



Evaluative Report 2017 -18

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1. Introduction

The purpose of this report is to convey fully the main outcomes arising from the review of academic year 2017/18, to acknowledge the College's strengths, and to provide a clear agenda for future action to improve and enhance the quality of leadership, governance, learning, teaching, and services in line with the D&A Good to Great strategy and our commitment for #moresuccessfulstudents.

This report has been developed to meet the needs of the College and the Board of Management in respect of providing a clear high level summary of quality assurance, improvement and enhancement.

This report is also designed to meet the requirements of the Scottish Government, Education Scotland and the Scottish Funding Council quality reporting and planning under the "Arrangements for assuring and improving the quality of provision and services in Scotland's colleges" through the application of the "How good is our college" quality framework.

2. Background

Dundee and Angus (D&A) College came into existence on 1 November 2013, combining a large urban college in Dundee with a smaller rural community college in Angus.

The College works across all areas of the region (including the Mearns, north Fife and parts of Perthshire) supporting changes in the regional environment, working with partners to support new and established industries, providing the skills and services required to support the economy of our diverse communities; and addressing issues of social inclusion and economic deprivation.

The College estate consists of three main campus buildings, two in Dundee and one in Arbroath, supported by three outreach centres in the Angus towns of Forfar, Montrose and Kirriemuir. Work is progressing in partnership with the Scottish Funding Council to develop the business case for the replacement of the 1960's buildings on the Kingsway campus in Dundee.

There are strong links with both Dundee City Council and Angus Council Education Departments and the College's provision includes an extensive programme of school link activity (c.5,500 credits) and support for activity under the Developing the Young Workforce initiative.

The College supports local economic growth and social regeneration by operating in close collaboration with a wide range of strategic partners. Staff are pro-active members of a number of local and national committees and the College is a key contributor to both Angus and Dundee Community Planning Partnerships.

The College's revenue budget in 2017/18 was around £35m, with grant in aid from the SFC accounting for around 75% of the total. The College employs just over 1,000 staff and was targeted to deliver 108,962 credits in 2017/18. Actual credits exceeded this funded total at c.110,000, with total enrolments of c.5,500 full-time and c.15,500 part-time.

Learner retention and attainment levels for the College have been significantly above the sector average for both FE and HE programmes on a consistent basis since merger.

Seventeen percent of learners within the College (30% in Dundee campuses) come from the 10% most deprived postcode areas in Scotland and successful outcomes for these learners are consistently above sector averages. A high proportion of Arbroath campus enrolments are from rural postcode areas.

In 2016/2017 the College launched a major new strategic initiative "Good to Great" designed to further develop the success of the College through a focused two year plan aimed at redeveloping the curriculum, learning and teaching and services to better support our region.

Incorporated within the Good to Great developments is the development and promotion of Service Design methodologies and the creation of the [Service Design Academy](#).

D&A College is a mature and successful College, with a very strong track record in terms of learner success and attainment. The College is very well integrated into our local communities and plays a key role in the significant economic regeneration currently taking place within Dundee and Angus.

D&A College is future focused and staff and our Students' Association are engaged in the Good to Great strategy and Service Design plans to take the College onto its next stage. We are committed to working alongside Education Scotland and the Scottish Funding Council to realise these ambitions and further enhance the contribution that we make to the D&A Region.

3. Methodology

D&A College has a series of robust quality arrangements in place. These arrangements are live and developing, with the College taking a clear approach to build arrangements around a culture of quality enhancement, rather than through a culture of compliance or central control.

The College has developed an innovative approach to reflection, evaluation and reporting. This approach has resulted in the creation of the MyTEAM system with a focus on "real time" reflection on the quality of learning, teaching, services and outcomes. MyTEAM captures short evaluative records and action plans on an on-going basis (rather than through the traditional end of year report), resulting in a quicker turnaround of actions, with the benefits of impact for current (rather than just future) learners. This includes engagement of learners and external stakeholders within review arrangements.

The MyTEAM system has been developed in a number of phases, and further systems development work will allow evaluative records created at course team level to be fully "nested" at whole team and sector level. Each team in 2017/18 has produced a short evaluative summary of key strengths and weaknesses within their area. This sits alongside the more detailed evidence base available through MyTEAM.

All teams meet regularly to plan activities and review performance and progress. In addition to these meetings at team level, the College has adopted a system of "Stop and Review" meetings to support quality developments on a more formal basis.

Built around professional dialogue, the Stop and Review meetings discuss key developments in learning and teaching, feedback, retention and attainment information and other relevant points by curriculum area, rather than individual Course level. Outcomes and improvements arising from Stop and Review discussions are recorded and actioned by the Head of Learning for that curriculum area.

To support the evaluation and actioning in respect of outcomes, the College has adopted a traffic lighting system for Student Outcome performance as detailed below:

- GREEN** Set high to reflect the aspirational target of the College Regional Outcome Agreement.
- AMBER** Generally reflect the national average for successful outcome;
- RED** Show areas of concern where successful outcomes are below national average levels and clear improvement action plans are required.

Using this approach, the traffic light system for the key performance indicators (PIs) used to assess courses is as follows:

Performance Indicator	GREEN %	AMBER %	RED %
Scotland Wide PIs			
“Day One” Student Outcome Measure			
Early Withdrawal (withdrawal rate for first 25% of course)	0 to 10	11 to 25	>25
Further Withdrawal (withdrawal rate for whole course)	0 to 15	16 to 25	>25
Completed Successful	100 to 75	74 to 66	<66
In-College PIs			
SARU (achievement ratio for units undertaken)	100 to 85	84 to 75	<75

This traffic light system underpins analysis of performance indicators on learner retention and attainment at course, team and subject level, and is also used to categorise learner feedback received through major surveys and the SFC Student Satisfaction and Engagement Survey. In addition, the Students’ Association undertakes a monthly “temperature check” survey through Class Representatives using a system of Class Rep Planners. Feedback from this is used at class and whole College level.

