

Regional Outcome Agreement 2020 – 2021

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Scottish Funding Council and Dundee and Angus Regional College Outcome Agreement 2020 -2021

| College Region - Dundee and Angus |
|--|
| <p>College region Tayside (Dundee and Angus College) will receive £29,147,696 core teaching funding, and £2,476,000 capital maintenance funding from the Scottish Funding Council (SFC) for academic year 2020/21 to plan and deliver 103,314 credits worth of further and higher education. This is inclusive of designated credits for childcare activity.</p> <p>In addition, the college region will receive £1,158,435* in European Social Fund (ESF) grant through the SFC to deliver a further 4,421* Higher Education credits to eligible learners.</p> <p>The total credit target for 2020/21 is therefore 107,735*. *NB Estimate pending ESF funding announcement</p> <p>Core Student Support funding for 2020/21 is £9,582,644</p> <p>This funding is on the condition that the college board / regional body signs and commits to deliver the outcomes detailed below.</p> |
| <p>We accept our final funding allocation on the basis that we have discussed the challenges and potential risks associated with meeting the Childcare target for AY 2020 - 2021 with the Scottish Funding Council. We are aware that discussions are continuing between the Scottish Funding Council and Scottish Government to determine the inclusion of pipeline and additional qualifications to address these challenges and await the outcome of these discussions. On this basis, we are content to sign our acceptance.</p> |

Supporting National Priority Outcomes

The Scottish Government has published its National Performance Framework that summarises the outcomes and related performance measures for all parts of the public sector in Scotland. This framework is outlined below.



As an integral member of our local communities, Dundee and Angus College impacts across a significant range of the outcomes incorporated within this framework. The College’s vision and related pledges for the period through until 2025 fits seamlessly into the core purpose of the Scottish Government to create a more successful country. Our More Successful Students strategy echoes this national outcome and links directly into the Scottish Funding Council (SFC) Strategic Framework 2019 – 2022. Through this framework SFC states:

‘We want Scotland to be the best place in the world to learn, educate, research and innovate, so that all of our nation can flourish.

Our purpose is to create and sustain a world-leading system of tertiary education, research and innovation that changes lives for the better, enriches society, and supports sustainable and inclusive economic growth.’

This strategic aim is supported by four core objectives as follows.

- a. To invest in education that is accessible to learners from all backgrounds, gives them a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.
- b. To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland’s international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.
- c. To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland’s international connections.
- d. To be an excellent, outcome-focused public body that provides leadership, inspires confidence, models collaborative working, is committed to continuous improvement, and stewards public resources well.

D&A Priority Outcomes

The table below outlines the key Priority Outcomes for Dundee and Angus College for 2020/21 and indicates how the D&A Priority Outcomes support the four key SFC outcomes.

| D&A College Priority Outcomes | SFC National Priorities | | | |
|---|-------------------------|---|---|---|
| | a | b | c | d |
| 1. To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal, Michelin Scotland Innovation Parc and other developments. Establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as digital, hospitality, cultural tourism, renewable energy, advanced manufacturing, and care sectors. | ✓ | | ✓ | ✓ |

| D&A College Priority Outcomes | SFC Key Outcomes | | | |
|--|------------------|---|---|---|
| | a | b | c | d |
| 2. To deliver a comprehensive, innovative and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, digital and metaskills at all levels. | ✓ | ✓ | ✓ | |
| 3. Contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access. | ✓ | | | ✓ |
| 4. Deliver the outcomes of Developing the Young Workforce – Scotland’s Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities. | ✓ | | ✓ | |
| 5. Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst addressing the challenge of the climate emergency, underpinning the international sustainable development goals, and directing the maximum level of resource towards learners and their learning. | ✓ | | | ✓ |
| 6. Progress our ambitious estates strategy to meet regional curriculum needs and enhance the learning environment through the creation of a regional STEM centre, redevelopment of the Kingsway tower, and investment to meet regional skills needs. | ✓ | ✓ | | ✓ |

College Outputs and Outcomes

The following table summarises the key measures underpinning the priority outputs for the College during 2020/21.

| Priority Outcome | 2020-21 Priority Outputs |
|---|--|
| <p>To be a key contributor to the economic growth opportunities created by the Dundee Waterfront, Tay Cities Deal, Michelin Scotland Innovation Parc and other developments. Establishing the College as the main skills partner for major regional economic opportunities, working as an effective partner to deliver a skilled and work ready workforce to support jobs growth in areas such as digital, hospitality, cultural tourism, renewable energy, advanced manufacturing, and care sectors.</p> | <ul style="list-style-type: none"> • Maintain contracted MA and FA starts at 200 and respectively, increasing these where opportunities and contract spaces allow. • Increase the number of full-time learners in vocational subject areas with work experience as part of their programme of study to 100% by 2025. • Increase volume and proportion of credits delivered to learners on STEM courses to 25% by 2020. • Meet skills needs of the Waterfront development, Tay Cities deal and Michelin Scotland Innovation Parc • To deliver on our Childcare and Education Targets |
| <p>To deliver a comprehensive, innovative and future focused curriculum that meets learner and economic needs, improves learner attainment and progression, and embeds essential learner attributes in enterprise, career management, digital and metaskills at all levels.</p> | <ul style="list-style-type: none"> • Achieve Core and ESF funded target of 107,735 Credits. • Increase the proportion of full-time enrolled students successfully achieving a recognised qualification, maintaining a minimum of 74% for FE and 76% for HE. • Increase percentage of part-time FE & HE enrolled students successfully achieving a recognised qualification to 82%. • Maintain the percentage of students satisfied with their college experience at a minimum of 95%. • Increase proportion of successful HN students articulating to degree level courses with advanced standing to a minimum of 50%. • To deliver on the outcomes of the Commission for Widening Access, ensuring that a minimum of 20% of articulating students are from MD20 postcode areas by 2020 • Increase the number and proportion of full-time college qualifiers in positive destinations after 3-6 months of qualifying by 1 percentage point to 96%. • Enhance direct employer engagement in curriculum design and delivery in all curriculum areas. • Deliver the improvements in learning, teaching and outcomes detailed within the quality enhancement plan. • To deliver the outcomes of the digital strategy, including 100% digital competency for staff and creation of nine fully on-line course options by 2021. |

| Priority Outcome | 2020-21 Priority Outputs |
|--|---|
| <p>Contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.</p> | <ul style="list-style-type: none"> • Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification. • Increase by 10% the minority gender share in each of the most imbalanced course areas. • To deliver on the pledge to offer a suitable place to all Care Experienced learners applying to College. • Improve successful outcomes for Care Experienced students by 2 percentage points per annum until it is in line with outcomes for other learner groups. • Increase positive destinations for Care Experienced students by 2 percentage points per annum. • Increase student activity Credits in Price Group 5 • Increase recruitment of learners from the gypsy/traveller community • Increase learner numbers within the Arbroath, Forfar and Montrose campuses, meeting local access, economic and rurality needs. • To deliver in full the aspirations behind the Stand Alone Pledge; Armed Forces Covenant and gender based violence support. |
| <p>Deliver the outcomes of Developing the Young Workforce – Scotland’s Youth Employment Strategy, working in close partnership with our local DYW Group, employers, schools and the university sector to deliver streamlined learning and skills opportunities that shorten learner journeys and enhance employment and progression opportunities.</p> | <ul style="list-style-type: none"> • Increase the proportion of senior phase pupils studying vocational qualifications at SCQF level 5 and above. • Increase volume and proportion of Credits delivered to learners at S3 and above as part of school-college provision and improve outcomes for senior phase students. • Maximise the number of Foundation Apprenticeship opportunities and further develop clear leaning pathways for all FA provision. • To increase engagement with schools around STEM subjects and opportunities |
| <p>Maintain a regional college that is sustainable in all its forms, delivering sound governance, wellbeing, and effective financial management, whilst addressing the challenge of the climate emergency, underpinning the international sustainable development goals, and directing the maximum level of resource towards learners and their learning.</p> | <ul style="list-style-type: none"> • To deliver on the College financial strategy. • To comply fully with the terms of Financial Memorandum and Code of Governance for Scotland’s colleges. • Achieve carbon reduction target of a minimum of 60% by the end of 2025. • To embed wellbeing as a component of all full-time course provision. • To extend wellbeing CPD opportunities to cover all staff |

| Priority Outcome | 2020-21 Priority Outputs |
|--|---|
| <p>Progress our ambitious estates strategy to meet regional curriculum needs and enhance the learning environment through the creation of a regional STEM centre, redevelopment of the Kingsway tower, and investment to meet regional skills needs.</p> | <ul style="list-style-type: none"> • To develop the business case and secure funding for a regional STEM centre on Kingsway site. • To complete redevelopment of the Kingsway Tower. • To secure funding to create a flexible and innovative learning environment within the Michelin Scotland Innovation Parc. • To enhance investment in our digital and cyber security infrastructure. |

1. Key Outcome 1 – The Learner

Scottish Government strategic priority: To provide the best student experience, seamlessly connected for learners of all backgrounds.

SFC core objective: To invest in education that is accessible to learners from all backgrounds, gives a high-quality learning experience, supports them to succeed in their studies, and equips them to flourish in employment, further study and fulfilling lives.

1.1 Dundee and Angus College

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

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

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

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

A very significant proportion of our learners are impacted by issues including socio-economic disadvantage, rurality, disability or other influencing factors that could impact negatively on their learning, outcomes and progression. The College places huge importance on ensuring that this does not occur, and provides extensive support to ensure that learners can be successful irrespective of background. This work is embedded across all that we do and will continue throughout the period of this outcome agreement and is summarised in the sections below.

1.2 Access and Learning

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

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

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

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

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

The College is one of only a handful to receive Scottish Government funding to tackle issues of Child Poverty. This funding is supporting extensive engagement with young people and lone parents across our communities to begin their engagement with education and move through into mainstream provision and employment.

The College has been an active supporter of the ethos and targets outlined by the Commission on Widening Access and, in addition to our own extensive higher education provision, plays a central role in supporting and growing successful articulation links for learners from all backgrounds. The College has already undertaken a significant amount of work to develop this activity, and will continue this in 2020/21 as detailed below.

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

The College is a longstanding 'Disability Confident' employer and offers arrange of flexible support and opportunities to support engagement within the workforce.

1.3 Mental Health Support

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

The College and our Students' Association/Sports Union are working together to deliver on our [Mental Health Strategy and Partnership Agreement](#) and related action plan. This work is linked through our Wellbeing Strategy and is progressing well and is benefiting learners in all parts of the College

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

Through a large scale Wellbeing project all staff have access to a resources toolkit of approaches that are used to raise awareness and good practice around mental health and resilience, alongside support and guidance on managing mental health issues. In line with our project outcomes, over 80% of all staff have benefitted from dedicated mental health training, including Mental Health First Aid.

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

The College has welcomed the additional funding to support access to counselling which has supported a substantive increase (+2.7 full time equivalent) in counselling support for learners with mental health support needs.

The College has embedded this additional support fully within our student services provision to ensure that learners receive an integrated and 'wrap around' service that can address the interconnected mental health counselling and other support needs of learners.

1.4 Student Safety

Through 2019/20 the Students Association and College have been progressing a joint RESPECT campaign. This is a broad based project, focused on the College values, which supports learners and staff in developing mutual respect, citizenship and behaviours. This work fits alongside many other areas of activity including work to promote awareness of issues of consent, positive social media use, bullying and harassment, social, environmental and personal awareness, substance use, gambling addiction and many other issues that impact on our communities.

Through this work, the College has updated its Positive Behaviour Management arrangements and has extended work with the community police service and a host of external stakeholders. This work will be completed during 2020/21, with further developments progressed thereafter.

1.5 Gender Based Violence

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

The College is enacting its GbV strategy and policy guidance for staff and students on preventing and eradicating gender based violence and has clear support and policy guidelines for staff on the identification, management and responses to issues of gender based violence.

Gender based violence cards have been issued to all staff, and the toolkit is promoted through comprehensive staff training and awareness raising on a team-by-team basis. This continues to be recognised nationally and the College has worked directly alongside Fiona Drouet to share and inform practice.

This managed and CPD based approach to the rollout of the GbV toolkit adopted by the College, and promotional materials developed by D&A to support awareness raising, have been adapted for use nationally across the college and university sector.

Data systems have been updated to monitor the reporting of gender based violence as an integral part of our student support offering.

1.6 Gender Equality

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

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

Work has progressed under our Gender Action Plan to reduce gender segregation within the curriculum and to provide positive opportunities for non-traditional participation within subject areas. Sustaining change through this work continues to be challenging, with learner recruitment closely matching application rates across all subject areas, and reflecting subject choice decisions made by school pupils in S2 or earlier. To influence this, the College has expanded activities and engagement with younger school pupils to promote alternate careers and study opportunities.

Developments in respect of the gender split across those academic areas with gender segregation of >75% for session 2018/19 is as follows.

| Team | Gender Baseline July 2017 | Female Enrolments 2018-2019 | Change |
|---------------------------------------|---------------------------|-----------------------------|--------|
| Curriculum Areas >75% male enrolments | | | |
| Building Services | 0.4% | 23.1% | +22.7% |
| Engineering | 4.8% | 5.5% | +0.7% |
| Construction and Technology | 5.4% | 16.6% | +11.2% |
| Computing and Creative Media | 12.6% | 14.0% | +1.4% |

| Team | Gender Baseline July 2017 | Male Enrolments 2018-2019 | Change |
|--|---------------------------|---------------------------|--------|
| Curriculum Areas >75% female enrolments | | | |
| Retail and Events | 24.1% | 22.7% | -1.4% |
| Health and Social Care | 9.1% | 12.9% | +3.8% |
| Hair, Beauty and Complementary Therapies | 3.5% | 7.1% | +3.6% |

To further support change, the College adopted contextualised recruitment arrangements in 2019/20 to increase conversion rates for applicants in curriculum areas where a gender imbalance is evident.

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

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

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

1.7 Student Voice and 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 enhance the quality of learning, teaching and service delivery, whilst also supporting learners to gain additional skills, qualifications and attributes that add significantly to their employability, personal and vocational development.

The Learner Engagement service is now a mature and embedded area of College activity, engaging across all curriculum areas and student groups.

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

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

The Attributes programme is a highly innovative and flexible approach and has developed further to incorporate extensive volunteering opportunities. All Attributes outcomes have been mapped to the Skills 4.0 metaskills matrix, allowing learners to track their development against the key metaskills required for success in the 21st century. The D&A Attributes are an embedded element of the College offer and will continue to make a significant contribution to our work in Developing the Young Workforce and our embedding of metaskills and the Essential Skills Ambitions for Scotland.

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

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

The Office Bearers play an influential role within the Board of Management, including providing feedback through standing agenda items on the full Board and our Learning, Teaching and Quality Committee agendas. This includes pairing up Executive Team members with SA Office Bearers to lead projects designed to improve Learning and Teaching, Equalities and the Learner Experience.

Our new D&A strategies in Learning and Teaching, Quality and Learner Engagement have been developed in partnership with our Students Association and learners.

Students and the Students' Association continue to play a crucial role within all of our [Service Design](#) activities, engaging with students to enhance and co-design curriculum and services.

In addition to the RESPECT and learning and teaching projects outlined above, our Students' Association have played a key role in the development of our new Learning & Teaching, Learner Engagement and Quality Strategies that set the aspirations and direction of travel of the student experience through to 2025.

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

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

In addition to the usual range of Students' Association activities, the College has a highly successful Sports Union, engaging students within a broad range of competitive sports and wellbeing activities. The Sports Union offers a significant range of sporting, volunteering, coaching, and competition opportunities for learners of all abilities and work will progress in partnership with student sports volunteers and student coaches to support and enhance the Sports Union.

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

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

1.8 Supporting Access, Inclusion and Wider Equalities

The first Dundee and Angus College Access and Inclusion Strategy 2017 - 2020 has guided the enhancement of services to support learners with additional needs to better engage with their learning journey and become more successful. This strategy has now been completed and a new strategy has been developed and included as appendix 2 to lead further opportunities, outcomes and mainstreaming of service provision for the period 2020 – 2023.

1.9 Care Experienced Students

The College has effective arrangements for Care Experienced Students and has worked in partnership with Who Cares Scotland to inform the creation of our [Corporate Parenting plan and Carers Policy](#).

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

In session 2018/19 Dundee and Angus College increased significantly the proportion of credits delivered to care experienced learners (up from 2.8% to 6.1%) and through the further promotion of our 'Care Experienced Commitment' will continue to guarantee a course place to all care experienced young people and will aim maintain provision for this important group of learners.

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

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

1.10 Student Carers and Estranged Students

[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.

During session 2018/19 5.7% of all learners were identified as having a caring responsibility (compared with a Scottish average of 4.3%). Overall retention and attainment for this group of learners was in line with College average, and at 73.3%, successful outcome was significantly above the Scottish average.

Our [Carers policy](#) and well established We Care @ D&A group and initiative ensures that our students and staff with caring responsibilities are aware of (and receive) the support on offer to them. [Details of the support available are outlines on our website](#)

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

1.11 Support for Veterans

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

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

The College is a member of the Veterans Careers Transition Partnership and is working through this partnership to deliver on the recommendations of the veteran's commissioner.

1.12 British Sign Language Plan

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

The implementation of the plan is overseen through our Student Services team, with outcomes reported through our Equality and Diversity Strategy Group to our Board of Management Human Resource and Development Committee.

2. Key Outcome 2 – The System

Scottish Government Strategic Priority: To provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability.

SFC Core objective; To ensure colleges, universities and specialist institutions form part of a successful, world-leading, coherent and sustainable system of education that responds effectively to the future needs of learners and the skills needs of the economy and society, enhances our rich cultural life, and strengthens Scotland's international connections..

2.1 Skills Alignment

The Dundee & Angus region has undergone significant transformation over the past few years and, with a £1bn investment in Dundee's Waterfront, the £700m Tay Cities Deal, and the £60m Michelin Innovation Parc developments progressing it is important that the College continues to play a major role in providing the skills and training needed to ensure the needs of both the regional and national economy are met.

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

This rolling annual planning process draws heavily on the full range of Labour Market Information (LMI) available, including Regional Skills Assessments (RSA) and Skills Investment Plans (SiP) data provided by SDS, employment trend data available through our EMSI labour market analytics data, planning system, and direct information provided by our network of local Stakeholder Advisory Boards.

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

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

To support our curriculum review, the College engages extensively with employers, through our Stakeholder Advisory Boards and engagement with DYW, CPP partners and others on a routine basis. All of this work ensures that our curriculum addresses current needs (and is matched to forecasted future skills demands) to ensure that our provision is aligned fully with the employment priorities of business and industry. Within a number of Curriculum areas we have also undertaken Service Design 'co-design' sessions in which staff, learners and employers have jointly designed the future qualifications and approaches to delivery.

Through our Future Talent initiative the College has improved the career management and employability skills of all our students. Increasing emphasis has also been placed on enterprise and encouraging self-employment and entrepreneurship, particularly through our Enterprise D&A facilities in Arbroath and Gardyne Campuses.

