

# Regional Outcome Agreement 2019 – 2021

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## Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2019 -2021

### College Region - Dundee and Angus

#### Funding

College region Tayside (Dundee and Angus College) will receive £27,788,783 core teaching funding, and £1,646,000 capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2019/20 to plan and deliver 103,314 credits worth of further and higher education. This is inclusive of 2,852 credits for childcare activity.

In addition, the college region will receive £1,158,435 in European Social Fund (ESF) grant through the SFC to deliver a further 4,421 Higher Education credits to eligible learners.

The total credit target for 2019/20 is therefore 107,735.

Core Student Support funding for 2018/19 is £8,957,814

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

#### Priority Outcomes to be delivered by end of AY 2019-2020

1. To embed outcomes from our Good to Great transformation, cementing the position of the College as one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry point.
2. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal and other developments, providing a positive response to regional challenges in manufacturing and providing a skilled and work ready workforce to support jobs growth in areas such as hospitality, cultural tourism, energy and care sectors in partnership with employers, local authorities, and economic development agencies.
3. To deliver a comprehensive, innovative and forward looking curriculum that meets learner and economic needs, improves learner attainment, progression and employability, and embeds essential learner attributes in enterprise, digital skills and career management practice.
4. Contribute to a fair and just society by ensuring equal access and inclusive learning opportunities and services for all members of our community, meeting national ambitions for Care Experienced and other disadvantaged/under-represented groups and contributing fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.
5. Deliver the outcomes of Developing the Young Workforce – Scotland's Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.
6. Maintain a sustainable regional college through sound governance and effective environmental and financial management approaches that direct the maximum level of resource towards learners and their learning environment.

**Priority Outputs** to be delivered in AY 2019 – 2020

As detailed in **Section 6** of this document.

We accept our final funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting the Childcare target for AY 2019 - 2020 with the Scottish Funding Council. We are aware that discussions are continuing between the Scottish Funding Council and Scottish Government to determine the inclusion of pipeline and additional qualifications to address these challenges and await the outcome of these discussions. On this basis we are content to sign our acceptance.

## Supporting National Priority Outcomes

The Scottish Government's post-16 education reform priorities are to: improve life chances; support jobs and growth; and ensure sustainable post-16 education.

The Government has stated its intention to develop a world-class vocational education system and Scotland's Youth Employment Strategy has identified new priorities which are covered by SFC's strategic aim of High Quality Learning and Teaching – an outstanding system of learning that is accessible and diverse, where students progress successfully with the ability, ideas and ambition to make a difference. This aim identifies five key outcomes.

- a) **A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.**
- b) **An outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience, in the hands of expert lecturers delivered in modern facilities.**
- c) **A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.**
- d) **High performing institutions – a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements.**
- e) **Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy**

The table below indicates how the D&A Priority Outcomes support the five key SFC outcomes.

College Priority Outcomes	SFC National Priorities				
	a	b	c	d	e
1. To embed outcomes from our Good to Great transformation, cementing the position of the College as one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry point.	✓	✓	✓		✓
2. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal and other developments, providing a positive response to regional challenges in manufacturing and providing a skilled and work ready workforce to support jobs growth in areas such as hospitality, cultural tourism, energy and care sectors in partnership with employers, local authorities, and economic development agencies.			✓		✓

College Priority Outcomes	SFC Key Outcomes				
	a	b	c	d	e
3. To deliver a comprehensive, innovative and forward looking curriculum that meets learner and economic needs, improves learner attainment, progression and employability, and embeds essential learner attributes in enterprise, digital skills and career management practice.	✓	✓	✓		✓
4. Contribute to a fair and just society by ensuring equal access and inclusive learning opportunities and services for all members of our community, meeting national ambitions for Care Experienced and other disadvantaged/under-represented groups and contributing fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.	✓				✓
5. Deliver the outcomes of Developing the Young Workforce – Scotland’s Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.	✓	✓	✓		
6. Maintain a sustainable regional college through sound governance and effective environmental and financial management approaches that direct the maximum level of resource towards learners and their learning environment.		✓		✓	

## 1. Regional Context

### 1.1 Dundee and Angus College

Dundee and Angus College provides further education services for the region of Scotland mainly focussing on the population centres of Dundee and the Angus towns, but stretching in reach south to north east Fife, west to areas of Perthshire, and north to Laurencekirk, South Aberdeenshire and the Mearns.

The College has extensive networks of activity across the whole region and is a key player in education and training, economic development and community planning. This includes a key role within the work of the Developing the Young Workforce group and as a major strategic partner with our local authorities and local/national higher education institutions.

The College is well integrated with key industrial and commercial partners across all areas of the region, supporting changes in the local economy, working with partners to support new and established industries, and providing the skills and services required to support the diverse economy of our communities.

The combined regional estate consists of three main campus buildings, two in Dundee and one in Arbroath, supported by outreach centres within the other main towns of Angus.

A full economic analysis impacting on the D&A Region and the curriculum and services that we provide is included as appendix 1.

#### 1.1.1 Quality Arrangements

The pursuit and achievement of high quality learning, teaching and learner experiences is a major driver for the College, featuring strongly within our vision, purpose and ambitions.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include detailed 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.

The College is committed fully to the Education Scotland/SFC quality arrangements and has engaged positively in the creation of our [Evaluative Report and Enhancement Plan](#) under the joint Education Scotland/Scottish Funding Council quality framework arrangements. Comprehensive outcome focused action plans have been developed through these arrangements, with these underpinning improvements in learner outcomes and services for our region.

The endorsed grades in respect of the three key principles within the quality arrangements for 2017/18 are as follows:

<b>Quality Principle</b>	<b>Grade</b>
Outcomes and Impact	<b>Very Good</b>
Delivery of Learning and Services to Support Learning	<b>Very Good</b>
Leadership and Quality Culture	<b>Excellent</b>

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.



Further improvement in outcomes was evident in 2017/18, with an overall increase of +2.1% on successful outcomes and robust measures are in place to ensure that these high level outcomes remain a long-term trend. As a part of this focus the College is committed fully to the work being undertaken through year 2 of the [Scottish Government FE Retention project](#).

Levels of learner satisfaction and post course success are above sector average, and work will progress through the period of this agreement to further gather and track employer satisfaction in respect of learner skills and attributes.

### 1.1.2 Gender and Equalities

In addition to the creation of economic growth, the College also cites the generation of social well-being as a key feature of our core organisational purpose.

This core purpose recognises our role and responsibilities as an organisation in improving people's life chances by ensuring access to high quality of education that is appropriate to their needs, enables them to reach their full potential (regardless of characteristic or background) and equips them with the vocational and essential skills necessary to succeed in the world of work.

Our Outcome Agreement itself has been subject to Equalities Impact Assessment which is [available on our website](#).

#### *Gender Equality*

All College recruitment is undertaken on an open and non-gender specific basis, with overall student recruitment reflecting the gender balance within the population as a whole. Within this, however, the College recognises that there remains a clear gender split across a range of curriculum areas. This is especially marked within Science, Technology, Engineering and Maths (STEM) subject areas and Personal Care subjects such as Hairdressing/Beauty and Care.

Analysis and actions in respect of gender equality are detailed within our published [Gender Action Plan](#), and these actions and outcomes are an integrated feature of this Outcome Agreement.

Our curriculum areas with gender segregation of 75% or more (as identified in our Gender Action Plan of July 2017) are detailed below with information on changes in enrolments for session 2017/18.

<b>Team</b>	<b>Gender Baseline July 2017</b>	<b>Female Enrolments 2017-2018</b>	<b>Change</b>
Curriculum Areas >75% male enrolments			
Building Services	0.4%	1.7%	<b>+1.3%</b>
Engineering	4.8%	6.5%	<b>+1.7%</b>
Construction and Technology	5.4%	13.8%	<b>+8.4%</b>
Computing and Creative Media	12.6%	11.8%	<b>-0.8%</b>

Team	Gender Baseline July 2017	Male Enrolments 2017-2018	Change
Curriculum Areas >75% female enrolments			
Retail and Events	24.1%	29.9%	+5.8%
Health and Social Care	9.1%	15.2%	+6.1%
Hair, Beauty and Complementary Therapies	3.5%	6.5%	+3.0%

The progress made in the majority of subject areas is welcome, and although not universal, this does represent steps towards achievement of our overall gender equality aims. To further support this work, the college has adopted a contextualised recruitment arrangement for session 2019/20 to increase conversion rates for applicants in curriculum areas where a gender imbalance is evident.

Equality analysis highlights consistency of successful learner outcomes irrespective of gender or other protected characteristic. Outcomes for minority gender learners within the above areas are strongly positive and in line with successful outcomes for other learner groups.

Through the course of this agreement the College will continue to support and prioritise atypical recruitment in segregated subject areas and will continue to work strategically with our school and other partners to promote greater awareness raising and expand the offer of senior phase, broad general education, and primary level activity that directly addresses gender segregation in the curriculum.

The College has a published [Gender Pay Analysis and Action Plan](#). This plan highlights a reduction in the gender pay gap evident across the College (to 6.3%) and confirms the gender balance on the Board of Management and the gender profile of senior postholders. The Gender Pay Action plan outlines steps being taken to further improve pay equality.

The current gender split in respect of the most senior (Executive) roles is 66% male based on a team of 6. Across the full academic and support management team of the College this split is 40.4% male and 59.6% female, mirroring the overall staff gender split.

#### *Wider Equalities Analysis*

The College monitors closely the participation (and mainstreaming) of learners from protected characteristic groups and publishes detailed statistics biennially. Our analysis of equalities data within our [Mainstreaming Report](#) shows that the broad distribution of protected characteristic groups within our student population matches the distribution found within the wider population of Dundee and Angus.

The College is engaged in a number of projects and activities that support those with issues of equality that are compounded by socio-economic disadvantage. This includes a broad range of curriculum provision and support through our Access and Inclusion curriculum and engagement with a wide range of regional inclusiveness projects. The College is an active member and supporter of the Dundee Fairness Commission.

Learner outcomes, progression and post course success for learners from the 10% most deprived postcode areas in our community are significantly above the Scottish average, as are outcomes for younger learners, those with disabilities, BME learners, and others irrespective of protected characteristic.

The College has published its [British Sign Language \(BSL\) plan](#), and supports a number of learners with hearing impairments to successfully achieve each year. We have extensive and positive links with local hearing support groups and engage actively with a broad range of self-employed BSL signers.

The College has a small community of transgender learners and staff, and has played an active role in contributing to the national TransEDU research findings. Our Revels of Angus group provides a supportive community environment for learners and we will continue to work towards the implementation of the recommendations of the TransEDU Scotland report.

The College has significant engagement with the armed forces and the veteran community and associations, particularly through our close links with RM Condor in Arbroath. The College is a signatory to the Armed Forces Covenant, and work alongside ex-service personnel and agencies to ensure that guidance and entry arrangements take account of the needs of those serving in our armed forces and those whose educational journeys or outcomes may have been disrupted by service arrangements.

The College is one of very few that offer opportunities through the City and Guilds Licentiateship programme for ex-services and others to accredit prior management and leadership experience towards recognised City and Guilds qualifications.

#### *Gender Based Violence (GbV)*

The College has actively supported the Gender Based Violence campaign and has been an active participant in a number of events and development sessions to expand awareness of gender based violence issues and embed the GbV toolkit and good practice approaches. This includes the provision of rape and sexual abuse centre (RASAC) training as a part of our wider RESPECT provision for learners and the rolling out of specialist support training for Student Services and other frontline staff.

The College has adopted a GbV strategy and has supported the introduction and promotion of the Gender based violence cards and toolkit by issuing these alongside comprehensive staff training and awareness raising on a team by team basis. This approach has been recognised nationally and ensures that all staff have the knowledge and awareness of how to access immediate support as well as the information required for referral or access to other services.

The managed and CPD based approach to the rollout of the GbV toolkit adopted by the College has been picked up nationally through the Equally Safe campaign, and promotional materials developed by D&A to support awareness raising within the College have been adopted for use across the college and university sector.

This work is supported by the introduction of policy guidance for staff and students on preventing and eradicating gender based violence and the introduction of clear policy guidelines for staff on the identification, management and responses to issues of gender based violence.

#### *Mental Health*

The College and our Students' Association/Sports Union have worked jointly on a Mental Health strategy to be published in August 2019 (as an embedded element of our overarching Wellbeing strategy). This strategy will include a related mental health action plan that also incorporates our Student Mental Health Partnership Agreement.

Mental health issues are a significant issue for the College, and are one of the main reasons cited for learners withdrawing from their studies.

The College has invested heavily in a Health, Wellbeing and Resilience project that has had a significant impact on staff and learner wellbeing. This work includes the rolling out of WRAP (Wellness Recovery Action Planning) training for learner and staff groups, with a focus on building awareness and capacity across the College community on how to identify, avoid and deal with the most common mental health issues at the earliest possible stage.

Significant work has been undertaken around the impact that [Adverse Childhood Experiences](#) can have on adult mental health. And mental health awareness and capacity building training has been rolled out to all teams.

Through the Wellbeing project all staff have access to a resources toolkit of approaches that can be used to raise awareness and good practice around mental health and resilience, alongside support and guidance on managing mental health issues. As at March 2019 around 50% of all staff had undertaken dedicated mental health training, including Mental Health First Aid. Plans in place will see this increase to 80% by January 2020.

The College has been working in partnership with the University of Abertay to enhance the counselling opportunities available to learners. This work supplements the very extensive range of student support and provides access to trained counsellors that require additional experience to complete their professional registration. This partnership provides access to a specialist counsellor on each of our three main campuses and supplements counselling support that the College funds through a range of independent counselling services.

The College welcomes the additional funding to support access to counselling and will use this to increase the counselling support provided to learners.

### *Diet and Wider Wellbeing*

As a part of our wellbeing strategy and wider student and staff wellbeing project, the College offers a significant range of opportunities, activities, information, support and guidance targeted to improve diet, wellness and physical fitness.

All College catering outlets offer healthy menu choices and recent curriculum projects include a major healthy eating project run by introductory students in partnership with Carnoustie Golf hotel, and an innovative long-term curriculum tie up between our level 6 Horticulture and Hospitality students to create a restaurant garden at our Kingsway campus.

Significant work is embedded within the curriculum to promote the importance of diet as an integral part of wellbeing. This includes a focus on the impact of diet in areas such as sleep that make the direct link between healthy diet and good mental health.

### 1.1.3 Learner Engagement

The 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. Dundee and Angus College has an enviable reputation for the depth and effectiveness of these activities, offering a very broad range of opportunities for all learners to engage across the College. These activities are used to 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 Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and student groups.

In addition to supporting this on-going work, key priorities over the period of this outcome agreement include a specific focus on supporting and enhancing learner retention, equality, integration and employability.

