

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee



Wednesday 12 November 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 – 27 August 2025 Paper A for approval
5. MATTERS ARISING Paper B for noting
 - (i) NQ Day One Outcome Figures Verbal update STo
6. CURRICULUM REPORT – PROMOTING POSITIVE MASCULINITY Presentation LL, SS, DS
7. STUDENTS' ASSOCIATION REPORT Paper C for information CP/AL
8. CURRICULUM PLANNING FOR A MORE SUSTAINABLE COLLEGE Paper D for discussion JG
9. 2024/2025 PERFORMANCE INDICATOR REPORT Paper E for information ST/JG
10. CURRICULUM & PARTNERSHIPS REPORT Paper F for noting JG
11. STRATEGIC RISK REGISTER Paper G for approval ST
12. LT&Q METRICS Paper H for noting ST
13. DATE OF NEXT MEETING – 11 February 2026, Room K-TO-624, Kingsway Campus

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)

Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 27 August 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	Connor Pithie
Stephen Oakley	Laurie O'Donnell
Ged Bell	Colin Smith
Kirstin Marsh	Sally Middleton

IN ATTENDANCE: Steve Taylor (Vice Principal / Secretary to the Board)
Julie Grace (Vice Principal Curriculum and Partnerships)
Jane Roscoe, Lee Lapin & Steph Toms (Directors of Curriculum & Partnerships)
Leann Crichton (Director of Student Experience)
Lauren Simpson (Active Campus Coordinator)

1. WELCOME

K McIntosh chaired in place of N Lowden and welcomed everyone to the Learning, Teaching and Quality Committee meeting.

2. APOLOGIES

Apologies received from Helen Honeyman and Penny Muir.

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 14 May 2025 was approved as an accurate record.

5. MATTERS ARISING

There were no matters arising.

6. CURRICULUM REVIEW & FUTURE CURRICULUM PLANNING

L Simpson presented an outline of the active campus role and work being undertaken (slides enclosed).

L Simpson noted that the role and activities were supported by funding through Sports Scotland, with this commencing during academic year 2023/24. The range of activities were outlined, including an increase in the number of events supported and the number of students engaging in the wide variety of active events and opportunities available.

L Simpson highlighted the importance of ensuring that events were not just sporting activities and noted work undertaken to ensure that the offer met the needs and interests of all student groups and helped to support students to be retained and to attain their qualifications. This included specific inputs to support LGBTQI students, students with disabilities and students from different ethnicities.

L Simpson highlighted work undertaken to support construction students to better engage in positive conversations and how this had impacted significantly on issues around behaviours, engagement and readiness to learn. It was noted that this work was underpinned by physical activities but also included development around the theme of positive masculinity.

D Smith asked about the impact on the construction students and L Simpson highlighted that the activities supported improved relationship building between students and staff and the identification of areas of common interest. L Simpson noted that the development of relationships and community through engagement in different contexts had been beneficial.

S Oakley asked what the next steps were in promoting an active culture. L Simpson stated that she wanted to further develop the partnerships that she had to support different opportunities and activities.

S Hewitt stated that the creation of the active campus roles and support through Sports Scotland was one of the few areas where there was 100% support from colleges and Principals across Scotland. He noted that this had been incredibly successful at D&A and elsewhere because the approach taken nationally was flexible and not a 'one size fits all'. S Hewitt asked how the different approaches nationally were being shared across the active campus network. L Simpson noted that there was really positive engagement and sharing across the network, with a number of colleges keen to hear about the D&A construction project work.

L O'Donnell asked about the barriers that might hamper work and L Simpson stated that the lack of sports facilities at Kingsway was a challenge as it limited what could be offered, but that flexibility around different activities helped to overcome this.

K McIntosh welcomed the work around positive masculinity and stated that it was good that this was focused on positive work, rather than toxic masculinity. J Grace highlighted that this work also sat alongside broader work within the construction and engineering departments to support positive conversations and attitudes around masculinity.

The Committee thanked L Simpson for her presentation.

7. STUDENTS' ASSOCIATION REPORT

C Pithie and A Lawrence provided an update on student engagement activity, summarising work completed during 2024/25 and outlining the key priorities for 2025/26.

C Pithie noted the outcome of the 2025/26 elections and the change in Team Leadership for DASA (with Sarah Rennie returning to replace Amy Monks who had moved into a new role with SPARQs).

A Lawrence outlined plans to develop the role of the class representative based on a detailed review undertaken in June 2025. This work would progress during 2025/26 with a view to pilots being run for January starts.

It was noted that the Thrive work had supported 282 breakfast club sessions during 2024/25 providing a mixture of free food and socialisation and engagement opportunities. Support for the Thrive programme would continue as the main focus for fundraising in 2025/26, with an initial request issued for the thrive shops and larders and links established with local supermarkets and foodbanks to help stock the food larders.

C Pithie noted the positive impact of the Student led staff Awards in June 2025, highlighting that all award winners and shortlisted entries had received a certificate outlining why student had nominated them

A Lawrence summarised her input to the national STEP (Scotland' Tertiary Enhancement Programme) project work and noted her desire to continue with this through 2025/26.

A wide range of summer activities and events had been organised for new and returning students. This work was a positive benefit for many students that may otherwise have been isolated over the summer or anxious about coming into College.

C Pithie stated that a key focus for the coming year was the review of the class representative arrangements, including the introduction of a new Class rep manual, revised arrangements to better support ESOL and Supported Education students and a simplification of some of the feedback loops.

S Oakley welcomed the update and highlighted how this work was important in aligning College values to the experience of our students. S Oakley asked about steps being taken to ensure that the good work being undertaken was better known across the College. C Pithie noted plans to further develop the social media presence of DASA and to promote events and activities more widely.

The importance and opportunities to align events with students and staff – such as Thrive fundraising events – was noted.

K McIntosh noted comments regarding survey fatigue in terms of planned changes to feedback loops and welcomed this being recognised.

The update and on-going work of DASA was commended by the Committee.

8. PERFORMANCE INDICATOR COMPARISON REPORT

S Taylor summarised the report noting that this related to the 2023/24 student outcomes as the national data on these had been published during the summer.

It was noted that the figures published had been amended to reflect the change made in the performance indicator (PI) measures during 2023/24, with these now excluding early withdrawals. This change had also resulted in the updating of the previous 5 year trend data to ensure that the measures were consistent over that period. These changes had disproportionately impacted on the College (as it traditionally has good levels of early retention).

S Taylor highlighted that D&A was above average for Scotland for all but one of the measures and was the top performing College for full-time HE programmes. The College was also in the top 10 in Scotland for all bar four of the PI measures published.

J Grace noted that further work was progressing on overall retention but noted that the College approach was to aim to support students to attend as long as possible so that they gained some benefits from their College experience. This could impact on the new PI measure but was preferable to 'counselling' students out at an early stage.

S Middleton noted the impact of more aggressive university recruitment on college activity levels and asked if this was impacting on student outcomes. J Grace stated that it was too early to say for definite, but that lower HE recruitment was being offset by higher HE recruitment to there was this possible impact.

The report was welcomed.

9. SPRING 2025 LEARNER SURVEY UPDATE

S Taylor noted that a verbal update had been provided on the provided a verbal update on the spring student survey at the last meeting and that the report now confirmed the outcomes and provided the detail of these.

J Grace highlighted the increase in engagement with the survey and the improved overall satisfaction rating of 90%.

The different levels of participation between academic areas was discussed and it was noted that work was progressing to encourage uptake for those students less likely to undertake the survey. This included further opportunities to engage in survey completion but also ensuring that there were alternative ways for students to provide feedback.

