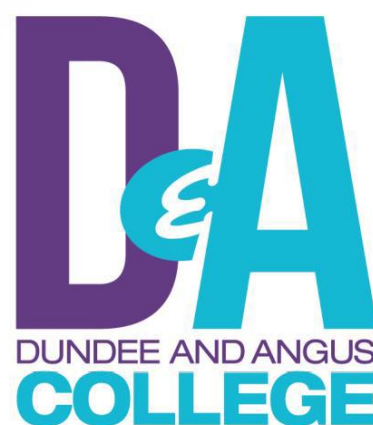




2017-20

# REGIONAL OUTCOME AGREEMENT



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## Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2017-20

### College Region - Dundee and Angus

#### Funding

**Dundee and Angus College** will receive **£ 26,062,966** (Core + ESF allocation) from the Scottish Funding Council for academic year 2017-18 to plan and deliver further and higher education in the region.

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 2017-18

1. **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.**
2. **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.**
3. **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.**
4. **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.**
5. **Full engagement 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.**
6. **A sustainable regional college through sound governance and effective financial management that directs the maximum level of resource towards learners and their learning environment.**

**Priority Outputs** to be delivered in AY 2017-18

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

**Signed by College Region**

Principal



Regional Chair



Date 24.03.17

**Signed by SFC**

Date

## 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 4 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 learners 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.**

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

College Priority Outcomes	SFC Key Outcomes			
	a	b	c	d
1. 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.	✓	✓		
2. 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.			✓	

College Priority Outcomes	SFC Key Outcomes			
	a	b	c	d
3. 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.	✓			
4. 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.	✓	✓	✓	
5. Full engagement 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.	✓	✓	✓	
6. A sustainable regional college through sound governance and effective financial management that directs the maximum level of resource towards learners.				✓



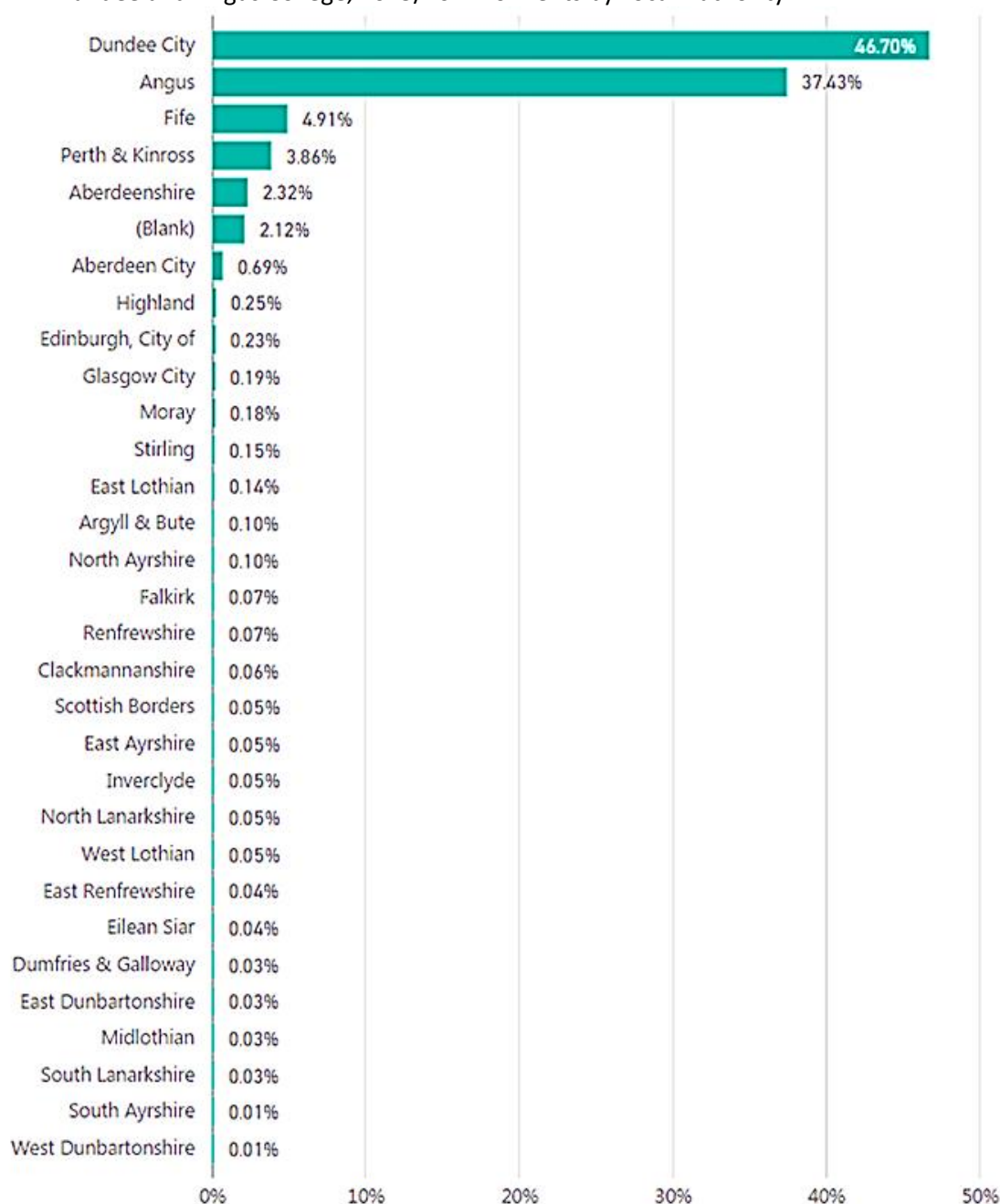
## 1. Regional Context

### 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.

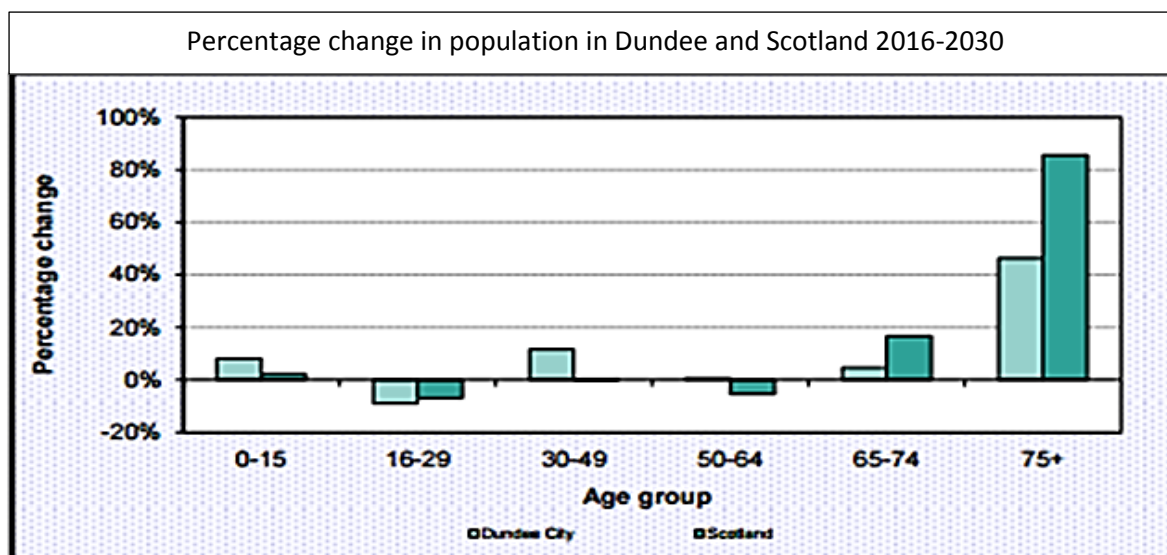
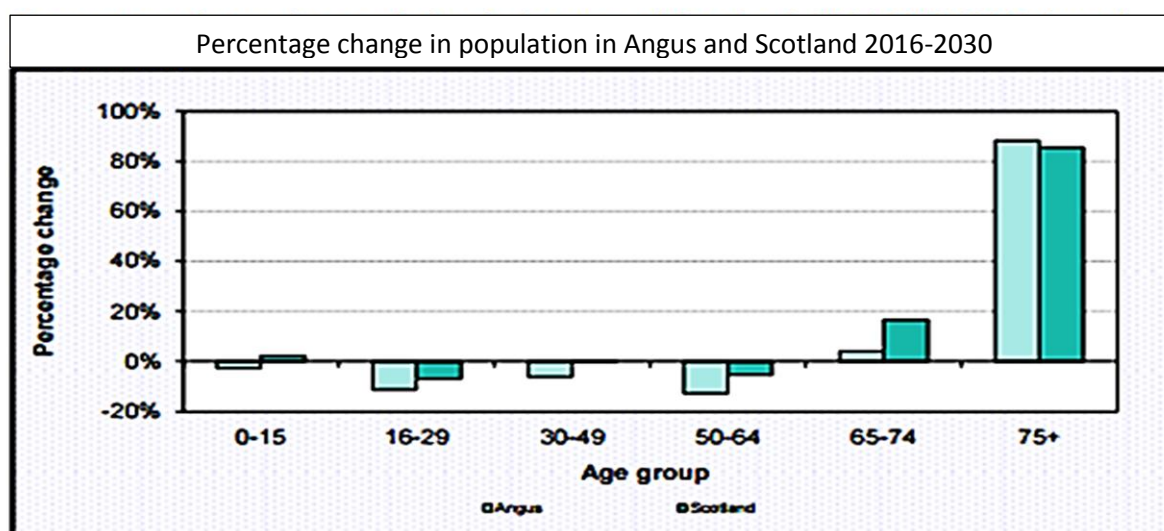
Dundee and Angus College, 2015/16 Enrolments by Local Authority



### 1.1.1 Regional Demographics

Dundee and Angus has a total population of 254,860 people (Dundee 144,290 and Angus 110,570) – 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 67% of the population are working age, while in Angus 61% of the population are working age, compared to 65% 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

66.5% of people in Dundee and 60.9% of people in Angus are of working age (16-64), slightly lower than for Scotland as a whole at 64.7%.

## 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 students population – in Dundee 30% of economically inactive persons are students).

## Unemployment

Dundee's 2016 claimant rate of 17.3% is well above the Scottish average of 13.7% whilst the claimant rate in Angus at 12.2% is slightly better than the Scottish average of 13.7%. 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

42,800 people in Dundee and Angus are designated as economically inactive, representing 30% of the local working age population in Dundee and 19% of the Angus working age population – Dundee's economically inactive population is significantly higher than the Scottish figure of 23%, although as previously noted for Dundee, one third of the economically inactive population are students.

Within the Dundee and Angus economically inactive group c 26% are students (full-time aged 16-64), 24.9% are long term sick, 16% are retired and 18% look after family and/or home. 31.6% of economically inactive people in Dundee and Angus indicated that they want a job, compared to only 24.4% for Scotland as a whole.

## 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 proportion 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 (85.7%) compared to Angus (91.6%) and Scotland as a whole (90.6%). In terms of higher level achievement, 37.0% of working age people in Dundee have an NVQ4+ qualification compared to 41.4% in Angus and 41.0% for Scotland. At the lower end,

10.4% of working population in Dundee and 9.9% 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 (22.1% of jobs), Wholesale and Retail (14.6%), Education (11.7%) and Hotels and Restaurants (7.1%).
- 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 the third most active regeneration project in the UK behind the Olympic Park and Wembley City in London.

#### *Angus economy*

- Angus is a rural area of outstanding beauty featuring scenic glens and a rugged coastline.
- The largest employment sectors in Angus are: Health and Social Work (17.9% of jobs), Manufacturing (16.2%), Wholesale and Retail (14.5%) and Hotels and Restaurants (7.2%)
- 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 2015.



Source: Business Register and Employment Survey

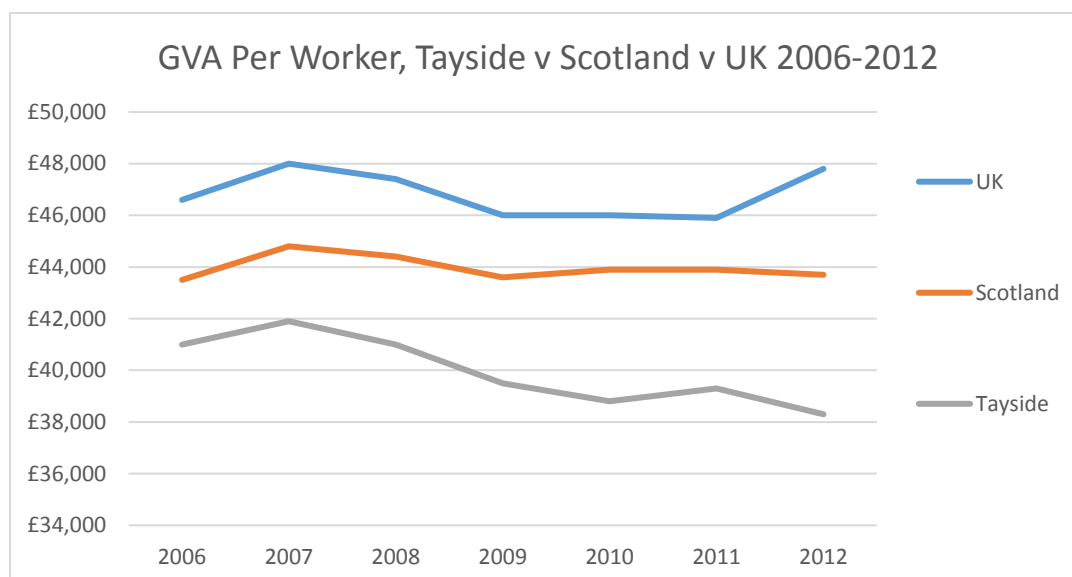
The chart below shows the change in employment by occupation in Tayside, which reflects changes overall in Scotland. This shows that the number of Tayside residents employed in Professional occupations increased by 15% between 2005 and 2013, whilst associate professional occupations also increased substantially. There have also been large increases in the numbers of Sales & customer services and elementary occupations over the period. The occupations that have experienced the fastest rates of decline are managers & senior officials and operatives.



Source: Annual Population Survey

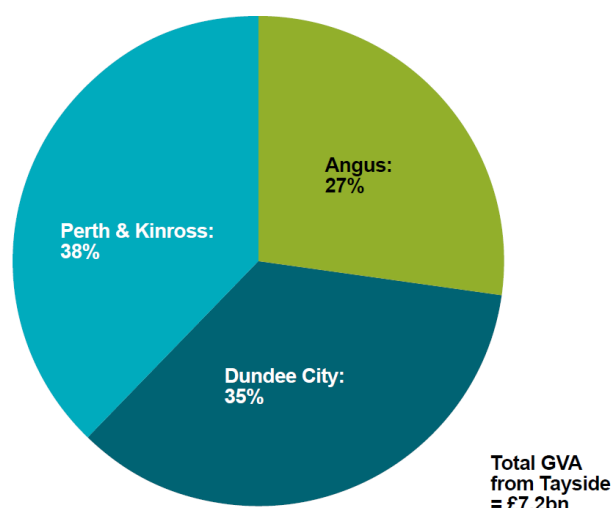
### Productivity (GVA per worker)

Gross Value Added (GVA) per worker is a recently introduced measure of labour productivity, first published by the Office for National Statistics (ONS) in 2007. Productivity is widely recognised as a key indicator of overall economic performance and this particular measure calculates the amount of output (GVA) produced by a unit of input (worker). The diagram below provides a comparison of GVA per worker for Tayside and Scotland.



The most recent figures (for 2013) show that Tayside achieved only 87.6% of the GVA per worker achieved in Scotland. Since 2007 the productivity gap between the Dundee and Angus area and Scotland as a whole has widened.

The highest proportion of GVA for Tayside is generated in Perth and Kinross with Dundee & Angus together contributing 62% of Tayside total GVA.



Source: ONS Regional Accounts

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 still lags 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' was 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 building of the new [V&A Museum Of Design Dundee](#), international centre for design is due to be open in 2018. 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.

The Wellgate Shopping Centre will undergo a £21m investment next year 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 develops.



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.

### *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 are collaborating towards a submission to the Scottish Government for funding to address a common vision which states:

*“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 has 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 increasingly the College is engaging with other local authorities within the neighbouring authorities of Fife, Perth & Kinross and Aberdeenshire.

In support of these arrangements, and to ensure that there is a joined up approach to planning, Dundee and Angus College plays an active and important role as a member of both the Dundee City Council and Angus Council Community Planning Partnerships.

Whilst Dundee and Angus College is 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 Single Outcome Agreements.

#### *Dundee City Council Single Outcome Agreement*

The key outcomes related to learning and skills in the Dundee City Council Single Outcome Agreement (SOA) are as follows:

- Our people will be better educated and skilled within a city renowned for learning, research, innovation and culture.

- Dundee will be an internationally recognised city at the heart of a vibrant region with more and better employment opportunities for our people.
- Our higher and further education institutions drive growth in teaching and research and through supporting knowledge intensive industries.

The Dundee SOA also adopts the following 'intermediate outcomes' related to learning and skills:

- Increased confidence and skills through community, further and higher education.
- Reduced inequalities through learning.
- Increased levels of adult literacy and numeracy.

#### *Angus Council Single Outcome Agreement*

The key outcomes related to learning and skills in the Angus Council Single Outcome Agreement (SOA) are as follows:

- Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens.
- Adults maximise their potential through learning opportunities.

The Angus SOA also sets outcomes associated with 'supporting skills' as follows:

- Support the needs of local business with a skilled and motivated workforce.
- Support local people to take up employment opportunities.
- Develop opportunities for young people entering education, training and volunteering.

The Angus SOA also sets out outcomes associated with 'employability skills' as follows:

- Investment in skills and personal development for people both out of work and in work.
- Match local skills with local job opportunities.
- Establish more modern apprenticeship opportunities.
- Focus on further and higher education.
- Promote volunteering opportunities.
- People - especially young people - will be better equipped to access work, education, training and volunteering locally and elsewhere.

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 SOA outcomes converge to deliver seamless and efficient learning opportunities within our communities.

## 1.2 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 the northern parts of 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 recently established Developing the Young Workforce group and as a major partner with our local authorities and local/national higher education institutions.

It has worked well across all areas of the region, supporting changes in the local environment, working with partners to support new and established industries, and providing the skills and services required to support the economy of our diverse communities.

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

### 1.1.1 Quality arrangements

The pursuit and achievement 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 and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

The College is highly supportive of, and committed fully to, the new Education Scotland/SFC quality arrangements and has already commenced work to embed arrangements for this new model across the College and develop our first validated self-evaluation report for publication in October 2017.

Levels of learner retention and success are consistently “sector leading” for the College as a whole, with significant strengths evident across almost all curricular provision. The College is not complacent with regard to this performance and an on-going focus will be maintained to ensure that this high level of successful outcome continues as a long-term trend and feature of the College. This includes the implementation of clear improvement plans within curriculum or service areas as necessary and transparency of reporting and analysis of feedback and outcomes across the College and at Board level.

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.

### *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 within certain 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.

Based on a three year trend analysis the subject areas within the College where the gender inequality in enrolments are greater than the national averages are:

- Building/Construction Operations – 98.4% enrolments male (96% nationally)
- Engineering/Technology (general) - 94.0% enrolments male (90% nationally)
- Mechanical Engineering – 96.8% enrolments male (93% nationally)
- Hair/Personal Care Services – 95.9% enrolments female (96% nationally)
- Construction (general) – 97.6% enrolments male (95% nationally)

Recruitment analysis of these areas highlights that overall recruitment outcomes reflect enquiry and application rates, and the College is aware that, in the majority of cases, subject decisions are made in advance of contact with the College being made.