In quality assurance terms, the College operates a verification planning system to ensure overall compliance with Awarding Body requirements. Good practice outcomes arising from verification activities are circulated and a Verification Special Interest Group operates to inform developments and promote good practice in assessment and verification.

The Quality Team undertakes a regular programme of quality audits designed to ensure compliance with key quality processes and activities. In October 2017 the College received a highly successful SQA systems verification visit.

The College is an active member of the Scottish Government Retention Project, established by the Minister and run by the Scottish Government Improvement Team. This work has been used to improve retention in a number of areas and will continue throughout 2018/19.

4. Outcomes of Evaluation

The undernoted information summarises the key themes arising from review of evaluation activities and reports. These are grouped together within the evaluation headings used by Education Scotland in respect of the “How good is our college” quality framework as outlined below.

Action points arising from the evaluation outcomes are summarised relative to each Quality Indicator and are outlined in full within the Enhancement Plan 2018 – 2021.

Outcomes and Impact

(3.1) Wellbeing, Equality and Inclusion

- **Areas of Positive Practice**

- a) The curriculum, services and recruitment profile for the College reflects appropriately the composition and diversity of the regional area, delivering education and training opportunities that benefit all sections of our communities.
- b) Detailed [equality reports and action plans](#) (Mainstreaming, Gender Action Plan and Gender Pay) outline College awareness of equalities duties and provide a clear roadmap to ensure that statutory responsibilities are met.
- c) The College delivers high and improving outcomes for learners across the full range of protected characteristics and SIMD profiles, supporting equality of opportunity and outcomes irrespective of background or barriers to learning. At 73% and 80% respectively, outcomes for full-time FE and HE SIMD10 learners are consistent with others across the College and significantly exceed national averages.
- d) The volume of activity delivered to care-experienced learners is increasing year on year, with successful outcomes increased to 63% and demonstrating learner attainment on a par the average attainment levels for **all** learners in Scotland. The College is a corporate signatory to the Who Cares? Scotland Pledge and is actively enhancing the range of opportunities, services and support available for care leavers and care experienced learners and staff through our We Care @ D&A initiative.
- e) The Students' Association, Learner Engagement Team and Sports Union provide a broad range of events, activities and opportunities that promote inclusion, develop awareness, and underpin success for protected and minority groups. Projects including the 'Crack Open a Cold One' men's mental health support group and our 'Revels of Angus' LGBT group provide direct support for learners and provide a forum to share experiences, build engagement and foster good relations.
- f) A major learner and staff wellbeing project was launched in 2018 to further develop and promote wellbeing, resilience and healthy lifestyles on a clear and consistent basis for both learners and staff across the College. Supported by our Wellbeing Strategy this project is integral to our Good to Great plans and our desire to further improve learner retention, attainment and resilience, whilst supporting staff in the complex and challenging college sector environment. The project is supported by two seconded staff and engages directly with our Students' Association and staff groups to deliver on a series of engagement, activity and outcome metrics that demonstrate progress being made towards improved wellbeing.
- g) Extensive learner and staff engagement in a range of RESPECT and wellbeing events designed to promote equalities and foster good relations takes place each year, involving over 50 external organisations and partners supporting a wide range of equalities strands. RESPECT and wellbeing events have engaged with staff from every area of the College and include a broad range of dedicated class activities that broaden awareness and prompt deeper thinking for learners.
- h) A broad range of College initiatives and partnerships (including achievement of the LGBT Chartermark and a broad range of mental health awareness and first aid supports) provide strong support for learners with additional support needs or challenges, allowing them to integrate better into College life and supporting higher levels of retention and attainment.

- i) A major focus on developing staff awareness of equalities approaches and good practice has seen over 700 staff complete on-line training, resulting in improved awareness and engagement in equalities and wellbeing activities. This has included the rolling out of mental health first aid support for learners and staff and the delivery of a range of Wellness, Resilience Action Planning (WRAP) training to underpin developments.

- **Areas for Development**

- a) Traditional patterns of gender segregation remain evident across almost half of the College curriculum, resulting in too many subjects showing a 75% or greater gender split (see detail within the Gender Equality Plan).
- b) Although on a par with national average outcomes for all learners, at c.63% the successful outcomes for Care Experienced learners lag behind those of other learner groups within D&A and do not yet reflect D&A aspirational standards (of 75%+).

(3.2) Equity, Attainment and Achievement for All Learners

- **Areas of Positive Practice**

- a) D&A College results are consistently amongst the highest in Scotland, with a significant range of subject areas occupying the top performing range for Scotland as a whole. This high performing position has been further enhanced during 2017/18 with improvements made in learner outcomes across all modes of attendance.

Mode	Day One Successful Outcome		
	16/17	17/18	Diff
All Modes	74.40%	76.50%	+2.10%
Full Time – All	71.70%	74.90%	+3.20%
Full Time – FE	70.80%	75.40%	+4.60%
Full Time – HE	73.20%	76.20%	+3.0%
Part Time – All	77.40%	79%	+1.60%
Part Time – FE	78.40%	78.40%	-
Part Time – HE*	71.10%	76.9%	+5.8%

- b) A College-wide focus on improving retention has seen a reduction in both early and further withdrawal rates of 0.63% and 1.25% respectively. The joint focus on improving retention and reducing partial success has resulted in an improvement in overall day-one successful outcomes (all modes) by 2.1%. Underpinning this success is an increase in full-time FE and HE outcomes of 4.6% and 3.0% respectively.
- c) Through the Scottish Government Retention project significant focus has been placed on improving retention and attainment within the 10 lowest performing substantive full-time course areas. A broad range of inputs and ‘tests’ have been carried out across this provision resulting in overall retention across the 10 course areas improving from 71.7% to 77.28% in 2017/18, with early withdrawals reducing from 12% to 9.7%.
- d) Outcomes for younger learners follow a similar pattern to those for other learner groups. At 73.7% successful outcome for 16 – 19 year old full-time FE learners are comparable with the high success rates evident for other groups and outcomes for younger learners have shown a similar increase in the past year to those across the College as a whole. Senior phase school pupils also show strong attainment, with part-time FE and HE outcomes at 78.2% and 72.2% respectively.
- e) Retention and attainment outcomes for the high proportion of learners drawn from the 10% most deprived postcode areas are consistently amongst the top performing in Scotland. At 74.7% the successful outcome level for full-time SIMD10 learners is increased on the previous year and remains likely to exceed the average level of attainment for **all** learners in Scotland.
- f) Equality analysis highlights consistency of successful learner outcomes irrespective of protected characteristic, with high levels of success evident for learners with disclosed disabilities and those from BME backgrounds.
- g) Essential Skills attainment is significantly and consistently above national average, supporting successful outcomes and preparing learners well to progress and adapt in their learning and career journeys.
- h) Post Course Success (first destination) ratios are high across all subject areas, with 95% of learners achieving a positive destination on a sustained basis following completion of their College programme.

