DGC Dumfries and Galloway College

Staying one step ahead.

Regional Outcome Agreement

2024/25

Outcome Agreement between Dumfries and Galloway College and the Scottish Funding Council

On behalf of Dumfries and Galloway College:

Signed: *Joanna Campbell*

Print Name: Joanna Campbell

Position: Principal & CEO

Date: 23 October 2023

Signed: *Caroline Stuart*

Print Name: Caroline Stuart

Position: Chair of the Board of Management

Date: 23 October 2023

On behalf of the Scottish Funding Council:

Signed:

Print Name:

Position:

Date:

Contents

Our Purpose

Providing individuals, businesses and communities with the skills to flourish.

Regional Outcome Agreement
Introduction

Dumfries and Galloway College, as one of the main providers of learning across the South of Scotland, continues to be a civic anchor within the communities it serves, 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. The College's curriculum areas offer a broad range of further and higher education pathways. Our Commercial Development combines curriculum and staff expertise with external industry partner collaboration to meet the needs of students and employers. 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 is 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 and moving forward shaping exponential change in the FE sector are we respond to ongoing review and re alignment.

The economic impact of the COVID-19 Pandemic continues to be felt as students continue to require additional support around returning to in person learning whilst continuing to develop our infrastructure and skills around blended learning. Health and Wellbeing continues to be a priority focus as we see demands for additional support increasing. Rural poverty and economic security continue to be a specific challenge as we look to support students to sustain learning where many FE students struggle to be able to finance that. Wider policy implications around reduced credit allocations have brought significant challenges.

We have additional tension between meeting the demands of a broad curriculum to meet the aspirations of all those that we serve whilst also trying to deal with unmet demand in some key regional skills areas such as construction, engineering and education. Difficult decisions around infrastructure, capital investment and credit allocations will be required if we are to respond to the curriculum that is being demanded.

DGC Priority Outcomes 23/24

The key priority outcomes for Dumfries and Galloway College during academic year 2023/24, as specified within our strategy Ambition 2025 is to provide individuals, businesses, and communities with the skills to flourish.

Ambition 2025

As we work towards our strategic ambitions, we will provide an ambitious and far-reaching student experience that will:

> **Nurture aspiration, ambition, and achievement.**

> **Support and stimulate the regional economy and communities.**

> **Develop our people and partnerships.**

> **Enable equity of access and social mobility.**

> **Supports Scotland's transition to net zero.**

In Academic Year 23/24 we will continue to provide innovative and impactful learning pathways continuing to improve outcomes and prepare students for the future. We will sustain our high performance in student satisfaction and destinations. Realignment of credit allocations ensuring the most effective and efficient deployment of college resources developing strategically developed, efficient but innovative pathways building a sustainable skills economy, which will need transformational approaches.

We will continue to work with key regional and national stakeholders to enhance our suite of SCQF Level 7 and above qualifications and increase the number of professional body qualifications whilst continuing to grow our commercial capabilities.

Workforce development will be a key priority as we focus on continuing the evolution of our values ensuring we develop a well skilled and supported workforce. We recognise the need to attract new and nurture existing talents as we look to grow our reach and impact. During academic year 23/24 we will develop a workforce plan that supports areas of growth in the region and allows us to attract and retain key staff underpinned by our culture and behaviours in support of our values and recognising skills gaps and training requirements to meet customer/stakeholder expectations.

We will also continue to pioneer new tertiary learning models as we explore further opportunities around our partnership with University of the West of Scotland which will help us build capacity for growth and innovation.

Systems and infrastructure transformation continues ton be an essential priority as we look for new and more efficient ways of working improving our digital skills and capacities whilst ensuring resource can be focussed on high impact work.

We are also working towards new opportunities within the west of the region as we look for new models and enhanced partnerships which will allow the colleges presence in the west of the region to continue to be strong supporting our communities in Stranraer and surrounding areas.

Fair Access and Transitions

We remain committed to the Scottish Government's, 'A Blueprint for Fairness: Final Report on the Commission of Widening Access' (2016) (COWA).

We continue to develop and enhance our policy of fair access through continued review and enhancement of our policies, procedures, and services. We continue to put in place appropriate measures to support learners through their student journey ensuring that needs are matched and anticipated at all stages of the student journey. We continue to develop our digital infrastructure and capacities to ensure greater access to individuals and communities residing in rural and more isolated communities. We are also working closely with community planning partners to review college and regional estates to explore opportunities of place-based learning.

We continue to work with regional stakeholders across the Crichton Campus to develop increased articulation to higher education whilst co designing and delivering new and innovative pathways as we seek to increase SCQF Level 7 and above qualifications as is demanded by the region. We are also closely developing our senior phase offer in a period of review to ensure we provide a complimentary senior phase offering with an aspirational and targeted curriculum. We continue to use data insights including Skills Development Scotland's (SDS) Regional Skills Assessments (RSAs) to ensure our curriculum is responding to national and regional drivers as we look to develop our curriculum to 2030 ensuring access and aspiration.