This is recognised as a long-term trend, and the College (and the two legacy colleges) have previously undertaken a broad range of activities to develop awareness and encourage interest in “non-traditional” subject routes. This has included extensive partnership work with our local schools, and the creation of specific curriculum projects (such as Women into Construction).

The College has been successful in accessing consultancy support for the period November 2015 – June 2017 from the Equalities Challenge Unit. This support is being used to research gender based subject choices at different stages through the learner journey (school and College) to inform senior phase curriculum provision, mainstream curriculum design, and student recruitment/marketing approaches that are designed to have greatest impact on learner opportunities and choices.

Work undertaken to date has highlighted a number of potential “pinch-points” and barriers to progression and further work will be undertaken understand and address these barriers. Planned outcomes from this work are included within the activity plan section of this agreement.

Marketing and school link taster activities will continue be used to support the promotion of College and career opportunities to future students at an earlier age, and we will continue to work closely with our local authority partners to engage learners in understanding College, career and work opportunities on a more systematic basis from S1 onwards.

Developments to our Modern Apprenticeship and employability fund provision includes the creation of a bespoke equalities support plan for these areas. This includes the creation of targeted MA and EF opportunities that will enhance the gender mix across subject areas.

Through the above activities the College will target an annual 10% increase in non-traditional applications and enrolments for those curriculum areas not currently showing a gender balance.

Student outcomes by gender are comparable (- 0.7% for male students and + 0.5 for female students from the whole College for day one outcome figure) and remain significantly above average for the sector as a whole. Overall outcomes for male higher education students are, however, slightly lower than for other groups (as reflected above) and work will be undertaken to further analyse and address this gap.

As a core strand within our DYW implementation plan we offer specific provision and taster opportunities to develop awareness and engender interest from non-traditional participants across the curriculum. This work includes steps to further develop awareness and interest in STEM opportunities for all young learners through a wide range of taster and awareness raising sessions from primary school onwards.

Work is currently progressing to complete our STEM strategy and this will include developments to further improve gender equality across STEM subject areas.

### *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 [mainstreaming data](#) 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.

Work will progress through our Access and Inclusion Strategy (**Appendix 1**) to ensure our learning opportunities are accessible and diverse, attracting and providing equal opportunities for people of all ages, and from all communities and backgrounds.

### 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 own 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 will include additional focus on support for career management activities, support to further enhance learner retention, equality and integration, and the delivery of enhanced capacity building for staff from across the College – supporting an expansion of good practice in engagement.

The D&A Attributes programme will become a major focus for engagement activities, giving learners the opportunity to develop and evidence the attributes that our employers have identified as critical to employability and future career success. The Attributes programme is a highly innovative and flexible approach and over the duration of this agreement will become a central feature of the work of the College and will make a significant contribution to our work in Developing the Young Workforce.

#### 1.1.4 Students' Association

The creation of a single Students' Association with the appointment of paid full-time sabbatical President and paid part-time Vice Presidents was a core task within our merger transition plan and has been achieved successfully.

Following on from some setbacks in 2015/16 the Students' Association (supported by NUS consultancy) has created a new strategic and operational plan for 2016/17 with a focus on developing greater consistency year-to-year to underpin improvements in accountability and autonomy.

Working alongside our learner engagement team, our Students' Association has taken greater responsibility for a broad range of activities, including leadership and management of arrangements for class and lead representatives and the Student Congress. The Student President plays an influential role within the Board of Management, including providing feedback through a standing agenda item on the Board of Management Learning, Teaching and Quality Committee.

In common with all services across the College, the Students' Association engages enthusiastically in detailed "stop and review" reflection and self-evaluation sessions to look back over progress made and to inform developments to the way in which it works. This stop and review approach uses the good practice outlined within the joint SFC/NUS framework and has resulted in a range of enhancements to the role and work of the Students' Association that have informed developments over the past two years. The College is committed to continued support and funding to allow the Students' Association to play a key and successful role within the College.

One clear development that has emerged for 2017/18 onwards is the creation of a Students' Association Advisory Board. This board will operate to support and advise the Association on a basis that it is independent from the College, with a focus on improving and enhancing accountability, autonomy and year-to-year consistency of operation.

In addition to the usual range of Students' Association activities, the College has a hugely popular (and competition/award winning) Sports Union, successfully 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 the Vice President (Sports) to support and enhance the Sports Union.

#### 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.

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.

Alongside this the Learner Engagement team have run a series of learner focus groups gathering thought, ideas and feedback on the ROA to inform the final content.

## **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 is attached as **Appendix 1** of this document.



### 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 learners delivered in modern facilities.

#### 3.1 College overview and developments

The pursuit and achievement 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 and audit, feedback and review arrangements involving the Board of Management, Executive, Learners, Staff, Employers, and Awarding/Certification Bodies.

The College has kept abreast of developments arising from the SFC/Education Scotland Action Learning Pilots and in 2015/16 has developed its quality arrangements to provide opportunities for a rolling input from our College HMle. This input is designed to add value to our internal quality arrangements and provide Education Scotland with a more rigorous understanding of quality systems and outcomes, including College progress in respect of our ROA and DYW plans.

Levels of learner retention and success have been maintained at “sector leading” levels in recent years. The College is not complacent with regard to this performance and an on-going focus will be maintained to ensure that this high level of successful outcome continues as a long-term trend and feature of the College.

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 inform enhancements to learning, teaching and curriculum design.

Learner engagement has been a clear success for the College, supporting the development of a single integrated Students’ Association, creating a hugely popular (and competition/award winning) Sports Union, and embedding learner engagement opportunities and activities within all campuses that attract learner input, add value to the learning experience, and play a significant role in the development of employability, enterprise and other essential skills. This focus on learner engagement will continue throughout the duration of this outcome agreement, with additional emphasis placed on the tracking, signposting and enhancement of employability, enterprise and wider essential skills under the banner of the “D&A Attributes” to ensure that learner engagement activities make a significant contribution to our work in Developing the Young Workforce.

Innovative use of ICT has supported the creation of our Learner Engagement App (LEAP) system to manage and track the input and wider skills achievements of learners within these activities. This supports reflection on learning from these events and activities and allows the College to certificate the wider achievement of learners and evidence delivery of our D&A Attributes.

### 3.1.1 Curriculum Development

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

The College will engage regularly with employers, through our Industry Advisory Boards and engagement with DYW, CPP partners and others to ensure that our curriculum addresses current needs as well as forecasted future skills demands and ensure that our provision is aligned with the employment priorities of local business and industry.

The College will implement a range of measures to improve the employability of all our students. Increasing emphasis will be placed on enterprise, to encourage self-employment and entrepreneurship, particularly through our EnterpriseD&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 to reduce youth unemployment by engaging younger learners on their journey into employment. A key focus will 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 continue to work closely 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. A key focus on creating vocational pathways for school pupils, showing the range of career choices accessible through the qualification frameworks will be rolled out during 2017-18. These will be promoted as career pathways through our Career Coach portal backed up by robust market data for new and replacement demand across the key industries within Dundee and Angus. All marketing will be focussed on the career which will be accessible through these qualifications. This will support pupils, teachers and parents to be better informed about subject choices based on career opportunities and future jobs within Dundee and Angus.

### 3.1.2 Senior Phase Vocational Pathways

#### *The Regional Offer 2017-18*

The school college partnership continues to evolve, and in preparation for the 2017/18 provision, and as part of our ongoing school/college arrangements, extensive discussions took place throughout October and November to prepare for the new school intake in May 2017. The decisions made 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 the coming year is the promotion of Foundation Apprenticeships and we have added 3 new courses in Engineering, Laboratory Skills and Business Skills to the existing list.

As in previous years discussions are based around local economic analysis and employment demand, coupled with individual pupil needs and each school's CfE senior phase and DYW strategies. 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.

This is a complex process, demanding commitment and flexibility from a wide range of stakeholders to ensure that needs are met. To support this, the college has two dedicated staff members within our schools/guidance provision and a school/college coordinator. In addition, more and more teaching staff are engaged in the delivery of this provision with much increased participation from each secondary school within the region as well as some primary schools.

The planned offer for academic year 2017/2018 is made up from a number of strands as detailed below. Each strand will continue to develop through the period of this agreement on a flexible and learner centred basis, to ensure that the specific provision offered meets pupil, school, employer and employer/progression needs.

Planned numbers for session 2017/18 are as follows, with further discussions underway to determine future provision relative to overall college activity levels and local authority funding priorities.

<b>Local Authority</b>	<b>Targets 2017/18</b>	<b>Activity 2016/17</b>	<b>Activity 2014/15</b>
Dundee City Council	1700	1600	1563
Angus	1100	1000	575
Totals	2800	2600	2138
Value	9,128 Credits	8,500 Credits	8,348 Credits

In line with DYW, the school/college partnership continues to grow and young people across the region are experiencing more choice and flexibility in the provision offered. As part of the planning process, discussions take place separately with each local authority representative(s). Following the meetings, a summary of provision is made available to all schools across both Dundee and Angus. A growing trend emerging is for pupils to participate in courses held out with the recognised boundaries particularly within the Angus schools. New offers within the Senior Phase include NPA qualifications in Practical Science and an NPA in Creative Industries. To support progression from National 5, additional Highers are included for session 2017/18.

A wide range of courses are offered as part of the weekly school timetable for S4, S5 and S6 pupils. Skills for Work courses are delivered over one year, and the HNC and Foundation Apprenticeships over two years. The pupils are required to attend college either once or twice per week.

#### Courses planned for Session 2017/18

##### Senior Phase – starting May 2017

- Dundee – Kingsway/Gardyne Campus - Monday and Wednesday- 2-4 pm
- Arbroath – On Campus – days to be confirmed

- Automotive Skills -National 4 K
- Rural Skills - National 4 A
- Engineering Skills - National 4 and 5 K/A
- Construction Crafts - National 4 and 5 K/A
- Hairdressing and Beauty – Level 1 K/A

- Hairdressing and Beauty – Level 2 K/A
- Early Education and Childcare - National 4 and 5 G/A
- Health Care – National 4 and National 5 G/A
- Hospitality - National 4, 5 K/A
- Website/Graphics Design and Development - National 5 G/A
- Sport and Fitness - National 5 A
- Retail – National 5 G
- Dance – Higher K
- Hospitality – Higher K/A
- Accounting - Higher G
- Child Care – Higher G/A
- Drama - Advanced Higher K

## National Progression Awards

### Monday and Wednesday

- NPA Practical Science - National 5 K
- NPA in Creative Industries - National 4 G

## Higher National Certificate

- HNC Computing (2-5 pm x 2 afternoons over 2 years) - S5 G
- HNC Administration – (2-5 pm x 2 afternoons over 2 years) - S5 A
- HN Infill Opportunities - (available September) - S5 or S6 G, K, A

## Pre Apprenticeship

- Preparing for an Apprenticeship in Electrical and Plumbing Level 5 K
  - 2 Days in College
  - 2 Days in School
  - 1 Day Work Placement
- Engineering Pathway Level 5 A/K

## Higher National Day Release

The College currently offers a discrete Higher National Certificate in Computing for school pupils. Senior Phase pupils started on this path in S5 and will complete the full HNC course in 2017, whilst undertaking other school based qualifications.

In session 2017/18 another stream of HNC Computing will be offered as well as a new HNC in Administration.

Higher National day release options continue to be of interest to school pupils and the College has enhanced the provision of flexible infill across the full range of Higher National courses. This is an area of slight growth in the last year and informal feedback indicates that this is proving an attractive enhancement to school qualifications. School pupils following this route, benefit from more streamlined learner journeys and can directly benefit from the comprehensive range of articulation agreements offered by the College and its HEI partners.

Through these developments, the College will work closely with our local authority partners to deliver 40 funded school pupil HN Day release places by 2018.

### *Pre Apprenticeship/Foundation Apprenticeships/Pathways*

The Pre Apprenticeship course in Plumbing and Electrical delivered in Dundee, and the Engineering course delivered in Arbroath continue to attract high levels of interest. These are delivered at level 5 and within the attainment of a large number of students.

The Pre Apprenticeship model is excellent and the benefits of this approach are clearly evident with school pupils having shortened learner journeys, receiving high quality vocational and academic learning and with clear progression routes from school into employment.

The target group for foundation apprenticeships proved difficult to recruit because of the high level at which the qualifications are set and this is reflected in the national picture. A range of barriers still exist including the availability and level of recognised foundation apprenticeship awards, transfer/progression arrangements between foundation apprenticeships and full MAs, and the availability of appropriate work placement opportunities in some industries.

The college is also progressing discussions to grow provision of foundation apprenticeships on a broader and greater scale as part of our move towards meeting national DYW targets. As part of this a promotional event was held within the college in September to raise the profile. Ongoing work with Skills Development Scotland and local schools continues to strive towards meeting SDS contract target numbers.

The programmes planned for session 2017/18 include:

- Software Development - Level 6
- Business Skills - Level 6
- Social Services: Children and Young People - Level 6
- Social Services and Health Care - Level 6
- Engineering Technician – Level 6
- Laboratory Skills – Level 6

Through these developments the College will target to have 70 school pupils engaged in D&A apprenticeship programmes by 2018.

### *Broad General Education*

In session 2016/17, one of the emerging priorities included the opportunity for school pupils to attend bespoke vocational taster sessions with pupils being encouraged to participate in non-traditional areas which resulted in a significant increase in pupil numbers to rising to 1,008. This activity was offered to support pupils in S2 and S3 in the selection of their option and choices as they move into the Senior Phase.

The demand for this type of provision continues to grow, and is expected to increase as we develop clearer progression pathways from S2 onwards. The Computing and Creative Media team have been involved in a number of initiatives to engage young people, offering 500 pupils taster sessions to understand future opportunities within the broad spectrum of choices within the digital arena. The event was combined with an information evening for parents and data gathering sessions with teachers to understand their needs and what is currently delivered within schools

Additional marketing and promotion information is being developed with an emphasis on Career Management planning. A progression pathways booklet accompanies information issued to the schools.

### *Gender and Equalities*

Extensive work is currently undertaken with our local authority education and social work partners to provide positive opportunities and managed transitions for large numbers of school pupils into vocational options within the College. This includes supported educational transition arrangements for c.350 school pupils with educational and other disabilities each year and extensive work to provide flexible vocational pathways for looked after young people and care leavers.

Early interventions at school are offered as part of the Broad General Education phase to enhance awareness of the career options available to young people to support work readiness, and to provide positive role models for young male and female pupils considering career paths in non-traditional subject areas. Through these developments the college will target a 10% increase by 2018 in non-traditional applications and enrolments for those curriculum areas not currently showing a gender balance.

#### 3.1.3 University articulation

Dundee and Angus College will continue to work with its university partners to develop and agree a regional response for Tayside to meet these challenges. Specifically, Dundee and Angus College and its university partners will work towards a shared understanding of a number of key principles that will inform and shape future articulation arrangements. There will also be discussions on the potential for collaboration between Dundee and Angus College and its prospective partner universities in relation to growth in articulation in line with SFC directions and funding.

To support this local and regional growth the College engages with other colleges, secondary schools, training providers and universities across the region and on a national basis to provide opportunities for seamless transition from local school through to Higher Education and in so doing, improve the efficiency and effectiveness of the learner journey.

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.

Since the academic year 2013/14, SFC introduced funding for additional places for fully articulated students with the specific intention of expanding the number of '2+2' and '1+3' guaranteed places for students moving from College to University.

Dundee and Angus College has benefitted from this scheme with a total number of 143 'Associate Students' of Abertay University (40 in year 2, 40 in year 1) and the University of Dundee (63 in total) 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 specific numbers and areas of study agreed for the College are detailed in the table below:

**Additional Articulation Places 16/17, Abertay University and University of Dundee**

<b>Degree route</b>	<b>Abertay University (Year 1) 2+2</b>	<b>Abertay University (Year 2) 2+2</b>	<b>University of Dundee</b>
Biomedical Science (AU) Life Sciences / Environmental Sciences (UOD)	3	4	18
Computing	13	14	7
Computer Arts and Design	8	6	2
Art and Design	N/A	N/A	10
Social Sciences (AU) Psychology (UOD)	6	5	26
Civil Engineering	5	6	N/A
Business	5	5	N/A
<b>Total</b>	<b>40</b>	<b>40</b>	<b>63</b>

These additional articulation places provide enhanced opportunities for our learners which we welcome.

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. During academic year 2016/17 the College will further review and develop articulation links and opportunities arising from the respective D&A and Abertay University curriculum review activities and outcomes.

### *Progression*

The proportion of students applying to University in 2015/16 has increased. The table below illustrates progression to university by Dundee and Angus College students:

<b>Institution</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Dundee and Angus College</b>	<b>428*</b>	<b>477*</b>	<b>523</b>	<b>581</b>

Dundee and Angus College has maintained the increased articulation place numbers with Abertay University over recent years. It is to be noted that Abertay University decided in

2014/15 to open articulation routes to all students meeting the agreed criteria. Consequently, although no specific number for guaranteed places will be offered in future years (as guaranteed places are effectively available to all students that wish to make use of these) projections are that increased numbers will be achieved on a sustained basis.

Under the articulation agreement renewed in June 2016, a number of students have also progressed to the second year of the Nursing Degree, of the Life Science Degree and of the Applied Computing degree programmes at the University of Dundee.

<b>Guaranteed Places</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2015/2016</b>
<b>Dundee and Angus College</b>	78*	114*	130	150 <sup>#</sup>	175 <sup>#</sup>

\* Combined Angus College and Dundee College figures.

<sup>#</sup> Projected outcome figures including growth in Abertay entrants.

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 partnership in a number of areas, including Computing and Care.
- The University of Aberdeen, particularly including Administration and Information Technology & Social Science, with discussions now concluded in the area of Engineering.
- Edinburgh Napier University (Nursing, Civil Engineering) with discussions now almost concluded in the areas of Software Development & Games Development.
- The University of St Andrews (Science) with discussions almost concluded in the area of 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) with discussions almost concluded in the areas of Art & Design and Performing Arts.

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.

The numbers for Dundee and Angus SWAP students for 2016/17 have increased and are detailed below:

Access to University Studies (Arbroath):	22
Access to Nursing (Arbroath):	15
Access to Biological Science (Kingsway):	20
Access to Nursing (Gardyne):	16
Access to Humanities with PEd (Gardyne):	22



Work will continue throughout the period of this agreement to further promote SWAP opportunities and maximise benefits for learners.

Conversations with SRUC are ongoing with Dundee and Angus College also being represented on the national rural strategy group.

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

Dundee and Angus College are working closely with the STEM Foundation to develop a college and Regional wide STEM Strategy. The STEM Foundation will develop a Regional STEM Strategy for Dundee City and Angus region, which will be created using the outputs, intelligence and recommendations from the STEM in Development programme being undertaken by Dundee and Angus College, together with collaboration and consultation with the educational authorities, universities and schools within the Dundee City and Angus region.

The STEM Strategy for Dundee City and Angus will shape the STEM curriculum, improve engagement and coherency of STEM with schools, strengthen and build up 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, now and in the future.

The Regional STEM Strategy development process will commence at the stage 4 of STEM in Development, which is the completion of the STEM Strategy for Dundee and Angus College.

As part of the senior phase provision D&A will offer the new Foundation Apprenticeship in Life Sciences with the possibility of partnering with the University of Dundee. In the Tay Cities proposals (Section 1.1.3) there are a number of initiatives that are being proposed as collaborative projects in STEM related subjects. D&A have positioned itself with partners to support and deliver these exciting projects over a potential 10 year timescale.

