

# Regional Outcome Agreement **2023/2024**

## CONTENTS

1. Dundee and Angus College/SFC Outcome Agreement 2023-2024 .....	3
2. D&A Context and Priority Outcomes.....	3
3. Key Outcomes and Activities .....	4
3.1. Fair Access and Transitions .....	4
3.2. Quality Learning & Teaching .....	5
3.3. Coherent Learning Provision .....	7
3.4. Work Based Learning and Skills.....	8
3.5. Net Zero and Environmental Sustainability Response .....	9
4. Conclusions.....	10
5. Case Studies.....	10
CASE STUDY 1 .....	11
CASE STUDY 2 .....	13

## 1. Dundee and Angus College/SFC Outcome Agreement 2023-2024

### College Region - Dundee and Angus

College region Tayside (Dundee and Angus College) will receive £32,047,111 core teaching funding, and £2,587,725 capital maintenance funding and £183,157 digital poverty funding from the Scottish Funding Council (SFC) for academic year 2023/24 to plan and deliver **98,307** credits worth of further and higher education. This is inclusive of designated activity for Foundation Apprenticeships.

Core Student Support funding for 2023/24 is £9,374,327

This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.

## 2. D&A Context and Priority Outcomes

The D&A region, and D&A College, is facing many significant challenges at this point in time, with the lingering impact of the COVID-19 pandemic still evident and the cost of living crisis impacting on the regional economy, learners, and College to a significant extent.

However, alongside these regional social and economic challenges, there are also some very significant opportunities, and the College remains a proactive partner delivering on the skills and vocational learning needs of emerging and growth industry sectors and technologies within the region.

Balancing these significant challenges alongside these new and emerging opportunities is difficult during a period of flat cash settlements, whilst the decline in the number of young people (and the concerning growth in the number within our community who are economically inactive) is making the attraction of individuals and the delivery of skills more difficult for regional employers and the College alike.

Despite these challenges, D&A College has taken significant steps over the past two years to focus on new skill areas through major curriculum change, whilst also making significant reductions (c£4.5million / 14%) in our cost base. These changes have placed the College well in respect of our commitment to invest in and meet the skills needs of our region, whilst remaining financially sustainable in the longer term.

Our priority outcomes encompass our commitment to the economic transformation opportunities being developed through projects such as the Michelin Scotland Innovation Parc Skills Academy, Montrose Ports, Esports and Tay Cities Deal projects. These also include our commitment to build further upon our already sector leading outcomes and learner experience, and our renewed commitment to tackle the climate emergency and become a 'net zero' College by 2030.

Our focus on both immediate and longer term challenges and opportunities is a complex balancing act and this agreement summarises some of the key elements and outcomes underpinning these developments and our [2025 Strategy](#) commitment to create more successful students.

The table below outlines the key Priority Outcomes for Dundee and Angus College for 2023/2024. These Priority Outcomes align with the [National Performance Framework for Scotland](#) and four key [SFC Strategic Priorities 2022 - 2027](#).

1. To deliver on [Scotland's National Strategy for Economic Transformation](#), operating as a key contributor to the economic growth opportunities created by the Michelin Scotland Innovation Parc, E-Sports, Eden Project Dundee, Montrose Ports, Dundee Waterfront, Tay Cities Deal and other developments. This includes establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as the Green Skills & Hydrogen Energy, Digital, Advanced Manufacturing, Hospitality, Cultural Tourism, and Care sectors.

2. To deliver a comprehensive, coherent, innovative, and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, wellbeing, sustainability, digital and meta-skills at all levels.
3. Contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet the national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within [A Blueprint for Fairness: The Final Report of the Commission on Widening Access](#).
4. Develop and enhance effective partnerships and regional / national collaborations that deliver on the needs of D&A strategies and deliver on the outcomes associated with key tertiary education reforms including the national responses to the [Skills Delivery Landscape Review](#), the [Independent Review of Qualifications and Assessment](#) and the [Post-school education, research and skills - purpose and principles](#)
5. Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst directing the maximum level of resource towards learners and their learning. D&A will address the challenge of the climate emergency and actively promote the UN Sustainable Development Goals
6. Progress our ambitious infrastructure ambitions to deliver on our Net Zero ambitions and create a high quality, technologically advanced and sustainable learning environment that meets the needs of learners and delivers on the high value technology innovations of the D&A region.