The national award winning [D&A Attributes](#) programme is supported by our Learner Engagement and Learning & Digital Resources teams and provides learners with significant opportunities to develop and evidence the key attributes that our employers have identified as critical to their employability and future career success.

The Attributes programme is a highly innovative and flexible approach and over the duration of this agreement will develop to include guaranteed interview routes for our learners. Through this work, the D&A Attributes will make a significant contribution to our work in Developing the Young Workforce and our embedding of the Essential Skills Ambitions for Scotland.

#### 1.1.4 D&A Students' Association (DASA)

The D&A Students' Association have a well-developed three year [strategic and annual operational plan](#) with a focus on developing greater consistency and visibility year-to-year that underpins improvements in activity, accountability and autonomy. This work has included the signing of a refreshed [partnership agreement](#) with the College and reaffirmation of the "D&A Pledge" between the College, DASA, our Sports Union and our students.

Supported by a Students' Association Development Officer and with an active and high profile independent Students' Association Advisory Board, our Students' Association continues to take full responsibility for a broad range of activities, including leadership and management of class and lead representative, student advocacy, and the strengthening of the Student Congress.

The Office Bearers play an influential role within the Board of Management, including providing feedback through standing agenda items on the full Board and our Learning, Teaching and Quality Committee agendas.

Students and the Students' Association continue to play a crucial role within all of our [Service Design](#) activities, engaging with c500 students in the past year to enhance and co-design curriculum and services. The Students' Association have worked with the College to create a group of Good to Great Ambassadors that inform and support our Good to Great enhancement strategy (see section 5.1.6 below).

Our Students' Association led a major campaign (involving the College and local MSPs) in session 2018/19 to improve rural bus links to our Arbroath Campus. Work has also been undertaken to inform the review and development of our canteen services, and extensive feedback has been provided through their innovative 'Feedback Fridays' approach for class representatives, leading to significant changes in arrangements for student funding and our student (MyD&A) portal.

Our Students' Association have active members of the range of College committees, and are members of key strategic working groups such as our Good to Great Digital Strategy working group

In addition to the usual range of Students' Association activities, the College has a highly successful Sports Union, engaging students within a broad range of competitive sports and wellbeing activities. The Sports Union offers a significant range of sporting, volunteering, coaching, and competition opportunities for learners of all abilities and work will progress in partnership with student sports volunteers and student coaches to support and enhance the Sports Union. The Students' Association and Sports Union have recently launched [their website](#) to underpin the excellent work that they do.

### 1.1.5 Student engagement in the ROA process

The Students' Association and College have had a formal Partnership Agreement in place since 2015, including the joint "D&A Pledge" to work in partnership to achieve a series of high level and public ambitions. This partnership working includes opportunities for the Students' Association to contribute to the creation and approval of this outcome agreement and (critically) the activities, services and outcomes that it relates to.

The ROA is discussed fully with Student Association office bearers and the Student Congress during the drafting stage to allow students to influence and contribute ideas to the final document.

The Students' Association organise a series of 'Pizza with the Principals' and 'Cake with the Chair' sessions throughout the year and these informal discussions with learners from across the College are used to discuss and seek input across the range of activities and measures encompassed by this outcome agreement.

### 1.1.6 Union engagement in the ROA process

The College recognises three unions for staff, EIS-FELA, Unison and GMB and welcomes the opportunity to engage in positive dialogue with our unions on a combination of both strategic and operational matters. This includes regular updates on strategic development and structural issues, alongside detailed discussion around College finances, financial strategy and sustainability.

The ROA is discussed fully with our unions through our Joint Consultation Forum (JCF) during the drafting stage to allow each union to influence and contribute ideas to the final document.

## 2. Key National Outcome 1 – Access and inclusion

***A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds.***

During 2015-16 SFC undertook a review of the Extended Learning Support (ELS) system which was part of the previous funding methodology. The review concluded that these funds should be used by colleges to support their inclusive practices and that each college should develop an evidence based Access and Inclusion Strategy as part of the outcome agreement document.

The [Dundee and Angus College Access and Inclusion Strategy](#) was published in 2017 as an appendix to our 2017 – 2020 Outcome Agreement.

Work is progressing well through this strategy to ensure that our learning opportunities are accessible and diverse, attracting and providing equal opportunities for people of all ages, and from all communities and backgrounds.

A review of our Access and Inclusion Strategy has been undertaken for 2019 to provide updates on progress made and to capture new developments, projects and activities being delivered alongside further areas of development for the years ahead.

Major developments for 2019/20 in respect of our Access and Inclusion Strategy include (but are not limited to) the following.

### *Student Services*

Significant new work as detailed above to enhance services to support mental health wellbeing, WRAP training, British Sign Language users and the eradication of gender based violence.

### *Supported Education*

Work is progressing well to improve and enhance employability for all supported education learners by embedding a wide range of social enterprise and employability projects into the curriculum. These projects enliven the curriculum and provide direct work and enterprise experience for learners that would not otherwise benefit from these opportunities.

Work is progressing well with the Angus Health and Social Care Partnership to improve arrangements for the provision of in-class support for learners that is also more flexible and cost effective.

Through close working with Schools within Angus and Dundee, transition forums have been created to ensure a consistent and supported transition process for pupils leaving school to start their College journey within Supported Education. A comprehensive School Link, which leads on to a Bridge Programme, ensures students are fully aware of the environment and what college offers prior to them starting their full-time course.

During session 2019/20 the team will bring Project Search to the Dundee and Angus area. The Project SEARCH Transition-to-Work Programme is a unique, business-led, one-year employment preparation programme that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations to deliver significant improvements in employment opportunities and outcomes for learners. This is an exciting development for the College and is one that builds on the already excellent (near 100%) learner success that the team achieves each year.



### *Learning and Digital Resources*

The Learning and Digital Resources team continue to support and develop new approaches to encourage learners with additional support needs to access learning in ways that best suit their requirements. Recent developments include the expansion of the Skills for Learning, Life and Work portfolio to include 32 guides and sessions. The majority of these sessions have been adapted to be suitable for SQCF level 4 groups, whilst sessions such as Stress Management have proven to be very popular across programmes at all levels.

The expansion of the Reading Ahead national literacy initiative to include the Outreach Centres and Arbroath Supported Education and ESOL has been extremely successful in its pilot year – with the College being awarded the Gold Award for participation. The project is designed to promote reading and in turn enhance literacy levels in lower level groups or those whose first language is not English.

### *Access and Communities*

Our Access and Communities team has reviewed its entire provision and modernised the curriculum to support learners to identify their vocational area of interest. Using a range of delivery modes, our Access provision offers opportunities for learners from as young as 14 to enable them to attend College and explore the vocational choices available to them.

With a focus on those who are who are the furthest from the world of work, or who need to build up their confidence to begin their learning journey and become work-ready, the area provides a number of bespoke, tailored access courses such as Gateway, PACE, Progression, Aspire, Moving Forward and Prince's Trust Team.

Much of this work has underpinned developments to the wider College curriculum and has been central to our focus on creating '[T shaped learners](#)' from the earliest stage of their College learning journey.

Work in all other areas of our Access and Inclusion Strategy continues to progress, with all of those engaged in the delivery of this strategy making a significant contribution to learner success, progression and employability across all subjects areas and levels of provision.

The key outcomes from the strategy have been updated to incorporate further objectives and outputs for 2019-20, and to confirm resourcing allocated to deliver on these key access and inclusion objectives. These objectives, outputs and resource commitments are detailed in appendix 2 below.



### 3. Key National Outcome 2 - An outstanding system of learning

***An outstanding system of learning*** where all students are progressing successfully and benefiting from a world world-class learning experience, in the hands of expert lecturers delivered in modern facilities.

#### 3.1 College overview and developments

The delivery of high quality learning, teaching and learner experiences is a key driver for the College, featuring strongly within our vision, purpose and ambitions.

Comprehensive systems are in place to review and enhance curriculum quality, planning, outcomes, and target setting. These systems include detailed self-evaluation by academic and support teams, a drive on Business Intelligence to make data-driven decisions and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

High levels of learner retention and attainment continue to be maintained with further enhancement to these in 2017/18, but the College is not complacent and an on-going focus will ensure that high level successful outcomes are the norm.

As one of five Colleges taking part in the second year of the Scottish Government Retention and Attainment project, the College is committed to continuous improvement for itself and by supporting improvements for the sector as a whole.

In addition to a clear high performing quality trend, the College will make further enhancements to ensure that learner outcome levels in all curriculum areas are above national average. Further steps will also be taken to measure and enhance the quantitative and qualitative post course success data available to the College, and to use this data to directly inform improvements in learning, teaching and curriculum design.

The D&A '[Future Talent](#)' initiative builds upon the strong work undertaken to establish the D&A Attributes. With a clearer focus on careers information, advice and guidance, Future Talent is a whole College approach to employability and enterprise. This initiative links together a number of national strategies and priorities, including Developing the Young Workforce, Career Education Standards, Work Placement Standards for Colleges and the Development of Learner Employability in Scotland's Colleges.

In 2018 the College launched a new [Digital Strategy](#), which provides a key vision and direction for building digital skills within both staff and learners to enable them to learn, work and live in the 21<sup>st</sup> century. This strategy is backed by a clear self-assessment route and comprehensive professional development support to enhance skills and meet our objective of all having all staff certified as competent digital users.

##### 3.1.1. Curriculum Development

Dundee and Angus College will continue to review, design and deliver a curriculum that is directly informed by our employers and meets the needs of the regional and national economy.

At the beginning of the 2017/18 academic year the College embarked on an extensive review of its curriculum focusing on both what we deliver (ensuring it meets the needs of the regional economy) as well as how we deliver our curriculum, and the different modes, delivery styles and technology enhanced methods needed to meet the needs of today's learners and employers.

This review drew heavily on the full range of labour market data available, including RSA and SiP data provided by SDS, employment trend data available through our EMSI system, and direct information provided by our network of local Stakeholder Advisory Boards.

With new full time provision established in areas such as Cyber Security, Activity Tourism, Business Analytics and Food Science, the College will be at the cutting edge of the exciting economic changes predicted within the Dundee & Angus region.

Given the demographic of the region and its economic context, the College is also growing its part time portfolio with new provision in Leadership & Change, Digital Marketing, Workplace Coaching, Cyber Security, Digital Baselineing and Business Intelligence. This new curriculum targets a number of markets including the 25+ age demographic, those in employment wishing to upskill and progress in their career, and those without work looking to reskill and enhance their potential of employment within a developing region.

To support our curriculum review, the College engages extensively with employers, through our Stakeholder Advisory Boards and engagement with DYW, CPP partners and others on a routine basis. All of this work ensures that our curriculum addresses current needs (and is matched to forecasted future skills demands) to ensure that our provision is aligned fully with the employment priorities of business and industry.

The College will implement a range of measures, through the Future Talent initiative, to improve the employability of all our students. Increasing emphasis will be placed on enterprise, to encourage self-employment and entrepreneurship, particularly through our Enterprise D&A facilities in Arbroath and Gardyne Campuses.

Access for all learners will be maintained, offering a broad range of learning opportunities at SCQF levels 4, 5 and 6, targeting the DYW priority groups, supporting employability and reducing youth unemployment by engaging younger learners on their journey into meaningful employment. A key focus will continue to be placed on further enhancing the level of sustained positive student destinations, by expanding work placement activities, further developing opportunities to learn in realistic workplace environments, increasing opportunities for student volunteering and mentoring, and supporting student enterprises.

The College will extend work with employers and HE institutions to develop the ambition of our students and to enable them to pursue careers, at a variety of levels, in their chosen disciplines/areas of employment. These will be promoted as career pathways through our Career Coach portal backed up by robust labour market data across the key industries within the Dundee and Angus region.

Our new website has employability at its heart, and links qualifications with wider career pathways to support prospective students, pupils, teachers and parents to be better informed about subject choices based on the real career opportunities and current/future jobs available within the region.

### 3.1.2 Senior Phase Vocational Pathways

The College continues to enhance and grow its school/college partnerships with a renewed strategic focus. A joint Strategic Engagement Plan was developed in 2018 with both Angus and Dundee local authorities to support a wider range of activities and more intense engagement with the College focusing on four key themes:

- Commitment
- Collaboration
- Communication
- Engagement

These discussions influenced the planning and organisation of vocational pathway opportunities for all of the senior phase school pupils, and a full range of taster sessions for S1-S3 pupils within our region (including Mearns Academy in Aberdeenshire). Particular emphasis for 2019/20 continues to be the promotion of Foundation Apprenticeships with the College and delivering the Civil Engineering Foundation Apprenticeship on site at Brechin High School.

Following a successful pilot in 2017/18, the College offers 'enrichment' opportunities for S6 pupils to help support existing career pathways but also open up the possibility of new opportunities in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence.

As in previous years' discussions are based around local economic analysis and employment demand, coupled with individual pupil needs and each individual school CfE senior phase and DYW strategy. The offer developed is designed to meet the progression needs of school pupils at different stages of their learning journey, equipping pupils to progress into employment, into apprenticeships, or on to further study at college or university.

Planned numbers for session 2019/20 are as follows, with further discussions underway to determine future provision relative to overall college activity levels and local authority funding priorities.

Courses	Campus			
	Arbroath	Gardyne	Kingsway	In school delivery (numbers permitting)
VTCT: Extended Award in Hair and Beauty Skills (Level 1) (equivalent to SCQF Level 4)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
VTCT: Extended Award in Hair and Beauty Skills (Level 2) (equivalent to SCQF Level 5)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Automotive Skills National 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Construction Crafts National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose
Skills for Work: Construction Crafts National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose
Skills for Work: Engineering Skills National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose & Monifieth
Skills for Work: Engineering Skills National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Montrose & Monifieth
Skills for Work: Early Education and Childcare National 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Early Education and Childcare National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Health Sector National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Health Sector National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Skills for Work: Hospitality National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills for Work: Hospitality National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skills For Work: Rural Skills National 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Skills For Work: Rural Skills National 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Skills for Work: Sport and Recreation National 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
SVQ Hospitality Service at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) Practical Science at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) in Business and Marketing at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
National Progression Award (NPA) in Web Design at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Photography at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Digital Media at SCQF Level 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
National Progression Award (NPA) in Dance at SCQF Level 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
National 5 Sociology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National 5 Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### 3.1.3 University Articulation

Dundee and Angus College has a successful and increasing range of agreements with HE partners locally and further afield to ensure that students have the opportunity to gain access, progress and articulate to degree programmes either within a joint programme of studies or by gaining advanced entry in years two or three.

Dundee and Angus College is committed fully to the Associate Student scheme, with 'Associate Students' of Abertay University, the University of Dundee, and Napier University studying at the College on the universities preferred 2 + 2 or 1 + 3 model. These students participate in classes both at College and at University and are jointly supported by both institutions.