- i) The effective use of 'boot camps' and focused remediation activities has reduced partial success and improved attainment for part-time learners across a broad range of Higher Education provision.

- **Areas for Development**

- a) Despite overall improvement, individual outcomes across the 10 course areas covered by the Scottish Government Retention Project have been inconsistent, with some improving significantly whilst others have worsened. NC Social Science level 5 further withdrawal increased from 21% to 31% in 2017/18 whilst Access to Life Sciences (SWAP) further withdrawals reduced from 40% to 17.4%.
- b) With a day one outcome figure of 51.4% in 2017/18, learner retention and attainment for standalone Highers and full-time Highers programmes lag significantly behind those of other provision.

Delivery of learning and services to support learning

(2.2) Curriculum

- Areas of Positive Practice

- a) All curriculum teams have engaged enthusiastically in a large-scale and multi-year curriculum review that draws upon a range of internal labour market, student and course data relating to demand, success and progression and external data including key national strategies, DYW plans, demographic reports and SDS Regional Skills Assessments Plans. This comprehensive approach has resulted in the creation of a range of new and innovative curriculum areas including: Data Analytics/Data Visualisation; Business Intelligence; Supply Chain Management; Cyber Security; Food Science and Technology; and even Cremations & Burials. The structured approach developed ensures that current and future curriculum provision directly meets local needs and ensures that our curriculum portfolio, course design, and progression/articulation pathways meet learner and regional economic demands.
- b) Challenges in retention, attainment and progression for learners at Introductory level (SCQF level 4) have led through Curriculum Review activities to the creation of “Gateway” pilots with vocational specialists working in close partnership with our Access team to better support these younger learners and focus on developing the “t-shaped” learner. Improved outcomes and successful evaluation of the pilots has resulted in the roll out of Gateway programmes in the wider curriculum, providing greater flexibility and opportunity for those learners furthest from the labour market.
- c) High quality provision for learners with complex and profound needs is highly successful in developing life and employment chances, leading to very high levels of retention and attainment (96%). Increasing use of employment, enterprise and real-life work projects for these learner groups – such as the award winning international Film Festival Project – develops learner confidence and supports improved progression and employment opportunities.
- d) With a focus on ‘careers not courses’, all curriculum teams have focussed strongly on a strategy of building learning around careers opportunities rather than simply a qualification. For example, in Business, learners are offered choices to adopt a career or articulation focussed learning pathway, whilst our innovative Future Skills College provision for school pupils builds course opportunities directly around the job guarantees available for the participants.
- e) Close partnership between teaching teams, Skills Development Scotland (SDS) and our Future Talent and Motivate Me! Activities ensures that delivery of Career Management Skills is strong across all curriculum areas. This has included SDS training c40 staff in a level 7 Career Coach qualification, with all of these activities ensuring that learners are benefiting from the entitlements of the Career Education Standards 3-18.
- f) Almost all full-time FE courses undertake Enterprise activities that reflect a society-based agenda of either environmental or social projects. This is supported by very extensive use of interdisciplinary and project based learning approaches across all curriculum areas that delivers real-life learning at all levels. Supporting this work, our Learner Engagement team has successfully developed and supported 30 cross-college interdisciplinary learning projects in the past year, engaging learners and adding value to in-class delivery. This extensive focus on enterprise has led the College to be awarded the national Bridge to Business Entrepreneurial College of the year award in 2017 and the UK wide Enterprise Educators awards for FE Team Enterprise award in 2018.
- g) A range of Senior Phase programmes (c5,800 credits) offer full progression opportunities to further study and are contextualised with industry relevant employability skills embedded throughout the curriculum. A significant review of schools provision began during 2017-18 with a Service Design-led activity with all Angus Schools (and similar activity planned for the Dundee area). The resulting School Engagement plan for session 2018-19 will grow this provision by c.30% and lead to improved collaboration and more seamless transition for learners.

- h) Effective recruitment processes support the early identification of prior achievement and attainment levels, helping to ensure that learners are recruited to the most appropriate and meaningful programme. Requirements for support for learning are identified and acted upon at an early stage and “Prepare Me!” bridging or transition support is provided at the earliest point. This ensures that all learners benefit from tailored interventions, such as study skills and core skill development that supports their progress right from day 1. Where appropriate these interventions are provided in advance of the learner starting their programme, addressing any initial learning gaps and preparing learners well for their chosen programme.
- i) There has been extensive development of work experience and work placement opportunities during 2017/18, with a significant increase in the number of courses where these opportunities are built into course design, providing learners with invaluable practical experience of the world of work and opportunities for the application of class-room based learning.
- j) Skills for Learning, Life and Work (SLLW) are embedded in all delivery and evidenced in Learning and Teaching summary templates. Supported by our Learning and Digital Resources team, new initiatives and materials are developed on a rolling basis to meet learner and curriculum needs. These include the creation of a Resilience workshop session, a new blended learning Future Talent course and the innovative D&A Attributes programme. These provide valuable enhancements to subject-based curriculum and meaningful opportunities for learners to engage in wider achievement activities that build and evidence soft-skill developments that are highly valued by employers.
- k) Industry and stakeholders engage well across all curriculum areas to influence directly curriculum content and delivery methodologies, ensuring that these are up to date and meet regional employment needs. Extensive links in subjects such as Computing and Creative Media directly influence course design, delivery and career management skills in the digital sector. Visible employer branding and sponsorship of learning spaces has created a “Digital Mile” which, alongside direct employer involvement in the curriculum, improves motivation, provides learners with knowledge of industry practice, and creates job and work placement opportunities.
- l) Staff make good use of learner work placement opportunities to engage with employers and benefit from exposure to current industry practice and professional updating which enhances learning and teaching practice and the learner experience. In our Animal Care team, collaboration with experts at the Camperdown Wildlife Centre has developed staff expertise with zoo animals and has to the creation of a level 6 Group Award in Zoo Animal Behaviour and Welfare to be delivered on a research project basis.