S Oakley asked if there were specific themes emerging from the survey and J Grace advised that these differ between academic teams and that any themes would be discussed as part of the Stop & Reflect meetings. It was noted that there were always comments about the price of food in the canteen.

L Crichton stated that there were also other ways of analysing the survey outcomes by different student groups to help inform action planning as appropriate.

L O'Donnell noted that there were no numbers (only percentages) against completion rates and asked that this be included in future reports. **S Taylor to progress.**

10. SQA EXAMS ATTAINMENT REPORT

S Toms introduced the report and stated that overall attainment had improved in 2024/25, with Nat 5 outcomes +13.5% and Higher outcomes +7.5% compared with the previous year.

S Toms stated that on-going review work was being undertaken in areas where the exam results were not as good but highlighted previous discussions around the need to balance outcomes with offering additional chances for students in a college setting.

N Lowden asked about the numbers presented compared with previous years and S Toms stated that they were reduced overall (due to the removal of Higher Care) but otherwise were broadly comparable. N Lowden asked that the data be shared with the Committee outlining how many students were initially recruited, rather than just those presented for the final exam. This was agreed. **S Toms to progress.**

K McIntosh noted the data provided in respect of estimates vs actuals and asked if there were any specific issues or areas of concern around concordance between these. S Toms noted that this was being reviewed and K McIntosh stated that she was happy to support engagement with council staff to help support local subject networks and expertise sharing where this was helpful. This offer was welcomed.

N Lowden stated that it was positive to see the increase in overall exam pass rates.

11. CURRICULUM & PARTNERSHIPS REPORT

L Crichton provided an update on student recruitment highlighting the challenges around HE recruitment as both local universities had moved to clearing for a significant number of courses. FE level courses had shown strong recruitment.

Early engagement in student registration has helped to support more students than previously to complete their enrolment prior to starting, ensuring that they had access to all systems and information needed before their courses started. Work completed with the Student Services team had also helped to increase the number of student support plans in place prior to the start of the semester. Approximately a third of students with support plans had these in place in advance of commencing their course. Other improvements included a more user friendly booking system for student support.

L Crichton noted the opening of the new community hub facility in Arbroath, bringing a wide range of community groups and services onto the campus to enhance the services available to students and better support services for the wider community. S Hewitt noted that part of the operation of the hub would be as a proof of concept to help inform the new campus employability model.

J Roscoe highlighted recent recognition of staff and students, including the award received by Esther Doig in the Business Team as Young Enterprise Scotland Business Mentor of the Year 2025 and the Administration Academy awards celebration.

N Lowden stated that he wanted to formally record his thanks to the College for stepping in to support school pupils following the collapse of a private training provider to attain their NPA Long Hair Design and Makeup qualifications. N Lowden stated that the College has been extremely supportive and flexible to support the school pupils to achieve.

K McIntosh thanks all contributors for the quality and comprehensiveness of the report.

12. STRATEGIC RISK REGISTER

S Taylor noted that the item had been reviewed, and, at this stage, no changes were proposed to the risks delegated to the Committee. This was approved.

13. LT&Q METRICS

S Taylor highlighted the key metrics for noting, highlighting the updating to the PI trend details as discussed earlier in the meeting.

14. DATE OF NEXT MEETING

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

Action Point Summary

Action	Responsibility	Date
Student Survey completion to note rates and numbers completing	S Taylor	12 November 2025
Data on day one outcome for Higher and Nat 5 candidates to be shared with the Committee	S Toms	12 November 2025

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 12 November 2025

Matters Arising



Paper for information

The following actions were noted from the Wednesday 27 August 2025 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
9.0	Student Survey completion to note rates and numbers completing. S Taylor	To be included in next report	Open
10.0	Data on day one outcome for Higher and Nat 5 candidates to be shared with the Committee. S Toms	On agenda	Closed

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

DASA UPDATE



Students'
Association
Dundee and Angus College

NOVEMBER 2025

Inductions

More than 1120 interactions with students across the College

More than 15 departments engaged

More than 557 feedback responses from students

Attended evening class inductions

New space in Arbroath is a productive space for inductions and training

Induction Feedback from Staff

- *"It was one of the best DASA inductions I have had."* - Allan Smith, ESOL Induction
- *"That was one of the best inductions we have had with DASA, full of information and laughs."* - Sharon Philips, HNC Cyber
- *"Just a quick note to say thank you so much for your input yesterday for our Induction Day! The energy in the auditorium was fantastic, a real buzz. 😊"* - Gemma Dowling, PFA Induction
- *"I just loved the way you did inductions and got the class up and moving and working together."* - Vicky Hirst, Gateway Induction

Induction Feedback from Students

- Excellent overall rating: 4.75/5 stars; 78% gave 5 stars, 19% gave 4 stars.
- Gamification worked well: Kahoot Quiz and Shapes Game made sessions engaging and interactive.
- Students appreciated friendly, positive, and approachable staff; all team members contributed.
- Inductions encouraged peer connection early in the semester.
- Students learned about:
 - Students' Association roles and team members
 - Campus services and support signposting
 - Thrive Initiative and available opportunities



2025 Student Rep Dashboard

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☐ FE
☐ HE

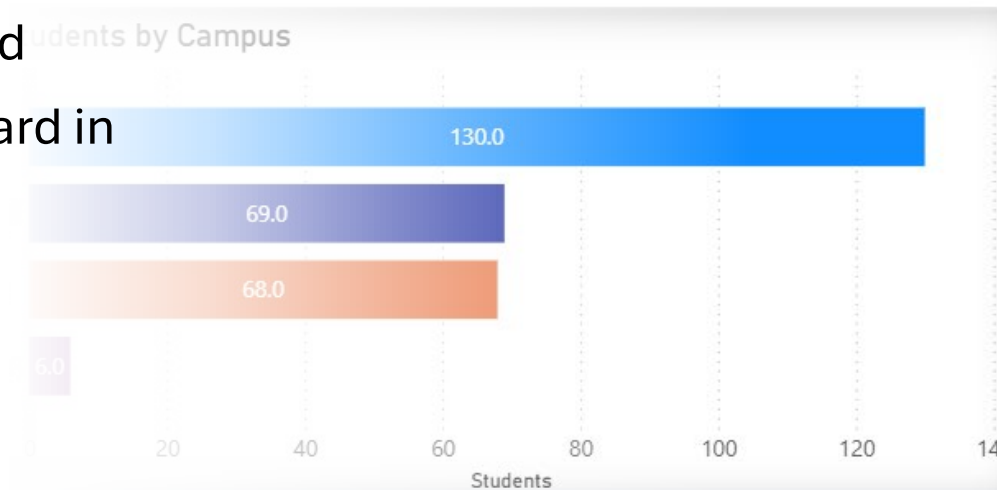
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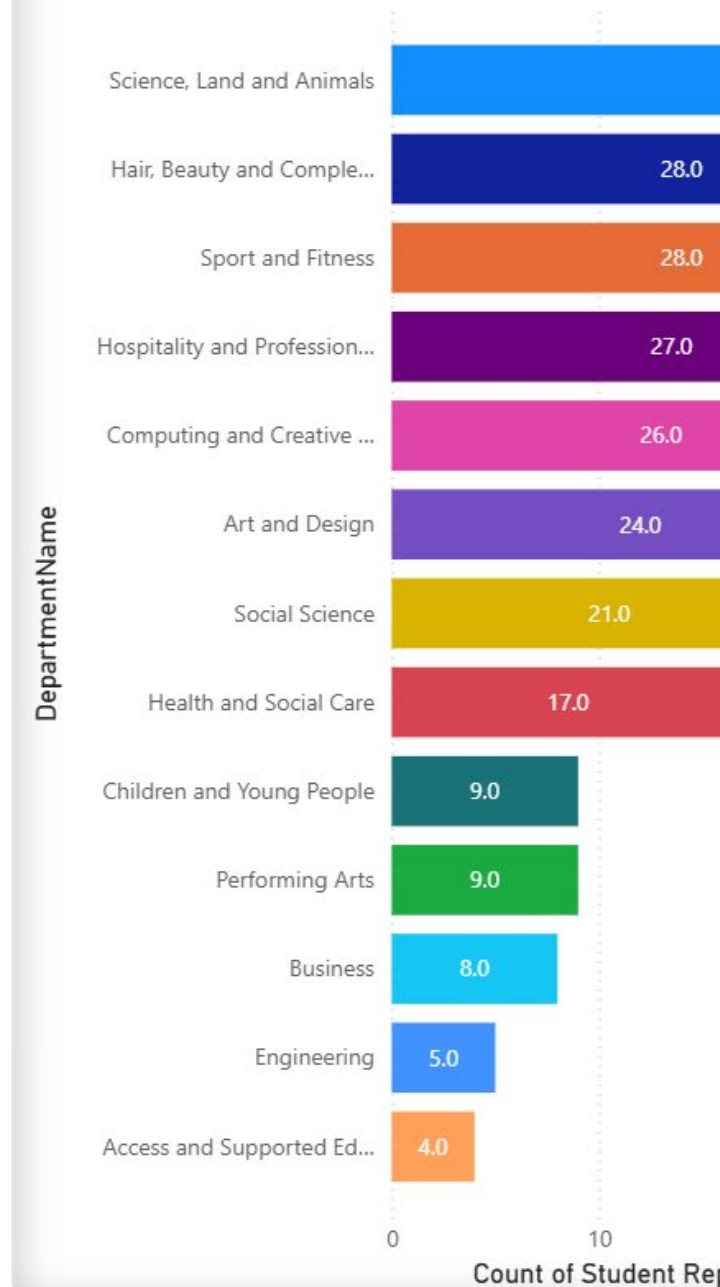
All