The continuation of the Associate scheme is supported by the College and will be used to support a further increase in the number of learners articulating with advanced standing to 60%.

The College continues to work closely with our partner universities in Dundee, with clear communication and reporting processes established for the monitoring and review of programmes. This includes data sharing at registry level and College at Abertay clearing and recruitment events.

During academic year 2018/19 the College has reviewed and further developed articulation links and opportunities arising from the respective D&A and Abertay University curriculum review activities and outcomes. This includes our commitment to grow additional articulation provision in line with Scottish Government and Scottish Funding Council ambitions and CoWA targets.

### 3.1.4 Progression

The proportion of students applying to University in 2017/18 increased. The table below illustrates progression to university by Dundee and Angus College students:

<b>Institution</b>	<b>2017/18</b>	<b>2018/19 Target</b>	<b>2018/19 Target</b>
<b>Dundee and Angus College</b>	587	<b>650</b>	<b>650</b>
<b>Proportion articulating with advanced standing</b>	36%	<b>45%</b>	<b>50%</b>

A breakdown of acceptances per key partner university is shown below:

<b>Institution</b>	<b>2017</b>	<b>2018</b>
<b>Abertay University</b>	<b>247</b>	<b>216</b>
<b>University of Dundee</b>	<b>153</b>	<b>167</b>
<b>Robert Gordon University</b>	<b>65</b>	<b>61</b>

In addition to our close links to support coherent provision within our regional area, formal articulation agreements are in place with the following universities to support learner progression and opportunities:

- Robert Gordon University, with strong partnerships in a number of areas, including Business, Construction, Social Science, Computing and Care.
- The University of Aberdeen, particularly including Administration and Information Technology & Social Science, with the new pathways agreed in 2018/19 in Engineering, Computing and Applied Science.
- Edinburgh Napier University (Nursing, Civil Engineering) with the new pathways agreed in 2018/19 in Software Development & Games Development.
- The University of St Andrews (Science) with new pathways finalised for Social Science.
- Glasgow Caledonian University (Retail, Tourism & Hospitality)  
The University of Highlands and Islands (Computing, Social Sciences, Business Management, Sport, Engineering, Hospitality Management, Sport and Fitness, Accounting and Finance).

A close working relationship exists between Dundee and Angus College and the SWAP (Scottish Wider Access Programme), enabling adult returners to access Degree level study in the areas of Science, Nursing and Humanities. Students 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 with a new SWAP programme in Physical Science introduced in 2018/19. Conversations with SRUC are on-going with Dundee and Angus College also being represented on the national rural strategy group.

### 3.1.5 Science, Technology, Engineering and Mathematics (STEM)

Through the adoption of our [Regional STEM Strategy](#) in 2017 and subsequent curriculum review activities, Dundee and Angus College are committed to ensuring Science, Technology, Engineering and Maths (STEM) subjects are embedded within every course by 2020 and will strive to meet the recommendations, aims and objectives made in the STEM Education and Training Strategy for Scotland, 2017.

Working with the STEM Foundation and involving key regional and national partners (including SDS, SFC, Abertay and Dundee Universities, Dundee Science Centre, Dundee and Angus local authorities, the Dundee and Angus DYW team and the Children's University for Scotland) the College has identified three key collaborative areas for action, linking also to the DYW implementation plan, these are:

- align the STEM provision between partners to strengthen and build capacity in areas of key economic importance
- address weaknesses or gaps in provisions to meet employer needs and resolve deficiencies
- develop the conditions for collaborative working in STEM to create collective value

A Regional Hub Steering Group was established in September 2018 and has a partnership working group consisting of representatives from Abertay University, Dundee University, Baker Hughes GE, Glaxo Smith-Kline, Dundee Science Centre, DYW, Angus Council, Dundee & Angus College, SDS, Dundee City Council, ESP, and STEM East Central Hub.

The group have an agreed remit to co-ordinate STEM activities in the region and to develop the Regional Action Plan & Strategy. Agreed priorities include an overall focus on collaboration and pooling resources, whilst sharing good practice and gathering data to inform benchmarks and trends. With so much activity going on in the region we have also agreed to a regional focus on STEM events, pulling together a calendar and theming these to better focus on regional specific issues.

The group feel that STEM activity is strong in primary schools across the region but more could be done to engage those entering S1 and progressing through secondary school.

Employers are working closely with the group to provide knowledge, skills and expertise in industry lead projects with a particular focus on emerging technologies and how all partners could benefit from this.

The group are working to address skill shortages in specific areas, and work together with industry sectors to support those underemployed in the region enabling them to upskill and enhance their career prospects. Overall the group agreed the following pledges.

- We will create STEM innovation hubs linking our key partners together.
- We will offer STEM activities to all BGE school pupils in the D&A region.
- We will support STEM ambassadors to promote the value and importance of STEM skills to school pupils.
- We will proactively engage with employers and will develop the capacity to deliver new and emerging technology provision that meets the needs of the key regional industry sectors.
- We will commit to supporting those underemployed in the region to upskill in STEM courses by providing opportunities to progress into further training in FE, HE or employment.
- We will promote STEM to the wider communities to inform parents and key influencers in the value and importance of STEM.
- Through our networks we will provide CLPL opportunities for all stakeholders.

The regional STEM Strategy and Hub will strengthen and build capacity in areas of key economic strategic importance, address weaknesses or gaps in STEM activity and provision, and provide alignment with STEM curriculum, economic development and employer needs, both now and in the future.

### 3.1.6 Early Years and Child Care provision

Dundee and Angus College is well placed to respond to workforce requirements arising from the Scottish Government's consultation on *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland*.

The college currently has c.600 students studying childcare related courses ranging from SCQF Level 4 to SCQF Level 9 which includes qualifications recognised for registration by Scottish Social Services Council (SSSC). There are clear pathways for progression throughout the suite of courses with exit points into relevant employment at all levels.

Gender balance continues to be a key challenge for the sector due to societal perceptions and unclear career pathways. The majority of the ELC workforce is female (96% of day care of children, 93% childminders) and work is progressing to promote opportunities and address these stereotypes for prospective male applicants.

Senior Phase provision is well catered for with opportunities at National 4, National 5, Higher and Foundation Apprenticeship being offered to all secondary schools in the Dundee and Angus region (including Mearns). Demand for this provision continues to be strong.

The College also has a high uptake of part time provision for people in employment who wish to upskill to advance their career in Early Learning and Childcare. Modern Apprenticeships and Scottish Vocational Qualifications work-based qualifications are delivered by the College to people in employment in Dundee and Angus, Fife and Aberdeenshire.

In 2016, the College began collaborating with the local authority partners at a strategic level to support workforce planning, capacity building and future training requirements.

Through the period of this agreement the College will build on this firm foundation by creating and expanding a clear employment pipeline that delivers the increased number of higher National qualified learners required to meet the growth needs of Early Years and Childcare demand. The challenges in achieving this are well recognised and the College will continue to work in partnership with employers, local authority partners, SFC and the Scottish Government to achieve the ambitious targets set.

### 3.1.7 Land based provision

Dundee and Angus College is the second largest provider of land-based education and training in Scotland. This provision is an important element in the curriculum mix of the College and is crucial in meeting the employment and learner demands of the rural Angus economy in particular. The college portfolio extends to Horticulture, Agriculture, Animal Care, Countryside Skills and Estates Skills, Biomass and Zoo Animal Behaviour (the first course of its kind in Scotland).

The College plays an active role in the development of land-based qualifications and arrangements nationally, including representation on the Land-based Providers Group. As a provider of significant scale, the College is keen to extend this influence and ensure that its role in land-based education is optimised. The College works closely with other providers across the country including collaboration with Argyll College UHI who deliver an HNC Horticulture by Video Conferencing to a D&A based learner cohort.

The College will maintain current levels of mainstream land-based provision throughout the period of this agreement, whilst also seeking to further exploit commercial and other niche opportunities in specialist areas such as biomass, farm renewables and zoo animals.

### 3.1.8 Gaelic provision

As a region Dundee and Angus has amongst the smallest proportion of Gaelic speakers in Scotland. 2011 Census data shows that out of 254,936 only 457 people (0.18%) read, write or speak Gaelic within the Dundee and Angus region, with fewer than 50 speaking Gaelic on a daily basis.

As a result, the College has experienced little or no demand for Gaelic language provision as an education provider or major local employer.

Both Dundee City Council and Angus Council have Gaelic Language plans. As a key member of both Community Planning Partnerships the College will monitor activities and opportunities annually and will respond as appropriate to meet demands as these arise.

### 3.1.9 English for Speakers of Other Languages (ESOL)

Dundee and Angus College is an active partner in the Community Planning Partnerships in Angus and Dundee and is a key provider of ESOL education. The strong collaboration between partners has led to improved co-ordination, capacity building, and delivery of ESOL provision in the Dundee and Angus region.

The College is represented at national level on the ESOL Strategic Implementation Group.

Regional ESOL provision is determined and agreed on the basis of the guiding principles within *Welcoming our Learners: Scotland's ESOL Strategy 2015-2020*. The provision is designed and evaluated against the strategic outcomes identified within the strategy. Local research with ESOL learners, ESOL providers, and Community Learning and Development staff is also undertaken to evaluate and enhance current provision and identify additional requirements.

The research also indicated a need for better and increased access to digital skills support in an ESOL context. In 2017 a joint CPP project was implemented to support learners to develop digital skills needed to participate in different areas of life and improve access to services, employability and social integration.

All ESOL learners undertake initial assessment prior to commencing their college course to ensure they are placed in the appropriate level of provision. All lecturers are minimum CELTA qualified and trained to deliver courses across the full range of levels. On course support is also provided for other non-English speaking learners undertaking courses in vocational areas. Strong collaboration exists between the ESOL team and staff in these areas to ensure that learners access the language support they need to achieve in their chosen vocational area.

The College has recently introduced a cultural programme facilitated by the Learner Engagement team which helps ESOL students to further integrate into college life and offers opportunities for wider achievement in their local community. The Dundee ESOL Volunteering Partnership was established in 2018 to develop volunteer support infrastructure to help break down isolation encountered by some ESOL learners.

Dundee and Angus College is also working to support local employers with large numbers of migrant workers to upskill their workforce in ESOL literacy and numeracy. This promotes mobility within the workplace and social wellbeing and integration.



### 3.1.10 Care Experienced Students

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](#).

The College has strong working relationships with the Through Care and After Care teams with Dundee City and Angus Councils to help identify what support each individual looked after young person or care leaver feels they need before they come to College.

In session 2017/18 Dundee and Angus College delivered 3,004 credits to care experienced learners (c.2.7%) across a variety of subject areas and attendance modes. The College will work in partnership with learners and our partners to increase this figure annually to achieve 4.0% of provision by 2020/21.

College staff attend LAC meetings to ensure progress and achievement is communicated and shared and any issues proactively dealt with. One to one support is provided as required within the College to manage personal issues and barriers and further develop academic skills as appropriate to each individual. The college is a member of the Dundee Champion's Board for looked after young people.

Retention and outcomes for care experienced young people are in line with the Scottish average for **all** learners and further work will progress to support this group to achieve equivalent sector leading outcomes to other D&A learners.

For session 2019/20 we have created our 'Care Experienced Commitment' to guarantee a course place to all care experienced young people that apply for a place at College.

### 3.1.11 Student Carers

[Support for carers](#) is similar to that provided for looked after young people. We have a protocol in place with both young carers' centres in Dundee and Angus to support carers and recognise their responsibilities. Support provided is usually on a one to one basis to manage social, emotional, personal issues being dealt with, and includes extensive liaison with and referral to other agencies relevant for young carers and young adult carers to assist them with their caring role.

The latest complete information available (2011 national census) gave the following number of young carers and young adult carers within the regional area:

<b>Area</b>	<b>All people aged 16 to 24</b>	<b>People aged 16 to 24 who provide unpaid care</b>	<b>Percentage</b>
Angus	11480	473	4.10%
Dundee City	24465	844	3.40%
Scotland	632488	27391	4.30%

Our well established We Care @ D&A group and initiative ensures that our students and staff with caring responsibilities are aware of (and receive) the support on offer to them. So far, We Care @ D&A has:

- Held student focus groups to hear from our learners who have caring responsibilities
- Held partnership meetings with Dundee and Angus carer centres to look at ways to work together
- Developed a student carer card for use in College
- Developed our [Carers policy](#)
- Introduced a range of support and social inputs to better engage care experienced and learners with care responsibilities into college life.

We will continue to share and standardise practice and approaches with our local authority partners to ensure that the educational transitions and outcomes in place for young carers and care leavers are as effective as they can be.

The College is a signatory to the Stand Alone Pledge and is committed to providing on-going support and opportunity for Care Experienced and Carer students alongside those that are estranged from their families, have mental health conditions, or simply need support of one kind or another to help them navigate their learning journey and progress with their lives.

### 3.1.12 Graduate Apprenticeships

Dundee and Angus College is committed to the growth of the apprenticeship family and is the contract holder for the Foundation Apprenticeship programme in the Dundee and Angus region and has been a successful provider of Modern Apprenticeships since the creation of the programme.

College involvement in the Graduate Apprenticeship (GA) scheme has centred around raising awareness of the GA as a career pathway for school pupils and College learners through the Foundation and Modern Apprenticeships.

The College has been unable to bid independently for a contract to deliver GAs (due to levelling barriers) but works closely alongside the University of Dundee and Abertay University to collaborate on pathways and opportunities for young people. The College was a named partner in the recent (unsuccessful) Abertay University GA contract bid.

As an employer, the College is working in partnership with Robert Gordon University to support staff access to GA opportunities.

As the GA programme develops the College will continue to welcome the opportunity to be a delivery partner working in collaboration with the university sector as an education provider and employer.

### 3.1.13 Scottish Credit Qualification Framework (SCQF)

The College uses the SCQF framework extensively within its website and promotional materials to actively promote clear learning journeys. This promotion is underpinned by extensive work throughout all areas of the curriculum to create clear and effective learning pathways that enable high quality and streamlined learning both in terms of progress through SCQF level, but which also develop the relevant skills for learning, life and work.

The College has made good use of SCQF credit rating to create specific certification opportunities for learners and/or employers where suitable other recognised assessment opportunities are not available.

This approach will continue throughout the duration of this agreement.

#### **4. Key National Outcome 3 – A more successful economy**

***A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas and ambition to make a difference.***

##### **4.1 College overview and developments**

Dundee and Angus College plays a major role within the economic development of our region and is a key partner within the range of workforce and economic development forums and groups. This includes input into strategic developments such as the Dundee Waterfront and Tay Cities Deal and direct input into local community and economic planning with our Local Authorities, Skills Development Scotland and Scottish Enterprise. Alongside this the College works in partnership with a significant range of local employers and has made significant progress in creating active employer Stakeholder Advisory Boards to work with staff in each curriculum team to inform and influence our curriculum.