### **3. Key Outcomes and Activities**

#### **3.1. Fair Access and Transitions**

The College has been an active supporter of the ethos and targets outlined by the Commission on Widening Access and, in addition to our own higher education provision, plays a central role in supporting successful articulation links for learners from all backgrounds. The College has clear articulation agreements in place with 11 universities, providing 330 guaranteed routes into higher education study for our learners that aid fair access and support effective transitions.

Every full-time D&A course is part of a clearly mapped learning pathway that can take learners from SCQF level 4 / 5 through to an articulation route into university. The College supports the Additional Funded Places Widening Access student scheme, with this work underpinning our commitment to ensure that at least 60% of our HE graduates articulate with advanced standing.

The College continues to work closely with our partner universities in Dundee, this includes extended partnership working to deliver the education and skills outcomes associated with the Skills Academy at Michelin Scotland Innovation Parc, the Esports curriculum, and the Tay Cities SME Skills and Life Science, Bio-Tech, and Agri-Tech projects.

Longstanding partnerships between Dundee and Angus College and the SWAP (Scottish Wider Access Programme) enable c180 adult returners to access Degree level study each year. These learners benefit from fully supported transition programmes into HE routes at local and national universities and/or colleges. Work will continue throughout the period of this agreement to further promote SWAP opportunities and maximise benefits for learners available through this work.

Given the economic make up of our region, the College recruits disproportionately from SIMD20 areas for both FE and HE provision. Our learner retention, attainment and progression trends for these learners are significantly above Scottish averages, with this focus supporting more learners from this group to progress into further study or employment.

The College has effective arrangements for Care Experienced Students and has worked in partnership with Who Cares Scotland to inform the creation of our [Corporate Parenting plan and Carers Policy](#). [Support for Carers](#) is similar to that provided for looked after young people and remains as a key commitment for us. Our on-course supports wider access and encourages all learners to be successful and to progress into employment and/or further study. D&A outcomes for Care Experienced learners and Carers is consistently amongst the best in Scotland and above the national average for all learner groups.

Specialist project activity aimed at reducing and eradicating Child Poverty will continue through to March 2024. This project has engaged with over 500 disengaged young people to create better and more sustainable pathways for those that are disenfranchised by the usual routes into formal learning. It is planned that c50 young people will enter College during 2023/24 through this route.

Examples of success from this work include William, where it took D&A, SDS and Remploy to keep him on track and progressing. He has gone from a 3<sup>rd</sup> year school disengager to a successful Business & Admin student. For Sarah, it took D&A and Homestart to rebuild her confidence. She went on to achieve her level 6 in Health & Social Care, as well as completing the first year of her nursing degree at Dundee University. For Hamish, it took D&A, 16+ Youth Employability Team and SDS to fully understand his barriers, and provide him with the support & pathway he needed. He completed his level 6 in Performing Arts and is now studying Community Education at university.

Overall, our learner outcomes are positive, and this consistently positive trend is reflected across the range of protected characteristics. Feedback from learners on the transition, onboarding, induction, culture, and atmosphere of the College is also positive, with significant RESPECT campaign (including whole campus events, LGBTQi+ groups, and focused awareness training and activities for specific groups – such as consent awareness and training for predominantly male apprenticeship groups) and other work undertaken each year to ensure that our learners consistently feel valued and safe within the D&A community irrespective of characteristic or background.

The College has welcomed the essential funding for mental health counselling and related support and will continue to extend the range and depth of support available to support the mental health and wellbeing of learners.

As funding allows, all of the access, transition and on-course support summarised above will continue to progress through 2023/2024 and into future years.

### **3.2. Quality Learning & Teaching**

The pursuit and achievement of high quality learning, teaching and wider learner experience is a major driver for the College, featuring strongly within our [More Successful Students](#) strategy.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include real-time self-evaluation by academic and support teams and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

Whilst impacted in recent years as a result of the COVID-19 pandemic, levels of learner retention and attainment at D&A are consistently amongst the best in the sector, with significant strengths evident across almost all curricular provision. This consistent success has been achieved through effective learner recruitment/retention and through a clear focus on the development and delivery of high quality, innovative, and engaging learning, and teaching.