We have launched the first year of our innovative foundation degrees in collaboration with UWS as we look to enhance access within senior phase and beyond. We will look to capitalise on the initial work done within the pathfinder project ensuring we continue to provide innovative pathways to careers. We continue to develop new agreements with our Crichton partners but also beyond and have resigned our MOU with the open university against renewed provision. This has begun with our new pathfinder provision with University of the West of Scotland whilst we are also developing new pathways with University of Glasgow into primary teaching to help meet demands for teachers.

We currently have several key programmes and activities within the college which support fair access and transition:

> **Project Search** – working with young people with learning disabilities looking to find full time employment.

> **Pathfinder** – new degree provision with UWS which includes single entry for HE and shared delivery across tertiary partners.

> **College Academy** – our college offer of learning for senior phase pupils at school.

> **SWAP Access** – promotes access for adult returners into FE and on to HE.

> Corporate Parenting Action plan and DG Cares Team.

> Student Journey Team

> Digital Access and Learning Spaces

Priorities for 23/24

1 We have launched our new DG PALS (Peer, Academic & Language Support) support group for students who have resettled in the region or have refugee status have been invited to join the group with the ambition of creating a College Community where students with similar needs and backgrounds can meet and access targeted information and support.

2 Introduced a new Learner Retention system to help monitor students and plan for earlier interventions.

3 Continue to utilise student support and additional strategic funding to provide additional needs-based interventions.

4 Finalise and launch a new articulation agreement with University of Glasgow allowing access from our early years provision towards primary teaching.

Quality Learning and Teaching

High Quality Outcomes

High quality outcomes are key drivers for us and our students. We continue to strive to continue to improve outcomes at all modes having performed above the national sector in 21/22 in 3 of 4 modes. We continue to focus on improving our retention rates specifically focused on FT FE 16–19-year-old learners. We have introduced new digital assets to better early identify students who may be at risk of withdrawal and have developed a wide range of services where student can be referred or self-refer for wellbeing support. We are also working with external support to review our policies and procedures around student expectations as well as working with staff to better develop new approaches around pastoral support. We continue to work towards a strategic priority to ensure our curriculum is digitally rich and accessible. We have developed clear quality frameworks and tools which will be launched this year to progress our VLE environments and have worked closely with JiSC to complete a VLE review.

Staff are at the Heart of our Growth

We recognise that staff are at the centre of everything we do and so we must continue to understand their needs and ensure appropriate development and support. We will improve learning and teaching through robust quality measures which include our new observation of learning programme, introduction of Teaching How2s platform as a ready made pedagogical development tool which will be linked into ongoing review and development. Our Self-Evaluation has been reviewed and will home in specifically on key HGIOC and strategic themes for 23/24 and we continue to develop cross college CPD activities with a focus curriculum and learning and teaching.

Student Voice and Student Feedback Survey

Student voice is critical to our development as an organisation, we acknowlege the benefits of listening to and acting on the student voice. We recognise the need to have a range of tools which allow student voice to influence the student experience, allowing opportunity for students to influence what happens in the classroom and in the wider College community. Following the restructure of our Student Association we have added to our class representation system, creating new Lead Rep roles for class reps who would like to take on more responsibility who engage in our student partnership forums where they meet with key staff to discuss issues in 3 themes: Learning and Teaching; Campus; and Welfare. We have introduced a new Early Experience Student Survey which is issued at week 4 to help us understand the early experience of our students. This is can be broken down into curriculum areas and course level for early feedback staff can use to understand early progress. This is then a focus for self-evaluation in DG-SEE where teams are asked to reflect and act on any areas of enhancement. All teams will also engage in additional student engagement work as part of DG-SEE each block.

Estates

We are continuing our estates development plan which has involved further upgrades of interactive screens in more teaching spaces, development of key areas within our construction and engineering spaces, further progress in development of our eSports curriculum and significant work with UWS to develop shared space and activities starting with fitness, health and exercise spaces.

Priorities for 23/24

1 Ensure that all staff have participated in observation of learning by the end of this academic year with reporting around impact on staff development and student outcomes.

2 Development of a new Professional Review and Development (PRD) RD process ensuring focus on professional standards and further GTC registration.

3 The development of new Learning and Teaching strategy co-designed with staff to complete our quality package to improve learning, teaching and assessment.

4 Development of an aligned estates plan to ensure we have achievable targets to continue improving the learning estate.

Coherent Learning Provision

We continue to develop our internal and external partnerships to ensure we have clear and defined pathways for our students in employment of further study. We engage with employers and regional skills groups as we continue to monitor and identify skills needs and demographic changes across the region. We draw on a full range of labour market information, including Regional Skills Assessments as well continuing our engagement with Lightcast.

Through our internal review groups including Curriculum Leadership Group we have regular input from SDS advisers and sharing insights and recommendations about future need.

Our portfolio planning process is well embedded now as we continue to use data insights and reporting to develop curriculum plans which meet national and regional needs. We now have our sights set on 2030 as we start to review, realign, and repurpose our curriculum portfolio and how it is offered. We us this to supplement existing local data gathered through our partnership working.