<b>Project Plan for STEM in Development Programme for Dundee and Angus College and Dundee City &amp; Angus Region STEM Strategy.</b>	
STEM Strategy Facilitated Meeting	19 January 2017
Initial draft Strategy	10 February 2017
STEM Strategy Delivered	17 February 2017
STEM Regional Strategy Research Work commences	13 February 2017

Regional Strategy Questionnaires for University, Council, School and Employer completed	10 March 2017
Regional Strategy Facilitated Meeting	22 March 2017
Regional STEM Strategy for Dundee City and Angus Region	14 April 2017

### 3.1.5 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*.

In 2013-14, there was planned growth within the course portfolio in response to the previous increased childcare entitlement and future workforce requirements and it continues to be a growth sector for the college. The college currently has 605 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 at all levels.

*A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland* recognises that 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% day care of children, 93% childminders).

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. 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.

Employer engagement is strong and well embedded in the curriculum with partners in the private and public sector providing work experience placements, guest speakers, continuous professional development (CPD) workshops for staff and students and guaranteed interviews for students on successful completion of their programme.

Students studying full time child care courses have work experience placements included as a mandatory element of their programme. In 2015-16, 214 full time students completed at least one work placement as part of their programme.

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. The short term outputs of this approach resulted in the recruitment of 18 Modern Apprentices and the development of a CPD programme to upskill ELC workers.

The college will continue to work with key stakeholders to ensure that the curriculum is relevant to employer needs and there are plans to increase guaranteed interviews with key employers as evidence shows this approach is particularly motivating to students and supports the employers' workforce needs. The outcomes and recommendations from the Scottish Government consultation and the Skills Investment Plan in ELC, due for publication in January 2017, will be used to inform future curriculum planning.

### 3.1.6 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 and generic courses. Countryside Skills and Estates Skills & Biomass.

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. A recent example being a collaboration with Argyll College UHI who deliver an HNC Horticulture by Video Conferencing to a group of past D & A students. This is hosted in the college premises at Kingsway and is a model which will be further developed

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

### 3.1.7 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 and 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.

### 3.1.8 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 English for Speakers of Other Languages (ESOL). 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 which is chaired by Education Scotland.

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 will be 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.

In Session 2016/17 a more flexible approach was adopted to meet the needs of ESOL learners and to address unmet demand within the region. The college introduced additional part time day and evening provision, extra streams of full time college based provision, in addition to further development and expansion of outreach, community based provision in rural areas and city neighbourhoods.

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 can 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 will be established in 2017 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.

### 3.1.9 Care Experienced Students

The College has effective arrangements for Care Experienced Students and has recently commenced a support project with Who Cares Scotland designed to inform the creation of our Corporate Parenting plan. This work will continue throughout 2016/17 to assist the College to develop awareness and share practice at all levels and to further enhance and integrate our support arrangements for care experienced young people.

The College has strong working relationships with the Through Care and After Care teams with Dundee City and Angus Council to help identify what support each individual looked after young person or care leaver feels they need before they come to College. A range of supports, such as guidance or support through the application and funding processes are provided alongside appropriate application of exceptional circumstances for issues that may affect funding due to absence. Latest statistics available (2014) show that there were 542 Looked After Children (LAC) in Dundee and 270 LAC in Angus. In session 2014/15 Dundee and Angus College enrolled 218 Care Experienced young people in a variety of subject areas and attendance modes.

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.

### 3.1.10 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%

During session 2014/15 the College enrolled 177 full time students (3.4%) who identified themselves as young carers or young adult carers.

Academic support is required by some carers as they may have learning needs, have missed sections of their education, or lack confidence in their skills. Support plans detailing where more flexibility may be required such as start and finish time of classes, need to attend more appointments for the person they care for, assessment extensions as required/appropriate at times of ill health or crisis for the person they care for. At D&A, we have set up the We Care @ D&A group and initiative to ensure our students and staff with caring responsibilities are aware of the support on offer to them. The student element was launched in October at the RESPECT week events. So far, We Care @ D&A has:

- Held a student focus group 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 a Carers policy

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.

## 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

The publication of the Developing the Young Workforce Strategy has highlighted the critical importance of the work that the College undertakes in partnership with our regional and national employers, employer agencies, central and local government. Dundee and Angus College recognises that a sustainable and growing economy can only be achieved by the concerted efforts of these agencies and organisations, and throughout this agreement will play a central leading role in building the effective partnerships necessary to meet this objective.

To ensure that the College makes the optimum contribution to the development of the workforce, locally, regionally and nationally we continuously review and develop our curriculum relative to regional economic need and are further developing our aims and objectives to embed a focus on economic growth, employability and enterprise within all of our activities.

The College is focussed on the full range of activities necessary to deliver economic growth, including the creation and embedding of a series of D&A Attributes within our student body which will ensure that our students are actively sought after by employers.

#### 4.1.1 Developing the Young Workforce – Scotland's Youth Employment Strategy

The Dundee and Angus Developing the Young Workforce Team were appointed in June 2016 to support the implementation of the Scottish Government's Youth Employment Strategy.

Developing the Young Workforce - Scotland's Youth Employment Strategy, published on 17th December 2014, sets out how the Scottish Government will implement the recommendations from the Commission for Developing Scotland's Young Workforce, established in response to recommendations from Sir Ian Wood to drive the creation of a world class vocational educational system to reduce youth unemployment by 40% by 2021.

The College welcomed publication of the report and strategy and has played a key role in supporting the creation of the local DYW Board to lead developments and create an environment where all of the young people within our region have clear, effective and innovative opportunities to develop the skills, ethos and understanding necessary to attain positive careers and impact on local economic growth.

The vision and key objective of the DYW board (supported fully by the College) is as follows.

#### *Vision*

*The Board's vision is to maximise youth employment in Dundee and Angus through a cohesive partnership between industry and education to match employers' needs with young people's aspirations.*

### *Key Objective*

The key objective of the Dundee and Angus Developing the Young Workforce (D&A DYW) Board is to engage the Dundee and Angus business community to promote a deeper understanding of the factors affecting the relatively low rate of employment of young people in Dundee & Angus (against the national figures) and to develop initiatives and solutions to meet those challenges via employer engagement and partnership.

Our implementation plan for the period of this outcome agreement is designed to achieve this vision and key objective, and has been discussed and agreed with our DYW Board partners. All of this plan fits with the developments and objectives of our DYW Board and should be read in conjunction with the targets and activities outlined within the D&A DYW Board proposal approved by the Scottish Government in November 2015.

Further information in respect of our activities and outcomes to meet the recommendations of the commission are also embedded within the Right Learning Right Places outcome and are threaded where appropriate throughout this agreement.

### *Developing the Young Workforce Implementation Plan*

The D&A DYW Team are employed by Dundee and Angus College with a reporting role and an oversight by the D&A DYW Board. The team comprises a Manager, 3 Employer Liaison Advisors and an administrator. The team's role is to engage employers in influencing and supporting education and increasing its relevance to the world of work. The College works closely with the D&A DYW Team, ensuring that customer engagement is co-ordinated across the range of employer engagement undertaken by the College and by and on behalf of schools.

Dundee and Angus College have longstanding and effective partnerships in place with our local authorities and local employers to provide structured vocational pathways that are successful in supporting young people into sustained and successful careers. This work includes longstanding and clear partnership agreements with our local schools to deliver broad general education opportunities and senior phase vocational qualifications that dovetail with individual school CfE strategies and meet individual pupil needs. School partnerships are coupled with innovative partnerships with employers such as Forster Roofing to deliver vocational learning within real working environments.

Our success rates for school pupils undertaking vocational pathways offered by the College are consistently amongst the highest in the sector. In session 2015/16 the day one student outcome for school pupils undertaking senior phase vocational pathway programmes was 81%.

Dundee and Angus College also attracts amongst the highest proportion of school leavers into vocational education in Scotland, with 36.8% in Dundee City and 35.5% in Angus, compared with a national average of 24.9%, providing effective progression routes into high quality vocational education for a very significant proportion of our young people.

The College already offers information and advice sessions for our schools, coupled with joint CPD and staff development opportunities to aid inter working between school and College staff. Throughout the period of this agreement the College will further enhance our marketing and communication with parents/guardians and other key influencers on the choices made by young people, building on the excellent work currently in place (including parent contact events specifically focused on the vocational learning that school pupils are undertaking in College). A greater emphasis will be placed upon the promotion of Careers rather than Courses.

In addition, implementation of many of the challenges set for colleges by the Commission for Developing the Young Workforce are well advanced, with Dundee and Angus College playing a lead role within our region in bringing together education and employer stakeholders with a focus on enhancing opportunities for our young people and ensuring that effective and coherent vocational pathways are available across our regional catchment area.

In session 2015/16 over 3,000 school pupils benefited from vocational opportunities within the College. For future years the College has identified growth in activity levels, with a specific focus on Foundation Apprenticeships, Skills for Work and Higher National options for school pupils. As a part of this the College is working in close partnership with our school colleagues to support work being undertaken to raise school attainment and to offer greater opportunities for vocational learning at national 5 level.

This activity is being managed within current arrangements, and discussions remain on-going in respect of the overall scale of the offer with schools and the funding related to this. Critical within these developments is clarity of funding and support for this provision and the College will work in close partnership with employers, schools and others to ensure that coherent sustainable vocational pathways for our young people can be achieved through the development of coherent and sustainable funding arrangements.

#### *DYW Employer Partnership*

The College is a core member of the D&A DYW Board and will play a key role in engaging and involving employers. The College will play a central role in meeting the employer engagement objectives of the board as outlined below.

The D&A DYW Board will use its extensive networks to personally engage businesses in supporting the DYW agenda. Around 1,500 businesses are already engaged in offering work inspiration activities to young people. In addition, the existing network of businesses which are engaged with the regional partners annually number in excess of 1,500. While a number of these businesses are already engaged in offering work inspiration activities, there is scope to involve a further 500 of these businesses in 2017/18 and a further 750 in 2018/19. While existing networks will form the initial target audience for DYW board members to actively engage in events and activities with schools and the College, the board will reach out through the wider regional industry membership organisations and through a proactive campaign to expand the reach beyond those already engaged. In addition, by locating the D&A DYW team within the Dundee and Angus Chamber and Business Gateway offices within the city centre, this provides a location frequented by a number of businesses which will generate interest from customers of these organisations.

The D&A DYW Board will utilise experiences of where industry engagement works well to influence the shaping of the curriculum resulting in tailored programmes for industry which involve work placements and ultimately apprenticeships to young people. These have been largely Academies based models which have been delivered by D&A College and have worked well within the Health and Care sector, the Energy Sector, and in Administration and Business Services. These types of models will be applied across a much wider range of industries and will also include opportunities for school pupils to gain foundation apprenticeships.

By following this approach, businesses from within the key growth sectors including Hospitality and Tourism, Creative and Digital Industries, Food and Drink as well as Finance will be engaged in the process of shaping the format of the qualifications and providing experience to meet the needs of their industry as well as their own specific business. This



model will enable the growth sectors where there are strong demands for skills to be prioritised. By aligning the strengths from all partners to deliver this approach in a co-ordinated way, this will ensure the future pipeline of skills are created to support these key industries.

#### 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 College, and developing awareness of the requirements of the world of work.

In 2016/17 c. 25% 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.350 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 ensure that all young learners on vocational pathways benefit from relevant work experience opportunities, and aims to increase the overall proportion of College learners engaged in structured work placement/experience activities by 5% each year from 2016 to 2020. This will be partly achieved by the Colleges commitment to growing the Foundation Apprenticeship offer from 3 frameworks to 5 in the 2016/17 Academic Year and beyond.

In regards to wider employer engagement, the *Work Placement Standard for Colleges* published by the Scottish Funding Council in 2016 states:

*“Any student, who is studying in a college, should have a work placement or other workplace experience linked directly to their course, appropriate in nature, duration and location and tailored to their individual needs.”*

Through a robust curriculum planning and review process the College is committed to ensuring all learners within all courses have experience of wider work engagement opportunities, these should include simulated work environments, site visits, industry talks and master classes and enterprise activities.

This is supported by our Learner Experience Strategy and key quality priorities for learning and teaching which highlight the importance of creating learning environments and delivery cultures that develop real life working environments for learners. 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 the pop up shop in Dundee or the commercial biomass facility in Arbroath.

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.

#### 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 as host employer within the Dundee and Angus Developing the Young Workforce Board (D&A DYW), and making full use of our engagement opportunities with employers through a range

of activities, to foster a business partnership approach to skill development and training. The D&A DYW Board will play an active role in increasing the engagement of employers with the College's learning and teaching activity as well as directly with schools.

As host employer, the College has offered 3 year employment contracts to the staff appointed by the Board. The staff comprise a Manager, 3 Employer Liaison Advisors and an Employer Liaison Administrator. These staff are based within the Dundee and Angus Chamber of Commerce offices who are co-located with Business Gateway to ensure a daily integral relationship with businesses.

Working with around 1,000 organisations, predominantly, but not exclusively within the Tayside area, the College will continue to build and develop relationships through personal contact, print and digital media, participation in employer forums and event hosting. The College's engagement with businesses to support their workforce in achieving their full potential, will ultimately contribute towards the growth, competitiveness, productivity and profitability of those businesses.

Our ambition is to be a trusted resourcing partner and first destination for local businesses workforce development needs. The College will 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.

To support this objective the College will work in partnership with employers to embed the findings from the Customer Research undertaken in order to re-focus our employer engagement strategies, plans and targets. We will continue to embed our Essential Skills policy to ensure that real employability skills and D&A Attributes are integral across the delivery of curricular provision in all areas of the College.

### *Industry Advisory Boards*

D&A College has operated an industry advisory board for the last 5-6 years within the Computing area of Creative and Digital Industries. Its function has been to influence the curriculum offer to ensure that it continues to meet business needs. The remit of the advisory board which meets 6 monthly is being extended to include the range of provision which addresses the current and future skills needs of the existing computing workforce. This will ensure regular feedback to inform whether the commercial offer of the College continues to support businesses to grow and develop their workforce.

This advisory board has provided industry relevant feedback which has influenced the creation of a Code Academy which launched in January 2016 and will further develop throughout 2017/18 and beyond. It will support new entrants to the industry as well as to support the existing workforce to gain industry certification and qualifications and to continue to adapt and update their skills in the application of new technologies.

In the Care Sector, the Health and Social Care Academy has operated since 2006 and will continue. This provides the opportunity to gain feedback from partners like NHS, Angus and Dundee local authorities and the private sector care industry to provide job opportunities for the College's learners through work placement and guaranteed interviews for a 6 month period beyond their training. The relationship with the NHS as a key employer in Dundee and Angus has further adapted to focus more specifically on the creation of vocational pathways from school through to College education and onward into articulation routes to university. During 2016/17, the College created a Theatre Workforce Development Strategy with NHS Tayside, aimed at addressing a key skill demand for theatre skills within the NHS workforce. This was launched by the Cabinet Secretary for Health and is influencing a strategic relationship between NHS and the College for wider skills planning.

Within other industries, for example in Accountancy, in Housing and in Food and Drink, industry advisory boards have been newly formed. These boards will have a dual focus on both the full time curriculum offer as well as the existing workforce development portfolio to ensure the College adapts its offer to meet the needs of these industries. New industry advisory boards in the areas of Administration, Contact Centres, Electrical, Plumbing, Professional Cookery, Hair and Beauty and a Micro Business Academy will be established during 2017/18. In addition, the College will continue to engage with existing regional industry groups where they already exist rather than duplicating another grouping. These include the Tayside Construction Forum, Tayside Engineering Network, BioDundee, the Hospitality Industry Trust, Tourism Alliance, and the Cultural Industries Skills Group. The College will continue to be active members of these groups and the skills agenda will remain a key focus.

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.

### *Meeting Employer Training Needs*

Dundee and Angus College recognises the importance of strong employer focussed training provision and as a result has had a dedicated employer engagement unit for a number of years. This team comprises 2 Business Advisors who are field-based and have a role in proactively engaging with the business community to understand the business challenges and providing solutions to support business growth.

The College has refocused its marketing to businesses with the consistent application of the College's key messages as a 'Trusted Resourcing Partner supporting the Current and Future Workforce Development needs in Dundee and Angus.

On-going engagement takes place with a range of businesses from key growth sectors as well as with a range of micro businesses that recognise the benefits of training services provided by the College.

The main method of engagement with SMEs and Supply Chain Employers is face to face with our Business Advisors providing a deeper level of engagement between the College and the business by facilitating a focussed, consistent and co-ordinated link with the teaching and technical staff across the College.

Horizon Scanning and focussed market research will continue to be undertaken with relevant sectors and key employers, paying particular attention to existing clients to ensure that the College offer is adapted and improved to address their needs. This will be undertaken for both existing and new services in order that the most efficient use of College resources are deployed for current and future workforce development requirements.

Dundee and Angus College will continue to utilise our industry advisory boards and be represented on key regional partnerships which are directly relevant to vocational training as outlined with the Employer Engagement section above. We will work on a partnership basis to address the skills and employability issues identified by employers. In the majority of cases, these skills groups are established with cross regional representation which includes the College along with the local authorities, Skills Development Scotland, Scottish Enterprise. Many are led and chaired by industry.

Deeper engagement with the Hospitality and Tourism sector in particular has been developed over the last 2-3 years, with Dundee and Angus College working collaboratively with stakeholder organisations participating in the Dundee Partnership Employer Engagement group. Close collaboration is on-going with representatives of the V&A Dundee, Dundee City Council, Skills Development Scotland and Scottish Enterprise to ensure the College remains at the forefront of workforce development requirements resulting from emerging market opportunities.

Dundee and Angus College has highly developed links, built up over a number of years with a number of major employers in the area, many from within key growth sectors. Annually, Dundee and Angus College supports around 3,500 employees from around 1,000 businesses in workforce development activity. We will continue to support businesses by providing:

- A full portfolio of industry led training opportunities available across the Region.
- A portfolio consisting of technical related accredited qualifications, some of which are mandatory within each occupational area as well as a range of technical, generic and soft skill training opportunities.
- Bespoke learning opportunities designed on an individual company basis.
- Flexible delivery methods of learning including; face to face, distance learning, work based assessment, coaching, e learning

Employers in turn play an integral part in College programmes, shaping the content, supporting information sessions, providing work placements, guaranteed interviews, and recruitment opportunities. Employers engage actively with our learners through the innovative “Motivate Me” week of events designed to enhance learner employability, motivation and work readiness across a wide range of vocational disciplines.

Employer engagement activities will build on the successful sector based work academy approaches already delivered in the healthcare, welding, mechanical engineering, agriculture, hospitality, tourism and contact centre industries. These will be delivered in year based on industry demands and on the availability of suitable funding.

In addition, industry based skills programmes are forecasted for delivery through a range of contracts including from Energy Skills Partnership covering areas such as Mechanical Pipefitting and Process Control, Compex, Welding/Fabrication, Micro Renewables and Engineering as well as through Job Centre Plus to meet projected industry skill requirements. This will be enhanced by the recent investment of £650k of investment in equipment in the Engineering and Building Services areas. This was funded either through European Regional Development Fund (ERDF) Urban Regeneration funding, or by company donations of new equipment.

#### 4.1.4 Employability

Although Skills Development Scotland (SDS) funded places are reducing nationally, the College is seeking to maintain Employability Fund delivery and a bid has been submitted to SDS for delivery of employer targeted skills provision. A total of 131 places have been requested for delivery during 2017/18. In addition, the College delivers programmes focussing on behavioural change for long term unemployed candidates.