The College will be a key contributor to the response to the 2020 closure of the Michelin tyre manufacturing plant and in supporting retraining arising from the 2019 closure of McGill's construction.

The College has completed a major curriculum review designed to ensure that our curriculum portfolio and delivery matches the changing economic needs of a developing region. This curriculum review makes extensive use of detailed labour market data and employer input to underpin changes, and directly reflects our regional STEM strategy and wide array of national and regional partnerships.

Through the remaining period of this outcome agreement the changes outlined through our curriculum review will be progressed and delivered upon, with the employer and evidence led curriculum review methodology embedded into College practice as a rolling curriculum planning approach.

The College is focussed on the full range of activities necessary to deliver economic growth, including the embedding of initiatives including Future Talent and the D&A Attributes within our student body which will ensure that we deliver on the career management entitlements for young people and ensure that our learners are prepared fully for the world of work and are actively sought after by employers.

##### ***Michelin PLC Factory Closure***

The planned closure of the Michelin factory in Dundee will result in c850 redundancies and a loss of around £50 million per annum to the local economy by 2020.

In advance of coordinated PACE action, the College met with the management team in Michelin to plan out a series of opportunities for staff facing unemployment.

There are various categories of staff groups with different aspirations and the need for support will span the full period covered by this outcome agreement.

The key interventions provided include:

- Support for Apprentices to complete their training.
- Support for managerial staff without formal qualifications who require upskilling and certification.
- Support for engineers prepared to retrain for wind power, decommissioning, and oil and gas.
- Support for those seeking a new career and a change of direction.

Michelin and the College are working together closely to assess the needs of the workforce, plan appropriate action, and put the resources in place so that staff affected can move on to positive destinations.

This is the largest employability intervention in the region for some time and will involve a range of partners.

#### 4.1.1 Developing the Young Workforce (DYW)

The [Dundee and Angus Developing the Young Workforce Team](#) actively support the implementation of the Scottish Government's Youth Employment Strategy. The College are founder members of this group and are active members of the local DYW regional board.

Overall, good progress has been made towards the DYW targets, and the national headline target of reducing youth unemployment by 40% has been met ahead of schedule. Challenges do still remain in the region, particularly in accessing sufficient numbers of high quality work placements and in sustaining positive destinations for all young people, and a range of work is being undertaken by the DYW Group to address this.

Several new partnerships between industry and education have been facilitated by the DYW regional group and a range of activities to promote awareness of career options, local labour market trends and the value of work based learning have also been delivered. Several of these activities are delivered by the regional group in partnership with the College. The regional group and the College have a strong working relationship and work together to deliver and support work inspiration activities and work – related pathways in education.

The regional group make use of the same CRM (customer relationship management) system as the College to enable information sharing and joint working.

#### *Developing the Young Workforce Implementation Plan*

The College developed a DYW implementation plan in 2014/15 to support the work required of the College in what was at that time a new development for the sector. Over the intervening period, the requirements of this plan have been embedded within the College curriculum and activities and/or progressed through partnership working with the DYW regional group and their regional DYW [implementation plan](#).

The College has very strong relationships with all of our schools and is committed through this agreement to closer partnership working with our schools to promote and support increased senior phase vocational opportunities.

Development of our senior phase school link provision is a major driver for the College and has grown by c.30% since 2017. This growth is likely to continue (alongside increasing work with younger school pupils). In academic session 2017/18, over 2000 school pupils in the Dundee and Angus region were actively engaged in one or more College learning experiences.

To support the further development of our strategy and arrangements around university articulation and senior phase school link activities, the College has established a new role of Academic Partnerships Manager. This role acts as the key contact for the College, working in partnership with academic teams and staff to deliver on our senior phase ambitions and to develop clear and structured articulation arrangements across all relevant areas of the curriculum.

The College has engaged positively with Foundation Apprenticeship frameworks and activities and has grown foundation apprenticeship numbers year on year. There are ambitious plan to significantly increase the number of foundation apprenticeship opportunities on offer, and to support this growth a Foundation Apprenticeship Lead, reporting to the Academic Partnerships Manager was appointed in 2019.

The Future Skills College is an innovative and effective way of creating a pathway for school pupils from S4-S6 into an apprenticeship. With the support of our local councils and a whole host of local employers we have developed a programme that gives school pupils the opportunity to straddle college, school and work. This means that they can come out at the end with not only SQA qualifications but training, extensive work experience, and an apprenticeship in their chosen vocation.

Work is progressing well to integrate activities between DYW implementation and our Gender Action Plan, including the creation of a Careers in Care Working group promoting opportunities for men to work in the care sector. The College will also continue to work in partnership with the DYW team to enhance work experience and employment opportunities for young people with disabilities, Care Experienced young people and those from minority ethnic backgrounds.

The College is working in close partnership with Skills Development Scotland and the DYW regional group to better promote Modern Apprenticeship opportunities. This includes the appointment of four College Modern Apprentices as “Apprenticeship Ambassadors” working with employers and young people to promote the benefit of Modern Apprenticeships.

#### 4.1.2 Work Experience

Work experience placement opportunities form an important part of the learning process for learners across the College, supporting the practical application of skills and knowledge developed in the classroom and developing awareness of the requirements of the world of work. Work experience activities also support social networking and increase significantly the employment opportunities for those from areas of multiple deprivation, care experienced learners, and learners with a wide range of protected characteristics.

In 2019/20 at least 50% (almost doubling from the 2018/19 baseline of 26%) of all full-time learners within the College will benefit from direct experience gained within a live working environment relevant to their area of study. This figure is supplemented by c.500 learners undertaking additional work experience through voluntary work options offered through our learner engagement activities.

The College will work in partnership with our regional DYW team to further enhance the numbers of learners benefitting from work experience and has committed through our curriculum review to ensure that all full-time FE provision includes relevant high quality work experience.

This includes the delivery of vocational subjects within real working environments (such as training restaurants and salons), making extensive use of employer partnerships to promote field trips, visits and employer inputs to delivery, and innovative delivery approaches such as the use of real-life commercial and stakeholder projects to underpin learning.

The development of real-life working environments for all learners covers more than just the physical environment, and throughout the duration of this agreement the College will further promote the course ethos and pedagogical approaches required to underpin the seamless transition from education into work. This includes the creation of real life work environments for learning and the embedding of entrepreneurial, project and interdisciplinary learning at all levels.

#### 4.1.3 Employer Engagement

Throughout the period of this agreement the College will further develop our engagement with employers, in the public, private and third sectors. This will include our central role on the DYW Board, and making full use of our engagement opportunities with employers to foster a business partnership approach to skills development and training.

Working with around 1,000 local organisations annually the College will continue to build and develop relationships through personal contact, print and digital media, participation in employer forums and event hosting.

As a trusted resourcing partner and first destination for local businesses workforce development needs, the College has a focus on providing high quality training, mentoring, consultancy, and knowledge transfer services at a time, place, mode and duration of learning that meets both employer and their staff needs. This includes significant work undertaken to support engagement with the Flexible Workforce Development Fund.

##### *Stakeholder Advisory Boards*

D&A College has operated industry advisory (stakeholder) boards in a number of curriculum areas for many years. These boards function to influence the curriculum offer to ensure that it meets employer needs. The scope and remit of these boards has been extended to include the range of provision which addresses the current and future skills needs of the existing workforce within each subject area. All of our curriculum teams now have active Stakeholder Advisory Boards in place, with these boards playing an increasing role in partnering with the College on our curriculum offer and content.

Increasingly this work is developing on a true partnership basis, with employers providing enhanced learner offers including work placements, employment and specialist skills training. In areas such as Computing and Creative Media strong and effective partnerships with employers have resulted in award winning sponsorship of teaching facilities (the 'Digital Mile') and the development of live project work for learners.

The College's Industry Advisory Board for Enterprise will continue to shape the focus on Enterprise across the Curriculum and to increase the engagement of external entrepreneurs within our EnterpriseD&A facilities.

##### *Flexible Workforce Development Fund*

In December 2016 the Scottish Government announced the introduction of a new Flexible Workforce Development Fund (FWDF) to provide employers with workforce development training to up-skill and re-skill their existing workforce. The FWDF is in direct response to feedback from the Scottish Government's consultation on the introduction of the UK Government Apprenticeship Levy.

In its first year, the College delivered 42 FWDF projects for companies (one of the highest in Scotland) and will continue to build on this success throughout the period of this agreement to maximise update of funding opportunities.

#### 4.1.4 Employability

The College is committed to delivering Employability support to a range of audiences across Dundee and Angus.

The College will continue to build on successes delivered in 2018/19 including funding from DWP through low value procurement to provide targeted employability academies to ensure a pipeline of talent is available to meet specific industry demand for major local employers including Tesco and Interplex.

Trust funded programmes will be targeted to support specific segmented groups of unemployed customers (e.g 45+ males) with a view to promoting a no barrier to learning approach utilising the CommuniTAY bus Opportunities for collaboration have increased with the Prince's Trust resulting in co funded Academies being delivered in Electrical Installation and Healthcare creating pathways to Modern Apprenticeships and employment. This collaboration will be expanded to support additional industry sectors in future.

The College will continue to support unemployed clients into work e.g. Pre-employment Academies and Healthcare Academy (Dundee and Angus). Behavioural change continues to be an integral part of this provision, and College provision has been described by partners as unique, creating excellent results with impressive retention and engagement statistics.

Our Discovery programme will continue to target individuals who are suffering entrenched worklessness to create progression on to a range of positive destinations. Weekly drop-in sessions provide peer support to ensure sustained new behaviours and progression. Partner pathways will be further developed in future to aid customer transition. These programmes support 100-150 candidates per annum to consider the issues that are preventing them getting a job and think in a different way about the steps that they can take to make key changes in their life to obtain a job.

Dundee and Angus College is itself a major employer and offers many work placement opportunities per. All placements are mentored by a member of staff who ensures that the work placement is valuable to the individual and that the skills developed are reflected on their CV on completion of the programme.

Throughout the period of this agreement, the College will continue to identify and support the employment of its own Modern Apprentices as vacancies and opportunities become available.

Dundee and Angus College is a platinum member of the Dundee and Angus Chamber of Commerce. The regular networking events we host provide an opportunity to encourage employers to provide student placements.

Working in partnership with Skills Development Scotland (SDS), industry organisations, employers, and other agencies, the College will ensure that we continue to meet the demands of our regional workforce development pipelines, focusing on areas where there is employment growth forecasted within the region including: Care, Hospitality, Housing, Facilities Management, Accountancy, Business & Administration, Hairdressing, Horticulture, Construction, Motor Vehicle, Life Sciences, Engineering, Civil Engineering, Sport, Leisure, Creative/Digital Industries and Customer Service.

#### 4.1.5 Apprenticeships and Work Based Qualifications

Dundee and Angus College offers Modern Apprenticeship (MA) and SVQ programmes in the workplace at levels 2 – 5 on either a funded or commercial basis, delivering around 750 candidate places, including around 300 Modern Apprenticeship opportunities.



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 in a number of key areas 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.

In 2018/19 the College supported 281 MA candidates on the SDS CTS/FIPS system covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Civil Engineering, Customer Service, Childcare, Hospitality, Creative & Digital Industries and ICT.

This work is supported by our partnership with Angus Council in the Angus Shared Apprenticeship Programme (ASAP) which provides an employer vehicle to allow young people to access an apprenticeship shared across a number of smaller employers who would not individually be able to support an apprentice. In 2018 32 young people benefitted from this work.

The College will seek to grow the number of apprenticeship places that it offers by bringing in new apprenticeship frameworks and employers where possible. The loss of major contributors such as McGill's and Michelin who together accounted for c 50 apprenticeship places, will make this challenging.

#### *Foundation Apprenticeships*

As part of the DYW implementation plan, year 1 and 2 of Foundation Apprenticeships (FAs) will be delivered as a key aspect of the College's offer where school pupils will be able to follow a vocational pathway with work experience integral to that qualification. SDS plan to scale up FA's to 5,000 places across Scotland by 2019. The FA's offered from August 2018 by Dundee and Angus include:

- Social Services & Healthcare
- Social Services Children & Young People
- Civil Engineering
- Software Development
- Hardware/System Support
- Engineering Technician
- Business Skills
- Creative Digital Media
- Scientific Technologies
- Accountancy

The intention is to double the number of young people undertaking an FA from 2017 to 2019/20.

During 2017/18, the College delivered a pilot Civil Engineering FA off site at Brechin Community Campus. This has been recognised as a best practice model, and will be repeated in future years. The College is also servicing the Fife Council FA Engineering framework with a combination of delivery taking place in Fife schools and at College.

The College will continue to build on its strong relationships with employers and schools in order to influence this change, with a particular focus on areas where there are increasing skills gaps and demands within an industry.

#### 4.1.6 European Social Funds – Developing Scotland’s Workforce

For session 2019 – 20 the College has been offered of grant to provide 4,433 additional Credit activity in relation to the 2014-2020 European Structural and Investment Fund programme, under the Developing Scotland’s Workforce Lowlands and Uplands Scotland Strategic Intervention.

The College will work closely with both Dundee City Community Planning Partnership and Angus Community Planning Partnership to ensure that our planned ESF additional activity complements CPP planned activity in supporting emerging employment and key growth industries with the region.

This delivery is seen as critical to the educational and economic developments outcomes needed by the D&A region and work will continue to seek to ensure that this activity is embedded within College targets going forward.

#### 4.1.7 National and Regional Initiatives

Throughout the period of this agreement the College will lead and contributes to a number of significant national and regional initiatives directed towards creating a more successful and entrepreneurial economy.

##### *Enterprise D&A*

Dundee and Angus College was successful in accessing £1.5m of funding to create an incubation facility, EnterpriseD&A within the College’s Gardyne Campus.

Since its inception in November 2015, a total of 42 individuals from 26 start-up businesses have been located in the incubator. In 2018/19 17 individuals from 12 businesses have been located within the incubator. The majority are former D&A College students and all have been allocated a mentor to support the progression of their businesses. Supported by a range of partners including the Federation of Small Businesses, Dundee City Council’s EZone team and Elevator Business Gateway complementing the College’s own advisory support for students to create business plans that turn their business ideas into viable businesses.

An extensive range of enterprise and entrepreneurial activity is undertaken across the College each year, with a specific focus on encouraging entrepreneurial mindsets and experience for students. This has generated 15 curriculum supported businesses enabled by funding awarded by the Mathew Trust.

Enterprise D&A offers a broad range of workshops each year, attracting c400 booking per annum. Enterprise Dragons competitions, generously funded by external industry sponsors, have also enabled cash injections to be awarded to around 25 start-up and early stage businesses.