Priorities for 23/24

1. Re-align our current curriculum offer against the revised credit allocations as we develop a new and forward-thinking curriculum plan for 2025-2030.

2. Development of a new Professional Review and Development (PRD) RD process ensuring focus on professional standards and further GTC registration.

3. Focus on skills development and new opportunities in construction and engineering – specifically around just transition skills and knowledge.

4. Improved curriculum planning with our senior phase partners to ensure we are contributing effectively to the aims of the Dumfries and Galloway Council Senior Phase Strategy.

5. We will continue to development awareness of and engagement with our new UWS pathway degrees as we look for further opportunities to enhance the student journey.

Outcomes for Economic Recovery and Social Renewal

Work Based Learning and Skills

MA Programmes

We work closely with employers to understand and support staff development needs with our work-based learning and MA programmes offering the workforce opportunity to upskill and demonstrate progression. ILM courses have been delivered for several businesses through FWDF and these are now being used to develop existing managers knowledge and skills across sectors. We currently are experiencing greater demand in our MA provision with demand for places outstripping our contract allocation. The number of enquiries for MAs far exceed the number of places available, particularly in Social Care so once all places are used, we will request additional places. If other MA contractors are not achieving their start targets places SDS will behave removed them from their contract and reassigned the places.

Commercial Growth

To support economic recovery local business have benefitted from a range of courses provided by our Commercial Team. A range of courses in sectors such as hospitality, digital 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.

Partnerships

We continue to forge industry partnership to help develop and enhance our curriculum offer. We are working with Gretna Green the five-star Scottish tourism shopping and wedding venue to provide industry-based placements for our hospitality students gaining hands on experience of a world-famous visitor attraction as part of their curriculum. In engineering we have been delighted to partner with Natural Power – a leading renewable energy consultancy and service provider – to redesign our curriculum resulting in a new Wind Turbine (Natural Power) Trainee programme and the launch of the new graduate placement scheme. This provision is setting examples of practice we want to develop further across all curriculum areas.

Green Skills

We will continue to focus on our work around our Green Skills academy - Focus on skills development and new opportunities in construction and engineering – specifically around just transition skills and knowledge. We are undergoing review around themes of retrofit, energy and transport offer. We're also rolling out our Carbon Literacy training in association with the Carbon Literacy Project.

Priorities for 23/24

1 In response to demand we have introduced two new SVQs in both Youth Work and Occupational Health & Safety, both of which are available as MAs.

2 We are discussing with Dumfries and Galloway Council around additional Childcare SVQs or MAs due to increased demand.

3 We are working in partnership with Wheatley Housing South to develop Construction Apprenticeship pathways in join Joinery, Roofing and Renewable Heating skills.

4 In response to demand from the residential social care sector that already works with the SVQ team, the short course team is developing an HNC Social Services online that will be delivered using Learnnet and MS Teams in a blended delivery style.

5 We are working with our partnership with our colleagues in Community Learning and Development to design alternative deliver models to upskilling programmes as we support upskilling and retraining for the sector in the face of workforce challenges.

5 Focus our just transition development as we look to source support and resource to start development of a Centre for Just Transition Skills and Excellence.

Net zero and environmental sustainability response

Dumfries and Galloway College have been recognised as highly successful in embedding a whole institution approach to sustainability. Our leading the way, a Net Zero D&G project won the Green Gown award for Sustainability Institution of the Year in 2021 for our whole institution approach.

The College do this by utilising the following:

Public Bodies Climate Change Duties reporting: This is done annually with the figures for each year used to priorities work streams going forward. The key areas to target are the use of grid energy, something that is on the D&G focus through our commissioned Net Zero building surveys carried out in 2023.

Ambition 2025: The Colleges strategic ambition 2025 commits us to becoming a Net Zero organisation by 2030. By setting this as a strategic target this becomes a matter of reporting at all levels within the College, through Management and Leadership structure right up to Board level. This ensure a firm focus is placed on meeting the key targets we have set ourselves and that they are in line with sector and Government targets.

Climate Change Action Plan 2020-2025: This document is the operational action plan which sets out our key priority areas to focus on for carbon reduction, educational opportunities and wider community working. This plan is used by our Estates department to implement energy and carbon reduction measures. 2022/23 saw the College focus on transport, changing to a full fleet of EVs along with the installation of 12 new accessible EV charging points.

Education: The College prides itself as adopters of the UN SDGs, ensuring our courses map out against these to ensure transparency. Currently over 60 of our courses proudly link directly to the UN SDGs. eThe College also operates a Green Skills Academy, focusing on providing the skills required to aid a just transition particularly around Green Energy, Sustainable Construction and Renewable Transport.

Engagement: Engagement on Net Zero is a key to achieving our ambitions. Across the College colleagues work with stakeholders to explore opportunities, examine best practice, input to policy and direction both locally and nationally as well as seek out key partnerships to take work streams forward. These can include sectoral partners such as ESP, SDS, EAUC. Local partners such as D&G Council and South of Scotland Enterprise. Business Partner who include companies such as Wheatley Group.