Access and clear learning pathways for all learners will be maintained, offering a broad range of learning opportunities at SCQF levels 4, 5 and 6, targeting the DYW priority groups, supporting employability and reducing youth unemployment by engaging younger learners on their 15 – 24 learner journey into meaningful employment. A key focus will continue to be placed on further enhancing the level of sustained positive student destinations, by expanding work placement activities, further developing opportunities to learn in realistic workplace environments, increasing opportunities for student volunteering and mentoring, and supporting student enterprises.

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

Our new website, launched in December 2019, has employability at its heart, and links qualifications with wider career pathways to support prospective students, pupils, teachers and parents to be better informed about subject choices based on the real career opportunities and current/future jobs available within the region.

In addition to skills alignment with industry, the College has successfully aligned curriculum and increased the range and scope of formal articulation agreements with HE partners locally and further afield. This supports clearly aligned learning pathways, ensuring 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. The College also supports the Associate Student scheme, and during 2019 increased the Associate places available through a new agreement with Robert Gordons University. All of this work underpins our plans to support a further increase in the number of learners articulating with advanced standing to 60% by 2022.

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

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. Students benefit from fully supported transition programmes into HE routes at local and national universities and/or colleges.

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

2.2 Apprenticeships

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

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

The MAs offered by the College are delivered on behalf of Skills Development Scotland and industry bodies including SECTT, SNIPEF, EAL, CITB and ECITB. In addition, the College delivers the underpinning knowledge in a number of key areas on behalf of other private training providers.

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

In 2019/20 the College supported 300 MA candidates on the SDS CTS/FIPS system covering levels 2 and 3 MA programmes in Administration, Motor Vehicle, Life Sciences, Accounting, Hairdressing, Health, Social Care, Horticulture, Engineering, Civil Engineering, Customer Service, Childcare, Hospitality, Creative & Digital Industries and ICT.

This work is supported by our partnership with Angus Council in the Angus Shared Apprenticeship Programme (ASAP) which provides an employer vehicle to allow young people to access an apprenticeship shared across a number of smaller employers who would not individually be able to support an apprentice. In 2019 over 50 young people benefitted from this work.

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

Our regional strategic delivery partnership is planning and delivering on the expansion of Foundation Apprenticeships (FAs) in the Dundee and Angus region. This partnership comprises senior leaders from Dundee and Angus College (Lead Partner), Dundee City Council, Angus Council, Dundee and Angus Developing the Young Workforce (DYW) and is supported by Skills Development Scotland Area Managers for Dundee City and Angus regions.

The strategic partners meet quarterly to monitor, review and plan the Foundation Apprenticeship expansion in the region. This includes ensuring that the Senior Phase curriculum entitlements are being offered to all pupils, and ensuring that there are strong, clear career pathways created that offer curriculum breadth and choice in line with the recommendations of Scotland's Youth Employment Strategy - Developing the Young Workforce and 15-24 Learner Journey Review.

Each partner organisation in the strategic delivery partnership has given its full commitment to collaboration, engagement, development and delivery of FAs. The partnership has agreed shared goals, vision and performance (KPIs) in relation to raising awareness, increasing uptake, engagement of employers, and improving outcomes (both qualifications and positive destinations) and has clearly defined roles and meeting structure.

This collaboration has contributed to the successful increase in uptake of FAs in Dundee and Angus across all 16 secondary schools in the region. During 2019/20 there were over 250 pupils studying for FAs across 11 frameworks in the growth areas identified in regional skills assessments and skills investment plans. This figure represents an increase of c 500% since 2017/18 and will continue to grow year on year.

The FA's offered from August 2020 by Dundee and Angus are:

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

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

The College has led on the Skills Development Scotland pilot of pre-Foundation Apprenticeships in Construction (Design and Build) and in Hospitality, targeting school pupils who are at risk of disengaging and/or not progressing to a positive destination.

The College will continue to work in partnership with local authority partners and SDS to achieve the ambitious targets set for apprenticeships.

Case Study **Reducing the Learner Journey - Foundation Apprenticeship Civil Engineering**

Background

Brechin Community Campus was constructed in 2016 to replace Brechin High School. Pupils, staff and other stakeholders had worked in a participative way with the contractors throughout the project which had helped raise awareness of careers in civil engineering and construction.

Dundee and Angus College and Brechin High School worked in partnership to establish The Brechin Community Campus Group comprising representatives from Brechin High School, employers, Civil Engineering Contractors Association (CECA) and Dundee and Angus College. The aim of the group was to build on the initial careers awareness created by the construction of the campus by providing learning pathway opportunities into careers in Civil Engineering and Construction.

Dundee and Angus College already had in place a successful articulation agreement with Abertay University enabling HND students to progress into 3rd year of the BA (Hons) Civil Engineering and it was agreed that the new Foundation Apprenticeship (FA) in Civil Engineering qualification could provide entry into the career pathway. The college committed to guaranteeing a place on HNC Civil Engineering for anyone who successfully completed the FA.

To help support understanding of the career pathway a visual representation was produced and included in all marketing material for pupils, parents, teachers and Skills Development Scotland Careers Advisors. The college also promoted the FA to all pupils at a school assemblies, careers events and parents evenings.



Delivery Model

Due to the challenges with transport resulting from the rural aspect of Brechin and the desire to have the FA embedded as part of the pupils' timetables, it was agreed that college lecturers would deliver the FA in school. This meant that there was no disruption to the pupils' learning or participation in school life. The college and high school worked closely to ensure that the course delivery could be adapted to avoid conflicting with key times such as school prelims, study leave and national qualification exams.

The learners benefitted from fully contextualised course design and delivery with a range of professionals involved throughout the 2-year programme. These included professional lecturers delivering engaging learning and teaching, industry experts delivering master classes and demonstrations, employers providing employability sessions and site visits and presentations from professional bodies.

The college arranged for all FA learners to become Institute of Civil Engineers (ICE) student members helping them to build their future in civil engineering, giving advice and support to help learners make the right career choices and prepare for a career in civil engineering.

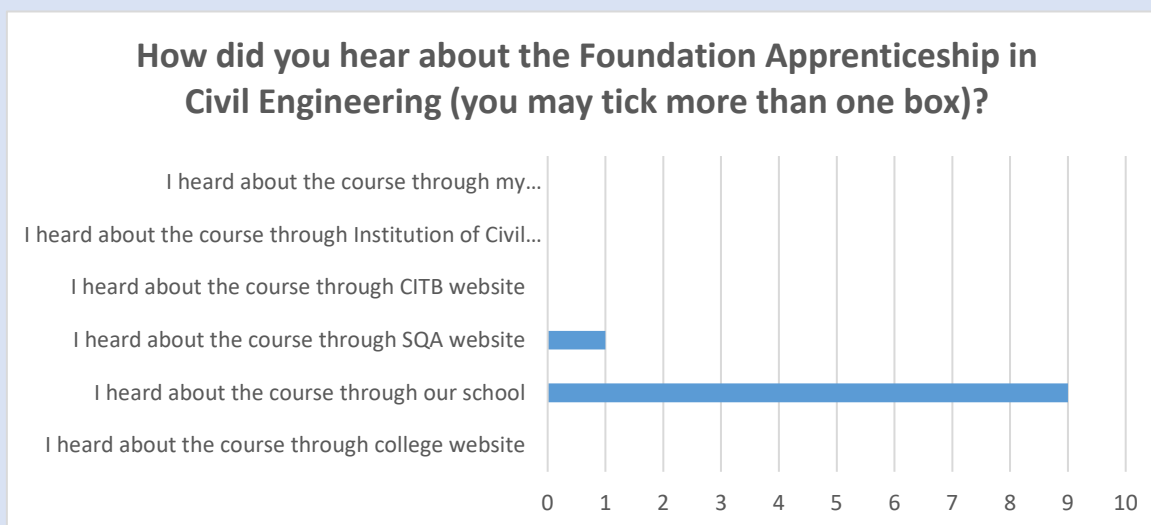
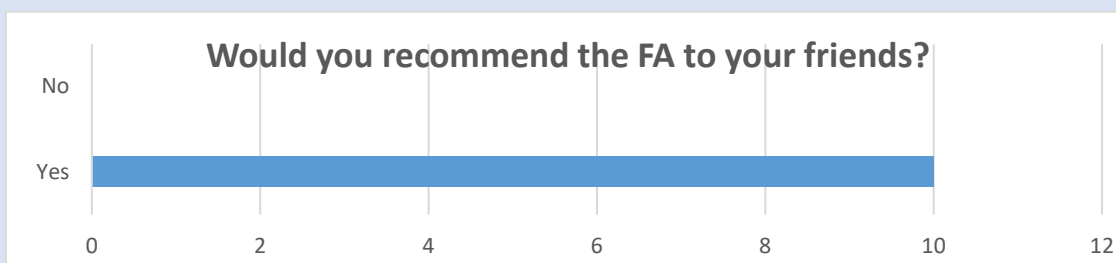
Challenges

The main challenges were based around the work based element ie transport and the nature of the construction industry as contractors don't build in the same place each year. A more flexible approach to suit employers was required for the students to gain their work-based experience and units, avoiding all exam leave.

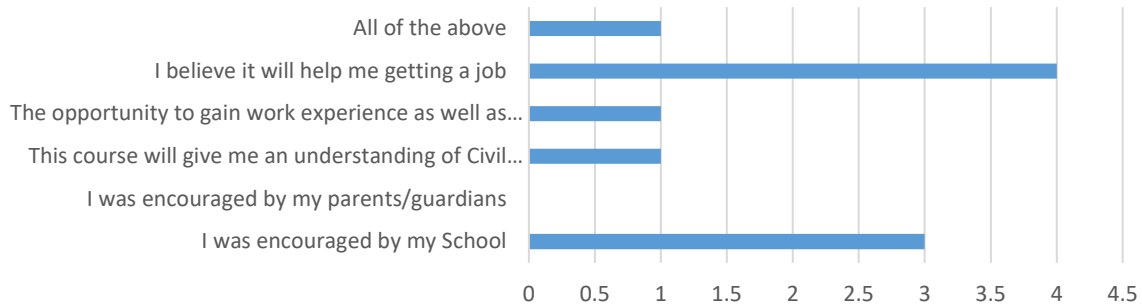
There were also issues with compatibility of the college specialist software required for teaching and local authority security firewalls. This was overcome by the college providing laptops which were stored and used in school.

Feedback

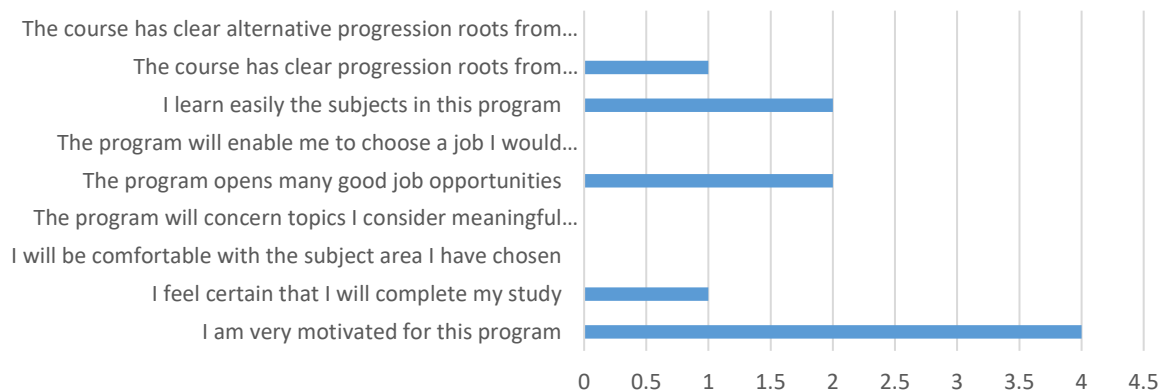
Learners were surveyed and of the 10 responses received, all were overwhelmingly positive about their experience on the FA.



Why did you apply to do the Foundation Apprenticeship in Civil Engineering course (you may tick more than one box)?



To what extent do you agree to the following statements about yourself and the course (you may tick more than one box)?



Have you had any positive or negative feedback for choosing the FA as an option? (Text Entry question):

- no
- it will give me a job and if good for my cv
- the FA is going great, and it is giving me an amazing opportunity that I could not say no to.
- Nope
- its really good and really interesting
- it is amazing and very useful.
- nope
- Not really

One learner provided:

“I like the fact you have a choice between going straight to an Apprenticeship or further study. There isn’t too much pressure as there aren’t exams just assessments throughout the course and it’s given me a real idea of what I’d like to do in the future. I am enjoying it and want to continue to study Civil Engineering at college then go to university. If you are really interested in the subject I would definitely recommend a Foundation Apprenticeship!”

Impact

Eleven of the 14 pupils (78.5%) recruited in Year 1 successfully completed the 2-year programme and achieved the full Foundation Apprenticeship in Civil Engineering. Seven of those who completed chose to progress onto HNC Civil Engineering at Dundee and Angus College.

All 7 learners were also put forward for selection for the college and Abertay University Additional Funded Places Scheme partnership and following interview all secured a place on the scheme. This means that they have a guaranteed place in 3rd year of the degree at Abertay University on completion of the HND at Dundee and Angus College.

One learner was awarded the Brechin High School Grant for Higher Education of £2000 for continuing his education and securing the Additional Funded Places Scheme guarantee.

The successful Brechin based approach is continuing and the model has now been replicated in a Dundee school and is progressing well.

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

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

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

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

2.3 Developing the Young Workforce & Senior Phase Delivery

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

Overall, good progress has been made towards the DYW targets, and the national headline target of reducing youth unemployment by 40% was met for the D&A region in 2018. A full progress report on the College's outcomes in respect of DYW is included as appendix 3.

The College continues to enhance and grow its school/college partnerships through the operation of our joint Strategic Engagement Plan. This plan supports a wider range of senior phase activities and more intense engagement with the College as a part of clearer and more integrated learning pathways and journeys.

Our joint planning underpins the organisation of clearer vocational pathway opportunities for all senior phase school pupils, and has supported the embedding of a full range of taster sessions for S1-S3 pupils within our region (including Mearns Academy in Aberdeenshire). As detailed above, particular emphasis is placed on the promotion and growth of Foundation Apprenticeships.

Our 'enrichment' opportunities for S6 pupils is now embedded, supporting existing career pathways for senior pupils and opening up new opportunities in a range new and exciting subject areas including Digital Marketing, Cyber Security, Criminology and Business Intelligence.

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

Senior phase school pupil numbers have increased significantly in 2018/19 and in 2019/20. It is anticipated that this growth will continue in 2020/21, although at a lower level than the rapid growth of recent years. Planned activity for session 2020/21 is as follows, with further discussions underway to determine future provision relative to overall college activity levels and local authority funding priorities.

Senior Phase Options 2020/21

SCQF Level 4 and Level 5 Programmes

| Courses | Arbroath | Gardyne | Kingsway |
|---|----------|---------|----------|
| VTCT: Extended Award in Hair and Beauty Skills (Level 1) | | | |
| VTCT: Extended Award in Hair and Beauty Skills (Level 2) | | | |
| Skills for Work: Construction Crafts National 4 | | | |
| Skills for Work: Construction Crafts National 5 | | | |
| Skills for Work: Automotive Skills National 4 | | | |
| Skills for Work: Engineering Skills National 4 | | | |
| Skills for Work: Engineering Skills National 5 | | | |
| Skills for Work: Early Education and Childcare National 4 | | | |
| Skills for Work: Early Education and Childcare National 5 | | | |
| Skills for Work: Health Sector National 5 | | | |
| National Progression Award (NPA) in Rural Skills at SCQF Level 5 - Animal | | | |
| National Progression Award (NPA) in Rural Skills at SCQF Level 5 - Modern Agriculture | | | |
| National Progression Award (NPA) in Rural Skills at SCQF Level 4 - Horticulture | | | |
| National Progression Award (NPA) in Horticulture at SCQF Level 5 | | | |
| Skills for Work: Sport and Recreation National 5 | | | |
| Skills for Work: Hospitality National 5 | | | |
| SVQ Hospitality Service at SCQF Level 5 | | | |
| National Progression Award (NPA) Professional Cookery at SCQF Level 4 | | | |
| National Progression Award (NPA) Practical Science at SCQF Level 5 | | | |
| National Progression Award (NPA) in Business and Marketing at Level 5 | | | |
| National Progression Award (NPA) in Web Design at SCQF Level 5 | | | |
| National Progression Award (NPA) in Photography at SCQF Level 5 | | | |
| National Progression Award (NPA) in Digital Media at SCQF Level 5 | | | |
| National Progression Award (NPA) in Dance at SCQF Level 5 | | | |
| National 5 Psychology | | | |

SCQF Level 6 Programmes

| Courses | Delivery | | Campus | |
|---|-------------------------------------|--|----------|----------|
| | 1 year | | Arbroath | Gardyne |
| National Progression Award (NPA) Cybersecurity at SCQF Level 6 | <input checked="" type="checkbox"/> | | | |
| National Progression Award (NPA) Hospitality at SCQF level 6 | <input checked="" type="checkbox"/> | | | |
| Professional Development Award (PDA) Introduction to Tutoring English to Speakers of Other Languages (ESOL) | <input checked="" type="checkbox"/> | | | |
| National Progression Award (NPA) Criminology at SCQF level 6 | <input checked="" type="checkbox"/> | | | |
| National Progression Award (NPA) Events at SCQF level 6 | <input checked="" type="checkbox"/> | | | Kingsway |

SCQF Level 6 Programmes - Foundation Apprenticeships

| Courses | Delivery | | Campus | |
|--|--|-------------------------------------|----------|---------|
| | 2 years - 5 TH & 6 th Year | 1 year – 6 th Year | Arbroath | Gardyne |
| Foundation Apprenticeship – Accounting | <input checked="" type="checkbox"/> | If units achieve in S5 | | |
| Foundation Apprenticeship – Business | <input checked="" type="checkbox"/> | | | |
| Foundation Apprenticeship – Health and Social Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Foundation Apprenticeship – Early Learning and Childcare | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Foundation Apprenticeship – Creative and Digital Media | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Foundation Apprenticeship – Networking and Cyber Security | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Foundation Apprenticeship – Software and Application Development | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Foundation Apprenticeship – Civil Engineering | <input checked="" type="checkbox"/> | | Brechin | Grove |
| Foundation Apprenticeship – Engineering | <input checked="" type="checkbox"/> | | | |
| Foundation Apprenticeship – Food & Drink | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |
| Foundation Apprenticeship – Science and Technology | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | |

SCQF Level 7 Programmes

| Courses | Delivery | | Campus | |
|--|-------------------------------------|-------------------------------------|----------|---------|
| | 1 year | 2 years | Arbroath | Gardyne |
| HNC Computing | | <input checked="" type="checkbox"/> | | |
| Professional Development Award (PDA) Psychology | <input checked="" type="checkbox"/> | | | |
| Professional Development Award (PDA) Criminology | <input checked="" type="checkbox"/> | | | |
| Professional Development Award (PDA) in Information Technology in Business | <input checked="" type="checkbox"/> | | | |
| Professional Development Award (PDA) in Management Accounting | <input checked="" type="checkbox"/> | | | |

2.4 Early Years and Childcare Provision

Dundee and Angus College continues to support the workforce expansion requirements arising from the Scottish Government framework *A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland*. The College has strengthened links with Angus, Dundee City and Aberdeenshire Councils and has worked in partnership to create relevant learning opportunities to build the capacity necessary for a skilled and qualified workforce. The local authorities have taken different approaches to meet their planned workforce requirements, which has required the college to provide flexible, relevant provision for each authority.