No. of Students

241



% Completed by Cost Centre with Drill to Course



Class Reps

- More than 280 Class Reps registered
- More than 170 Class Reps trained so far
- 10 Sessions both online and in person
- 16 Departments engaged
- New Class Rep Dashboard in place

New Class Rep Training Overview

Introduced a more interactive and practical approach to Class Rep development.

Built student knowledge, skills, confidence, and understanding of the representation system.

Used scenario-based and collaborative activities to apply learning in real contexts.

Encouraged cross-college teamwork, connecting students from different subject areas.

Promoted inclusive engagement through activities on unconscious bias, active listening, and informed decision making.

Embedding Partnership and the TQEF

Training structured around the SPARQS Student Learning Experience (SLE) model.

Supported Class Reps see how their role contributes to student engagement within the TQEF.

Highlighted themes and timing of feedback, strengthening understanding of the feedback process.

Emphasised the feedback loop and the importance of closing it to keep peers informed and engaged.

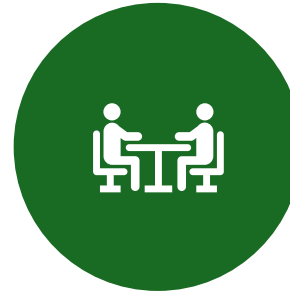
Reinforced true partnership between students and staff as a driver for quality enhancement.

Supported a college-side culture of collaboration and continuous improvement.

Class Rep Training Feedback



I learned the importance of community, That I am not on my own doing this!, I learned how to be patient and take my time to understand things more clearly.



I liked getting to talk to other people about issues that I have had, all the activities especially the instructions activity, I liked all the activities and meeting others, how the sessions felt really friendly and chilled I feel reassured and confident in what I am doing and who I am working with. The Kahoot quiz.



I suggest, a quieter space for training, more team building exercises, when dividing into teams, Maybe give each team one attribute to focus on (Kingsway Campus)



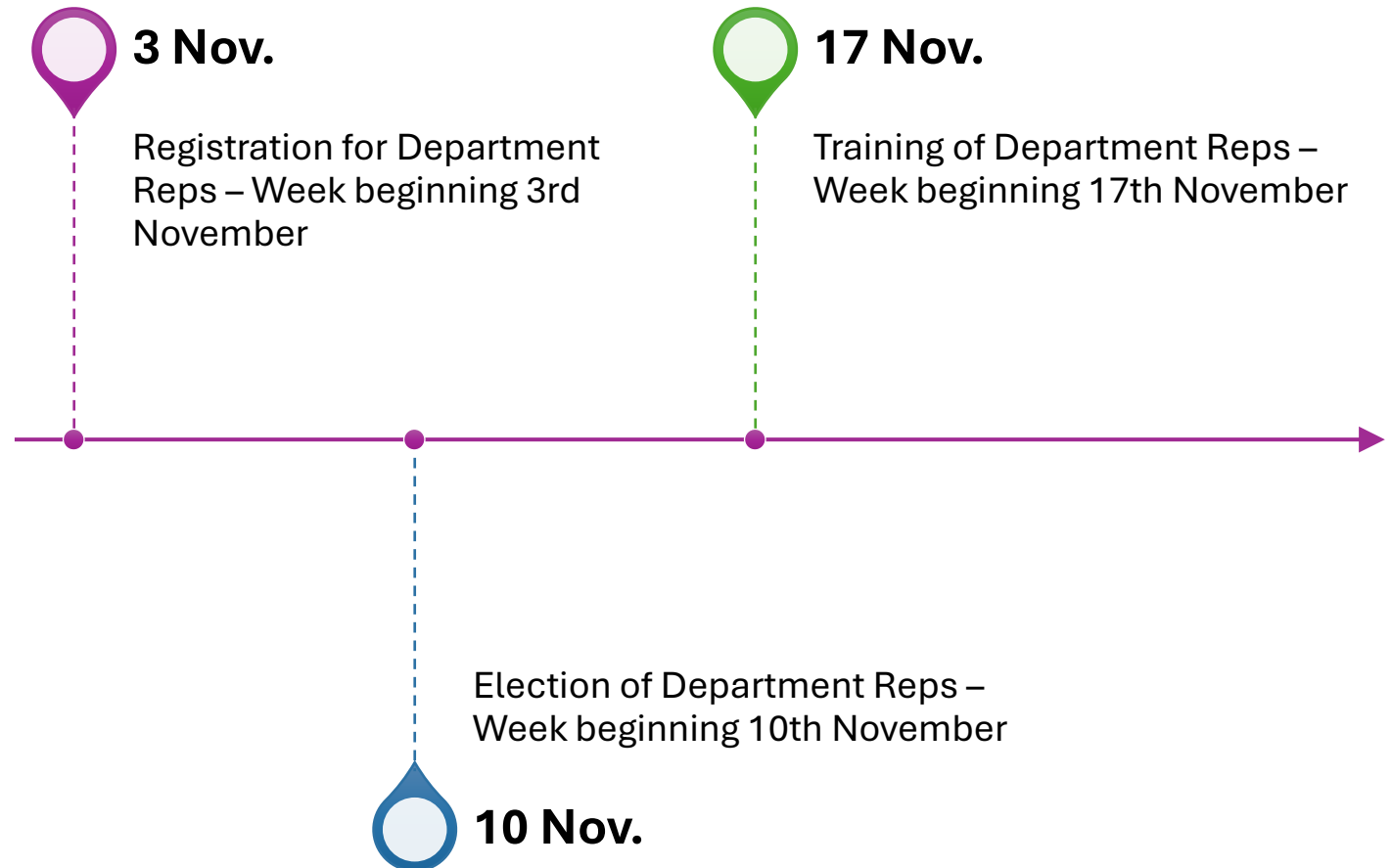
"I wanted to say the Team should be proud of the class rep training yesterday it was delivered fantastically, I thoroughly enjoyed it"