College Emissions

The below will show the Colleges emissions from baseline year 2014 up to and include the end of 2021, which was our last reporting year. The College reports on each Calendar year in its PBCCD report, this years report will be based on the figures from calendar year 2022.

Year	Year Type	Scope 1	Scope 2	Scope 3	Total Tonnes CO2e
2014	Calendar	315	870	136	1,321
2015	Calendar	324	762	115	1,201
2016	Calendar	365	726	114	1,205
2017	Calendar	388	591	83	1,012
2018	Calendar	402	485	66	952
2019	Calendar	445	410	51	906
2020	Calendar	326	283	81	690
2021	Calendar	343	273	72	688

Apendix 1
College Outcome Agreement Impact Framework: Supporting Data

Measure				Internal Data	Targets
		2020-21	2021-22	2022-23	2023-24
A	Credits Delivered (Core)	29,882	30,907	30,722	27,800
	Credits Delivered (ESF)	625	632		
	Credits Delivered (Core + ESF)	30,507	31,539	30,722	27,800
B	Volume of Credits Delivered to 10% most deprived postcode areas	2,679	3,038	2,652	
	Proportion of Credits delivered to 10% most deprived postcode areas	8.8%	9.6%	8.62%	8.50%
C	Volume of credits delivered to care-experienced learners	2,027	1,452	1,860	
	Proportion of credits delivered to care-experienced learners	6.6%	4.6%	6.05%	6%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	359	217	174	160
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	59.0%	59.8%		61.30%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	482	514		
	Total number of FTFE students	817	860	938	
E1A	The percentage of FT FE care-experienced students successfully achieving a recognised qualification	52.9%	48.1%		61.30%
	The total number of FT FE care-experienced students achieving their qualification	87	79		
	The total number of FT HE care-experienced students	46	38		
E1B	The percentage of FT HE SIMD10 students successfully completing a recognised qualification	53.8%	56.6%		61.30%
	The number of FT HE SIMD10 students successfully completing a recognised qualification	50	60		
	The total number of FT HE SIMD10 students	93	106	92	
E1C	The percentage of FT FE 16 to 19 year olds successfully completing a recognised qualification	54.9%	55.3%		61.30%
	The number of FT FE 16 to 19 year olds successfully completing a recognised qualification	259	297		
	The total number of FT FE 16 to 19 year olds	472	537	569	

Code	Measure				
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	76.1%	79.3%		79.30%
	The number of PT FE care-experienced students successfully completing a recognised qualification	1,731	2,371		
	The total number of PT FE care-experienced students	2,275	2,990	3,077	
E2A	The percentage of PT FE Care-experienced students successfully completing a recognised qualification	63.0%	80.0%		80%
	The number of PT FE care-experienced students successfully completing a recognised qualification	34	16		
	The total number of PT FE care-experienced students	54	20	94	
E2B	The percentage of PT FE SIMD10 students successfully completing a recognised qualification	67.5%	82.9%		80%
	The number of PT FE SIMD10 students successfully completing a recognised qualification	102	189		
	The total number of PT FE SIMD10 students	152	228	243	
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	69.2%	61.2%		66.20%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	290	232		
	Total number of FTHE students	419	379	375	
E3A	The percentage of FT HE care-experienced students successfully completing a recognised qualification	33.3%	–		
	The number of FT HE care-experienced students successfully completing a recognised qualification	3	0		
	The total number of FT HE care-experienced students	9	0	7	
E3B	The percentage of FT HE SIMD10 students successfully completing a recognised qualification	59.1%	61.3%		61.30%
	The number of FT HE SIMD10 students successfully completing a recognised qualification	13	19		
	The total number of FT HE SIMD10 students	22	31	30	
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	84.0%	79.1%		81.30%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	204	216		
	Total number of PTHE students	243	273	277	
E4A	The percentage of PT HE Care-experienced students successfully completing a recognised qualification	–	–	0	N/A

Ref	Measure				
	The number of PT HE care-experienced students successfully completing a recognised qualification	0	0	0	N/A
	The total number of PT HE care-experienced students	0	0	0	N/A
E4B	The percentage of PT HE SIMD10 students successfully completing a recognised qualification	73.3%	77.8%		75%
	The number of PT HE SIMD10 students successfully completing a recognised qualification	11	14		
	The total number of PT HE SIMD10 students	15	18	19	
F	Number of students achieving an HNC/D qualification articulating to degree level courses	81	65		80
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	47	28		40
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	58.0%	43.1%		40%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	443			450
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	423			420
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	95.5%	-		90%
	Total number of full-time HE college qualifiers (in confirmed destinations)	266			
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	256			250
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.2%	-		91%
H	Percentage of students overall satisfied with their college experience (SSES survey)	89.7%	90.5%		90%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

Apendix 2
Self-Evaluative report 22/23

Section 1 - Fair Access and Transitions

Please note: We are unable to report on final success due to recent industrial action and impact of ASOS

We have continued to develop our onboarding processes ensuring ease of access to information and ensuring engagement with students pre course. We continue to evolve our approaches of embedding AI into the pre- entry process and enhancing our summer activity which is available for all students.

