

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee



Wednesday 27 August 2025 at 5.00pm **Room K-TO-624,**
Kingsway Campus (MS Teams option available)

AGENDA

1. WELCOME
2. APOLOGIES
3. DECLARATIONS OF INTEREST & CONNECTION
4. MINUTE OF THE PREVIOUS MEETING – 14 May 2025 Paper A for approval
5. MATTERS ARISING Paper B for noting
6. CURRICULUM REPORT – CREATING ACTIVE CAMPUSES Presentation LS
7. STUDENTS' ASSOCIATION REPORT Paper C for information CP/AL
8. 2023/2024 NATIONAL PERFORMANCE INDICATOR COMPARISON Paper D for information ST/JG
9. SPRING 2024 LEARNER SATISFACTION SURVEY Paper E for information JG/ST
10. SQA EXAMS ATTAINMENT Paper F for information JG
11. CURRICULUM & PARTNERSHIPS REPORT Paper G for noting JG
12. STRATEGIC RISK REGISTER Paper H for approval ST
13. LT&Q METRICS Paper I for noting ST
14. DATE OF NEXT MEETING – 12 November 2025, Room K-TO-624, Kingsway Campus



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER A

MINUTE OF THE PREVIOUS MEETING

BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee

Wednesday 14 May 2025 at 5.00pm **Room K-TO-624,**
Kingsway Campus (MS Teams option available)

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 14 May 2025 at 5.00pm in Room K-TO-624 Kingsway campus and via Microsoft Teams.

PRESENT:

Neil Lowden	Kelly McIntosh
Derek Smith	Simon Hewitt
Adele Lawrence	Kara Ramsay
Stephen Oakley	

IN ATTENDANCE: Steve Taylor (Vice Principal / Secretary to the Board)
Julie Grace (Vice Principal Curriculum and Partnerships)
Jane Roscoe & Steph Toms (Directors of Curriculum & Partnerships)
Leann Crichton (Director of Student Experience)
Penny Muir (Board Administrator)

1. WELCOME

N Lowden welcomed everyone to the Learning, Teaching and Quality Committee meeting.

2. APOLOGIES

Apologies received from Laurie O'Donnell, Lee Lappin and Helen Honeyman.

3. DECLARATIONS OF INTEREST & CONNECTION

There are no declarations of interest or connection.

4. MINUTE OF THE PREVIOUS MEETING

The minute of the meeting held on Wednesday 12 February 2025 was approved as an accurate record.

5. MATTERS ARISING

5.1 SEAP Feedback

S Taylor noted that minimal feedback had been received, with the overall response being positive and no red flags identified.

It was noted that an institutional liaison meeting took place last week, marking a new aspect of the process. The meeting was described as constructive, with valuable discussion around the SEAP content.

N Lowden thanked S Taylor for the feedback.

6. CURRICULUM REVIEW & FUTURE CURRICULUM PLANNING

J Grace presented an outline of the curriculum review work being undertaken.

It was noted that curriculum planning is a forward-looking and strategic task, moving beyond the previous review which took place within the context of a reduction in activity targets. With the new strategy due to be launched this was a good time to review curriculum.

J Grace stated that the curriculum operates on a two-year formal review cycle. As part of this cycle, teams have been asked to confirm part-time and upskilling provision for the 2025/26 academic year. Simultaneously, work has commenced on shaping the 2026/27 full-time curriculum portfolio, considering what the curriculum should look like and what learning needs it should address.

J Grace highlighted a particular emphasis on the importance of how learning is delivered, including approaches to assessment, meta-skills identification, use of digital systems, and staff development. The curriculum planning process comprises of three key stages:

- analysis (both internal and external),
- identification, and
- development.

Before submitting proposals, curriculum teams are expected to engage with a set of curriculum planning checkpoints.

These checkpoints support alignment across resource planning, curriculum design, staff skills development, and activity planning.

An important aspect of the future delivery model will be embedding CPD more directly into classroom practice. This element is being actively developed to enhance how delivery is supported and resourced.

The Committee was informed that the College is currently in stage two of the process- collating information to advise departments-after which outcomes will be brought to the Senior Leadership Team (SLT) for consideration. The Committee was assured that this is a routine and well-established process.

During discussion, K McIntosh asked about the impact of changing learner demographics and the implications for finance and funding given the growth in additional support needs and the challenges this can create. J Grace confirmed that this trend is being noted, and that entry requirements and support mechanisms are under review to ensure they meet the needs of individual learners.

Although the overall level of credits and funding has remained stable, the balance of provision within the curriculum is shifting. J Grace also highlighted transition points - both into college and from entry level provision into mainstream courses – were being reviewed to improve collaboration between teams and to support learners more effectively.

S Hewitt reflected that the SLT is moving into a more proactive phase, with the forthcoming strategy enabling a longer-term perspective on learning, teaching, and CPD. He stressed the importance of identifying what support is needed and taking intentional steps to deliver and embed it within what we do.

N Lowden referred to the curriculum improvement cycle and work connected to Education Scotland.

J Grace responded that while the College's approach has evolved, it remains aligned with Education Scotland's development principles, particularly through ongoing workforce development. The College continues to uphold shared values and ethos, especially in supporting students with additional needs.

J Roscoe concluded the discussion by noting that student voices continue to be a positive part of the review process.

N Lowden thanked J Grace for the presentation.

7. STUDENTS' ASSOCIATION REPORT

A Lawrence provided an update on recent student engagement activity. She reported that the student election closed at the start of May, with a total of 381 votes cast across campuses. Voting will reopen in October specifically for the Kingsway campus (as no Vice President candidates had come forward).

The Student Led Staff Awards are progressing well, with support from class and department representatives.

Students were being encouraged to participate in the Learner and Student Satisfaction Survey, which is being promoted both online and in person, resulting in an increased level of engagement.

It was noted that the Thrive initiative continues to have a positive impact. The Breakfast Club remains popular, with arrangements in place to provide breakfasts on each morning of the exam period in collaboration with campus teams.

Student feedback has highlighted a desire for more career guidance. In response, one-to-one career coaching has been promoted, with students being encouraged to make use of available resources.

K Ramsay highlighted upcoming events including the S3 taster and Connect2 events. Recent class rep celebrations were held at the Gardyne and Arbroath campuses, providing a valuable opportunity to gather student feedback on their overall experiences. One suggestion arising from these sessions was the introduction of a feedback box for ongoing student input.

K Ramsay highlighted the Student Congress was recently held and attended by S Hewitt and L O'Donnell. During the session, students explored college resources and engaged with the Miro board created for the event. There was a focus on digital access and the creation of inclusive environments, particularly with respect to mental health support.

A strategy session was hosted with students and facilitated by S Hewitt and J Lawrence from Marketing. The session explored student feedback to inform the development of the College's 2030 strategy.

In terms of class rep-led actions, students expressed interest in enhancing access to careers advice and raised the value of audiobooks as a tool to support learning.

S Hewitt praised the strategy event, noting the impressive contributions from students and the variety of ideas and perspectives offered. Feedback from this session has been collated by the Marketing team.

N Lowden asked that congratulations be passed on to the newly elected class reps.

In response to a question about the staff awards, K Ramsay explained that the event served as a celebration of staff achievement, featuring student awards, executive awards, and staff awards in an afternoon event (Thursday 26 June at 1.30pm in Gardyne Atrium) open to all staff and Board members.

L Crichton commented that the awards are a great way for staff to hear about and feel the impact of their work, and that it is valuable for colleagues to be recognised. S Oakley added that recognition is often overlooked but is vitally important.

S Taylor noted A Lawrence's effective contribution to the recent Institutional Liaison Meeting.

In response to a query from N Lowden regarding digital accessibility, K Ramsay confirmed that matters are referred to the appropriate teams, with resources and support available through the staff portal and other internal college channels.

N Lowden formally thanked A Lawrence and K Ramsay for their report and contributions over the past year.

8. SPRING 2025 LEARNER SURVEY UPDATE

S Taylor provided a verbal update on the spring student survey. Although the final report has not yet been completed, the survey has now closed. Early indications show a significant improvement in engagement, with an increase of 780 responses compared to the previous year. This brings the total number of responses to 3,884.

There had also been an improvement in satisfaction rates from 4.4 to 4.5 out of 5 (88% to 90% satisfied).

Initial results are very positive, with notable improvements in two key areas: the feedback on staff and on the places and platforms for learning.

S Taylor stated the survey had generated approximately 32,000 comments, providing a rich source of feedback and insight. Once finalised, the survey results will be shared with teams and staff across the College and used to inform team and course reflection / evaluation.

S Taylor noted the digital dashboard will allow users to interact with the data, including the ability to view specific comments from students who selected lower scores, such as 1 or 2, offering greater depth and context to the results.

J Roscoe highlighted a positive development in the participation of ESOL students. By incorporating tools such as Boar maker and simplifying the survey format, the percentage of ESOL students able to complete the survey increased from 19% to 30%, significantly improving accessibility.

N Lowden thanked S Taylor for the survey update.

9. CURRICULUM & PARTNERSHIPS REPORT

L Crichton provided an update on student activity and planning. She reported a 27% increase in student applications, with over 5,000 offers already made. There are still more than 1,700 applicants to process.

Due to funding constraints, it is not possible to introduce additional streams to meet this demand, though some applicants may be referred on to the January provision. This, however, could present challenges, however, work is ongoing with Skills Development Scotland (SDS) partners regarding participation measures to support this.

Student funding applications have opened for the next academic year. Targeted efforts have been made towards specific groups, such as Hair and Beauty students, to ensure funding is in place in time for the purchase of essential training kits.

In relation to upskilling courses, a new process has been introduced that allows for group bookings - enabling multiple individuals, such as groups of ten students, to be enrolled on a course collectively, improving efficiency.

The first informal contact newsletter had been issued to 2024/5 students. This initiative is seen as having real value, particularly in how it highlights the welcome hub and offers departmental tours.

Feedback from students has been very positive, especially regarding access to the content via the My D&A portal.

L Crichton highlighted that Connect 2 days have been organised, inviting prospective students to participate in a range of engaging and fun activities. Evidence suggests that students who attend these events are more likely to remain with the College.

Regarding Modern Apprenticeships, there are currently 221 places confirmed, consistent with last year. L Crichton expressed satisfaction with this outcome, emphasising that Modern Apprenticeships remain a key strategic priority. She acknowledged the bureaucratic nature of the process, which requires extensive individual paperwork, but noted that a recent process review has introduced a unified dashboard system. This is now being used consistently by all staff working with Modern Apprenticeships, improving coordination and tracking.

J Roscoe provided an update on curriculum enhancement initiatives. Two open sessions were held in March 2025 to align provision with the College's five strategic pillars. These sessions were valuable in helping staff reflect on the current baseline, such as how physical spaces support a safe and inclusive learning environment and how this translates into teaching and learning practices.

J Roscoe also discussed the *Step* programme and related networking activities, noting her attendance at three sessions across Scotland exploring enhancement themes for diverse learners and transitions. A final session was held in Dundee, where a toolkit and engagement strategies were developed. The initiative has attracted attention from the Glasgow School of Art, who have expressed interest in the project.

The discovery phase of this work will conclude in the coming weeks, after which the team will identify gaps and next steps for future topics.

J Roscoe also highlighted collaborative work with Abertay University students participating in the 2 plus 2 programmes. These students joined an end-of-year CPD event focused on transition strategies and data-sharing to support learner journeys.

N Lowden raised a query regarding the minimum of five hours per year dedicated to trauma-informed practice training for staff. In response, it was confirmed that this topic has been consistently embedded within staff development days and supported by the dedicated working group.

N Lowden concluded by commending the quality and comprehensiveness of the report.

10. STRATEGIC RISK REGISTER

S Taylor noted that the item had been reviewed, and, at this stage, no changes were proposed.

11. LT&Q METRICS

S Taylor highlighted the key metrics for noting, particularly in relation to this year's activity levels against the credit target, which were reported as being significantly higher than the current credit target.

K McIntosh noted that data trends over the past five years suggest a recovery to pre-COVID levels. J Grace supported this observation and stated that activity levels had returned to pre-pandemic figures and in some cases exceeded them, indicating continued improvement.

12. DATE OF NEXT MEETING

Tuesday 27 August 2025, Room K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
No actions noted.		



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 27 August 2025

Matters Arising



Paper for information

The following actions were noted from the Wednesday 14 May 2025 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
	No matters arising		

Author & Executive Sponsor: Steven Taylor, Vice Principal Support Services and Operations



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER C

STUDENTS' ASSOCIATION REPORT

Dundee & Angus College Students' Association

Learning, Teaching, and Quality Committee Update

Sarah Rennie



Team Update

Sarah Rennie – Student Retention & Success Officer and SA Team Leader

Connor Pithie – Student President

Laura McDonald – Vice President, Arbroath Campus

Chloe O'Hare – Vice President, Gardyne Campus

Adele Lawrence & Norma Payne – Students' Association Assistants

Student Elections 2025

Our recent
elections
demonstrated
strong democratic
engagement
across all
campuses:

363 votes cast
through self
directed
campaigns

Enhanced
visibility through
strategic voting
stations

Solid platform for
ongoing student
democracy

Representation 2024/2025



252 CLASS
REPRESENTATIVES



10 DEPARTMENT
REPRESENTATIVES



4 CLASS REP
MEETINGS

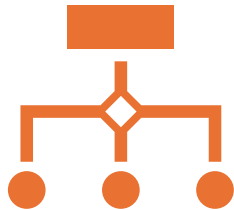


3 STUDENT
CONGRESS
MEETINGS



16 TRAINING
SESSIONS
DELIVERED

Representation 2025/2026



Service Design Sessions to co-create new representation models



Focus on embedding accessibility and engagement



Develop new ways of increasing the student voice

Thrive



More than 288 Breakfast
sessions hosted by the DASA
Team



High uptake in both Gardyne
and Kingsway Campuses



Lower uptake in Arbroath
Campus

Staff Awards

- 8 Award Categories
- Almost 200 students engaged in nominations and voting
- Strong recognition of staff contributions



STEP Contributions

Contribution to
All Staff
Development
Day February
2025

Attended 3
meetings across
the year

Contributing to
diversification of
assessments
and modernising
the student
experience

Future
collaborations
planned with
Qualifications
Scotland

A large orange circle graphic on the left side of the slide, partially cut off by the edge.

Team Development

- NUS Scotland – College Lead and Change
- SPARQS – That's Quality
- Scottish Funding Council – Student Voice Sessions



Summer Activities

Beach Cleans

Painting and Potting

Capture the Campus

Esports Sessions

Dungeons & Dragons Event

Crochet Club






Strategic Priorities 2025/2026

Looking ahead, the SA is undertaking a review of its strategic development with the intention of developing a three-year strategic plan.

The immediate priorities are:

- Embedding the new model of student representation across the College
 - Fundraising for Thrive
 - Increasing engagement with students through innovation and communication
 - Strengthening the Feedback Loop
 - Capturing good news stories and case studies
- 



Thank You

Any Questions?

