



Staying one step ahead.



Dumfries
and Galloway
College

Regional Outcome Agreement

2023/24

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: KWatt

Print Name: KAREN WATT

Position: CHIEF EXECUTIVE

Date: 15 January 2024

Contents

Regional Outcome Agreement

Introduction	4
Priority Outcomes 23/24	5
Fair Access and Transitions	6
Quality Learning and Teaching	8
Coherent Learning Provision	10

Outcomes for Economic Recovery and Social Renewal

Work based learning and skills	11
Net zero and environmental sustainability response	13



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 is the largest academic partner of the Crichton Campus Leadership Group (CCLG) and works 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 as 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 to 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 our 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 acknowledge 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 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 or 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 use 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 have 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 has 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 prioritise 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 ensures 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. The 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.

Current total greenhouse gas emissions (GHGs) – estimated or actual baseline emissions, scope 1 emissions total, scope 2 emissions total, and scope 3 business travel total. Current total greenhouse gas emissions (GHGs) – estimated or actual baseline emissions, scope 1 emissions total, scope 2 emissions total, and scope 3 business travel total.

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023 estimate
Scope 1 (tCO ₂ e)	315	324	365	338	402	445	326	343	379.9	390
Scope 2 (tCO ₂ e)	870	762	726	591	485	410	283	273	268.43	271
Scope 3 (tCO ₂ e)	136	115	114	83	66	51	81	72	31	25
Totals	1,321	1,201	1,205	1,012	952	906	690	688	679.14	686





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One step ahead

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