We continued to develop our senior phase pathways offering regional application bootcamps for young people in schools looking to make next steps, college taster days and the addition of pre summer induction days for our college academy students.

Our student adviser team have been doing some directed transitions work with students with experience of care specifically and are hoping that concerted effort to better onboard will improve impact.

We have identified some key support themes around student engagement and behaviour, Trauma, and neurodiversity themes during 22/23 and will identify appropriate actions to take forward in developing organisational knowledge and services. Meeting the additional support needs remains a challenge with limited resources however our Educational Support added some new sessions including group skills sessions and holiday support camps.

Measure A - Credits Delivered

The college continues to aim to deliver to the credit target which for 23/24 is 27,800. In AY 22/23 the college delivered 30,722 credits to students, 167 credits below the target of 30,889.

Enrolment Mode	Measure A - Credits Delivered Each Year					
	FE 22/23	FE 21/22	FE 20/21	HE 22/23	HE 21/22	HE 20/21
Full Time	15,222	13,589	15,737	5,225	5,225	6,237
Part time	9,446	11,671	7,542	829	990	127

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

Volume and proportion of credits delivered to learners in the most deprived 10%				
	22/23	**21/22**	**20/22**	**3 year trend**
Volume	2,652	3,028	2,679	-27 ↓
Proportion	8.62%	9.6%	8.8%	0.18% ↓

The college delivered 2,652 credits to students from SIMD10 postcodes, which is a decrease from the previous year of 376 credits. This equates to 8.62% of all credits delivered, a slight decrease from the previous year of 9.6% of all credits delivered. Reasons for this could be a result of various factors including opportunities for direct access to HE, particularly in areas like Health and Social Careto study, recovery from COVID-19 or changing demographics which is seeing an ageing population in our region. We will reflect on this decrease and monitor for any emerging trends going forward. The college is working towards enabling all students who wish to study to attend college, with various initiatives throughout the year and covering the whole region.

SIMD10 success rates is not available due to ASOS however for 21/22 success of students from SIMD10 was 64.6% against the national success rate of 60.1%

Measure C - The Volume and Proportion of Credits delivered to Students with experience of care.

We saw an increase in the number of credits delivered to students with experience of care and this remains a mainly upward trajectory. Credits delivered in this category increased from 5.41 % to 6.05% of all credits delivered, delivering 1860 in total: 30,889.

Volume and proportion of credits delivered to learners in the most deprived 10%				
	22/23	**21/22**	**20/22**	**3 year trend**
Volume	1,860	1,452	2,027	-167 ↓
Proportion	6.1%	4.6%	6.6%	0.05% ↓

Care experienced success rates are not available for 22/23 due to ASOS. However, success figures for 21/22 showed that 54.3% of students with experience of care were successful against the national success which was 52.5%, 1.8% above sector average. 137 Care experience students enrolled on courses for 22/23 of which 76% went on to complete their course. The college has a dedicated team to support students who are care experienced.

Measure D – No. of Senior Phase age pupils on vocational qualifications delivered by colleges

In AY 22/23 the college had a decrease of Senior Phase age pupils enrolling on programmes at the college. 174 Senior Phase students enrolled, a reduction from 217 in AY 21/22. This is a decrease of 43 students. Reasons for this remain unclear, but since the end of Covid restrictions, numbers have decreased.

Further data needs to be analysed to understand if this is a trend due to Covid or whether, for example, mental health or economic circumstances are impeding this category. Overall numbers of young people enrolling as part of our senior phase offer has shown increase in 3 years by 44 enrolments although 22/23 figures are lower than our 2 year high in 21/22.

	22/23	21/22	20/21
Total number of credits	30,748	31,547	30,507
Number of senior phase students	174	217	359
(SFC Reporting)			
Total number of senior phase students overall	428	622	384

We will review our curriculum looking ahead to 2030 our senior phase offer will be critical to that. Initial discussions have started between the local council and other relevant stakeholders to ensure we provide a college offer which is aspirational and targeted offering young people effective pathways as part of the wider senior phase portfolio for the region.

We may also have to considered reduction of our wider senior phase offer in our realignment of the reduced credit position which would limit wider opportunities for young people in senior phase.

We have launched our new Foundation Degree pathways in Cyber and Business this academic year and recognise that it will take some time to embed these into the learning landscape, but we are also looking at further pathways which can improve access to degree provision for young people in the region.

Section 2 - High quality, learning, teaching and support

The new observation of Learning and Teaching process is in its first full calendar year and is proving to be very popular.   Just over 50% of 57 members of staff have undergone observations during AY 22/23 receiving appropriate feedback. This process is encouraged for all teaching staff allowing best practice to be shared college wide and we aim to ensure all staff have been observed at least once before the end of the calendar year. Students comments and evaluations of their courses are an integral part of this process to gain an all-round view of any issues or areas for improvement. We have also invested in the HOW2 teaching platform which provides research informed pedagogical practices and creates online communities of practice.