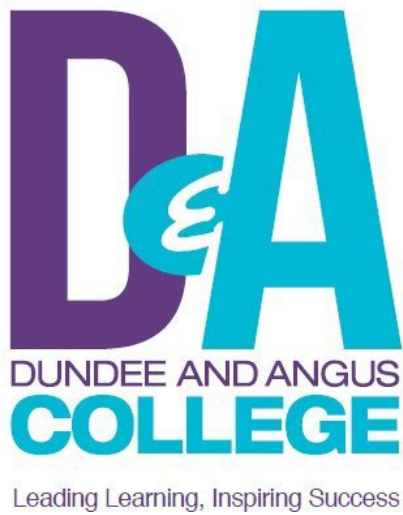


Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER D

**2023/24 NATIONAL PERFORMANCE
INDICATOR COMPARISON**



Performance Indicator Summary Report 2023/24

July 2025

Business Intelligence

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Introduction

This reports details Dundee and Angus College Performance Indicators for Academic Year 2023/24 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for prior years by Level and Mode of Study.

Performance Indicators by Department have been “traffic lighted” to indicate areas of high performance and areas which may require attention, using Red, Amber and Green on the following basis:

Table 1

Performance Indicator “Day One” Student Outcome Measure	GREEN %	AMBER %	RED %
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 Partial Success			
Completed Successful	100 to 75	74 to 66	<66

About the Data

The data contributing to this report has been obtained from two official SFC sources, College Student Outcomes 2023-24 and the Course PI Tool 2023-24.

It does not include courses where there is no assessment undertaken or where the course does not lead to a Recognised Qualification. All Performance Indicators contributing to Department and College Performance Indicators therefore relate to courses only leading to a Recognised Qualification.

It should be noted that there may be instances where rounded percentages add up to greater than 100%, this is due to the rounding of decimal points in the underlying data.

Following a review of performance Indicator guidance and reporting, the SFC removed Early Withdrawals (EW) from the calculation of PIs for 2023/24. This change better aligns reporting in Scotland with those elsewhere in the UK. All tables and charts for previous years have been updated to exclude EW to allow a like-for-like comparison between years.

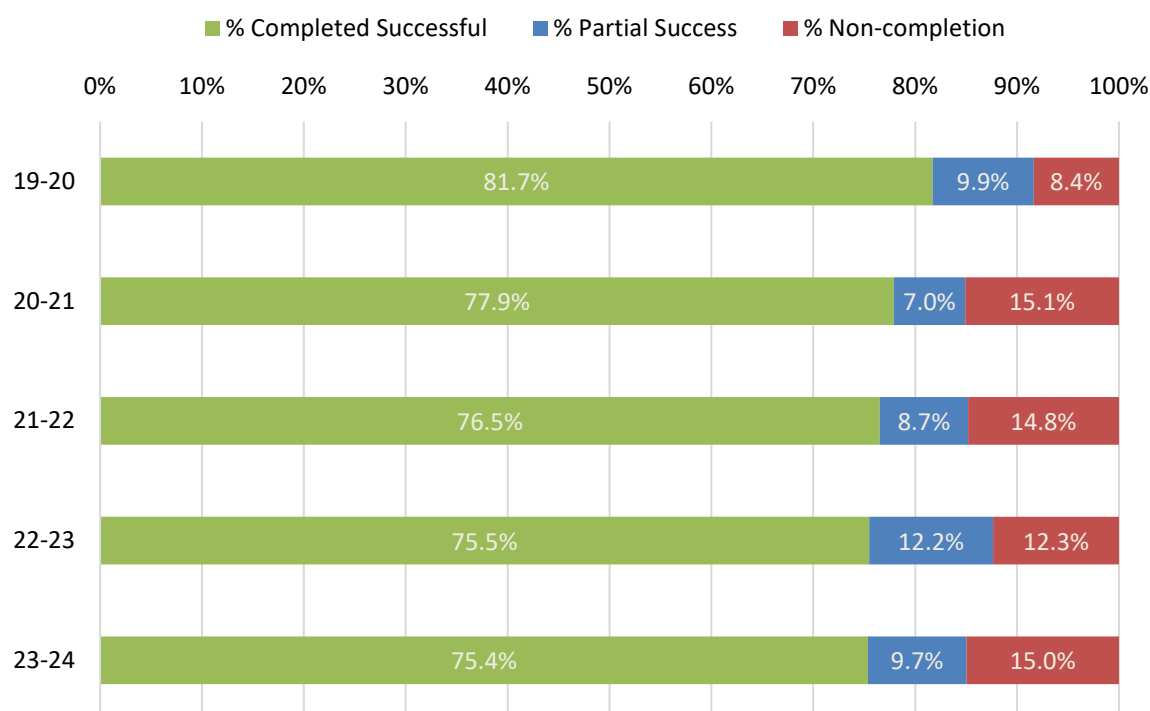
Comparison between Dundee and Angus PIs 2023/24, 2022/23 v 2021/22, 2020/21 and 2019/20 are shown in the following table:

Table 2

Performance Indicator	2023/24	2022/23	2021/22	2020/21	2019/20	2023/24 v 2019/20
Completed Successful	75.4%	75.5%	76.5%	77.9%	81.7%	-6.3pp
Completed Partial Success	9.7%	12.2%	8.7%	7.0%	9.9%	-0.2pp
POSITIVE OUTCOME	85.0%	87.7%	85.2%	84.9%	91.6%	-6.6pp
Further Withdrawal	15.0%	12.3%	14.8%	15.1%	8.4%	-6.6pp

Under the amended measure the overall Completed Successful rate for all levels and modes has slightly decreased from 2022/23 by 0.1 percentage points to 75.4%, with a total Positive Student Outcome (including Partial Success) of 85.0%, down 2.7pp from last year. The Non-Completion rate rose by 2.7pp to 15%.

Chart 1 – Total D&A PI five-year comparison



Charts 2 and 3 show comparison of Successful Completion rates by for FE Full Time and Part Time for 2023/24 against prior years. Successful Completion in Full Time FE decreased by 3.8 percentage points, while Part Time FE increased by 2.5 points. Both categories had decreases in Partial Success, by 1.8pp and 2.9pp respectively.

Chart 2. Outcomes for FE on recognised qualifications (FT)

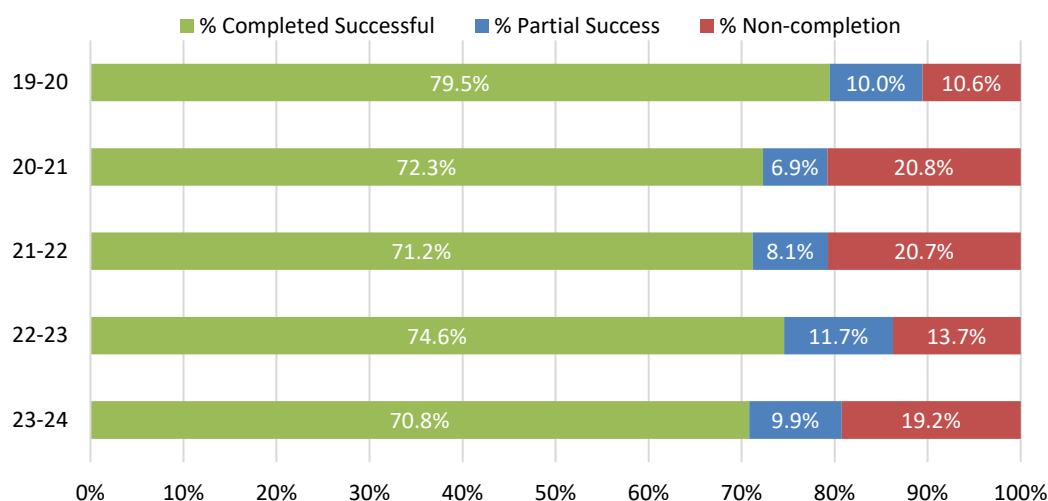
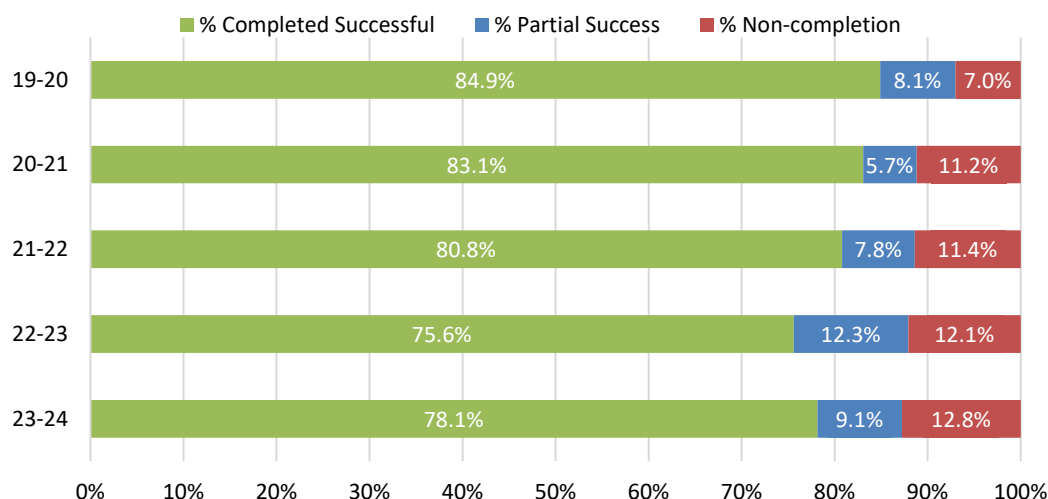


Chart 3. Outcome totals for FE on recognised qualifications (PT)



Charts 4 and 5 show comparison of Successful Completion rates by for HE Full Time and Part Time for 2023/24 against prior years. Successful Completion in Full Time HE decreased by 2.1 percentage points, while Part Time HE increased by 11.1 points.

Chart 4. Outcomes for HE on recognised qualifications (FT)

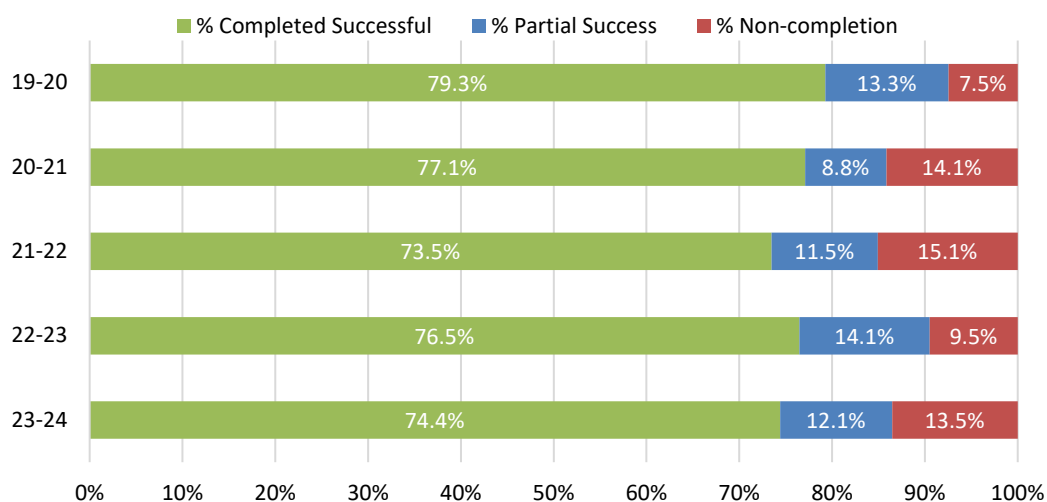


Chart 5. Outcome totals for HE on recognised qualifications (PT)

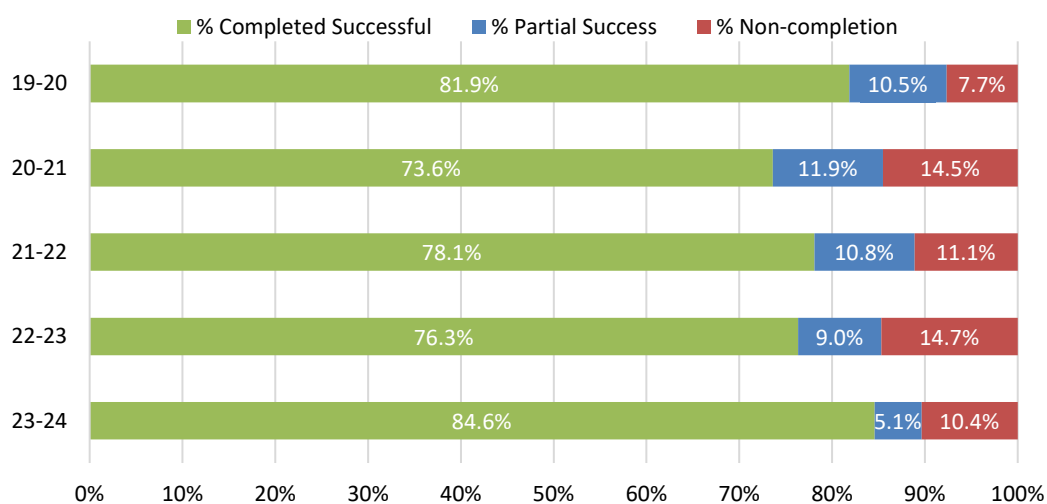
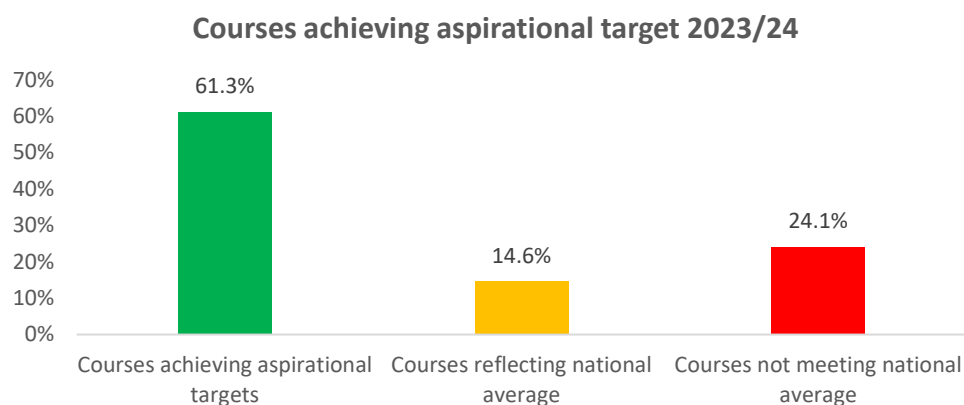


Table 3 shows the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average. The measure used is groups courses where 'Completed Successful %' is greater than 75% (green), between 61.3% and 75% (amber) or below 61.3% (red):

Table 3 – Aspirational target (courses by department)