These programmes support 100-150 candidates per annum to consider the issues that are preventing them to get 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.

The College has launched the “D&A Attributes” which have been fostered and developed for all College learners. These attributes have been developed in partnership with students, staff, employers and others to support the development of genuine employability skills and to meet the College’s 2020 ambition to ensure that D&A students are actively sought after by our employers.

The embedding of these attributes is particularly important for those younger learners undertaking employability based provision and developing their skills as a part of pipeline stages 2, 3 and 4. The D&A attributes do, however cover all learners equally and develop a series of key employability, enterprise and work skills and attributes across all SCQF levels. This will provide a Bronze, Silver and Gold accreditation which will recognise the learning within the curriculum alongside the wider achievement opportunities which employers value.

During 15-16 the Cashback for Creativity Programme funded through Creative Scotland and the BBC Make it Digital programme supported by SDS supported 40 young people with multiple barriers to employment and/or who were at risk of engaging in crime to participate in an employability programme designed to support them to progress into employment. The College has now established a Cashback for Creativity Academy to continue this project.

This employer focussed employability activity permeates all aspects of the work of the College and has been identified as a significant strength within programme design, organisation and timetabling, learning and teaching, estates strategy and facilities developments, student support arrangements and as a core strand of learner engagement activities.

During 2017/18, all of this activity will be marketed under a new collaborative approach to aligning all of the services offered by the College to support our students and the wider community to gain employment. This new brand will be Future Talent@D&A. This will also provide a framework for the College to target employer sponsorship in return for a socially responsible recruitment service.

Dundee and Angus College is itself a major employer and offers around 30 work placement opportunities per annum including those within learning and teaching and alongside our refectory, restaurant, commercial hairdressing salon, laundry, stock room, retail outlets, libraries, theatre and gym, swimming pool and leisure facilities. 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 expand the areas where it can employ its own Modern Apprentices as vacancies and opportunities become available. It is very fitting that the first appointment that was made by the new college was a Modern Apprentice appointment to the role of Learner Engagement Assistant. Others have since been recruited in Customer Engagement, Estates and in HR. Further opportunities will be created during 2016/17 as employment opportunities arise.

Work experience opportunities have increased significantly over recent years for students on full time programmes. Dundee and Angus College has supported businesses with project based placements, enabling the student to undertake a tangible business focussed project in areas such as web development, social media, marketing planning, financial accounting etc. Annually, c400 full time students across 32 programmes undertake a work placement and related work activities as an integral part of their programme of study.

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 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, Design Draughting, Sport, Leisure, Creative and Digital Industries and Customer Service.

#### 4.1.5 Apprenticeships and Work Based Qualifications

Dundee and Angus College offers MA/SVQ programmes in the workplace at levels 2 – 5 on either a funded or commercial basis, delivering around 750 candidate places, including around 200 Modern Apprenticeship opportunities.

The Modern Apprenticeships (MA) offered by the College are delivered on behalf of Skills Development Scotland and industry bodies including SECTT, SNIPEF, CITB, ECITB and REMIT. 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 beyond the apprenticeship. 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.

For session 2017/18 a total of 212 MA starts covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Customer Service, Childcare, Hospitality, Creative & Digital Industries and Management are planned – subject to contract approval.

##### *Foundation Apprenticeships*

As part of the DYW implementation plan, year 1 and 2 of Foundation Apprenticeship pathfinders 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. The following Foundation Apprenticeships are planned to commence in August 2017 (subject to approval):

Business Skills  
Engineering Technician  
ICT and Digital Technologies  
Lab Skills  
Social Services and Healthcare  
Social Services Children and Young People

These will enable the first phase of these apprenticeship to be achieved before leaving school, preparing school pupils to enter the workforce successfully. Employer buy in will be crucial for the success of these Foundation Apprenticeships to ensure that a full apprenticeship is offered to successful candidates beyond the foundation stage.

These Foundation Apprenticeships are a different way of delivering education and at this stage, full parity of esteem of these qualifications as an equivalent value alongside Highers is not yet accepted in the minds of teachers, pupils, parents or universities. At this stage, in many cases, employers are more accepting of these opportunities, however, not as wholeheartedly as they would require to be in order for these qualifications to become mainstreamed. All parts of the student, education, employer chain would need to be fully engaged for this to become a successful and valid alternative to the academic pathway.

The College will build on its strong relationships with employers and schools in order to influence this change. This will be particularly successful within areas where there are increasing skills gaps and demands within an industry.

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

For session 2016-17 the College has accepted an offer of grant to provide 5,101 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.

#### 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 £200k ERDF funding to provide the framework for building an entrepreneurial culture within the College. This was further enhanced by the provision of capital funding through ERDF Urban Regeneration fund and from match funding from Abertay University.

A total of £1.1m was levered into the College from these sources as a result of the College's investment of match funding of £450k to create an incubation facility, EnterpriseD&A within the College's Gardyne Campus. This has resulted in the College devoting a 0.5FTE Project Leader from with the College's External Relations Team to work with academic and support teams across the College to increase enterprise activities and enable the creation of potential start-up businesses by College students.

Since its inception in November 2015, a total of 24 individuals from 17 start up businesses have been located in the incubator. Currently, 12 individuals from 8 businesses are 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 Bridge to Business, Dundee City Council's EZone team and Elevator Business Gateway Advisory support is provided for students to create business plans to turn their business ideas into viable businesses.

The College's Arbroath Campus hosts an Enterprise@D&A facility supporting the Arbroath based students and the wider Angus business community with a business start-up location.

A programme of 30-40 Enterprise workshops will be delivered across both facilities and within the Kingsway Campus. Workshops include advice to those considering a business start idea as well as providing support to early stage businesses to grow, network and develop. These support students who have a business idea to consider how they can turn that idea into a viable business and who can progress from the workshops into taking space within the incubator.

The College is also supporting the establishment of a number of social enterprises to create community businesses of scale within key areas of the curriculum including hospitality, valeting, computing, business, design, engineering and supported education. The College has established a fund supported by The Mathew Trust which can be accessed with a strong business case to support the creation of these businesses which will aim to employ students throughout the year, both during and beyond their course. To-date 10 College supported student run businesses have been created.

These facilities also provide the opportunity to widen the access to school enterprise groups, home based businesses, community and business organisations and the public to experience the facilities and services offered through EnterpriseD&A to increase the likelihood of new business starts being created.

Schools participating in Young Enterprise Scotland will be able to access the facilities to support their business activities. This will stimulate interest from those pupils who have longer term ambitions as entrepreneurs.

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. The wider remit of the board is to ensure a broad range of enterprise activities and opportunities for students are available and accessed across the whole College, supported by enterprise "champions" within each academic team.

### *Creative Loop*

The College is the lead partner in Creative Loop a project conceived in 2003 to bridge the gap between colleges and the fast moving world of Creative Digital Media.

Originally bringing together six colleges and the main broadcasters and independent employers in the media in Scotland, the project has focussed on qualifications development, work experience and the development of regional specialisms in College expertise.

The project was the first Accredited Media Academy in Scotland. Funding of £1 million comes from SFC, SDS and Creative Scotland. The project was an official partner of the Commonwealth Games in Glasgow in 2014 and worked with the host broadcaster, Sunset and Vine Global Television, to ensure that Scottish based students were part of the television team covering the Games for the International audience. Over 200 students accessed training and work experience during the Games.

The legacy of the initiative was to create of a pool of experienced technical staff and a generation of trained lecturers to allow Scottish firms and talent to move on to cover the broadcast production of events such as the 2015 World Gymnastics Championships in Glasgow, the growing number of live football matches and music events like T in the Park, keeping the work, talent and investment in Scotland. This project is led by Dundee and Angus College and funded by SFC, SDS and Creative Scotland. 10 Colleges and three Universities took part in the Games initiative.



The project was a major success and the employers and contractors were delighted by the performance and reliability of the students, and the management of the exercise by Creative Loop. The lead company Sunset and Vine were so impressed that they have asked to maintain the relationship and continue to take students on working placements at all the football matches they cover for BT sport. T

The BBC and Mentorn who produce Question Time are all still involved in a systematic placement programme to continue to upskill students. The Industry now recognise the Creative loop placement programme as a major source of talent for the future, and a key skills initiative. This has been the forerunner of the Creative Skills Media Academy which is now led by Dundee and Angus College as a national initiative.

*‘We intend to build on this initiative post the games and are already placing students into meaningful positions on our productions’* Jeff Foulser, Chair of Sunset and Vine (Production Company).

*‘To see the students grow in confidence, bristle with enthusiasm, bursting with questions leaves me in no doubt how much the HBTI programme fuelled their desire to explore the media and all it offers.’* Grant Phillips, Exec Producer BT sport.

### *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, through the Partnership. This partnership has now emerged into transferring its expertise to Europe, funded by EU funds and transferring transnational experiences into Colleges in Scotland.

### *Code Academy*

The College launched 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 8 international projects funded through a range of 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.

During 2017/18 the College will continue to identify future project opportunities to expand current activity as well as to enhance provision by learning from international partners and industry organisations. Relationships with partners in North Virginia, Florida and Malaysia will be further developed during 17-18. A new area of opportunity in China has recently been

funded in the area of health and digital disciplines. This is funded by the British Council and is being delivered in partnership with Forth Valley College.

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.

## 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 and has begun the process of mapping what a high performing Board will look like. Within this 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 worked in partnership with Changing the Chemistry to achieve this. Work of this type will continue to enhance the diversity of Board membership and thinking on an on-going basis.

The Board has completed and published an externally validated review of its effectiveness and has committed to engagement within proposed national research into board effectiveness and high performance. The Board of Management has adopted, and complies fully 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, the College 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.

#### 5.1.3 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 as beyond their effective life and this was confirmed in the 2008 Watts Survey. The cost of completing the required backlog maintenance is estimated to be in the region of £6.2m, with further significant investment required to provide consistently high quality learning spaces.

Continuing investment by the College over the years in specialist areas has maintained their currency but the general fabric and infrastructure of the campus is now severely limiting the potential to modernise the learning areas and is prohibiting the college from providing the types of learning spaces and the student experience to which modern learners are entitled. The infrastructure such as toilets, corridors, social space, general classrooms are no longer

fit for purpose. ICT infrastructure is limited and stretched beyond capacity, and windows, roofs and many services require replacement.

The College, with support from the SFC is working on a business case to provide learners at our outdated Kingsway Campus with a vibrant and inviting place of learning.

#### 5.1.4 Carbon Reduction

Dundee and Angus College continue to make very good progress in meeting the carbon reduction targets set in the Carbon Management Plan for the 5 year period 2013-2018. A 15% reduction was the target by the end of 2018, and by 31<sup>st</sup> July 2016 had already achieved 14% of that target. This brings the college's total carbon emissions reduction since 2010 to 45%

The College continues to invest in a range of sustainable technologies as we develop our estate, and this has included the installation of an 800kw biomass system at our Arbroath campus, in addition to the 1mw system that is already in place. This means that all of the Arbroath campus heating and hot water is now provided via biomass. The additional 800kw biomass is expected to generate a further reduction in carbon emissions of 300 tonnes CO<sup>2</sup> / year due to the reduction in the use of natural gas. It will also generate Renewable Heat Incentive income of approximately £60k/year for the next 20 years. The College has also secured grant funding of £20k from Transport Scotland via the Angus and Dundee council's CPP for a 3 year lease for 3 electric vehicles.

Student and staff engagement and awareness raising continues to be a priority and the College has signed up to the Responsible Futures agenda in partnership with the NUS as we strive to embed sustainability and social responsibility into all curriculum areas. The College is also promoting the United Nation's Global Goals within the curriculum areas encouraging students to develop their knowledge of and contribution to the sustainability agenda.

The College has submitted its Mandatory Climate Change Reporting documentation for 2016 and a key priority for the next year is to ensure that adaptation forms part of our estates development planning process. Over the next year we intend to carry out a full assessment of what the current and future climate-related risks are for each of our campuses.

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

As a sustained top performing college in Scotland we are looking ahead to the types of challenge we will face in the future. We are embarking on a bold strategy to use our position to further improve all aspects of our work and to go on and define the way colleges should operate towards 2020 and beyond. We have the platform to make significant changes to what we teach, and how we teach, to build on our strengths and become the most ambitious and successful college in Scotland.

Through our Good to Great strategy our vision is 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.

Our curriculum will be revised to adopt new areas and new subjects with STEM at the heart of our developments. Our delivery systems will be underpinned by a digital strategy to modernise learning and to create a 'College on demand'.

Future Talent development and career coaching will be used to raise the levels of attainment in partnership with schools and industry. 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.

Our commercial services will integrate seamlessly with our curriculum and will be regularly reviewed to create new products and to utilise the growing partnerships around the Tay Cities Deal to enhance our impact on the local economy and increase our external income.

Service Design principles will be applied to a review of all of our student facing services to ensure that the processes we employ are truly user friendly and remove all barriers to smooth transition into college and beyond.

**D&A College will be the outstanding model of how colleges in Scotland should operate**

- 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 Outcomes	2017-18 Priority Outputs
<p><b>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</b></p>	<p>Achieve Core and ESF funded target of 108,333 Credits.</p> <p>Increase by 1 percentage point the proportion of full-time enrolled students successfully achieving a recognised qualification to 74% for FE and 77% for HE.</p> <p>Increase percentage of part-time FE enrolled students successfully achieving a recognised qualification by 3 percentage points to 82%.</p> <p>Increase percentage of part-time HE enrolled students successfully achieving a recognised qualification by 2 percentage points to 82%.</p> <p>Increase by 1 percentage point the percentage of students satisfied with their college experience to 95%.</p> <p>Maintain volume and proportion of Credits delivered to learners aged 16-19 at 48%.</p> <p>Maintain volume and proportion of Credits delivered to learners aged 20-24 at 22%.</p> <p>Increase number of successful HN students articulating to degree level courses with advanced standing.</p> <p>Increase the number and proportion of full-time college qualifiers in positive destinations after 3-6 months of qualifying by 1 percentage point.</p>
<p><b>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.</b></p>	<p>Increase the number of apprenticeships starts to 200.</p> <p>Increase the number of full-time learners with work experience as part of their programme of study by 5% each year.</p> <p>Increase volume and proportion of credits delivered to learners on STEM courses by 2%.</p> <p>Set up Employer Advisory Boards for all curriculum areas.</p>

<p><b>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.</b></p>	<p>Increase volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas by 1%.</p> <p>Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification.</p> <p>Increase by 10% the minority gender share in each of the most imbalanced course areas.</p> <p>Improve successful outcomes for Care Experienced students by 1 percentage point.</p> <p>Increase positive destinations for Care Experienced students by 2 percentage points.</p> <p>Increase proportion of Credits delivered at HE level to learners from SHEP schools to 1%.</p> <p>Increase student activity Credits in Price Group 5</p> <p>Increase recruitment of learners from the gypsy/traveller community</p> <p>Maintains sufficient curriculum provision to meet local access and rurality needs.</p>
<p><b>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.</b></p>	<p>Increase number of senior phase pupils studying vocational qualifications at SCQF level 5 and above.</p> <p>Increase volume and proportion of Credits delivered to learners at S3 and above as part of school-college provision.</p> <p>Increase volume and proportion of credits delivered at HE level to students from local SHEP schools to 1% of total activity levels.</p> <p>Increase number of foundation apprenticeship opportunities.</p>

<p><b>Fully engagement 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.</b></p> <p><b>A sustainable regional college through sound governance and effective financial management that directs the maximum level of resource towards learners and their learning environment.</b></p>	<p>Produce college quality evaluation report and enhancement plan for October 2017.</p> <p>Full compliance with terms of Financial Memorandum and Code of Governance for Scotland's colleges.</p> <p>Achieve carbon reduction target of 15% by the end of 2018 (using 2013 base measure).</p>
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## 7 Measurement Framework – Trends and Targets

National Measures	2013-14	2014-15	2015-16	Target 2017-18	Target 2018-19	Target 2019-20
<b>1(a)* The volume of Credits delivered</b>						
The volume of Credits delivered (core)			103,232	103,232	108,333	108,333
Core Credits target (region)			103,232	103,232	108,333	108,333
% towards core Credits target (region)			100%	100%	100%	100%
The volume of Credits delivered (ESF)			5,118	5,101	-	-
The volume of Credits delivered (core + ESF)	106,694	107,699	108,350	108,333	108,333	108,333
<b>1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24</b>						
Volume of Credits delivered to learners aged 16-19	52,666	52,452	52,194	52,000	52,000	52,000
Proportion of Credits delivered to learners aged 16-19	49.4%	47.7%	48.2%	48%	48%	48%
Volume of Credits delivered to learners aged 20-24	22,443	23,749	23,475	23,833	23,833	23,833
Proportion of Credits delivered to learners aged 20-24	21.0%	22.1%	21.7%	22%	22%	22%
Volume of Credits delivered to full-time learners	79,630	77,784	79,882	80,000	80,000	80,000
Volume of Credits delivered to full-time learners aged 16-19	40,825	38,660	39,777	40,000	40,000	40,000
Proportion of Credits delivered to full-time learners aged 16-19	51.3%	52.3%	49.8%	50%	50%	50%
Volume of Credits delivered to full-time learners aged 20-24	17,716	17,874	18,308	18,400	18,400	18,400
Proportion of Credits delivered to full-time learners aged 20-24	22.2%	23.0%	22.9%	23%	23%	23%
<b>1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas</b>						
Volume of Credits delivered to learners in the most deprived 10% postcode areas	18,299	17,243	17,249	18,400	18,950	19,500
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	17.2%	16.0%	15.9%	17%	17.5%	18%
<b>1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers</b>						
<b>Gender -</b>						
Volume of Credits delivered to Male learners	50,918	53,331	52,146	54,160	54,160	54,160
Proportion of Credits delivered to Male learners	47.7%	49.5%	48.1%	50%	50%	50%
Volume of Credits delivered to Female learners	55,776	54,217	55,975	54,160	54,160	54,160

Proportion of Credits delivered to Female learners	52.3%	50.4%	51.7%	50%	50%	%0%
Volume of Credits delivered to Other learners	-	151	229	250	250	250
Proportion of Credits delivered to Other learners	-	0.14%	0.2%	0.2%	0.2%	0.2%
<b>Ethnicity -</b>						
Volume of Credits delivered to BME learners	2,703	3,531	3,714	3,800	4,300	4,300
Proportion of Credits delivered to BME learners	2.5%	3.3%	3.4%	3.5%	4%	4%
<b>Disability -</b>						
Volume of Credits delivered to students with a known disability	21,067	20,164	16,304	18,400	19,500	20,500
Proportion of Credits delivered to students with a known disability	19.7%	18.7%	15.1%	17%	18%	19%
<b>Care Experience -</b>						
Volume of Credits delivered to students with Care Experience	-	-	2,364	3,100	3,100	3,100
Proportion of Credits delivered to students with Care Experience	-	-	2.2%	3%	3%	3%
<b>2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges</b>	<b>287</b>	<b>26</b>	<b>358</b>	<b>400</b>	<b>420</b>	<b>450</b>
<b>2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges</b>						
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	955	106	1,408	2,200	3,250	4,300
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	0.9%	0.1%	1.3%	2%	3%	4%
<b>2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision</b>						
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3,190	3,828	3,436	4,400	4,900	5,400
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.0%	3.6%	3.2%	4%	4.5%	5%
<b>2(d) 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)</b>						
Volume of Credits delivered at HE level	-	-	36,930	37,000	37,000	37,000
Volume of Credits delivered at HE level to learners from SHEP schools	-	-	245	370	550	740
Proportion of Credits delivered at HE level to learners from SHEP schools	-	-	0.7%	1%	1.5%	2%
<b>3. Volume and proportion of Credits delivered to learners enrolled on STEM courses</b>						

