Regional Outcome Agreement Dumfries and Galloway College 2020-2021

College region: Dumfries and Galloway College
College regional grouping: Dumfries and Galloway College

Funding

College region **Dumfries and Galloway (Dumfries and Galloway College)** will receive £XXX core teaching funding, and £XXX capital and maintenance funding from the Scottish Funding Council (SFC) for academic year 2020-21 to plan and deliver 30,176 credits made up of XX credits ring fenced for delivery of HNC childcare qualifications and XXX for general provision.

In addition, the college will receive £XX student support funding for AY 2020-21.

This funding is on the condition that the College Board signs and commits to deliver the outcomes detailed below.

Dumfries and Galloway College accept the offer of grant and credit target allocation for AY 2020-21, as set out in SFC Communication X.

Signed by College Region   **Signed by SFC**

Transformation Plan

Dumfries and Galloway College is currently developing a 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.

Ambition 2025 - our new strategic 5-year plan

The college aims to offer the highest levels of student experience to enable our students to make a positive contribution to the local and national economies and to utilise our assets and the expertise of our staff to deliver continuous improvements. Ambition 2025 is our five-year strategic plan that sets out our vision and aspirations. The plan has been developed taking into consideration a number of national and local strategic developments. These include the Scottish Government's key priorities for colleges, combined with other key factors. This includes the South of Scotland Economic Agency coming into effect and the focus on driving economic growth and societal change.

Ambition 2025 includes:

- **Student Experience**
  We will provide our students with an ambitious, dynamic and far reaching tertiary education that is responsive and future focused.

- **People & Culture**
  We will enable our people to create a productive and resilient workforce.

- **Growth & Innovation**
  We will enable regional growth and innovation through partnership, learning and skills development.

- **Finance & Performance**
  We will drive a sustainable funding model which supports outstanding organisational performance levels.

- **Systems & Infrastructure**
  We will improve our customer experience through sustainable use of our resources and enhanced use of data and technology.

Priority Outputs

Along with the Scottish Government strategic priorities and Ambition 2025, the college has prioritised the following three areas for 2020/21 for sustained and focussed development:

1. **Academic Quality**

Supporting the college Ambition 2025, Academic Quality is one of the key drivers to the success for the student experience. The college is developing all aspects of this area, using Education Scotland and the SFC guidelines and measures, to provide an ambitious and far reaching academic student

experience for all learning and teaching. This will provide individuals, businesses and communities with 21st century skills to flourish. The college will:

- Improve retention and attainment
- Enhance self-evaluation in all areas to improve performance
- Develop optimum levels of student satisfaction
- Embed digital skills and innovation
- Drive aspiration, ambition and achievement
- Develop staff to help students reach their ambitions
- Enable equity of access and social mobility

2. Carbon Footprint

The college takes its climate change commitments seriously. Since 2015 we have reduced our emissions by 28% against a target of 20%. The college appreciates that we need to intensify efforts in light of the recently declared Climate Change Emergency and as such has identified this as a key priority going forward. All areas of the college have been asked and challenged to identify areas for improvements for reduction of carbon footprint. A cross college Climate Emergency working group has been formed from all areas of academic and support staff as well as student representatives. This group will champion and progress ideas to lead and influence the wider college population to participate in as many carbon footprint saving projects as possible.   In addition to this the college will:

- Create a new Climate Change Action Plan with set targets to meet in terms of carbon reduction. The aim will be for a minimum of 5% reduction year on year.
- Increase sustainability within the educational delivery.
- Continue to look at new and innovative ways of delivering education and increasing our reach without increasing our carbon footprint.

3. HE provision

The college will work with partnership institutions to develop HE provision responsive to the needs of the region. This provision will enhance the region by generating greater economic development, encouraging young people to remain in the region because of enhanced HE opportunities and create a dynamic culture of educated work-ready and skilled residents.   This will include:

- Developing HE provision that covers STEM subjects and in addition embraces other subject areas that are important for economic growth of a region, for example, creative industries.
- Working with the Crichton campus partners to foster a culture of ambition and success offering HE learning possibilities for all students who require them.
- Investigate innovative and new methods of delivery using the new digital technology to provide the highest quality of HE provision for students.
- Support and stimulate the local economy.
- Develop our people and partnerships.

The aim of this document is to respond to the Minister's letter from July 2019 and the Scottish Government priorities which highlight areas for colleges to focus upon. The document will highlight what Dumfries and Galloway College will do to achieve those priorities and the resultant expected outcomes. This document will further set out ambitious targets over the next two years which the college will be focused upon. In responding to the minister's letter, which asked colleges for "intensified" targets, the college has carefully analysed and set stretching, but achievable, targets listed in our KPI measures table at the end of this report.

Through the Scottish Funding Council, the government has highlighted the priorities of colleges for the coming academic year. These priorities are reflected in what we aim to achieve in Dumfries and Galloway.

In response to the above, in 2021 we will be:

- Enhancing the student experience to provide a seamless and efficient learner pathway that is accessible for learners from all backgrounds to help students and communities to flourish and realise their potential.

- Responding to both national and regional needs providing skills required to enrich and grow the economy by ensuring all aspects of the college will operate at optimum levels of quality provision.

- Developing further ways to provide innovation to the region and beyond, using digital transformation and expert knowledge to deliver economic and societal value.

- Addressing and developing mental health and wellbeing support mechanisms and effectively improving college experiences for all students to allow greater retention and attainment for any students affected by this.

- Addressing and implementing ways to tackle student safety so all students will participate in education in a safe environment.

- Ensuring any gender imbalances are continually addressed to challenge imbalances throughout the college.

- Improving and strengthening the Student Voice, expanding areas for opportunities throughout the college through the Student Association, student engagement and further developing other avenues for communication.

- Developing our Academic Quality by new processes, reviews and analysis providing further improvements for the student experience and improving attainment and retention for all learners.

- Addressing and making improvements to our carbon footprint.

- Continue developing our HE provision, fit for 21st century and beyond, both nationally and regionally.

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1 The Learner

Key priorities

Access and learning

Context

The college is committed to ensure provision is delivered efficiently, is accessible, addresses barriers for all students and meets national, regional and local employer needs.

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 this year and going forward into the future.

The college is working jointly with the University of Glasgow, following the Commission of Widening Access report. The university is helping to support HNC college students to progress to year 2 of a BA Hons either on the Crichton campus, in Glasgow, or further afield. This partnership supports students with information while offering access to HE in a supported manner. The aim of this collaboration is to support those students who live in SMD40 postcodes and beyond, to progress. Other protected characteristic areas are being considered for this action, including carers and care-experienced.

In order to expand on our provision our new Progression Manager is looking specifically at what the South of Scotland offers and which area is most beneficial to meet regional needs. This post is shared with Borders College in order to support both colleges to aid collaboration. Further partnerships with universities to form new connections and progression routes for students are being created both within and outside the region.

The college is also reviewing the University of the West of Scotland articulation agreements that currently exist on the Crichton campus; these include Social Sciences and Childhood Practice to meet the widening access provision in more detail.