Learner outcomes remained positive during session 2022/23, although learner retention has been a concern, with many learners requiring extensive additional support to sustain their learning journey. This impact was reflected within the outcomes of our 2022 Education Scotland Annual Engagement Visit and clear quality improvement plans are in place for course areas where successful outcomes are below Scottish average levels.

Through this work it is clear that there are long term mental health and resilience impacts on many young people as a result of the COVID-19 pandemic. Despite this, early retention in session 2023/24 is showing signs of improvement and work will continue through group tutors, student services, learner engagement and the students' association to address the underlying issues of resilience, confidence, and socialisation that inhibit learning as well as meeting the significant on-going mental health and other support needs of many of our learners.

Levels of learner satisfaction are also strongly positive and have shown an increasing trend over recent years, with these significantly above average ([SFC student satisfaction survey outcomes](#) identify these as the highest in sector for any large regional college).

The College has invested in enhancing learner feedback and the learner voice in partnership with our D&A Students' Association (DASA), particularly to support engagement by previously under-represented groups. This work has expanded for 2023/24 with the introduction of 'Feedback Friday' learner voice opportunities that provide rolling learner feedback and 'real-time' enhancement activity across a wide range of services and provision.

The active engagement of learners (within their own learning and within the life and work of the College) is critical to the quality of our service and the outcomes we achieve. We have an enviable reputation for the depth and effectiveness of these activities, offering a very broad range of opportunities for all learners to engage (and increasingly co-create) their learning experience (for example, our recent Esports Foundation Degree was co-designed by staff, learners, industry experts and university stakeholders to ensure that it fully met the needs of all groups). These activities enhance the quality of learning, teaching, and service delivery, whilst also supporting learners to gain additional skills, qualifications and attributes that add significantly to their employability, personal and vocational development.

The College and DASA make extensive use of [Service Design](#) methodologies to engage and involve learners in the future of the College these are an embedded element of our work. To support this, our Students' Association staff and some Office Bearers have undertaken the Service Design Professional Development Award and make excellent use of these skills on a daily basis to engage and inform learners in their educational experience.

DASA Office Bearers play an influential role within the Board of Management, with the student update a standing item on Board and Committee agendas and are key contributors to board strategic and development days.

As part of our savings planning for academic year 2023/24 we were required to rationalise much of our curriculum and have further reviewed our portfolio of courses to ensure that we continue to provide relevant high quality education and training opportunities despite the need to reduce costs. This work has been undertaken to support current and future learning journeys and to meet the reduced activity target for 2023/24 in ways that are sustainable but continue to prioritise provision that clearly demonstrates the high quality of education, outcomes, and services that we expect.

In progressing these curriculum plans and changes in 2023/24 and beyond, the School/College partnership, focusing predominantly on Senior Phase learners (c1,600 learners per year), will continue to be a strategic priority. These courses introduce our future students to D&A and provide a clear and successful pathway into our full-time courses.

Apprenticeships and work-based learning will also continue to be a strategic priority, increasing career opportunities for people in employment and generating income for the College.

The changes introduced for 2023/24 will ensure that our curriculum will be delivered in the most appropriate way, based on learner needs, with the aim of developing the whole individual including the appropriate balance of technical skills, meta-skills, and personal/wellbeing development.

Given the clear needs of many of our students, the support and guidance time of 1 hour per week per group has been retained for 2023/24 for all full-time students to support the inputs and activities around student retention, engagement, and the learning experience that are summarised above.



Learner retention and outcome data has informed much of this review, ensuring that high quality learning, teaching and outcomes remained the focus as changes were implemented.

In response to the emerging cost of living crisis the College launched its *Thrive with D&A* initiative designed to provide students and staff with access to a range of support to offset the impact of rising costs whilst actively removing the stigma associated with seeking help or financial support. This work has proven to be hugely beneficial, and over the course of last year we provided 27,383 free portions of soup and 3,043 free breakfasts from the catering outlets. This was supplemented by the work of our Students' Association to provide free food larders on each campus, to collect and distribute over 300 cosy coats for adults and children and to create free Thrive shops on each of our campuses.