The college has a well-defined portfolio of childcare qualifications and courses ranging from SCQF level 4 to SCQF level 9. The portfolio has been expanded and refined to ensure all learners have a wide range of opportunities to access learning, and to deliver clear career progression pathways into employment and/or further study. There are currently over 800 childcare students enrolled on the range of full-time, part-time, work based and senior phase partnership provision.

Demand for Early Learning and Childcare provision as part of the school/college partnership continues to be strong with over 150 Senior Phase pupils studying Foundation Apprenticeships and qualifications at SCQF levels 4 and 5. There is also a high uptake of part time and work based provision by people in employment who wish to advance their careers in the Early Learning and Childcare sector, although demand for this provision is anticipated to return to pre-expansion levels beyond August 2020.

Gender balance continues to be a challenge for the sector and the region with males under-represented in the registered workforce. Males represent only 3% of the workforce registered with Scottish Social Services Council (SSSC) in the Day-care of Children category in Tayside. Male enrolments on college Early Learning and Childcare programmes exceeds the Tayside workforce figure at 5.4% but remain below the national average of 8% (2017/18). Work is progressing with employers and SSSC to understand and address the reasons for low employment of males in the region.

There has been an increase in males engaged in Early Learning and Childcare programmes in Senior Phase school/college partnership (8.05%) due to improved careers education and the ongoing delivery of vocational tasters to all S3 pupils in the region as part of the Broad General Education. The College will build on this foundation by providing Outdoor Learning and Forest Kindergarten experiences for Senior Phase pupils in session 2020/21.

The College will remain committed through this outcome agreement to supporting the growth of skilled and qualified Early Learning and Childcare practitioners by providing high quality and flexible learning opportunities at all levels.

2.5 Public Health

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

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

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

Like many areas of Scotland, the Dundee and Angus region is suffering from a range of health issues linked to alcohol and substance abuse. This underpins some elements of endemic poverty and low achievement, and over 2019/20 the College has supported a significant increase in support for those impacted by substance issues.

Case Study Health Promoting Partnership – NHS Tayside and Dundee & Angus College

Background

The Performing Arts department at Dundee and Angus College (D&A) has been working with NHS Tayside's Directorate of Public Health Early Years and Young People Team since 1998 providing dance and theatre performance and workshop tours that explore health issues and concerns experienced by secondary school aged young people.

The focus of the work is to raise awareness of the issues and encourage young people to seek the support they need either from parents/carers, school, local or national services.

Funded by Dundee City Council, the dance performance and workshop explore emotional wellbeing and other challenges faced by young people as they begin the transition into adulthood. Delivered by the HNC Contemporary Dance students (between 12-20 each year), the dance performance and workshops are linked to curriculum delivery.

Funded by NHS Tayside, the S3 theatre tour also comprises a performance and workshop. Led by graduate actors, the tour offers an opportunity for paid employment for two - four of Dundee and Angus College's recent HND Acting and Performance graduates.

Topics explored

Themes/ issues to be explored are agreed with the Early Years and Young People team and are informed by young people's experiences. National data, including that available through SALSUS and ISD, provide a local steer to focus specific aspects of the work. This and accompanying anecdotal feedback from colleagues in education, school health, other young people-focused services and from young people themselves provides an understanding of the main health issues facing young people. Questions submitted by young people to NHS Tayside's cool2talk website are also used as a basis to identify themes.

In addition, issues relevant to young people reported in the local press are collated and influence the content of the S3 theatre tour. Recent themes have included, e.g., social media's impact and influence, bullying, not feeling included, sexual health, relationships, body image, identity, self-harm, substance use, being a carer. The most recent theatre tour also included a focus on child poverty and period poverty to encourage a deeper understanding of the challenges some children, young people and families face on a daily basis. This enables the young graduate actors to develop a script and workshops which reflect young people's concerns and ever-changing needs.

Target Groups

The Dance tour is delivered to S2 pupils and tours all 8 Dundee secondary schools over a two-week period. Around 1000 pupils participate in the tour on an annual basis. The Theatre tour focuses on S3 pupils and tours 26 Tayside secondary schools and two off-site provisions over seven weeks. Around 3000 pupils participate in the S3 Tour experience on an annual basis.

Format

Both tours comprise a performance and workshop which includes the students/actors as active facilitators and the pupils as active participants. Workshops are structured around the themes of the each performance and are designed to open dialogue and exploration. The young people are encouraged to ask questions and can do this in small groups or anonymously.

Staff representing organisations working with young people contribute to a panel that answers questions and offer specialised support, signposting and advice. Contributors to this aspect of the work include, for example, NHS Tayside, Police Scotland, Young Carers, RASAC, The Corner, and Key2Change.

Feedback and Impact

Feedback is sought from both young people and professional colleagues in the form of a questionnaire. This indicates young people genuinely appreciate the opportunity to take time out to consider their own and others' health and wellbeing.

In addition, NHS Tayside and professional colleagues working with young people recognise both tours as positive opportunities to bridge the gap between young people and service provision and support through the mediums of dance and theatre. Working alongside young people who are being supported by Dundee and Angus College to deliver and discuss key health messages, enables specific issues to be explored and unpacked in an effective way and one which we would not be able to adopt without the partnerships which are in place.

S2 Dance Tour participants — Young people participating in the recent S2 Dance Tour highlighted their lived experience of specific issues, recognition of their own struggles and insecurities, an increased awareness of not always knowing how other people really feel, as well as an increased awareness that they do not have to struggle with feelings on their own.

S3 Theatre Tour participants — Young people participating in the recent S3 Theatre Tour highlighted how the littlest things can have a big impact and that there are always consequences to actions. Similar to the S2 experience young people found the theatre tour relatable to their own lived experiences, particularly the focus of challenging relationships, either at home, with partners or within friendship groups. Young people also related to the topics covered. These included emotional wellbeing, alcohol and other substance use, consent and keeping yourself safe. They, too, identified with the need to talk to someone and how local services can support if you are aware of what is available.

Teachers and staff representing local organisations — highlighted the importance of remembering that young people's problems are real and that many young people internalise how they are feeling because they are unsure of who to turn to. The range of issues affecting young people was also highlighted, as was the understanding that young people can feel concerned about what other people think and this can be a barrier to getting help. Colleagues supporting the tour highlighted the importance of being available for young people and not waiting until there is a problem.

D&A College students - The dance tour has become a repertoire piece that is revised yearly with the current cohort of learners. This is aligned with current industry practice when learning any repetition so provides relevant building and experience for the world of work.

Within the theatre tour, one person has the role of director/actor and collaboratively they co-create the work with three actors, ensuring the performance incorporates current issues every year. The actors audition and are selected as per industry.

The dancers and actors also learn additional 'behind the scene' industry skills around the setting up and down of the show (taping and folding the dance floor and packing the vehicles storing costumes etc.).

Quotes from dancers about what they gained from the tour experience:

'The schools tour is equally as challenging as it is rewarding. The learners invest in exploration on topics that they themselves may have struggled with. They work through them in a respectful and supportive environment. As the learners know they are going to be working with young people, I think this builds responsibility and an increased awareness around how their actions impact on others. The learners acknowledge the power dance-art has to open conversation and to challenge perceptions, which they gain from real hands on industry-based learning'.

Lee Lappin – Head of Curriculum and Quality: Performing Arts

'Schools tour was an experience that allowed us to explore various aspects of working in a dance industry. We had a chance to feel like in a real dance company, starting from creating performance and activities adjusted to the certain age group and towards certain problems, through setting professional dance stage and performing every day for two weeks. Our ideas and expectations about working with young people has changed a lot throughout two weeks. We can honestly say that after all this time we are more aware of the opportunity of working with young people - weather we decide to go towards this direction or focus on different career paths, we can all say that it was truly enriching adventure'.

HNC Dance student – Kata Wojewodzka

'I really enjoyed schools tour because it pushed me out of my comfort zone and made me more confident with talking in front of people and performing. Before schools tour I would never be able to teach a group of teenagers a routine or say a monologue by myself, but now I know I have the self-esteem to do so.'

HNC Dance student – Jenni Alice

Additional feedback form D&A learners:

- Confidence to speak in front of big crowds
- Patience, and learning to put up the set
- I realised that our actions are due to different problems that we're facing and that's why we should share our problems
- How to manage difficult kids and their attention, and how to communicate with them. I also feel more confident sharing emotions during performance and getting into character
- Patience and ability to perform in front of people
- Good experience of being able to get messages across to the pupils but also confidence in myself to not be distracted / lose focus of what I was meant to be doing
- How to act professionally whatever the audience is like
- If I ever have a problem, even if it's really small I should tell someone – you always feel better about it
- I learned how to set up our set and take it down. I gained lots of valuable information about mental health and things about myself which I find useful.

NHS Tayside

Engagement in participatory work supports the importance of young people engaging with and using local services.

The S2 dance tour explores young people's feelings, emotions and experiences, what causes these feelings and how they are expressed. Participating in the sessions also helps young people to begin to explore sources of help from family, friend and, sometimes, local services.

The S3 theatre tour experience specifically facilitates an opportunity for young people to explore any fears and anxieties about using services, for example, confidentiality, embarrassment and anonymity. Participating in the sessions also increases young people's awareness of taking responsibility for their own health and being confident in their ability to use services autonomously.

Both tours focus on health and wellbeing priorities associated with children and young people being physically, mentally and emotionally healthy. The overall aim is to improve the mental health, wellbeing and resilience of children and young people through early advice, support and education, equipping young people with skills to make healthy choices and reduce their involvement in risk taking or harmful behaviours.

In order to achieve this, it is important that the strong partnerships associated with children's and young people's work in Tayside focus on actions which work towards reducing the inequality gap and decreasing the cycle of deprivation. This partnership between Dundee and Angus College, NHS Tayside, Angus, Dundee and Perth & Kinross Councils and multi-agency partners, enables young people to participate in creative experiences which address adversity and contributes to them flourishing and achieving their full potential.

Additional impact — Day in the life

Once the Dance tour has finished, we invite those that are keen to explore more to attend The Space for 'A day in the life' of a dancer experience. The young people observe and engage in classes and discussion and many over the years have progressed onto to studying dance at college.

2.6 Science, Technology, Engineering and Maths (STEM)

Through the adoption of our [Regional STEM Strategy](#) in 2017 and subsequent curriculum review activities, Dundee and Angus College are committed to ensuring Science, Technology, Engineering and Maths (STEM) subjects are embedded within every course by the end of session 2020/21. This strategy underpins our commitment to deliver on the recommendations, aims and objectives made in the STEM Education and Training Strategy for Scotland, 2017 and subsequent recommendations from the first Annual Report (2019).

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

The group remit is to focus on the four key challenges for STEM education and training in Scotland:

- We need to ensure children, young people and adults are encouraged to develop an interest in, and enthusiasm for, STEM that is reinforced throughout their lives.
- We need to ensure our education system has the right number of practitioners, including teachers, with the appropriate STEM capability, delivering excellent learning and teaching.
- We need to ensure that our education and training system is equipping people with the skills that employers need and that it has the flexibility to respond to the changes in labour market demand and the globalised economic context.

- We need to tackle the gender imbalances and other inequities that exist across STEM education and training including in relation to race, disability, deprivation and geography. These are unfair and undermine our ability to deliver inclusive economic growth in Scotland.

The Regional STEM Hub recognises the 4 key aims (*excellent, equity, inspire and connect*), of the strategy and these are at the heart of the Hubs actions. The priorities of the Hub continue to build upon regional partnerships focussing on collaboration and pooling resources, whilst sharing good practice and gathering data to inform benchmarks and trends. With so much activity going on in the region we have also agreed to a regional focus on STEM events, pulling together a calendar and theming these to better focus on regional specific issues. The Future Talent events planned for May/June 2020 will have a STEM themed approach for all areas of the curriculum that supports circa 1600 new S3 pupils.

The group feel that STEM activity is strong in primary schools across the region but more could be done to engage those entering S1 and progressing through secondary school. Therefore, we have engaged in a series of regional competitions (Lego League, Robot Wars, Coding Academy and Creative Spaces et al) for these secondary school pupils to expose them in a fun and engaging way into STEM based learning.

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

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

Through the creation of STEM innovation hubs our key partners in the Dundee and Angus Region will work together to:

- Offer STEM activities to all Broad General Education (P1-S3) learners.
- Provide Professional Learning opportunities for all stakeholders.
- Provide opportunities to develop STEM skills for those underemployed in the region through training in Further Education, Higher Education or employment.
- Develop the capacity to deliver new and emerging technology provision that meets the needs of the key regional industry sectors.
- Engage with employers and support STEM Ambassadors to promote the value and importance of STEM skills to learners.
- Promote the value and importance of STEM to the wider communities to inform parents and key influencers

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

2.7 Digital

The world around us is changing rapidly, how we live and work is evolving exponentially. The impact of digital technology touches almost every aspect of College operations, from how we inform, recruit and result our learners, to how our staff undertake simple day-to-day tasks such as checking monthly payslips, inputting hours worked and requesting a holiday, the emphasis on digital skills has never been more essential.

We have a duty to all staff and learners to prepare them for this digital age and, with the launch of the [D&A Digital Strategy](#) in May 2018, the College has invested in support, training and resources to ensure both our staff and learners reach their full digital potential for learning, life and work.

Planned and established in partnership with staff, learners and other key stakeholders, the Digital Strategy focuses on three core areas:

- A relevant digital curriculum for all
- A robust flexible digital environment
- An empowered digital community

Each core area has a number of sub-themes, aligned to the College's strategic direction, and that make up the overall implementation plan of the strategy. The finalised D&A Digital Strategy was launched in May 2018 as part of National Digital Learning Week and aims to be fully implemented and embedded by 2023.

As part of this implementation, and to help us benchmark the current level of digital skills within the organisation, a 'Digital Skills Baseline Self-Assessment Tool' was created. On completion of the self-assessment, staff and learners receive a score of **Aware, Practised, Competent or Proficient**. Depending on their score, they will be signposted to a series of online resources and support options to help them digitally upskill. To date, over 900 staff and learners have undertaken the self-assessment survey, with the College's overall digital baseline sitting as **Practised**. Staff will be expected to retake the self-assessment survey again in May 2020 and it is hoped the College baseline will have improved given the support and training delivered.

To further support the implementation of the core areas of the strategy, the Learning Technologies Team has been merged with the Learning Resources Team to create the Learning & Digital Resources (LDR) team and a number of dedicated digital learning labs have been created, one of which is an official Fujitsu Innovation Hub situated on our Gardyne Campus. To date the LDR Resources Team have helped support all curriculum areas to begin to digitise their learning and teaching materials and have also focused support around a new MyLearning (Virtual Learning Environment) platform and the implementation of e-assessment throughout the College.

On a national level, the College is also represented on the [Digital Skills Partnership Advisory Board](#) and leads on one of the five core work streams, Digital Careers, Advice and Guidance. Through this partnership, the College has also seen a number of staff involved in national CPD, in partnership with other College and University staff, on Cyber Security, Cloud Architecture and Data Science.

During 2019 the College has further embedded work in Cyber Resilience, including accreditation under the cyber resilience plus standard. This work supported the College significantly in recovery from the cyber incident experienced in February 2020.

Finally, the College's use of digitised systems, reports and data dashboards to better inform staff and learners on progress and development has been an integral part of the College's success over the past few years and will continue to help staff to make more informed decisions and target resources effectively.

2.8 Climate Change Emergency

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

Since signing up to the Universities and Colleges Climate Commitment for Scotland in 2009, the College has reduced its carbon footprint by over 56% (this has been the 10th successive year that we have achieved a reduction in carbon).

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

The College has significantly reduced reliance on single use plastic from our operation via a range of radical initiatives, including the introduction of a Deposit Return Scheme a year ahead of the national arrangements.

We have removed over 140,000 disposable cups and 20,000 plastic bottles per year from our waste stream and continue to promote the circular economy by installing recycled plastic road surfaces across our estate.

We have significantly reduced our use of fossil fuels, and now run a pool and minibus fleet of 11 EV cars and vans and 3 hybrid vehicles. We are encouraging staff to move away from fossil fuelled vehicles through the expansion of our own EV fleet and extension of our EV charging infrastructure.

The College will introduce further renewable technologies and carbon reduction options as a core feature of our ambitious estates plans, including eliminating our reliance on gas.

2.9 Skills Action Plan for Rural Scotland

The Arbroath Campus of Dundee and Angus College sits squarely within Scotland's major agricultural heartland, an area that produces almost 50% of the country's horticultural crops and a significant proportion of combinable cereal crops, supporting the oil seed, animal feed, biofuel and distilling sectors.

The College is the major regional contributor to meeting the outcomes of the Skills Action Plan for Rural Scotland: 2019–2021, and delivers the most Landbased activity of any college outwith SRUC.

Along with the Skills Action Plan for Rural Scotland: 2019–2021, The UK Government published the UK Strategy for Agricultural Technologies (Agri-tech Strategy) in 2015. The UK's agri-tech sector contributes £14.3 billion towards the economy, employing 500,000 people. Global population, climate and development challenges present key opportunities for the UK to exploit its leadership strengths in farming, food production and agricultural research.

Agricultural science and technology is rapidly becoming one of the world's fastest growing markets and new skills sector. The Strategy recognises that to deliver its aims, the UK must build a stronger skills base through industry-led actions to attract and retain a workforce that is expert in developing and applying technologies from the laboratory to the farm, with investment in agri-engineering, health in crops and livestock and environmental sciences.

Through the period of this outcome agreement, the College will contribute significantly to these priorities by investing in the technology that allows these digital skills to be taught and embedded within our range of Landbased provision. The College has expanded the agricultural and agri-horticultural (soft fruit, potatoes, vegetable) curriculum and will embed agri-tech and precision farming techniques and units into the learning opportunities offered.

This is a direct response to demand from the industry, which has led to the creation of a regional Agricultural Strategy Board, bringing together senior representatives from the potato, machinery, precision farming, horticulture and seed sectors in addition to participants in education, schools and Developing the Young Workforce.

This direct engagement in a pioneering sector will allow the College to meet the future needs of industry for a technically skilled workforce, locally sourced and committed to the future needs of commercial agriculture and horticulture.