This year we are continuing to use the Learning Analytic data information programme to help ascertain which students are at risk of leaving and not completing their learner journey. This is combined with personal support from the Guidance Coaches and Personal Tutors. A combination of factors puts learners at risk including their postcode. The college's approach is to take all factors into consideration. On occasions, the measures of SMD10 are not a true reflection of whether the student will achieve or not, it is just an indication and one of many factors. Added to this is the factor that rural poverty may not be overt or be depicted in the SG SMD10.

What we will do

Through the SoSEP funds along with "Get that Degree" funds and as outlined in our Enhancement Plan (EP) point number 11, (EP no. 11) different options for HE are being explored. Some students cannot easily travel out of the region because of a range of issues from disabilities, to caring responsibilities, to financial hardship. As a result, the college is working with other institutions to develop HE possibilities. Glasgow School of Art is working with the college to develop a bespoke BA Hons for 3rd and 4th year provision to allow students to move seamlessly from the college's HND to further study and consequently remain in the region. Developing a range of HE provision will ensure

that students continue their education fully, with the very best opportunities that this brings, and in turn, allow the region to flourish economically.

In addition, the new Digital Learning and Skills Network (EP no.7) will widen access to college courses from those in rural and remote areas who have difficulties getting to college. This will help the more vulnerable students, and those who struggle with childcare provision or general financial issues.

One aim is for students to be able to access certain classes via the VScene platform, remotely. This not only allows us to broadcast live lectures but also share content on the screen such as workbooks and notes for students. This will enable students to work remotely whilst simultaneously gaining as close as possible to the same experience as that of a student within the college.

Currently, the college plans to continue with the breakfast club next year; this is a valuable service that provides a healthy start for students who might otherwise study whilst being hungry. It is a service that is open to all students and therefore gives access to food for all who may need it, with no barriers.

Mental health and wellbeing

Context

Guidance Coaches and Learner Analytics, (EP no. 2 & 3), have been in place and underway for a full year now. In response to pinch points for stressful situations for all students, six information advice handouts are being offered to students at pertinent times during this academic year and going forward. For example, the advice handouts for "Support Available" are given out at the beginning of the academic year.   Nearer to assessments, "How to deal with exam assessment stress" is distributed and discussed.   Extra drop-in sessions around these times will be provided and the Guidance Coaches will continue to work closely with lecturing staff and personal tutors for further development in this area. Guidance Coaches attend course meetings to understand workloads and for information sharing to support the widest possible reach.

In addition, Guidance Coaches are now available over lunchtimes to be more accessible and at some breakfast times to identify any ongoing issues. The Guidance Coach system will be reviewed going forward, in order to gauge effectiveness on retention and attainment.

The Mental Health Strategic Plan has been approved and is in action. Within the college we have Student Advisors who will advise on Health and Wellbeing and if appropriate signpost to relevant external agencies, for example Children's and Adult Mental Health Services (CAMHS) or online support such as Breathing Space. Students who are experiencing mental health difficulties due to their academic work and who have a needs assessment can discuss issues at their Personal Learning and Support Plan Meeting. Any issues will be taken forward, for example, students experiencing anxiety regarding deadlines. If required, assistive technology is given out on a library lending basis, for example iPads or laptops.

In addition, the college trains some staff to be Mental Health First Aiders which is a vital front-line tool in helping those with mental health issues.

What we will do

The Mental Health Strategy Plan has been written and approved. This will be implemented going forward into the next AY and beyond.

The college will continue to offer a free breakfast club to all students regardless of background to ensure students start the day with a nutritious meal. The college will continue this for as long as is financially possible.

https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/12/Positive_Mental_Health_and_General_Well_Being_Stategic_Plan.pdf

Student safety

Context

The Equality and Diversity Officer has given presentations at class rep meetings and within class rep training processes to ensure students are aware of how complaints and issues are addressed. A face to face workshop on acceptable behaviour based on the Allport's Scale of Prejudice is available for all staff and student groups. This year alone, workshops have been given to 235 students and 32 staff. Have Your Say is a college-wide online tool utilised by students. It raises any areas of concern including areas in which the college is performing well, along with a method of making suggestions for better practice or improvements.

There is also an online tool for reporting bullying and issues are investigated as soon as they arise.

All college policies and procedures are available on LearnNet. Concerns have been raised at a national HE/FE level this year regarding a lack of reporting of sexual or racial harassment, which has prompted the college to re-examine all reporting procedures.

Code of Conduct signage is visible around the college for all to see and it is explained to all students at the beginning of their studies. It explains expectations of behaviour from all staff and students.

At induction students are made aware of online safety and we promote Safer Internet Week in February to ensure students realise the potential dangers of internet use.

Students and staff are aware of the safeguarding procedure. This is online to allow cases to be dealt with more efficiently.

What we will do?

The college is looking to improve and eradicate all possible suspicions of bullying and therefore it will explore options for effective anonymous reporting, ensuring that mechanisms are in place to analyse results and respond to findings through transparent systems.

All past referrals will be followed up to ensure all students receive enough support where necessary. Students will be further encouraged to contact the college for support if required. This will include case meetings between the safeguarders, and subsequently contacting the students to ensure their wellbeing.

In addition, the college works very closely with other agencies including Police Scotland to carry out safety initiatives including the use of drug search dogs, awareness campaigns for road safety and car winter checks. The Police Scotland Campus Liaison Officer visits the college regularly.

The college leads on the local Multi-Agency Organised Crime and Counter Terrorism Group and as such is positioned to deliver important information to students preventing them from being targeted by crime networks. This partnership will continue to develop to ensure students are kept aware of any potential dangers.

Gender

Context

The college is committed to gender balance in all aspects of our service. This includes Board representation, the staff profile, and the offering to students. Activities to address gender segregation in subject choice and work to embed the 'Equally Safe' project principles on reducing gender-based violence are a particular focus for the next three years.

There are several action plans which sit beneath the overarching equalities plan. These include the Gender Action Plan 2017-20, which is updated to include changes and progress on an annual basis.

The Board gender profile is predominantly female at 55:45. For staff, the mean gender pay gap 9.1%. However, if Cleaner and Administrative Support roles are removed from the workforce profile, the Gender Pay Gap reduces to 0.7%.   Men are much less likely to apply for these low salary roles. This is changing slowly, but with an overall staff turnover of only 9.6% per year it is unlikely that significant change will occur for some time to come. At the upper end of the pay scale, the gender pay gap for managerial level (taken as staff paid over £40k) is 1.86%, suggesting that women are not facing discriminatory barriers to promotion. This is borne out by the fact that 76.4% of promotions last year were achieved by women.

Quartile results confirm that women make up the majority (78.3%) of the lowest paid section of the workforce as stated above. However, they remain the majority group at all levels, including the best paid quartile (55.4%). This demonstrates that the college is achieving our ambition to have men and women more equally represented at all levels across the organisation.

With good results in terms of Board and staff profile considerations, the college's priority lies in the challenging of gender stereotypes in subject choice, addressing gender-based violence and working to accommodate the changing societal definitions of gender itself.

What will we do?

Now that the three-year lifespan of this first GAP has been completed, the college has reviewed the plan in full and redesigned it to better meet the original themes identified in the initialising research.

- Launch the new Gender Action Plan 2020-23 through face to face updates with all staff groups and student representatives.
- Through close engagement with the Student Association and our wider local partnerships, embed the recommendations of the Equally Safe toolkit into plans and activities.