Lessons Learned from Class Rep Training

- Building a sense of community is important to our students.
- Students developed patience and clarity when understanding issues.
- Interactive activities (instructions exercise, Kahoot quiz, and The Witches of Glum) enhanced learning and engagement.
- Friendly, supportive atmosphere increased confidence and reassurance.
- Opportunities to share experiences and meet peers were highly valued.
- Quieter spaces would improve focus; team-building exercises could be expanded.
- Spaces matter: Gardyne & Kingsway less suitable; Arbroath SA space ideal for collaboration.
- Positive recognition of excellent delivery by the Team.

Department Rep Timeline





Promoting the Learner Survey



Shared survey via multiple channels: Student Megaphone, group tutors, DASA SharePoint, and Student App.



Reminded students during breaks and lunchtimes to complete the survey.



Communicated the importance of participation and how feedback drives change.



Targeted Class Reps as key advocates to encourage peer engagement.

Freshers 2025

- Arbroath Campus, more than 110 student interactions
- Gardyne Campus, more than 130 student interactions
- Kingsway Campus, more than 210 student interactions



Graduation 2025

- **High student engagement:** More than 100 interactions with students before and after the ceremony.
- **Diverse showcase:** Highlighted courses and students from across the college on social media.
- **Promoting the College:** Showcased both achievements and the fun side of student life.
- **Student support:** Provided guidance and assistance before, during, and after the ceremony.
- **Student leadership:** Student President delivered speech and vote of thanks.





Clubs

- Current clubs: Warhammer, Dungeons & Dragons (D&D), Crochet Club.
- New/upcoming groups: Invertebrate Society (with Animal Care) and potential Poultry Club, as well as Crochet for Calm.
- Driven by student voice: Clubs created in response to student requests.
- Opportunities for socialising, peer support, and community building.
- Encourages creativity, shared interests, and engagement beyond the classroom.

Lunchtime Activities

- Games & Socialising: Uno, group games, and chatting with peers.
- Creative activities: Colouring, arts & crafts, crochet.
- Wellbeing-focused sessions to support student mental health, such as calming art work etc.
- Open doors: Informal space for connection and relaxation.
- Encouraged community building and peer interaction in a relaxed environment.



Funding Campaign

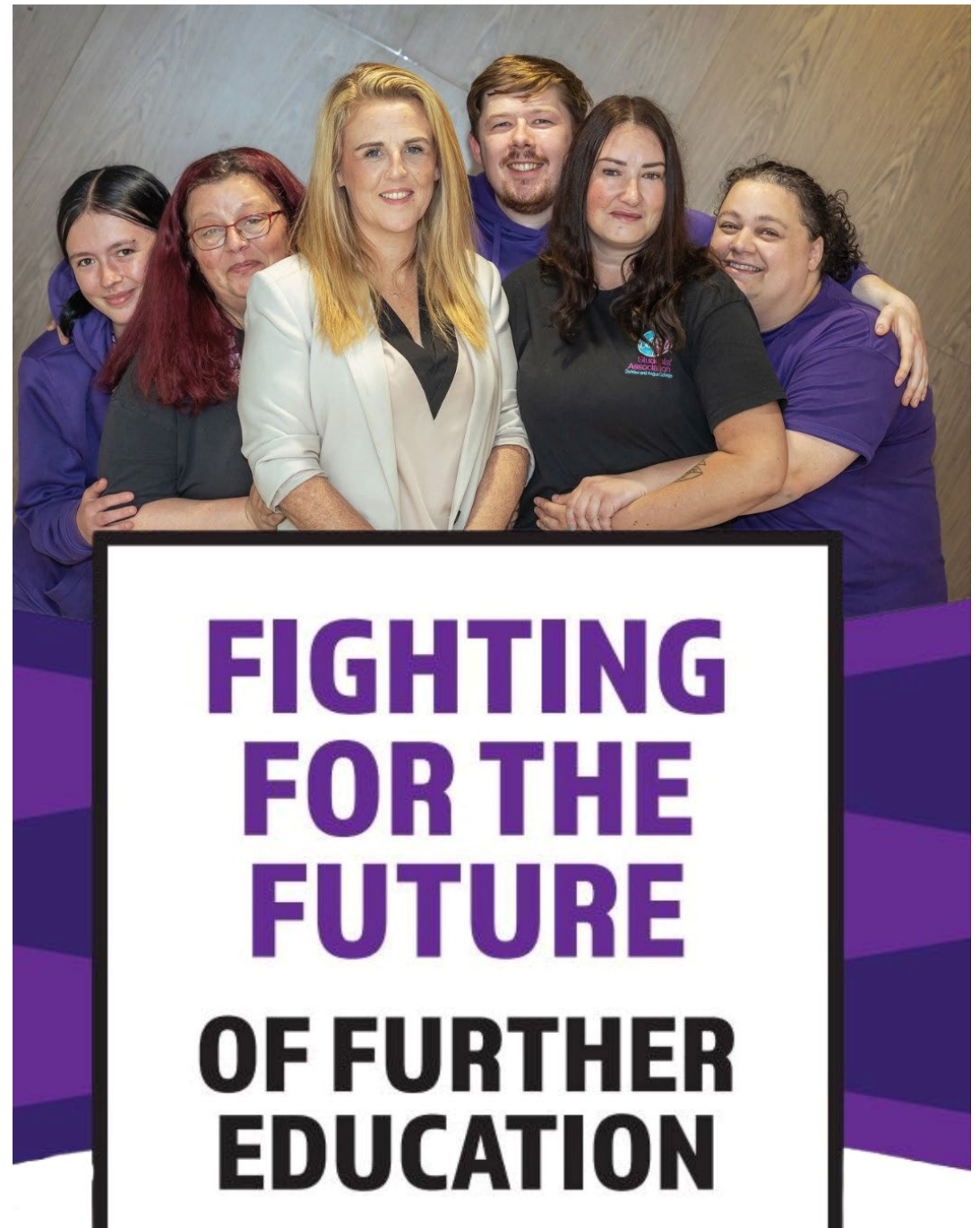
- **32 letters** sent to Cabinet Ministers and MSPs highlighting the need for college funding.

- **2 MSP visits** arranged to meet students and discuss college impact.

- Sent the petition to **every college and university** in Scotland through our SA networks.

- **More than 33,000 social media views** raising awareness of the campaign.

- **Promoting the value of colleges** and the importance of continued investment.



BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 12 November 2025

Curriculum Planning for a More Sustainable College



Paper E for discussion

1. Background

This paper presents an update on proposed curriculum changes developed in response to the ongoing financial challenges facing the college and the wider College sector, with the aim of reducing the D&A budget deficit through targeted savings.

2. D&A Key Decision-Making Criteria

As with previous savings exercises, a range of criteria has been used to ensure that proposals align with our strategic commitments alongside the need to make financial savings. The criteria below is relevant to the managing the curriculum changes.