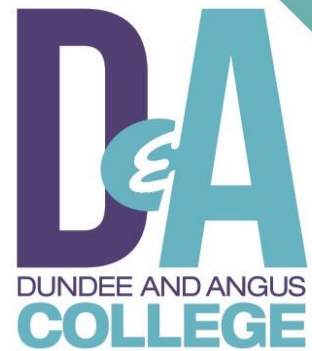
Volume of Credits delivered to learners enrolled on STEM courses	23,812	24,290	22,682	24,900	26,000	27,100
Proportion of Credits delivered to learners enrolled on STEM courses	22.3%	22.6%	20.9%	23%	24%	25%
<b>4(a)* Proportion of enrolled students successfully achieving a recognised qualification</b>						
The number of FT FE enrolled students achieving a recognised qualification	2,421	2,419	2,340	2,516	2,625	2,660
The total number of FT FE enrolled students	3,322	3,354	3,207	3,400	3,500	3,500
The percentage of FT FE enrolled students achieving a recognised qualification	<b>72.9%</b>	<b>74.3%</b>	<b>73.0%</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>
The number of PT FE enrolled students achieving a recognised qualification	3,443	3,014	3,457	3,600	3,735	3,860
The total number of PT FE enrolled students	4,113	3,578	4,360	4,400	4,500	4,600
The percentage of PT FE enrolled students achieving a recognised qualification	<b>83.7%</b>	<b>84.2%</b>	<b>79.3%</b>	<b>82%</b>	<b>83%</b>	<b>84%</b>
The number of FT HE enrolled students achieving a recognised qualification	1,550	1,490	1,502	1,690	1,716	1,738
The total number of FT HE enrolled students	2,022	2,068	1,960	2,200	2,200	2,200
The percentage of FT HE enrolled students achieving a recognised qualification	<b>76.7%</b>	<b>72.1%</b>	<b>76.6%</b>	<b>77%</b>	<b>78%</b>	<b>79%</b>
The number of PT HE enrolled students achieving a recognised qualification	656	555	713	738	747	756
The total number of PT HE enrolled students	831	686	890	900	900	900
The percentage of PT HE enrolled students achieving a recognised qualification	<b>78.9%</b>	<b>80.9%</b>	<b>80.1%</b>	<b>82%</b>	<b>83%</b>	<b>84%</b>
<b>4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification</b>						
The number of MD10 FT FE enrolled students achieving a recognised qualification	486	437	446	504	548	592
The total number of MD10 FT FE enrolled students	664	607	638	700	750	800
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	<b>73.2%</b>	<b>72.0%</b>	<b>69.9%</b>	<b>72%</b>	<b>73%</b>	<b>74%</b>
The number of MD10 PT FE enrolled students achieving a recognised qualification	508	444	1,235	1275	1290	1305
The total number of MD10 PT FE enrolled students	633	527	1,449	1,500	1,500	1,500
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	<b>80.3%</b>	<b>84.3%</b>	<b>85.2%</b>	<b>85%</b>	<b>86%</b>	<b>87%</b>

The number of MD10 FT HE enrolled students achieving a recognised qualification	173	183	182	190	200	210
The total number of MD10 FT HE enrolled students	229	250	256	260	270	280
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	<b>75.5%</b>	<b>73.2%</b>	<b>71.1%</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>
The number of MD10 PT HE enrolled students achieving a recognised qualification	48	36	114	126	135	144
The total number of MD10 PT HE enrolled students	69	49	167	180	190	200
The percentage of MD10 PT HE enrolled students achieving a recognised qualification	<b>69.6%</b>	<b>73.5%</b>	<b>68.3%</b>	<b>70%</b>	<b>71%</b>	<b>72%</b>
<b>4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges</b>						
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	1	0	12	14	15	16
The total number of Senior Phase FT FE enrolled students	1	0	13	15	16	17
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	<b>100%</b>	-	<b>92.3%</b>	<b>93%</b>	<b>94%</b>	<b>95%</b>
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	227	5	276	320	336	360
The total number of Senior Phase PT FE enrolled students	281	14	345	400	420	450
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	<b>80.8%</b>	<b>35.7%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	-	-	-	-	-	-
The total number of Senior Phase FT HE enrolled students	-	-	-	-	-	-
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	-	-	-	-	-	-
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	-	-	-	-	-	-
The total number of Senior Phase PT HE enrolled students	-	-	-	-	-	-
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	-	-	-	-	-	-
<b>5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)</b>	-	-	183	200	230	250
<b>6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study</b>	-	-	1250	1400	1500	1600

<b>7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses</b>						
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	544	601	620	650	650	650
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	252	255	250	292	325	358
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	<b>46.3%</b>	<b>42.4%</b>	<b>40.3%</b>	<b>45%</b>	<b>50%</b>	<b>55%</b>
<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 total number of full-time FE college qualifiers (confirmed destinations)	-	2,348	2,274	2,300	2,400	2,500
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	2,194	2,136	2,185	2,304	2,425
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	<b>93.6%</b>	<b>93.9%</b>	<b>95%</b>	<b>96%</b>	<b>97%</b>
The total number of full-time HE college qualifiers (confirmed destinations)	-	887	874	1,000	1,100	1,200
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	834	819	950	1056	1164
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	-	<b>94.0%</b>	<b>93.7%</b>	<b>95%</b>	<b>96%</b>	<b>97%</b>
<b>9. The percentage of students overall, satisfied with their college experience (SSES survey)</b>	-	-	94.4%	95%	96%	97%
<b>10 Gross carbon footprint (tCO<sup>2</sup>)</b>	4,133	4,116	3,778	3,700	3,650	3,600

## **Appendix 1 Access and Inclusion Strategy**

## Appendix 1



# Access and Inclusion Strategy



**2017-20**

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## 2 INTRODUCTION

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Access for people from the widest range of backgrounds remains at the heart of the College mission. We seek to improve life chances for all individuals in the communities we serve by providing the highest quality educational provision and support required for people to meet their full potential, regardless of their background or starting point on the learner journey.

The following details how we provide a college-wide approach to access and inclusion and the impact this has on the diverse population of learners we serve. It identifies the range of inclusive practices and initiatives currently underway and signposts future development required. It also sets out how we support the Scottish Government commitment to “explore how student’s health and well-being can be better supported to reduce drop-out rates and ease hardship”.

This Strategy does not stand in isolation. It has significant linkage and overlap with other developments within the College and detailed in the ROA. Primarily these include the Developing Scotland’s Young Workforce (DYW) Plan, College Mainstreaming Report, College Corporate Parenting Plan and Gender and Equalities plan.

Our Access and Inclusion Strategy has been developed following a wide range of inputs and engagements involving staff, students’ association and external partners covering all the areas involved in the various aspects of this work. These are captured in the sections below covering our approach, what is currently working well and further developments required.

Target measures and subsequent impacts on priority access groups are monitored on an ongoing basis by the College Senior Management Team and overseen by the College Board of Management through its Learning, Teaching and Quality Committee.

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.

## 3 D&A COLLEGE – DIVERSE & ACCESSIBLE

### 3.1 WORKING TOGETHER – OUR COLLEGE WIDE APPROACH

This section details the contribution and services provided by different areas of the College to ensure our learning provision is supportive, accessible and provides equal opportunities to succeed for people of all ages, and from all communities and backgrounds.

#### 3.1.1 Supporting the Learner Journey

Along with the support given within our curriculum teams by Lecturers, Group Tutors and Course Leaders, there is support that is available right across the College. In particular the work that Student Services, Administration Services, Learning Resources, Learner Engagement, Essential Skills do is vital in supporting a wide range of students in a range of different ways, from day to day guidance to food parcels and financial advice, from health and wellbeing to study skills support. These services are often the difference between students staying or leaving, failing or succeeding.



### 3.1.2 Student Services

Student Services provide a wide range of tailored extended learning supports for students who have additional support needs. This is in addition to the learning support provided by individual course teams and staff.

Through discussion with the student, knowledge of their course and close liaison with the Group Tutor and Course Leader a support package is agreed for the student. Support can be provided on an individual, in-class and small group basis depending on what will suit the student's needs. It will also be agreed with the student as to the frequency and duration of support sessions. Students require different types and combination of supports to ensure their needs are met. Examples include social emotional behavioural support, mental health supports, numeracy and literacy skills development, study skills, dyslexia support, assistive technology and equipment, reader/scribe/ note taker supports in class, alternative assessment arrangements, Communication Support Worker/ Interpreter and transport.

The College has put significant efforts into the development and delivery of student support services that meet identified learning and support needs and deliver successful learner outcomes, with many of these also from our most highly deprived postcode areas. At 80.4%, successful outcomes for students in receipt of extended learning support inputs are higher than those for the College as a whole with this reflecting the benefit to learners of this service.

The support offered by Student Services have the following very positive aspects which support wider access and inclusion.

- Services offered by the team are well known and advertised internally so that students and staff make good use of them.
- Excellent and sustained partnership working between Student Services and all curriculum team supported by a dedicated keyworker system. This system allows continuity of support, joined up working for students with complex needs/group tutors/ support staff.
- Professional and experienced staff to support students with diverse additional support needs across all our campuses.
- Tailored supports on a one to one, in class, small group basis to meet individual students' needs.
- Excellent Pre Entry support for students who identify their needs this starts at guidance for courses, prep for interview, interview support for students with additional needs etc.
- Two dedicated school and community posts within Student Services that liaise closely with schools, pupils, parents and community members and other professional to the transition process of coming to college.
- Mental Health first aiders work within the college to support the needs of students in distress.
- Anti-bullying, respect and tailored group work is provided for classes of students to influence positive behaviour.
- Mental Health Awareness Courses delivered to students to enhance their knowledge and support their roles as class reps or lead reps.
- Comprehensive FLO system for capturing support and sharing this with the curriculum from PEEPS, Support Plans- Health and Curriculum Needs, AAA etc.
- Strong use of ICT and inclusive software on our college networks to assist students with their academic work.

- In house DSA assessments to ensure HN students access appropriate support easily.
- We Care @D&A working group which consist of staff and students that listens to the needs of students and staff that are carers or care experienced. This group is ensuring that the provision we have actively supports carers and care experienced students.
- Close partnership with the LGBTI college support groups and external groups. Student Services staff are supporting growing numbers of young people and adults that are transitioning and coming out who have additional emotional needs.
- Food bank and lunch/breakfast voucher scheme on all campuses to help meet immediate needs of students experiencing poverty and deprivation.
- Clear supportive processes in place to support students with relevant previous offences to come to college and succeed.

Our analysis in preparing this Strategy have identified some issues which have impacted on the work of the area.

- Changes in the opportunities and resources available outside of college has impacted on the supports available to our students from some social work and Health teams.
- Students with autism in Angus who are not being assessed for their adult needs are therefore coming to college without the appropriate support packages in place.
- Sharing of transition information from Schools, SDS and other agencies remains difficult to attain consistently, this can affect the student as we are unaware of what support had been given previously
- Demand and volume of students with complex additional support needs versus staff resources required
- Continued language development and Support for ESOL learners moving on to other vocational areas after an ESOL Course

These issues will form the focus of further discussions and developments, both internally and with our partner organisations.

### **3.1.3 Learner Engagement**

The work of the Learner Engagement Team complements and adds value to the approaches taken by academic and support staff, demonstrating our collective commitment to engaging learners in their own learning, and the life and work of D&A College.

The Learner Engagement team play an important role in Access and Inclusion within the College and through the *Engage Me!* programme, provides learners with a wide range of engagement activities and opportunities, designed to enhance, enrich and influence the learner experience.

Recent activity includes:

#### *LGBT Charter/Work*

The team, along with others within the College involved in the LGBT Charter Mark project, have done an amazing job in supporting LGBT students and developing awareness and respect for LGBT issues across the College. This has created a host of opportunities for LGBT students, their friends and even their parents to meet, share experiences and develop friendships and confidence. This work, including LGBT community drop in service for young people and the publication of a series of student "coming out" stories has raised awareness and shared experiences in a genuine and positive way that truly demonstrates the meaning of respect within the College community.

Recognition as one of the very few LGBT Charter Mark colleges will help us to further promote this work and encourage the growth of greater awareness of LGBT issues and respect for all.

#### *Team Building Activity/Resource pack*

The Learner Engagement team along with the Sports Union have designed and delivered a range of team building opportunities which can be delivered to any number of groups across the College. These have been used within Curriculum areas to help bring groups together and encourage a positive environment within the classroom and develop communication within groups. These sessions have been proving to help interaction within groups and increase retention rates. The Team Building resource pack has been used effectively across the College and allows any member of staff to use the pack in any way they see fit in order to enhance the learning experience and encourage group unity.

#### *Respect*

The Learner Engagement team deliver a number of events and sessions throughout the year to encourage an understanding and ethos of Respect. The events promote the different cultures and beliefs across the College ensuring that the College population feel welcome and supported. The team deliver Respect sessions to a large number of groups throughout the year to promote acceptance and consideration for others which have proved to be very popular and successful.

#### *ESOL Taster Sessions*

For the past three years the Learner Engagement team have organised Taster Sessions for ESOL students, who are thinking of moving to a vocational course within the College the following year. This has proven to be highly beneficial for the students, as they can not only see if the course is for them, but also see the level of English needed to study on the course.

The students are given the opportunity to spend time with a class, learning about what is involved in the subject area. The students are given the opportunity to sample both practical and theory based lessons. The feedback on the experience has been excellent.

#### *Translation project of College guide for ESOL Students*

ESOL students are currently translating the College guide for new students into various languages. The guide that is already in place in the library, is currently only available in English at the moment. Students have also shown initiative and while working with the Learning Resources team to add more info which they think is relevant for new students. This work is also allowing the student to gain the Learning by volunteering qualification.

#### *See Scotland*

The Learner Engagement Team has started an exciting peer-learning project. "See Scotland" which encourages local and international students to work together, around various Historic Scotland sites. A local student is paired with an international student for the duration of a trip and this has proven to be very successful at encouraging interaction and sharing of each other's cultures. The trips are to a number of Historic Scotland sites throughout the year and all students have fed back how valuable the experience has been. The international students in particular have stated how helpful they found the opportunity.

## *Aspire @D&A*

This is a project run in partnership between the Sports Union and Supported Education, which has been developed to remove barriers to Sport which these students may have faced. It is derived from the healthy body healthy mind strategy which aims to engage and encourage exercise and physical activity. The project is a yearlong project delivering a rolling programme of different sports/activities aimed at encouraging the uptake of sports which they previously may not have had the opportunity to do.

### **3.1.4 Learning Resources**

The Learning Resources team play an active role within the College to support our Access and Inclusion ambitions and targets. A number of activities and projects are run in partnership with other support and curriculum departments to facilitate student progression, transition planning activities and the development of bespoke support for key target groups.

These activities include:

- Adapting the Learn @ D&A Induction to be suitable for Supported Education groups. An interactive treasure hunt induction has been developed allowing students to use iPads to navigate around the College and watch short information videos.
- A range of literacy and study skills sessions designed at SQCF level 2/3/4 to support students on our Supported Education programmes.
- The expansion of the Skills for Learning, Life and Work portfolio to include over seventeen guides and sessions. The majority of these sessions have been adapted to be suitable for SQCF level 4 groups however sessions such as Stress Management have proven to be very popular across programmes at all levels.
- Playing a key role in the development of the cross-college Career Management Skills project 'Future Talent @ D&A' which has been designed to coordinate provision and provide targeted support to students' pre, during and post college to aid their progression.
- Continual commitment to work in partnership with the Support Education team to offer Library based work placements and volunteering opportunities.
- Share @ D&A. This project has been designed to provide schools with access to our Skills for Learning, Life and Work resources under a Creative Commons licence. It has been designed to allow both staff and pupils access to a wide range of materials that can be used to support learning and teaching.
- The expansion of the Reading Ahead project to include the Outreach Centres and Arbroath Supported Education and ESOL (English as a second or other language) groups. This national literacy initiative has been extremely successful in its pilot year – with the College being awarded the Bronze 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.
- Participation in the SDS (Skills Development Scotland) My Work of Work College Ambassadors pilot - aimed at empowering students to become MyWoW ambassadors within their College and peer groups. A number of pilot projects are under development and are due to be launched.



### 3.1.5 Access and Communities

Access and Communities is a newly formed curriculum team which focuses on the provision of learning opportunities designed to help individuals, who are the furthest from the world of work, to begin their learning journey and become work-ready.

This area provides a number of bespoke, tailored access courses such as Skillzone, PACE, Aspire and College Express specifically targeted at the hardest to reach educationally in our community.

#### *Skillzone and PACE*

Skillzone and PACE are similar provision delivered in Arbroath and Dundee respectively and are designed to offer opportunities for younger learners that are disengaged from mainstream education.

The Skillzone programme meets the needs of Angus learners that are not able to enter other vocational education due to significant issues including:

- having poor confidence/low self-esteem.
- holding few or no qualifications.
- needing an alternative to school provision (for whatever reason).
- needing social, emotional, behavioural or learning support.
- having no idea of vocational/career options or interests.
- needing to develop soft skills.
- being LAC, young carer, vulnerable, at risk or similar.

Although not restricted to any specific age group, most learners are between 16 and 18, with the occasional inclusion of more 'mature' learners. On average around 68 learners will attend Skillzone provision each year.

Many Skillzone learners will work with other agencies in Angus (16+, OfA, WEB, TCA, SW etc.) and several have been involved with the Youth Justice System. As part of this provision Skillzone staff work in close partnership with our Student Services team, parents, carers, schools, offsite provision and numerous partner agencies.

Skillzone is designed to support young people over a possible 3 year period from the part time school link provision for 1-9 hours per week to suit individual needs/school timetable requirements to the year 1 full time course which focuses on issues such as drugs, alcohol, crime, personal safety, behaviour, confidence, motivation and vocational choices. The year 2 course is an option for approximately 10 learners per year who need additional intervention to enable them to sustain a positive destination and contains an element of work experience during which they complete a vocational qualification using units which are transferable to any vocational area. The course meets CfE senior phase regarding individual choice and creativity.

Skillzone also supports other vocational subject areas within the Arbroath campus where learners are at risk of exclusion due to behaviour issues. This support is managed by learners infilling into the Skillzone provision and producing Individual Learning Support Plans to ensure goals are reached.



Almost all Skillzone learners progress and are successful in other vocational provision within the College environment. Several case studies have been developed highlighting the effective progression of young, disengaged/disadvantaged learners into sustained employment and further study, including a significant number moving on to various degrees at University.

PACE provision is designed and delivered in partnership with Dundee City Council and is run for school pupils who have exhausted all of the SEBD interventions put in place by school, and may have been referred from other off-site facilities. These learners have been identified as at risk of disengaging from mainstream education and will face significant barriers to transition to a positive destination, including:

- LAC or in voluntary care
- offending behaviour
- substance/alcohol abuse
- background of domestic violence
- outwith parental control
- anger management issues
- difficulty in forming relationships with authority figures

Normally 48 PACE learners are recruited each year (split into 2 intakes of 3 groups).

Referral is managed through an Options Group who consider each referral in detail. This is coordinated by Off-Site Education Service and membership includes Social Work, Educational Psychology Service, Schools, College and the PACE Project Coordinator.

PACE is delivered by College staff, supported by a Project Manager, Educational Welfare Officers, and with a student support worker in each class. PACE learners will have the opportunity to gain qualifications in Essential Skills and attend vocational taster sessions in various subject areas, including Creative Media, Art and Design, Engineering, Construction, Hospitality and Retail.