Review how the college tracks and reports on equalities incidents which occur in college, for all protected characteristics. This has particular impact for the GAP as it will include sexual harassment and transphobia. Current incident report rates are non-existent or low. Recent national work on harassment related to gender and race for universities and colleges suggests this is not an accurate or helpful picture. Gender Action Plan link:

https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/10/Gender_Action_Plan_2017_20_Review_2019.pdf

Student voice

Context

The process of student learning and teaching self-evaluation is designed to be a supportive measure to improve learner experience by whole college participation through reflective and responsive collaboration. The process involves all staff from heads of departments, support staff and all students including the class reps. For curriculum course evaluation, all students analyse courses through a series of questions to highlight areas of strength and weakness. The results are collated in the Quality Department and shared through the college. Action plans are then created to address issues with timescales, and this is then shared with class reps. This is one of the college's key areas for development and expansion on our Enhancement Plan EP no 13 and the process has been aligned with the requirements from sparqs and the NUS.

What we will do

The process of self-evaluation for the whole college was refined and updated in the last two academic years. (EP no.10). Although this has resulted in progress and improvements, the college will be progressing this further in line with the requirements from sparqs, NUS, Education Scotland and the SFC requirements. This will be reviewed for improvements during the academic year and will be ongoing to secure improvements where necessary.

Equality and Diversity

Context:

We have established an Equality and Diversity Framework for the college. This continuous improvement model is underpinned by a clear policy and structured around our equality outcomes to address prioritised issues. While the legislation requires an update to equalities reporting every two years, our college has chosen to embed an annual planning and reporting schedule which meets the requirements of the Public Sector Equality Duty (PSED) for all protected characteristics. This is now an established part of the college calendar, requiring approval at Board and senior management level. We have a strong and active Equality and Diversity Committee, with a Board champion member and representatives from all levels of management and most staffing groups across the college which helps to shape our plans and activities. Equality, Diversity and Human Rights Impact Assessment is now an established step in publication of all strategies, plans and procedures for the college, so that we can make sure that equality concerns inform all our activities. Our Equality and Diversity Report 2018/19, which meets the PSED reporting requirements and incorporates our Gender Action Plan and BSL Plan, is available to view on our website:

Equality and Diversity Report 2018/19

The college is a member of the Disability Confident scheme and uses reasonable adjustments to bring down barriers for all staff and students who may have a disability. Although it is important to recognise use of BSL as an issue of language and not of disability equality, there are strong links with our service to students and to the wider community who may be deaf / hard of hearing and have BSL as their first language. With this in mind, and with consideration of the unique and challenging profile of BSL use in Dumfries and Galloway,   we are one partner in a local public sector BSL Plan covering the region. We have designed and rolled out a popular introductory course on BSL use and deaf awareness to key frontline staff, and opened this out to partners and the wider community, while also enhancing the support offered to staff who have BSL as their first language through use of InterpreterNow online services.

What we will do:

- Design new Equality Outcomes 2021-25 through evidence gathering and extensive consultation, for publication in April 2021 to meet PSED requirements. These outcomes must also meet national priorities and align clearly with the outcomes within our college's Strategic Plan.
- Review how we collect information and report on equalities incidents which occur in college, for all protected characteristics. Current incident report rates are non-existent or low. Recent national work on harassment related to gender and race for universities and colleges suggests this is not an accurate or helpful picture.

Mainstreaming Report and Equality Outcomes link:

https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=equal-opportunities

Access and Inclusion funds

Context

The college is committed to providing an inclusive and accessible environment where the diverse needs of the student population are met to the highest of standards. The Access and Inclusion Plan 2017-2020 is being taken forward and many new initiatives are being implemented to ensure all students feel supported, included and valued.

In addition to this plan, many initiatives around the college are underway to aid inclusion in all areas:

- At application stage, 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. (EP no. 5). They are invited to discuss this with advisers to see how the college can offer support. If it is an academic need, a needs assessment is carried out. In 2013 we had 108 students and this year we have 156. Four staff are now qualified to undertake DSA assessments. This ensures that students do not need to travel to an assessment centre in another region to be assessed for DSA. For some students that would be quite stressful.

- Returning students have their needs assessment altered as appropriate after a further, less rigorous assessment. The needs assessment is a fluid document and, as a result of PLSP meetings with educational support workers, recommendations can be altered as student needs change.

- Staff in the Student Support and Guidance Team continue to attend CPD events internally and around the country. These events include: Going Further for Carers, Use of Assistive Technology, The Criminalisation of Young People in Care, Staying Safe Online and Supporting Mental Health.

- Students who have caring responsibilities can now access a monthly surgery held by the Carers Trust in the college. This can help with funding and support. We are making young carers aware of a new Carers' grant which is being launched whereby young carers can claim £300 per year.

- Project Search is an initiative to introduce and include young people in the working world. A number of 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.

- Prince's Trust 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.

What we will do:

We will implement our Access and Inclusion Strategy and review this process during the AY. This Access and Inclusion Strategy sets out the college's commitment to providing an inclusive environment where students with diverse needs and backgrounds are supported to access college provision, achieve positive outcomes and destinations, and progress towards employment.

https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/12/Access_and_Inclusion_Reporting_Template__2020.pdf

https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/12/Access_and_Inclusion_Strategy.pdf

Care-experienced students

Context:

Care-experienced (CE) students have 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 if appropriate. Some CE students can have chaotic and unstable lifestyles and the Care-Experienced Bursary can help to address and overcome some of the difficulties and issues. Attainment rose for this group of students largely due to the support available to them from a dedicated staff member plus other staff in the Student Support and Guidance Team. The team also actively promotes awareness on support available for mental health issues.

The guidance team check attendance for this group to ensure their lives are as stable as possible and support any issues which may result in them not attending. They also liaise with other staff relevant to this group in the college and external agencies if required.

What we will do:

The college will continue to contact students before they enrol to ensure the transition to college is as smooth and positive as possible. In addition, we will work closely with local accommodation providers to acquire guidance on how care-experienced students can acquire accommodation if they run into difficulties. Some younger care-experienced students have budgeting issues and the college will work to address and advise with this using the ILC / Learning Zones, offering workshops to help with these life issues.

The college will also offer reassurance that as far as possible flexibility with college attendance can take place to attend LAC meetings and other meetings that might impact on students' lives making this easier to manage. The college will also continue to work and develop sessions for care-experienced winter leavers to help with retention.

We will also work towards adopting the recommendations from the CELCIS (2019) survey of care-experienced students in Scottish colleges and universities. This will include:

- Being proactive in communicating with students before they start college. Guiding them on topics such as accommodation, funding, learning support, mental health issues and college resources that are available.
- Make CE students aware of whom they can talk to within the college if they are struggling with their mental health.
- Updated question on online application and enrolment process to ensure sensitivity with questioning.
- Work with external agencies to provide guidance on what support is available should they need support with moving into own accommodation.
- CE adviser to be aware of external agencies that can help support CE students eg Citizens Advice, Welfare Rights
- Students to have access to support services and to be signposted to external agencies during holiday times, for example funding departments for any funding issues.
- CE adviser to keep a narration behind each withdrawal and what support was offered to keep information to improve services going forward.