- We will continue to provide access to education and training across the Dundee and Angus region, delivering a curriculum that provides clear progression pathways with multiple entry / exit points. Within this, courses will be consolidated to remove internal competition, reduce duplication and to prevent early specialisation with changes reflected in curriculum design. The creation of centres of excellence where practicable will be encouraged.
- Changes should recognise the needs of D&A learners and the needs of our wider community and economy. We will continue to build a sense of community, provide an inclusive curriculum, delivering on our regional economic priorities and supporting vulnerable and under-represented learners.
- Efficiency of curriculum and service delivery will be critical, such as class sizes being optimised to ensure efficient delivery, good housekeeping maintained, course hours, use of resources, working patterns, engagement, and outcomes managed.

3. The College Curriculum

In 2023, the curriculum offer was reduced by 10% to reflect the demographic changes and demand for college places post-pandemic. The consolidation of the curriculum portfolio undertaken at that time maintained the breadth of the curriculum offer whilst reducing the number of unique full-time courses and streams.

The action taken in 2023 has ensured the stability of our full-time recruitment over the last 3 years (academic sessions 2023/24, 2024/25, 2025/26). However, whilst overall full-time enrolments have stabilised, there have been areas of growth and decline at departmental and course level.

As noted in section 2, we have used the decision-making criteria to identify areas of further reduction and consolidation across the curriculum. The following section summarises the proposed broad curriculum changes.

3.1 School-College Partnership (SCP)

The School-College Partnership is a valuable introduction to College for many young people in our region and acts as a feeder to our full-time courses. Since 2016, we have provided a wide range of course options to Senior Phase pupils across Angus and Dundee, enabling access to courses on a demand-led basis.

The national post-pandemic concern about school absence rates has prompted a change in educational approaches by our local school partners as they aim to keep pupils engaged and participating in school. This means that we are increasingly competing for pupils as many schools are now delivering qualifications that were traditionally offered by colleges, such as National Progressional Awards (NPAs), and Skills for Work qualifications. **The delivery of NPAs by schools across Scotland has increased from 4 380 in 2019 to 21 025 in 2024, an increase of 380%.**

Although we remain committed to providing a pathway into further and higher education through the School-College Partnership, it is proposed to streamline the Senior Phase offer to schools, concentrating our course options on qualifications that are not readily offered by local schools and where there is strong demand for places.

This proposal will impact almost all College curriculum departments.

In line with changes to local education approaches, the exceptional school leaver offer currently available to schools will be removed. This decision reflects a growing recognition that students referred before reaching statutory school-leaving age often struggle to engage meaningfully with college life. Many of these pupils are not attending or thriving in their school environment, and this pattern tends to continue once they transition to college.

Our recent work on The Changing Learner highlights the importance of peer connections and a sense of belonging within the college community, which is often lacking for the exceptional school leavers. This is reflected in the data, which shows that 65% of exceptional leavers withdraw early from full-time college programmes.

Supporting these learners requires significant input with transition planning, daily attendance monitoring and reporting, which is not sustainable within the current model. As such, the College will refocus its efforts on more structured and supported pathways that better align with both students' needs and institutional capacity.

3.2 National Qualifications

The current compressed part-time delivery model of Highers and National 5 qualifications makes attainment challenging for students who enrol on these courses. Whilst significant work has taken place to improve outcomes and pass rates for students who sit the final exam, many of the courses have significant early and further withdrawals alongside those not presented for the final exam, which impacts negatively on the overall college performance.

The initial consultation proposal was to discontinue all part-time delivery of National Qualifications from session 2026/27, including the current School-College Partnership NQ courses. Ceasing to offer National Qualifications will impact the course provision in Essential Skills, Science, Land and Animals and Social Science.

A significant volume and range of feedback was received through the consultation process. In addition to retaining the current offer, suggestions included moving to fully online delivery and partnering with other SQA centres. Careful consideration was given to all of the alternative suggestions and feedback submitted.

In recognition of the widening access opportunity that this provision provides, it is planned to retain the in-class delivery only of National Qualifications in Maths at National 5 and Higher

English. However, this provision will require further review and targeted interventions to improve performance, including revised pre-entry guidance and recruitment practices to ensure candidate suitability and commitment

3.3 January-start programmes

The current budget deficit position means that we have to take action to reduce our in-year costs during 2025/26. One of the ways to do this is to remove or reduce our courses that are due to start in January 2026. This was not an easy decision to make as these courses provide pathways into college for Winter school leavers and retention and attainment across many of these courses are positive.

The initial proposal was made to streamline our January portfolio to focus on the courses where student success outcomes were in line or above our average for FE short-full time courses (70%) in 2024-25. This proposal will be progressed and the revised curriculum offer will open for applications week commencing 10 November 2025. Stakeholders including schools and Skills Development Scotland will be advised and Marketing will begin a promotional campaign to encourage course applications.

3.4 Access and Supported Education programmes

The Access and Supported Education department plays a key role in engaging and re-engaging the most vulnerable and disadvantaged young people in our region. The courses offered in this department provide an introduction to college and support the development of social, emotional, learning, and life skills, providing a foundation for students to progress into subject-specific courses. This is why this area was not subject to a 10% reduction in activity in 2023.

During the consultation period the Access and Supported Education team submitted alternative proposals identifying curriculum reductions and amendments that would better suit their students and continue to maintain the breadth of opportunity available across Dundee and Angus whilst generating the level of savings required.

In addition, alternative sources of funding are being explored to enable the College to continue to offer our supported employment programme in partnership with NHS Tayside.

3.5 Discontinuation of Dance curriculum

Demand for dance courses has not recovered since the pandemic, and the landscape of contemporary dance has shifted significantly. Many local prospective students are now opting for alternative providers that offer a broader range of options to develop multiple skillsets to increase their chances of employment. Although efforts were made to adapt the curriculum to address these challenges, they did not result in increased applications. It is proposed that the discrete dance provision is discontinued from session 2026-27.

Acting and Performance will remain part of the curriculum offer, and will be brought into the to the Art & Design department, creating a creative and expressive arts team.

3.6 Sports and Fitness Consolidation

In order to deliver sports and fitness courses in Arbroath, the College currently leases the Saltire Centre from Angus Alive. Until 2017 the annual lease charges had been stable. Since then, the associated rental and service charges have risen significantly, increasing from £25.5k to £93k this year, an overall increase of 272%, with further increases anticipated.

Given the scale of this increase and the need to ensure long-term sustainability, it was proposed that the College would no longer operate from the Saltire Centre in session 2026/27. As part of this change, sports and fitness courses currently delivered there at FE level will be discontinued, with HE level courses relocated to Gardyne Campus.

Since the initial proposals were published, discussions have taken place with Angus Council directors in Education and Legal departments and the service leader in Vibrant Communities to try to identify sustainable alternatives to support the college's use of the Saltire facility. We are continuing to explore alternative lease options that would be acceptable to Angus Council and meet our requirement to reduce our annual operating costs.

If no acceptable alternative operating model is identified, the proposal to discontinue non-advanced classes in Arbroath would be implemented with HN classes relocated to Gardyne Campus.