- **Areas for Development**

- a) The maintenance and expansion of formalised articulation agreements has not kept pace with recent curriculum developments and changes in staffing within the College and key HEI partners. This has resulted in a number of agreements becoming dated, with the potential for future impact on articulation with advanced standing for learners on new programmes or those in areas where agreements have lapsed.
- b) Although the development and delivery of Career Management Skills is strong across all curriculum areas, the promotion and signposting of the Career Education Standards 3-18 is not fully evident.
- c) Whilst excellent opportunities are provided in most curriculum areas, the College aspirations for all learners within full-time FE courses to benefit from work experience/work placement opportunities that match fully with the Work Placement Standard for Colleges has not yet been realised.

(2.3) Learning, Teaching and Assessment

- **Areas of Positive Practice**

- a) A long-standing and supportive ROLE (Reflection on the Learning Experience) observation system provides clear feedback on trends and developments in learning and teaching, whilst encouraging staff to 'try something different' within a managed and developmental setting. Supported by a small team of enthusiastic Learning and Teaching Mentors, around 150 observations are completed annually, with feedback in 2018/19 confirming that all lessons were well planned delivered, with many based on feedback from learners which enhanced engagement.
- b) A growing variety of teaching approaches are used to good effect to meet individual learner needs and support consistently high levels of attainment, with most teaching staff making use of a range of teaching techniques and questioning strategies effectively to involve learners, explore concepts and ideas and check knowledge and understanding. There are good examples of cooperative learning, project and group work, and coaching within the curriculum teams, along with opportunities for outdoor, real work and community project based learning.
- c) Cooperative and peer learning techniques are used increasingly by staff. Our Access to Nursing students work in partnership between our Care and Learner Engagement teams to undertake buddy and sexual health training, gaining confidence in their knowledge and skills and greater independence in learning. This has supported the rolling out of a learner buddy scheme whilst supporting Care learners to enhance performance in their coursework.
- d) Learners taking ownership of learning is embedded well across all areas of the College, supporting greater engagement and building deeper and more diverse skills and knowledge for learners. In the March 2018 SFC Student Satisfaction and Engagement Survey (SSES), 97% of learners strongly agree or agree that staff encourage learners to take responsibility for their learning (3,309 responses). In Dance, HND and Degree students have engaged collaboratively in projects where they are fully autonomous (establishing their own timetables, selecting dancers, solidifying their own idea and stage work, including all technical requirements), supporting independence in learning.
- e) Teaching staff engage well with learners in seeking feedback and ideas to influence the planning and delivery of learning and teaching, and the approaches to, and timing of, assessment. In the SSES, 89.6% of learners agree or strongly agree that they are able to influence learning on their course.
- f) Most staff engage with learners to provide opportunities for the planning and personalisation of learning. This is particularly strong within extensive project work and assignments where learners are able to select a topic of their own interest. In some curriculum areas, learners are given opportunities to present their work for assessment across a range of methods, creating a real sense of ownership for learners who are motivated to engage in learning which is meaningful to them. In the best examples, high degrees of innovation engages learners directly in curriculum planning, such as the involvement of Horticulture students, staff and employers in Service Design activity for Curriculum Review, and the development of production-based timetabling in Acting and Performance.
- g) Through strong partnerships between Essential Skills and curriculum teams, contextualisation and project based delivery is the norm for the full range of essential skills delivery. This supports greater engagement of learners in the development of their essential skills, and allows learners to incrementally develop skills and prepare for progression. At 95.6%, pass rates within Core and essential skills units are very strong and improved on previous years.

- h) Most lecturing staff make good use of the high quality resources and digital equipment which are available. The College VLE (MyLearning) is used extensively to support and reinforce classroom-based learning and recent developments to support and promote the use of 'Rise' are improving the quality of on-line materials and resources to enhance learning. SVQ learners use bespoke e-portfolio packages. Teams are using various broadcasting and learning/feedback technologies as part of everyday teaching.
- i) All teams provide effective learning and teaching ensuring learners have relevant and current industry skills to enhance employability. This is enhanced further, in some areas, by the opportunity for learners to work alongside industry professionals. For example, hospitality and professional cookery students designing, producing and serving dessert for 250 covers at a dinner at the Old Course Hotel. Computing students designed and built the Communication Networks for the 147th Open Championship at Carnoustie. In Sport and Fitness all learners participate in practical community based work experience or volunteering and many have benefitted from opportunities to engage in additional industry qualifications, enhancing skills and employability.
- j) A strong focus across all curriculum teams on improving the scheduling and integration of assessment has reduced the assessment burden on learners. Staff have further supported learners in developing time management skills and encouraged them to take advantage of strategically timed "mop up" days and "bootcamps" for additional support, remediation and re-assessment. This has reduced levels of partial success with a corresponding positive impact on overall successful outcomes.
- k) Almost all learners benefit from interdisciplinary and real-life project based learning, exposing them to the "bigger picture" and providing them with the opportunity to work creatively and collaboratively, developing wider skills in, for example, time management, problem solving and networking. Dundee Fashion week, held in May 2018, was an excellent example of interdisciplinary work between Retail and Events, Art and Design, Hair and Beauty and the External Relations team. Alongside providing a rich and exciting "real-life" experience, all project activities have also provided evidence for units in the individual learner's courses. A collaborative project between Engineering and Social Science students led to the development of a memorial for the centenary of the Great War, highlighting interconnections between STEM and the humanities. Students in NC Social Sciences embraced the project which helped them understand the relevance of history as well as the role of Social Science in a technical age.
- l) Learner surveys and learning and teaching observation outcomes highlight that teaching staff provide positive and constructive feedback to all learners and remediate as appropriate to ensure effective assessment for learning.
- m) Learners across the College engage with Personal Development Plans to support their personal SWOT analysis, goal setting and development. Flexible approaches to PDP are used to support learners to ensure that these have value and impact for all, regardless of subject area or level.
- n) Some learners, particularly from practical areas, have been extremely successful in national and international competitions, including UK-wide Hair and Beauty competitions, World Skills and Gardening Scotland. Learners value these opportunities highly, developing enhanced skills in their field, along with confidence and skills for employment.
- o) The Students Association works well across all academic teams to identify and train class and lead representatives. Most curriculum teams engage effectively with these learner representatives and use the feedback from learners and other stakeholders well to evaluate the learning experience and plan improvements.
- p) All staff reflect well on their learning and teaching practice and implement change to enhance the learning experience. Staff use the College's Self-Evaluation tool, MyTEAM, effectively, to capture evidence of reflection and evaluation and to set out plans for improvement. This real-time evaluation and action-planning ensures that improvement and enhancement is enacted and benefits current as well as future learners.