Continue to evaluate care-experienced student services and send out evaluation forms to CE students to see what works or how we can improve/change services.

Link to Corporate Parenting Plan:

https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate_Parenting_Action_Plan.pdf

Veterans

Context:

This year, initial contact was made with our local armed services to establish the best pathways to work together on an ongoing basis. Positive relationships were established to allow for partnership activity in the coming year. We also added Veterans as a consideration on our Equality, Diversity and Human Rights Impact Assessment form. Application of the assessment process is an established part of the publication of every plan, policy and procedure the college produces.

What we will do:

- We will track applications and recruitment of veterans in our student and staff processes.
- We will consider the findings of the SCQF mapping exercise into veteran skills and investigate incorporation of recommendations into our plans and processes.

Carers and estranged students

Context:

Students with carer responsibilities are invited to notify the college via application and enrolment forms to their care status, this enables the college to put in place the actions to support their needs and a plan for student carers has been developed.

Carers' Surgeries now take place once a month and this is organised via the Carers Trust. We will actively promote the surgeries.

What we will do:

The Carers' Plan has been developed and will be taken forward and added to as needed to support this group of students, and equipment is provided as necessary to allow carers to work at home if there is a need to do so.

Begin looking at Carers Trust Going Further for Student Carers Recognition Award with a view to taking forward.

The college plans to target students with caring responsibilities for additional funds via discretionary funding in conjunction with the new Carers' grant.   This will hopefully contribute towards retention and attainment in addition to reducing some of the financial pressures faced by this particular group.

The college will identify and promote courses which will in turn provide further opportunities for this group and we will start to take forward the Stand-Alone Pledge for estranged students.

BSL

Context:

This year the college offered to all staff a one-day course called 'Sign of the Times' on BSL and Deaf Awareness to help any staff who required this skill.

If a student requires BSL support to undertake a course this will be provided. BSL Plan is found at:

https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/10/DG_partners_BSL_Draft_v6.0.pdf

2 The System

Skills alignment

Context:

The ongoing SoSEP project is carefully designed to align network skills across the region in response to guidelines and labour market intelligence. This will allow the college to reach out to students and

provide education in various locations, or "hubs and spokes" throughout the region. This project is also targeting potential employers and industries to facilitate change and development wherever it is needed. This innovative model has garnered much interest from these potential participants and the college is working with these organisations to develop partnerships for the future.

SDS delivered a session in the college in line with the region's skills shortages and future needs. All Curriculum Managers and relevant staff have prioritised this to ensure that these needs are met in current and planned learning and teaching.   Relevant staff from support areas also attended this session to ensure that all staff are aware of these priorities. In addition, other areas that were addressed were career management skills, SDS careers guidance, career education standards and MyWOW resources. This demonstrates the college being proactive in response to the document and planning flexibly for the region's requirements.

In conjunction, the college internal curriculum planning has been standardised and decisions on curriculum have been aligned to the region's needs. This will continue to be an annual ongoing rigorous process.

The External Development department currently provide a range of different qualifications and courses for employers and all these courses are on the college website. Some courses can also be delivered onsite for different employers if that is more appropriate. WBL and MA delivery is increasing, and the college is responding to this in a wide range of subjects.

What we will do:

Using the new technology and in conjunction with the SoSEP project, the college is planning to deliver appropriate skills courses, wherever they are needed. There will be one cohort taught in one location at the same time as another at a different location, both by one instructor, who will simultaneously deliver to the two campuses. This will hopefully increase the participation in courses, enable us to deliver more in Stranraer and reach a much wider target student body. Once staff are confident, delivering using two locations will expand it to other spokes in schools or businesses. This will allow specific skills to be delivered to smaller and historically difficult areas to reach.

Curriculum planning has responded to regional skills needs and included plans around Foundation Apprenticeships in Engineering, Information Technology and Software. Other plans include responding to the creative needs of the region with Performing Arts courses, the Built Environment and Renewable Energy Systems with appropriate potential courses.

The new Green Energy Centre will be used to run STEM events including industry focussed events and partnership events with DYW for example in Advanced Manufacturing. The Hub in Stranraer will also be used to develop Engineering and run STEM events alongside digital teaching and learning.

The apprenticeship family

Context:

The college is now starting to undertake a successful marketing campaign to recruit from school years 5 and 6. This will increase our senior phase engagement with schools. In addition, the college will work with local authority and DYW to do a joint marketing campaign for all the FA offered across the region to provide a collaborative approach.

We are working with DYW and other partners on two marketing events to promote apprenticeships, one for employers and one during Apprenticeship Week for those interested in an apprenticeship. This is intended to reach a wider audience and promote apprenticeships as an alternative choice to academic routes.

What we will do:

The college was successful in a bid for 2020 to 2022 for seven Foundation Apprenticeship frameworks, an increase of four overall. The new bids are in the areas of Software Systems, Hardware Support, Civil Engineering and Engineering Systems, and are in addition to FAs in Children & Young People, Health and Social Care and Electrical Engineering.

A joint recruitment campaign with the local authority for Foundation Apprenticeships will take place to have FA offered across the region. This will tie in with national SDS campaigns.

In order to achieve the targets for work based learning and modern apprenticeships, new areas for development are being examined for growth. These areas are Street Works, Active Leisure, Learning and Wellbeing and Facility Services. Stronger links between departments are being forged targeting academic departments to encourage progression from academic courses into apprenticeships; this has started in engineering and is very successful. Other key areas in this process are motor vehicle, hairdressing, hospitality and construction.

We will continue to use a range of different optional units to ensure each candidate is working towards qualifications that are unique to them and is appropriate for their current job role for modern apprenticeships and continue working with different companies to agree delivery models that fit their businesses but still adhere to funding and quality requirements.

Developing the Young Workforce

Context:

The college attends the senior phase operational meeting with all depute head teachers from all the region, the DYW regional manager and SDS, every six weeks. Discussions are held around senior phase issues to improve and align the curriculum to offer a wider provision.

The college participates in DYW Employer Forums in Hospitality, Construction and Engineering forums and the Head of Curriculum is a member of the DYW Steering Group. The college has also been involved in further DYW events in Food & Drink and Renewables and this is anticipated to expand during the academic year.

College staff have participated in development activities within local secondary schools to inform and educate young people about the college curriculum and related employment opportunities within the region.

The number of full-time learners with "work placement experience" as part of their programme of study demonstrated that the college target has been exceeded by 92 students. This is an important measure of how students are integrated into employment situations in the region and demonstrates good interaction between the college and local employers.

What we will do:

The college is a key partner in driving positive outcomes for young people and the local authority's

Senior Phase vision complements the college's Ambition 2025: strategic priority one. Dumfries and Galloway Council's vision is for a senior phase which enables all young people across Dumfries and Galloway to progress in learning and equip them with the skills, knowledge and positive attitudes they need to participate and progress to their next stage of learning whether that be further or higher education, training and employment.

This year and for 2021, all Curriculum Managers will, wherever appropriate, emphasise vocational skills in the curriculum in order to meet regional and government requirements. This will also involve ensuring qualifications meet the needs of Senior Phase pupils whilst aligning with the skill requirements, both regionally and nationally.