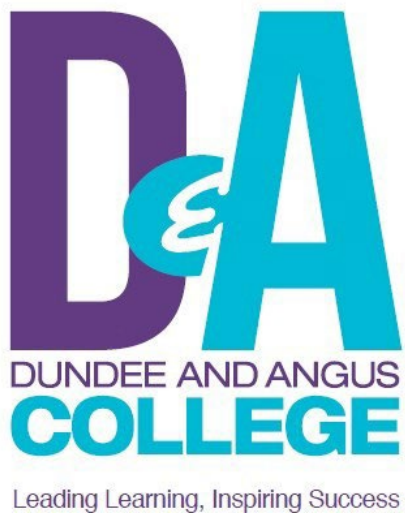
8. Link to Strategic Risk Register

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

Author and Executive Sponsor: Julie Grace,
Vice Principal Curriculum and Partnerships



Performance Indicator Summary Report 2024/25

November 2025

Table of Contents

Introduction	3
About the Data	3
Dundee & Angus College Total Pls	4
Chart of College Total Pls	4
Table of College Total Pls and Commentary	4
Performance Indicators by Level and Mode of Study	5
Chart of Successful Completion Percentage by Level and Mode v prior 4 years.	5
Chart of Performance Indicators by Level and Mode	5
Achievement of Aspirational Targets for “Completed Successful” outcome	6
Chart of number of Courses by Department by “Completed Successful” outcome.....	6
Performance Indicators by College Department/Campus	7
Chart of Performance Indicators by College Team	7

Introduction

This reports details Dundee and Angus College Provisional Performance Indicators for Academic Year 2024/25 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:

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 61.3	<61.3

About the Data

All the data contributing to this report has been obtained from the College’s FES data, remains provisional, **has yet to be published by the SFC and is not for publication.**

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.

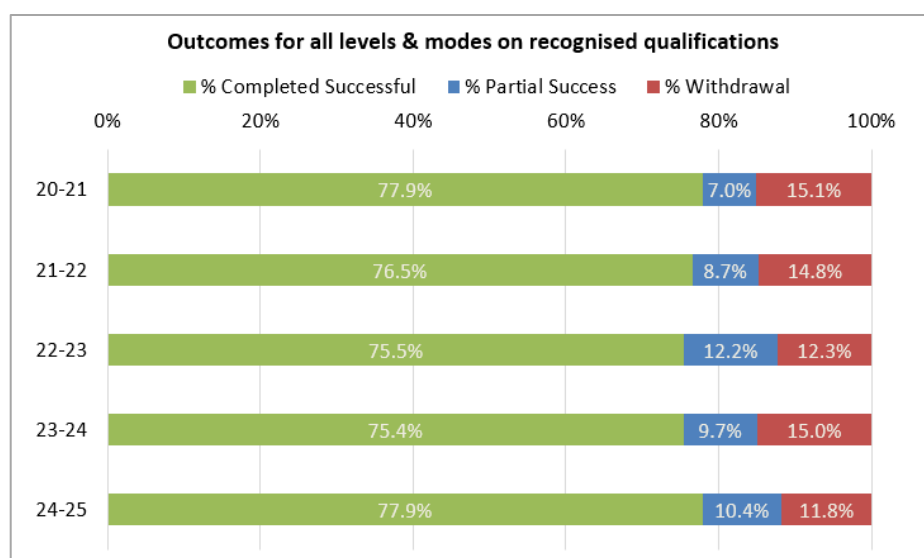
NB 2023/24 is the first session to incorporate the revision to remove Early Withdrawals from both enrolments and withdrawals in the calculation of PIs. This change is reflected in the data presented.

Comparisons between provisional Dundee and Angus PIs 2023/24 v the previous 4 years are shown in the following table:

Performance Indicator	2024/25	2023/24	2022/23	2021/22	2020/21	2024/25 v 2023/24
Completed Successful	77.9%	75.4%	70.9%	72.3%	80.3%	+2.5%
Completed Partial Success	10.4%	9.7%	11.4%	8.2%	1.0%	+0.7%
POSITIVE OUTCOME	88.3%	85.1%	82.3%	80.5%	81.3%	+3.2%
Further Withdrawal	11.8%	15.0%	11.6%	14.0%	15.4%	-3.2%
Early Withdrawal	-	-	6.1%	5.5%	3.3%	

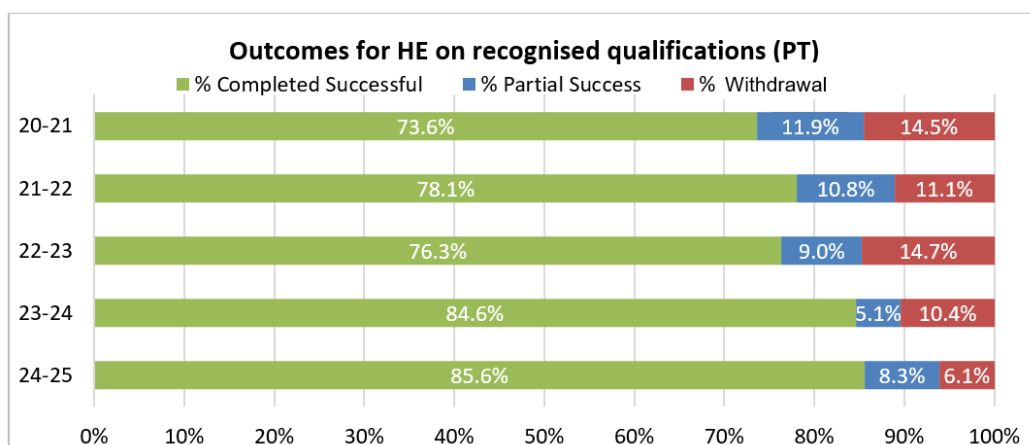
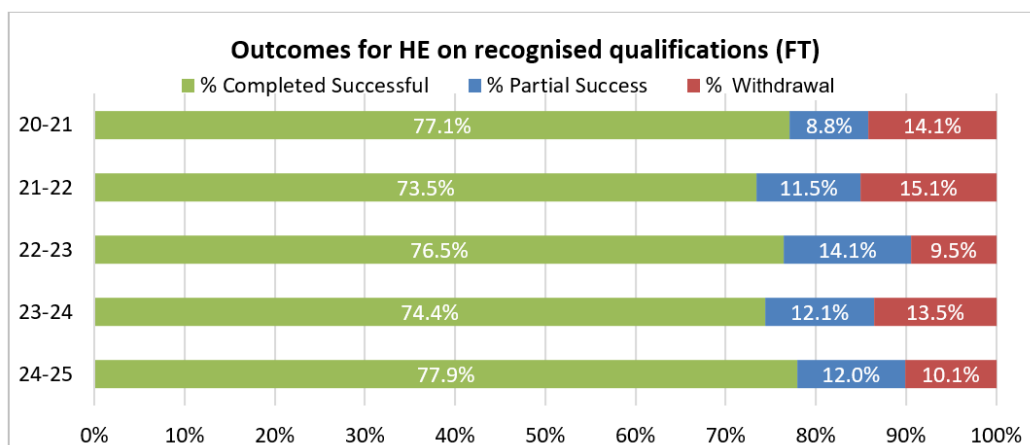
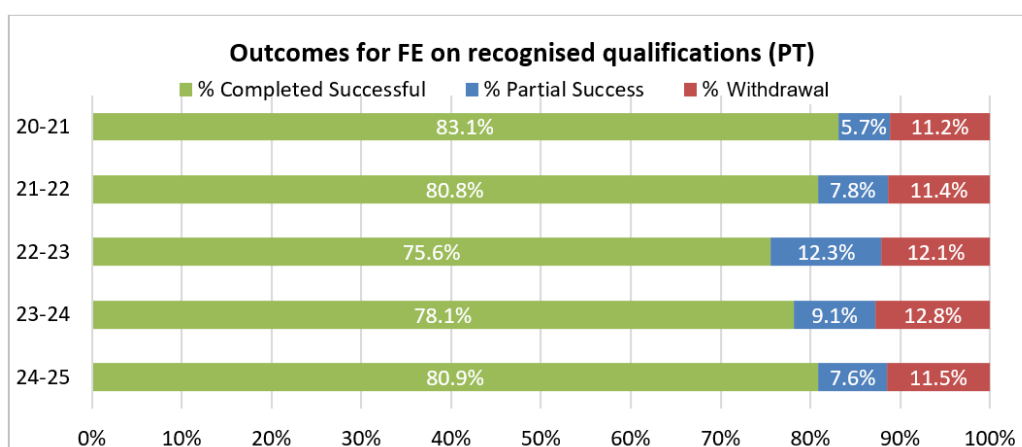
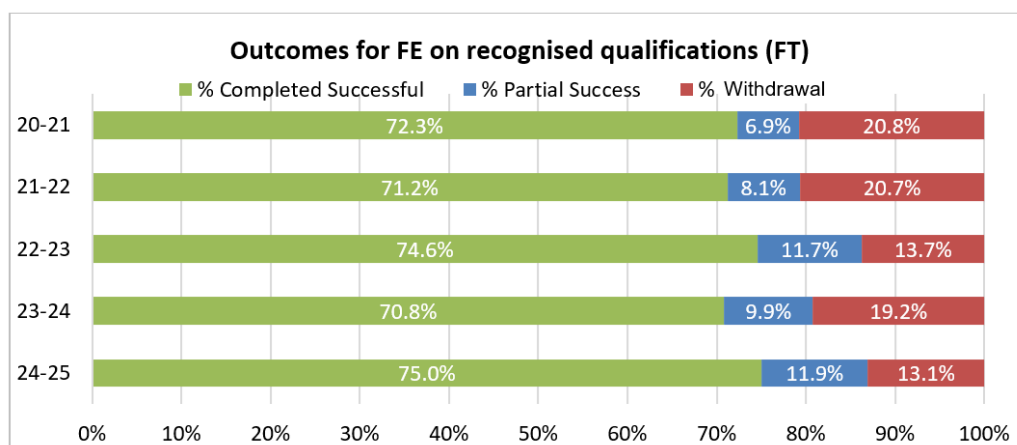
The overall provisional Completed Successful rate has increased from 2023/24 by 2.5 percentage points to 77.9%, with a total Positive Student Outcome of 88.3%. This has increased from 85.1% due to a combination an increase in successful outcomes and the decrease in the rate of withdrawal.