Partnership work with Borders College will support senior phase and college curriculum developments and promote agri-tech and precision farming as exciting careers opportunities into rural and urban schools. Through this work we aim to attract greater numbers of computer-literate, STEM focused students into agriculture at a time when there is a demand for new skills in the industry.

2.10 Gaelic provision

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

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

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

2.11 English for Speakers of Other Languages (ESOL)

Dundee and Angus College collaborates well with Community Planning Partnership partners to ensure ESOL provision delivered in College and the community meets the needs of the Dundee and Angus region. The College works with partners to determine the level of demand, agree the delivery plan and identify further developments for the ESOL provision.

In line with changes to funding, credit guidance and Scottish Government Guidance during 2019, the College has worked in close partnership with our local authorities to create an innovative [formal joint delivery plan and agreement for regional ESOL provision](#).

The College continues to be represented at national level on the ESOL Strategic Implementation Group.

2.12 Quality Reporting

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

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

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

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

| Quality Principle | Grade |
|---|-----------|
| Outcomes and Impact | Very Good |
| Delivery of Learning and Services to Support Learning | Very Good |
| Leadership and Quality Culture | Excellent |

Levels of learner retention and attainment at D&A are consistently amongst the best in the sector, with significant strengths evident across almost all curricular provision. This consistent success has been achieved through effective recruitment and retention activities and approaches and through a clear focus on the development and delivery of high quality, innovative and engaging learning and teaching.

Despite this high level positive trend, overall outcomes for some learner groups declined during 2018/19 resulting in these falling below overall College aspirations for successful outcomes that are 75% or above across all measures.

| Mode | Day One Successful Outcome | | | | |
|-----------------|----------------------------|-------|-------|--------------|--------------|
| | 16/17 | 17/18 | 18/19 | Year to Year | 3 Year Trend |
| All Modes | 74.4% | 76.5% | 75.9% | -0.6% | +1.5% |
| Full Time – All | 71.7% | 74.9% | 70.8% | -4.1% | -0.9% |
| Full Time – FE | 70.8% | 75.4% | 70.2% | -5.2% | -0.6% |
| Full Time – HE | 73.2% | 76.2% | 71.7% | -4.5% | -1.5% |
| Part Time – All | 77.4% | 79.0% | 80.8% | +1.8% | +3.4% |
| Part Time – FE | 78.4% | 78.4% | 80.9% | +2.5% | +2.5% |
| Part Time – HE* | 71.1% | 76.9% | 80.7% | +3.8% | +9.6% |

* NB the range of activity underpinning this measure has changed

Overall 3-year attainment trends are positive and Dundee & Angus College continues to deliver learner outcomes that are at, or close to, the best within the college sector.

The drop in learner attainment outlined above is disappointing for the College and whilst overall outcomes remain sector leading, the College is not complacent in respect of the need to build on and continuously improve learner success. This work will continue to develop through this outcome agreement with the aim of exceeding our high level aspirations for learner attainment.

Levels of learner satisfaction are strongly positive and post course success and progression are in line with sector averages. Work will progress through the period of this agreement to further gather and track employer satisfaction in respect of learner skills and attributes.

The College received a very positive outcome from the Education Scotland Progress Visit in January 2020.

2.13 Professional Standards

Dundee and Angus College has supported the registration of staff with GTCS over a number of years. The College was a member of the GTCS Professional Update pilot, and is approved by GTCS to fully support registered status for teaching staff.

A number of College staff have played a key national role in supporting the development of registration arrangements for the sector.

2.14 Board and Senior Staff Gender Balance

The College has a published [Gender Pay Analysis and Action Plan](#). This plan highlights a further reduction in the gender pay gap (down to 6.0%) and confirms the gender balance on the Board of Management and the gender profile of senior postholders. The Gender Pay Action plan outlines steps being taken to further improve pay equality.

The current gender split in respect of the most senior (Executive) roles is 66% male based on a team of 6. Across the full academic and support management team of the College this split is 42% male and 58% female mirroring the overall staff gender split.

The gender split in respect of the Board of Management is 50:50 for 'ordinary' Board members (those appointed by the Board) and is 44% male to 56% female including members appointed by Scottish Government and those elected by staff.

3. Key National Outcome 3 – Innovation

Scottish Government Strategic Priority: To support Scotland's global reputation as a Science and research nation synonymous with high quality teaching, research, knowledge exchange and innovation.

SFC Core objective; To invest in excellent research and innovation that adds to current knowledge, delivers economic and societal value, enhances Scotland's international reputation and attractiveness, and makes the world around us prosperous, healthier and more sustainable.

Dundee and Angus College has an enviable reputation for innovation in the services that it provides and across a wide range of projects and developments that it supports. Throughout the period of this agreement the College will lead and contribute to a number of significant national and regional innovations, directed towards creating a more successful and entrepreneurial economy.

3.1 Innovation Fund Projects

Dundee and Angus College was successful in bidding for two major innovation projects in 2019/20 that will add significant value to the local economy, whilst supporting the College to enhance our curriculum offer and to further develop innovative approaches to learning and teaching.

The first of these projects is supporting skills development within the growing area of precision agriculture and has allowed the College to provide access to learning on the state of the art agricultural technologies that are transforming farming and food production in the 21st century.

Innovation developments will focus on new approaches and technologies in areas including sustainable soil management, remote sensing and precision farming technologies.

The second project is supporting the development of a Scotland wide Electric Vehicle and Hybrid Training Centre (Centre of Excellence). The Training Centre has been developed in partnership with a range of local employers and delivers high quality, innovative, industry standard accredited courses to ensure Scotland's current and emerging Vehicle Technicians are qualified to meet the needs of industry.

This project is providing high quality training in established and new vehicle technologies, including essential safety awareness for emergency services and specialist training within hybrid and electric repair and maintenance.

The work of this project is designed to influence wider Scottish Government priorities, and sits alongside major regional developments in sustainable technologies as a part of the Michelin Scotland Technology Parc project.

Both of these new innovations directly support the College's key objectives to enhance STEM provision and to enhance our role as a key contributor to regional economic growth. This work will contribute to achievement of our equalities objectives, including addressing issues of gender imbalance and rural exclusion/skills gaps.

3.2 Enterprise D&A

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

Since its inception in November 2015, a total of 59 individuals from 36 start-up businesses have been located in the incubator. In 2019/20 alone, 29 individuals from 17 businesses have been located within the incubator. Of the 29 businesses, two are headed up by a total of three Dundee and Angus College students.

The business base profile is varied and includes: fashion design, beauty, domestic services, food and drink, marketing, gaming and personal fitness. The majority of the tenants are fee paying and as a result there has been an increase in income from £1,145 in 2015/16 to £11,450 in 2018/19. A number of tenants continue to receive support from the regional stakeholder network which includes Coca Cola 5 by 20, Elevator Business Gateway and Dundee University Accelerator.

An extensive range of enterprise and entrepreneurial activity is undertaken across the College each year, with a specific focus on encouraging entrepreneurial mindsets and experience for students.

Through this work the College was awarded Entrepreneurial FE College of the Year by Bridge to Business in 2018, and we will continue to build on this success throughout the duration of this agreement.

3.3 Innovation Accelerator Funding

The College made good use of Innovation Accelerator Funding received in 2018 to build capacity by identifying and developing innovative activities with companies leading to the first Innovation Voucher approval associated with the Fund.

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

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

3.4 Energy Skills Partnership

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

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

ESP has clear and sustainable funding in place for the foreseeable future, and is growing and expanding the range of areas in which it operates. This is testament to the impact of the project in upskilling staff and building capacity in Scotland's colleges. The project is now a truly representative body and acts as an agency to ensure the views of the College sector are heard in policy planning around the critical STEM agenda, advanced manufacturing, automation and engineering. ESP is recognised as a model for other strategic projects across the College sector.

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

3.5 Code Academy

The College launched the Code Academy in January 2016 to address the skills demands of the gaming, digital and wider computing industries. This provides a pathway of qualifications and industry accreditations from school pupils to the existing workforce.

A number of employers from within these industries are already engaged to support this initiative and they will directly benefit by accessing potential candidates for skills vacancies who will have directly relevant skills and experience to progress into working with these companies.

3.6 International Projects

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

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

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

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

3.7 Service Design Academy

The College has developed significantly as a centre of excellence in service design through the work of our [Service Design Academy](#). This includes the delivery of Scotland's only Professional Development Award in service design and the development of a significant commercial customer base for service design training, consultancy and support.

This work has had a hugely positive impact on the College itself, and is also supporting the reform of public services in a number of schools, local authorities and public bodies across Scotland.

3.8 Good to Great Transformation Strategy

The Good to Great strategy was launched in August 2017 and concluded formally in January 2020.

Supported by funding through the D&A Foundation, the Good to Great strategy encompassed a range of strategic and project improvements that have improved the way in which the College operates and thinks, and have ensured 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.

This work has updated and streamlined a wide range of student facing services and has supported major curriculum developments underpinning the alignment of our curriculum with our regional economy.

Service Design has been used as a means of planning everything from the help desk function to the developing curriculum in our Landbased area.

Good to Great has been a major innovation for the college sector as a whole, picking up the Campbell Christie Award for Reform in the Public Sector in December 2018.

4. Additional Outcomes – Governance, Finance and Investment

Scottish Government Strategic Priority link: Ministerial letter of guidance July 2019

SFC Core objective; To be an excellent, outcome-focused public body that provides leadership, inspires confidence, models collaborative working, is committed to continuous improvement, and stewards public resources well.

4.1 Financial Stability and Sustainability

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

Financial planning and management is strong within the College, with an informed Board providing guidance and scrutiny and engaged managers taking full ownership of their budgets in all areas, supported by a highly professional finance team. This strength has been confirmed by external and internal audit reports for 2018/19.

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

The College took early action in 2018 to avoid potential financial issues and has a stable financial platform upon which to deliver the outcomes detailed within this agreement. This stable position also supports the ambitions of the College's 2025 vision and the desire to further support regional economic development and improvements to our infrastructure.

4.2 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 the delivery of high quality outcomes that underpin our strategy to create more successful students.

Within this the Board recognises that its own contribution and performance must reflect that of the College as a whole. The Board is committed fully to the on-going reflection and evaluation of its activities and impacts throughout the duration of this agreement.

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

The Board published an externally validated review of its effectiveness in 2020, and has been an active participant in the University of Stirling ESRC funded research project: Processes and practices of governing in further education colleges in the UK: How do governing boards realise the strategic aims of the organisation?

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

4.3 Regional Economic Developments

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

The College has been a key contributor to the response to the 2020 closure of the Michelin tyre manufacturing plant and is in place as the skills partner underpinning the creation of the Michelin Innovation Parc.

This development will support the skills needs of a range of companies supporting new engineering and renewables technologies on the site of the former Michelin plant. As a part of this development, the College plans to locate some elements of high skill engineering training to the Innovation Parc and will work alongside Scottish Government, SFC and others to identify and secure appropriate funding to make this happen.

4.4 Kingsway Campus Redevelopment

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

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

In the sector condition survey published by SFC in December 2017 the cost of completing the required backlog maintenance was estimated to be in the region of £14m. This does not include further significant investment which is required to provide consistently high quality learning spaces.

To address the issues set out above, the College has developed a two stage redevelopment plan, with the modernisation and upgrading of the Kingsway Tower as stage one, followed by the development of a new Regional STEM Centre as stage two. An Outline Business Case (OBC) which sets out our vision for providing learners at our outdated Kingsway Campus with a vibrant and inviting place of learning has been developed, and the College is awaiting confirmation of funding to support this work.

The College remains committed to working with SFC to realise funding for our campus ambitions, and to make best use of funding to deliver effective and successful learning journeys that meet the needs of our region.

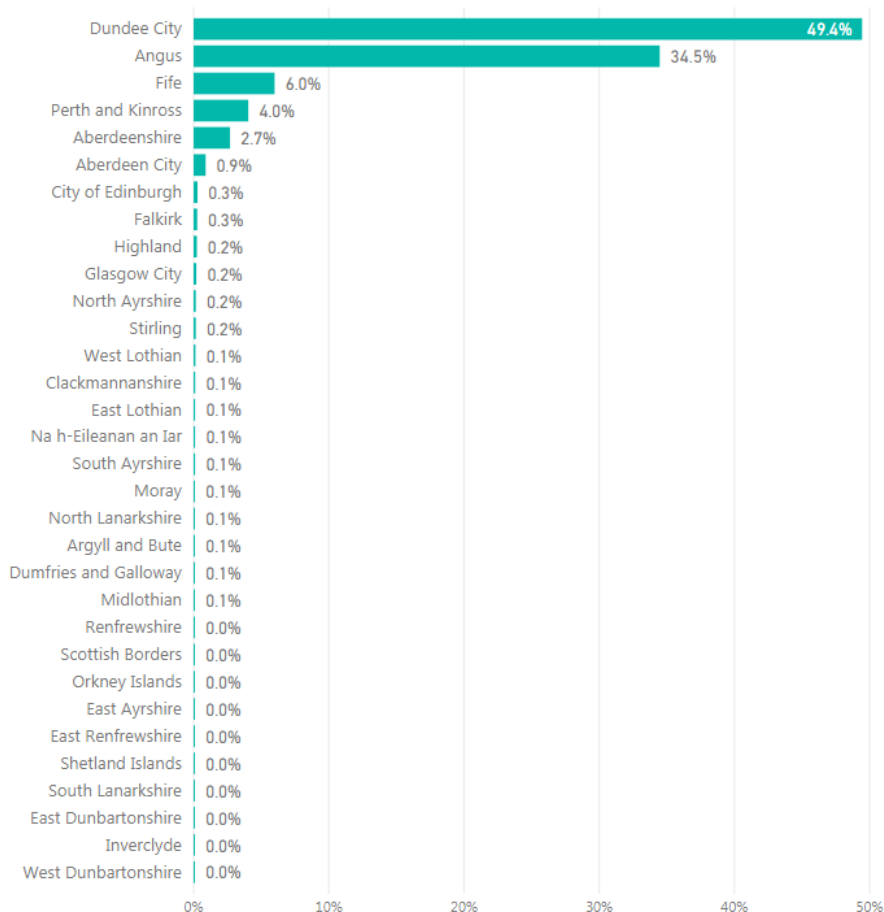
Appendix 1 Dundee and Angus Regional Economic Context

1.1 Dundee and Angus Region

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

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

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

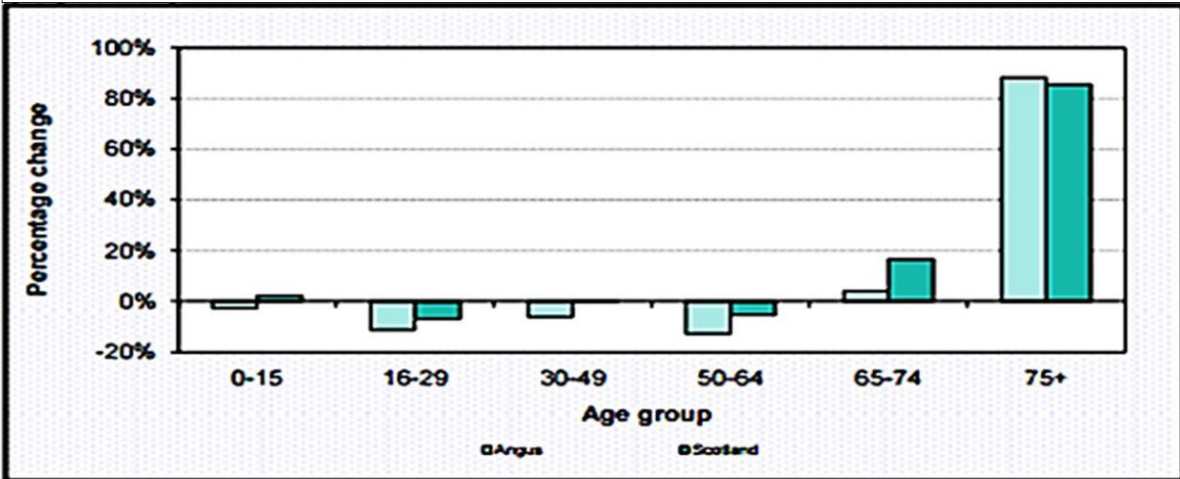


1.1.1 Regional Demographics

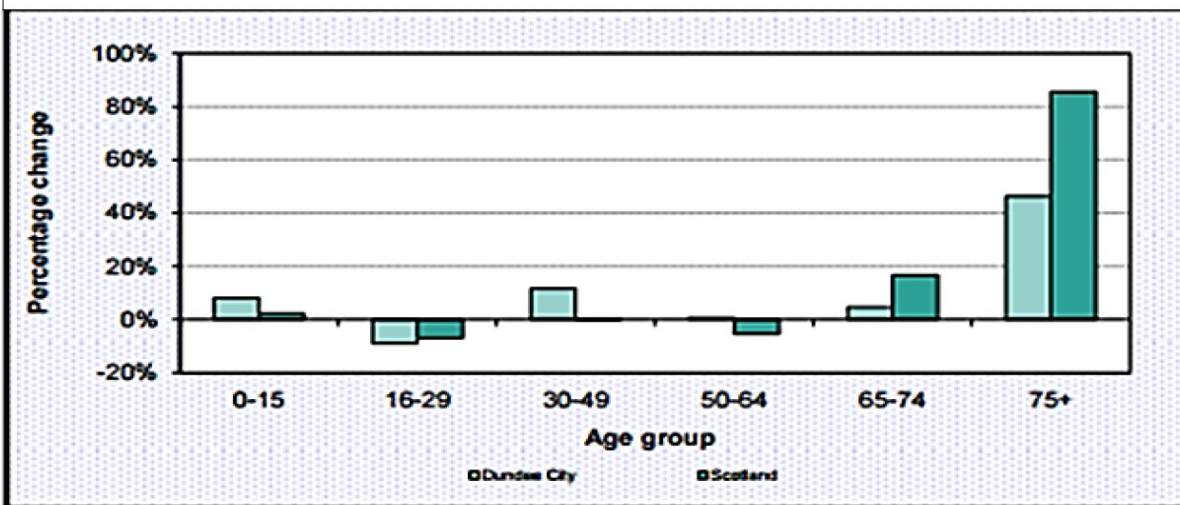
Dundee and Angus has a total population of 266,000 people (Dundee 149,000 and Angus 117,000) – c. 5% of Scotland’s population. A total of around 36,000 enrolled students attend either Dundee and Angus College or one of the two Dundee universities. In Dundee 66% of the population are working age, while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

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

Percentage change in population in Angus and Scotland 2016-2030



Percentage change in population in Dundee and Scotland 2016-2030



Working Age Population

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

Economically Active

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

Unemployment

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

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

Economically Inactive

43,000 people in Dundee and Angus are designated as economically inactive, representing 29.5% of the local working age population in Dundee and 21% of the Angus working age population – Dundee's economically inactive population is significantly higher than the Scottish figure of 22.4%, although as previously noted for Dundee, almost one third of the economically inactive population are students.