- **Areas for Development**

- a) College accommodation is generally of a high standard, however the accommodation and facilities within the Kingsway campus no longer meet learner or curriculum needs. This is resulting in learning environments that fall below acceptable standards and learning environments that are failing to keep pace with learner expectations or the needs of regional employers. This is having a day-to-day impact in subject areas such as Hair and Beauty, and is a major barrier to the implementation of the Regional STEM strategy and ambitions for Tayside.
- b) Learner feedback highlights that the use of diverse assessment approaches and methods is not consistent across all teams, limiting the value of some assessments as learning opportunities and reducing learner engagement in the assessment process.

(2.4) Services to Support Learning

- **Areas of Positive Practice**

- a) Support and Teaching staff across the College work together on a collegiate basis to deliver responsive and joined-up services that address key priorities and meet learner needs. This positive and 'joined up' culture of improvement, coupled with developments in Service Design, have engaged over 500 students and staff in jointly improving curriculum and services, including extensive revision to student recruitment, on-boarding and funding. Through this work new intuitive services have been developed that better meet learner needs, reduce error/confusion in respect of complex systems and improve turnaround times. Changes in student funding approaches have reduced application processing times at the busiest point in the year to less than one week.
- b) The creation of a bespoke learner 'on-boarding' system through direct learner input has streamlined pre and post-recruitment tasks into a single and clearly mapped out journey. This simplifies arrangements and provides a clear step by step route where learners can check their course application, progress their student funding application, complete registration and even access their timetable. Use of task logging allows learners to see at a glance progress made in respect of key pre-entry tasks, whilst learner designed guidance supports users through the journey, improving engagement, reducing errors and removing potential barriers to early attendance and retention.
- c) Through the whole College focus on improving retention, and working in partnership with all teaching teams, our Learner Engagement service delivers a range of Engage @ D&A sessions that encourage learner teambuilding, build cohesion and support engagement in and co-creation of the learning experience. Building on 19 successful sessions offered in 2016/17, 88 sessions were delivered in 2017/18 to 22 course groups with lower than average levels of learner retention. This input has supported these groups, resulting in a 5.5% reduction in withdrawals (34 learners) and a corresponding increase in successful outcomes.
- d) The merger of our Learner Resources and Learning Technologies teams has supported the creation of a broader based learning and digital resources service that provides on-going all campus support for both learners and staff across a wider range of services, including traditional learning resource provision and developing approaches to digital and on-line learning. These changes, coupled with the adoption of new standards and software approaches to on-line materials, have resulted in a significant enhancement to digital skills and on-line learning opportunities.
- e) Growing use of our Future Talent strategy and activities gives all learners access to high quality materials across a range of formats that underpin career management skills development on a common basis across programmes and provides a "start to finish" career management service for learners that delivers on the entitlements of the Careers Education Standards. The creation of a team of trained Career Coaches, supported by input from Skills Development Scotland, has expanded significantly the quality and provision of career management support available to learners. This is supplemented by a host of Motivate Me! opportunities bringing learners and around 150 employers together across the year to undertake mock interviews and CV clinics, and benefit from opportunities to attend career management workshops and network with employers.

- **Areas for Development**

- a) At c80% across a wide range of measures, levels of learner satisfaction are consistently high but have remained static for a number of years and are not improving in line with College aspirations.