At present 98% of staff have gone live on the system as we look to embed this in our wider PRD and PU processes. We continue to enhance flexibility in our delivery models with several curriculum areas including Health and Social Care, Computing and Business continuing to offer blended learning models as we look to adapt to meet changing student needs.

The Self Evaluation system (DG-See) is also in its second year of implementation. There has been an increased uptake of this style of reflective analysis as we continue to refine and improve the quality of our self-evaluations. This data is then used to shape different college areas, analyse for improvements and report on successes.

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

Mode	%CS Sector 21/22	% Completed Successfully 22/23	% Completed Successfully 21/22	% Completed Successfully 20/21
FT FE	59.0%		59.8%	59.0%
PT FE	76.3%		79.3%	76.1%
FT HE	62.5%		61.2%	69.2%
PT HE	78.8%		79.1.%	84.1%

The college has a high proportion of PT students. The FE PT students pass rate for AY 21/22 was 79.4% and the HE PT 79.1%. In AY 21/22 our fulltime students' success was at 59.8% for FT FE and 61.2% of our FT HE students.

We have seen improvements in FE success across both modes however reduced success in HE. However, this compares to national trends and in fact we have performed above sector outcomes in FT FE, PT FE and PT HE.

We do not have the KPIs for successful completion for 22/23 due to ongoing industrial action.

Enrolment Figures

Mode	22/23 Enrolled	21/22 Enrolled	20/21 Enrolled
FT FE	938	869	985
PT FE	4,399	4,975	3,142
FT HE	341	382	435
PT HE	271	280	255
Totals	**5,949**	**6,506**	**4,817**

In 22/23 we saw an decrease of 576 overall which primarily came in PT FE. This may correlate with shrinking demographics within senior phase and other socio economicsocio-economic reasons related to economic opportunities or alternative opportunities.

Retention for all modes of study

Mode	22/23 %	21/22 %	20/21 %
FT FE	75.0	71.0	71.0
PT FE	88.0	87.0	90.0
FT HE	84.0	77.0	78.0
PT HE	87.0	94.0	91.0

Retention percentages have increased in all areas except PT HE and the college is pleased with this result and would suggest improvement in the interventions and approaches adopted last academic year. This continues to be a key area of focus for this coming academic year.

Section 3 - Learning with Impact

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

In AY 22/23 we issued our first Student Early Experience Survey where 40.5% of the student population took part, which is 722 responses.   The survey was opened for 2 weeks at the end of September and the report forms part of the DG-See process going forward. The average response over all answers was 4.5 out of a possible 5, which shows a very high level of satisfaction. For the whole of session 22-23 the overall college experience satisfaction rate is 96%. On comparison to the satisfaction rate for session 21-22 (90.4%) this represents an increase of 5.6%. Overall participation in the survey was positive with 996 responses in total. This represented a return of 50.6%.

This represents an increase of 19.1% on comparison to the return for session 21-22 (31.8%). There were also 126 comments from the survey. Comments have been shared with relevant staff and feedback requested to note any actions taken in response to issues raised. This will form part of the College DG-See process.

94.1% of FT HE students and 96.9% of FE FT students were satisfied overall with their experience. Therefore over 9 out of 10 FT students were satisfied with their college experience overall. HE distance/flexible learning were 94% satisfied overall and FE distance/flexible learning resulted in 94.4% satisfied overall.

Regarding PT students: PT HE students were 92% satisfied overall and PT FE students were 98.2% satisfied overall.

The college is pleased with these results but will continue to look at the comments and the small percentage of students who had issues, to make improvements where possible.

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

Mode	22/23	21/22	20/21
FT FE	96.9%	91.20%	89.40%
PT FE	98.2%	95.60%	100%
FT HE	94.1%	88.40%	88%
PT HE	92%	100%	90.90%

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

	21/22	20/21	19/20
Total number of students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	28	47	48
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	65	81	89
The proportion of successful learners who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	43.1%	58.0%	53.9%

The percentage of students articulating to university with advanced standing has decreased in line with decreased enrolments. Overall numbers of students on the HE courses who have achieved their qualification and articulated on to university has decreased.

The college is keen to offer HE qualifications to all students who want the study at this level. Pathways and alternative methods of studying are offered to achieve this, the college continues to expand new opportunities and collaborations however we recognise these trends are affecting the sector.

Session	20–21	19–20	18–19
Number of leavers	757	773	842
Confirmed destinations	93.7% (709)	92.0% (711)	94.9% (799)
Unconfirmed destinations	6.3% (48)	8.0% (62)	5.1% (43)

The college has a high percentage of confirmed destinations of all leavers (93.7%) but is also keen to have 100% and is working towards this to have a full picture.

Outcomes for Economic Recovery and Social Renewal

Responsive Institutions

The college is working with local employers to aid economic and social recovery. We have partnered with Gretna Green to give students a world class hospitality work experience through placement partnerships. This is important as Hospitality is an important part of the tourism industry for the region. Students from Creative Industries are involved in the live briefs for branding, promotionpromotion, and videos of these events to support the local economy and promote growth in the region.