It should be noted that Early Withdrawal has been removed from the PI calculations in the following charts.



The charts below display comparison of Successful Completion rates by level and mode of study for 2024/25 against prior years. All modes and levels have seen an increase in the Successful Completion rate due to improved outcomes, reduced partial success and the change in treatment of early withdrawals.

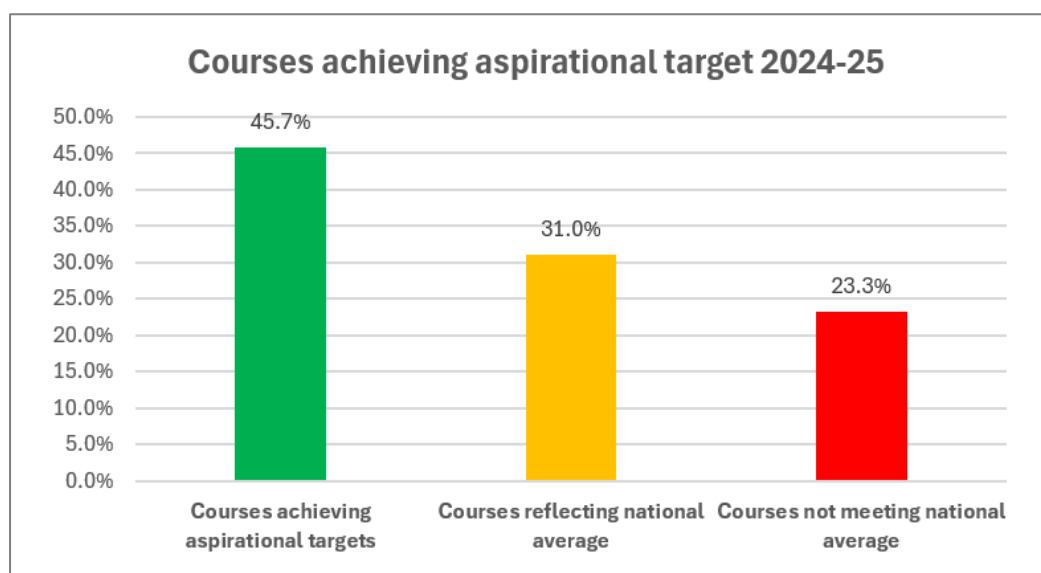
Performance Indicators by Level and Mode of Study



Achievement of Aspirational Targets

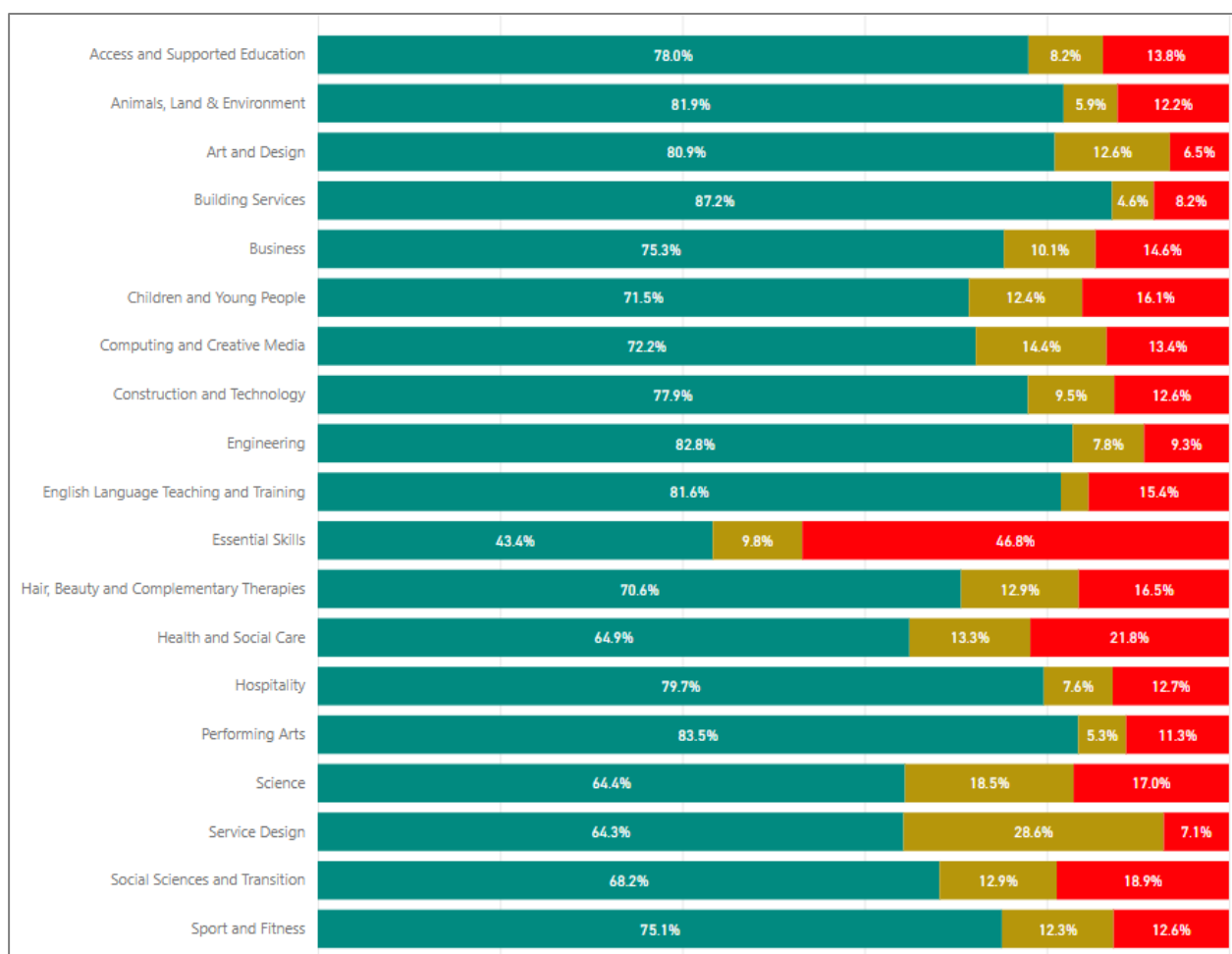
The table below shows the number of courses that meet the College's own aspirational targets and exceed national averages, the number which reflect national average standards and the number which fall below national average.