Within the Dundee and Angus economically inactive group c 25% are students (full-time aged 16-64), 30% are long term sick, 14% are retired and 17% look after family and/or home.

Occupation

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

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

Qualifications

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

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

Social deprivation:

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

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

1.1.2 Regional Economy

Dundee economy

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

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

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

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

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

Angus economy

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

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

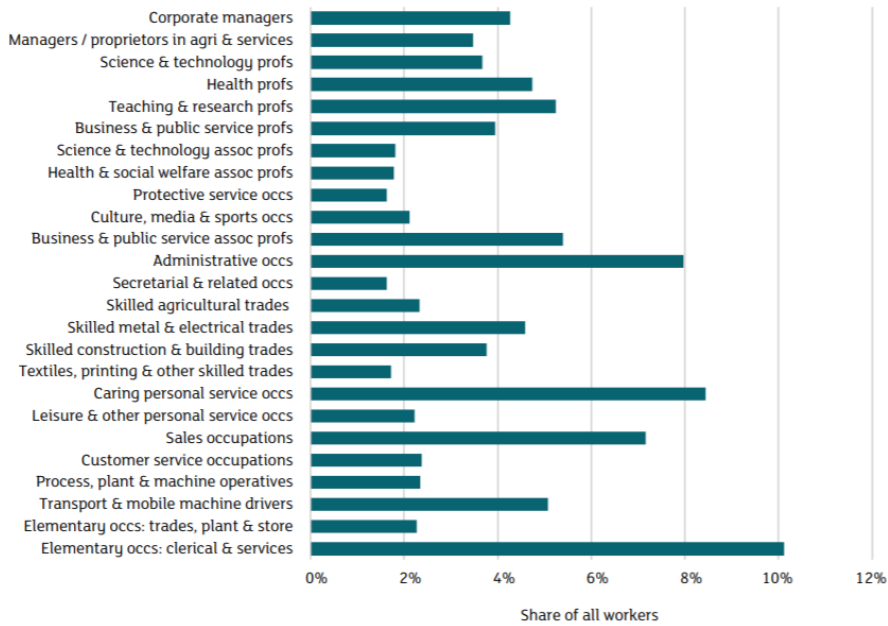
The Angus economy has been dependent historically on small to medium sized businesses and on traditional activities of food production & processing, agriculture, forestry & fishing and textile industries. It is acknowledged that the local economy needs to diversify and develop more growth industries,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

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

Sectoral Employment Summary

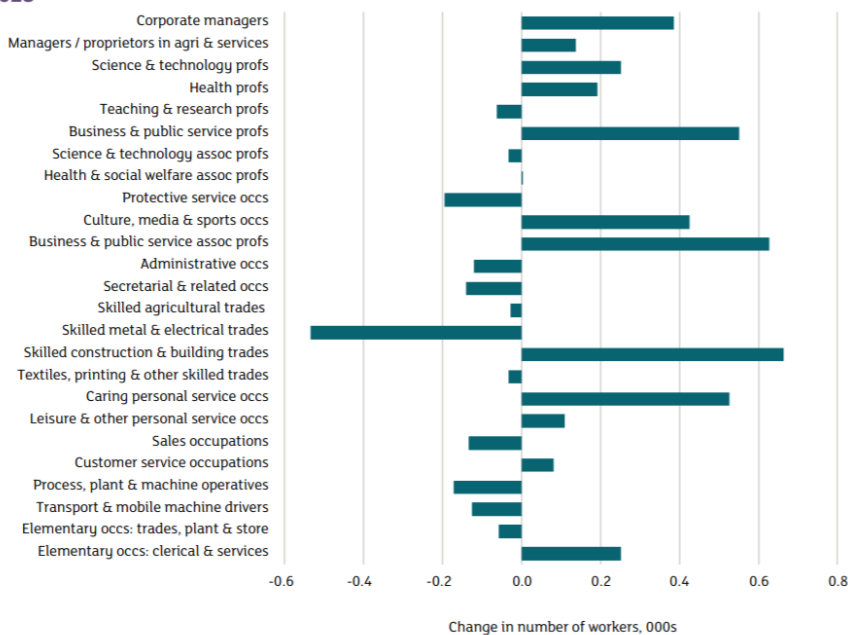
The chart below demonstrates the spread of employment in the top 20 Employment Sectors across Tayside as a whole in 2018.

Occupational structure, 2018



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

Change in employment by occupation, 2018 - 2028



Source: ONS / Oxford Economics

Productivity (GVA)

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

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

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

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

Entrepreneurship

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

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

Skills issues

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

Employment prospects

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

Dundee waterfront regeneration

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

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

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

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

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

Life Sciences and Digital Media

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

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

Dundee renewables

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

Energy and technology

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

Food and drink

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

Productivity

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

Labour market

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

1.1.3 Tay Cities Deal

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

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

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

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

1.1.4 Key Local Authority CPP Outcomes

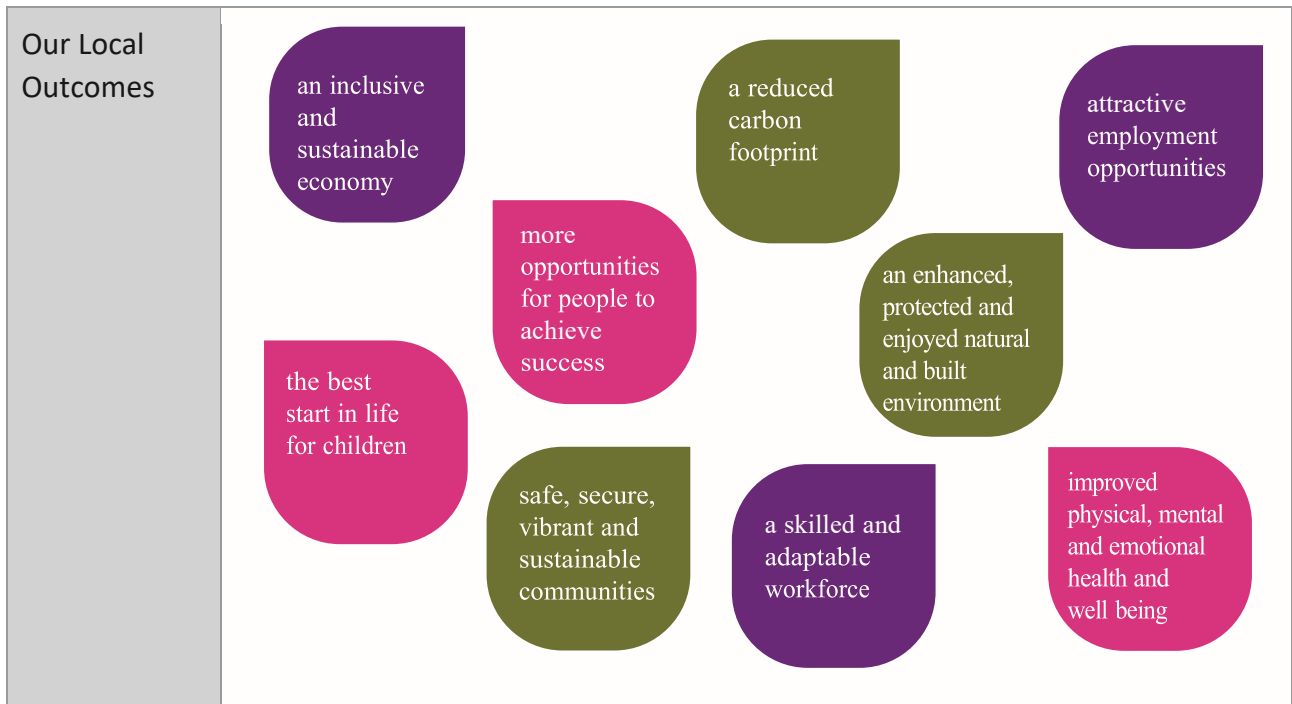
Dundee and Angus College has long standing and positive partnership links with the local authorities with which it interacts. These links are predominantly with Dundee City Council and Angus Council, although the College also engages with other local authorities within the neighbouring authorities of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

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

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

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

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



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

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

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

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

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

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

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

Appendix 2 Access and Inclusion Strategy



Access and Inclusion Strategy 2020/2023

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1 Introduction

Access for people from the widest range of backgrounds remains at the heart of the College vision. This is enshrined within our 2025 'More Successful Students' strategy and is embedded within our strategic pledge to create thriving communities within our region.

Pledge 3: Thriving Communities



As a College we will foster trusted, supportive, inclusive and resilient communities that puts partnerships, engagement and the health, wellbeing and success of our students, staff, stakeholders and communities at the core of how we operate.

As a central part of this pledge, we will continue 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.

This Access and Inclusion Strategy 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 strategy, culture and range of inclusive practices and initiatives in place and signposts future development required. It also sets out how we support achievement of the [Scottish Government National Performance Framework and Outcomes](#).

This Strategy does not stand in isolation. It has significant linkage and overlap with other developments within the College as detailed in our Outcome Agreement. These include the key commitments detailed within the Outcome Agreement document, and the related commitments within our Developing Scotland's Young Workforce (DYW) Implementation Plan, Equalities Mainstreaming Report, College Corporate Parenting Plan and Gender Equality plan.

Our Access and Inclusion Strategy has been developed following a wide range of inputs and engagements involving staff, our Students' Association and external partners covering all the areas involved in the various aspects of this work. These are captured within the sections below, and outline our approaches, what is working well for our learners and communities and where further developments are required.

Target measures, and outcomes for priority access groups, are monitored on an ongoing basis by the College Senior Leadership Team and overseen by the Board of Management through its Learning, Teaching and Quality Committee. Within these, our aim is always to achieve equivalency of outcome for our learners, irrespective of access and inclusion need.

Dundee and Angus College learner retention and success rates are consistently (and significantly) higher than the sector average. It is abundantly clear that the inclusive and supportive practices that are detailed in this strategy are a fundamental component of the success and wellbeing of a very significant proportion of our students.

Our overarching 2025 Strategy is focused firmly on creating **more successful students**, and the operation of this Access and Inclusion Strategy outlines the practices and ethos that will help us to deliver on this success.

2.1 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, secures parity of esteem and provides equal opportunities to succeed for people of all ages, and from all communities and backgrounds.

2.1.1 Wrap Around Support

Along with the very significant academic, guidance and pastoral support given within our curriculum teams by Lecturers, Group Tutors and Curriculum & Quality Leaders, there is further extensive available right across the College. In particular the work that Student Services, Administration Services, Learning & Digital Resources, Learner Engagement, and many others 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.

The College prides itself in this ‘total care’ approach, and it is the close partnership work between the wide range of different College services that is necessary to meet the access and inclusion needs of our learners. These services are pivotal to our drive to create more successful students.

D&A Just Ask!

| Learner Engagement and Sports Union | Admin Services / Campus Help Points | Learning and Digital Resources | Student Services |
|--|---|---|---|
| <ul style="list-style-type: none">● Coordinate D&A Attributes, both internal & external volunteering opportunities, to boost your employability● Support you within your academic team through added-value sessions, to enhance your learning● Run whole college events including Freshers and Respect Week, and partnerships with sexual health and Period Poverty● Support employer engagement by linking you with various local and national employers through our Future Talent programme● Co-ordinate sport & wellbeing activity to encourage healthier lives, including cross college competitions, affiliation, mental wellbeing, weight management and eating choices, and smoking cessation | <ul style="list-style-type: none">● Process all enquiries relating to student recruitment - interviews, decisions, updates on targets.● Assist with any queries relating to student achievement or awarding body queries.● Offer guidance with any student attendance or funding queries.● Help with any queries relating to your course frameworks/credits/outcomes (PIs) | <ul style="list-style-type: none">● Process all enquiries relating to student recruitment - interviews, decisions, updates on targets.● Assist with any queries relating to student achievement or awarding body queries.● Offer guidance with any student attendance or funding queries.● Help with any queries relating to your course frameworks/credits/outcomes (PIs) | <ul style="list-style-type: none">● Contact us with any Safeguarding concerns for children, young people and adults● Speak to us about any students you have welfare concerns about such as on the wrong course, money issues, food poverty, homelessness, bullying, isolation● We provide UCAS talks and help with applications and personal statements for your HN students● Refer people in to our drop in running Monday- Friday 11-1 throughout the term for any quick queries or worries● Discuss any academic concerns for students so we can assess the student for assistive technology, tailored support and assessment arrangements● Refer students who you have wellbeing concerns for who may be struggling to make the transition to College, have Autism or Mental Health difficulties● HN students who have additional needs we can meet them to discuss if Disabled Students Allowance (DSA) would help them in their studies. Student Services staff will also carry out the DSA assessment |
|  |  |  |  |

2.1.2 Student Services

Our Student Services Team provides a wide range of tailored inclusive supports for students who have additional support needs. This is in addition to the learning and pastoral 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 Curriculum and Quality Leader a support package is agreed for the student.

The support provided is very much needs led and is built around the individual student, although this may be delivered on an individual, in-class and small group basis depending on what will address the student's needs. Students require different types and combinations of support to ensure their needs are met. This includes understanding and addressing multiple needs, and the intersectionality of impact arising from these different needs. Examples of typical support include: social emotional behavioural support, mental health supports, numeracy and literacy skills development, study skills, dyslexia support, assistive technology and equipment, support with autism spectrum disorders, reader/scribe/ note taker supports in class, alternative assessment arrangements, drugs and addiction supports, 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 that deliver successful learner outcomes, with many of these also from our most highly deprived postcode areas.

The successful outcomes for students in receipt of support inputs are on a similar level to those of other learners. This is what parity of outcome and the creation of a level playing field is about, with these equivalent high level outcomes supporting students to progress to the next stage of their learning, life and work.

Through this strategy, our Student Services Team will work in partnership with students and other staff to provide the support needed by our students to become successful. This will include continuation of key activities such as those outlined below, alongside on-going reflection and evaluation to improve and enhance services on an on-going basis.

- Services offered by the team are well known and advertised internally and externally so that students and staff make good use of them.
- Excellent and sustained partnership working between Student Services and all curriculum teams 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 and multiple support needs across all our campuses. A range of CPD is undertaken across the team to ensure skills are kept up to date and new skills developed.
- Tailored supports on a one to one, in class, small group basis to meet individual students' needs.
- Excellent Pre Entry and transition support for students who identify their needs. This input starts at guidance for courses, prep for interview, interview support for students with additional needs etc. In many cases this support can begin years before the student actually arrives at College.
- 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. Extended transition work can start up to 18 months before pupils leave school.
- Close partnership with the Students' Association to develop peer support and social groups. Strong referral links for students who come in to the Student Association seeking support.

- Excellent joint work with external Healthy Minds initiative in Dundee and the Simply Social Group at Gardyne. Ensuring good awareness raising of wider supports in Dundee and development of bespoke wellbeing sessions for the students.
- Mental Health first aiders work within the College to support the needs of students in distress.
- We have five WRAP facilitators within the team offering training, awareness raising and individual Wellness Recovery Action Plans for students, staff and external staff.
- Anti-bullying, respect and tailored group work is provided for classes of students to influence positive behaviour.
- Excellent partnership with Learner Engagement Team, Student Services and Hillcrest Futures for substances awareness and support. This is assisting students to access informal and formal supports around substance use.
- Mental Health, Autism, safeguarding 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 support information 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. Commitment for further staff to undertake training to become assessors when this is available.
- We Care @D&A work has established a care experienced pledge for the College to encourage and support our care experienced students come to college and succeed.
- Strong professional networks to support Care experienced learners with attendance at Dundee City drop-ins, establishing care experienced College drop-ins with Carolina Trust, active members of Dundee Champions Board and Corporate Parenting Partnership Group.
- Well established Student Carers support group meetings on a monthly basis throughout the year. Development of specific transition days for carers in early August to support strong beginnings for student carers. The support group has offered peer and staff support, health and wellbeing opportunities, access to wellbeing vouchers and end of year celebration. Our Carers work is in partnership with the learner engagement team and our local Carers Centres in Dundee and Angus.
- 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.
- Counselling supports delivered on campus from experienced counsellors, supported by counselling students in partnership with Abertay University. New funding is allowing us to extend opportunities through the provision of more counsellors.
- Consistent Communication Support Workers who have worked alongside the College and our Deaf students on their courses over many years. This enables students to be successful with strong support in place, good consultation and feedback processes for our BSL plan and progression of our ongoing actions.

In developing and delivering on this strategy, we will undertake further work within the following areas.

- Changes in the opportunities and resources available outside of College has affected 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 coming to College without the appropriate support packages in place.
- Sharing of transition information from Schools, SDS and other agencies remains difficult and inconsistent, this can affect the student as we are unaware of support needs and can delay the provision of appropriate support after transition.
- The demand and volume of students with complex additional support needs increasingly outweighs the support resources required. Additional staffing has been provided where possible over the last few years to ensure students' needs are met.
- 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.

2.1.3 Learner Engagement

D&A Attributes

We want all D&A students to leave the College well rounded, employable and able to cope with life's demands. With employers becoming more demanding in what they expect from applicants, we take a collective approach to ensure that our students are qualified, trained, confident and competent (particularly when competing against university graduates and those from more advantaged backgrounds).



Through our D&A Attributes programme, we provide students with a wide range of volunteering activities and opportunities designed to enhance and enrich their experience and outcomes. We help our students to develop their skills and knowledge, adding value to their qualifications in preparation for life after College. Students can gain up to 12 Attributes at bronze, silver or gold level in areas including:

- Volunteering
- Citizenship
- Essential Skill Development
- Enterprise
- Sport & Wellbeing

These opportunities support our students to be more successful than they may otherwise be and create opportunities where they can overcome disadvantage through positive change.

Curriculum Support

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 students in their own learning, and the life and work of D&A College. We offer a range of social education sessions to support class dynamics, behaviours, relationships and wider citizenship matters. These sessions encourage our students to become more reflective and more self-aware and include *Mindsets, Learner Stances, Conflict Resolution, Team Building, Problem Solving, Exam Stressors, The Wheel of Life, and An Introduction to Your Wellbeing and Communicate to Success.*

The Learner Engagement team also delivers a number of events and sessions throughout the year to encourage an understanding and ethos of Respect. These events promote the different cultures, beliefs and choices 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 continue to prove popular and much-needed year on year.

Events

We are responsible for the organisation and running of Freshers' Week, Respect Week, Christmas Enterprise Fairs, Wellbeing Week and various employer engagement events. These events should help bring life to the student experience as well as offering our students opportunities to build social capital in their communities, irrespective of characteristic or support need.

Projects

LGBT+ Support

The Learner Engagement Team leads a beneficial and well-attended LGBT+ group, held weekly throughout the whole year. This supports a host of opportunities for our LGBT+ students, their friends and 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 has helped us to further promote this work and encourage the growth of greater awareness of LGBT+ issues and respect for all. Development of strong partnerships and co-delivery with Community Learning and Development (CLD) and Terrence Higgins Trust (THT) also ensures that our students have access to the support that they need.