The College Academy has increased in 19/20 but attainment still needs improvement going forward. These planned improvements for 20/21 include group information sessions in the evenings for parents and pupils. In addition, the college will ensure the SDS advisers are fully informed regarding college expectations from pupils attending the School Academy. This will be ongoing for every academic year.

Early learning and childcare

Context:

During the year the college is piloting a PDA at level 8 in Childhood Practice. This is for those students who work full time, enabling them to achieve six credits with evening study. This provides a flexible training option and is offering progression possibilities to HNC Childhood Practice next year for those students who might not otherwise have access to education in this flexible manner.

The Open Learning department has a contract with the Open University to deliver Numeracy National 5 qualifications for those that require it to enter higher education, in particular, for nursing and education qualifications.

To achieve the childcare targets across the region, the college is also delivering SVQs at SCQF level 7 for those employed in the sector.

Specific marketing to attract male students to the profession has been undertaken and embeds the MIEY project findings:

- The college made full use of the SDS marketing resources throughout the year in the campaign for this area.
- Early Years Scotland were invited to attend our Information and Interview sessions.
- A local male practitioner was invited in to give talks from a local nursery.
- The Marketing department ran three campaigns with male role models in childcare for case studies, on social media, our website and posters.
- The annual Schools Competition for S3s had male leaders for all the childcare areas for the whole event, over two days.

What we will do:

The college will continue to market this area in order to meet provision required. Flexible and innovative ways of delivery are being investigated for future delivery.

Public health

Context:

The Student Support Team delivers information days on themes such as alcohol abuse, money matters, mental health and during this year ten topics were covered in total. This has been extremely useful as it complements our other services and gives students vital information which may be of interest to them. This is important to assist with keeping students healthy and supported.

The college continues to liaise with the foodbank and supports them to top up food supplies. In some cases, vouchers are given to those students who require foodbank vouchers, and the college works in partnership with the food bank.

Students are provided with a free gym membership where they can access fitness facilities before, during and after college. This promotes a physically active nation.

The college also participates in the Period Poverty campaign and is able to provide free sanitary products to students as part of a Scottish Government backed campaign.

Dumfries and Galloway College also runs lunchtime basketball and football clubs for students, with the most consistent performers included in a team for the annual Student Sport National College Finals.

What we will do

Outside agencies are invited into the college to support students who may be experiencing difficulties, eg the Carers Trust. This ensures that those students with caring responsibilities have both emotional and financial support. This is important as if finances are not in place, health issues and anxiety can follow. The college also invites a diabetic NHS nurse to attend for information day.

STEM

Context:

The Regional STEM Strategy has been developed through the Dumfries and Galloway STEM Partnership Group (Regional Hub) with KPIs aligned to the National STEM Education and Training Strategy and aims to increase the Science Capital within the region. Within the curriculum there is much activity around STEM. For example, the Bronze Crest Award is a 12 week programme that inspires young people in science and engineering. The Award introduces young people of 13 years and older to a STEM project, working individually and in teams. The initial programme has been developed further to be delivered via the Learning and Skills Network which will increase participation through technology.

What we will do:

Collaborative work is ongoing with Borders College and is progressing to further develop the project benefits realisation matrix using a high-level logic model. Work is in progress to develop

documentation that supports staff to develop online materials, create a structure for student electronic handbooks, and to ensure the same VLE content is available to both colleges. This work is on schedule and will be completed by the end of the academic year for use the following year. This intends to help all residents of the region wherever possible realise their digital potential.

Digital

Context:

The Digital Skills Evaluation (Jisc Discovery Tool) will be complete by December 2019 and this will lead to various stages for improvement throughout the college. Firstly, an analysis stage will gauge the college's digital current situation. Following this, specific training programmes will be rolled out during the year until the end of 2020, when the whole process will be evaluated for success and any further improvements or training requirements needed.

What we will do:

We will create a digital transformation plan that includes greater digital solutions responding to issues that are frequently faced within the college. From systems and processes to new technologies, the college will be examining every aspect of college life to find the best solutions for our staff and students.

The college will fully examine and use diagnostic methods to analyse the digital skills of its staff during the Digital Skills and Training Programme. This is part of a plan to ensure everyone is suitably placed to benefit from the digital transformation.

Climate change emergency

Context:

The college has a Climate Change Action Plan which includes targets to reduce its carbon emissions. The 20% reduction target was met with two years to go but the college remains committed to achieving more.

What we will do:

In response to the climate change emergency the college has convened a Climate Emergency Working Group which will bring together staff and students from across the college to look at projects, strategies, education and innovations. This will actively help further reduce our own carbon emissions, and in addition, enable staff and students to implement these in their own homes.

Further to this the college is leading the way with its innovative Green Energy Centre which will be used to deliver teaching and learning around the use of renewable technologies, green energy solutions and other innovations. The centre will train students on the practical use of technologies as well as installation and servicing. It will also be used to educate school children on climate change, deliver training to community groups to create community climate change champions and allow local businesses access to the latest innovations in technological solutions.

Skills Action Plan for Rural Scotland

Context:

The college acknowledges the ten skill areas of growth for sectors across the region as in the Action Plan and is supporting these key areas in nine out of the ten areas, based on national and local labour market information.

With the region's rural economy being one of the lowest average wage economies in Scotland this is a challenge, in conjunction with the fact that young people are leaving the region. However, both alone and in partnership with other local organisations, the college is trying to address these issues.

The college has participated in the Consolidated Crichton Outcome Agreement which allows all institutions on the campus to work collaboratively to ensure the very best education and skill provision for all levels. This important driver collectively provides educational provision for more than 10,000 students (17/18 academic year).

The £6.6m investment for the South of Scotland Skills and Learning Network is currently nearing completion and this aligns with the skills ambitions for the region including those of the Crichton Campus institutions.

What we will do:

Among areas that are being developed, are digital and STEM provision to provide education to all who require it, wherever they are located. This will help to drive the economy and provide connectivity. Examples of this are:-

- Digital delivery of education in the curriculum and going forward with a blended learning element in the curriculum planning. This will reduce carbon footprint and travel time for students. This method of delivery will be used in all relevant areas of learning and teaching from Care to Creative Industries to Engineering, and at all levels. This is addressing Skills Action Plan for Rural Scotland Priority Area C: Develop the current workforce in rural areas through upskilling and reskilling.
- The Learning and Skills Network Hub and Spoke Project is a joint venture between Dumfries & Galloway College and Borders College. The aim is to increase access to learning across the South of Scotland using a digital network. There are three Hubs built in Dumfries and two / three for Borders. Each has a designated area of purpose for delivery of Care, Construction or Engineering. This is addressing the Skills Action Plan for Rural Scotland for Priority Area B: Provide individuals with accessible education and skills provision to secure, sustain and progress in their careers in rural areas.
- The spokes, which are the schools, provide access to these courses directly from a classroom in the schools using the digital technology that has been supplied by the colleges. This is addressing Skills Action Plan for Rural Scotland Priority Area D: Build a secure pipeline for the future
- The modern well-equipped Digital Care Hub will provide specialised training to respond to an ageing population and provide specialised training and employment which can be taught in several locations worldwide simultaneously in an innovative way.

Get that Degree project is an innovative plan to create degree provision across the South of Scotland unique to rural locations and in answer to the individual needs of the regions. HE providers are in discussion with the college to provide this provision.