Each learner is assigned a Link Worker who works closely with families/carers and social services to ensure pastoral needs of student are met. A weekly 1:1 review is conducted, and a 'points system' is used to measure performance and provide incentives to students to work on softer skills, e.g. attendance, peer relationships and confidence.

The majority of PACE learners progress to other vocational provision within the College, and are offered a guaranteed interview. They are fully assisted through interview and application process. Health and well-being is core to the programme, with 6 week blocks in Outdoor Education and Healthy eating for every student. A work placement is also offered for those students who are ready to enter the world of work. The vast majority of students complete the PACE programme and comparison of attendance at PACE with that at school is an indicator of the distance travelled by these young people. In session 2015/16 c.80% of all Skillzone and PACE learners completed successfully.

### *Aspire*

The Aspire Programme is aimed at adult learners who need additional support and guidance in relation to career or study aspirations. This course focuses on progression with an emphasis on essential skills of Numeracy, Communication, ICT, Enterprise and Personal Development Planning. In addition, tasters in various vocational areas are organised to allow participants to explore next steps.

This course is designed for young people leaving school at an early stage who need to explore opportunities available at college and gain vocational experiences to assist in career decision making. The course offers qualifications in Employability, Enterprise, Communication, Numeracy, ICT, Problem Solving, Working with Others, Health and Wellbeing and Personal Development Planning. In addition, students participate in vocational tasters in various occupational areas to aid with choice and decision making for progression.

### 3.1.6 Supported Education

Our Supported Education team provide educational and progression opportunities for those with learning disabilities and will work with a range of partners to ensure that learners with profound and complex needs continue to participate in programmes which enhance their knowledge, skills and employment prospects.

The College currently works closely with the Social Work Departments of both Dundee City and Angus Councils, alongside a range of other partner organisations such as Gowrie Care and Enable to ensure that individual support is available prior to a learner embarking on a programme.

The team have developed an innovative Social and Ethical Enterprise model of delivery, giving the students a real life business experience and establishing good employability skills.

An example of excellent inclusive practice and partnership working is the *Aim Forward School link project*. This 3 hours a week collaborative project offers an effective teaching model to support long term absence from school due to severe mental health issues including Autistic Spectrum Disorder. It is delivered in partnership with Dundee City Council's AIM (Anxiety in Motion) Project. The classes are all based around ICT project working, including digital imaging and animation. This partnership opportunity has been operating for 2 years now and we have seen 16 young people progress onto full time study within Supported Education.

The staff in the area have identified a number of key strengths in their approach which facilitates access and inclusion.

- Strong college wide support for all supported education courses – vocational areas offer serviced opportunities for all students on full and part time courses.
- Infill opportunities for students who are preparing to move on to mainstream courses
- Current courses in Supported Education delivered by skilled and experienced lecturers
- Multi- level delivery in all classes
- Adapted curriculum to suit individual need
- Wider community achievement opportunities – volunteering and local citizenship opportunities.
- Use of Supported Education FLO to ensure transition information is accurate. All student information is recorded in FLO and ongoing development issues are recorded and shared with all appropriate staff. This allows a healthy and robust review process to be carried out.
- Supported Education FLO includes personal learning targets and goals set by students with group tutor
- Dedicated weekly guidance and support time for every year group

- Development of Social Enterprise activities within the current curriculum simulating real work life experience
- Work placement opportunities for final year students
- Support from college wide student services for students if more specialist service is required eg. Counselling and Support.
- Classroom support staff work are part of the dedicated teaching team and also work across teaching areas when required.
- Dedicated school link opportunities throughout the year and four week Bridge Programme Delivered before the summer holidays allowing new students an opportunity to experience life as a full time student before the start the next academic year.
- Strong relationship with Estates regarding access and support for students with mobility issues

They have also identified a particular area of concern:

- With the Introduction of Self Directed Support we are seeing multiple agencies attending the College with young people who need support during their College time. This is currently assessed by Social work care managers and the family then choose their providers. This can have a negative impact at times within classrooms as there are many sets of standards that all the staff are working to.

### **3.1.7 Essential Skills**

The Essential Skills team provide curriculum provision at all levels in Literacy, Communication, Numeracy, Mathematics and IT across the College.

The staff have identified a number of key strengths which help facilitate access and inclusion.

- Partnership working between ES team and student support. Provision of 1-1 or in-class support for Communication and Numeracy.
- Support for students on higher level courses (example Higher Maths) provided by ES team via Flexi/Step-up drop-in sessions
- Multi- level delivery in almost all ES classes
- ES Mop-up classes available at end of semester to support progression and achievement.
- Diagnostic testing available to support students and levelling within ES delivery.
- High level of flexible and distance learning delivery to support learners from remote areas and use of Webinars to support delivery.
- High level of flexible and distance learning delivery of Highers to support learners career progression – teacher training, social work and nursing.....
- Outreach centre provision supported by ES team
- ES team support for staff in Curriculum areas to ensure all students have an opportunity to achieve at a level most appropriate for them.
- ESOL learner progression to mainstream supported by ES and ESOL staff.
- Infill opportunities offered to support students who require ES upskill for progression
- Support course teams to identify minimum entry and exit SCQF levels for all Core Skills ensuring a smooth pathway for progressing students.
- All students benefit from our MyLearning VLE where they can access course notes and extra support resources including videos and external websites
- Essential Skills policy for College promotes achievement for all learners at appropriate levels.

The analysis by the team has also identified the following issues which require further development.

- Diagnostic test - Current system needs to be developed and upgraded to ensure correct levelling and the ability to drill down to identify areas of support required.
- Provision for ESOL learners advancing to mainstream requires development to ensure a joined-up approach
- Identification of learners who will struggle with Essential Skills levels required for course at recruitment stage needs reviewed and the option of running preparation classes during the summer needs investigation.

### **3.1.8 Digital Inclusion and Accessibility**

Dundee and Angus College recognise Access and Inclusion to be an important consideration of any ICT system. We are committed to ensuring that all learners, staff and partners are able to engage with the College in an effective manner that is tailored to meet the needs of the individual. To do this we consider Access and Inclusion at all levels:

- Our infrastructure is designed to support a 'bring your own device' (BYOD) culture that enables learners to use the devices that are best suited to their needs, be they College-owned or learner-supplied.
- Our systems are designed with a web-first focus to ensure that they are accessible on a variety of devices.
- Responsive web design forms a key requirement of all systems development and we ascribe to the principles defined in the W3C Web Content Accessibility Guidelines (WCAG) 2.0.
- We have a focus on content development and enhancement, with the Learning Technologies team supporting the development of accessible learning and training materials using a variety of media which are used across curriculum areas
- We systematically engage with learners, staff and partners to capture and respond to additional support needs. All activity is managed by specially trained staff using an in house system that tracks requests and monitors our responses to ensure we provide learners with the support that they need when they need it
- We support and encourage the uptake of digital literacy improvement opportunities through formal and informal CPD sessions delivered to staff and Essential Skills development sessions delivered to our learners

### **3.1.9 Business Intelligence – Access and Inclusion Data Analysis**

Central to informing our access and inclusion approaches and monitoring outputs is the collection and analysis of data. The Business Intelligence function supports the collation, analysis and output of data relating to student: Applications; Enrolments; Withdrawals; Performance; Destinations.

For both internal use and to satisfy external reporting requirements, the following data types are routinely collected and analysed/reported:

For Equalities Mainstreaming Report:

- Application
- Enrolment
- Analysis of differences between application and enrolment proportions
- Student PIs

For each of:

- Gender
- Disability
- Religion
- Ethnicity
- Age
- Deprivation

For ROA Measurement Framework:

- Age
- Deprivation
- Gender
- Ethnicity
- Disability
- Care Experienced

For FES data supplied to SFC:

- STEM activity
- Age
- Gender
- Deprivation
- Ethnicity
- Disability
- Lone Parents
- Care Leavers
- Sexual Orientation
- Religion

The College is also currently undertaking collaborative work with the Equalities Challenge Unit This work is specifically looking at the following characteristics in relation to the STEM areas of Science and Computing:

- Gender
- Deprivation

### **3.1.10 Our external partners.**

The College works with a wide range of partner organisations and bodies to insure successful transition and access to our courses and appropriate on-course support and progression.

The College is represented at a senior level on both the Angus and Dundee City Community Partnership Boards. This helps to ensure effective integration and planning of our services with the wider communities we serve.

Other significant partnerships include:

- Voluntary agencies such as SAMH, Penumbra, CAB, SDS, NHS & Social work teams- CMHTs, learning disability Teams, Gowrie Support.
- Close liaison with other College student Services team to aid sharing of practice
- NHS Including Speech and Language Therapists
- Disability Nurses,
- Duke of Edinburgh
- John Muir Trust
- Angus Ranger Service
- Scottish Natural Heritage
- Dundee and Angus Schools
- Tayberry Social Enterprises
- Dovetail Social Enterprise
- Skills Development Scotland including 16 Plus
- Gowrie Care,
- Autism Scotland
- Richmond Fellowship

### **3.1.11 Developing and informing ourselves.**

The College requires and actively supports staff to undertake continuous professional development in relation to all aspects of their work. We particularly encourage participation in development events and activities organised through the Colleges Development Network (CDN). Staff from D&A College are amongst the most frequent attendees at these events and training opportunities.

A significant number of staff have participated in Mental Health First Aid, Deaf Awareness and Corporate Parenting training as well as general access and inclusion awareness training.

Attendance at key groups like Prevent Subgroup, Safeguarding Forum, and Transition Conferences, JAT meetings ensures staff keep up to date with local and national needs, initiatives.

We work closely with Who Cares (Scotland) with the development of our approach to care experienced learners and corporate parenting plan. Our work with the Equalities Challenge Unit is helping us develop our actions and policies, particularly in relation to gender imbalance.

## 4 MAKING A DIFFERENCE

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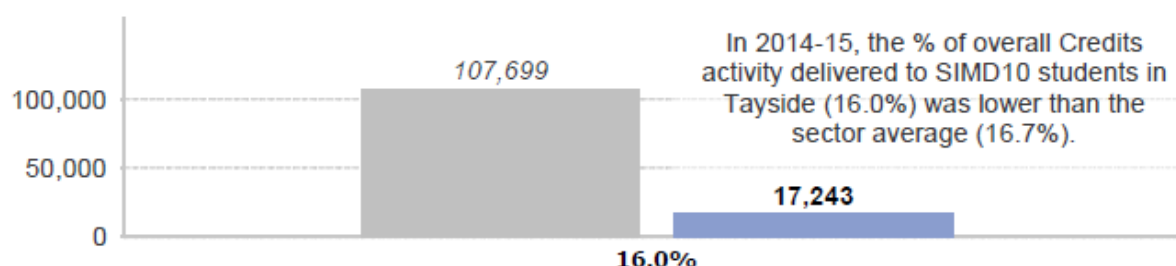
### 4.1 PRIORITY ACCESS GROUPS

#### 4.1.1 Social Urban and Rural Deprivation

Dundee City has a population of 144,290 of which 28,050 live in the 10% most deprived areas of Scotland. This figure represents 19.4% of the population living in areas of the greatest deprivation, and is one of the highest in Scotland. The corresponding figures for the Angus Council area are 1.6% from a population of 110,570 (1,769) living in the 10% most deprived postcode areas.

The scale of deprivation within Dundee central and north in particular represents a major challenge for the City Council and the College. The College recruits a significant proportion of learners from these postcode areas and has a track record of delivering successfully to this target group.

Of major significance, however, is the success of these students once in College. Education Scotland has highlighted that students at Dundee and Angus College from the 10% and 20% most deprived postcode areas are more likely to be successful than equivalent student groups across the college sector as a whole, and are likely to succeed at levels above the average for all students (from deprived and affluent backgrounds) within the college sector. Day one successful outcome performance for students from the 10% most deprived postcode areas in 2014/15 was 74.3%, significantly above the average for learners from Scotland as a whole.

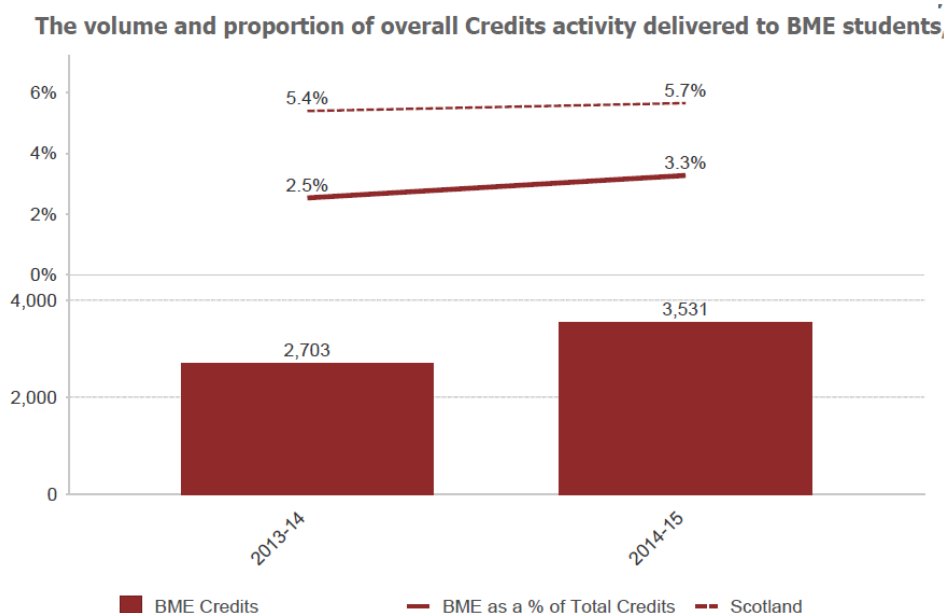


We are committed to supporting this target group and the College will increase the proportion of students from our most deprived postcode areas to a minimum of 17% whilst maintaining our high level of successful outcomes for this group and improving progression opportunities and uptake to match that of other SIMD postcode groups.

Rural isolation (and small pockets of deprivation) is also an issue within our region, with 24% of all students (34% of our Angus enrolments) coming from rural classification areas. To support access the College operates bespoke bus services to allow learners to access the Arbroath campus, along with provision of full and part-time programmes within dedicated learning centres in Forfar, Montrose and Kirriemuir and provision within school premises in Forfar and Brechin. Provision of these opportunities and services will continue.

### 4.1.2 Protected Characteristic Groups - Equalities Mainstreaming

The College monitors closely the participation (and mainstreaming) of learners from protected characteristic groups and publishes detailed statistics annually ([mainstreaming data](#)).



In 2014/15 651 students at the College were from an ethnic minority background, 251 of whom were on a course leading to a recognised qualification. The success rate of 76% is well above sector performance for students from an ethnic minority background.

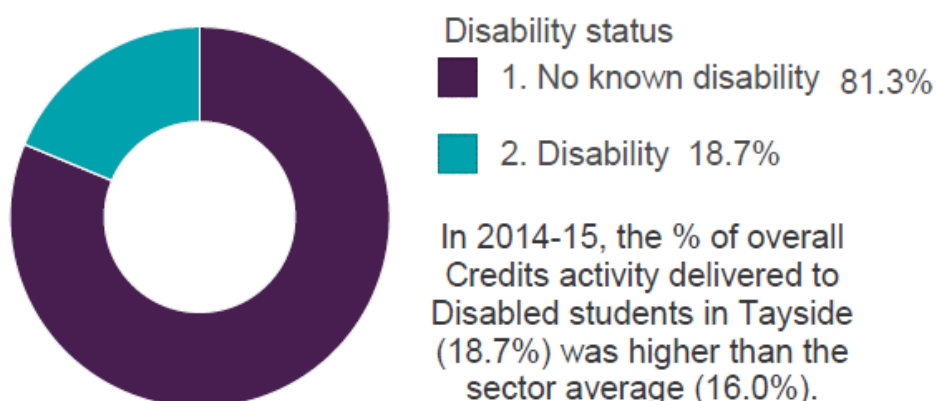
The College recognises that there is a specific gap in respect of the recruitment of learners from the gypsy/traveller community. This is a difficult to reach community, particularly for Post-16 education, but the College will continue to work in partnership with our community planning partners and specialist agencies to remove barriers and provide opportunities for these learners.

### 4.1.3 Disability

In 2014/15 the College recruited 2,524 students with a declared disability (20% of the overall student population, 18.7% overall credit activity). Of these, 1,361 took a course leading to a recognised qualification, with a 74.7% success rate; well above the sector average and in line with the overall whole College success rates.



## Volume and proportion of Credits by disability status



Our initial analysis for session 2015/16 shows a continuing drop in successful attainment for students with a declared disability at HE level. This is currently being reviewed and action plans developed to ensure attainment remains above the sector norm.

### 4.1.4 Learning Disability, Access and Complex Needs (Price Group 5)

We will continue to provide educational and progression opportunities for those with learning disabilities and will work with a range of partners to ensure that learners with profound and complex needs continue to participate in programmes which enhance their knowledge, skills and employment prospects.

The College currently works closely with the Social Work Departments of both Dundee City and Angus Councils, alongside a range of other partner organisations such as Gowrie Care and Enable to ensure that individual support is available prior to a learner embarking on a programme.

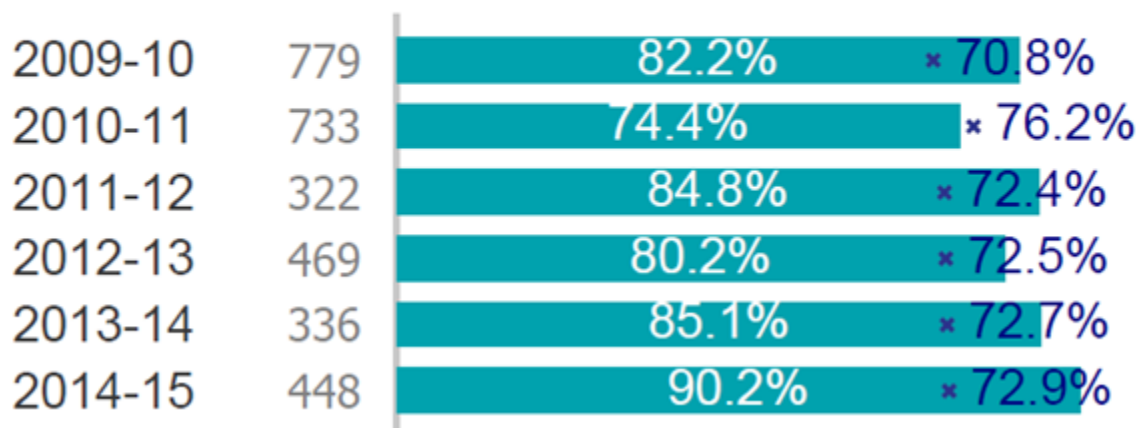
We will continue to ensure that educational provision for these learners is matched to the individual's ability to learn; that on-going support is detailed in a Personal Learning Support Plan; and that realistic learning targets and progression strategies are set and achieved in conjunction with partner agencies. College provision for learners with profound and complex needs has remained constant at c.7% of activity over the past 3 years.

The Social and Ethical Enterprise model of delivery, established during the 2014/15 session for students with learning and other disabilities, has been a very successful innovation, providing learners with opportunities to develop within a live working environment. The model involves Social Enterprise selling Fairtrade goods and locally sourced food and products in both an ethical and environmentally friendly way, while giving the students a real life business experience and establishing good employability skills.

Ultimately it is hoped that the students are able to move forward to their first work experience beyond college having been equipped with suitable qualifications, experience and confidence from the course.