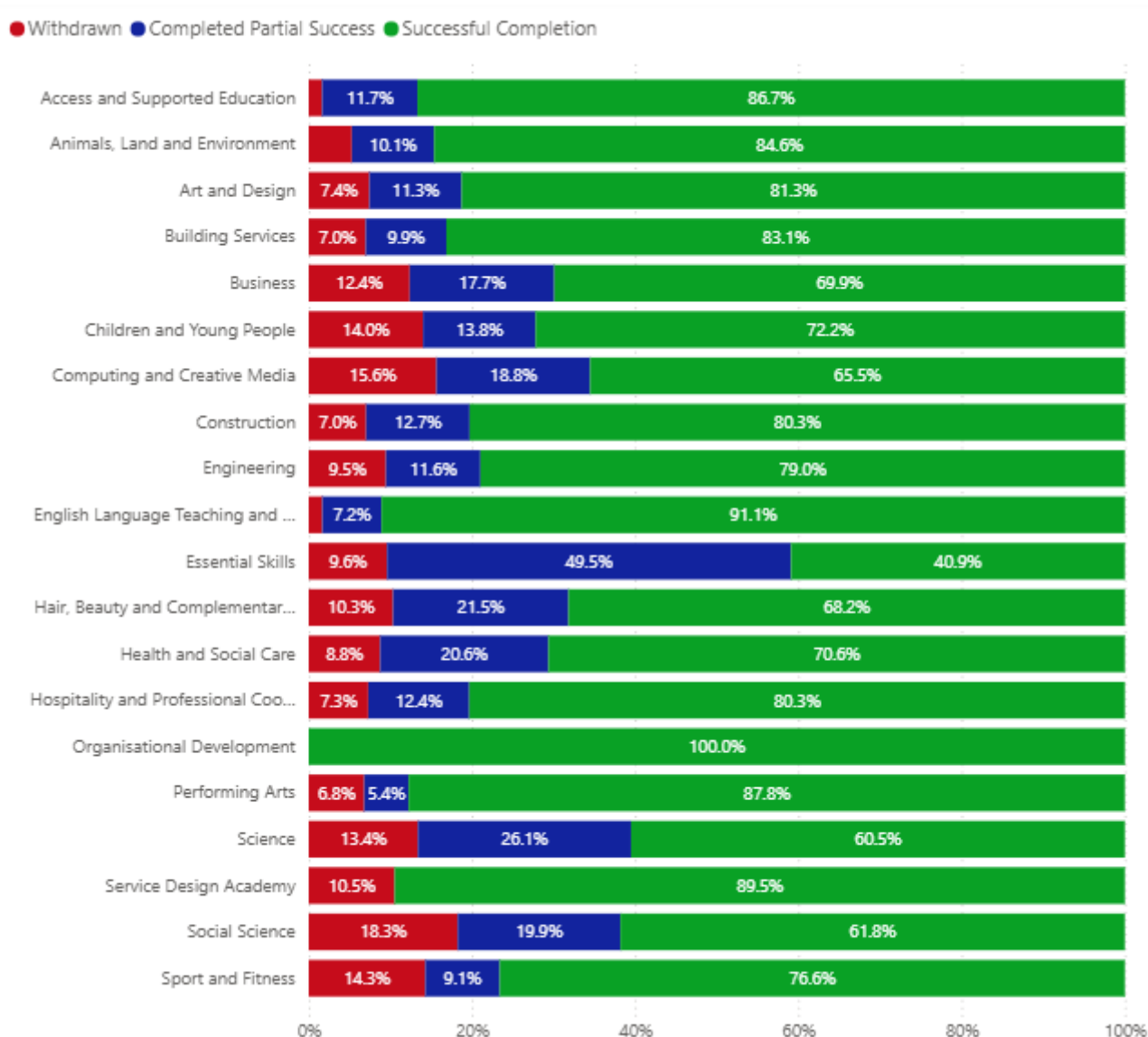
	Courses achieving aspirational targets	Courses reflecting national average	Courses not meeting national average
Access and Supported Education	17	2	1
Animals, Land and Environment	28	1	1
Art and Design	14	2	2
Building Services	21	2	10
Business	32	9	14
Children and Young People	9	1	6
Computing and Creative Media	10		9
Construction	11	4	5
Engineering	14	5	5
English Language Teaching and Training	6	1	
Essential Skills	3		7
Hair, Beauty and Complementary Therapies	5	5	6
Health and Social Care	13	6	3
Hospitality and Professional Cookery	15	4	1
Organisational Development	3		
Performing Arts	6	2	
Science	5	1	8
Service Design Academy	2		
Social Science	1	7	8
Sport and Fitness	16	3	5
Grand Total	231	55	91

Chart 6



The percentage of courses that meet the College's own aspirational targets and exceed national average has increased from 45.5% of courses to 61.3% in 2023/24. The percentage not achieving national average has decreased by almost 11pp from 35.9% to 24.1% of courses. These changes reflect both a reduction in partial success and a lower overall withdrawal rate.

Chart 7 – Completion by department



Comparison to National PIs 2023/24

Table 4 shows the D&A Successful Completion Rate versus the National rate for all Colleges and the ranking in each measured category out of 17 Colleges. The overall PI Success Completion Rate across all modes and levels for D&A in 2023/24 is 75.4% against a national rate of 74.9%. Dundee and Angus leads the national completion rate in all but two categories in 2023/24, namely FE Part Time, and FE Female.

Table 4 – Dundee and Angus compared to National PIs

Category	Rank out of 17	D&A Successful Completion Rate	National Successful Completion Rate	D&A v National pp
All	9	75.4%	74.9%	0.5%
FE Full Time	6	70.8%	67.1%	3.7%
FE Part Time	13	78.1%	80.4%	-2.3%
HE Full Time	1	74.4%	66.9%	7.5%
HE Part Time	6	84.6%	81.7%	2.9%
< 18 years old	11	68.0%	66.8%	1.2%
18-20	6	74.3%	70.1%	4.2%
21-24	9	76.7%	75.1%	1.6%
25-40	12	76.9%	76.6%	0.3%
41+	4	83.5%	79.1%	4.4%
FE Female	13	69.4%	69.6%	-0.2%
FE Male	9	75.3%	75.2%	0.1%
HE Female	4	77.0%	71.8%	5.2%
HE Male	4	75.2%	67.5%	7.7%
SIMD10	8	69.2%	67.2%	2.0%
SIMD20	8	70.2%	68.0%	2.2%
Ethnic Minority	4	75.6%	70.8%	4.8%
Disabled	6	70.3%	67.2%	3.1%
Care Experienced	4	66.6%	60.5%	6.1%

Tables 5a shows the Successful Completion Rate for D&A and its national ranking against all comparable colleges for FE and Full time/Part time. The D&A Successful Completion rate for FE Full Time is ranked 6th nationally, with FE Part time in 13th, below the national average.

Table 5a – Outcomes for FE on recognised qualifications (All, full-time and part-time)

Rank	College	All	College	FE/FT	Rank	College	FE/PT
1	West Lothian	86.0%	South Lanarkshire	77.5%	1	West Lothian	93.3%
2	D&G	85.5%	West Lothian	72.7%	2	D&G	90.5%
3	UHI Colleges	82.5%	NESCOL	71.6%	3	Forth Valley	89.4%
4	Forth Valley	81.2%	D&G	71.3%	4	NESCOL	85.3%
5	NESCOL	77.6%	UHI Colleges	71.0%	5	Fife	85.0%
6	South Lanarkshire	77.4%	Dundee & Angus	70.8%	6	UHI Colleges	84.8%
7	Borders	77.0%	Edinburgh	70.5%	7	Borders	81.9%
8	Edinburgh	76.6%	Borders	70.0%	8	South Lanarkshire	81.6%
9	Dundee and Angus	75.4%	Forth Valley	69.2%	9	Ayrshire	81.0%
	Scotland	74.9%	Newbattle Abbey	68.8%		Scotland	80.4%
10	Fife	74.6%	Ayrshire	67.9%	10	City of Glasgow	79.8%
11	Glasgow Clyde	71.5%	Glasgow Kelvin	67.8%	11	New College Lanark	79.6%
12	Ayrshire	70.9%	West College	67.3%	12	Edinburgh	78.3%
13	Glasgow Kelvin	70.8%	Scotland	67.1%	13	Dundee & Angus	78.1%
14	New College Lanark	70.6%	Fife	62.6%	14	Glasgow Clyde	77.8%
15	Newbattle Abbey	68.8%	Glasgow Clyde	60.7%	15	Glasgow Kelvin	74.8%
16	City of Glasgow	68.5%	City of Glasgow	59.0%	16	West College	65.7%
17	West College	66.4%	New College Lanark	56.3%	17	Newbattle Abbey	

Table 5b is as above but for HE, with Dundee and Angus College ranked 1st for Full time HE nationally, 4.5 pp ahead of the national average. The college ranks 6th in HE Part time.

Table 5b – Outcomes for HE on recognised qualifications (full-time and part-time)

Rank	College	HE/FT	Rank	College	HE/PT
1	Dundee & Angus	74.4%	1	Ayrshire	89.5%
2	Edinburgh	74.1%	2	D&G	89.1%
3	NESCOL	72.7%	3	West Lothian	88.7%
4	West Lothian	72.4%	4	Forth Valley	85.3%
5	D&G	72.3%	5	Edinburgh	85.3%
6	South Lanarkshire	72.2%	6	Dundee & Angus	84.6%
7	Forth Valley	68.8%	7	Fife	84.0%
8	Borders	67.6%	8	Borders	82.3%
	Scotland	66.9%		Scotland	81.7%
9	Glasgow Clyde	66.6%	9	NESCOL	80.6%
10	City of Glasgow	65.2%	10	New College Lanark	77.9%
11	Ayrshire	63.3%	11	City of Glasgow	76.7%
12	Fife	62.3%	12	West College	76.0%
13	New College Lanark	62.2%	13	Glasgow Clyde	75.4%
14	West College	61.6%	14	Glasgow Kelvin	74.6%
15	Glasgow Kelvin	59.1%	15	South Lanarkshire	66.9%
16	Newbattle Abbey		16	Newbattle Abbey	
17	UHI Colleges		17	UHI Colleges	

Table 6 – Outcomes by age group on courses lasting 160 hours or more

College	Under 18	College	18 to 20	College	21 to 24	College	25 to 40	College	41 and over
Newbattle Abbey	79.2%	South Lanarkshire	79.6%	Forth Valley	84.2%	West Lothian	88.2%	West Lothian	93.6%
D&G	77.6%	UHI Colleges	77.5%	D&G	83.4%	D&G	86.8%	D&G	92.0%
West Lothian	76.0%	West Lothian	77.2%	West Lothian	82.9%	UHI Colleges	83.9%	NESCOL	86.4%
Ayrshire	73.6%	Forth Valley	76.6%	Edinburgh	81.1%	Borders	81.1%	Dundee & Angus	83.5%
NESCOL	71.1%	Edinburgh	74.3%	Ayrshire	80.1%	Forth Valley	80.1%	UHI Colleges	82.5%
Borders	70.2%	Dundee & Angus	74.3%	UHI Colleges	79.9%	NESCOL	79.5%	Ayrshire	82.4%
Edinburgh	70.0%	D&G	74.3%	South Lanarkshire	79.8%	Edinburgh	79.4%	Fife	81.9%
Forth Valley	69.9%	Ayrshire	73.9%	NESCOL	77.1%	South Lanarkshire	77.7%	Glasgow Clyde	80.8%
South Lanarkshire	69.6%	NESCOL	73.6%	Dundee & Angus	76.7%	Fife	77.6%	Borders	80.4%
UHI Colleges	68.9%	Borders	72.3%	Scotland	75.1%	Glasgow Clyde	77.2%	Glasgow Kelvin	79.4%
Dundee & Angus	68.0%	Scotland	70.1%	Fife	73.5%	Ayrshire	76.9%	Forth Valley	79.2%
Scotland	66.8%	Fife	68.8%	West College	73.3%	Dundee & Angus	76.9%	Scotland	79.1%
West College	65.3%	West College	68.1%	Borders	69.9%	Scotland	76.6%	City of Glasgow	79.0%
Fife	62.0%	Glasgow Kelvin	67.7%	Glasgow Kelvin	69.7%	City of Glasgow	75.0%	Edinburgh	77.5%
Glasgow Clyde	61.5%	Newbattle Abbey	65.4%	City of Glasgow	69.1%	Glasgow Kelvin	72.7%	South Lanarkshire	77.4%
City of Glasgow	60.7%	Glasgow Clyde	63.5%	Glasgow Clyde	69.0%	New College Lanark	69.5%	New College Lanark	74.5%
Glasgow Kelvin	58.8%	City of Glasgow	63.4%	New College Lanark	66.5%	West College	65.8%	West College	63.8%
New College Lanark	54.2%	New College Lanark	60.4%	Newbattle Abbey		Newbattle Abbey		Newbattle Abbey	

Table 7 – Outcomes by level and gender on courses lasting 160 hours or more

Rank	College	FE Fem	Rank	College	FE Mal	Rank	College	HE Fem	Rank	College	HE Male
1	West Lothian	83.8%	1	West Lothian	85.2%	1	West Lothian	80.5%	1	Forth Valley	76.9%
2	D&G	79.9%	2	South Lanarkshire	81.7%	2	D&G	78.0%	2	Edinburgh	75.9%
3	NESCOL	73.7%	3	D&G	81.5%	3	Edinburgh	77.9%	3	D&G	75.3%
4	Ayrshire	72.9%	4	Ayrshire	80.5%	4	Dundee & Angus	77.0%	4	Dundee & Angus	75.2%
5	Borders	72.8%	5	Forth Valley	80.1%	5	NESCOL	75.0%	5	South Lanarkshire	74.1%
6	South Lanarkshire	71.1%	6	Edinburgh	79.0%	6	Glasgow Clyde	72.8%	6	West Lothian	74.1%
7	Edinburgh	71.0%	7	UHI Colleges	77.8%	7	Forth Valley	72.4%	7	NESCOL	72.1%
8	Glasgow Clyde	70.1%	8	NESCOL	77.5%		Scotland	71.8%	8	Ayrshire	71.1%
9	Forth Valley	69.9%	9	Dundee & Angus	75.3%	8	South Lanarkshire	71.7%		Scotland	67.5%
10	City of Glasgow	69.9%	10	West College	75.3%	9	Borders	71.3%	9	Fife	66.6%
11	UHI Colleges	69.8%		Scotland	75.2%	10	West College	70.9%	10	Glasgow Clyde	64.9%
12	Fife	69.6%	11	Borders	74.2%	11	Fife	70.0%	11	New College Lanark	64.0%
	Scotland	69.6%	12	Fife	73.6%	12	City of Glasgow	69.9%	12	Borders	63.9%
13	Dundee & Angus	69.4%	13	Newbattle Abbey	72.4%	13	Ayrshire	67.7%	13	City of Glasgow	62.1%
14	Glasgow Kelvin	66.7%	14	Glasgow Kelvin	71.0%	14	New College Lanark	65.1%	14	Glasgow Kelvin	60.7%
15	Newbattle Abbey	65.4%	15	Glasgow Clyde	69.6%	15	Glasgow Kelvin	64.6%	15	West College	57.7%
16	West College	60.3%	16	City of Glasgow	66.3%	16	Newbattle Abbey		16	Newbattle Abbey	
17	New College Lanark	59.7%	17	New College Lanark	61.8%	17	UHI Colleges		17	UHI Colleges	