All of this activity is overseen by an External Enterprise Advisory Board which is chaired and run by industry. The board’s role is to keep the Enterprise activity on a business footing and ensure the KPI’s are achieved and the next round of incubator tenants will progress through the facility.

Through this work the College was awarded Entrepreneurial FE College of the Year by Bridge to Business in 2017/18, and we will continue to build on this success throughout the duration of this agreement.

### *Innovation*

The College made good use of Innovation Accelerator Funding to build capacity by identifying and developing innovative activities with companies leading to the first Innovation Voucher approval associated with the Fund.

The Innovation Voucher allowed KH Dressmakers to experiment with 3D lace working in partnership with academic colleagues from her base in the College incubator unit.

Effective collaboration across the organisation ensured the impact of learning for all concerned was maximised. In addition, a pipeline of 5 additional opportunities were identified as a result of deeper engagement with SMEs, alternative innovation opportunities were explored resulting in a Future Equipped contract being secured.

Plans for 2019/20 include ongoing engagement with SMEs to promote the Innovation Voucher opportunity and work collaboratively with Interface to secure further fund bids. Additional funding sources will also be explored to allow further expansion of our involvement in innovation.

The College will build on the first successful Innovation voucher bid to further develop this strand of work in line with our EHRIA commitments.

### *Creative Loop – Creative Media Network*

The College is joint lead of the developing Creative Media Network Scotland. Partnering with Napier University's Screen academy, the project has now grown to include all of the colleges and universities in Scotland active in Creative Media.

The project has won Strategic Funding from SFC for the period through to summer 2019 and is now known as the Creative Media Network.

The revised project is a national response to changes in the industry and works alongside BBC Scotland and STV with their new channels as well as work closely with Screen Scotland and Creative Scotland to increase production opportunities in the next few years. There has been unprecedented investment in television and film production in Scotland in the last few years and there are distinct skills shortages that require to be filled to help the Industry grow.

The Creative Media Network Scotland will work across educational institutions to ensure that the curriculum in Scotland is rigorous and relevant and that students have access to work experience opportunities. The project will also work on access to the industry and will help the BBDC, Channel 4, STV and the main independent companies recruit from sections of the population normally excluded from mainstream media jobs. The network is working to develop a full project proposal to go to SFC in spring 2019 for extended funding.

### *Energy Skills Partnership*

The College is the lead partner in the Energy Skills Partnership that brings together Scottish colleges with the major employers in the Energy field to ensure that qualifications are fit for purpose and that students have access to industry accredited programmes and work experience.

This project started in 2011, has attracted major funding support from SFC, SDS and the Scottish Government. The skills needs of the various energy sub sectors – oil and gas; carbon capture and storage; power generation, transmission and distribution; renewables – are represented, though the Partnership.

ESP recently received confirmation of 5 years further strategic funding from SFC. This is testament to the impact of the project in upskilling staff and building capacity in Scotland's Colleges. The project is now a truly representative body and acts as an agency to ensure the views of the College sector are heard in policy planning around the critical STEM agenda, advanced manufacturing, automation and engineering. ESP is recognised as a model for other strategic projects across the College sector.

As lead partner, the College will work with SFC and ESP over the period of this Outcome Agreement to revise and update the governance structures and arrangements underpinning the operation of ESP.

### *Code Academy*

The College launched the Code Academy in January 2016 to address the skills demands of the gaming, digital and wider computing industries. This provides a pathway of qualifications and industry accreditations from school pupils to the existing workforce. A number of employers from within these industries are already engaged to support this initiative and they will directly benefit by accessing potential candidates for skills vacancies who will have directly relevant skills and experience to progress into working with these companies.

### *International Projects and Recruitment*

The College has a range of international projects funded through different European, governmental and commercial sources. These projects are supporting key industry sectors and cross-College activity, focussing on further developing the curriculum, supporting students with enterprise and wider industry experiences, supporting SME's innovation, competitiveness and business efficiencies as well as supporting staff development.

The College will further review its international strategy as a result of the impact of Brexit to ensure that it is well placed to react to change and maximise opportunities that arise

Changes to UK government TIER4 arrangements have made it substantially more difficult to recruit international students at College level. Despite this the College will aim to maintain current levels of international (non EU) recruitment to mainstream programmes.

The College has delivered successfully on the ESF Funded Developing Scotland's Workforce (LUPS) project for a number of years and sees this activity as a core part of our offer. Each year the College is in a position to identify and 'tag' significantly more learners eligible under this funding than places are available and is keen to ensure that this activity (and the related programmes) are not lost to the region when current funding arrangements come to an end. Success rates for ESF funded activity is strongly positive, and this provision offers clear benefit to individual learners and the region as a whole.

### *Service Design Academy*

The College has developed rapidly over the past 18 months as a centre of excellence in Service Design including launching Scotland's [Service Design Academy](#) and working in partnership with SQA to create a professional Development award in Service Design.

Service Design principles and practices are at the heart of many of the reforms planned for public services in Scotland and the College has worked alongside the Scottish Government and numerous other stakeholders in taking forward the Academy.

Service Design activity offers a significant commercial opportunity for the College and underpins much of the work being undertaken within our Good to Great strategy.

#### *Child Poverty Fund*

The College was successful during 2018/19 in attracting significant funding through the Scottish Governments Child Poverty Fund. This is a strategic fund facilitated by the Scottish Funding Council (Child Poverty Working Group) and the College sector.

These funds will be used to boost employment and educational engagement on a focused basis for a wide range of individuals and families suffering from poverty and deprivation within our communities, including lone parents, carers and care experienced young people.

Through these funds the College will offer community based support and opportunities that will directly enhance employability and provide the personal and skills development needed to support the transition into sustained and successful employment.

## 5 Key National Outcome 4 – High performing institutions

*High performing institutions – a coherent system of high performing sustainable institutions with modern, transparent and accountable governance arrangements.*

### 5.1 College overview and developments

#### 5.1.1 Governance

Leadership and challenge from a high performing Board of Management is critical to the success of the College.

The Board of Management has established high aspirations for the College and is committed to leading and supporting College transition “from good to great”. Within this the Board recognises that its own contribution and performance must reflect that of the College as a whole. The Board is committed fully to the on-going reflection and evaluation of its activities and impacts throughout the duration of this agreement.

Supporting all of this the Board is committed to enhancing diversity across its membership and has achieved a 50:50 gender balance in membership and is working in partnership with [Changing the Chemistry](#) to further advance diversity of membership.

The Board published an externally validated review of its effectiveness in 2016, and will update this during the period of this outcome agreement. The Board is also supporting a University of Stirling ESRC funded research project: Processes and practices of governing in further education colleges in the UK: How do governing boards realise the strategic aims of the organisation?

The Board of Management has adopted, and complies with, the Code of Good Governance for Scotland’s Colleges.

#### 5.1.2 Financial Stability

The College complies fully with all the terms of the SFC Financial Memorandum with colleges and, in common with the rest of the sector, is striving to achieve financial sustainability within the context of funding constraints and significant cost pressures, particularly in relation to pay.

Financial planning and management is strong within the College, with an informed Board providing guidance and scrutiny and engaged managers taking full ownership of their budgets in all areas, supported by a highly professional finance team. This strength has been confirmed by external and internal audit reports for 2017-18.

The College has a robust five-year financial strategy in place. This strategy is updated on a rolling annual basis, but is also subject to further review and update where significant changes within the financial environment arise.

#### 5.1.3 Cyber Resilience

During 2018 the College has been progressing work associated with the Scottish Government’s Public Sector Action Plan 2017-18, which is part of its Cyber Resilience Strategy for Scotland. This ensures that all College systems continue to meet recognised cyber resilience standards and to ensure that the College can appropriately respond to – and recover from – cyber threat. One key element of this work has been achievement of Cyber Essentials certification.

The College continues to receive expert support in relation to cyber security/resilience from a shared service across the Scottish HE/FE sectors and to work with the Scottish Government Cyber Resilience Unit to review approaches and implement the key actions as required.

Cyber resilience and internet security are already embedded elements of essential skills delivery across the college and from 2018/19 all learners receive awareness training in respect of cyber threats and resilient practice through their induction. This will be further developed through curriculum planning for 2019/20.

#### 5.1.4 Kingsway Campus

The majority of the facilities on this campus are now in need of serious upgrading. Built in 1963, the buildings are generally perceived to be beyond their effective life and this was confirmed in the 2008 Watts Survey.

Continuing investment by the College over the years in specialist areas has maintained their currency. However, the general fabric and infrastructure of the campus is now severely limiting the potential to modernise learning areas and is prohibiting the college from providing the types of learning spaces and student experience to which modern learners are entitled. In addition to work required on the external fabric of buildings, internal infrastructure such as toilets, corridors, social space, general classrooms are no longer fit for purpose, and ICT infrastructure is limited and stretched beyond capacity.

In the sector condition survey published by SFC in December 2017 the cost of completing the required backlog maintenance was estimated to be in the region of £13.8m (after allowing for VAT, fees, inflation, contingencies etc). This does not include further significant investment which is required to provide consistently high quality learning spaces.

In order to address the issues set out above, the College has prepared an Outline Business Case (OBC) which sets out our vision for providing learners at our outdated Kingsway Campus with a vibrant and inviting place of learning. This was submitted to SFC in December 2017 but, other than a few specific queries on the text, SFC have not been in a position to be able to provide us with a substantive response.

The next steps are as yet unclear and we look forward to a funding model for college redevelopments being identified as soon as possible. The College remains committed to working with SFC to realise funding for our campus ambitions as soon as this funding model becomes available.

#### 5.1.5 Carbon Reduction

The College has submitted its 2017-18 Mandatory Climate Change Reporting documentation and can report that its carbon footprint has fallen for the 9th consecutive year. The College is signed up to the Universities and Colleges Climate Commitment for Scotland and has reduced its carbon footprint by an outstanding 53% since 2009.

Student and staff engagement in sustainability continues to be a priority and we promote sustainability and social responsibility in all curriculum areas. The College is committed to Scottish Funding Council targets for all universities and colleges to develop individual 'creative and innovative' approaches to demonstrate leadership in embedding environmental and social responsibility across the whole institution. The College will continue to work very closely with the EAUC to meet this demand.

Our Environment team continue to be very successful in obtaining grant funding for the lease of electric vehicles with total funding of £45k secured.

The College has successfully introduced a range of initiatives designed to significantly reduce the amount of single use plastic normally generated by our daily operations. The College no longer sells plastic bottles of water and has instead installed water stations across all of our campuses, providing free water to all of our staff and students, who in return to provide or purchase their own reusable bottles.

We no longer provide disposable cups for hot drinks and students and staff use reusable or crockery mugs. This alone has removed 150,000 disposable cups per annum from our waste stream.

As a part of our Capital Backlog Maintenance programme, we have installed a plastic road at our Gardyne Campus and a plastic car park at our Kingsway Campus. When installing a plastic surface, a plastic aggregate supports recycling and reduces the amount of bitumen required.

#### 5.1.6 College Transformation Strategy – From Good to Great

The Good to Great strategy was launched in August 2017 and will conclude towards the end of 2019.

As a sustained top performing college in Scotland we have focussed the project to plan ahead for the types of challenge we will face in the future. We have embarked upon a bold strategy (Good to Great) that builds on our strong platform to further improve all aspects of our work and to go on and define the way colleges should operate towards 2020 and beyond.

Supported by funding through the D&A Foundation, our Good to Great strategy encompasses a range of strategic and project improvements that are designed to ensure that D&A students benefit from higher levels of attainment and are better prepared and equipped for the world of work than any others in Scotland.

A major review of our curriculum offer will continue to ensure that the curriculum portfolio reflects regional need, whilst also supporting enhancement in teaching methodologies. This will include revision to adopt new areas and new subjects with STEM at the heart of our developments. New subjects will be introduced including Cybersecurity, Data Management, Supply Chain Management and Adventure Tourism. Our ongoing digital strategy has been rolled out to over 500 staff who have completed a competency assessment. This has allowed us to baseline our overall College competency and take action to set targets to modernise learning and to create a 'College on demand'.

Future Talent development and career coaching is now embedded as a fundamental part of our deepening relationship in partnership with schools and industry going forward. These developments will improve significantly the employment prospects for our learners and will be used to tackle the productivity and underemployment gaps that holds our region back, including in partnership with Tay Cities Deal partners and projects.

We will roll out a number of priority improvement projects trialled during the first year of Good to Great and now ready to mainstream. The projects include new enrolment and student admissions processes, techniques on improving retention, and a help desk approach to offering advice and support to learners.



Service Design has been used as a means of planning everything from the help desk function to the developing curriculum in our Landbased area. We will also be using Service Design principles to plan new roles and job descriptions as we work through a review of our academic promoted posts and as we reorganise our commercial offer for the coming years.

Our performance indicators during the first year of Good to Great improved in all areas; retention, FE and HE pass rates, and in successful completion. Our student satisfaction ratings remained high as did our staff engagement and happiness indices.

**Through completion of the Good to Great Strategy, D&A College will be the outstanding model of how colleges in Scotland should operate. Specifically, this will include:**

- In key economic areas our curriculum will be built on a digital learning model that gives learners to access to mobile learning on demand 24/7
- STEM opportunities and career management will underpin all of our College activity
- Learning in every subject will encompass 'real life' project based and interdisciplinary learning
- Sector leading student outcomes will be the norm and every subject area will have outcomes that are above the national average
- Commercial activity will integrate fully with our curriculum
- Commercial activities will achieve a 5% increase
- Service design principles will underpin all systems and processes
- Learners will actively co-create the services that affect them
- Services and supports for learners will be seamless and effective in all cases
- All campuses will offer high quality accommodation that supports learning and service delivery

## 6 College Outputs and Outcomes

Priority Outcome	2019-20 Priority Outputs
<p>To embed outcomes from our Good to Great transformation, cementing the position of the College as one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry levels.</p>	<ul style="list-style-type: none"> <li>• Achieve Core and ESF funded target of 107,735 Credits.</li> <li>• Deliver key Good to Great enhancements in staff engagement, CPD, curriculum, learning &amp; teaching, services and ways of operating.</li> <li>• Further increase the proportion of full-time enrolled students successfully achieving a recognised qualification, maintaining a minimum of 74% for FE and 77% for HE.</li> <li>• Increase percentage of part-time FE enrolled students successfully achieving a recognised qualification to 82%.</li> <li>• Increase percentage of part-time HE enrolled students successfully achieving a recognised qualification to 82%.</li> <li>• Increase by 1 percentage point the percentage of students satisfied with their college experience to 95%.</li> <li>• Maintain opportunities and credit volumes to support younger learners in the 16-19 and 20-24 age bands.</li> <li>• Increase proportion of successful HN students articulating to degree level courses with advanced standing.</li> <li>• To deliver on the outcomes of the Commission for Widening Access, ensuring that a minimum of 20% of articulating students are from MD20 postcode areas by 2020</li> <li>• Increase the number and proportion of full-time college qualifiers in positive destinations after 3-6 months of qualifying by 1 percentage point to 96%.</li> </ul>

### Priority Outcome

To be a key contributor to the economic growth opportunities created by the Tay Waterfront, Tay Cities Deal and other developments, providing a positive response to regional challenges in manufacturing and by providing a skilled and work ready workforce to support jobs growth in areas such as hospitality, cultural tourism, energy and care sectors in partnership with employers, local authorities, and economic development agencies.