ESOL Transition Taster Sessions

Year on year the Learner Engagement Team organises Transition 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 better understand 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.

See Scotland

The Learner Engagement Team leads a highly engaging peer-learning project. "See Scotland" which encourages local, international and students from all curriculum areas and backgrounds to work together, around various Historic Scotland sites. Students are paired for the duration of a trip and this has proven to be very successful at encouraging interaction and sharing of each other's cultures, values and life choices. The trips encompass history, cultural and wellbeing and students have fed back how valuable the experience has been.

Escape Rooms

D&A is the first college in Scotland to host its very own Escape Rooms. The Escape Room experience invites groups of learners to problem solve their way to a successful escape, within 60 minutes; whilst practicing Meta-skills such as communication, collaboration and sense making. With over 200 participants to date, the rooms have been booked by groups working to forge stronger, more respectful relationships and to provide innovative ways in which to develop and assess transferrable life skills.

2.1.4 Find Your Future – Reducing Child Poverty Project

Since launching the project in February 2019 a vast amount of work has been undertaken, to build the strong foundations needed to take this project through the 2-year funded period and beyond. From inception the project team has taken an integrated and collaborative approach in forming new, and nurturing existing, partnerships. These partnerships have afforded us access to work with and support meaningful transitions for some of the most disengaged and disempowered young people across Dundee and Angus.

The funding has allowed us to provide a scaffold of support around each young person's experience and as such, we have witnessed clear improvements in progress, employability, wellbeing, self-confidence, resilience and self-sufficiency. To date, over 100 young people who would otherwise not have engaged with the College have embraced learning opportunities and life chances at D&A.

2.1.5 Learning and Digital Resources

The Learning and Digital 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, CMS and study skills sessions designed at SQCF level 2/3/4 to support students on our Supported Education programmes.
- The expansion of the Future Talent portfolio to include over forty 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 and Resilience and 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 strategy 'Future Talent', which has been designed to coordinate provision and provide targeted support to students' pre, during and post college to aid their progression. This strategy, now in year 3, supports over 1600 pupils, from 10 schools as part of the annual 'Future Talent Vocational Event'. In addition, the team supports over 200 pupils every winter with pre entry support, including sessions in school on completing College application forms and Interview skills.

- Continual commitment to work in partnership with the Support Education team to offer Library based work placements and volunteering opportunities, as part of our wider D&A Attributes offer.
- Share @ D&A. This project has been designed to provide schools with access to our Future Talent 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 continued expansion of the Reading Ahead project. This national literacy initiative has been extremely successful– with the College being awarded the Gold Award for participation. The project is designed to promote reading and in turn enhance literacy levels in lower level groups or those whose first language is not English.
- The development of a range of ‘Digital’ sessions, as part of our Digital Strategy remit. These sessions, designed to enhance Digital Literacy and improve Cyber Resilience are delivered either in schools, in the Fujitsu Innovation Space or the newly refurbished Learning Lab. These sessions have proven to be extremely popular with our Supported Education students, who have particularly enjoyed the ‘hand on’ aspect of the class.
- ENABLE partnership supporting groups of learners with a range of additional needs to develop enhanced digital skills (NPA Digital Media) to progress with employment opportunities within the digital and creative sector.

Feedback is gathered, either electronically using Kahoot! or Mentimeter after all sessions to ensure continual development and adaption of resources. Staff training is also ongoing, with a number of staff recently undertaking Mental Health First Aid training to ensure as a team we have the necessary skills to support all learners.

2.1.6 Access and Supported Education

Access Provision

The Access curriculum area 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 Gateway, PACE, Aspire and Progression specifically targeted at the hardest to reach educationally in our community.

Gateway to College

The Gateway courses offer a range of part-time and full-time opportunities which focus on exploring options at college whilst developing skills in a range of areas including raising confidence & aspirations, improving teamwork skills and developing coping strategies for different situations (such as managing feelings, dealing with conflict & emotions and goal setting).

A proportion of these courses are spent studying in a vocational area of the individual’s choice developing the practical skills and theoretical knowledge needed to support successful transition to a relevant course. A wide range of Vocational areas host Gateway learners for taster or infill opportunities, this includes animal care, hospitality, trades, retail, sports, care, horticulture, hair & beauty and business & administration.

The Gateway courses cater for a range of learners, most of whom require support to take their next step in education or are disengaged from mainstream education. With up to 100 full-time learners, approximately 90 learners on short full-time courses, and 30 on flexible programmes, these courses provide vital opportunities for those who need additional support and encouragement to continue their educational journey.

Below is a range of challenges these learners face and are supported to address:

- 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.

Supported using Access staff who build relationships with the students, the use of the Group tutor, PLSPs and support from student services ensures that any barriers students face are removed or strategies are put in place to ensure engagement.

PACE

PACE provision is designed and delivered in partnership with Dundee City Council and is run for school pupils who have exhausted all of the SEBN 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 2 groups). Referral is managed through an Options Group who consider each referral in detail. This is coordinated by Off-Site Education Service and group members include Social Work, Educational Psychology Service, School Representatives, Communities Department, College and the PACE Senior Education Resource Worker.

The provision is delivered by the PACE team and College staff. It is supported by a Senior Education Resource Worker, Education Resource Worker and 3 Assistant Education Resource Workers. Each class is supported by a member of the PACE Team or college support staff. PACE learners have the opportunity to gain qualifications in Essential Skills and attend vocational taster sessions in various subject areas, including Gaming, Art and Design, Engineering, Construction, Hospitality and Retail. Learners can also achieve City & Guild qualifications in Enterprise, Employability and Health, Wellbeing and Resilience.

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 Personal and Social Development Workshops in areas such as Drug and Alcohol Misuse, Youth Justice and Sexual Health. A free lunch is provided through Dundee City Council school meals and a bus pass is also available.

The PACE team organise and facilitate Industry Visits to a variety of businesses around the city to enhance the Employability qualification.

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.

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.

Progression

The programme will capture young people who are in their last 3 months of statutory education including, for example, looked after children, young carers, lone parents, vulnerable learners or homeless young people who have some of the characteristics:

- Unlikely to attain qualifications in last 3 months of schooling
- Lacking in confidence/low self esteem
- Limited social skills
- Not reaching full potential
- Low motivation
- Are reluctant to make career choices or take responsibility
- Have social/family difficulties

A 10-week programme will run twice in an academic year for summer and Christmas leavers. The programme content will focus on increasing confidence through team building, problem solving, personal development and reflection. A strong emphasis is placed on preparation for progression to further study in a specific vocational area. Students also get the opportunity to achieve qualifications in both City & Guilds and SQA.

The aim of this programme is to increase the confidence, motivation and self-esteem of the young person. By doing this, the chances of a successful application to a college vocational programme are increased and employability skills are heightened. All participants will be given guaranteed interviews to full time college vocational programmes of their choice.

This guaranteed opportunity is particularly important in areas of high demand such as the construction crafts, creative industries, hair and beauty, and care where young people currently have little opportunity to gain access to a successful application.

Supported Education Provision

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. With approximately 170 full-time learners and 100 part-time engaging in Supported Education programmes, we play a key role in preparing learners with additional support needs, across Dundee and Angus, for their next step in education or the community.

The College currently works closely with the Health & Social Care departments of both Dundee City and Angus Council, alongside Hillcrest Futures to ensure that individual support is available prior to a learner embarking on a programme.

The provision consists of part-time and full-time opportunities for learners with a wide range of additional support needs. With a strong focus on Personal Learning Support Plans, options are available to create personalised timetables of study where appropriate, taking into consideration the personal needs and aspirations of the individual. Every effort is made to ensure learners are given the opportunity to engage in wider college life and to enhance their learning experience by engaging with community partners and projects as well as cross college opportunities on an infill or taster basis.

The team use an innovative Social and Ethical Enterprise model of delivery, giving the students a real life business experience and establishing good employability skills across the courses. Volunteering and social engagement also play an important role in encouraging every learner to think about their next steps whether they be within the College or community.

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 vocational 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
- Support from college wide student services for students if more specialist service is required eg. Counselling and Support
- Classroom support staff work as part of the dedicated teaching team and also work across teaching areas when required
- Dedicated school link opportunities throughout the year and a short Bridge Programme Delivered before the summer holidays allowing new students an opportunity to experience life as a full time student prior to starting the next academic year
- Strong partnerships with all school/ agencies ensuring supportive and robust transition process.
- Strong relationship with Estates regarding access and support for students with mobility issues.

This robust and inclusive approach ensures that learners are given the opportunity to achieve their personal targets with several progressing on to further study within the college. Strong links have been created with the Hospitality, Landbased, and Animal Care departments, which has seen courses being developed which offer genuine progression routes for Supported Education learners.

For those unable to progress into vocational studies, part-time opportunities give them the opportunity to continue their studies and personal development whilst introducing them to new opportunities within the community to encourage future engagement which is relevant and valuable for the individual.

2.1.7 Essential Skills

The Essential Skills (ES) team provide curriculum provision at all levels in Literacy, Communication, Numeracy, Mathematics and IT across the College. This provision underpins the Essential Skills Ambitions for Scotland, and is critical support for students in their learning and employment journeys. Through this work, our Essential Skills team provide a broad range of input and support that facilitates access and inclusion, including the following.

- 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 'bootcamps' and '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 career progression for students in vocations such as teacher training, social work and nursing.
- Outreach centre provision supported by ES team to address rural exclusion.
- 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.

- 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.

2.1.8 Digital Inclusion and Accessibility

Dundee and Angus College recognise Access and Inclusion to be an important consideration of any ICT system. This is recognised in our Digital Strategy. 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 and Digital Resources 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 Future Talent development sessions delivered to our learners.

2.1.9 Business Intelligence – Access and Inclusion Data Analysis

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

This analysis includes the provision of live equalities data dashboards that support informed analysis, review and action planning relative to clear data. This incorporates equalities related data across the range of protected characteristics and additional monitoring and information around key access and inclusion policy priorities such as care experienced status, SIMD postcode and caring responsibilities.

Our [Equalities Mainstreaming and other reports](#) outline progress in respect of key equalities developments and outcomes.

2.1.10 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.

Our significant partnerships include:

- Voluntary agencies such as SAMH, Penumbra, WRASAC, 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
- Hillcrest Futures (Student Support)
- Healthy Minds
- Breathing Space
- Autism Scotland
- Richmond Fellowship
- Terrence Higgins Trust
- NHS Blood Born Viruses Team
- Hillcrest Futures and The Web Project (Drug and Alcohol Team)
- Dundee Carers Centre/ Angus Carers Centre
- Youth Organisations such as Homestart, TCA, Pitstop
- Police Scotland
- Dundee City Council and Angus Council Through and After Care services

2.1.11 Career Long Professional Development.

Regular training and support opportunities are provided to ensure that all staff are comfortable and confident in relation to looking after their own wellbeing and subsequently supporting learner wellbeing. Our extensive Wellbeing CPD program offers opportunities, such as mental health first aid and awareness, suicide prevention, mindfulness, understanding gambling addiction and wellness triggers and toolkits.

The College has invested significantly in resilience training licences which will allow us to roll out a program of developing resilience for both staff and students. We also have a number of staff undertaking the PDA Facilitating Strategies to Support Learners with Additional Needs.

Under our College wide #DAWellbeing project we facilitate and encourage support groups such as Menopause Cafes and Time to Talk, and run regular wellbeing weeks and Fayres.

Staff have also benefitted from training in areas such as ASSIST, WRAP (train the trainer), Positive Behaviour, the BTITE Initiative, Safeguarding and a wide range of wellbeing, support and inclusiveness developments.

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 our corporate parenting plan. Our work with the Equalities Challenge Unit has supported us to develop our actions and policies, particularly in relation to gender imbalance.

All staff undertake planned access and inclusion training on a rolling 3 year basis.

3 Making a Difference – More Successful Students

3.1 Priority Access Groups

3.1.1 Social Urban and Rural Deprivation

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 its learners from these postcode areas and has a track record of delivering successfully to this target group. In 2018/19 the proportion of credits delivered to students from the 10% most deprived areas was 18.2% and has increased each year from 15.9% in 2015/16.

Annual Performance Indicators show 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. Day one successful outcome performance for students from the 20% most deprived postcode areas in 2018/19 was 69.9%, compared to 66.0% for equivalent learner groups across Scotland.

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 19.5% 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.

3.1.2 BME and Disability

In 2013/14 the proportion of credits delivered to students from ethnic minority backgrounds was just 2.5% compared to 5.4% for Scotland as a whole. This proportion has risen each year since and contributed 5.2% of credits delivered in 2018/19. The 2018/19 success rate of 72.1% is well above sector performance for students from an ethnic minority background (69.9%).

In 2018/19 the College delivered 23% of its total credits delivery to students with a known disability. The successful completion rate in 2018/19 for this group was 73.1% - the highest in Scotland for this group, well above the sector average (65.5%) and close to the overall whole College success rates.

3.1.3 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.

3.1.4 Care Experienced Students

The College has effective arrangements for Care Experienced Students and in recent years have developed awareness and shared practice at all levels to further enhance and integrate our support arrangements for care experienced young people, through its Corporate Parenting Plan. The proportion of credits delivered to Care Experienced Students has increased from 2.2% in 2015/16 to 6.1% in 2018/19.

In 2018/19 the rate of successful completion in this group was 68.1%, the highest rate in Scotland and significantly higher than the sector average of 58.7%.

3.1.5 Young Carers

Support for carers is similar to that provided for looked after young people. We continue to 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.

3.2 Impact on success measures for our priority groups

Comparison of student performance indicators over recent years shows that our student success (successful course outcome) continues to remain consistently and 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 table summarises 2018/19 data regarding student attainment, course withdrawals and progression (2017/18) for the various groups of interest.

3.2.1 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.

In every protected characteristic category, D&A College has outperformed the national rate of successful completion. Additionally, the gap in performance between these groups and the whole student population is narrower at D&A compared to the rest of the sector. Students with a disability and care experienced students at D&A had the highest rate of successful completion in Scotland in 2018/19.

| Successful Completion Rates | D&A | Scotland |
|-----------------------------|-------|----------|
| All Students | 75.9% | 74.6% |
| SIMD10 | 68.8% | 65.6% |
| SIMD20 | 69.9% | 66.0% |
| Age <18 | 66.8% | 61.5% |
| Ethnic Minority | 72.1% | 69.9% |
| Disability | 73.1% | 65.5% |
| Care Experienced | 68.0% | 58.7% |

3.2.2 Student Retention and Withdrawal

The College closely monitors the course withdrawal (drop-out) rates for all categories of students on all levels of programmes. In every protected characteristic group, the rate of withdrawal from courses is significantly lower at D&A than the sector national average. The gap in the rate of withdrawal between these groups and the whole student population at D&A is also significantly lower than nationally.

| Withdrawal Rates | D&A | Scotland |
|-------------------------|----------------|-----------------|
| All Students | 13.5% | 14.5% |
| SIMD10 | 18.6% | 22.6% |
| SIMD20 | 18.1% | 22.0% |
| Age <18 | 16.2% | 22.5% |
| Ethnic Minority | 16.1% | 17.3% |
| Disability | 12.2% | 21.3% |
| Care Experienced | 16.6% | 26.0% |

3.2.3 Student Progression

Full-Time students who successfully completed their course in work, training or further study 3-6 months after qualifying. The percentage of students progressing to a positive destination from protected characteristic groups is close the remaining student population and comparable to the sector average.

| Positive % of known destinations | D&A | Scotland |
|---|----------------|-----------------|
| All Students | 94.4% | 95.4% |
| SIMD10 | 94.6% | 94.6% |
| SIMD20 | 95.2% | 95.1% |
| Age 16-24 | 95.3% | 95.9% |
| Ethnic Minority | 94.4% | 95.4% |
| Disability | 93.3% | 92.1% |
| Care Experienced | 91.0% | 93.5% |
| Carer | 91.3% | 93.6% |

3.2.4 Impact on student success - conclusions

The College is confident that the success of our students, apparent in these figures, is directly attributable 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:

- Across all protected characteristic student groups, levels of both retention and attainment significantly exceed the national averages for each group.
- D&A students from the post deprived areas (SIMD10 and SIMD20) have a higher rate of positive destination than the overall D&A student population.

3.3 Student Impact - Case Studies

Learner X – Find Your Future Community Engagement

Learner X joined the College in early 2019 after meeting our Community Engagement staff at a mother and toddler group. X had no intention of re-entering education, feeling that she “*was just a mum with too much going on*”. With the right level of support and the right, personalised approach, X started to engage in our Find Your Future touchpoints. .

It didn't take long for X to sign up to our Easter and summer programmes, participating in various activities including Cooking on a Budget, Barista Training, Growth Mindsets and Paediatric First Aid. The engagement and inclusiveness work of the College supported X to develop her confidence and self-belief, and she applied and successfully started a full time course in August 2019.

Not only is X thriving in her studies, but she has also volunteered and become a Class Rep and represented the student body in our last Education Scotland visit, and played a role in the recruitment for our new Principal. X is now working with our staff to plan her pathway; her goal is now to gain a Degree in Community Education, to work with young offenders.

This passion comes from X's own adolescence - she was kicked out of school at 14 after being placed in foster care. Her behaviour deteriorated so much, she was deemed a risk to herself and had ongoing police involvement. At 19, X was both diagnosed with ADHD and fell pregnant with her first child. In quick succession, X fell pregnant with her second child.

Living with domestic abuse, X's confidence and self-esteem were severely impacted and she was diagnosed with postnatal depression.

X's life began to change only when she started a young mum's group in the city and became involved with the college. We partnered with this group, knowing that our access and inclusion activities had something to offer, particularly through our Find Your Future programme. Learner X is thriving within the inclusive and supportive environment of the College and is benefitting significantly from the wrap-around available support from our initial meeting, through the range of inputs and support she receives from our Student Services, Community Engagement and teaching staff.

X is a hugely passionate advocate for the College, and in just over a year has developed an ambition and future life and career goals that she had never previously dreamed of.

4 Objectives and Outputs 2017-2018

The College has set as a priority outcome to contribute to thriving and resilient regional communities by ensuring seamless access and inclusive learning opportunities and services, irrespective of background, for all members of our community. We will meet national ambitions for Care Experienced and other disadvantaged/under-represented groups and contribute fully to the achievement of the recommendations contained within A Blueprint for Fairness: The Final Report of the Commission on Widening Access.