Leadership and Quality Culture

(1.1) Governance and Leadership of Change

- **Areas of Positive Practice**

- a) D&A College has placed significant effort on the development of a culture based on high levels of learner success and making visible the impact that this success has on the life chances for learners and the direct role played by staff across the College in reducing inequalities and supporting economic development for the region. This underpinning culture supports the development of collegiate approaches and staff ownership of 'wrap-around' learning and services for learners that allow them to be more successful and promote positive outcomes. The Good to Great strategy launched in 2017 exemplifies the ambition and desire to foster improvement throughout all areas of the College.
- b) The College has a palpable innovative and learner centred ethos and approach to the range of activities that it supports. This encourages new innovative ways of working that directly benefit learners and leads to D&A College being a regular national award winner (including CDN 'College of the Year' in 2018). The College is in high demand to share its practice and regularly shares and showcases its successful approaches with around half of others in the sector each year.
- c) The College has a clear long-term strategy, with detailed ambitions for the quality and effectiveness of the services it provides within a well-structured and well thought-out Regional Outcome Agreement that directly reflects national and local priorities and also acts as our strategic and operational plan.
- d) Clear and sustained attainment of activity (credit) targets and split of activity is evident relative to College and national priorities and measures. Overall learner activity in 2017/18 has exceeded funded levels by c.600 credits (c.0.6%) providing additional places and opportunities for learners within the region.
- e) The implementation of the Good to Great transformation strategy is focused on clear aspirational change across all elements of College activity. Extensive staff and learner consultation and engagement throughout the Good to Great plans has created strong awareness and buy-in to these ambitious and far-reaching changes in curriculum, teaching and service delivery. The use of Service Design methodologies and Good to Great Student Ambassadors ensures that learners and other service users are firmly involved in developments.
- f) The Board of Management has articulated its vision clearly for senior staff and provides a strong element of challenge in respect of achievement of this through the use of clear outcome based measurement plans and metrics developed for each Committee and the full Board.
- g) Supported by a range of high-level metrics, the full Board and its Learning, Teaching and Quality Committee set challenging targets for improvement in subject/service areas where learner retention, attainment or feedback is below College or national averages. This focus spotlights areas for improvement in an open way, ensuring that improvement plans are transparent for all involved and necessary outcomes are achieved.
- h) The College is an active and influential member of the D&A Developing the Young Workforce Group and plays a central part in the development and delivery of the local area DYW implementation plan. This work has seen a substantial increase in work with schools and clear emphasis on career management skills and employment routes for learners.
- i) Significant work is progressing to further enhance the senior phase school link offer provided by the College, with Service Design approaches used to good effect to build new Strategic School Engagement Plan with both Angus and Dundee City Councils that will underpin growth of c30% in senior phase provision during 2018/19.

- j) Delivery of HE provision for learners from designated 'SHEP' schools has grown significantly during 2017/18, representing 13.3% of all HE activity. Outcomes for these learners are in line with those for other groups, delivering positive pathways into employment and further study and increasing progression to HE from schools with traditionally low rates.
- k) A range of clear and well thought out strategies dovetail to provide a strategic context for the College that supports and directs activities and innovations in areas including: curriculum review and development; enhancing learning and teaching; learner retention; career management skills; digital competence; a regional STEM strategy; and staff and learner wellbeing. These strategies provide an integrated approach to College the prioritisation of activities, and are influential in developing thinking and practice and underpin consistently high levels of learner retention, attainment and progression.
- l) The Board of Management actively evaluates its own contribution to the College through a series of indicators that reflect its impact on the College as a whole. Both self and externally facilitated evaluations have identified clear strengths in Board operations alongside actions for future improvement. To supplement this, the Board has signed up as the Scottish college representative in an ESRC funded research project into effective Board governance being undertaken by the University of Stirling. This work will underpin further evaluation and inform future improvement.
- m) An active Student Advisory Board incorporating two College Board members (including the Chair) alongside Students' Association Office Bearers, NUS, learners, and staff provides additional support and positive challenge to the operation of the Students' Association relative to the good practice of the national Framework for the Development of Strong and Effective College Students' Associations.

- **Areas for Development**

- a) Whilst good progress has been made in respect of Students' Association organisation and development, sustaining a single cohesive Students' Association Executive has proven to be a challenge year-on year, resulting in disproportionate gaps in learner representation on individual campuses and impacting negatively on the overall effectiveness and autonomy of the Association.

(1.4) Evaluation Leading to Improvement

- **Areas of Positive Practice**

- a) Real-time evaluation through the 'MyTEAM' system and regular 'Stop and Review' sessions supports rolling in-depth evaluation, resulting in more extensive reflection on learning, teaching and services and more rapid action planning for improvement at course and service level.
- b) A full day 'Stop & Review' session undertaken by our Students' Association has led to a range of improvements in Class and Lead Representative arrangements that better support the engagement of learners in the reflection, evaluation and feedback on learning, teaching and services. Through this work a revised Class and Lead Representative structure has been developed with plans in place to further enhance reflection and evaluation using a series of service design tools.
- c) All teams make good use of a series of easy to follow interactive data dashboards that provide real-time and transparent access to information and trends on key learner data, including applications, enrolments, attendance, retention, attainment, equalities, survey feedback, post course success, and other information. This data supports good decision making, with increasing use being made of data trends to predict needs and develop proactive multi-team interventions that are impacting positively on learner retention and outcomes.
- d) Supported by a transparent traffic lighting system, clear improvement action plans are in place for all courses and services that fall below College/national average levels. Where on-going trends in low performance are identified these action plans (and resulting progress) are recorded and reported on at Board of Management level through an Executive Review process. Action is taken to amend/remove course provision that fails to meet improvement criteria.
- e) Following issues identified with Highers qualifications, our Highers Forum has supported a range of development and good practice sharing for all staff delivering these qualifications. This has resulted in improvement in Highers results within a number of important subject areas, but has been less effective in others. Where sustained improvement is not evident, curriculum provision is being amended or removed as part of planned curriculum review outcomes.
- f) Innovative use of service design methodologies have supported the detailed evaluation and enhancement of curriculum delivery, structure and content in partnership with learners, staff and employers in subject areas as diverse as Horticulture and Hairdressing/Beauty. Service design approaches have also supported creation of a new and more focused Strategic Engagement Plan with Angus schools that underpins extensive developments in school partnership working and curriculum provision.
- g) Annual curriculum and quality priorities are developed from a broad range of evaluation and feedback activities and establish a clear direction of travel in respect of developments in learning, teaching, quality and learner engagement activities. These priorities are used well to direct and inform the central CPD programme and underpin professional dialogue following learning and teaching observations. A multi-year focus on real-life project based and interdisciplinary learning within these priorities has supported a significant increase in the use of integrated and project based learning across all teaching teams.
- h) Developments to create a 'mini team' business partner approach by our People (HR&OD) team has been successful in better identifying and supporting staff CPD needs relative to the evaluation of learning and teaching and the analysis of learner feedback.
- i) An award winning Good Practice Blog (CDN awards and TES finalist) is produced and published weekly on the staff portal, highlighting examples of innovative, interesting and successful practice across the College. The growing popularity and use of this blog is underpinned by clear evidence of blog posts influencing and informing the successful teaching approaches adopted by others.