The Thrive work has been picked up by College Development Network Research and Enhancement Centre as an area of good practice with a [Case Study published on the work undertaken](#) and has played a significant role in supporting learners to attend, remain focused on their learning and ultimately achieve their qualifications. Feedback on the impact of the Thrive project from learners and staff has been resoundingly positive and, given the on-going impact of the cost of living crisis, the Thrive with D&A work will continue in 2023/24.

Alongside the curriculum review and savings activities summarised above, the College has implemented a change in structure for the leadership of both curriculum and support services. This change is designed to support future enhancement to the quality of learning, teaching and the student experience, reduce operating silos, and further enhance our use of data to improve of outcomes.

This change includes a return (post COVID-19) to more structured challenge on quality activities and outcomes, and an increase in focused professional development activities around excellence in learning and teaching.

This revised structure was formally implemented from August 2023 with arrangements and impact developing throughout academic year 2023/24.

### **3.3. Coherent Learning Provision**

The Dundee & Angus region continues to undergo significant economic transformation, with major developments and projects of national importance coming to fruition or developing at pace. This has been supported by coherent curriculum developments and innovations across the College.

As detailed in previous outcome agreements, our curriculum review arrangements draw heavily on the full range of Labour Market Information (LMI) available, including Regional Skills Assessments (RSA) and Skills Investment Plans (SiP) data provided by SDS, and direct information provided by our network of local Stakeholder Advisory Boards and other employer engagement activities. All of this data has underpinned some of the difficult decision making required to support financial sustainability whilst ensuring that our curriculum remains relevant and coherent and is strongly focused on the economic and social recovery needs of our region.

In undertaking the portfolio and financial sustainability review for 2023/24 we specifically considered:

- The current and future skills needs and opportunities for growth in the regional economy.
- Recruitment and attainment trends over recent years.
- Areas of internal competition and duplication of course provision, as well as areas of early specialisation.
- The availability of alternative provision and progression routes for students.
- The relative costs of delivery and efficiency levels relating to the provision in different teaching departments.

In each case, these criteria ensure that we maintain a coherent curriculum that creates meaningful learning pathways that reflect the key growth sectors outlined through NSET (and other national strategies) whilst also reflecting regional skills needs and learner demand.

The Michelin Scotland Innovation Parc (MSIP) Skills Academy opened in October 2023, with a full curriculum offer now in place to meet the current and future demands in respect of low carbon, green energy, hydrogen, battery storage, offshore wind, remote control systems, and advanced manufacturing.

Similarly, our new Esports curriculum commenced in August 2023, with the first cohort of learners undertaking the Foundation Degree programme (the first of its type in the UK) supporting the creation of a skilled workforce for this rapidly growing sector.

The Tay Cities Engineering Partnership (TCEP) project is well underway, with significant investment made in state-of-the-art precision engineering skills, infrastructure, and equipment within our Arbroath campus to support the evolving skills needs of our engineering sector. Work is also progressing with Tay Cities deal partners on projects to support the expanding Life Science, Bio-Tech and Agri-Tech sectors and our small and medium sized enterprises (SMEs).

In addition to these developments, the College is the skills partner with Crown Estates to place us at the heart of the [Montrose ZeroFour development](#) and green skills and new technology developments in offshore wind, advanced clean energy, and the world leading Drone Port facility.

The College is an active skills partner with [Eden Project Dundee](#) development, again providing access to the full range of skills required to create and operate a project of this scale.

The College approach to course planning guarantees the comprehensive review of its curriculum and coherence. This operates on a rolling two year planning cycle and focuses on both what we deliver (ensuring it has impact with the regional economy) as well as how we deliver our curriculum - including the different modes, delivery styles and technology enhanced methods needed to meet the needs of today's learners and employers.

Informing this on a rolling basis, Dundee and Angus College is at the centre of discussions and decision making in respect of social and economic regeneration and have an influential voice on our Community Planning Partnerships and regional employability and economic forums. These links are used to good effect to ensure that the College offers a coherent curriculum and services that are responsive to regional economic needs, whilst also ensuring that our learners have the skills, attributes and awareness needed to make an impact within the workplace.