## Price group 5 - Student Attainment

Yr and students



■ % completed successful    ✕ % completed successful (Scotland)

The overall College provision for learners within price band 5 has remained constant over recent years and concerns exist that this proportion is lower than is needed to meet the demands of the region. We aim to address this issue and increase the overall level of Price Group 5 activity that the College offers.

### 4.1.5 Students with Additional Learning Needs

The College provides a wide range of tailored extended learning supports for students who have additional support needs. This is in addition to additional learning support provided by individual course teams and staff.

Through discussion with the student, knowledge of their course and close liaison with the Group Tutor and Course Leader a support package is agreed for the student. Support can be provided on an individual, in class and small group basis depending on what will suit the student's needs. It will also be agreed with the student as to the frequency and duration of support sessions. Students require different types and combination of supports to ensure their needs are met. Examples include social emotional behavioural support, mental health supports, numeracy and literacy skills development, study skills, dyslexia support, assistive technology and equipment, reader/scribe/ note taker supports in class, alternative assessment arrangements, Communication Support Worker/ Interpreter, transport.

The College has put significant efforts into the development and delivery of student support services that meet identified learning and support needs and deliver successful learner outcomes, with many of these also from our most highly deprived postcode areas.

At 80.4%, successful outcomes for students in receipt of extended learning support inputs are higher than those for the College as a whole with this reflecting the benefit to learners of this service.

#### 4.1.6 Care Experienced Students

The College has effective arrangements for Care Experienced Students and has recently commenced a support project with Who Cares Scotland designed to inform the creation of our Corporate Parenting plan. This work will continue throughout 2016/17 to assist the College to develop awareness and share practice at all levels and to further enhance and integrate our support arrangements for care experienced young people.

The College has strong working relationships with the Through Care and After Care teams with Dundee City and Angus Council to help identify what support each individual looked after young person or care leaver feels they need before they come to College. A range of supports, such as guidance or support through the application and funding processes are provided alongside appropriate application of exceptional circumstances for issues that may affect funding due to absence. Latest statistics available (2014) show that there were 542 Looked After Children (LAC) in Dundee and 270 LAC in Angus. In session 2014/15 Dundee and Angus College enrolled 218 Care Experienced young people in a variety of subject areas and attendance modes.

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.

#### 4.1.7 Young 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:-

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

During session 2014/15 the College enrolled 177 full time students (3.4%) who identified themselves as young carers or young adult carers.

Academic support is required by some carers as they may have learning needs, have missed sections of their education, or lack confidence in their skills. Support plans detailing where more flexibility may be required such as start and finish time of classes, need to attend more appointments for the person they care for, assessment extensions as

required/appropriate at times of ill health or crisis for the person they care for. At D&A, we have set up the We Care @ D&A group and initiative to ensure our students and staff with caring responsibilities are aware of the support on offer to them. The student element was launched in October at the RESPECT week events. So far, We Care @ D&A has:

- Held a student focus group 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 a Carers policy

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.

## 4.2 IMPACT ON SUCCESS MEASURES FOR OUR PRIORITY GROUPS

Comparison of student performance indicators over the last 3 years, from when the new D&A College was established, show that our student success (successful course outcome) has consistently been significantly above the national average.

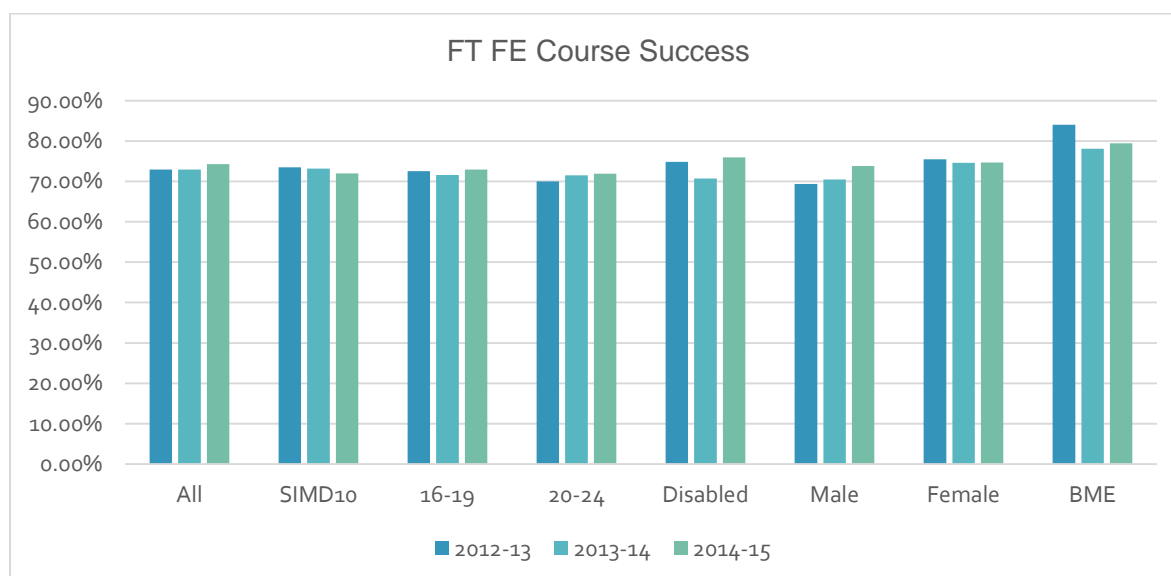
The overall success of our student population is also reflected in the success rates for our priority access groups which are also consistently above the national averages. The following tables and charts summarises data regarding student attainment, course withdrawals and progression for the various groups of interest.

### 4.2.1 Student Attainment

The following figures and charts detail information in relation to different learners at D&A College who successfully complete their programme of study and achieve a recognised vocational qualification.

#### Full-Time FE Learners

Year	All	SIMD10	16-19	20-24	Disabled	Male	Female	BME
2012-13	72.90%	73.50%	72.50%	70.00%	74.80%	69.40%	75.50%	84.00%
2013-14	72.90%	73.20%	71.60%	71.50%	70.70%	70.50%	74.60%	78.10%
2014-15	74.30%	72.00%	72.90%	71.90%	75.90%	73.80%	74.70%	79.40%



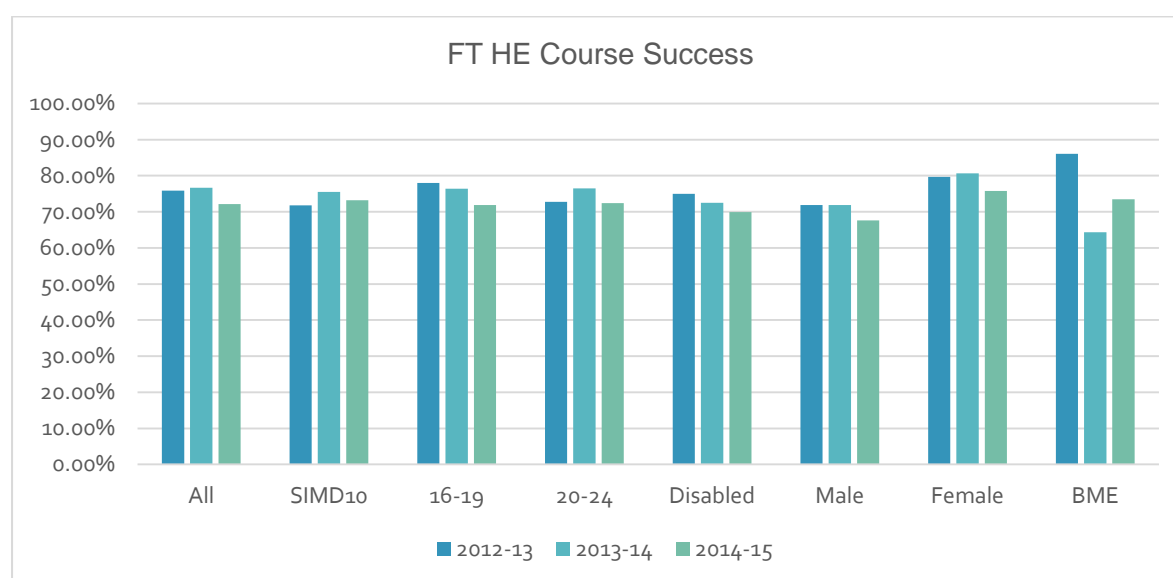
The national average for FT FE student successful completion in 2014/15 was 64%. Figures for all the FT FE priority groups within D&A College are achieving significantly higher than this.

All student groups within the College are broadly comparable in achievement levels. In 2014/15 Disabled and BME students at D&A College were more successful on average than other students within the College.

## Full-Time HE

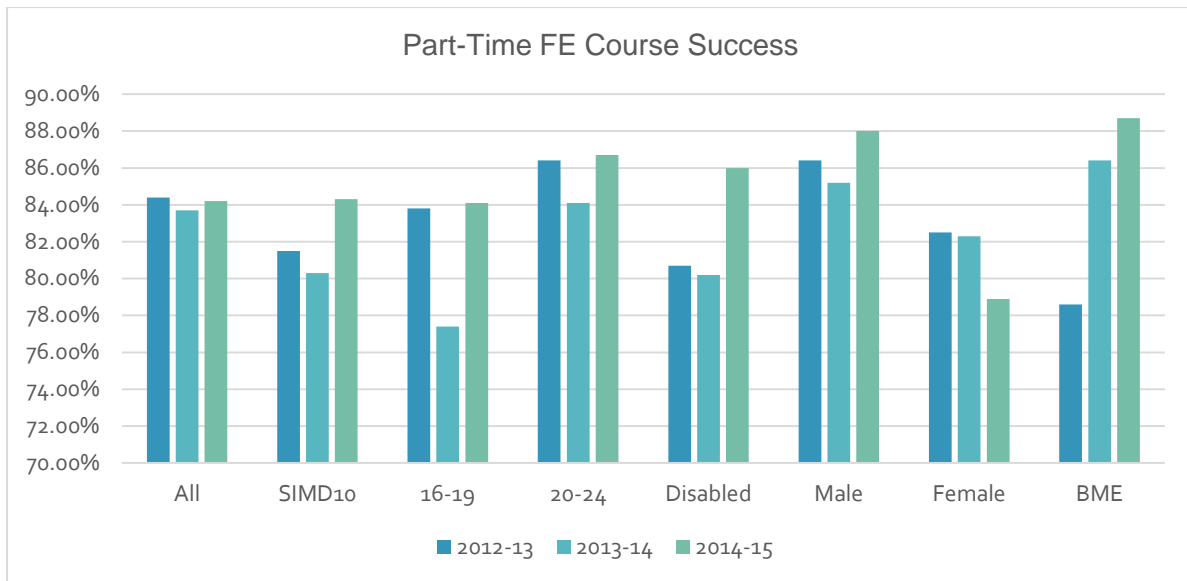
Year	All	SIMD10	16-19	20-24	Disabled	Male	Female	BME
2012-13	75.90%	71.80%	78.00%	72.80%	75.00%	71.90%	79.70%	86.10%
2013-14	76.70%	75.50%	76.40%	76.50%	72.50%	71.90%	80.70%	64.30%
2014-15	72.10%	73.20%	71.90%	72.40%	69.90%	67.60%	75.80%	73.50%

The national average for FT HE student successful completion in 2014/15 was 71%. In 2014/14 Male students and Disabled students were lower than the College and National average. The trend in lower Disabled achievement at FT HE level has been noted. This is currently being reviewed and action plans developed to ensure attainment remains above the sector norm.



## Part-Time FE

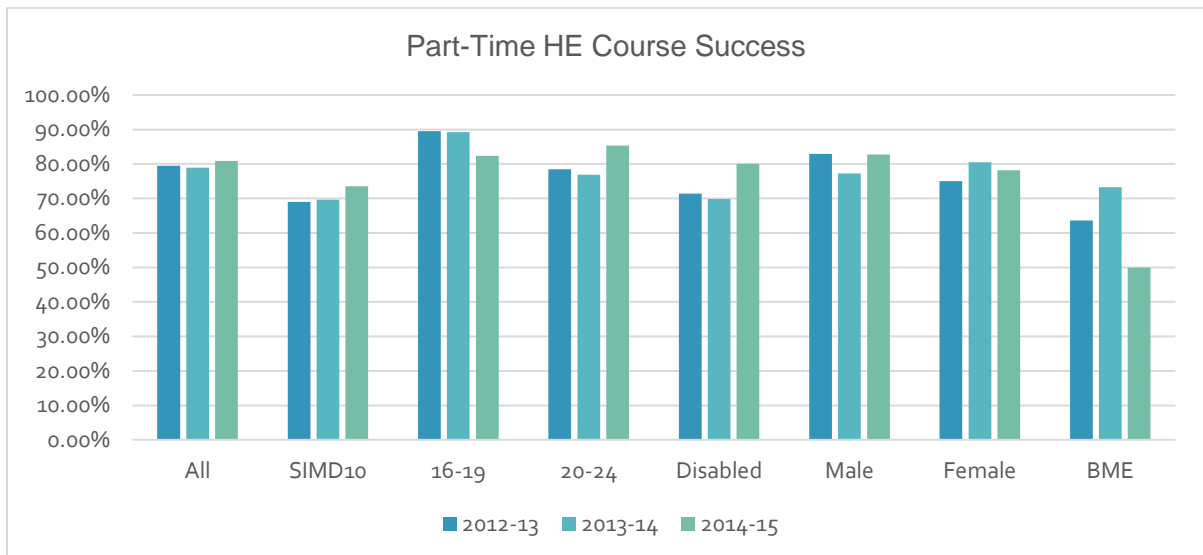
Year	All	SIMD10	16-19	20-24	Disabled	Male	Female	BME
2012-13	84.40%	81.50%	83.80%	86.40%	80.70%	86.40%	82.50%	78.60%
2013-14	83.70%	80.30%	77.40%	84.10%	80.20%	85.20%	82.30%	86.40%
2014-15	84.20%	84.30%	84.10%	86.70%	86.00%	88.00%	78.90%	88.70%



National average for PT FE successful attainment in 2014/15 was 81%. The downward trend for female PT FE success has been noted and is an area of current focus

#### Part-Time HE

Year	All	SIMD10	16-19	20-24	Disabled	Male	Female	BME
2012-13	79.50%	69.00%	89.50%	78.50%	71.40%	82.90%	75.00%	63.60%
2013-14	78.90%	69.60%	89.20%	76.90%	69.80%	77.30%	80.50%	73.30%
2014-15	80.90%	73.50%	82.40%	85.30%	80.00%	82.70%	78.20%	50.00%



The national average for 2014/15 was 83%. Although there are relatively small numbers in MD10 and BME categories undertaking HE PT courses, they will continue to be a focus of our attention.

#### 4.2.2 Student Withdrawal

The College closely monitors the course withdrawal (drop-out) rates for all categories of students on all levels of programmes. The early withdrawal rate is the percentage of students who leave their programme of student during the period covering the first 25% of the programme. Further withdrawal is the percentage of students who leave after the 25% mark. The total withdrawal rate is given by the addition of these two percentages.

##### Session 2015/16 Analysis (For all courses > 160hrs)

Priority Group	Early Withdrawal	Further Withdrawal	Total rate of withdrawal
Students with a disability	7.60%	10.10%	17.70%
Students from a minority ethnic group	5.30%	5.70%	11.00%
Care Leavers and looked after children	6.90%	10.70%	17.60%
10% most deprived datazone areas	5.80%	9.50%	15.30%
20% most deprived datazone areas	6.10%	10.50%	16.60%
Price Group 5	2.00%	9.50%	11.50%
All students	5.45%	9.47%	14.92%

Withdrawal rates for all groups are below national averages. Students with a disability or students who are care experienced are more likely to withdraw from their courses than the average student at the College. Students from minority ethnic groups or students on Price Group 5 programmes are less likely to withdraw.

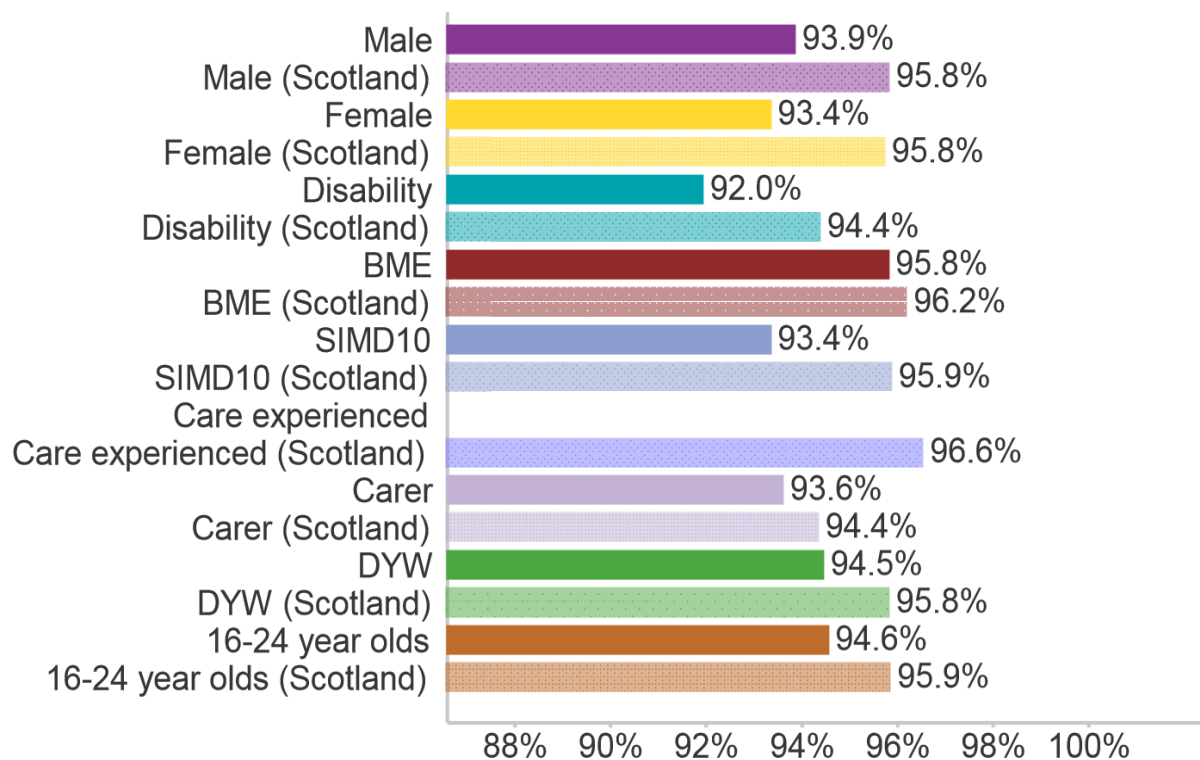
#### 4.2.3 Student Progression

Full-Time students who successfully completed their course in work, training or further study 3-6 months after qualifying.