Table 8 – Outcomes by SIMD 10% & 20% on courses lasting 160 hours or more

Rank	College	SIMD 10%	Rank	College	SIMD 20%
1	West Lothian	80.4%	1	West Lothian	81.8%
2	South Lanarkshire	74.9%	2	D&G	76.0%
3	Forth Valley	74.1%	3	South Lanarkshire	74.7%
4	D&G	71.6%	4	Ayrshire	72.4%
5	Ayrshire	71.5%	5	Forth Valley	72.1%
6	Edinburgh	70.8%	6	Edinburgh	70.9%
7	UHI Colleges	70.1%	7	NESCOL	70.4%
8	Dundee & Angus	69.2%	8	Dundee & Angus	70.2%
9	Glasgow Clyde	69.1%	9	UHI Colleges	69.8%
10	NESCOL	68.5%	10	Glasgow Clyde	69.2%
	Scotland	67.2%		Scotland	68.0%
11	Glasgow Kelvin	65.4%	11	Borders	66.8%
12	City of Glasgow	64.9%	12	Glasgow Kelvin	66.3%
13	West College	64.5%	13	Fife	66.0%
14	Fife	64.5%	14	West College	65.6%
15	New College Lanark	57.7%	15	City of Glasgow	65.2%
16	Borders	53.9%	16	New College Lanark	58.8%
17	Newbattle Abbey		17	Newbattle Abbey	

Table 9 – Outcomes by key group on courses lasting 160 hours or more

Rank	College	Ethnic min.	Rank	College	Disability	Rank	College	Care exp.
1	West Lothian	86.3%	1	NESCOL	82.4%	1	West Lothian	80.1%
2	D&G	81.5%	2	West Lothian	76.0%	2	Ayrshire	70.4%
3	Fife	77.0%	3	D&G	75.8%	3	South Lanarkshire	68.6%
4	Dundee & Angus	75.6%	4	Ayrshire	73.1%	4	Dundee & Angus	66.6%
5	Borders	75.4%	5	Forth Valley	72.5%	5	D&G	64.9%
6	Ayrshire	73.0%	6	Dundee & Angus	70.3%	6	UHI Colleges	63.4%
7	NESCOL	72.1%	7	Borders	70.0%	7	Edinburgh	60.8%
8	Glasgow Kelvin	72.1%	8	Edinburgh	69.7%		Scotland	60.5%
9	Glasgow Clyde	72.1%	9	UHI Colleges	68.3%	8	Glasgow Clyde	59.8%
10	South Lanarkshire	71.6%		Scotland	67.2%	9	Fife	58.9%
	Scotland	70.8%	10	South Lanarkshire	67.1%	10	NESCOL	58.2%
11	Edinburgh	70.5%	11	Fife	66.3%	11	Glasgow Kelvin	57.8%
12	UHI Colleges	69.3%	12	City of Glasgow	65.3%	12	Forth Valley	56.7%
13	Forth Valley	68.9%	13	Glasgow Clyde	65.2%	13	West College	55.9%
14	New College Lanark	66.1%	14	Newbattle Abbey	65.0%	14	City of Glasgow	49.6%
15	City of Glasgow	65.8%	15	West College	63.1%	15	Borders	49.1%
16	West College	65.5%	16	Glasgow Kelvin	60.6%	16	New College Lanark	43.4%
17	Newbattle Abbey		17	New College Lanark	57.8%	17	Newbattle Abbey	



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER E

**SPRING 2024 LEARNER SATISFACTION
SURVEY**



Learner Survey – Summary Report

May 2025

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Introduction

The Quality Team compiled the Dundee and Angus College Spring Learner Survey to ascertain levels of student satisfaction. The survey was open for just over five weeks in March, April and May 2025 and was made accessible to learners via a link on MyD&A and was hosted in MS Forms. Group Tutors were asked to promote and encourage engagement with the survey.

Learners were invited to rate their satisfaction from 1 star (Very Poor) to 5 stars (Great). The questions sought feedback in each of the following areas:

- Feeling Welcome and Valued
- Learning Experience so far
- Our Staff
- Places and Platforms for Learning

With a further free text question: If there is one thing, we could do to make your experience at college better what would that be?

- The total number of responses was higher this spring with 3,736 responses in total comparable to 3,104 in spring 2024. 3,658 (identifiable) students responded and were matched to enrolments with a further 78 not matched.
- The response rate among full-time students increased from 67% in autumn 2024 to 69% in the current survey.
- The average number of text feedback responses per question has increased to 1,413 responses per question from 1,194 responses per question in spring 2024.
- There was a survey dropout rate of 0%, meaning all respondents scored all questions.
- The overall average score out of five remained at 4.5, the same score as the autumn 2024 survey.

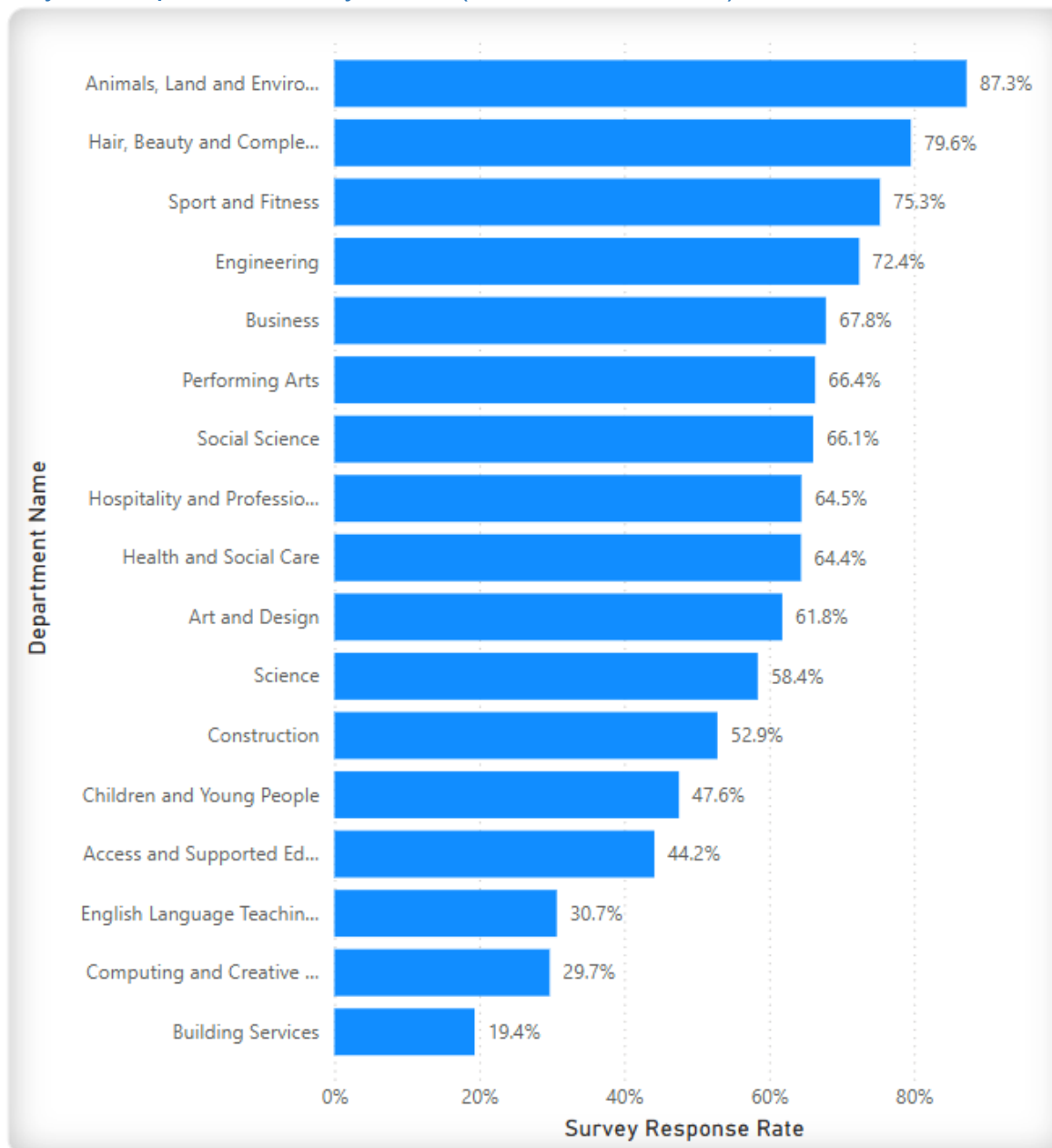
Survey Participation

Overall participation in the survey has been good with 3,736 responses in total. Of these, 3,658 enrolments were matched to responses.

36% of the total eligible current student population took part, with 2500 out of around 3500 current full-time students responding (69%). Uptake by part-time students was 22%.

The full-time learner response rate varies across teams, with the highest response rate from the **Animals, Land & Environment at 87.3%**.

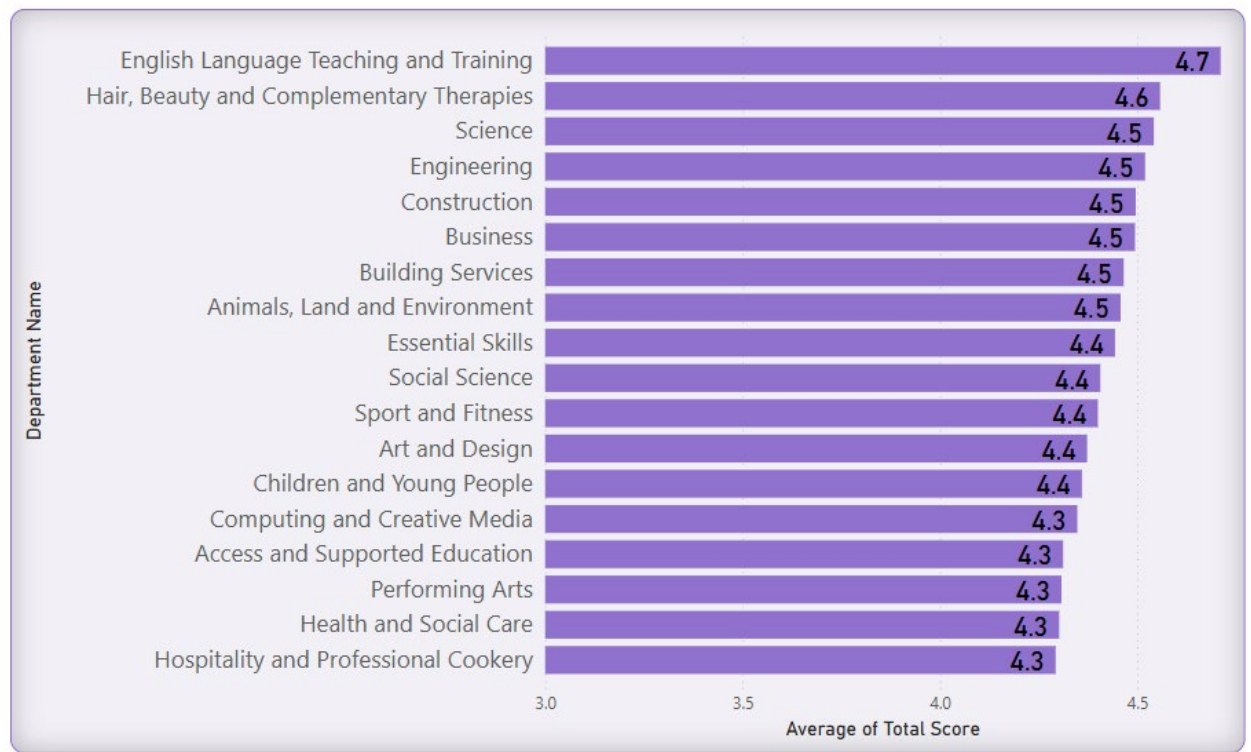
Survey Participation Rate by Team (Full Time students)



Overall Results

The average overall score across all questions was 4.5 out of 5. This equates to 9 out of 10, (consistent with 9 scored in autumn 2024).

The charts below display the overall satisfaction rating by Department, by Campus and by the count of results by each score (1 to 5):



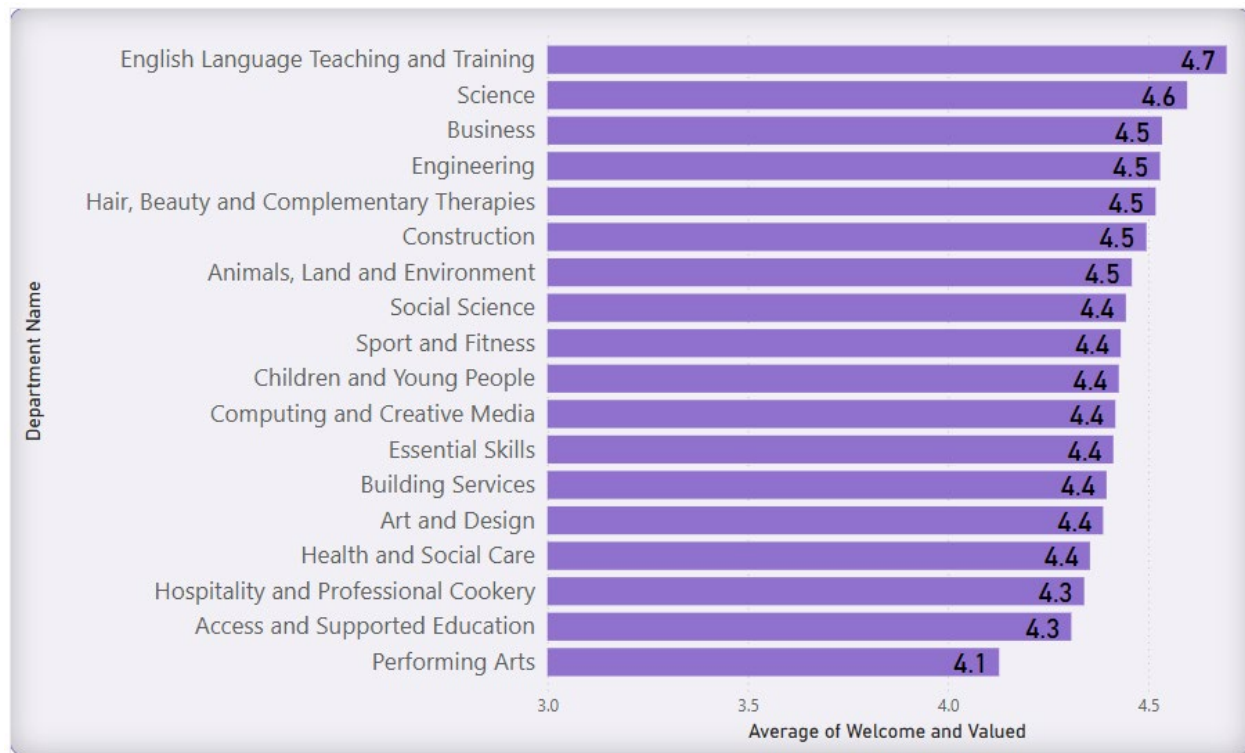
Results by Question

The average score across all departments by Question:

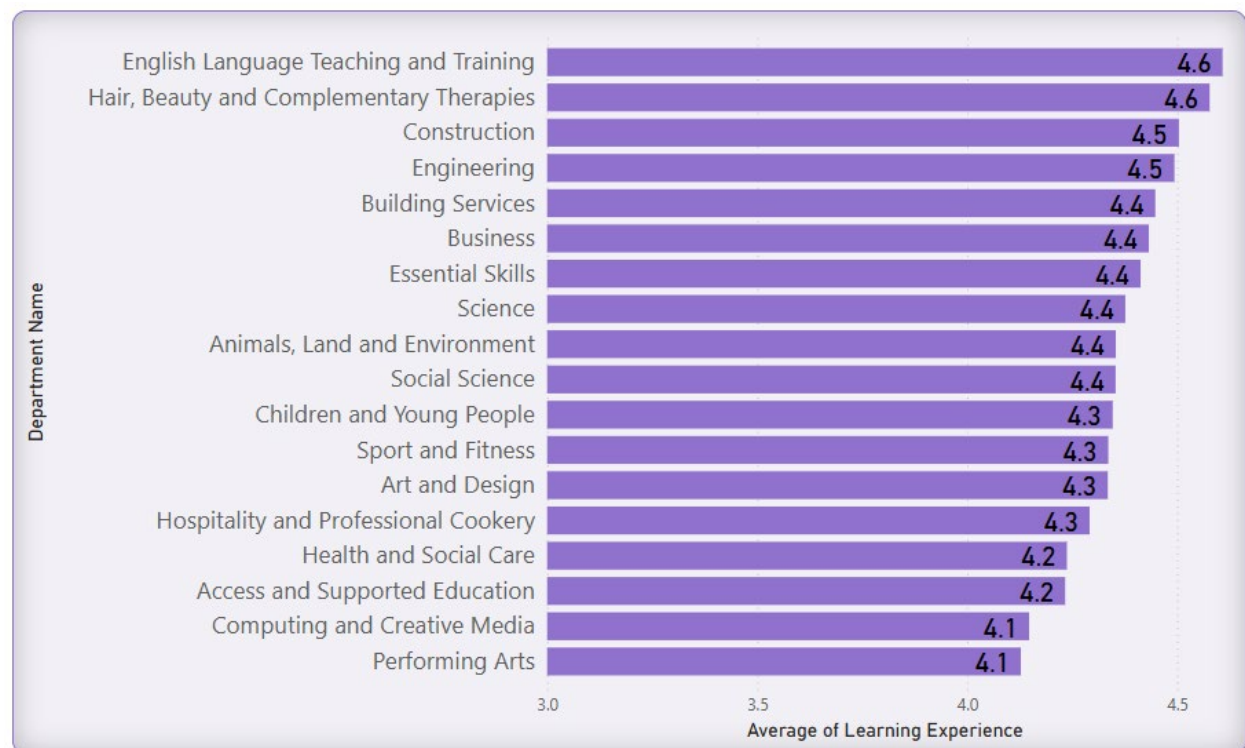


Results by Question & Department

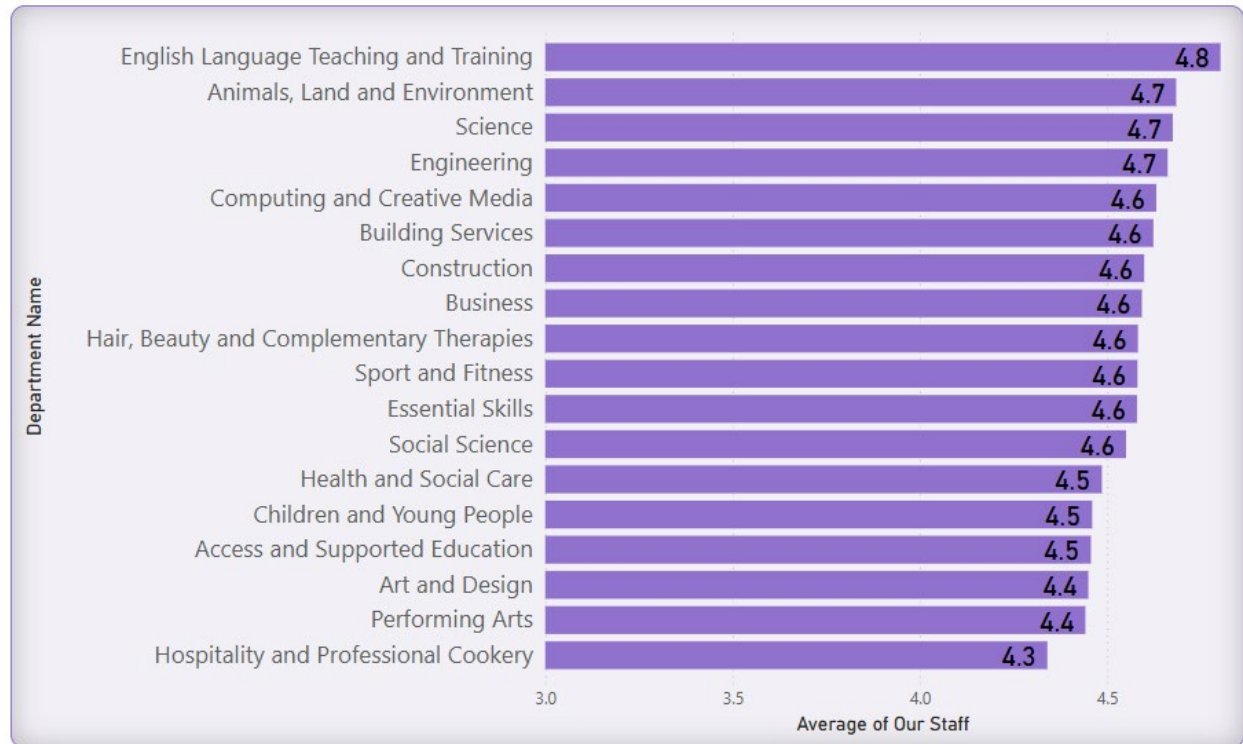
Feeling Welcome and Valued



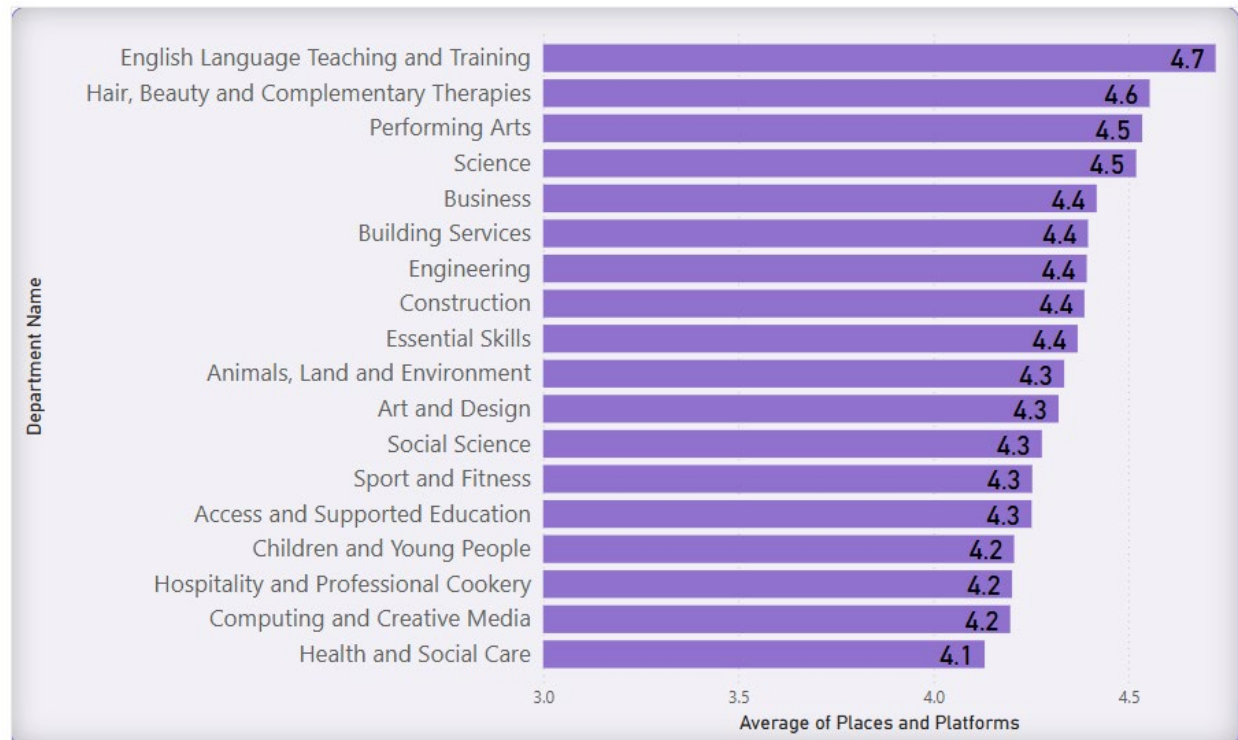
Your Learning Experience so far



Our Staff



Places and Platforms for Learning



Other Comments?

If you have any other comments about learning and teaching at the college....



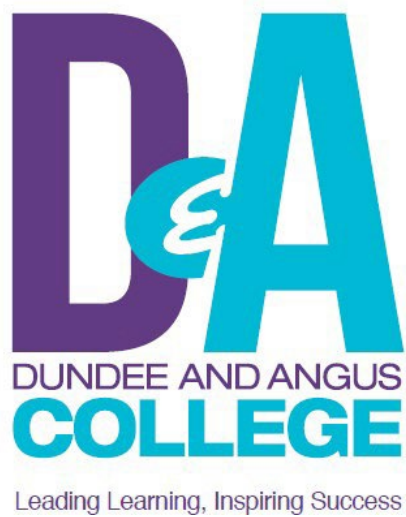


Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER F

SQA EXAMS ATTAINMENT



SQA Exams Attainment Report 2025

August 2025

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Introduction

SQA Attainment Statistics relating to group awards administered by the SQA for academic session 2024/25 were made available on 31st July and remain subject to embargo until 8 am on 5 August. This report displays Dundee and Angus College Performance only. Comparison with National pass rates will be available after publication of National Attainment Statistics later in August.

Comparison with College and School centre types will normally be available in the second week of September.

About the Data

Only SQA exams which have been sat by Dundee and Angus College students in 2025 are presented in this report and only these exams are compared to previous years' results (i.e. where an exam has been run in prior years but not 2025, there is no comparison). All result and grade percentages are based not on enrolled students but those students who were presented for exam within each course.

The PowerBi Dashboard which displays 2025 results and comparison to prior years can be [found here](#).

Summary

- Higher Awards pass rate: 75.3% v last year 67.8% (up 7.7 points)
- Higher Grade A attainment: 18.8% v last year 26.4% (down 7.6 points)
- Higher Grade B attainment: 36.5% v last year 18.2% (up 18.3 points)
- National 5 pass rate: 87.4% v last year 73.9% (up 13.5 points)
- National 5 Grade A Attainment: 28.7% v last year 33.3% (down 4.6 points)
- National 5 Grade B Attainment: 27.6% v last year 24.6% (down 3 points)

The tables below show Higher and National 5 grades awarded, pass rates and a comparison of the 2025 pass rates v 2024.

Higher subject results

Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2024 Pass Rate	Change in Pass rate (points)
Higher	Chemistry	8	0	5	1	1	1	6	2	75.0%	92.9%	-17.9%
Higher	English	23	6	11	3	3	0	20	3	87.0%	84.4%	2.6%
Higher	Human Biology	16	3	6	3	2	2	12	4	75.0%	53.3%	21.7%
Higher	Mathematics	12	2	2	2	2	4	6	6	50.0%	70.0%	-20.0%
Higher	Psychology	26	5	7	8	5	1	20	6	76.9%	85.0%	-8.1%

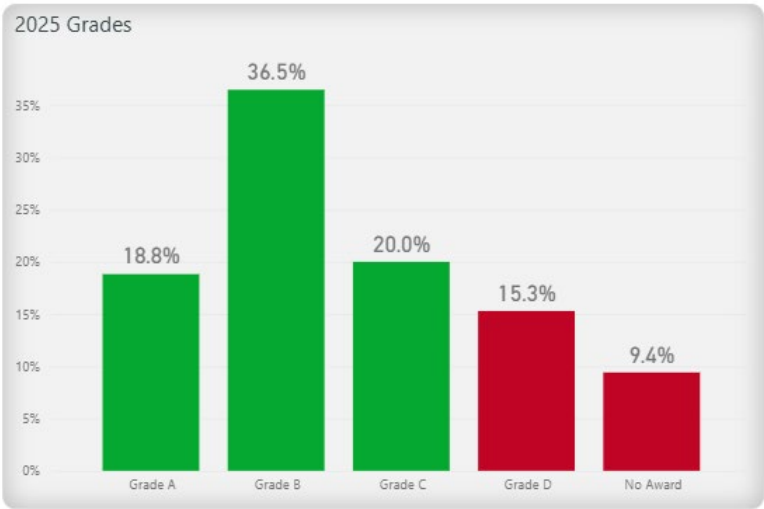
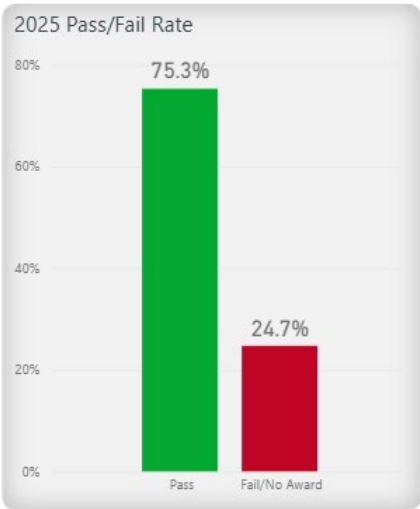
- The overall **Higher** Pass rate has increased by 7.5 points from 67.8% in 2024 to 75.3% in 2025. Increases in pass rates were seen in Higher Human Biology (up 21.7 points) and English (up 2.6 points). The Higher Mathematics pass rate dropped by 20 percentage points to 50%, while both Chemistry and Psychology also saw drops of 17.9 and 8.1 points respectively. Psychology was the Higher subject with most students presented (26), followed by English with 23.