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

| Objectives | 2020/23 Outputs |
|--|---|
| 1. To widen access and deliver equally high quality outcomes for learners irrespective of socio-economic background | <ul style="list-style-type: none"> • Increase by 2 percentage points the proportion of enrolled FT HE and PT HE SIMD10% students successfully achieving a recognised qualification. • Increase proportion of Credits delivered at HE level to learners from SHEP schools to 1%.of activity. |
| 2. To provide meaningful education and employment/progression opportunities for care experienced learners and young/adult carers. | <ul style="list-style-type: none"> • To deliver on the pledge to offer a suitable place to all Care Experienced learners applying to College. • Improve successful outcomes for Care Experienced students by 2 percentage points per annum until it is in line with outcomes for other learner groups. • Increase positive destinations for Care Experienced students by 2 percentage points per annum. • To support the positive operation of Care Experience on an equivalent basis to statutory protected characteristics in respect of staff recruitment and development policies and approaches. |
| 3. To ensure that equal representation and equivalent successful outcomes for learners from within all protected characteristic groups is maintained, with a particular focus on gender equality | <ul style="list-style-type: none"> • Increase deliver on the ambitions of the Gender Equality Plan by increasing by 10% the minority gender share in each of the most imbalanced course areas. • To increase engagement with schools around STEM activity • To deliver in full the aspirations behind the Stand Alone Pledge; Armed Forces Covenant and gender based violence support. • To deliver on the outcomes of the 'Find Your Future' Child Poverty Fund Project |

Appendix 3 Developing the Young Workforce Progress Report



Developing the Young Workforce Progress Report 2020

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1. Strategic Context

Dundee and Angus College has played a significant role in the development of school-college partnerships and Developing the Young Workforce (DYW) related activities for many years. This work predates merger and predates the current DYW strategy and implementation plan.

The College (and its legacy predecessors) recognise the vital importance of DYW and its activities as an educational imperative to support clear and effective learner pathways that enhance the opportunities and life-chances of our young people, and support the economic and social development of our region.

The College were enthusiastic supporters of the vision developed by the Wood Commission and are active and committed participants in DYW developments and activities.

The College continues to have a strategic focus on its school-college partnerships, building on successful collaboration and engagement with Dundee City and Angus Councils. The model of effective engagement takes different formats depending on local authority area. This work is summarised in the undernoted sections.

Dundee

One of our Directors of Curriculum and Attainment is a member of the Senior Phase Curriculum Review Group led by Dundee City Council Children and Families Service. The group was established in August 2018 and comprises local authority education leaders, Head Teacher representatives, Community Learning and Development, offsite and additional support education leaders, Skills Development Scotland, University of Dundee, Abertay University and Dundee and Angus College.

The partnership group is responsible for raising attainment, improving participation and improved destinations by ensuring clear and effective career pathways exist for all learners in their Broad General Education and Senior Phase through effective curriculum planning and development of progression opportunities.

Angus

Dundee and Angus College and Angus Council have created a strong strategic partnership for school-college partnership working. The partnership comprises senior education leaders and Head Teachers from Angus Council and a Director of Curriculum and Attainment from Dundee and Angus College. The partnership aims are defined and agreed in a strategic engagement plan, with the main aim being to create opportunities and improve outcomes for young people in the Angus region.

The strategic engagement plan supports a wide range of activities and more intense engagement with the College focusing on four key themes:

- **Commitment**
- **Collaboration**
- **Communication**
- **Engagement**

D&A Academic Partnerships Team

Our Academic Partnerships Team was established in January 2019 to focus on the promotion of learner pathways from school to college, college to university and college to employment.

This professional and dedicated resource provides one point of contact for school partners and our regional DYW group.

The Academic Partnerships Team have built on the already positive and well established relationships with individual schools, and provide a professional resource that supports this on-going engagement, attends careers and subject choice information evenings, and delivers tailored workshops on the college led Senior Phase offer.

Our Academic Partnerships Manager is a member of our local authority timetabling groups, which provides an opportunity to support logistical planning of senior phase provision, in addition to addressing any potential barriers which could prevent pupils from participating in this provision.

In addition to these links, the team also support the development and formalisation of articulation links with our university partners, supporting and creating clearly defined learning pathways from senior phase, through college and onto university or employment.

The team work in very close partnership with our regional DYW group to share intelligence, plan activities and create additional opportunities.

The Academic Partnership Team have been instrumental in the growth and development of our Foundation Apprenticeship provision over the past year.

Tayside Regional Improvement Collaborative

There is currently only limited engagement with Tayside Regional Improvement Collaborative (TRIC). The TRIC has identified five priorities, one of which is Learning and Attainment with immediate work streams focused on school improvement.

Dundee and Angus Developing Young Workforce Regional Group

The College has close and productive links with our regional DYW group, and acts as employer for the regional DYW staff (although the group and staff are based within the Dundee and Angus Chamber of Commerce). One of our Directors of Curriculum and Attainment sits as a full member of the DYW Board, and provides line management support for the DYW Manager.

The primary focus of the DYW regional group is on facilitating school/employer engagement. This focus has been developed in consultation with regional partners to deliver the greatest benefit in respect of the agreed strategic and operational needs of the region (given the already good links between schools and the college).

Beyond Board input, regular engagement with the college is evident across a wide range of operational activities, with a particular focus on supporting the regional strategy to increase demand for Foundation Apprenticeships and FA placements.

The DYW regional group is an active member of the regional STEM hub led by the college.

2. Senior Phase Vocational Learning - Curriculum Planning

Curriculum planning for senior phase vocational learning is undertaken on a joint partnership basis between the college and each local authority.

This planning is both strategically and operationally based, and focuses on local economic analysis, Regional Skills Assessments, demographic information and future employment demand. Factors such as deprivation, rurality, protected characteristics and care experience are also considered, and targeted interventions are identified to support under-represented and strategic priority groups in addition to the universal offer for all pupils in the region.

The effective use of data ensures that the college offers a Senior Phase portfolio that relates to all of the key employment sectors in Tayside forecasting growth, alongside qualifications in sectors where job vacancies are prevalent due to staff turnover.

The college and local authorities are committed to offering learning journeys that are right for every school pupil in the region. This work is focused on:

- enabling progression throughout SCQF levels;
- supporting transition into further study at college or university; and/or
- creating pathways into employment and the apprenticeship family.

The Dundee and Angus Senior Phase provision offers clear career pathways and progression routes from SCQF level 4 through to SCQF level 7.

In September 2019, the college held a conference for curriculum leaders entitled *D&A Education and Skills – Developing the Regional Curriculum* to help inform the strategic and operational curriculum planning cycle for 2020-21 and 2021-22. The sessions included a presentation on the regional economy by the SDS Skills Planning Lead, updates on employers' skills needs and economic developments in the region from Dundee City and Angus Councils' heads of planning and economic development, and a session on developing skills through work based learning from Education Scotland. The session set the context for developing curriculum plans and will become an annual event (in addition to existing activities) to ensure the curriculum remains relevant, flexible and responsive.

Over the past three years, this strategic approach to curriculum planning has seen senior phase activity increase by around 135%.

3. Senior Phase Provision

To help to support and embed a culture of equivalency, the college and local authority partners have agreed that the terminology of 'vocational' and 'academic' curriculum is unhelpful in establishing parity of esteem between the qualifications offered in Senior Phase education.

Significant progress has been made to embed College led provision within the school curriculum, and to ensure that the Dundee and Angus College Senior Phase provision is available and offered to **all** pupils in S4, S5 and S6 as part of their Senior Phase entitlements.

To support this, the college has worked in partnership with our schools to provide a wide range of qualification and subject options that met the needs of learners at all stages of their Senior Phase learning. Qualifications include Skills for Work courses, National Progression Awards, Foundation Apprenticeships, Higher National Certificates and Professional Development Awards. The current portfolio is included as **appendix 1**.

The partners also agree that a school pupils in the region should benefit from a relevant, diverse and individualised Senior Phase experience - regardless of where the activity takes place (school, college and/or with an employer). For example, the college has a successful delivery model for Foundation Apprenticeships in Civil Engineering in Brechin High School, the impact of which has been to reduce the learner journey into employment as a Civil Engineer for the young people who have participated in the programme. A case study on this work is included as **appendix 2**.

Substantial progress has been made by the college to support the expansion of Foundation Apprenticeships (FAs) in the region. Strategic support from local authority education departments and head teachers has contributed to the implementation and increased uptake of Foundation Apprenticeships in Dundee and Angus across all 16 secondary schools in the region. In 2019, the region saw exponential growth in the uptake of FAs with over 250 pupils currently studying for FAs across 11 frameworks, with a focus on those growth areas identified in regional skills assessments and skills investment plans.

Foundation Apprenticeship learners have provided positive feedback on having the opportunity to study at college and participate in work based learning whilst still at school. Employer engagement has strengthened and new employers are already reporting the benefits of providing work experience for a young person. For example, Dundee City Council offers a guarantee of employment and a Modern Apprenticeship to the successful FA candidates in Social Services (Children and Young People) to help support their requirement to meet the Early Learning and Childcare 2020 expansion targets.

In addition, employers are delivering and supporting Senior Phase learning by providing master classes, career talks and recruitment information sessions including mock interviews, site visits and guest speaker sessions on specialist subjects.

The college and education partners also recognise that best learning pathway for a young person may be to complete their Senior Phase by participating in a full time college course and a significant proportion of Senior Phase activity is delivered in college on a full-time basis.

As a result of pathway planning discussions, Dundee and Angus College introduced the School Leaver Pledge in 2018 which guarantees a place of study to all eligible school leavers in the region. For 2019/20 full-time courses, 2,459 applications were received from school leavers, an increase of 450 (22.5%) on the same point in the previous year.

4. Broad General Education

The school-college partnership in the Broad General Education stage (BGE) continues to focus on developing learner pathway planning by enhancing the curriculum through the **Future Talent** initiative which focuses on career management skills (CMS) and enhancing awareness of career options.

Future Talent sessions are delivered by college staff in school during guidance/PSE sessions and in partnership with Guidance/Pupil Care and Support staff and/or Skills Development Scotland Careers Advisors.

At the centre of Future Talent is the [Career Coach](#) tool which is an online college service that enables users to identify their ideal career through a career assessment quiz; review local employment market data; view 'live' job vacancies and, most importantly, links all of this with the courses on offer at the college.

The college delivers tasters and experiences to S3 pupils in Dundee and Angus to support careers awareness and aspirations. Pupils undertake a planned programme of experiences over 2 days across a range of subject areas. These tasters provide an opportunity to gain an understanding of subjects that may not be offered in their school as part of BGE. These also give pupils the chance to experience college life and understand the educational and employment value of 'vocational' learning.

Our S3 tasters are targeted to help to address gender imbalances as all pupils participate in experiences in areas where there may be under-representation eg boys in hairdressing/care and girls in STEM/construction.

School specific school-college activities of longer duration, different year groups and subject areas also take place based on the school priorities and needs for their pupils in the BGE.

Through this work, approximately 1600 secondary school pupils benefit from DYW relevant taster sessions and activities each year.

The exposure to Future Talent activities during BGE is intended to show the breadth of curriculum opportunities available in the Senior Phase and to support informed subject choices based on career aspirations. It is a key part of the school-college partnership.

5. Career Long Professional Learning (CLPL)

College staff are supported in their own CLPL through the work of our Organisational Development team and our small team of Learning and Teaching Mentors. Senior phase provision is encompassed within our Reflections on the Learning Experience (ROLE) learning and teaching observation activities. This on-going CLPL is supported and enhanced by a further range of specific projects and engagements that add to the skills base of staff, and enhance the quality of DYW related provision.

In 2019, the college worked in partnership with Skills Development Scotland and Baldrigon Academy in Dundee to pilot the new skills profiling tool within my World of Work. The pilot sought to address the challenges around awareness, understanding and consistency of enabling pupils to identify their skills development. The pilot also worked to overcome these challenges by implementing joint CPD between college and school teaching staff and employers ahead of learners using the profiling tool. The pilot featured as good practice in the January 2020 edition of College Development Network's [Reach](#) magazine. The next stage of this work is to take the sessions to all secondary and primary school clusters in Dundee and Angus.

Annual updating events continue to take place with teachers, guidance staff and Skills Development Scotland and have become embedded into the planning and communication cycle.

The college is a key partner in local authority-led practice sharing, learning and planning events such as Angus Council's '#everything is learning' locality based sessions and Dundee City Council's promoted staff annual conferences.

6. Impact

The strategic commitment and planned operational approaches taken to develop the school-college partnership has resulted in a 22% overall increase in uptake of Senior Phase provision in the last year, including an over 200% increase in FA uptake.

The breadth of qualifications offered to pupils in the Senior Phase has grown substantially providing a more diverse curriculum and enhancing choice and career pathways options for young people.

The efforts made to promote Foundation Apprenticeships to young people, teachers, parents/carers and employers is reflected in the increased uptake and highlights the value being placed on work-based learning and alternative routes into further study and/or employment.

The Senior Phase Vocational Pathways (SPVP) measure shows that the proportion of students successfully achieving a vocational qualification in 2017/18 was 72.6% - significantly higher than the sector average (66.9%). In 2017/18, 199 (54.4%) senior phase aged pupils were studying vocational STEM qualifications (SCQF Level 5 and above) which was above the SPVP STEM sector average.

Over the full period since the introduction of the DYW strategy, senior phase activity at D&A College has increased by 167%. During this time the College has also rolled out its Future Talent initiative to over 3,000 school pupils and has significantly increased the direct engagement of employers within the curriculum and through activities such as our Motivate Me events.

7. Planned Future Developments

To further support and enhance our DYW activities, offer and approaches, the following steps and future developments are planned.

- At the current time, colleges are unable to access data held in Insights or the SDS data hub to support more effective curriculum planning. Information such as levels of uptake by subject; attainment by subject; intended and actual destinations post school; and career aims would support improvements in respect of future provision planning for DYW strategy, school-college partnership planning, and career pathway planning for pupils.

In the absence of a national solution, both local authorities are committed to extracting and sharing the numerical data with the college to aid future planning. The college would, however, welcome movement on this at a national level, and will continue to work in close partnership at a local level through our Schools Portal to share information and inform good decision making for our young people.

- The college will work in close collaboration with our DYW partners to further develop more integrated curriculum planning to support clear and structured learning pathways as schools adopt alternative qualifications traditionally delivered by colleges (such as National Progression Awards and Skills for Work courses). Both Dundee City and Angus Councils have agreed to share their planned curriculum delivery for session 2020/21, and the college will work to provide a differentiated Senior Phase offer to compliment rather than compete with the school based curriculum.

Changes in the school senior phase curriculum will also impact on the course design of college full-time FE level provision, and due account of this is being taken in respect of our curriculum portfolio for session 2020/21 and beyond.

- Connecting Principal Teachers within our schools with college Curriculum and Quality Leaders - to share practice in learning and teaching delivery and subject development - is an area which will be progressed. This collaboration is active in some areas (particularly one pilot school) and will be developed further over the coming years to encompass all of our schools.
- Both of our local authorities have committed to integrating the college options and school-based/delivered within subject choice information to reinforce the equivalency and value of vocational options and underpin the holistic approach to the young person's Senior Phase timetable.
- We will continue to offer and develop our Preparation programmes for senior phase learners in May/June of each year. Feedback from learners indicates that pupils benefit greatly from this additional work to prepare them for their college experience.

A pilot programme undertaken in 2019 (based around the core skill of problem solving and team building tasks culminating in a "mini-fresher's" event) was highly successful. Students who successfully completed this programme also gained additional SQA accreditation. Building on this pilot year, work will continue to develop to expand and enhance these learning opportunities, with the 2020 intake being redesigned around meta-skills development focusing on creativity.

- The college will continue to be proactive in developing qualifications for the school-college partnership where gaps exist and will progress the *SDS Work Based Challenge pilot* in Hospitality and Construction, the *National Progressions Award in Criminology*, *National Progression Award in Psychology*, and new *FA frameworks as these come on stream*. These new awards support the creation of effective learning pathways, and create learner journeys that better support the transition from school to college and onto work and/or university.
- Further enrichment options for 6th years are being developed such as *Leaders of Outdoor Learning* and *Skills for the Food and Drink Sector* to provide key experience and certificates which employer feedback has identified as necessary for employment. This is an important area for both the enrichment of the learning experience and the promotion of equality and equivalency between academic and vocational qualifications.
- Around 55% of current secondary school pupils in Dundee City have an identified additional support need. These needs are in addition to those arising from socioeconomic disadvantage and (in Angus) issues of rural exclusion and isolation.

Initial work is progressing between the local authority and college to develop a 5 year enhancement plan to meet the needs of these learners, focusing on 5 key themes:

- Environment;
- Transition planning;
- Joint CPD/ Collaboration;
- Joint Planning (incl. pupils and employer input to planning provision, governance, and monitoring); and
- Improved Data Sharing/ Reporting.

Through this work we will improve outcomes and opportunities for those with additional needs.

8. Conclusions

Dundee and Angus College has a strong record of delivery and achievement in respect of the core elements of the Developing the Young Workforce strategy, and remains fully committed to the ethos, principles and activities that underpin this.

Our partnerships with our regional schools, employers and DYW group are clearly embedded in the work we do, and deliver significantly positive outcomes for young people in our region.

We have good arrangements in place to reflect and evaluate this work (both individually and jointly) to ensure that this improves and enhances year on year.

Despite the significant challenges that many of our young people face, our commitment as a college to supporting clear opportunities and pathways from primary education, through the Broad General Education and Senior Phases of secondary school and, into vocational learning, employment and university opportunities, deliver significant positive outcomes for the D&A region.

This activity is an integrated part of the school, college and employability offer of the region and will continue to develop and evolve to meet the learning and employability needs of our young people and regional economy.

Appendix 1 Dundee and Angus College Senior Phase Offer 2019/20

SCQF Level 4 and Level 5 Programmes

Dundee – Kingsway/Gardyne Campus – Monday and Wednesday 2pm – 4pm

Angus – Arbroath Campus – Friday 9am – 1pm

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

| | | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| National Progression Award (NPA) in Business and Marketing at SCQF Level 5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Regular access to PC/laptops |
| National Progression Award (NPA) in Web Design at SCQF Level 5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ICT Equipment/ Internet Access |
| National Progression Award (NPA) in Photography at SCQF Level 5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| National Progression Award (NPA) in Digital Media at SCQF Level 5 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Adobe Photoshop and Illustrator |
| National Progression Award (NPA) in Dance at SCQF Level 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| National 5 Sociology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Occasional access to PC/laptops |
| National 5 Psychology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Occasional access to PC/laptops |

SCQF Level 6 Programmes - Foundation Apprenticeships

2 Year model –

Dundee – Kingsway/Gardyne Campus – Monday and Wednesday 2pm – 5 pm

Angus – Arbroath Campus – Tuesday 9am – 4pm

1 Year model –

Dundee – Kingsway/Gardyne Campus – Monday and Wednesday 2pm – 5 pm, Tuesday and Thursday 2pm – 5pm

Angus – Arbroath Tuesday 9am – 4pm, Friday 9am – 4pm

| Courses | Delivery | | Campus | | | |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|---|
| | 2 years - 5 TH &6 th Year | 1 year – 6 th Year | Arbroath | Gardyne | Kingsway | In school (numbers permitting) – resources required |
| Foundation Apprenticeship – Accounting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Regular access to laptops/ICT Internet access |
| Foundation Apprenticeship – Business | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Regular access to laptops/ICT Internet access |
| Foundation Apprenticeship – Health and Social Care | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Access to ICT, storage area for equipment |
| Foundation Apprenticeship – Early Learning and Childcare | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Access to ICT, storage area for equipment, uncarpeted classroom with access to sink. |
| Foundation Apprenticeship – Creative and Digital Media | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ICT facilities/internet access* |
| Foundation Apprenticeship – Networking and Cybersecurity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ICT facilities/internet access* |
| Foundation Apprenticeship – Software and Application Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | ICT facilities/internet access* |

| | | | | | | |
|---|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|---|
| Foundation Apprenticeship – Civil Engineering | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Brechin High School</u> <u>+ video conference</u> 5 th year Tuesdays 09:00 – 13:00 Wednesday 14:00 – 16:00 6 th year Tuesday 14:00 – 16:00 Wednesday 09:00 – 13:00 (mixed delivery work placements options) <u>Grove + video</u> <u>conference</u> 5 th year Tuesdays, Thursday & Friday 14:00 – 16:00 6 th year Tuesdays, Thursday & Friday 14:00 – 16:00 (mixed delivery work placements options) |
| Foundation Apprenticeship – Engineering | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Foundation Apprenticeship – Food & Drink | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Potentially the use of Harris Academy Training Kitchen and/or access to required facilities |
| Foundation Apprenticeship – Science and Technology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Access to Lab |

- Additional freeware software will be required to be added to machines. Admin privileges to do so for an initial temporary period would be necessary.