Hospitality and tourism are being developed as key areas of growth and economic expansion for the area due to its natural beauty and tourism potential. This includes working alongside a new five-star hotel that is under construction in the region to potentially supply staff.

Due to the region's small industry dynamic, some companies cannot afford to employ an apprentice, therefore some curriculum areas have introduced Earn as you Learn and are working with local employers to address this (EP no. 6). Historically in Engineering and the Built Environment, employers have looked to the college to find well skilled employees. Unfortunately, their need does not necessarily align with the academic year. Employers offering students jobs mid-year, impacts on retention and attainment. Earn as you Learn, allows the student to continue flexibly studying at college whilst securing employment and potentially lifting that person out of poverty.

Gaelic

Context:

There is no significant request for Gaelic at the college, as the region is proportionally one of the lowest speakers of the language in Scotland. However, if any student requires translation into the language, the college is happy to translate any document or provide a translator when needed.

English for Speakers of Other Language provision

Context:

To ensure ESOL provision continues to be delivered within the local community a partnership agreement between the college and Dumfries and Galloway Council has been signed. This ensures that ESOL provision can be accessed by all those who require it in all parts of the region. ESOL is currently delivered from beginners' level up to SCQF level 5. The beginners' level is non-credit bearing and is covered within the partnership agreement. Approximately 50 students are currently undertaking ESOL provision within the community.

What will we do:

The college will expand using digital delivery into the west of the region allowing greater access for all residents in Dumfries and Galloway. This may lead to students becoming more ready to progress on to further FT or PT education.

Quality reporting

Context:

The college uses Education Scotland's How Good is our College in the self-evaluation system. All areas of the college are required to undertake self-evaluation in order to develop and enhance all our education provision and services to support this. This enables staff to review current programmes and practices, both during the academic year and at the end to make relevant adjustments, improve services and understand ways to make improvements in performance.

The college has a 17-point Enhancement Plan which covers a range of ambitions for improvements. Two new points were added this academic year to the 15 points from last year. These include Performance Enhancement Measures (PEM) (EP no.16) and the College Academic Council (CAC) (EP no.17).   Both these were implemented to improve and monitor academic attainment and ensure quality of provision.

PEM is an in-depth process which looks at every aspect of the course. It examines all the content, alignment to skills needs of the region and national priorities, labour market intelligence and all matters related to Learning and Teaching, such as course structure, awarding body suitability and any professional development needed. Courses that request to enter PEM may stay in this process for up to two years. (EP no.1)

The purpose of the College Academic Council is to oversee, maintain and enhance the academic performance of the college in terms of learning and teaching issues and standards. The College Academic Council will report to the Learning & Teaching Committee on matters that relate to the performance and enhancement of the student experience, including quality assurance and enhancement, performance indicators, and learning and teaching. It will provide an efficient system by which staff and students are empowered to discuss, challenge and enhance the student experience.

This Council ensures a complete overview of all academic affairs. The curriculum KPIs are examined and any over-arching decisions are discussed. Each curriculum area is requested to report to the Council the position of that area at different points of the academic year. The factors that are discussed vary from early retention and withdrawals to attainment and retention. An overview and review of the year is the key focus at the end of the year, to ensure the course is evaluated. Other areas that are discussed are largely cross college initiatives, equality and diversity issues and plans, and all innovation. This supportive council has been well attended by a cross range of elected staff, EIS representatives, senior staff and elected student members.

What we will do:

The college will continue to use self-evaluation as a tool to make improvements and listen to all suggestions.   A continuation of different methods for checks and suggestions will continue. This will include expanding areas such as using surveys and other intelligence methods to make informed decisions to improve and align self-evaluation.

The College Academic Council has plans to invite specific key personnel to occasional meetings and cross college working groups to look at key issues for improvement or developments which are to be created. Courses that are placed into Performance Enhancement Measures will be monitored potentially over two years in order to realign the content, teaching methods and suitability for optimum performance.

The College Academic Council will not only support, monitor and create a strong evidence base for the Evaluative Report & Enhancement Plan and Regional Outcome Agreement reporting, but it will also be central in realising the Student Experience Strategy. The College Academic Council is scheduled to meet four times a year going forward.

Professional standards

Context:

The college's Professional Development Manager attended GTCS to obtain a Coaching Diploma which is linked to the PRD process.

Professional Review and Development (PRD) replaced the Staff Development Review in the college in line with the new standards of the GTCS. This also included updating related processes and procedures to support this change. This will start to be implemented in February 2020 along with new Coaching Training for all staff who require this.

What we will do:

In addition, two representatives from the college are on the College Lecturer Registration Working Group and it is hoped that guidelines on registration will commence during 2021 allowing staff to register.

3 Innovation

Context:

The college works with Business Gateway and Prince's Trust to ensure students are aware of business start-up opportunities. In addition, a number of part time staff have their own businesses, and this can provide valuable experiences to share.

Hospitality staff at the college have worked with external organisations to increase widening access combined with new and innovative ways of working with partnerships. This approach has led the college to win the SQA award in partnership with the Usual Place Café, winning the Partnership Award at the SQA Star Awards.

The college's Creative Industries department welcomed local school pupils through its doors for a day of artistic workshops for the "Creative Kids Given College Experience" day. The department laid on a series of interactive learning experiences for pupils from across Dumfries and Galloway to give them an insight into what life in the creative arts can offer them. Pupils from all the local high schools spent the day learning about ceramics, animation, illustration, studio photography, printmaking, and traditional darkroom techniques as part of the packed programme that involved six different workshops on offer. This demonstrates how the college is engaging with students at early opportunities for possible career directions.

Through the digital transformation the college is looking for innovative ways of using digital technology to automate college processes, making key efficiency savings on everyday tasks that are currently manual or laborious. As part of the college's transformation process the college will continue to seek innovative ways of working to increase operational efficiencies for example, our print processes in order to save time, money and the environment while providing a better service. The college is also exploring ways of maximising the college's assets such as cinema clubs, community groups, scout and youth groups and any other suitable use. We are also in discussion with the local transport companies to reduce carbon, for example using electric buses following direction from the college climate emergency working group.

The college has installed innovations such as a wind turbine, solar panels, rainwater harvesting and ground and air source heat pumps. These will be used to provide power and heat to the new Stem Centre in addition to being used as teaching materials.

The college will continue to look for and provide innovative solutions to the delivery of learning for our students. Innovative methods of teaching and learning are being explored. For example, blended learning with areas of HNC Electrical Engineering and CREST that provide new methods of classroom delivery.

The ILM Leadership and Management programme has now become an annual staff development programme for DuPont Teijin Films as well as Arla. The companies see a clear benefit to their businesses in upskilling their staff. At this point the college is the only provider of this qualification in the south of Scotland. So far around 100 different businesses have booked courses and training with the college this year.

The college is working with community organisations such as Biosphere, Galloway Glens Landscape Partnership and Stranraer Conservation Area Regeneration Scheme, to explore opportunities to develop training around heritage skills

What we will do:

With £6.6 million funding from SoSEP, Dumfries & Galloway College and Borders College are developing a network of STEM Hubs across different locations including Hawick, Dumfries, Stranraer and Galashiels that will focus on digitalisation of learning in care, engineering & renewables, and sustainability & construction. The new STEM Hubs lead the way in providing a collaborative learning solution using digital technology to link multiple classes together allowing wider access to our courses. This currently ranges across the South of Scotland, but growth plans include widening this area in future years.