- **Areas for Development**

- a) Feedback drawn from learning and teaching observations highlights that too many lessons are still delivered in a traditional teacher led format that does not match fully with College aspirations for the adoption of modern learning styles. Although these approaches can often be successful they do not fully engage learners in their learning, or prepare learners well for the next stages of their learning journey.
- b) Class and lead representative feedback on learning and teaching is more limited and less consistent than feedback on other topics, resulting in a restricted learner voice in this area (see 2.3 above).

5. Capacity to Improve Statement

Dundee and Angus College has a positive culture of reflection and evaluation and staff at all levels demonstrate an active willingness to change and improve to meet learner needs and support successful outcomes. This is borne out in the results and outcomes for learners.

Overall learner outcomes are very positive (are improved on 2016/17) and are routinely amongst the very top levels of performance for Scotland. This success is built upon a broad range of strong and effective practice, backed up by a clear focus on reflection, evaluation and improvement.

The College has well-developed and mature quality arrangements that support the detailed and transparent evaluation of learning, teaching and service provision and strong evidence exists to highlight positive changes enacted as a result of this evaluation activity. Areas for development are openly identified and effective enhancement actions put in place through a system of real-time evaluation and action planning.

At Board and senior leadership level a range of strategies dovetail well to inform future direction and support improvement. The Good to Great strategy, supported by Service Design developments, provides a clear direction of travel within which these aspirational changes will be managed.

College leaders and managers are committed to on-going quality improvement and enhancement and are strongly engaged in the Good to Great strategy and developments. This work has supported significant engagement in 'whole college' approaches to improving retention and attainment, with staff from all areas of College activity working together more effectively to further enhance learner retention and attainment.

The College curriculum is relevant, dynamic and well matched to regional needs. This is supported by detailed labour market data and an extensive range of productive partnerships that inform and support the wide range of curriculum provision offered. A major curriculum review is underway to further enhance curricular provision and ensure that this meets regional economic needs.

There is evidence of innovative and exciting learning and teaching throughout the curriculum and where required a strong focus on enhancing the quality of learning and teaching is backed by extensive professional development and mentor support.

Services to support learning are of a high quality and a strong culture of cross-college teamworking supports a wide range of innovative approaches to service delivery and the effective integration of services and activities that really benefit learners.

Partnerships and stakeholder engagement enhance College activities and approaches at all levels and the College is recognised within its community as a positive and effective regional partner.

D&A College has a clear focus on quality enhancement and demonstrates a strong and evident willingness and capacity to improve.

6. Conclusions

Dundee and Angus College has welcomed the transfer to the revised quality arrangements and the introduction of "How good is our college" as the key driver for reflection, evaluation and action planning.

Through this report the College has aimed to provide a clear, accurate and mature reflection on performance with a view to identifying and developing an enhancement plan that addresses key areas for development and results in improvement in opportunities, learning and outcomes for our diverse learner and stakeholder communities.

7. 2017/18 Grades

Based upon the broad range of College activities, outcomes and impacts and evidenced by the comprehensive culture of reflection, evaluation and enhancement the following grades have been confirmed for Dundee and Angus College for 2017/18.

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

For Education Scotland

Signed:

Position:

Date:

For Dundee and Angus College

Signed:



Principal

Date: 31 October 2018

For the Scottish Funding Council

Signed:

Position:

Date:

Appendix 1 - Regional Outcome Agreement Measurement Plan

National Measures	2016-17	2017/18	Target 2017-18	Target 2018-19
1(a)* The volume of Credits delivered				
The volume of Credits delivered (core)	103,232	102,405	103,861	108,962
Core Credits target (region)	102,960	103,861	103,861	108,962
% towards core Credits target (region)	99.74%	98.6%	100%	100%
The volume of Credits delivered (ESF)	5,544	7154	5,101	-
The volume of Credits delivered (core + ESF)	108,504	109,559	108,962	108,962
1(b) Volume and proportion of Credits delivered to learners aged 16- 19 and 20-24				
Volume of Credits delivered to learners aged 16-19	51,899	51,681	52,000	51,200
Proportion of Credits delivered to learners aged 16-19	47.8%	47.2%	48%	47%
Volume of Credits delivered to learners aged 20-24	22,156	19,755	23,833	21,800
Proportion of Credits delivered to learners aged 20-24	20.4%	18%	22%	20%
Volume of Credits delivered to full-time learners	81,650	82,243	80,000	80,000
1(b)(ii) Volume and proportion of credits delivered to full-time learners aged 16-19 and 20-24				
Volume of Credits delivered to full-time learners aged 16-19	40,213	40,605	40,000	39,200
Proportion of Credits delivered to full-time learners aged 16-19	49.3%	49.4%	50%	49%
Volume of Credits delivered to full-time learners aged 20-24	17,793	15,504	18,400	17,600
Proportion of Credits delivered to full-time learners aged 20-24	21.8%	18.9%	23%	22%
1(c)* Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas				
Volume of Credits delivered to learners in the most deprived 10% postcode areas	18,442	17,596	18,400	19,600
Proportion of Credits delivered to learners in the most deprived 10% postcode areas	17.0%	16.1%	17%	18.0%

1(d) The volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers				
Gender -				
Volume of Credits delivered to Male learners	51,614	51,760	54,160	54,160
Proportion of Credits delivered to Male learners	47.4%	47.2%	50%	50%
Volume of Credits delivered to Female learners	56,661	57,012	54,160	54,160
Proportion of Credits delivered to Female learners	52.4%	52.0%	50%	50%
Volume of Credits delivered to Other learners	228	787	250	250
Proportion of Credits delivered to Other learners	0.14%	0.7%	0.2%	0.2%
Ethnicity -				
Volume of Credits delivered to BME learners	4,521	5,472	3,800	4,300
Proportion of Credits delivered to BME learners	3.5%	5%	3.5%	4%
Disability -				
Volume of Credits delivered to students with a known disability	12,950	13,513	18,400	19,500
Proportion of Credits delivered to students with a known disability	11.9%	12.3%	17%	18%
Care Experience -				
Volume of Credits delivered to students with Care Experience	2,708	3,004	3,100	3,800
Proportion of Credits delivered to students with Care Experience	2.5%	2.7%	3%	3.5%
2(a)* The number of senior phase pupils studying vocational qualifications delivered by colleges	428	1,347	400	450
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges				
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1,672	2,264	2,200	3,300
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	1.5%	2.1%	2%	3%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision				
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	3,676	3,576	4,400	4,900
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	3.4%	3.3%	4%	4.5%