SCQF Level 6 Programmes

Dundee – Kingsway/Gardyne Campus – Monday and Wednesday 2pm – 4pm

Angus – Arbroath Campus – Friday 9am – 1pm

| Courses | Delivery | | Campus | | | Comments |
|---|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | 1 year | 2 years | Arbroath | Gardyne | Kingsway | |
| Higher Sociology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Higher Psychology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| National Progression Award (NPA) Cybersecurity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| National Progression Award (NPA) Criminology at SCQF level 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| National Progression Award (NPA) Events at SCQF level 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Regular access to laptops/ICT Internet access |
| National Progression Award (NPA) Acting and Performance at SCQF Level 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Hall/Theatre/Drama room |

SCQF Level 7 Programmes

Dundee – Kingsway/Gardyne Campus – Monday and Wednesday 2pm – 5 pm

Angus – Arbroath Campus – Tuesday 9am – 4pm

| Courses | Delivery | | Campus | | | Comments |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | 1 year | 2 years | Arbroath | Gardyne | Kingsway | |
| HNC Computing | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| HNC Contemporary Art Practice | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| HNC Hospitality | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Additional attendance required – max. 4 extended days/twilight to fulfil service requirements. |
| HNC Photography | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Professional Development Award (PDA) Sociology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Professional Development Award (PDA) Psychology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Professional Development Award (PDA) Criminology | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Professional Development Award (PDA) in Information Technology in Business | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Full access to PC/laptops |
| Professional Development Award (PDA) in Financial Accounting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Full access to PC/laptops Sage Software |
| Professional Development Award (PDA) in Management Accounting | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Access to PC/laptops |

Appendix 2 – Case Study

Reducing the Learner Journey - Foundation Apprenticeship Civil Engineering

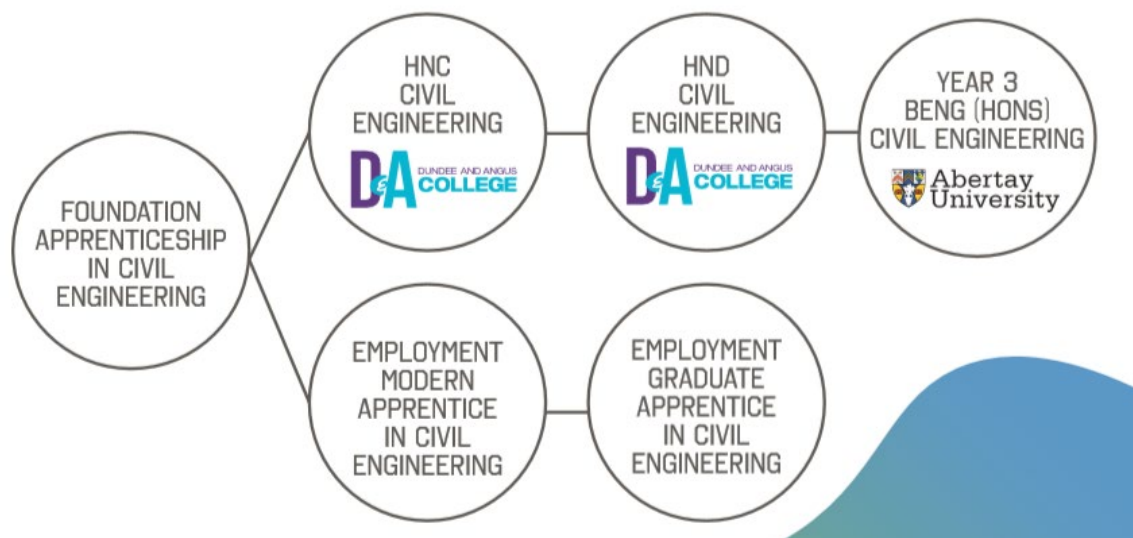
Background

Brechin Community Campus was constructed in 2016 to replace Brechin High School. Pupils, staff and other stakeholders had worked in a participative way with the contractors throughout the project which had helped raise awareness of careers in civil engineering and construction.

Dundee and Angus College and Brechin High School worked in partnership to establish The Brechin Community Campus Group comprising representatives from Brechin High School, employers, Civil Engineering Contractors Association (CECA) and Dundee and Angus College. The aim of the group was to build on the initial careers awareness created by the construction of the campus by providing learning pathway opportunities into careers in Civil Engineering and Construction.

Dundee and Angus College already had in place a successful articulation agreement with Abertay University enabling HND students to progress into 3rd year of the BA (Hons) Civil Engineering and it was agreed that the new Foundation Apprenticeship (FA) in Civil Engineering qualification could provide entry into the career pathway. The college committed to guaranteeing a place on HNC Civil Engineering for anyone who successfully completed the FA.

To help support understanding of the career pathway a visual representation was produced and included in all marketing material for pupils, parents, teachers and Skills Development Scotland Careers Advisors. The college also promoted the FA to all pupils at a school assemblies, careers events and parents evenings.



Delivery Model

Due to the challenges with transport resulting from the rural aspect of Brechin and the desire to have the FA embedded as part of the pupils' timetables, it was agreed that college lecturers would deliver the FA in school. This meant that there was no disruption to the pupils' learning or participation in school life. The college and high school worked closely to ensure that the course delivery could be adapted to avoid conflicting with key times such as school prelims, study leave and national qualification exams.

The learners benefitted from fully contextualised course design and delivery with a range of professionals involved throughout the 2-year programme. These included professional lecturers delivering engaging learning and teaching, industry experts delivering master classes and demonstrations, employers providing employability sessions and site visits and presentations from professional bodies.

The college arranged for all FA learners to become Institute of Civil Engineers (ICE) student members helping them to build their future in civil engineering, giving advice and support to help learners make the right career choices and prepare for a career in civil engineering.

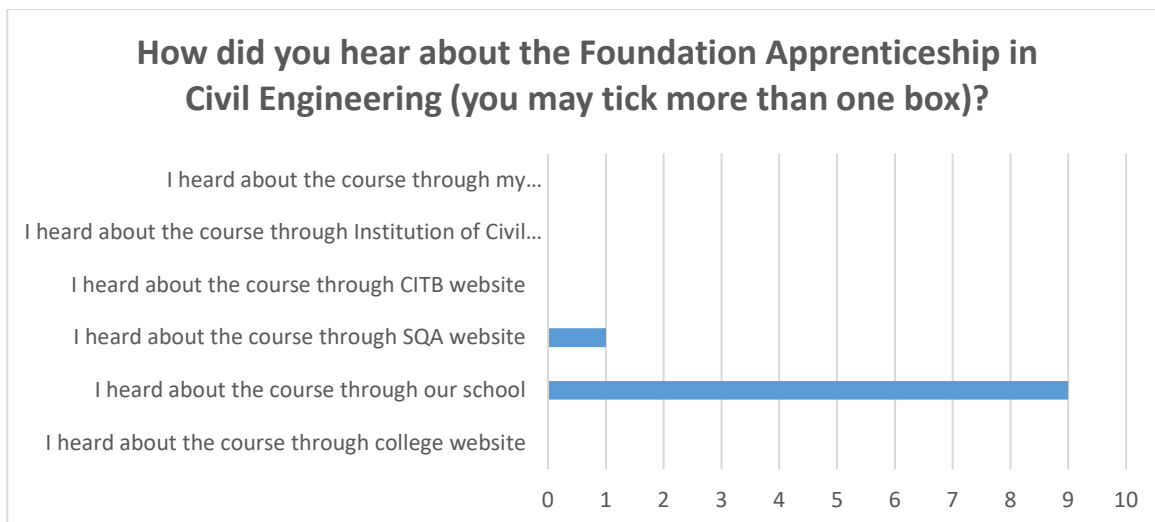
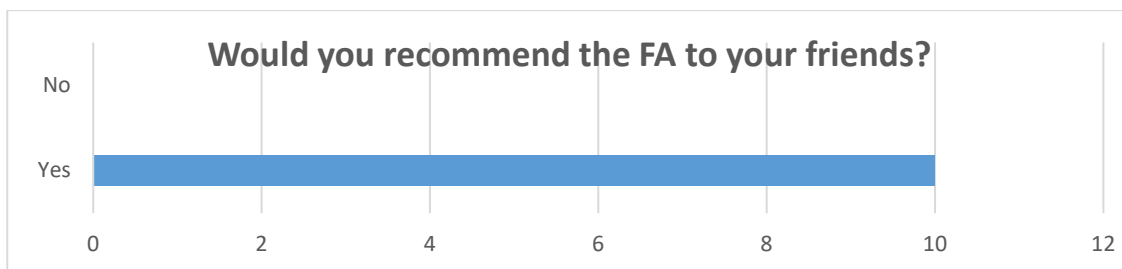
Challenges

The main challenges were based around the work based element i.e. transport and the nature of the construction industry as contractors don't build in the same place each year. A more flexible approach to suit employers was required for the students to gain their work-based experience and units, avoiding all exam leave.

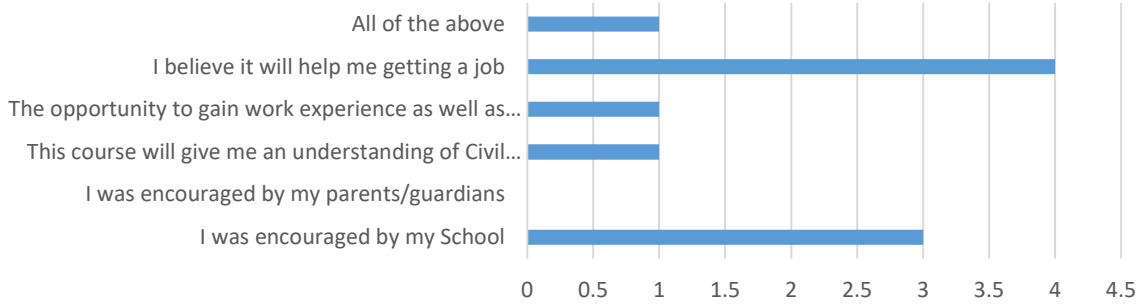
There were also issues with compatibility of the college specialist software required for teaching and local authority security firewalls. This was overcome by the college providing laptops which were stored and used in school.

Feedback

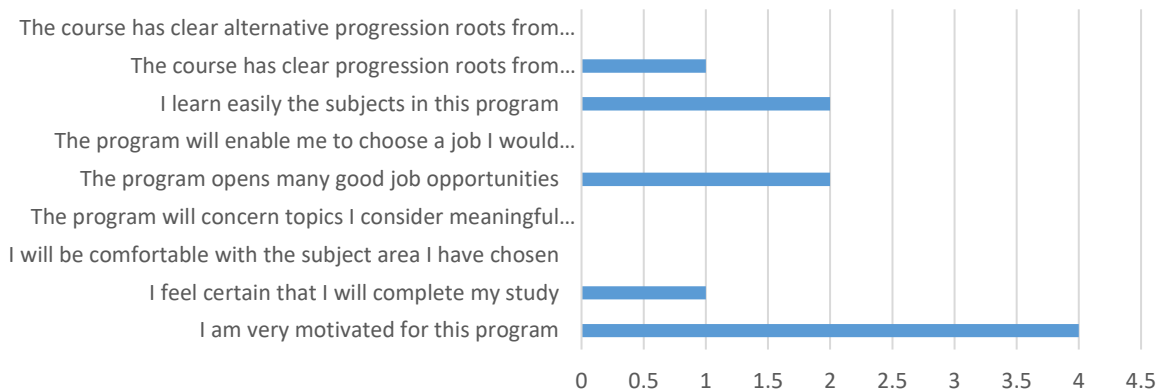
Learners were surveyed and of the 10 responses received, all were overwhelmingly positive about their experience on the FA.



Why did you apply to do the Foundation Apprenticeship in Civil Engineering course (you may tick more than one box)?



To what extent do you agree to the following statements about yourself and the course (you may tick more than one box)?



Have you had any positive or negative feedback for choosing the FA as an option? (Text Entry question):

no

it will give me a job and if good for my cv

the FA is going great, and it is giving me an amazing opportunity that I could not say no to.

Nope

it's really good and really interesting

it is amazing and very useful.

nope

Not really

One learner provided:

"I like the fact you have a choice between going straight to an Apprenticeship or further study. There isn't too much pressure as there aren't exams just assessments throughout the course and it's given me a real idea of what I'd like to do in the future. I am enjoying it and want to continue to study Civil Engineering at college then go to university. If you are really interested in the subject I would definitely recommend a Foundation Apprenticeship!"

Impact

Eleven of the 14 pupils (78.5%) recruited in Year 1 successfully completed the 2-year programme and achieved the full Foundation Apprenticeship in Civil Engineering. Seven of those who completed chose to progress onto HNC Civil Engineering at Dundee and Angus College.

All 7 learners were also put forward for selection for the college and Abertay University Additional Funded Places Scheme partnership and following interview all secured a place on the scheme. This means that they have a guaranteed place in 3rd year of the degree at Abertay University on completion of the HND at Dundee and Angus College.

One learner was awarded the Brechin High School Grant for Higher Education of £2000 for continuing his education and securing the Additional Funded Places Scheme guarantee.

The successful Brechin based approach is continuing and the model has now been replicated in a Dundee school and is progressing well.

EQUALITIES IMPACT ASSESSMENT RECORD



| | | |
|-----------------------|------------------------|------------------------|
| Prepared by: S Taylor | Issued by: R Henderson | Issue Date: 23/11/2015 |
|-----------------------|------------------------|------------------------|

Appendix 4 Equalities Impact Assessment Regional Outcome Agreement 2020 - 2021

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

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

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

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

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

Please comment:

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

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

EQUALITIES IMPACT ASSESSMENT RECORD

| | | |
|-----------------------|------------------------|------------------------|
| Prepared by: S Taylor | Issued by: R Henderson | Issue Date: 23/11/2015 |
|-----------------------|------------------------|------------------------|

2. Is there any indication or evidence that different groups have different needs, experiences, issues and priorities in relation to the above noted service (which have not already been taken into account in the development and delivery of the policy or service area under consideration)?

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

Please comment:

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

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

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

Please comment:

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

EQUALITIES IMPACT ASSESSMENT RECORD



| | | |
|-----------------------|------------------------|------------------------|
| Prepared by: S Taylor | Issued by: R Henderson | Issue Date: 23/11/2015 |
|-----------------------|------------------------|------------------------|

4. Have these problems been fully addressed?

Yes No

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

Yes No

Please elaborate:

Outlined within future ROA targets.

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

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

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

None.

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

Yes No

Please specify the groups:

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

EQUALITIES IMPACT ASSESMENT RECORD



| | | |
|-----------------------|------------------------|------------------------|
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|-----------------------|------------------------|------------------------|

9. Any other comments on the service being reviewed or the impact assessment exercise completed?

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

Yes No

Please elaborate:

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

Yes No

Initial Impact Assessment Completed by: Steven Taylor

Date: 6 April 2020

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

Please return completed form to the Quality Office.

| Objectives | 2020/23 Outputs |
|---|---|
| <p>4. To ensure the appropriate provision and educational value of learning opportunities at SCQF level 4 or lower for individuals with learning disabilities, additional support or other needs.</p> | <ul style="list-style-type: none"> • Increase learning activity Credits in Price Group 5 • Continue to review and enhance Gateway provision to embed 'T shaped learning' at the core of programmes • Further develop partnerships across a wide range of agencies and services to enhance progression and employability opportunities. |
| <p>5. 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> | <ul style="list-style-type: none"> • To further develop and enhance communication and engagement links with key partners to support improved transitions and outcomes from school to college and college to university and employment. |
| <p>6. To create a safe and secure learning and working environment, supporting the removal of barriers to learning wherever they exist</p> | <ul style="list-style-type: none"> • To progress our ambitious estates strategies to create learning environments that encourage engagement and address negative influences impacting on gender segregation, access and inclusion as a result of inflexible, outdated and unsuitable accommodation. |

5 Resourcing our Approach

5.1 Expenditure on access and inclusion activities and resources

Access & Inclusion Strategy Costs

| | <u>Staff Costs 2020-21 £'000</u> | <u>Non-pay Costs 2020-21 £'000</u> | <u>offset Income 2020-21 £'000</u> | <u>TOTAL 2020-21 £'000</u> |
|--|--|--|--|------------------------------------|
| Teams involved in transition planning for students with additional support needs | | | | |
| Social Sciences & Transition | 715 | 7 | | |
| Supported Education & Access | 1,241 | 18 | | |
| Prince's Trust | 115 | 32 | | |
| Essential Skills | 1,355 | 12 | | |
| Specialist services the college buys in/welfare services provided by the college | | | | |
| Learner Engagement | 339 | 49 | | |
| Student Guidance & Support | 1,332 | 84 | | |
| Nursery | 154 | 5 | -110 | |
| Bespoke individualised support for price group 5 or students using PLSPs | | | | |
| 2hr pw for teaching staff across other academic centres | 879 | | | |
| Development & Support of Inclusive Teaching Practices | | | | |
| Mentor posts | 47 | | | |
| Professional Learning course Leader | 61 | | | |
| CPD programmes(in house & bought in) | | | | |
| | | 22 | | |
| ICT investments, software and specialist equipment e.g hoists | | | | |
| Equipment- Disability (included in centre 403) | | 7 | | |
| Learning Systems & Technology | 635 | 132 | | |
| ICT investments | | | | |
| Software & Licences (Academic centres) | | 12 | | |
| Transition Activities inc school/college partnership, articulation & work placement | | | | |
| Academic Partnerships | 117 | 15 | 129 | |
| | Planned expenditure 2020-21 | | | £7146 |
| | Comparative expenditure 2019/20 | | | £6,723 |