National 5 subject results

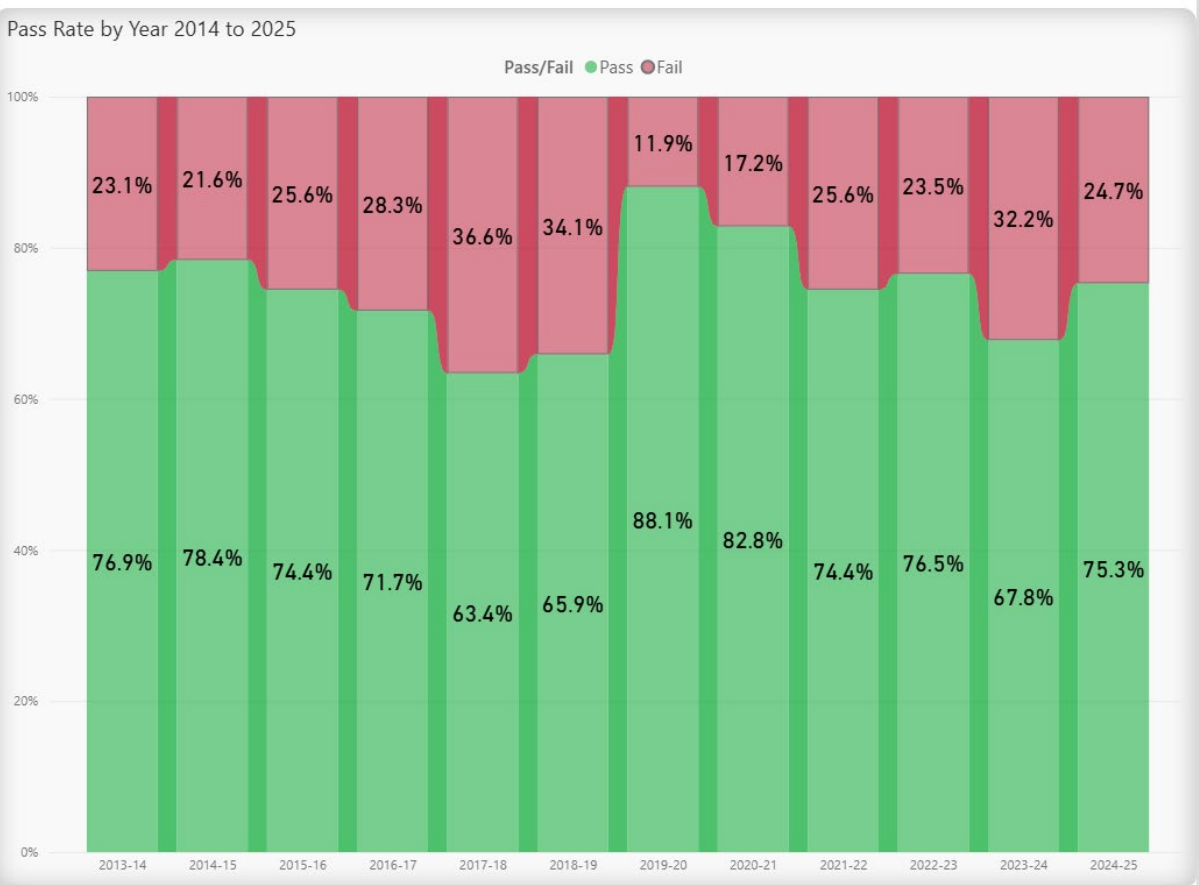
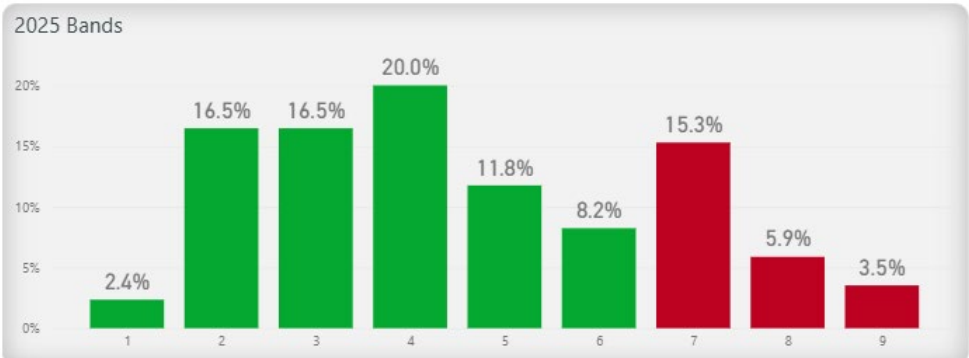
Award	Subject	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of examined	2024 Pass Rate	Change in Pass rate (points)
Nat 5	Biology	11	6	2	1	0	2	9	2	81.8%	80.0%	1.8%
Nat 5	English	13	5	3	4	1	0	12	1	92.3%	88.9%	3.4%
Nat 5	Mathematics	33	7	11	11	1	3	29	4	87.9%	71.4%	16.5%
Nat 5	Psychology	30	7	8	11	1	3	26	4	86.7%	69.2%	17.4%

- The **National 5** Pass rate has improved by 13.5 point to 87.4%. All four subjects improved their pass rate in 2025 compared to previous year. Psychology, with the second largest number of candidates presented (30) increased its pass rate to 86.7%, a rise of 17.4 points. This was closely followed by Mathematics, with the largest number of candidates presented, increased its pass rate by 16.5 points to 87.9%. Both Biology and English also recorded increases in pass rates, of 1.8 points and 3.4 points respectively.

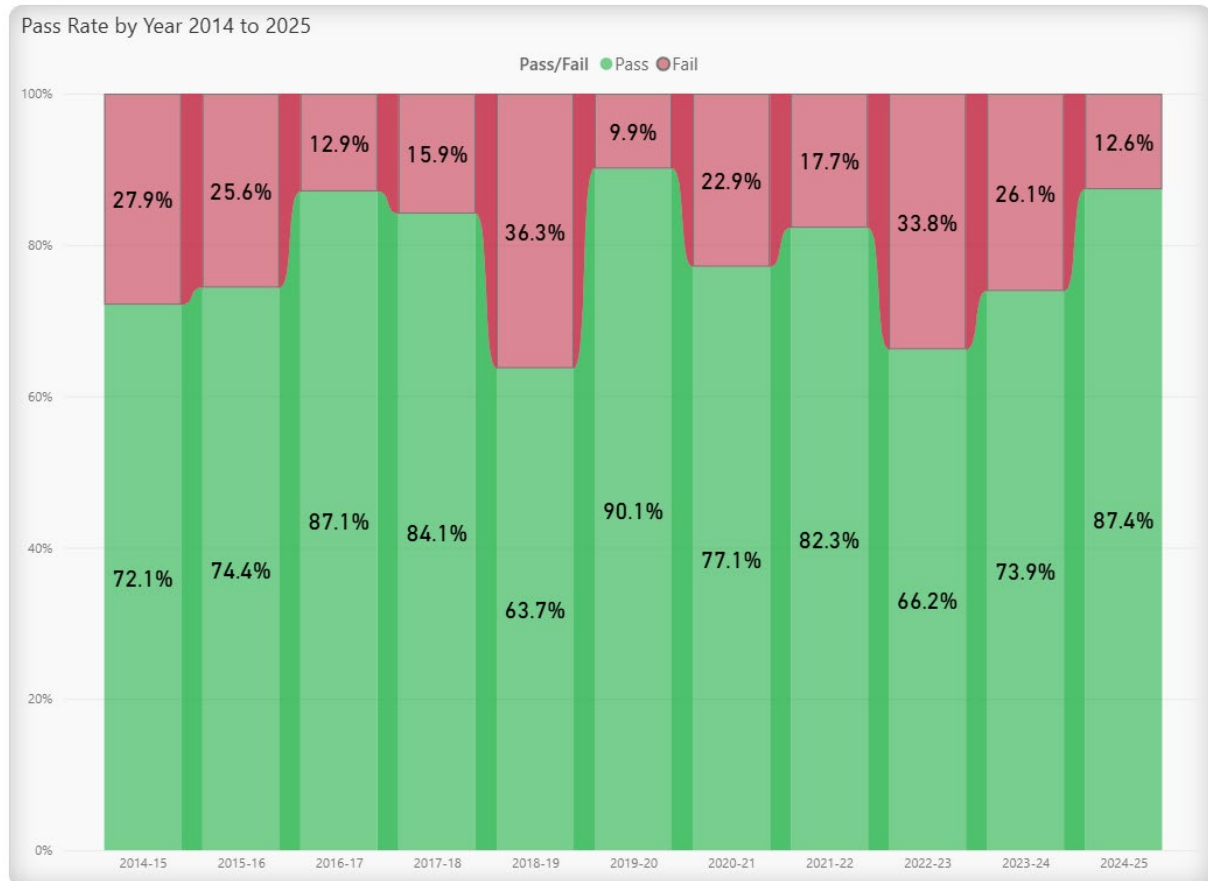
Higher Charts



2025 Presented
85



National 5 Charts

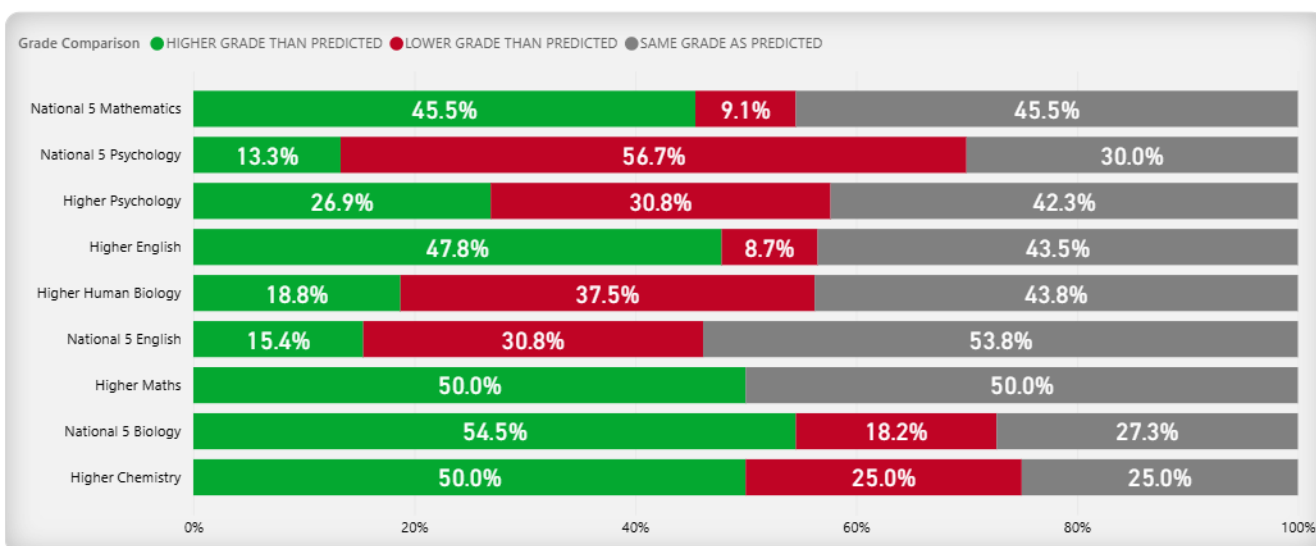


Actual v Predicted Grades

The tables below show the number of grades achieved where the grade is lower, is the same or is higher than the predicted grade.

Across all National 5 and Higher subjects examined, there were 172 exam sits. Of these, 58 results were at a higher grade than expected (33.7%), while 70 (40.7%) were at the expected grade. 44 results (25.6%) were at a lower grade than predicted.

Name	HIGHER GRADE THAN PREDICTED	LOWER GRADE THAN PREDICTED	SAME GRADE AS PREDICTED	Total
Higher Chemistry	4	2	2	8
Higher English	11	2	10	23
Higher Human Biology	3	6	7	16
Higher Maths	6		6	12
Higher Psychology	7	8	11	26
National 5 Biology	6	2	3	11
National 5 English	2	4	7	13
National 5 Mathematics	15	3	15	33
National 5 Psychology	4	17	9	30
Total	58	44	70	172



There are large discrepancies between predicted and actual grades across the subjects, in both directions. For example, 56.7% of National 5 Psychology were lower than predicted, with 37% of Higher Human Biology and 30.8% of Higher Psychology and National 5 English grades lower than predicted.

Conversely, 54% of National 5 Biology grades were greater than predicted, followed by Higher Chemistry with 50% of grades greater than predicted and Higher Mathematics also with 50% of grades greater than expected.



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER G

CURRICULUM & PARTNERSHIPS REPORT

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Wednesday 27 August 2025
Curriculum & Partnerships Report



Paper G for noting

1. Recruitment 2025/26

Applications for full-time courses commencing in September 2025 remain strong. This year, 13151 applications have been received from 7961 applicants, an increase of 234 applicants in comparison to last year. Offers accepted have also increased with 4396 acceptances from 5080 offers made. However, despite healthy numbers of applications fewer students have completed enrolment to date. There are considerable reductions in conversion rates for courses that have equivalent courses in clearing at Abertay University and University of Dundee, notably, Civil Engineering; Sport; Art & Design; Nursing; Humanities; Business and Science.

In addition, the University of Dundee has not recruited their target numbers of Additional Funded Places (AFP) which impacts our HNC courses in Social Sciences and Science. Discussions are ongoing with the university to identify an alternative approach to maximise the opportunity for students to be part of the AFP widening access scheme.

The Administration team has worked throughout the summer to support online registration, and as a result, 84% of students with unconditional offers are now fully enrolled and prepared to begin their studies.

To aid transition and engagement, all offer-holders received our “**HeyfaeD&A**” newsletter during the summer. It included introductions to college life, departmental videos, links to the Welcome Hub, and a range of helpful “How to” guides for starting college.

Additionally, the Learner and Community Engagement (LACE) team successfully delivered another Summer Transition Programme, which was open to all applicants. This initiative ran in collaboration with several community partners and offered six weeks of varied activities designed to support students in their transition to college.

There were 78 students who engaged across a range of activities including, bush craft, bowling, money skills, cooking, drama and water sports. Participants who attended are planning to study in ESOL, Art & Design, Childcare, Travel & Tourism, Gateway and Health and Social Care. There were also participants who will be progressing to College from Barnardos employability service in Dundee. Feedback from the students was extremely positive and highlighted the importance of building confidence and connections for first-time college students.

2. Services to Support Students

Over Summer, Student Services launched a new Pre-Entry Support campaign, targeting over 1500 students who had self-identified a support need on their College application. Students were invited to meet with their key worker and establish a personalised support plan in advance of the academic year. The new initiative has received a strong response, with over one-third of the students now having support plans in place. This proactive approach ensures that individual needs are met from day one and helps reduce the pressure on support services during the initial weeks of term.

A new online booking system for appointments with key workers has also been introduced to further enhance accessibility. Piloted during Semester 2 last year, the system allowed students to choose their own appointment slots, resulting in significantly improved attendance rates compared to pre-allocated appointments. From August 2025, this system will be fully rolled out across Student Services, with all staff having access to calendar links to assist students in booking appointments.

3. College Student Outcomes 2023-24

The 2023-24 national performance indicators were published by Scottish Funding Council in July 2025. D&A College continues to show improved student outcomes, exceeding Scottish average attainment rates in Full-time Further Education and Full-time and Part-time Higher Education courses. Particularly strong performance was noted in Full-time Higher Education courses which exceed the Scottish average attainment by 7.5 percentage points and is the highest achievement rate in Scotland.

Further information is provided in the accompanying report.

4. Supporting Employability in the Community

The LACE team will launch the D&A College Community Hub on 27 August 2025 at the Arbroath Campus. The Hub will host over 10 community partners who will provide on-campus support to our students as well as the local community. The multi-agency work aims to break down barriers to accessing education for people in Angus.

As part of this initiative, Angus Local Employability Partnership provided funding to support a Barista Academy which will provide skills training and hospitality qualifications for students.



5. Recognising Our Staff and Students

5.1 Young Enterprise Scotland Business Mentor of the Year

Esther Doig from the Business team has been awarded the national **Young Enterprise Scotland Business Mentor of the Year 2025** in the [Company Programme Scottish Finals](#). Esther's award recognises her outstanding mentorship of pupils at Grove Academy, supporting their Young Enterprise company 'Inverse'.