To deliver a comprehensive, innovative and forward looking curriculum that meets learner and economic needs, improves learner attainment, progression and employability, and embeds essential learner attributes in enterprise, digital skills and career management practice.

### 2017-18 Priority Outputs

- Maintain apprenticeships starts at c 200 each year.
- Increase the number of full-time learners in vocational subject areas with work experience as part of their programme of study to 100% by 2021.
- Increase volume and proportion of credits delivered to learners on STEM courses 20 25% by 2020.
- Set up Employer Stakeholder Boards for all curriculum areas.
  
- Delivering improvements in learning, teaching and outcomes detailed within the quality enhancement plan.
- To deliver the outcomes of the digital strategy, including 100% digital competency for staff and creation of six fully on-line course options by 2020.
- To complete all outcomes of the 2020 Curriculum review and embed the 'FAST' review methodology as the standard approach for future curriculum planning.
- To expand the Future Talent service to cover all D&A learners and all schools within the D&A region, delivering the national career management entitlements for all learners.
- To complete roll out of the D&A Attributes 'Employ Me' guaranteed interview programme for all Gold attributes learners.

### Priority Outcome

Contribute to a fair and just society by ensuring equal access and inclusive learning opportunities and services for all members of our community, meeting national ambitions for Care Experienced and other disadvantaged/under-represented groups and contributing fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.

Deliver the outcomes of Developing the Young Workforce – Scotland's Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.

Maintain a sustainable regional college through sound governance and effective environmental and financial management approaches that direct the maximum level of resource towards learners and their learning environment.

### 2017-18 Priority Outputs

- Increase volume and proportion of Credits delivered to learners from the most deprived 10% postcode areas to 19.5%.
- Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification.
- Increase by 10% the minority gender share in each of the most imbalanced course areas.
- Improve successful outcomes for Care Experienced students by 3 percentage points per annum.
- Increase positive destinations for Care Experienced students by 2 percentage points per annum.
- Maintain the proportion of Credits delivered at HE level to learners from SHEP schools at 11%.
- Increase student activity Credits in Price Group 5
- Increase recruitment of learners from the gypsy/traveller community
- Maintains sufficient curriculum provision to meet local access and rurality needs.
- Increase number of senior phase pupils studying vocational qualifications at SCQF level 5 and above.
- Increase volume and proportion of Credits delivered to learners at S3 and above as part of school-college provision and improve outcomes for senior phase students.
- Increase number of Foundation Apprenticeship opportunities.
- To improve the proportion of learners articulating with advanced standing to 50% by 2020.
- To meet the requirements outlined through the College financial strategy.
- To create a flexible and effective Workforce Plan.
- Full compliance with terms of Financial Memorandum and Code of Governance for Scotland's colleges.
- Achieve carbon reduction target of 15% by the end of 2018 (using 2013 base measure).
- To progress with redevelopment of the Kingsway Campus.

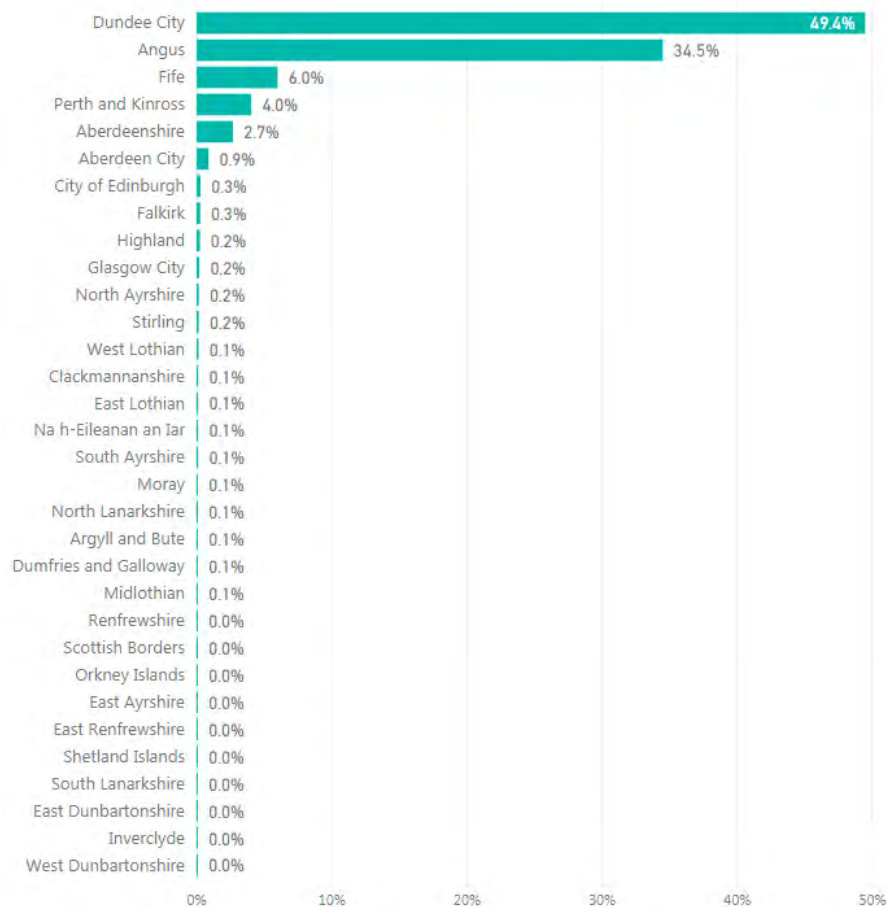
## Appendix 1 Dundee and Angus Regional Economic Context

### 1.1 Dundee and Angus Region

Dundee and Angus College provides further education services for the region of Scotland mainly focussing on the population centres of Dundee and the Angus towns, but stretching in reach south to the northern parts of Fife, west to areas of Perthshire, and north to Laurencekirk, South Aberdeenshire and the Mearns.

The “travel to work” area served by the College has a total population of approximately 500,000. As a result, around 16% of all College students come from out with the regional area considered in respect of funding and activity projections.

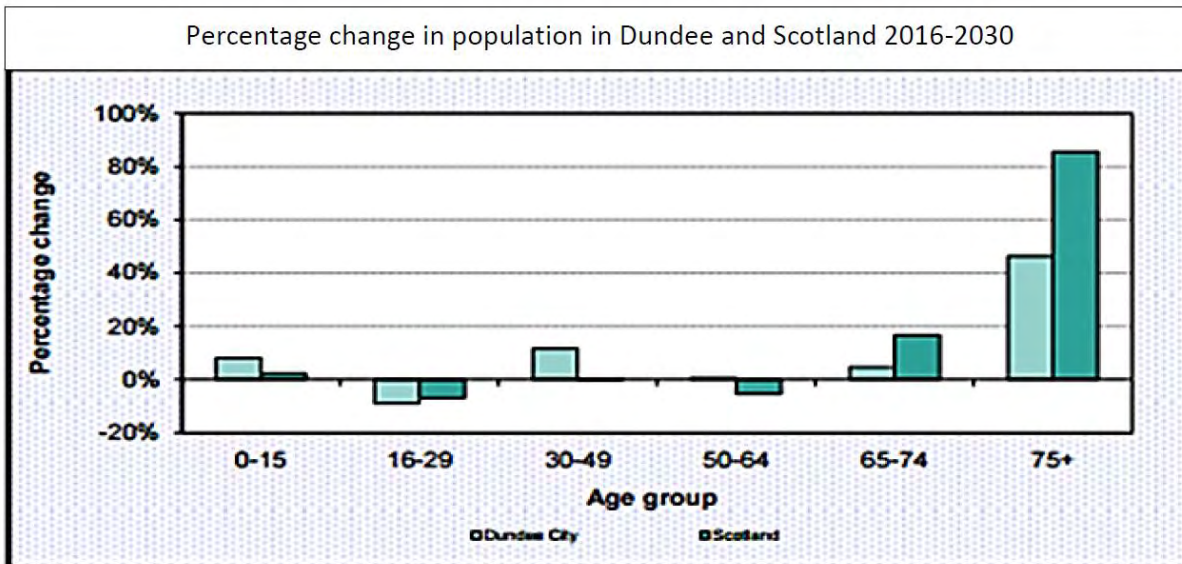
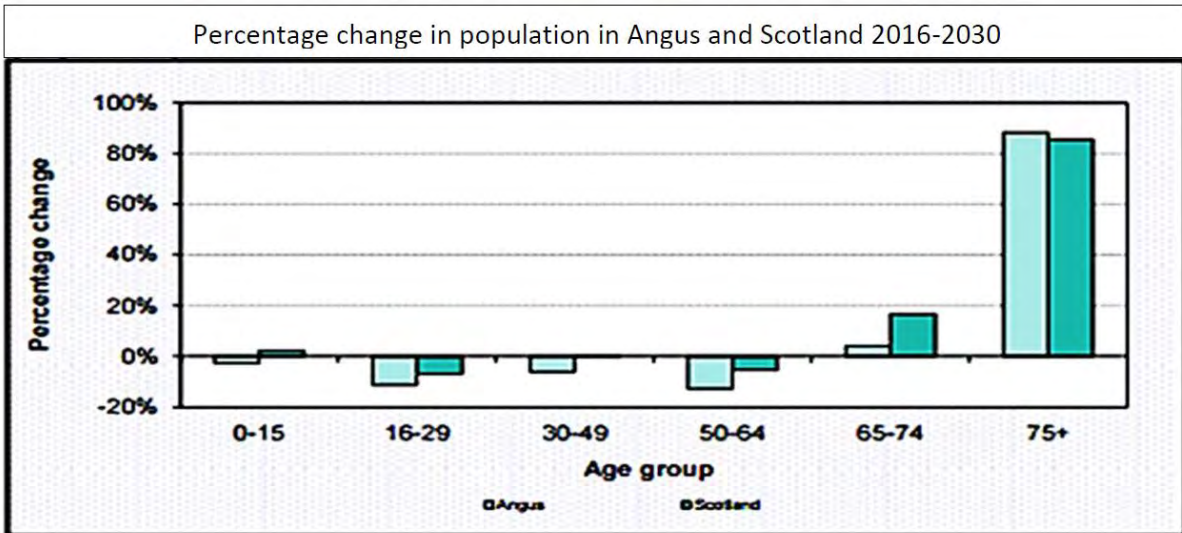
#### Dundee and Angus College, 2018/19 Enrolments by Local Authority



#### 1.1.1 Regional Demographics

Dundee and Angus has a total population of 266,000 people (Dundee 149,000 and Angus 117,000) – c. 5% of Scotland’s population. A total of around 36,000 enrolled students attend either Dundee and Angus College or one of the two Dundee universities. In Dundee 66% of the population are working age, while in Angus 60% of the population are working age, compared to 64% of the total Scottish population.

The populations of both Dundee and Angus are ageing. As shown in the diagrams below, by 2039 the population of Dundee and Angus combined is forecast to increase by c. 70% for those aged 65+. In the same timescale, the combined population is predicted to decrease by c.10% for those aged 16-29.



#### Working Age Population

68% of people in Dundee and 60% of people in Angus are of working age (16-64), slightly lower than for Scotland as a whole at 64%.

#### Economically Active

70% of the population in Dundee and 81% of the population in Angus are economically active compared to 77% for Scotland as a whole, mainly due to relatively high numbers of economically inactive people in Dundee (including a large student population – in Dundee 30% of economically inactive persons are students).

#### Unemployment

Dundee's 2017 unemployment rate of 3.2% is above the Scottish average of 2.3% whilst the unemployment rate in Angus at 2% is slightly better than the Scottish average.

Youth unemployment within the Dundee and Angus area is in line with Scottish average figures. These figures have shown a significant improvement in recent years, particularly in Dundee City. The role of the College is particularly important however, with the relative reduction in unemployment for the 16 – 19 year old age group being reflected in a similar increase in uptake of college places by this age group. Overall employment for the 16 – 19 year old age group within the region is below the Scottish average, with only around 14% of young people entering employment.

#### Economically Inactive

43,000 people in Dundee and Angus are designated as economically inactive, representing 29.5% of the local working age population in Dundee and 21% of the Angus working age population – Dundee's economically inactive population is significantly higher than the Scottish figure of 22.4%, although as previously noted for Dundee, almost one third of the economically inactive population are students. Within the Dundee and Angus economically inactive group c 25% are students (full-time aged 16-64), 30% are long term sick, 14% are retired and 17% look after family and/or home.

#### Occupation

Dundee and Angus have fewer people employed at a professional, technical and managerial level and more people in 'lower grade' work such as administration, skilled trades, caring, leisure, sales, machine operatives and elementary employment than Scotland as a whole.

Angus has a relatively high proportion of people employed in administration & skilled trades (22.6% of total employed compared to 22.5% for Scotland) whilst Dundee has a relatively high proportions employed in caring, leisure & sales (19.4% of total employed compared to 18.5% for Scotland).

#### Qualifications

A significantly lower proportion of working age people in Dundee have a recognised NVQ or 'other' qualification (86%) compared to Angus (92%) and Scotland as a whole (91%).

In terms of higher level achievement, 37% of working age people in Dundee have an NVQ4+ qualification compared to 41% in Angus and 41% for Scotland. At the lower end, 10% of working population in Dundee and 10% in Angus have no qualifications compared to 9.0% in Scotland as a whole.

#### Social deprivation:

Dundee has persistently high levels of deprivation with 30.7% of Dundee's population living in areas designated as the 15% most deprived in Scotland.

Angus has relatively low levels of deprivation with only 2.1% of the Angus population living in the areas designated as the 15% most deprived in Scotland.

### 1.1.2 Regional Economy

#### *Dundee economy*

Dundee is a major regional employment, education and retail centre.

The largest employment sectors in the city are: Health and Social work (22.4% of jobs), Wholesale and Retail (17.1%), Education (10.5%) and Hotels and Restaurants (9.2%).

Dundee contains the largest number of academic and biomedical researchers outwith Cambridge and is home to 13% of the UK's digital entertainment industry.

Dundee also has the highest student to resident ratio of any city in Scotland.

The £1 billion Dundee Waterfront project is the only major project of its type currently in Scotland and is one of the most active regeneration projects in the UK.

