



Dundee and Angus College Regional Outcome Agreement Summary

The Regional Outcome is a formal signed agreement between the Dundee and Angus College Board of Management and the Scottish Funding Council which commits the College to deliver a number of outcomes and outputs as a condition of the funding received.

The full document details the context within which these outcomes will be achieved, the approaches which will be adopted and how they support national priority objectives.

For the period 2017-20 the College has committed to achieving six overarching outcomes.

Remain one of the highest performing colleges nationally in the recruitment, retention, attainment and progression of our learners regardless of their backgrounds or entry levels.

Be a key contributor to the economic growth opportunities created by the Tay Waterfront, Tay Cities Deal and other developments by providing a skilled workforce to support anticipated jobs growth in areas such as hospitality, cultural tourism, the energy and care sectors in partnership with employers, local authorities, and economic development agencies.

Contribute to a fair and just society by ensuring equal access and inclusive 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.

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

Fully engage with Education Scotland and the Scottish Funding Council in the introduction and development of the new quality arrangements for colleges and commit to produce an evaluation report and enhancement plan for October 2017.

Remain a sustainable regional college through sound governance and effective financial management that directs the maximum level of resource towards learners and their learning environment.

To achieve these outcomes the Regional Outcome Agreement identifies a number of key areas which the College will focus on during this period.

- *School Senior Phase Vocational Pathways and foundation apprenticeships*
- *Increased university articulation*
- *Science, Technology, Engineering and Mathematics (STEM) – Regional Strategy*
- *Expansion of Early Years and Child Care provision*
- *Employer Engagement and Work Experience*
- *Gender and Equalities in the curriculum*
- *Developing the Young Workforce*
- *Care Experienced Students and Student Carers*
- *Sustainability and Governance*

An important aspects of the 2017-20 Regional Outcome Agreement is the inclusion of a detailed Access and Inclusion Strategy.



“Dundee and Angus College student retention and success rates are significantly higher than the Sector average. We are firmly of the view that the inclusive and supportive practices that are detailed in this strategy are a fundamental component of the success and wellbeing of our students. We are determined to remain a sector leading college in this regard and have challenged ourselves to build and improve on this successful foundation.”

The Access and Inclusion Strategy sets out a number of specific objectives for the College

- *To increase the proportion of Credits delivered to learners from the 10% most deprived (SIMD10%) postcode areas.*
- *To provide meaningful education and employment/progression opportunities for care leavers, young adult carers.*
- *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.*
- *To ensure the appropriate provision of access level learning opportunities for individuals with behavioural, emotional or learning difficulties.*
- *To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist.*
- *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.*

National Framework Measures

7 Measurement Framework - Trends and Targets

National Measures	2013-14	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20
1(a) The volume of Credits delivered						
The volume of Credits delivered (core)			103,232	160,232	166,333	168,333
Core Credits target (region)			103,232	160,232	166,333	168,333
% learners score Credits target (region)			100%	100%	100%	100%
The volume of Credits delivered (CSF)	106,694	107,089	106,350	168,333	168,333	168,333
1(a) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24						
Volume of Credits delivered to learners aged 16-19	52,666	52,452	52,194	52,000	52,000	52,000
Volume of Credits delivered to learners aged 20-24	54,028	54,637	54,156	52,000	52,000	52,000
Proportion of Credits delivered to learners aged 16-19	49.4%	47.7%	48.2%	48%	49%	49%
Proportion of Credits delivered to learners aged 20-24	50.6%	52.3%	51.8%	52%	51%	51%
Volume of Credits delivered to full-time learners	21,076	22,176	21,776	22%	22%	22%
Volume of Credits delivered to full-time learners aged 16-19	78,000	77,814	78,000	80,000	80,000	80,000
Volume of Credits delivered to full-time learners aged 20-24	40,826	40,600	39,776	40,000	40,000	40,000
Proportion of Credits delivered to full-time learners aged 16-19	51.3%	52.3%	51.6%	50%	50%	50%
Proportion of Credits delivered to full-time learners aged 20-24	48.7%	47.7%	48.4%	50%	50%	50%
1(a) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas						
Volume of Credits delivered to learners in the most deprived 10% postcode areas	15,289	17,243	17,249	16,400	16,850	19,000
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	14.7%	16.0%	16.3%	11%	11.6%	11%
1(b) The volume and proportion of Credits relating to learners from different protected characteristics groups and care leavers						
Gender						
Volume of Credits delivered to Male learners	50,918	53,331	52,148	54,160	54,160	54,160
Volume of Credits delivered to Female learners	47,776	43,756	44,108	52,000	52,000	52,000
Proportion of Credits delivered to Male learners	47.7%	44.3%	48.1%	50%	50%	50%
Volume of Credits delivered to Female learners	55,776	54,217	58,975	54,160	54,160	54,160

The Regional Outcome Agreement also sets a number of targets which the College has agreed to achieve in relation to the National Measurement Framework. This is a set of measures which the College will be monitored and reported on by the Scottish Funding Council. The document provides trend information from previous years and targets for the next 3 years.

The Regional Outcome Agreement targets are set in relation to the following measures.

- **The volume of Credits delivered**
- **Volume and proportion of Credits delivered to learners aged 16-19 and 20-24**
- **Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas (SMD10)**
- **The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers**
- **The number of senior phase pupils studying vocational qualifications delivered by colleges**
- **Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges**
- **Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision**
- **Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)**
- **Volume and proportion of Credits delivered to learners enrolled on STEM courses**
- **Proportion of enrolled students successfully achieving a recognised qualification**
- **Proportion of enrolled SMD10 students successfully achieving a recognised qualification**
- **Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges**
- **The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)**
- **Number of full-time learners with substantial 'work placement experience' as part of their programme of study**
- **The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses**
- **The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying**
- **The percentage of students overall, satisfied with their college experience (SSES survey)**
- **Gross carbon footprint (tCO²)**