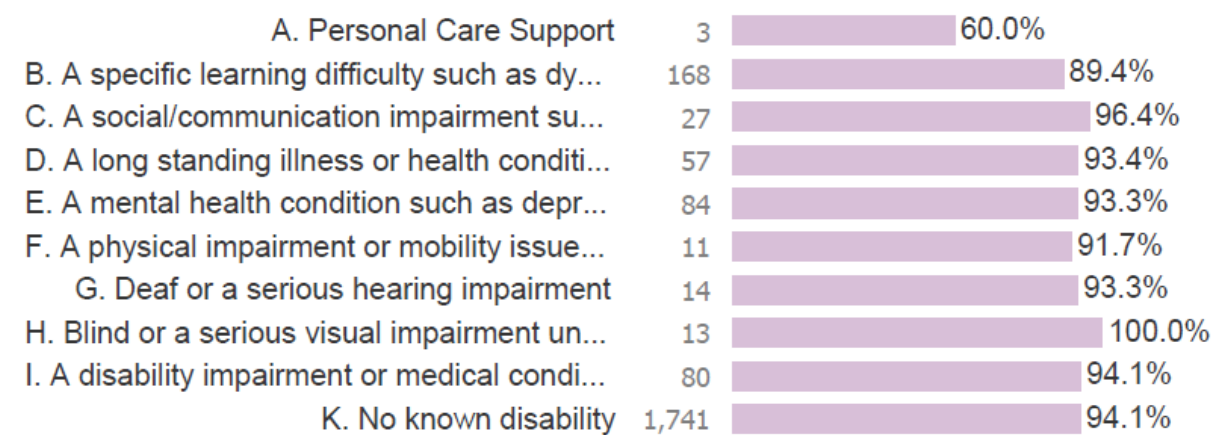
##### Full-Time FE Qualifiers Destination

Number of FE in positive destination (male)	966
Male %	93.90%
Number FE in positive destination (female)	1,225
Female %	93.40%
Number FE in positive destination (disability)	457
Disability %	92.00%
Number FE in positive destination (BME)	92
BME %	95.80%
Number FE in positive destination (SIMD10)	408
SIMD10 %	93.40%
Number FE in positive destination (carer)	191
Carer %	93.60%
Number FE in positive destination (DYW)	1,640
DYW %	94.50%
Number FE in positive destination (16-24)	1,534
16-24 %	94.60%



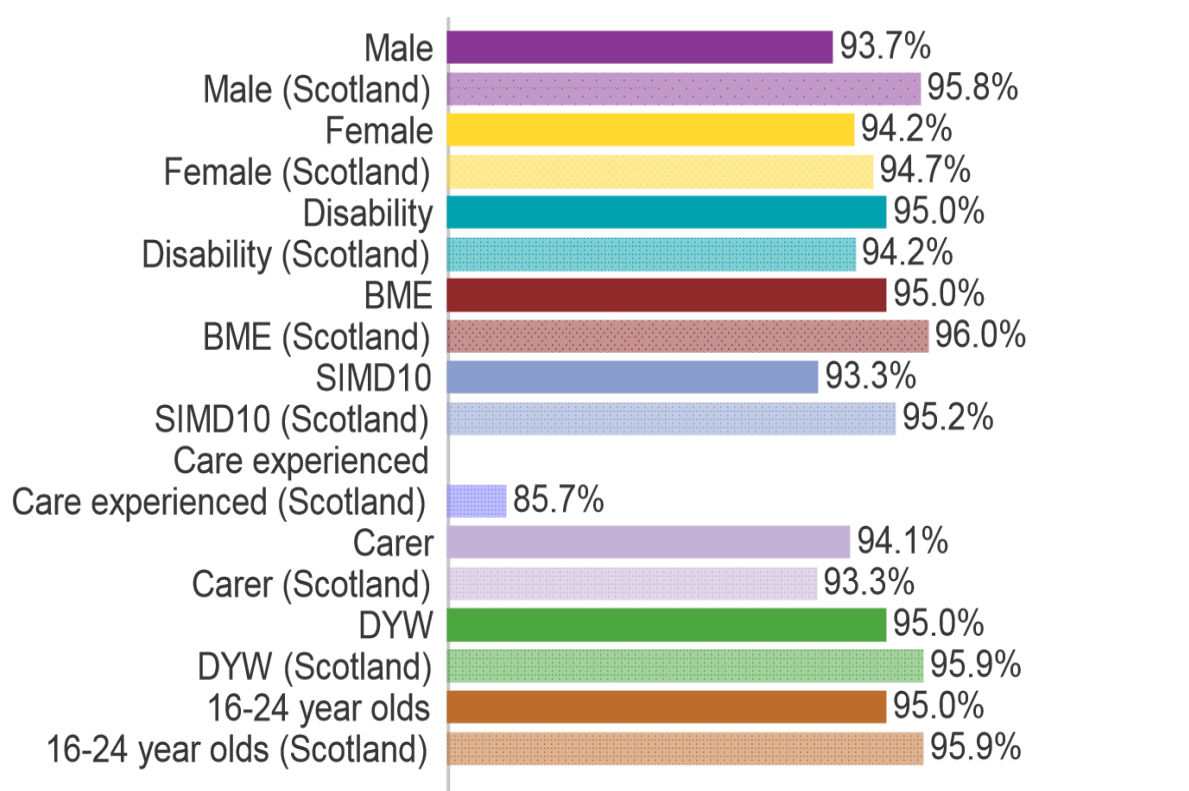


### Disability

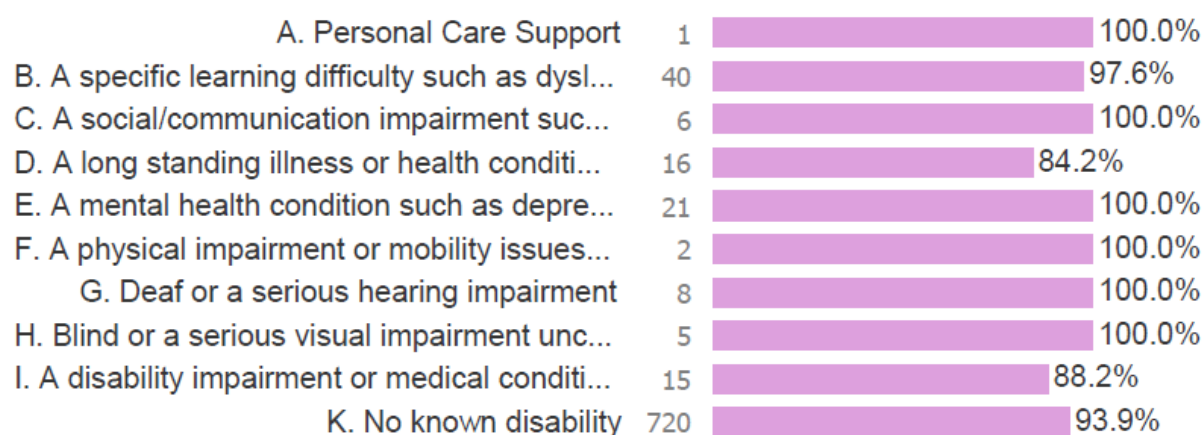


## Full-Time HE Qualifiers Positive Destination

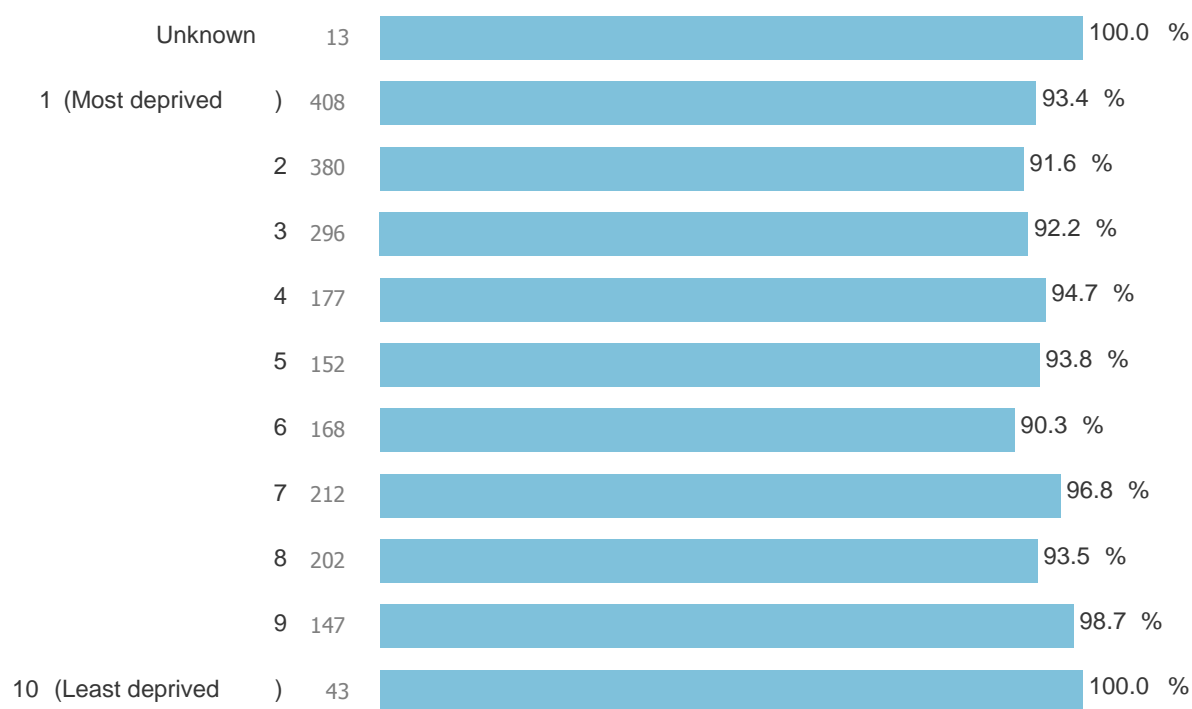
Number HE in positive destination (male)	297
Male %	93.70%
Number HE in positive destination (female)	537
Female %	94.20%
Number HE in positive destination (disability)	114
Disability %	95.00%
Number HE in positive destination (BME)	38
BME %	95.00%
Number HE in positive destination (SIMD10)	98
SIMD10 %	93.30%
Number HE in positive destination (carer)	32
Carer %	94.10%
Number HE in positive destination (DYW)	625
DYW %	95.00%
Number HE in positive destination (16-24)	625
16-24 %	95.00%



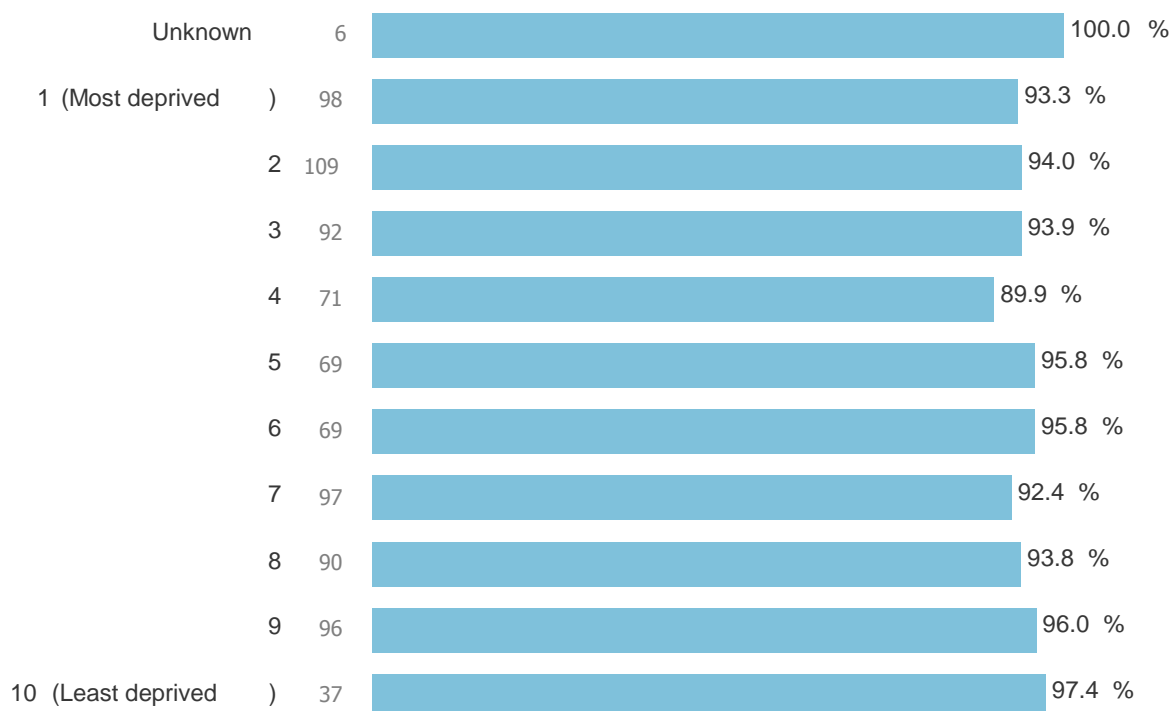
## Disability



## Full-time FE college qualifiers in work, training and further study 3-6 months after qualifying per SIMD decile



### Full-time HE college qualifiers in work, training and further study 3-6 months after qualifying per SIMD decile



#### **4.2.4 Impact on student success - conclusions**

The College is confident that the success of our students, apparent in these figures, is directly attributable to the extensive College wide support we provide to our learners as detailed in the earlier sections of this document.

The overall course attainment, course withdrawal and progression rates for our priority access groups are not significantly different from the College averages and in many cases are well above the national averages.

Some areas of particular note are:

- FT FE MD10% learners are consistently achieving significantly above the national average for all FT FE learners.
- The average attainment of our Disabled and BME FT FE learners is above the College average FT FE student attainment.
- The average attainment of our MD10%, and BME FT HE learners is above the College average FT HE student attainment.
- PT FE BME learners' average attainment is above the College average PT FE student attainment.
- Course withdrawal rates for BME learners are lower than the College average.

## 4.3 STUDENT IMPACT - CASE STUDIES

Away from the statistics and graphs, the impact on the lives of our students of the services we provide can perhaps be best illustrated by a few recent examples.

**Case Study1** - Michelle is a 28 year old woman who has ASD and severe anxiety; she has a fractured relationship with her family so is often distressed due to feeling isolated and alone and issues related to her historical abuse. Michelle self-harms and has attempted to take her own life several times since she has been at college. Michelle started on a level 4 course and has had weekly 1-1 support for both her mental health needs and her academic support needs (seen separately). We have also provided in class support for 4 of her classes per week to ensure she is able to fully focus and undertake the work without this effecting her progress and the progress of others in her class. Michelle has additional assessment arrangements in place for all her assessments and exams of extra time, reader/scribe, and separate accommodation. Michelle has progressed with us over the years and has just completed her Level 7 course and is now looking for supported work. Exceptionally close liaison and regular meetings with psychiatry, community learning disability nurse, care manager and GP were required to support Michelle in College

**Case Study 2** – Cloe is young woman on the autistic spectrum who started as a school link with significant anxiety issues and a history of difficulties throughout school. She progressed to one of our full time courses and began to flourish. She became confident and focussed in her studies, passing her course and moved on to study Childcare and Early years. She is now a great ambassador in assisting others in understanding autism and how to live with it.

**Case Study 3** – Graham, a young man with mobility issues who held on to a belief that he couldn't do anything. He enrolled on a disability sports class and learned how to run, developing his cognitive ability alongside his physical ability. He went on to represent college at Tayside Athletics. He has joined his local gym and with the help of others has developed his own personal fitness plan.

**Case Study 4** – Aiden is a young man on the autistic spectrum with very limited social interaction. He started on the school link course and initially did not engage at all in the class instead choosing to sit and observe. He then joined a full time course in Supported Education and slowly began to join in class work although he made it very clear that group work was not for him. He began to grow as a student and excel in the area of ICT, creating his own animations and games. As his confidence grew his ability to communicate with others also grew. Last year he achieved a college wide award in recognition of the tremendous distance he has travelled. He is planning to apply for full time ICT course next year at college with a future he hopes will take him to University.

**Case Study 5** - Delivered in partnership with NHS who provide up to 10 hours of input, our Aspire programme opened doors for Helen – a 45 year old mother of 6 who suffers from agoraphobia and anxiety. These conditions left her drained and demotivated, feeling as though there was nothing she could achieve. Helen had previously attended the college Moving Forward course but had concerns about coping with full time education or employment. Throughout the Aspire programme Helen blossomed – she developed new confidence and a great way of supporting others in the group. After successfully completing the course, and attaining some of the qualifications on offer, Helen has returned under a flexible provision to continue her studies on the new Aspire intake. Helen plays a valuable and active role in mentoring and supporting others in the group – motivating them to believe that they can achieve, which in turn is increasing her own self-esteem. Helen is now set to

achieve more qualifications that will help her on the road to employment in the not too distant future. Helen says, “the Aspire course is the first flexible course that doesn’t just focus on the learning that the college wants us to achieve, but has a focus on mental health which makes a huge difference. If I had not attended Aspire I would still be living out of my bedroom”.

## 4.4 OBJECTIVES AND OUTPUTS 2017-2018

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	2017/18 Outputs
To increase the proportion of Credits delivered to learners from the 10% most deprived (SIMD) postcode areas.	<p>Increase volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas by 1%.</p> <p>Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification.</p> <p>Increase proportion of Credits delivered at HE level to learners from SHEP schools to 1%.of activity.</p>
To provide meaningful education and employment/progression opportunities for care leavers, young adult carers.	<p>Improve successful outcomes for care experienced students by 1 percentage point.</p> <p>Increase positive destinations for care experienced students by 2 percentage points.</p> <p>Improve successful outcomes for students who are young adult carers by 1 percentage point.</p> <p>Corporate Parenting Plan</p> <p>College Carers Policy</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>Increase by 10% the minority gender share in each of the most imbalanced course areas</p>

<p>To ensure the appropriate provision of access level learning opportunities for individuals with behavioural, emotional or learning difficulties.</p>	<p>Increase learning activity Credits in Price Group 5</p>
<p>To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist.</p>	<p>Estates Strategy</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>Digital portals to facilitate transfer of transition information.</p>
<p>To evaluate and report upon the impact of College activities and policies in respect of equalities mainstreaming.</p>	<p>Equalities mainstreaming report</p>



## 5 RESOURCING OUR APPROACH

### 5.1 EXPENDITURE ON ACCESS AND INCLUSION ACTIVITIES AND RESOURCES

<b><u>Access &amp; Inclusion Strategy Costs</u></b>				
	<b><u>Staff Costs</u></b>	<b><u>Non-pay Costs</u></b>	<b><u>offset Income</u></b>	<b><u>TOTAL</u></b>
	<b><u>£'000</u></b>	<b><u>£'000</u></b>	<b><u>£'000</u></b>	<b><u>£'000</u></b>
<b>Specialist Teams involved in transition planning for students with additional support needs/ Facilitating the Progression of students in Intro &amp; Access level provision(up to SCQF level4)</b>				
Social Sciences & Transition	570	17		<b>587</b>
Supported Education	886	24		<b>910</b>
Access	185	3		<b>188</b>
Prince's Trust	134	43		<b>177</b>
Essential Skills	1,095	12		<b>1,107</b>
<b>Specialist services the college buys in/Welfare services provided by the college</b>				
Learner Engagement	183	19		<b>202</b>
Student Guidance & Support	1,026	97		<b>1,123</b>
Nursery	120	3	-95	<b>28</b>
<b>Providing bespoke individualised support for price group 5 or students using PLSPs</b>				
2hrs pw across other academic centres	£765			<b>765</b>
<b>Development &amp; Support of Inclusive Teaching Practices</b>				
Mentor posts 4* 0.5	98			<b>98</b>
Professional Learning course Leader	105			<b>105</b>
<b>CPD programmes(in house &amp; bought in)</b>				
		10		<b>10</b>
<b>ICT investments, software and sepcialist equipment e.g hoists</b>				
Equipment- Disability (included in centre 403)				
Learning Systems & Technology	151	6		<b>157</b>
Software & Licences (Adameic centres)		21		<b>21</b>
<b>Transition planning activities e.g school/college partnership,articulation &amp; work placement</b>				
included in above				
				<b>£5,478</b>