### **3.4. Work Based Learning and Skills**

Dundee and Angus College is committed to skills growth and skills alignment across the full range of our curriculum. We have very effective arrangements across our region through school-college partnerships, employer engagement and articulation links that ensure that we are providing excellent entry and exit points for all learners into employment and higher study.

We have an increasing level of Modern Apprenticeships provision, offering Modern Apprenticeship (MA), Technical Apprenticeship and SVQ programmes in the workplace at SCQF levels 5-10 on either a funded or commercial basis, delivering around 1,000 Modern Apprenticeship opportunities as part of our contract and to support other managing agents. The MAs offered by the College are delivered on behalf of Skills Development Scotland and industry bodies including SECTT, SNIPEF, EAL, CITB and ECITB. In addition, the College delivers the underpinning knowledge on behalf of other private training providers.

In all cases, the College supports candidates to achieve meaningful apprenticeship outcomes which lead to sustained employment. Matching industry demand to candidate numbers is crucial to ensure that both current and future workforce skills demands of the Dundee and Angus region are addressed.

Numbers increased through 2022/2023, with candidates on our Modern Apprenticeship SDS contract covering levels 2, 3 and 4 MA programmes in Business Administration, Motor Vehicle Engineering, Process Manufacturing, Life Sciences, Hairdressing, Social Services and Health Care, Social Services (Children and Young People), Horticulture, Engineering, Civil Engineering, Procurement, Hospitality, Creative & Digital Industries, and ICT. With this increasing demand, the College is still concerned at the limit on places and available funding for MAs through Skills Development Scotland, with this representing a significant barrier to meeting the skills needs of our region.



The College will continue to build on its strong relationships with employers and schools to create new education and skills opportunities, with a particular focus on new technologies and NSET priority areas such as green skills and hydrogen transport where there are increasing skills gaps and developing regional demand. We are at the forefront of electric and hybrid vehicle training, with almost 200 students undertaking this learning in the past two years, and a national agreement in place for D&A to provide essential EV training to emergency service personnel on how to deal safely with electric and hybrid vehicles that have been involved in accidents. We have recently secured contracts to deliver EV training on heavy vehicles. Specialist workforce learning of this type will expand further during 2023/24 as The MSIP Skills Academy developments progress.

Over 1,600 school pupils will study with the College during 2023/2024 as part of their Senior Phase timetable. The demand for Foundation Apprenticeships remains positive with 420 students recruited across a broad range of subject areas in 2022/2023.

We make very effective use of the Flexible Workforce Development Funds (FWDF) available to us, supporting skills development in 51 companies and for almost 1,700 staff in 2022/23. Customer feedback on the quality of the training is consistently positive (4.7 out of 5) with employers recognising the impact of the FWDF investment in their business. FWDF activity will continue into 2023/24 as funding permits and is a key component underpinning our active engagement and skills development for our regional economy.

On a national level, the College is represented on the Digital Economy Skills Advisory Board and has contributed to the development of the [Digital Economy Skills Action Plan](#). Through this partnership, the College has also seen a number of staff involved in national CPD, in partnership with other College and University staff, on Cyber Security, Cloud Architecture and Data Science.

### **3.5. Net Zero and Environmental Sustainability Response**

With the 2019 declaration of a climate emergency by the Scottish Government, and the national commitment to achieve net-zero carbon emissions by 2045, Dundee and Angus College is committed within our Climate Action Plan to doing even more to reduce the carbon associated within our operations.

Since signing up to the Universities and Colleges Climate Commitment for Scotland in 2009, the College has reduced its scope 1 and 2 carbon footprint by c.65%.

This success is attributable to significant investment in a range of sustainable technologies, along with very effective learner engagement approaches that enable us to successfully embed sustainability and social responsibility into all our curriculum areas, underpinned by adoption and promotion of the UN Sustainable Development Goals.

The College has significantly reduced reliance on single use plastic from our operation via a range of radical initiatives, have dramatically reduced our use of fossil fuels, and operate a pool of EV and hybrid vehicles. We are encouraging staff to move away from fossil fuelled vehicles through the expansion of our own EV fleet and extension of our EV charging infrastructure.