The Green Energy Centre will be available for businesses to test out new innovations to assess their suitability. This will engage business with the college and help the region to progress. We can support businesses to test new initiatives and provide the facilities to explore new innovations before decisions are made. In addition, in the future the Hubs will also be available for local businesses and communities, providing access to technology and CPD opportunities.

The hubs will use advanced videoconferencing technology. This will increase digitalisation of learning, demonstrate latest technologies and infrastructures, and provide an enhanced learning and teaching experience. The subjects chosen for the hubs reflect the skills gap in the area and will therefore contribute to socioeconomic sustainability and future growth.

We will be using the two new STEM centres to run two events, Meet the Apprenticeship Family Business Breakfast and Apprenticeship Week Recruitment Event; both events will run at the same time at both centres, which will allow us to showcase the new digital technology.

We have become an official 'Proud Supporter of the Galloway and Southern Biosphere' and through this relationship we are now looking to establish a formal Learning Partnership with the view of looking at how the sustainability credentials of UNESCO Biospheres can be embedded across the syllabuses of the college.

Innovative ways of maintaining the building in an economical way using digital wall wraps rather than paint are being explored and this will use the walls as marketing opportunities with interactive information graphics.

Index to links:

Mainstreaming Report and Equality Outcomes report.
https://www.dumgal.ac.uk/dumgalportal/index.php?pageid=equal-opportunities

Equality and Diversity Report
https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/03/Equality_and_Diversity_Report_2019.pdf

Corporate Parenting plan
https://www.dumgal.ac.uk/dumgalcontent/uploads/2016/03/Corporate_Parenting_Action_Plan.pdf

Mental Health Strategy
https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/12/Positive_Mental_Health_and_General_Well_Being_Stategic_Plan.pdf

Access and Inclusion Strategy.
https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf

Access and Inclusion Template 2020-23
https://www.dumgal.ac.uk/dumgalcontent/uploads/2017/07/Access_and_Inclusion_Strategy.pdf

DYW Progress Report (to be added in January)

BSL Plan
https://www.dumgal.ac.uk/dumgalcontent/uploads/2018/10/DG_partners_BSL_Draft_v6.0.pdf

Evaluative Report and Enhancement Plan
https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/12/Evaluative_Report_and_Enhancement_Plan_2017_18.pdf

Disability Confident Employer
https://www.dumgal.ac.uk/dumgalcontent/uploads/2019/12/disability_confident_certificate.pdf

D & G COLLEGE DEC 2019	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
x *Will be removed from OA prior to publication*								
1(a) The volume of Credits delivered								
The volume of Credits delivered (core)	29,872	30,337	30,696	30,805	30,176	30,176	30,176	30,176
info. Core Credits target (region)	30,371	30,067	30,067	30,526				
info. % towards core Credits target (region)	98.4%	100.9%	102.1%	100.9%	100.0%	100.0%	100.0%	100.0%
The volume of Credits delivered (ESF)	0	0	0	0	0	0	0	0
The volume of Credits delivered (core + ESF)	29,872	30,337	30,696	30,805	30,176	30,176	30,176	30,176
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas								
x Volume of Credits delivered to learners in the most deprived 10% postcode areas	3,632	3,557	3,121	2,698	3,923	3,923	3,923	3,923
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	12.2%	11.7%	10.2%	8.8%	13.0%	13.0%	13.0%	13.0%
1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and care experienced students								
Gender -								
x Volume of Credits delivered to Male learners	14,616	15,364	14,470	15,291	15,058	15,058	15,058	15,058
Proportion of Credits delivered to Male learners	48.9%	50.6%	47.1%	49.6%	49.9%	49.9%	49.9%	49.9%
x Volume of Credits delivered to Female learners	15,240	14,964	16,186	15,472	15,058	15,058	15,058	15,058
Proportion of Credits delivered to Female learners	51.0%	49.3%	52.7%	50.2%	49.9%	49.9%	49.9%	49.9%
x Volume of Credits delivered to Other learners	16	8	41	51	60	60	60	60
Proportion of Credits delivered to Other learners	0.1%	0.0%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%

Ethnicity -									
X	Volume of Credits delivered to BME learners	438	1,123	1,223	1,152	1,237	362	362	362
	Proportion of Credits delivered to BME learners	1.5%	3.7%	4.0%	3.7%	4.1%	1.2%	1.2%	1.2%
Disability -									
X	Volume of Credits delivered to students with a known disability	3,764	3,933	4,276	5,030	4,225	4,225	4,225	4,225
	Proportion of Credits delivered to students with a known disability	12.6%	13.0%	13.9%	16.3%	14.0%	14.0%	14.0%	14.0%
Age									
X	Volume of Credits delivered to learners aged under 16	380	633	671	1,882	664	664	664	664
	Proportion of Credits delivered to learners aged under 16	1.3%	2.1%	2.2%	6.1%	2.2%	2.2%	2.2%	2.2%
X	Volume of Credits delivered to learners aged 16-19	15,285	15,594	15,510	15,034	15,058	13,872	13,269	12,666
	Proportion of Credits delivered to learners aged 16-19	51.2%	51.4%	50.5%	48.8%	49.9%	46.0%	44.0%	42.0%
X	Volume of Credits delivered to learners aged 20-24	5,579	5,223	5,433	4,949	5,402	6,272	6,574	6,876
	Proportion of Credits delivered to learners aged 20-24	18.7%	17.2%	17.7%	16.1%	17.9%	20.8%	21.8%	22.8%
X	Volume of Credits delivered to learners age 25 and over	8,629	8,887	9,083	8,948	9,053	9,348	9,650	9,951
	Proportion of Credits delivered to learners age 25 and over	28.9%	29.3%	29.6%	29.0%	29.8%	31.0%	32.0%	33.0%
Care Experienced -									
X	Volume of Credits delivered to care experienced students	0	633	998	889	1,056	875	875	875
	Proportion of Credits delivered to care experienced students	0.0%	2.1%	3.3%	2.9%	3.5%	2.9%	2.9%	2.9%
2(a) The number of senior phase age pupils studying vocational qualifications delivered by colleges		108	157	101	160	240	240	240	240