### Angus economy

Angus is a rural area of outstanding beauty featuring scenic glens and a rugged coastline.

The largest employment sectors in Angus are: Wholesale and Retail (18.2%), Health and Social Work (15.2% of jobs), Manufacturing (13.6%), and Hotels and Restaurants (9.1%)

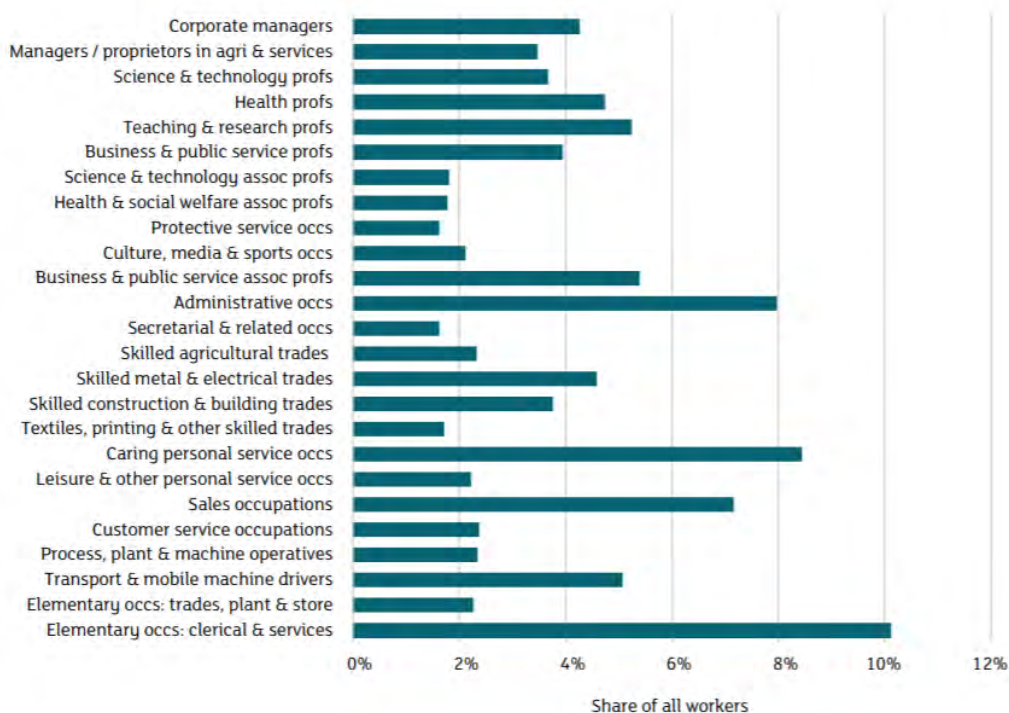
The Angus economy has been dependent historically on small to medium sized businesses and on traditional activities of food production & processing, agriculture, forestry & fishing and textile industries. It is acknowledged that the local economy needs to diversify and develop more growth industries, with a corresponding development of the relevant skills to achieve this.

Rurality is recognised as an issue within the Angus economy and the College with mobility in respect of employment and study limited by rural location, economic ability and limited public transport links. To help to overcome these issues, the College operates a range of outreach facilities and provision designed to provide learning and training opportunities that meet localised need and operates a comprehensive transport service, providing dedicated bus services for learners from all main Angus population centres to facilitate their attendance at College.

### Sectoral Employment Summary

The chart below demonstrates the spread of employment in the top 20 Employment Sectors across Tayside as a whole in 2018.

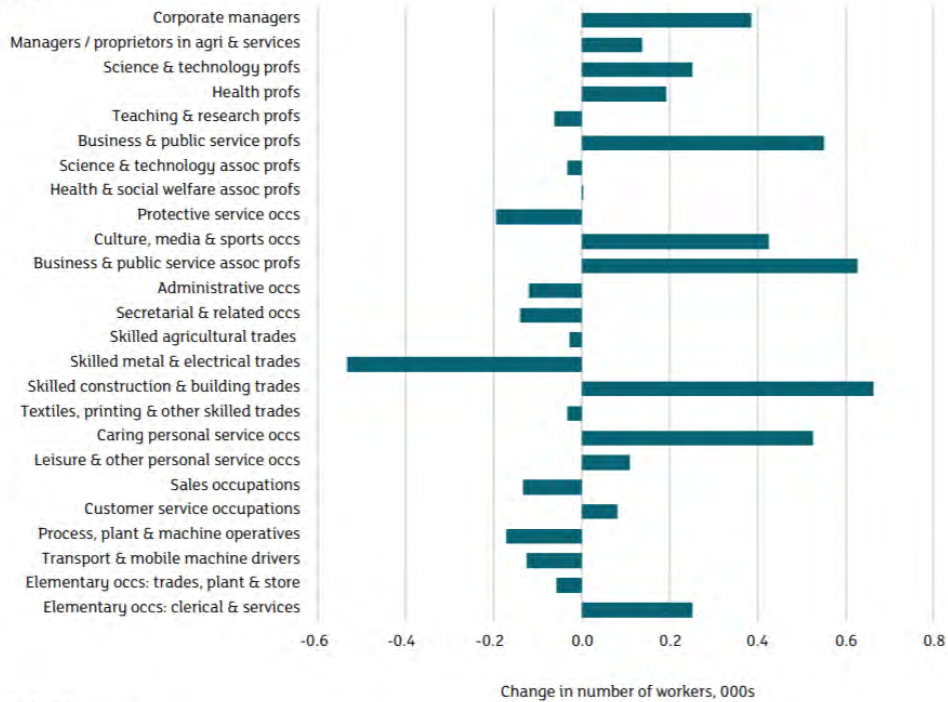
#### Occupational structure, 2018





The chart below shows the projected changes in employment by occupation in Tayside, which reflects changes overall in Scotland.

**Change in employment by occupation, 2018 - 2028**



Source: ONS / Oxford Economics

### Productivity (GVA)

Gross Value Added (GVA) is a measure of the value of goods and services produced in an area. GVA in Tayside in 2018 was £9.6bn, seven per cent of total national output (£134.7bn). This share of GVA ranks Tayside the sixth largest of all Scottish RSA regions in economic terms.

GVA in Tayside is forecast to grow at a rate below the Scottish average over the next decade. GVA in Tayside is forecast to grow at a rate of 1.4 per cent between 2018 and 2028 (see Figure 2.1). This pace of growth is below that expected for Scotland (1.7 per cent) and the UK (1.9 per cent). Growth is expected to be relatively modest in the short term, as businesses show their reluctance to invest while operating under Brexit related uncertainties.

Productivity in Tayside is below the Scottish average. Productivity is the measure of goods and services produced per unit of labour input. Productivity has been calculated by dividing total regional GVA by total regional employment (measured in jobs). As of 2018, productivity in Tayside was £46,900, below the national average of £47,300. Productivity in Tayside is forecast to grow at an average of 1.2 per cent per year between 2018 and 2028, slightly below both the Scotland rate of 1.3 per cent and the UK rate of 1.4 per cent.

The highest figures for GVA per worker in Scotland are concentrated in and around Glasgow, Edinburgh and Aberdeen. As Scotland's fourth city, the below average labour productivity performance of Dundee is a notable issue within the overall data.

### Entrepreneurship

The Global Entrepreneurship Monitor for Scotland notes that entrepreneurial activity in Scotland is increasing but continues to lag well behind the UK rate. The report argues that co-ordinated effort is needed in Scotland to turn the increasing number of low aspiration start-ups (often by graduates) into higher quality, sustainable entrepreneurial initiatives.

The report encourages education providers to provide specific tuition and mentoring in entrepreneurship skills and, in particular, highlights the need to improve opportunity perception, start-up skills, networking and aspiration in order to promote successful, innovation-driven entrepreneurship.

#### *Skills issues*

'Low number of applicants with required skills' continues to be the most commonly cited cause of hard-to-fill vacancies by Scottish businesses (see *Job Vacancies below*). An opportunity therefore exists to increase efforts in Dundee and Angus to address the reported skills gaps that adversely affect 5% of the Scottish workforce and 17% of Scottish businesses, particularly smaller businesses where the cost of training per worker tends to be higher.

#### *Employment prospects*

Employment in business services, transport and haulage, hotels and restaurants, arts and entertainment and IT and telecoms in Scotland are all forecast to increase by 10% or more by 2016. Increasing business confidence is forecast to lead to increased investment and exports with a corresponding requirement for people with the appropriate technical and life skills. Improving economic conditions generally, coupled with deferred consumer demand, are prompting forecasts of increased house building and sales and this is expected to stimulate a rise in demand for housing-related construction skills.

#### *Dundee waterfront regeneration*

The £1 billion Dundee Waterfront development - including the prestigious V&A Dundee visitor attraction - offers a substantial programme of construction employment across five major zones along the River Tay as incremental development of the overall project takes place over the next decade and beyond. Dundee Waterfront will also create a major boost to tourism for both Dundee and Angus with an estimated three million additional visitors to the area and £1 billion of business and leisure tourism spending between 2016 and 2025.

Dundee City Waterfront encompasses 240 hectares of development land stretching 8km along the River Tay. The £1 billion transformation is a strategic, forward-looking 30 year project (2001-2031) that will transform the City of Dundee into a world leading waterfront destination for visitors and businesses through the enhancement of its physical, economic and cultural assets.

Infrastructure works are well advanced. The new V&A Museum of Design Dundee, international centre opened in 2018, alongside Dundee's new railway station and a number of new hotels, restaurants and bars. Hotels, businesses and retailers are already reaping the rewards of the ongoing city transformation while expectant of significant growth as a further 7,000+ jobs are created, in fact Dundee's food and drink industry grew by £43 million in one year.

There are still plans for The Wellgate Shopping Centre to undergo a £21m refurbishment in the near future to include an eight screen cinema and food hall. In 2012, leisure visitors generated over £142 million in expenditure and business tourism generated over £55 million to the local economy and this is projected to rise significantly as the Waterfront project continues. Currently in the final stage of the infrastructure project (2001-2031), the city landscape is changing at a steady pace. Most of the £1 billion investment has already been committed, many developments have been completed and many are underway.

The £1 billion Dundee waterfront project spans five focussed development zones, which are strategically positioned in order to benefit from the existing city fabric and expertise. Individually each zone is important in the local economic outlook, together they are transformational.

#### *Life Sciences and Digital Media*

Dundee is home to one of the UK's most dynamic life science clusters with 18% of Scotland's life science companies based in Dundee and 4,000 people employed locally in the sector. Dundee is also the location of one of Europe's most accomplished hubs for computer games and mobile digital content development. Over 3,300 people in 350 businesses are currently employed in Tayside within the digital media and creative industries.

The continuing development of life sciences and digital media/creative activities in the Dundee city region brings a strong likelihood of continuing employment opportunities for appropriately skilled people.

#### *Dundee renewables*

Renewable energy is an important part of the future for Dundee and the broader local economy, encompassing wind, marine and hydro energy, as well as bio, solar and geothermal energy. A growing number of businesses in Dundee and beyond are said to be either currently involved or are seeking to engage in the local renewables sector. The development of renewable energy in Dundee brings with it a variety of training needs and employment opportunities for the wider area.

#### *Energy and technology*

Recent developments in the energy and technology sectors in the north-east of Scotland have enabled employment diversification in Angus into engineering, oil and gas and pharmaceuticals. The College has developed a successful programme of customised training programmes designed to meet the requirements of these industries in and around Montrose and Aberdeen and further opportunities are expected in the future. In Dundee, significant investment is being made to develop an Oil & Gas industry decommissioning hub which will attract significant numbers of jobs. The recent recovery in the price of oil, and associated exploration and increase in production has seen a recovery in related activity in both Dundee and Angus.

#### *Food and drink*

Angus is well-known for its high quality, specialist food and drink produce serving both the local visitor market and the Scottish export market. Increased visitor numbers forecast for Scotland as a whole and for the Dundee Waterfront development in particular are expected to create employment opportunities in the food and drink sector alongside the growing hotel and restaurant sector.

#### *Productivity*

Dundee's historically low level of labour productivity in comparison to the three larger Scottish cities sets a clear challenge to identify the causes of this productivity deficit and to devise and implement remedial actions. Such actions will require a partnership approach comprising providers of education working with private and public sector organisations.

#### *Labour market*

The combined Dundee and Angus area underperforms Scotland as a whole across a range of indicators including employment, qualifications and occupation, presenting a long-term challenge to all organisations with an influence on the labour market.

### 1.1.3 Tay Cities Deal

The four local authorities across the Tay Cities Region, Angus, Dundee City, Fife and Perth & Kinross have been successful in their bid to win a "Cities Deal", resulting in combined Scottish Government, UK government and private investment of £700M:

*"We will create a region where fair business growth, social inclusion and skills development is at the heart of everything we do. Our vision is to become a cohesive region of knowledge with a culture of creativity within Scotland and the UK. By focussing on the skill, knowledge and expertise of our people, we can boost innovation, economic growth and productivity within our region."*

The College submitted four Stage 1 project bids as lead partner and is a partner in a further 20 bids. The College has submitted bids which are strategically important for our stakeholders, the Region and which have the potential to increase regional employment, weekly wages and GVA growth above the Scottish average.

We have also targeted partners who we have a strategic alignment to, in order to collaborate in their bids. This strategy has ensured that the College is involved in projects across several key industry sectors, as well as within bids focussing on the cross cutting themes of Inclusive Growth, Innovation and Internationalisation.

#### 1.1.4 Key Local Authority CPP Outcomes

Dundee and Angus College has long standing and positive partnership links with the local authorities with which it interacts. These links are predominantly with Dundee City Council and Angus Council, although the College also engages with other local authorities within the neighbouring authorities of Fife, Perth & Kinross and Aberdeenshire. This is particularly evident through the Tay Cities Deal developments.

The College plays an active and important role as a member of both the Dundee City Council and Angus Council Community Planning Partnerships, with the Principal current Chair of the Angus CPP.

Whilst Dundee and Angus College is a not a member of the Fife, Perth & Kinross or Aberdeenshire Community Planning Partnerships, its catchment area extends into these geographical areas, with the College recruiting c.16% of all learners from these areas. As a result, the College has the opportunity to support the achievement of the relevant partnership objectives set out in their respective Local Outcomes Improvement Plans (LOIPs).

The [Angus LOIP](#) incorporates the following key outcomes:



National Objectives	Wealthier & Fairer	Smarter	Healthier	Safer & Stronger	Greener
Our Vision	<i>Angus is a great place to live, work and visit</i>				
Our Priorities	<p>Tackling inequalities</p> <p>Building services around people and communities</p> <p>Focusing on prevention</p> <p>Working together effectively</p>				
Our CrossCutting Themes	Economy	People	Place		



These match well with the College priority outcomes, with the College playing a particularly key role within the following:

- An inclusive and sustainable economy
- More opportunities for people to achieve success
- Safe, secure vibrant and sustainable communities
- A skilled and adaptable workforce
- Improved physical, mental and emotional health and wellbeing.