Our Climate Emergency Action Plan was published in November 2021 and includes a clear commitment for College operations (Scope 1 & 2 emissions) to be carbon neutral by 2030, with further commitments on Scope 3 emissions. This is in advance of national targets and outlines our commitment to address the climate emergency and reduce the impact of College operations as effectively as we can. This plan focuses on the importance of educational and cultural shift alongside changing technologies and processes to deliver sustained reductions in greenhouse gasses and deliver our net zero ambitions not just in the College, but also across our communities and industries as well.

Progress in respect of the targets outlined within our Climate Emergency action plan are positive, with these reported on annually at Board level to ensure that net zero and climate action are embedded within the governance of the College. As at June 2023, the following progress was reported with underpinning details available in [the CEAP report included within the June 2023 board papers](#).

Area	Targets	Progress as at June 2023
Leadership and Governance	15	14 on target (green) 1 behind schedule (red)
Teaching, Learning and Skills	11	8 on target (green), 1 delayed (amber) 2 behind schedule (red)
Estates and Supply Chains	17	17 on target
Partnerships, Engagement and Placemaking	11	10 on target (green) 1 behind schedule (red)
Data Collection	4	1 on target (green) 3 targets to be revised dependent upon national developments (purple)

We have actively embedded the operation of our Senior Leadership Team into the UN Sustainable Development Goals, whilst our net zero targets include changes in governance, leadership and pedagogy that will fundamentally change the way in which the College thinks and operates over the coming years.

#### 4. Conclusions

Despite the financial sustainability, cost of living, and pandemic challenges of the past few years, Dundee and Angus College remains in a strong position and continues to demonstrate sector leading outcomes for its region and the sector.

We are committed to innovative and high quality curriculum development that meets the needs of our region, with a specific focus on key national growth areas including green skills and digital enhancement. These significant new opportunities are balanced with the need for major social regeneration and response to the cost of living crisis within our communities and tempered with our understanding of the limited public funds available and the significant sustainability risks outlined for the [college sector by Audit Scotland](#).

Our outcomes over the next year will focus on these challenges and opportunities, whilst continuing to ensure that D&A remains financially sustainable for the longer term.

All of this will be achieved within the focus of our 2025 More Successful Students strategy (and our consistent focus on delivering sector leading outcomes) whilst also beginning to focus on what the College should look like and work towards for 2030.

#### 5. Case Studies

The two Case Studies enclosed reflect the different ways in which D&A College impacts on the lives, skills, and economy of our region. These encompass the way in which we support individuals to change their lives and prosper within the economy, alongside the creation of cutting edge education to meet regional (and national) skills gaps.

# CASE STUDY 1

## Outcomes for Students

### Jonathan's Story



Jonathan is a student at Dundee and Angus College who was plagued in his early years by overwhelming anxiety, he is a neurodiverse individual who was diagnosed with Autism and other learning disabilities became a selective mute and removed himself from any form of social interaction out of the comfort of his own home. Despite his academic abilities and willingness to learn, his inability to communicate created barriers to his journey through education and social progress.



During his school years Jonathan reduced his verbal communications to the extent that he was deemed a selective mute, feeling only comfortable speaking at home with his mother, Maxine. His inability to socialise and lack of confidence led to loneliness and isolation.

After school, Jonathan attended D&A College to continue his studies in HNC Administration, however, with the impact of the Covid 19 pandemic, his anxiety severely returned and online learning was not possible for him. In 2022, Jonathan, with the support of his mother Maxine, enrolled in the DFN Project SEARCH programme in collaboration with

Dundee and Angus College and healthcare partnerships.

DFN Project SEARCH is a business-led initiative that supports a one-year transition programme to employment for adults with learning disabilities and/or Autism spectrum conditions.

The collaborative efforts between D&A and Dundee Health & Social Care Partnership have provided the right environment for Jonathan to grow, break down barriers, and thrive.

His D&A experience has provided Jonathan with a new sense of purpose and a place within a community. It has developed his verbal skills through continuous encouragement and guidance from his job coach and lecturers at D&A, which has had a positive impact on his mental health and allowed him to feel safe and nurtured to succeed with newfound confidence. After 22 years of silence, Jonathan spoke for the first time in an educational context and has continued to develop his verbal skills throughout his D&A learning journey.