2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)				
Volume of Credits delivered at HE level	33,213	32,848	37,000	37,000
Volume of Credits delivered at HE level to learners from SHEP schools	129	4,354	370	370
Proportion of Credits delivered at HE level to learners from SHEP schools	0.38%	13.25%	1%	1%
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses				
Volume of Credits delivered to learners enrolled on STEM courses	20,069	20,085	24,900	26,000
Proportion of Credits delivered to learners enrolled on STEM courses	18.5%	18.3%	23%	24%
4(a)* Proportion of enrolled students successfully achieving a recognised qualification				
The number of FT FE enrolled students achieving a recognised qualification	2,381	3,005	2,516	2,625
The total number of FT FE enrolled students	3,390	4,045	3,400	3,500
The percentage of FT FE enrolled students achieving a recognised qualification	70.2%	75.4%	74%	75%
The number of PT FE enrolled students achieving a recognised qualification	3,035	2,164	3,600	3,735
The total number of PT FE enrolled students	3,868	2,747	4,400	4,500
The percentage of PT FE enrolled students achieving a recognised qualification	78.4%	78.3%	82%	83%
The number of FT HE enrolled students achieving a recognised qualification	1,507	1,518	1,690	1,716
The total number of FT HE enrolled students	2,065	1,997	2,200	2,200
The percentage of FT HE enrolled students achieving a recognised qualification	73.0%	76.2%	77%	78%
The number of PT HE enrolled students achieving a recognised qualification	751	818	738	747
The total number of PT HE enrolled students	967	1,018	900	900
The percentage of PT HE enrolled students achieving a recognised qualification	77.7%	76.9%	82%	83%
4(b)* Proportion of enrolled MD10 students successfully achieving a recognised qualification				
The number of MD10 FT FE enrolled students achieving a recognised qualification	481	489	504	548
The total number of MD10 FT FE enrolled students	688	670	700	750
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	69.9%	73.0%	72%	73%
The number of MD10 PT FE enrolled students achieving a recognised qualification	450	282	1,275	1,290
The total number of MD10 PT FE enrolled students	603	433	1,500	1,500
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	74.6%	65.2%	85%	86%
The number of MD10 FT HE enrolled students achieving a recognised qualification	173	177	190	200
The total number of MD10 FT HE enrolled students	252	222	260	270
The percentage of MD10 FT HE enrolled students achieving a recognised qualification	68.6%	79.7%	73%	74%
The number of MD10 PT HE enrolled students achieving a recognised qualification	53	54	126	135
The total number of MD10 PT HE enrolled students	72	66	180	190

The percentage of MD10 PT HE enrolled students achieving a recognised qualification	73.6%	81.8%	70%	71%
4(c)* Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges				
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	114	48	14	15
The total number of Senior Phase FT FE enrolled students	134	62	15	16
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	85.1%	77.4%	93%	94%
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	536	237	320	336
The total number of Senior Phase PT FE enrolled students	827	303	400	420
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	64.8%	78.2%	80%	80%
The number of Senior Phase FT HE enrolled students achieving a recognised qualification	23	1	-	-
The total number of Senior Phase FT HE enrolled students	32	2	-	-
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification	71.2%	50.0%	74.0%	74.0%
The number of Senior Phase PT HE enrolled students achieving a recognised qualification	23	13	-	-
The total number of Senior Phase PT HE enrolled students	34	18	-	-
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification	67.6%	72.2%	74.0%	74.0%
4(d)* Proportion of full-time enrolled Care Experienced students successfully achieving a recognised qualification				
The number of CE FT FE enrolled students achieving a recognised qualification	61	83		
The total number of CE FT FE students	125	141		
The percentage of CE FT FE enrolled students achieving a recognised qualification	48.8%	58.9%		
The number of CE FT HE enrolled students achieving a recognised qualification	17	15		
The total number of CE FT HE students	26	24		
The percentage of CE FT HE enrolled students achieving a recognised qualification	65.4%	62.5%		
4(e)* Proportion of full-time FE enrolled students aged 16-19 achieving a recognised qualification				
The total number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1188	1892		
The total number of FT FE enrolled students aged 16-19	1752	2565		
The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	67.8%	73.7%		
5. The number of starts for direct contracted apprenticeships (including industry bodies such as CITB and SECTT)	135	142	200	200

6. Number of full-time learners with substantial 'work placement experience' as part of their programme of study				
Total number of full-time learners	5442	5363		
Number of full-time learners with substantial 'work placement experience' as part of their programme of study	768	456	1400	1500
Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	14.1%	8.5%		
7.* The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses				
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	tbc	Tbc	650	650
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	Tbc	Tbc	292	325
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	tbc	tbc	45%	50%
8.* The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying				
The total number of full-time FE college qualifiers (confirmed destinations)	1,891		2,300	2,400
The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	1,808		2,185	2,304
The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95.6%	96%	95%	96%
The total number of full-time HE college qualifiers (confirmed destinations)	850		1,000	1,100
The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	791		950	1056
The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying	93.1%	96.5%	95%	96%
9. The percentage of students overall, satisfied with their college experience (SSES survey)	96%	96%	95%	96%
Response rate	36.2%			
Full-time	95.6%			
Part-time	96.2%			
Distance Learning	84.4%			
10 Gross carbon footprint (tCO²)	3,268	Tbc	3,700	3,100