The college continues to work with Borders College and other stakeholders to expand the region's competitiveness by developing digital skills through the Digital Pathfinder Programme. The Digital Pathfinder will build upon the work of the South of Scotland Digital Skills Hub and help align provision, programmes, and curriculum offerings to the current and emerging needs of students and employers across the region.

Confident and Highly Capable Work Ready Graduates –

The college continues to work closely with local partners to ensure students are ready for work and are confident in their skillsets. The college is working with schools to offer ESOL classes to those who need it. There is an increase in this area, and this is being monitored for new learning trends. Bespoke courses are currently being offered for these groups of learners.

Work with SDS and Dumfries and Galloway Council continues to look strategically at skills for mid- and long-term needs. The college is working in partnership with these and other organisations to identify and plan for future needs. We continue to work with Young Enterprise Scotland however we are currently supporting the recruitment of a new staff member to continue leading on the work started in this area.

Knowledge, Exchange and Innovation –

An industry and academic partnership between Dumfries and Galloway College and Natural Power has been developed.   This collaboration has initiated courses that specifically meet both the needs of the industry and the learner, providing a clear pathway from college to internship to employment.

The joint BA Hons for Business between UWS and the college has further developed this year with knowledge exchange between to two institutions for best outcomes. This allows students to develop their interest at school and follow this through to a

level 10 qualification on the campus, without the need to move out of the region. This is important to allow every person who wants to study this subject to be able to do so.

Climate Emergency –

We continue to enhance our impact and work around sustainability as referenced more closely in the ROA.

Our Vision

By 2025 Dumfries & Galloway College will provide an ambitious and far-reaching student experience that will:

- **Nurture aspiration, ambition and achievement**
- **Support and stimulate the regional economy and communities**
- **Develop our people and partnerships**
- **Enable equity of access and social mobility**
- **Support Scotland's transition to net zero**
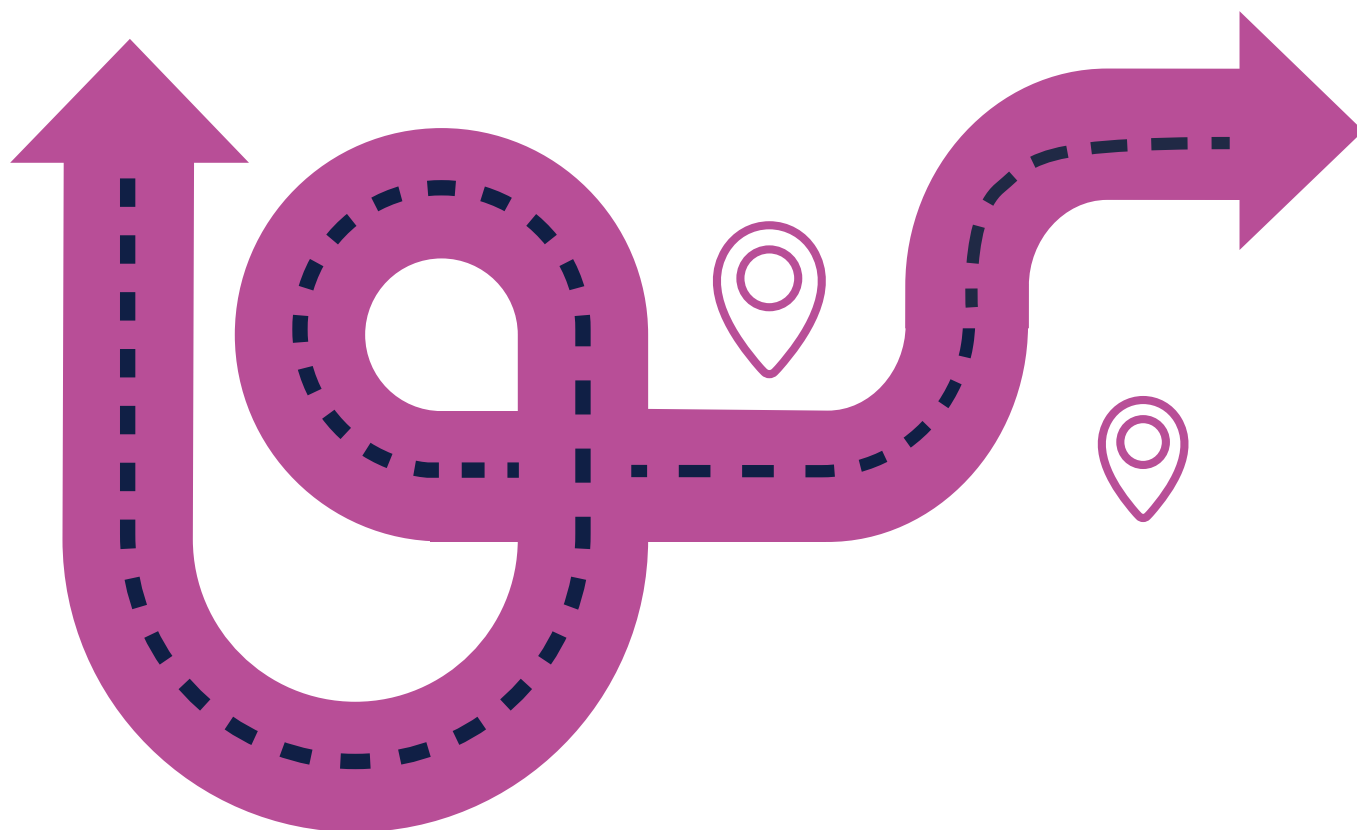
Case Studies
Outcomes for Students: Digital Care Hub 🩺