Jonathan's progress has been nothing short of extraordinary. His verbal communication skills excelled in his new environment, and he proudly displayed his confidence by volunteering to speak in front of a large audience at his DFN Project SEARCH graduation. Jonathan did this with pride and confidence. Jonathan did not stop there though; he went on to secure a placement at the Nursing Bank at Ninewells Hospital in Dundee where he has flourished. Jonathan has found a passion for working at the Nursing Bank and through his work placement he secured employment in April 2023, where he confidently answers phone calls and handles reception duties as part of his role.

The journey that Jonathan has been on is a testament to the power of support, guidance, and a tailored environment that only college learning can provide. He has gone on to unlock his potential and break down the barriers that he was enduring. His mother, Maxine, has attributed the unrecognisable transformation in her son and attributes it to the DFN Project SEARCH course and the support of the lecturers at Dundee and Angus College.

**Maxine commented “Jonathan has found his voice and is using it a lot. The transformation in Jonathan is unrecognisable. There is no doubt in my mind this supportive environment, the continued positive reinforcement, the clear guidance, and the structure that is provided within DFN Project SEARCH, by both Leanne and Nesy, has been paramount in Jon’s development and allowed him to thrive.”**

Jonathan is an incredible role model to all, particularly those who are neurodiverse, and he attributes his outstanding development and confidence to the support that he has had through the programme.

**Leanne MacDonald, lecturer in Supported Education at D&A further attributes Jonathan’s development to his enrolment on the programme and commented “We are all so incredibly proud of Jonathan, his development is life changing. The Nurse Bank staff are very supportive of him, believing in him and always seeing his potential.”**

His remarkable progress and growth have not gone unnoticed, he has been nominated and won several awards including the NHS STAR Award for Young Achiever. He collected his award proudly at the ceremony on Friday 22<sup>nd</sup> September at the Apex Hotel in Dundee alongside other inspirational people who work in the NHS in recognition of his outstanding personal development and growth.

Jonathan has since then also collected two awards at the Dundee and Angus College Prizegiving ceremony on Tuesday 17<sup>th</sup> October at the Gardyne Theatre:

The Armistead Prize for Personal Achievement, and the Ede & Ravenscroft Prize for Outstanding Achievement.



Jonathan’s transformational journey highlights the positive impact that excellent learning coupled with dedicated student support can have on an individual life. Faced with overwhelming anxiety and the inability to communicate, his path to confidence, socialisation and an independent future was blocked. Through the unwavering support and encouragement he has received, Jonathan not only found his voice but has discovered a new career and sense of purpose in the local community.

The transformational potential that lies within every individual with the right learning, the right support and the right environment resonates through Jonathan’s story. His remarkable journey stands as a testament to the role that D&A College plays in shaping the lives individuals across our region and is a reminder of the potential for growth and achievement that lies within each individual, given the right opportunities.

[Jonathan’s mum Maxine speaks about his transformation here.](#)



# CASE STUDY 2

## Outcomes for Economic & Social Recovery

### The D&A Electric Vehicle School



Dundee and Angus College's innovative Electric Vehicle School has set the standard in the field of sustainable transportation through an established collaboration with industry partner Robert Lawson & Sons Ltd. Our first-of-its-kind program has not only accelerated the shift towards a more sustainable economy but has also set new standards in equipping individuals with the necessary skills and infrastructure to support this transformative change.

At the heart of our success lies our state-of-the-art facilities which has put D&A as the forerunner in the EV revolution. Through our unwavering commitment to sustainable transportation, we have highlighted our dedication to creating a greener future for all through immersive cutting-edge technology and hands-on learning. The hands-on learning experiences, in a real-life garage, have ensured that our courses are of the highest quality, preparing adult learners for the challenges and opportunities that lie ahead.

One of the key highlights of our initiative programme is the comprehensive range of courses we offer, from IMI (Institute of the Motor Industry) level 1 to 3 courses we offer, for both light and heavy electric vehicles, to our First Response Course, aimed at those attending the scene of an accident that can involve an electric vehicle. Approved by the awarding body and then enhanced and tailored with input from our Transportation Industry Advisory Board, D&A's curriculum caters for EV enthusiasts to seasoned technicians seeking expertise in the intricate workings of electric vehicles.



