also that the resources are In place to support College planning.

Financial Sustainability – The broader Transformation plan Is to provide leadership and capacity to deliver our strategic Ambition 2025, deliver key SFC outcomes, increase accountability and performance, and Implement a number of projects Including Investment In staff. A voluntary severance scheme was Introduced In July 2020 and a further round Issued this academic year to reduce staff costs but also create head space and capacity for growth of the existing workforce and structures.

Climate Sustainability – Dumfries and Galloway College continues to actively monitor and report its carbon emissions in line with the Public Bodies Climate Change Reporting Duties. The report is in progress and is due for submission in November 2021. The College has continued to work to reduce its emissions through innovative working practices. In the last reporting year the College has worked on initiatives such as: Reduction of travel by promoting digital meetings and study tools; Continuation of Estates improvements including LED lighting for the sports hall; Removal of waste streams by recycling wood waste and eliminating the use of single use plastics; and Continued work of the Climate Emergency Group.

Section 6 – 21/22 Actions for Improvement

	Theme	Actions	Expected Impact
Leadership and Quality Culture			
1	Performance Improvement Programme	A new performance improvement programme was piloted In AY 20/21 and has now been launched across the College in 21/22.	Ongoing improvement of underperforming programmes.
2	DG-SEE (Stop Evaluate Enhance)	A new self-evaluation system has been launched this session. This will be monitored and reviewed for opportunities for improvement and enhancement.	Support the development of a stable set of PIs building on the culture of enquiry and continuous Improvement.
3	Transformation	We have reviewed existing structures and systems to ensure	Better alignment across the College for improved coherence, information

		we develop a more seamless and digitally supported student journey from application to exit.	and support across the student journey.
4	Management development	We have launched a bespoke training programme for all College managers. In addition, senior college staff are enrolled on the College Development Network senior staff training. The College has launched a new PDR system.	The management development programme is designed to develop a consistent approach to College management within the context of the ROA. The new PDR system ensures a clear approach to the development and target setting for staff within the College.
5	Target Setting	In line with Ambition 2025 and the 5 underpinning strategies there is a clear target framework for all strategies and for senior staff.	This provides a clear focus on the achievement of College and ROA targets.
Delivery of learning and services to support learning			
6	Admissions	Develop a revised Admissions process which develops a contexualised process ensuring better onboarding approaches and communication tools.	Increased enrolments and positive impact on retention.
7	Student Voice	We have enhanced our student representative system to introduce lead reps who work with key College staff on themed partnership groups. We have also introduced student experience forums as part of SG-SEE	Ensure that student voice is a critical factor in continuous improvement.
8	Transform Learning Model	We have launched a new Transform Learn Model and this year will begin role out of training for staff to support implementation.	Improved success and sustained student satisfaction.
Outcomes and Impact			
9	Student Guidance	We have revised our student guidance process and provided enhanced guidance for personal tutors including a new welfare referral system.	Monitoring impact on retention and attainment.
10	Enrichment Programme	Through listening to our students we recognise the need to develop a programme of enrichment activities to support belonging and community across the College community.	A programme of events and clubs which will rebuild community for students as we emerge from the pandemic.

11	Enterprise and Support	Over last academic session we developed new working relationships with Bridge to Business and Young Scot to pilot some enterprise and support programmes.	We will continue to develop these relationships as we look to further embed enterprise into College life and look at ways that Young Scot can support the wider student population.
12	Mental Health and Wellbeing	We will continue to develop our health and wellbeing support focusing on enhancing mental health support, prevention and support programmes and sustainable partnership work.	Monitoring impact on retention and attainment.
13	Under supported Students	We have established our DG-Cares team who will work to develop recommendations, initiatives and approaches to support under supported students	Stable improvement in PIs for our under supported student groups.