Her contribution included connecting students with industry contacts, advising on branding and business planning, and providing personal support outside of working hours. Under her mentorship, the team achieved both the Best Marketing and Best Company Report titles at the Tayside Regional Finals. Students and organisers alike praised her commitment and the significant difference she made to the group's success.

5.2 College Staff Awards 2025

The College community came together to recognise our staff through the annual Staff Awards event, celebrating individuals and teams who embody the College's core values. Staff were nominated by peers, students and the Executive Team for their outstanding contribution, positive impact on learners, and dedication to creating a supportive and engaging environment.

Staff were praised for supportive teaching, inclusive practice, and inspirational leadership. The event captured a strong sense of pride, was supported by live music and informal celebration, reflecting the community spirit of the college. All nominees and winners were warmly congratulated for their continued commitment to making the college an exceptional place to work and learn.

5.3 ESOL Graduation

End of term ceremonies were held at the Arbroath and Gardyne campuses celebrating over 250 ESOL learners from more than 25 countries. The events showcased resilience and community, with learners describing the programme as **"a step toward a new life"**. Many graduates will continue their learning journey with us or transition into further study and employment.



5.4 Administration Academy Celebration

The most recent Admin Academy cohort celebrated their success at a themed celebration event. Students were recognised for attainment as well as individual strengths, receiving awards such as Hidden Talent, Dedication and Enquiry Excellence. The programme develops key administrative skills and workplace readiness, with learners thriving both in the classroom and during practical placements with NHS Tayside and other local companies.

5.5 National Nursing Awards

Former Dundee and Angus College [SWAP Access to Nursing student](#) and recent graduate of the University of Dundee, has been named **Scotland's Nursing Student of the Year**. Grant Cooper, a newly qualified community staff nurse received the award from the Royal College of Nursing (RCN) Scotland in recognition of the extraordinary resilience, compassion, and commitment he displayed throughout his studies.

6. Curriculum Enhancement

Students across a range of departments have recently taken part in exceptional hands on opportunities, reinforcing the college's commitment to employability, community impact and real world learning. The following activities highlight both skills development and contribution to local partners.

6.1 Community Refurbishment Project – Arbroath Lawn Tennis Club

Construction Crafts students (NPA Joinery and Multi Trade) completed a refurbishment project at Arbroath Lawn Tennis Club, carrying out repairs, painting and grounds work. Their efforts revitalised the clubhouse and facilities, receiving strong praise from long standing club members. The project provided valuable practical experience while promoting civic pride and community engagement.

6.2 Hospitality Students – VIP work experience at major event

Hospitality and Professional Cookery students supported **VIP service delivery at the Oasis concert** at Murrayfield, working in a high-pressure, live hospitality environment. The opportunity enabled students to apply their skills in a prestigious setting alongside industry professionals, showcasing the flexibility of D&A's learning model where experiential learning takes place beyond the classroom.



7. Supporting Schools

Following the collapse of a private training provider, the College stepped in to support Dundee and Angus school pupils with the completion of their NPA Long Hair Design and Makeup. An impressive effort from academic and support staff meant pupils were able to gain their award despite the challenges with limited learning and course work evidence.

Angus school pupils were supported in school to achieve their qualifications by the Hair and Beauty department lecturing staff. Pupils from Dundee schools attended a one-week bootcamp at our Kingsway campus and were delighted to be able to complete their course, praising the support they received from staff and how much they enjoyed learning new techniques and seeing their work on clients.

8. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the Strategic Risk Register namely;

1.1 – failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)

3.1 – failure to reach aspirational standards in learning, teaching and service delivery

3.2 – failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

Contributions from: Curriculum and Partnerships and Student Experience Directors
Executive Sponsor: Julie Grace, Vice Principal Curriculum and Partnerships



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER H

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 27 August 2025

Strategic Risk Register Update



Paper for approval

1. Allocation of Risks to Board Committees

Following discussion at the Audit and Risk Committee in May 2019, the Board of Management agreed at its meeting in September 2019 that key strategic risks be allocated to each Board Committee for regular review and consideration.

The Strategic Risk Register now highlights the allocation of risk areas across the range of Board Committees.

In identifying these delegated risks, it has been agreed that each Committee consider (and amend/update as appropriate) the key risk areas within their responsibility as a standing item at each future meeting.

Proposed changes arising from this consideration will be brought back to the next appropriate meeting of the Audit & Risk Committee for final approval.

In making these changes, it is important to reinforce that the overall responsibility for risk management will remain with the Board of Management, with delegated authority for the implementation and review of this to the Audit & Risk Committee. The further allocation of areas of risk oversight to Board Committees is intended to improve the awareness, oversight, and consideration of risk, rather than amend the terms of the Board of Management scheme of delegation.

2. Consideration of Risks to Board Committees

In making these changes, each Committee has also been asked to consider how it is informed around the areas of key risk and assure itself that the regular reporting and information, updates, and opportunities for scrutiny within the operation of the Committee are reasonable and sufficient in respect of this.

3. Review of Risks Allocated to the Committee within the Strategic Risk Register

The draft September 2025 Strategic Risk Register is enclosed, with no changes proposed in respect of the risks allocated to the Learning, Teaching and Quality Committee.

4. Approvals

In respect of the above information approval is sought on the Strategic Risk Register as it relates to the operation of the Committee.

Author and Executive Sponsor: Steve Taylor, Vice Principal Support Services and Operations



STRATEGIC RISK REGISTER

2025 - 2026

As at September 2025

Post Holders	ELT	Executive Leadership Team	Prin	Principal	Score	Impact	Likelihood
	SLT	Senior Leadership Team	DirC&A	Directors of Curriculum & Attainment	1	Routine	Remote
	Board	Board of Management	DirSE	Director of Student Experience	2	Minor	Unlikely
	VPSO	Vice Principal Support & Operations	DirFin	Director of Finance	3	Significant	Possible
	VPCP	Vice Principal Curriculum & Partnerships	HoE	Head of Estates	4	Major	Probable
	DirInf	Director of Infrastructure	Chair	Chair of the Board of Management	5	Critical	Very Likely

Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural									

1.1 LT&Q	Failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)	4	4	16	<ul style="list-style-type: none"> Robust strategic planning Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	4	1	4 ↔	<ul style="list-style-type: none"> Robust monitoring via OF&AM Framework Clear performance metrics Amendment of strategic direction/ plans Rolling curriculum review 	Principal & Chair
1.2 Board	College may be disadvantaged by changes to either UK or Scottish Government policies	4	3	12	<ul style="list-style-type: none"> Effective environmental scanning Negotiation/influence at national level 	4	2	8 ↔	<ul style="list-style-type: none"> Review of changes and amendment of strategic direction/plans Financial strategy sensitivities 	Principal & Chair
1.3 Board	Difficulties or over commitment arising within large scale/national College led initiatives or projects impact negatively on: <ul style="list-style-type: none"> Ability of the College to meet key regional strategies/objectives Financial loss or unmanageable financial risk Reputational loss 	4	3	12	<ul style="list-style-type: none"> Effective project/activity management in place Clear governance structures Project/initiative finances clearly incorporated within College financial strategy and plans End of project and exit/contingency planning 	3	2	6 ↔	<ul style="list-style-type: none"> Regular project updates at Executive/Board level Monitoring of project activities, plans and outcomes Clear project Management arrangements in place Budget reporting and management 	Principal, VPCP

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate Risk; Amber (9-15) = Significant Risk; Red (16-20) = Major Risk; Purple, (>21 - 25) = Fundamental Risk. Board Risk Appetite for the above risks is assessed as Open with risks scored as major being subject to regular scrutiny and risks scored as fundamental subject to review at every meeting.

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
1	Strategic and Structural (cont)									
1.4 Board	College disadvantaged as a result of changes arising from major national educational body reviews: SFC, SQA, EdS	3	3	9	<ul style="list-style-type: none"> Negotiation/influence at national level Review of activities/projects and response to new opportunities 	3	1	3 ↔	<ul style="list-style-type: none"> Robust monitoring via OA Amendment of strategic direction/plans Rolling curriculum review 	Principal
1.5 Board	Failure of D&A plans and activities to deliver on required carbon reductions and sustainability actions necessary to meet national targets and achieve College climate emergency ambitions.	4	3	12	<ul style="list-style-type: none"> Robust CEAP in place Multiple strands of activity/action Embedding sustainable practices in normal activity and ways of working Clear links between strategy and practice Planned investment in carbon reduction Sustainable procurement 	3	2	6 ↔	<ul style="list-style-type: none"> Robust monitoring and reporting of CEAP at SLT and Board level Clear performance metrics Amendment of strategic direction/plans Monitoring of scope 3 emissions 	VPSO, DirInf, HoE

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2 Financial										
2.1 F&P	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding	3	4	12	<ul style="list-style-type: none"> Negotiation/influence at national level Contingency plans for amended funding levels or requirements 	3	2	8 ↔	<ul style="list-style-type: none"> Advance modelling of new funding requirements, methodologies, and allocations Monitoring impact of changes Amendment of strategic or operational direction / plans Financial strategy sensitivities 	VPSO
2.2 F&P	Failure to achieve institutional sustainability	5	4	20	<ul style="list-style-type: none"> Protection of funding through dialogue with SFC and SG Input to create sector 'flexibilities' Robust annual budget-setting and multi-year financial strategic planning Effective budgetary control Where required, swift action to implement savings 	4	4	16 ↔	<ul style="list-style-type: none"> Monthly monitoring of budgets Regular review of financial strategy and non-core income sensitivity Effective use of sector 'flexibilities' to support sustainability Amendment of strategic priorities and timing to align with funding levels Review and amendment of activity and budget planning to address over/under performance against activity (credit) target Detailed monitoring of savings programmes Detailed monitoring & management of CDEL/RDEL risks 	VPSO

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2	Financial (cont)									

2.3 F&P	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	<ul style="list-style-type: none"> Influence within Employers Association Management of staffing expenditures 	4	3	12 ↔	<ul style="list-style-type: none"> Expenditure modelling On-going discussions with staff Financial strategy sensitivities Workforce planning 	VPSO
2.4 A&R	Financial Fraud	3	3	9	<ul style="list-style-type: none"> Strong financial controls: segregation of duties and review of transactions. Review of impact of any changes in structure or duties Whistleblowing arrangements 	2	2	4 ↔	<ul style="list-style-type: none"> Continuous review of financial controls Internal Audit programme 	VPSO
2.5 F&P	D&A Foundation refuses/withholds funding for key College priorities	5	3	15	<ul style="list-style-type: none"> On-going dialogue with Foundation Trustees Appropriate bid arrangements in place 	3	2	6 ↔	<ul style="list-style-type: none"> Monitor and advise Board of Management 	Prin & VPSO
2.6 F&P	Demands of capital developments / maintenance impacts on financial sustainability or delivery of learning and/or services	4	4	16	<ul style="list-style-type: none"> Multi-year estates strategy and capital planning Lobbying of SFC on capital and backlog maintenance funding Planning for D&A Foundation bids 	4	3	12 ↔	<ul style="list-style-type: none"> Monitoring of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	VPSO

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance									

3.1 LT&Q	Failure to reach aspirational standards in learning, teaching, and service delivery	4	3	12	<ul style="list-style-type: none"> Clear quality arrangements and priority actions Continuous self-evaluation and action planning Rigorous CPD arrangements in place Regular classroom observation and learner feedback arrangements 	2	2	4 ↔	<ul style="list-style-type: none"> Comprehensive monitoring of key PIs and student/staff feedback Regular Stop and Review events External review and validation findings 	VPCP, VPSO, DirC&A
3.2 LT&Q	Failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.	4	3	12	<ul style="list-style-type: none"> Robust strategic planning and monitoring Effective environmental scanning Strong partnerships Clear links between strategy and practice Concerted demands for increased activity levels 	2	2	4 ↔	<ul style="list-style-type: none"> Effective internal monitoring/review/verification arrangements External review findings 	VPCP, VPSO
3.3 A&R	Legal actions; serious accident; incident or civil/criminal breach	4	4	16	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes 	3	2	6 ↔	<ul style="list-style-type: none"> Monitoring and reporting in key areas – eg H&S, equalities, employee engagement Continuous professional development Internal audit programme Staff surveys 	Prin, VPSO, HoE

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 HR&D	Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students	4	4	16 12	<ul style="list-style-type: none">• Clear and proactive approaches to managing and promoting health, safety, and wellbeing• Continuous self-evaluation and action planning• Rigorous CPD arrangements in place• Regular staff and learner feedback arrangements	3	2	6 ↔	<ul style="list-style-type: none">• Regular employee engagement monitoring• Open communication with staff• Comprehensive monitoring of key PIs and student/staff feedback• Regular union/management dialogue	VPSO
3.5 Board	Reputational Risk – Loss of reputation with key stakeholders	4	2	8	<ul style="list-style-type: none">• Marketing strategy• Reputation plan• Positive marketing approaches	3	2	6 ↔	<ul style="list-style-type: none">• Stakeholder engagement• Social media monitoring arrangements	VPCP, DirC&A
3.6 HR&D	National bargaining outcomes impact adversely on College operations, activity, and flexibility	4	4	16	<ul style="list-style-type: none">• Influence within Employers Association• Management of bargaining outcomes and implementation	4	3	12 ↔	<ul style="list-style-type: none">• Positive union relations and staff communication• On-going discussions with staff• Innovation in approaches	VPSO, VPC&A

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.7 HR&D	Industrial Relations Problems (including industrial action)	4	5	20	<ul style="list-style-type: none"> Adherence to legislative and good practice requirements Positive Union relations and staff communication Effective management development programmes Industrial action continuity planning 	4	2	8 ↔	<ul style="list-style-type: none"> Regular union/management dialogue Regular employee engagement monitoring Open communication with staff Industrial action continuity planning 	VPSO
3.8 A&R	Significant Breach of data security / data protection	5	4	20	<ul style="list-style-type: none"> Effective management of GDPR compliance Mandatory staff CPD and awareness raising on data protection (relative to role) 	4	2	8 ↔	<ul style="list-style-type: none"> Active data protection monitoring and auditing Effective information and data security policies in operation Regular data security monitoring/testing GDPR Action Plan Staff CPD 	VPCP, DirInf
3.9 HR&D	Failure to meet Prevent and related obligations	5	3	15	<ul style="list-style-type: none"> Prevent training Staff awareness and contingency planning Engagement/practice sharing with local agencies 	5	1	5 ↔	<ul style="list-style-type: none"> Business Continuity Plan including scenario testing Information sharing with local agencies 	VPCP, VPSO

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3	People and Performance (cont.)									
3.10 HR&D	College arrangements do not minimise risk associated with Modern Slavery	4	2	8	<ul style="list-style-type: none"> Clear and compliant procurement arrangements and procedures Staff identity checking arrangements and use of PVG. 	3	1	3 ↔	<ul style="list-style-type: none"> Annual procurement monitoring/reporting Regular employee engagement monitoring Open communication with staff 	VPCP, VPSO
3.11 Board	Failure to plan or respond adequately to future pandemic illness.	5	3	15	<ul style="list-style-type: none"> Monitoring and rapid response to WHO and UK/Scottish Government information and alerts Maintenance of COVID-19 good practice approaches to inform future use Effective business continuity planning in place 	4	2	8 ↔	<ul style="list-style-type: none"> Pandemic readiness / response included in business continuity plan reviews and testing COVID/Pandemic Response Group in place Active monitoring and rapid adoption of pandemic guidance / control measures 	Principal