2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges									
X	Total volume of Credits delivered (including FA Credits)	29,872	30,337	30,696	30,805	30,176	30,176	30,176	30,176
X	Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	385	710	378	577	1,026	452	392	392
	Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.3%	2.3%	1.2%	1.9%	3.4%	1.5%	1.3%	1.3%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision									
X	Total volume of Credits delivered (including FA Credits)	29,872	30,337	30,696	30,805	30,176	30,176	30,176	30,176
X	The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	1,529	1,774	1,510	2,265	1,509	1,509	1,509	1,509
	The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	5.1%	5.8%	4.9%	7.4%	5.0%	5.0%	5.0%	5.0%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. secondary schools with consistently low rates of progression to higher education)									
X	Volume of Credits delivered at HE level	6,892	7,794	7,134	6,784	7,500	7,500	7,500	7,500
X	Volume of Credits delivered at HE level to learners from SHEP schools	0	99	75	165	60	60	60	60
	Proportion of Credits delivered at HE level to learners from SHEP schools	0.0%	1.3%	1.1%	2.4%	0.8%	0.8%	0.8%	0.8%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses									
X	Volume of Credits delivered to learners enrolled on STEM courses	7,775	7,951	8,804	9,411	8,449	9,047	9,951	10,555
	Proporiton of Credits delivered to learners enrolled on STEM courses	26.0%	26.2%	28.7%	30.6%	28.0%	30.0%	33.0%	35.0%
4(a) Proportion of enrolled students successfully achieving a recognised qualification									
X	The number of FT FE enrolled students achieving a recognised qualification	680	646	629	576	816	625	608	583
X	The total number of FT FE enrolled students	1,119	1,034	1,056	984	1,150	880	857	821
	The percentage of FT FE enrolled students achieving a recognised qualification	60.8%	62.5%	59.6%	58.5%	71.0%	71.0%	71.0%	71.0%
X	The number of PT FE enrolled students achieving a recognised qualification	1,544	1,232	1,300	1,846	1,147	1,036	962	888

x	The total number of PT FE enrolled students	2,023	1,754	1,862	2,536	1,550	1,400	1,300	1,200
	The percentage of PT FE enrolled students achieving a recognised qualification	76.3%	70.2%	69.8%	72.8%	74.0%	74.0%	74.0%	74.0%
x	The number of FT HE enrolled students achieving a recognised qualification	341	366	329	306	456	472	486	502
x	The total number of FT HE enrolled students	479	521	479	438	600	620	640	660
	The percentage of FT HE enrolled students achieving a recognised qualification	71.2%	70.2%	68.7%	69.9%	76.0%	76.0%	76.0%	76.0%
x	The number of PT HE enrolled students achieving a recognised qualification	171	137	157	238	302	310	317	332
x	The total number of PT HE enrolled students	224	218	217	332	410	420	430	450
	The percentage of PT HE enrolled students achieving a recognised qualification	76.3%	62.8%	72.4%	71.7%	73.7%	73.7%	73.7%	73.7%

4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification

x	The number of MD10 FT FE enrolled students achieving a recognised qualification	100	98	77	64	120	120	120	120
x	The total number of MD10 FT FE enrolled students	166	159	139	114	155	155	155	155
	The percentage of MD10 FT FE enrolled students achieving a recognised qualification	60.2%	61.6%	55.4%	56.1%	77.4%	77.4%	77.4%	77.4%
x	The number of MD10 PT FE enrolled students achieving a recognised qualification	92	104	80	121	111	111	111	111
x	The total number of MD10 PT FE enrolled students	134	139	122	167	130	130	130	130
	The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.7%	74.8%	65.6%	72.5%	85.4%	85.4%	85.4%	85.4%
x	The number of MD10 FT HE enrolled students achieving a recognised qualification	33	31	24	14	39	39	39	39
x	The total number of MD10 FT HE enrolled students	47	46	38	26	52	52	52	52
	The percentage of MD10 FT HE enrolled students achieving a recognised qualification	70.2%	67.4%	63.2%	53.8%	75.0%	75.0%	75.0%	75.0%
x	The number of MD10 PT HE enrolled students achieving a recognised qualification	9	3	10	10	13	14	14	14
x	The total number of MD10 PT HE enrolled students	12	12	13	16	17	17	17	17
	The percentage of MD10 PT HE enrolled students achieving a recognised qualification	75.0%	25.0%	76.9%	62.5%	78.6%	82.4%	82.4%	82.4%

4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges								
X	The number of Senior Phase FT FE enrolled students achieving a recognised qualification	0	6	3	4	0	0	0	0
X	The total number of Senior Phase FT FE enrolled students	0	7	7	8	0	0	0	0
	The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	0.0%	85.7%	42.9%	50.0%	0.0%	0.0%	0.0%	0.0%
X	The number of Senior Phase PT FE enrolled students achieving a recognised qualification	65	82	48	73	34	34	34	34
X	The total number of Senior Phase PT FE enrolled students	93	122	88	142	40	40	40	40
	The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	69.9%	67.2%	54.5%	51.4%	85.0%	85.0%	85.0%	85.0%
X	The number of Senior Phase FT HE enrolled students achieving a recognised qualification	0	0	0	0	0	0	0	0
X	The total number of Senior Phase FT HE enrolled students	0	0	0	0	0	0	0	0
	The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
X	The number of Senior Phase PT HE enrolled students achieving a recognised qualification	14	10	2	5	10	10	10	10
X	The total number of Senior Phase PT HE enrolled students	15	13	4	10	12	12	12	12
	The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	93.3%	76.9%	50.0%	50.0%	83.3%	83.3%	83.3%	83.3%
4(d) Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification								
X	The number of CE FT FE enrolled students achieving a recognised qualification	0	25	23	20	31	31	31	31
X	The total number of CE FT FE enrolled students	0	30	56	51	52	52	52	52
	The percentage of CE FT FE enrolled students achieving a recognised qualification	0.0%	83.3%	41.1%	39.2%	60.0%	60.0%	60.0%	60.0%
X	The number of CE FT HE enrolled students achieving a recognised qualification	0	6	1	1	6	6	6	6
X	The total number of CE FT HE enrolled students	0	6	2	1	10	10	10	10
	The percentage of CE FT HE enrolled students achieving a recognised qualification	0.0%	100.0%	50.0%	100.0%	60.0%	60.0%	60.0%	60.0%

4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification								
X	The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	406	401	384	355	452	452	452	452
X	The total number of FT FE enrolled students aged 16-19	697	638	658	623	675	675	675	675
	The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	58.2%	62.9%	58.4%	57.0%	70.0%	70.0%	70.0%	70.0%
5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)		133	136	134	150	120	120	120	120
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study									
X	Total number of full-time learners	1,600	1,560	1,540	1,280	1,750	1,500	1,497	1,481
X	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	505	161	265	392	250	240	269	296
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	31.6%	10.3%	17.2%	30.6%	14.3%	16.0%	18.0%	20.0%
7. The number and proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing									
X	The total number of learners who have achieved HNC or HND qualifications progressing to degree level courses	120	99	111	130	150	155	160	165
X	The number of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	37	42	48	50	60	65	70	76
	The proportion of succesful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	30.8%	42.4%	43.2%	38.5%	40.0%	42.0%	44.0%	46.0%
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying									
X	The total number of full-time FE college qualifiers (confirmed destinations)	626	575	209					
X	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	576	520	163					
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	92.0%	90.4%	78.0%	0.0%	93.0%	94.0%	94.0%	94.0%
X	The total number of full-time HE college qualifiers (confirmed destinations)	311	352	178					

x	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	298	336	172					
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.8%	95.5%	96.6%	0.0%	0.0%	0.0%	0.0%	0.0%
	9. The percentage of students overall, satisfied with their college experience (SSES survey)	90.6%	97.2%	96.0%	97.0%	98.0%	98.0%	98.0%	98.0%
	10. Gross carbon footprint (tonnes CO2e)	1,200.6	1,205.8	1,011.6		1,057.0	1,057.0	1,057.0	1,057.0