The [Dundee City LOIP](#) incorporates the following key outcomes

Strategic Priority	Dundee Outcome
 <b>Fair Work and Enterprise</b>	Raise regional productivity
	Close the jobs gap
	Reduce unemployment
 <b>Children and Families</b>	Improve early years outcomes
	Close the attainment gap
	Improve physical, mental and emotional health for children and young people
	Improve health and wellbeing outcomes for children and young people who experience inequalities
	Increase safety and protection of young people
 <b>Health, Care and Wellbeing</b>	Reduce obesity
	Reduce substance misuse
	Improve mental health and wellbeing
 <b>Community Safety and Justice</b>	Reduce levels of crime
	Reduce levels of domestic abuse
	Reduce levels of re-offending
	Reduce risk to life, property and fire
	Improve road safety
	Reduce levels of antisocial behaviour
 <b>Building Stronger Communities</b>	Improve quality of neighbourhoods
	Increase empowerment of local people
	Improve housing quality, choice and affordability
	Improve access to healthy green and open spaces
	Improve transport connections to communities

Again, these outcomes match well with the College priority outcomes, with the College playing a particularly key role within the following:

- Raise regional productivity
- Close the jobs gap
- Reduce unemployment
- Close the attainment gap
- Improve the physical, mental and emotional health for children and young people

Throughout the duration of this agreement the College will seek to strengthen further and develop our partnership ties with each authority and will seek to ensure that College ROA and local authority LOIP outcomes converge to deliver seamless and efficient learning opportunities within our communities.

## Appendix 2 Access and Inclusion Strategy Activity and Resources Update

### Objectives and Outputs 2019-2020

The College has set as a priority outcome to contribute to a fair and just society by ensuring equal access to our learning opportunities and services for all members of our community and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.

The following details our objectives and outputs in relation to this outcome.

Objectives	2019/20 Outputs
<p>To increase the proportion of Credits delivered to learners from the 10% most deprived (SIMD) postcode areas.</p>	<ul style="list-style-type: none"> <li>• Increase volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas by 1% to 19%.</li> <li>• Increase by 2 percentage points the proportion of Students from SIMD 10 postcodes successfully achieving a recognised qualification (increase in FT and PT provision at FE &amp; HE levels).</li> <li>• Maintain the proportion of Credits delivered at HE level to learners from SHEP schools at 1%.of activity.</li> </ul>
<p>To provide meaningful education and employment/progression opportunities for care leavers, young adult carers.</p>	<ul style="list-style-type: none"> <li>• Improve successful outcomes for care experienced students by 2 percentage points (increase in FT and PT provision at FE &amp; HE levels).</li> <li>• Increase positive destinations for care experienced students by 2 percentage points.</li> <li>• Improve successful outcomes for students who are young adult carers by 2 percentage points.</li> <li>• Deliver on the aspirations of our Corporate Parenting Plan and College Carers Policy</li> </ul>
<p>To ensure that there is equal representation and equivalent positive outcomes for learners from within all protected characteristic groups, with a particular focus on gender equality</p>	<ul style="list-style-type: none"> <li>• To deliver on the ambitions of the College Gender Action Plan</li> </ul>



Objectives	2018/19 Outputs
<p>To ensure the appropriate provision of access level learning opportunities for individuals with behavioural, emotional or learning difficulties.</p> <p>To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist.</p> <p>To develop strong partnership and communication links to ensure differing needs of a diverse learner population are met thus enhancing retention and success at key transition points.</p> <p>To evaluate and report upon the impact of College activities and policies in respect of equalities mainstreaming.</p>	<ul style="list-style-type: none"> <li>• Increase learning activity Credits in Price Group 5</li>   <li>• Deliver on the ambitions of our Estates Strategy</li>   <li>• Improve learner retention across all modes of delivery by 1 percentage point.</li> <li>• To develop and embed a toolkit of resources, approaches and CPD designed to enhance learner wellbeing and resilience.</li> <li>• To offer all school leavers and care experienced young people a guaranteed place at College.</li> <li>• To continue to deliver and improve our schools digital portal to facilitate the effective transfer of transition information.</li>   <li>• Deliver on the ambitions of our Equalities Mainstreaming Report</li> <li>• To maintain the equal gender balance of the Board of Management and College Management Team.</li> </ul>



## Resourcing our Approach

### Expenditure on access and inclusion activities and resources

#### Access & Inclusion Strategy Costs

	<u>Staff Costs 2019-20 £'000</u>	<u>Non-pay Costs 2019-20 £'000</u>	<u>offset Income 2019-20 £'000</u>	<u>TOTAL 2019-20 £'000</u>
<b>Teams involved in transition planning for students with additional support needs</b>				
Social Sciences & Transition	689	6		695
Supported Education	962	12		974
Access	258	7		265
Prince's Trust	132	32		164
Essential Skills	1,238	7		1,245
<b>Specialist services the college buys in/welfare services provided by the college</b>				
Learner Engagement	213	79		292
Student Guidance & Support	1,146	128		1,274
Nursery	138	8	-114	32
<b>Bespoke individualised support for price group 5 or students using PLSPs</b>				
2hr pw for teaching staff across other academic centres	856			856
<b>Development &amp; Support of Inclusive Teaching Practices</b>				
Mentor posts	39			39
Professional Learning course Leader	110			110
<b>CPD programmes(in house &amp; bought in)</b>				
		20		20
<b>ICT investments, software and specialist equipment e.g hoists</b>				
Equipment- Disability (included in centre 403)		10		10
Learning Systems & Technology	603	132		735
ICT investments				
Software & Licences (Academic centres)		12		12
<b>Transition planning activities e.g school/college partnership, articulation &amp; work placement included in centre 403 above</b>				
			<b>Planned expenditure 2019/20</b>	<b>£6,723</b>
			Comparative expenditure 2018/19	£6,061

# EQUALITIES IMPACT ASSESSMENT RECORD



Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
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## Appendix 3 Equalities Impact Assessment Regional Outcome Agreement 2019 - 2021

The undernoted checklist is designed to record the assessment of the impact your area of service/policy has in respect of a wide range of equality requirements.

This checklist should be used to inform your review of the inclusiveness of the service you provide and to ensure that your service is not having an unfairly disproportionate or negative effect on any particular group.

When completing this checklist, you should not think of the “don’t know” column in the form as the easy option to respond to any of the questions. In cases where you don’t know and/or you don’t have data, you will need to make a judgement based on experience as to whether the service or policy you are screening may have an impact on any of the protected characteristic areas outlined. If your judgement is that the policy may have a differential adverse impact in relation to any of the characteristics highlighted (i.e. it affect some groups differently and less favourably than other groups), you should seek to obtain evidence and must look at how the service/policy can be developed, enhanced or delivered in a way which will lessen this impact.

### 1. Is there any indication or evidence of a disproportionately higher or lower participation or uptake by different groups in respect of the policy or area of activity under consideration?

	Yes	No	Not Known
Racial/Ethnic group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marital/Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Please comment:**

**Regional Outcome Agreement (ROA) highlights College approaches and targets designed to meet Scottish Government and Scottish Funding Council objectives in areas including the prioritisation of education for young people, the tackling of gender segregation across subjects, and support for those from the widest range of backgrounds.**

**In all cases ROA approaches and targets reflect proportionate means of achieving these national policy aims.**

# EQUALITIES IMPACT ASSESSMENT RECORD



Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
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2. Is there any indication or evidence that different groups have different needs, experiences, issues and priorities in relation to the above noted service (which have not already been taken into account in the development and delivery of the policy or service area under consideration)?

	Yes	No	Not Known
Racial/Ethnic group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marital/Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please comment:

The ROA summarises activities and approaches designed to ensure that College services and outcomes are accessible across the full range of protected characteristics. This includes the development of specialist provision, overall curriculum mix and the delivery of specific and targeted support services for identified groups to support engagement and meet national policy aims.

3. Have previous consultations with relevant groups, organisations or individuals indicated that particular service policies or approaches create problems that are specific to individuals in respect of any of the following groups?

	Yes	No	Not Known
Racial/Ethnic group	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marital/Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please comment:

Please see above. Requirements are summarised within the ROA document and Access and Inclusion Strategy

# EQUALITIES IMPACT ASSESSMENT RECORD



Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
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## 4. Have these problems been fully addressed?

Yes  No

## 5. Is there an opportunity to better promote or ensure equality of opportunity by altering the service/policy or working with others to enhance inclusiveness?

Yes  No

Please elaborate:

Outlined within future ROA targets.

## 6. With reference to Questions 1 to 4 please summarise how you believe the service or policy impacts on the College's obligation to mainstream and positively promote equality and diversity within the services we offer.

The ROA directly outlines the high level range of activities and outcomes developed to meet the access and inclusion obligations of the College.

## 7. What additional data or evidence (if any) do you feel is required to ensure the effective monitoring of the service/policy following the implementation of any planned changes?

None.

## 8. In the context of Questions 3 - 6 are there any relevant groups (outwith those normally considered/consulted) which you believe should be consulted regarding the service/policy at this time?

Yes  No

Please specify the groups:

Students' Association and a wide range of partners are involved in the development and delivery of ROA outcomes.

# EQUALITIES IMPACT ASSESSMENT RECORD



Prepared by: S Taylor	Issued by: R Henderson	Issue Date: 23/11/2015
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9. Any other comments on the service being reviewed or the impact assessment exercise completed?

10. On the basis of the answers noted above, do you feel that the service/policy meets required standards in respect of the mainstreaming and promotion of equality.

Yes  No

Please elaborate:

11. Should the policy/area be subjected to a full and more detailed Equality Impact Assessment/Enhancement plan?

Yes  No

Initial Impact Assessment Completed by: Steven Taylor

Date: 27 March 2019

If further Equality Impact Assessment/Enhancement is considered necessary, please discuss this requirement with the relevant member of the Executive Team

Please return completed form to the Quality Office.

## SFC Outcome Agreement Targets for 2019-20 to 2021-22

- \* denotes priority measure  
 \*\* denotes successful completion figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

<b>OA National Measure</b>	<b>Actual 2017-18</b>	<b>Projection 2019-20</b>	<b>Projection 2020-21</b>	<b>Projection 2021-22</b>
<b>1(a)* The volume of Credits delivered</b>				
The volume of Credits delivered (core)	109,360	103,314	109,500	109,500
Core Credits target (region)	103,861	103,314	109,500	109,500
% towards core Credits target (region)	98.6%	100.0%	100.0%	100.0%
The volume of Credits delivered (ESF)	7,755	4,433		
The volume of Credits delivered (core + ESF)	109,360	107,747	109,500	109,500
<b>1(b)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>				
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	17.4%	19.0%	19.5%	19.5%
<b>1(c) The volume and proportion of Credits relating to learners from different protected characteristic groups and Care Experienced</b>				
Proportion of Credits delivered to Male learners	47.3%	49.9%	49.9%	49.9%
Proportion of Credits delivered to Female learners	52.0%	49.9%	49.9%	49.9%
Proportion of Credits delivered to Other learners	0.7%	0.2%	0.2%	0.2%
Proportion of Credits delivered to BME learners	5.0%	4.0%	4.0%	4.0%
Proportion of Credits delivered to students with a known disability	12.3%	18.0%	18.0%	18.0%
Proportion of Credits delivered to learners aged under 16	4.7%	5.0%	5.0%	5.0%
Proportion of Credits delivered to learners aged 16-19	46.6%	45.0%	45.0%	45.0%
Proportion of Credits delivered to learners aged 20-24	19.9%	20.0%	20.0%	20.0%
Proportion of Credits delivered to learners age 25 and over	28.9%	30.0	30.0%	30.0%
Proportion of Credits delivered to students with Care Experience	2.8%	4.0%	4.0%	4.0%
<b>2* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>				
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	2.3%	4.0%	4.0%	4.0%
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	9.8%	5.0%	5.0%	5.0%

Proportion of Credits delivered at HE level to learners from SHEP schools	8.4%	10.9%	10.9%	10.9%
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>				
Proportion of Credits delivered to learners enrolled on STEM courses	22.2%	25.1%	25.0%	25.0%
<b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students achieving a recognised qualification	75.4%	75.0%	76.0%	76.0%
The percentage of PT FE enrolled students achieving a recognised qualification	78.3%	84.0%	84.0%	84.0%
The percentage of FT HE enrolled students achieving a recognised qualification	76.2%	79.0%	79.0%	79.0%
The percentage of PT HE enrolled students achieving a recognised qualification	76.9%	84.0%	84.0%	84.0%
<b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>				
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	74.2%	74.0%	74.0%	74.0%
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	77.5%	85.1%	85.1%	85.1%
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	70.0%	75.0%	75.0%	75.0%
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	80.4%	72.0%	72.0%	72.0%
<b>4(c)* Proportion of senior phase age pupils successfully achieving a vocational qualification delivered by colleges</b>				
The percentage of senior phase FT FE pupils achieving a vocational qualification**	73.9%	96.0%	96.0%	96.0%
The percentage of senior phase PT FE pupils achieving a vocational qualification	72.4%	80.0%	80.0%	80.0%
The percentage of senior phase FT HE pupils achieving a vocational qualification	50.0%	75.0%	75.0%	75.0%
The percentage of senior phase PT HE pupils achieving a vocational qualification**	73.3%	74.3%	74.3%	74.3%
<b>4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification</b>				
The percentage of CE FT FE enrolled students achieving a recognised qualification	57.1%	64.7%	70.0%	70.0%
The percentage of CE FT HE enrolled students achieving a recognised qualification**	62.5%	70.0%	73.3%	73.3%
<b>4(e)* Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification</b>				
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	72.9%	72.0%	74.0%	74.0%
<b>5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	142	200	200	200
<b>6. Number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study</b>				
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	5,363	5,400	5,400	5,400
<b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level</b>				

<b>courses with advanced standing</b>				
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	36.0%	60.0%	60.0%	60.0%
<b>8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying</b>				
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying		96.0%	97.0%	97.0%
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying		95.0%	95.0%	95.0%
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>	94.8%	97.0%	97.0%	97.0%
Response Rate				
Full-time				
Part-time				
Distance Learning				
<b>10 Gross carbon footprint (tCO2e)</b>	2,964	2,700	2,700	2,700





## Outcome Agreement between Dundee & Angus College and the Scottish Funding Council for AY 2019-20

### On behalf of Dundee & Angus College:

Signed:

Print name: Grant Ritchie

Position: Principal

Date: 17.07.2019

Signed:

Print name: Angela McCusker

Position: Chair

Date: 17.07.2019

### On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 16 July 2019