**Caryn Gibson, Business Partnership Manager, said “As industries look to slash their greenhouse gas emissions we are honoured to have been selected as the electric vehicle training partner for Scotland’s Emergency Services. Working alongside industry not only enables us to upskill their team, but also ensure that we can tailor the offering to their specific needs and stay at the forefront of innovation.”**

Dundee and Angus College's groundbreaking approach to EV training has not only contributed to upskilling individuals but has also contributed to the broader profile of sustainability. We have inspired countless others to embrace the electric vehicle revolution and embark on their own sustainability journeys by raising awareness.

As part of our commitment to inspiring others on their own sustainable journeys, we are honoured to have the opportunity to train and equip key workers, including emergency services personnel and public transport operators.

Empowering key workers and the community towards more sustainable practices is a pivotal contribution to driving societal change and shaping a sustainable future.



**Scott Roberts National Fleet Manager for Scottish Fire and Rescue Services (SFRS)**  
“SFRS currently run a fleet of 970 light vehicles below 2,500kgs. This is made up of 172 full electric vehicles and six hybrid vehicles covering general out of station duties to blue light response activities, currently making up 18.2% of the total light fleet with the target of being 100% by 2025.”

D&A’s innovative training programmes have garnered exceptional feedback, with a remarkable rating of 4.9 out of 5, and over 70% successful outcomes. This validation serves as a testament to the quality and relevance of our training programmes. It highlights our commitment to delivering excellence and ensures that individuals receive the right education, training, and skills development to thrive in the evolving field of automotive engineering.

As industries undergo transformative shifts towards sustainability, D&A addresses the need for job security and career advancement head-on. By upskilling individuals, our programmes empower them to embrace new opportunities, expand their career opportunities as well as future-proof their careers. This approach benefits both individuals and strengthens the overall resilience and competitiveness of the sectors they represent.

D&A’s pioneering project has positively supported 425 students in 2022/2023, successfully generating income for the College through the implementation of commercial courses. By designing these offerings with industry needs, the college has attracted a diverse audience pursuing to acquire the necessary skills and knowledge.

This commitment is growing, with D&A supporting key elements of the national zero carbon transport ambitions of the Michelin Scotland Innovation Parc and responding to new market demand and diversifying into light and heavy vehicle hydrogen powertrains (almost 30% of all transport CO<sub>2</sub> emissions arise from vans and lorries in Scotland). Our innovative project was generously supported through collaboration with ESP (Energy Skills Partnership) and Transport Scotland. Together, we have embarked on a transformative journey to equip individuals with the essential skills and knowledge needed at a national level.

One of the pivotal contributions from our D&A collaboration is the provision of funding that enabled us to help develop and acquire the state-of-the-art Lucas Nulle Training Simulation Kits. With the support of ESP and Transport Scotland, we have been able to incorporate this internationally transformative technology into our training programs.

The Lucas Nulle Training Simulation Kits have created immersive and realistic training environments that can replicate the complexities of electric vehicle scenarios. Simulating real-world experiences has enabled participants to gain hands-on training in a safe environment without the need for expensive equipment or resources.


Dundee and Angus College are looking ahead and leading the way to a sustainable future as Scotland embarks on its journey to zero-carbon transportation. The College is creating the skills base needed for the next steps towards sustainability in collaboration with industry partners and government bodies UK-wide. There is much more to come in electric and hydrogen transportation for light, heavy and rail vehicles and D&A is at the forefront of creating the skills base needed for the next generation of automotive engineers.

[More information on the D&A EV School and the skills opportunities it provides are available here](#)



## Outcome Agreement between Dundee & Angus College and the Scottish Funding Council for AY 2023-24

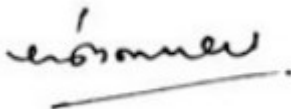
### On behalf of Dundee & Angus College

Signed: 

Print name: Simon Hewitt

Position: Principal

Date: 11/12/2023

Signed: 

Print name: Laurie O'Donnell

Position: Chair

Date: 11/12/2023

### On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 15 January 2024