At the heart of our college lies a cutting-edge initiative that has redefined the way we approach teaching and learning within our Health and Social Care department. Our Digital Care Hub, originally designed as a nurturing home environment for students, is revolutionizing education. This state-of-the-art facility is not merely a space but a testament to our commitment to providing an unparalleled learning experience. The Digital Care Hub boasts a plethora of features that could reshape the way care at home could be delivered in the future.   This has reshaped the learning landscape for health and social care students in Dumfries and Galloway. Central to the Hub's innovation are our Learning Pods – collaborative spaces where students can engage in group work while seamlessly sharing their work with another member of the group who could be sitting at home – or indeed anywhere else. This fosters dynamic interaction and enhances the collaborative spirit among our students. The Hub also encompasses a spacious area dedicated to classroom activities, complete with a mobile digital board.

One of the most remarkable facets of the Digital Care Hub is its versatility. The space can be effortlessly partitioned, accommodating multiple classes or lectures, including those online. This adaptability ensures that we can meet the evolving demands of modern education, even in the face of challenging scheduling constraints. Indeed, some of the lecturers will be delivering from home while others are in the Care Hub.Incorporating technology to its fullest extent, we have the capacity to record live lessons and capture students' practical demonstrations of their skills. These recordings are made accessible through the Hub's integrated flat screens, providing students with a valuable resource for self-assessment and improvement.

Collaboration with the National Health Service (NHS) has been pivotal in shaping the Hub, infusing it with clinical expertise and insights. Clinical educators now share this space, enriching the learning experience for our students and their staff providing them with real-world perspectives. Our dedicated lecturers have rapidly evolved their teaching methods to adapt to the digital age. As a result, our students have not only embraced this transformative approach but have thrived under it. The impact on student retention has been significant, as the Hub has eliminated the barriers of distance and time. Students can easily catch up on missed lessons due to shift work or caregiving responsibilities, thereby ensuring their uninterrupted educational journey. It is with great pride that we share the resounding satisfaction reflected in our student surveys. Our innovative delivery methods have not only improved the quality of education but have also facilitated more personalized one-on-one coaching opportunities with our students.

> *My learning online has been good, instructions given on the recordings and teams messages are clear, and if any help is needed, I have regular contact with my lecturers, who are always willing/able to help me. I would recommend online learning, it is great that anyone can have the option to study online or attend classes, it is a change from the traditional way of learning and allows a person to progress in their chosen profession and still be employed.*

Digital Care Hub

Outcomes for Students: Economic transformation and social renewal

We recognise that wind power has emerged as a critical component of the sustainable energy transition and the need for appropriately skilled workers in the wind energy sector is growing rapidly. To address this demand the college has partnered with Natural Power, a leading renewable energy firm, to co create new solutions for future skills needs. It was identified that existing training programmes were not adequately preparing individuals for careers in the wind energy sector and that significant skills gaps were being identified.

The success of our NQ Wind Turbine and Technician Trainee programme has rested on the collaborative co design process and development of provision. Educational experts alongside Natural Powers technical experts worked together to co design and re purpose existing provision to incorporate the latest skills and technologies demanded by the sector ensuring that it can be fit for purpose now whilst ensuring the partnership will help evolve curriculum so its relevance can evolve and sustain, ensuring that we can produce the workforce needed. This has led to further development of a new wind turbine technician placement scheme in partnership with the college to pro-actively plug local skills gaps. So far 3 students from the NQ programme have started placements as part of the service operations team supporting Brockloch Rig Services hub in the region.

We believe this has become an innovative model for curriculum design which in turn results in economic transformation. By addressing the skills gaps in the wind energy sector and creating effective pathways to employment, this programme is not only transforming the regions workforce but is also contributing to sustainable energy production and economic growth.

> *The development of this program is an excellent example of collaboration between the college sector and industry to meet specific skills requirements. By sharing best practices through the training network, we aim to replicate this model in partner colleges and move closer to meeting government net zero targets.*

Douglas Knox - Sector Manager at ESP

> *Launching this transformative initiative is a significant accomplishment and marks an important milestone ... By welcoming new, local talent, we are not only enriching our workforce but also fostering strong connections within our community. This aligns with our unwavering commitment to nurturing talent and investing in the future of renewable energy.*
>
> James Hamilton - Service Delivery Manager at Natural Power

As part of our work with Natural Power, three of our students completed a six month placement at Windy Standard Wind Farm, receiving on-the-job, enhanced training and putting them in good stead to work in the ever-growing, ever-important renewable energy sector

![DGC Dumfries and Galloway College - One step ahead logo]

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