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3	People and Performance (cont.)									
3.12 HR&D	Failure to attract, engage, retain or develop appropriately qualified staff.	4	3	12	<ul style="list-style-type: none"> Clear People Strategy and Workforce Planning in place Positive Union relations and staff communication Effective management development & CPD programmes Positive recruitment approaches and monitoring 	4	1	4 ↔	<ul style="list-style-type: none"> Absence & turnover monitoring Exit interviews Regular staff surveys 7 survey responding Monitoring and responding to staff concerns, union issues and employee relations concerns 	VPSO

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4 Infrastructure											
4.1 A&R	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure	5	3	15	<ul style="list-style-type: none">• Sound systems of administration• Clear fire and disaster recovery arrangements• Staff CPD	5	1	5 ↔	<ul style="list-style-type: none">• Business Continuity Plan including scenario testing	Principal, VPSO, DirInf	
4.2 F&P	Failure to achieve ambitions of Digital strategy; strategy and development is ineffective	4	3	12	<ul style="list-style-type: none">• Planning, careful phasing of changes to processes and systems• Effective management of ICT arrangements• Clear investment plan	3	2	6 ↔	<ul style="list-style-type: none">• Regular review/reporting on milestones, systems effectiveness etc• Regular CPD	VPSO, DirInf	
4.3 A&R	Significant breach of ICT/Cyber security resulting in loss of service sufficient to impact College student / staff outcomes	4	3	12	<ul style="list-style-type: none">• Effective management of ICT arrangements• Active ICT/data security monitoring and cyber security policy	4	2	8 ↔	<ul style="list-style-type: none">• Staff CPD on cyber security issues• Regular security monitoring/testing• Cyber resilience plan	VPSO, DirInf	
4.4 A&R	ICT infrastructure fails to support effective data security / data protection	5	3	15	<ul style="list-style-type: none">• Effective infrastructure and systems design and implementation• Effective management of ICT arrangements and GDPR compliance	4	2	8 ↔	<ul style="list-style-type: none">• Active data protection monitoring and auditing• Effective information and data security policies in operation• Regular data security monitoring/testing	VPSO, DirInf	

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4	Infrastructure									
4.5 F&P	Lack of investment in ageing / beyond serviceable life infrastructure (inc RAAC, Asbestos and M&E failure concerns) impacts on financial sustainability and/or delivery of learning and/or services	4	5	20	<ul style="list-style-type: none"> Creation of long-term infrastructure principles and vision Multi-year estates strategy and capital planning Lobbying of SG and SFC on capital and backlog maintenance funding Identification of alternative funding routes Planning for D&A Foundation bids 	4	4	16 ↔	<ul style="list-style-type: none"> Lobbying of SG and SFC on campus vision and needs Prioritization of capital plans and expenditures Regular review of capital plans/timescales relative to funds 	Principal VPSO

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Learning, Teaching and Quality Committee

Wednesday 27 August 2025

PAPER I

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee Wednesday 27 August 2025



Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

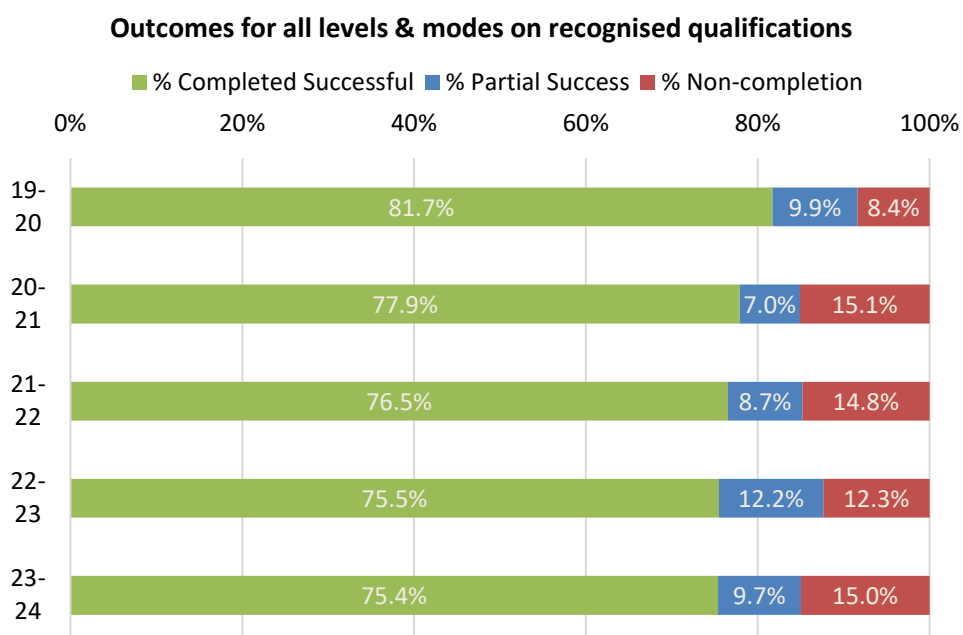
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

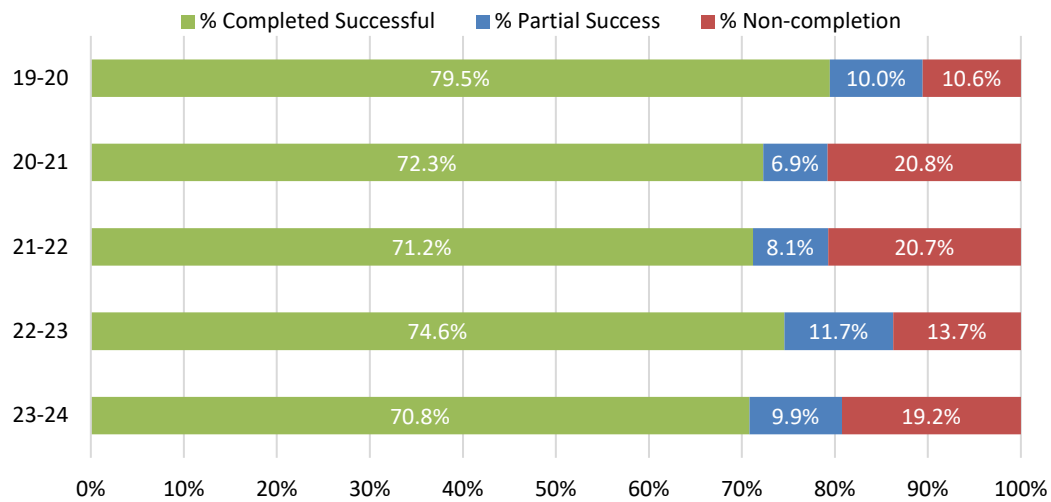
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

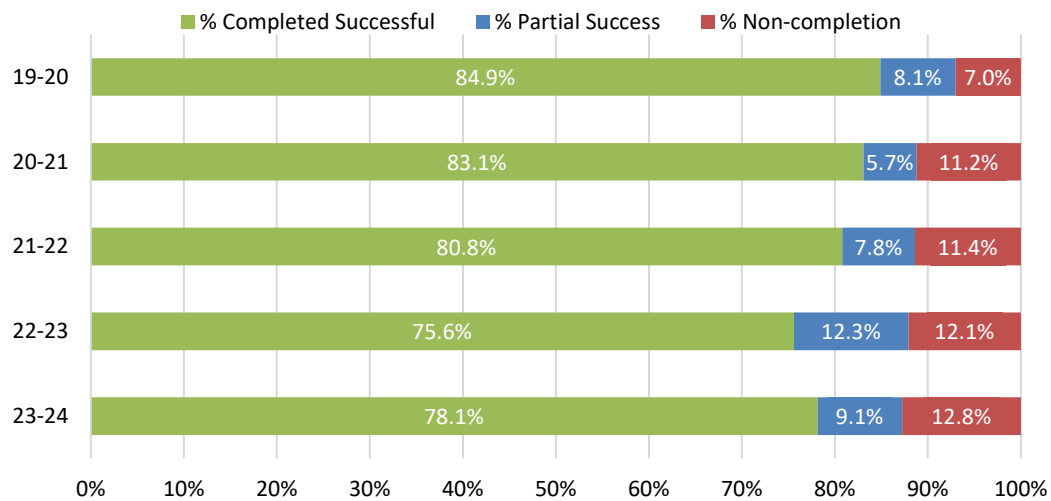
2. LT&Q Metrics



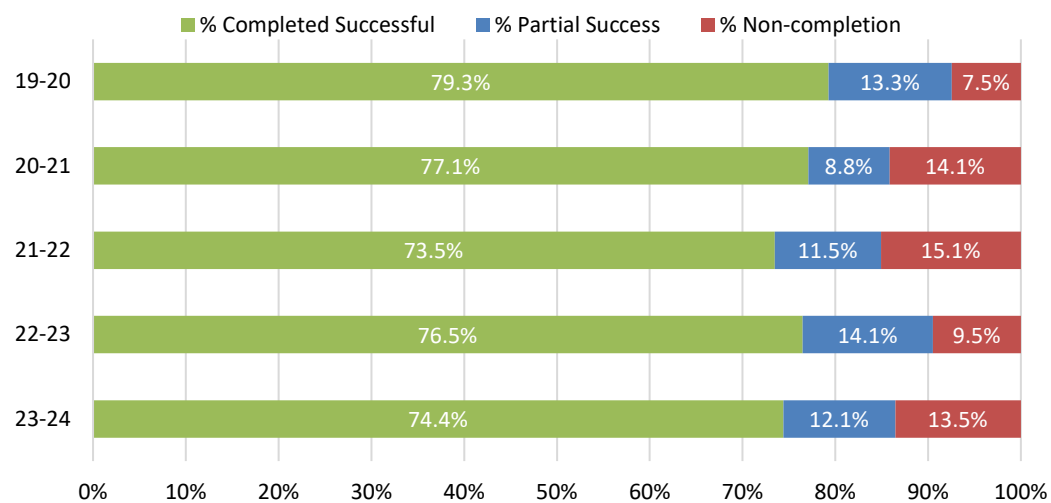
Outcomes for FE on recognised qualifications (FT)



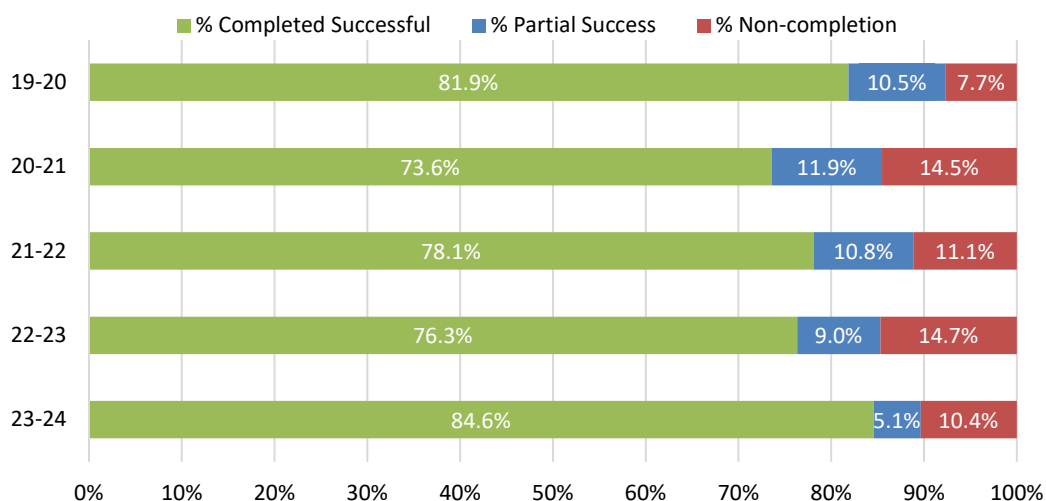
Outcomes for FE on recognised qualifications (PT)



Outcomes for HE on recognised qualifications (FT)



Outcomes for HE on recognised qualifications (PT)



	2023/24	2024/25
Overall student satisfaction score arising from the November Learner Early Experience Survey	88%	90%
Overall student satisfaction score arising from the March Learning and Teaching Survey	88%	TBC

	2021/22	ROA Target 2022/23	Outturn 2022/23
Proportion of Course Leavers recording a positive destination (study or employment) 6 to 9 months after completion of a College programme	95.2%	95%	96.4%

	2022/23	2023/24
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	96.7%	97.2%
National SFC Learner Early Experience Survey Score	93.4%	92.1%

	2022/23	ROA Target 2023/24	Outturn 2023/24
The number of senior phase age pupils studying vocational qualifications delivered by colleges	956	1,300	1155

	2018/19	2019/20	2020/21	2021/22	ROA Target 2022/23	Outturn 2022/23
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	673	525	554	614	400	396
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	357	335	329	372	240	220
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	53%	64%	59%	61%	60%	35.7%

	2021/22	2022/23	ROA Target 2023/24	Outturn 2023/24*
SFC Core Credit Target SFC Additional Credit Target	109,301	105,081	98,307	100,791
Total Credit Target	109,301	105,081	98,307	100,791
Percentage of target	99.6%	96.0%		102.5%

24/25	Applications	Applicants	Offers Made
Full-Time Programmes	13,877	8,060	4,666
Part-Time Programmes	1,954	1,620	852

25/26	Applications	Applicants	Offers Made
Full-Time Programmes	13,070	7,926	5,107
Part-Time Programmes	885	692	371

**Session 24/25 Credits by Programme Modes of Study
- Summary**

Credit Target – 98,307

Mode	Programmes	Final 22/23 Credits	Final 23/24 Credits	24/25 Credits
17	Full Time	67,107	71,623	70,561
18/05	Short Full Time	6,903	4,975	4,668
06	Block Release	4,589	5,349	5,695
07	Part Time – Day Release	2,449	3,290	2,890
08	Part Time – Infill	14,051	8,062	7,882
09	Part Time – Evening / Weekend	908	512	613
11	Work Based	5,065	4,591	3,688
12-16	Open, Flexible, Distance	4,009	2,389	1,869
	TOTALS	105,081	100,791	97,866

	2022/2023		2023/2024		2024/2025	
	Courses	Streams	Courses	Streams	Courses	Streams
Full Time	193	341	167	297	129	249
Other	843	1633	579	1073	717	1259

3. Link to Strategic Risk Register

Information in this report is intended to provide Board members with reassurance that actions and activities are being progressed and addressed that support the mitigation of a range of risks identified within the [Strategic Risk Register](#) namely;

- 1.1 failure of College strategy to meet the needs of the D&A Region and/or national priorities (eg Employability, DYW, attainment, articulation)
- 3.1 failure to reach aspirational standards in learning, teaching and service delivery
- 3.2 failure to achieve/maintain compliance arrangements, e.g. contracts; awarding bodies; audit.

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Executive Sponsor: Steve Taylor, Vice Principal People & Performance



Learning, Teaching and Quality Committee

Wednesday 27 August 2025

DATE OF NEXT MEETING:

**12 November 2025, Room K-TO-624,
Kingsway Campus**