	Courses achieving aspirational targets (>75%)	Courses reflecting national average (<75% and >61.3%)	Courses not meeting national average (<61.3%)
Access and Supported Education	9	6	3
Animals, Land & Environment	8	2	2
Art & Design	11	3	3
Building Services	10	6	3
Business	15	9	5
Children and Young People	6	2	5
Computing and Creative Media	6	3	3
Construction and Technology	7	5	5
Engineering	7	6	3
English Language Teaching and Training	1		
Essential Skills		1	5
Hair, Beauty and Comp. Therapies	2	9	5
Health and Social Care	7	5	5
Hospitality	10	5	1
Performing Arts	5	2	1
Science	5	4	4
Service Design		1	
Social Sciences and Transition	2	8	5
Sport and Fitness	7	3	2
	118	80	60



The percentage of courses that meet the College's own aspirational targets and exceed national average has decreased from 63.4% to 45.7%. The percentage reflecting national average performance has increased by 14.7 points from 16.3% to 31% while the percentage not achieving national average has also increased by 3 points from 20.3% to 23.3% of courses.

Performance Indicators by College Department/Campus



BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 12 November 2025

Curriculum & Partnerships Report



Paper G for noting

1. Recruitment and Retention 2025/26

Full-time recruitment has stabilised at 4371 students as at 5 November 2025. Efficiencies made in 2023-24 and 2024-25 in relation to the number of courses, streams and class sizes have also been retained in this year's recruitment which will impact positively on the college finances.

As noted in the August update, the University of Dundee (UoD) has not recruited their target numbers of Additional Funded Places (AFP) which impacts our HNC courses in Social Sciences and Science. Discussions have taken place with the University of Dundee to explore alternative student recruitment strategies to meet the target; however, the university opted not to pursue this approach. Work is ongoing with Abertay University to ensure that their targets are met enabling students to benefit from the AFP arrangements.

To welcome students to college, the Learner and Community Engagement (LACE) team hosted Freshers events across all three campuses, supported by 80 community partners. Within the first six weeks of term, they delivered 45 Respect sessions, 38 Team Building activities, and 17 Art of Conversation workshops to student groups – creating a vibrant and inclusive start to the academic year.

Retention efforts remain a priority across all teams, supported by the Stay@D&A campaign. This cross-college initiative promotes the wide range of support available, using some of the challenging circumstances our students face and is featured across our social media, internal screens, student app, and campus posters.



To support retention over the October break, the LACE team organised a Dungeons and Dragons event with over 50 students taking part. The game sessions helped develop key employability skills, and participants are documenting their learning to enhance their CVs and job applications. Plans are underway for a D&D Summit in February 2026, to explore how this tool can further support Meta Skills learning.

Applications for our January-start courses will open week commencing 10 November – later than in previous years due to the current financial savings process. Communications are scheduled to be sent to schools and Skills Development Scotland to promote the offer and Marketing are preparing a promotional campaign.

The Administration team is collaborating with teaching teams to finalise the 2026/27 curriculum portfolio in preparation for applications opening in January 2026. Concurrently, planning is underway for the **Open Day at Gardyne Campus on Saturday 17 January 2026**, where the refreshed prospectus will be launched.

The Administration team is also working with the Digital team to review internal processes within our new management information system. With a full student cycle now completed, the focus has moved to streamlining operations and enhancing overall efficiency for the benefit of staff and student applicants.

The Student Funding team is partnering with system developers to create a new in-house funding system. This is a significant undertaking that relies on their expertise and process knowledge to ensure next year's students can apply for and receive funding awards promptly, removing potential financial barriers to learning.

2. D&A Community

2.1 Bridging Cultures: ESOL Learners Step into Shared Understanding

This year, all full time ESOL groups took part in new Cultural Awareness Sessions, which aimed to help ESOL students learn about each other's cultures. The sessions involved meeting other students in different classes and talking more explicitly about what it means to be studying in a multicultural environment. Given the changing learner profile and current political/societal issues, the ESOL staff recognised the importance of students developing an understanding of the diverse nationalities and cultures of their fellow students.

The session started with a definition of what culture is and what it entails, followed by an opportunity for students to talk about different aspects of their own cultures and learn about others. The second part of the session focuses on main cultural differences and how to be more inclusive and respectful in our classrooms.

The sessions were well received by students and generated positive feedback. It is anticipated that they have contributed to reducing the likelihood of classroom conflict arising from cultural differences; however, this will continue to be monitored throughout the academic year.

2.2 Scottish Women and Girls in Sport Week

At the start of October, we were proud to celebrate **Scottish Women & Girls in Sport Week**, an initiative that highlights the importance of physical activity in empowering women and girls. The week aims to inspire participation, promote health and wellbeing, and recognise the outstanding achievements of female athletes across Scotland. As part of our celebrations, we hosted table tennis and boccia taster sessions for our students. The inclusive activities encouraged engagement from across our community and demonstrated that sport and physical activity are for everyone, regardless of ability or experience.

We were also delighted to welcome **Graeme Dey**, MSP for Angus South and Minister for Parliamentary Business and **Lord Provost Bill Campbell**, to our Gardyne campus to see the activities in action. Their visit provided an opportunity to showcase the positive impact our Active Campus programme continues to have on student wellbeing, engagement, and community spirit.



3. Curriculum Enhancements

Students across a range of departments continue to participate in unique hands-on opportunities, reinforcing the college's commitment to employability, community impact and industry standard learning. The following activities highlight both skills development and contribution to local partners.

3.1 Using AI to Enhance SVQ Qualification Design and Candidate Support

AI has become central to how the Business team designs, plans, and delivers SVQ and Diploma qualifications. By embedding AI into daily practice, the team has transformed qualification delivery from a generic approach to a fully bespoke model aligned with both candidate roles and employer needs.

AI analyses each candidate's job description, mapping it directly to SQA unit specifications to create tailored qualification plans. It simplifies complex criteria into clear, accessible language, ensuring candidates and mentors fully understand expectations. AI also generates customised support packs, identifies cross-referencing opportunities between units, and produces holistic qualification maps that connect learning outcomes across the portfolio. Its adaptive memory enables personalised support, reducing duplication and enhancing relevance to each individual's job role.

This innovative approach has set Dundee & Angus College apart from other providers by offering a uniquely personalised, transparent, and integrated experience for learners,

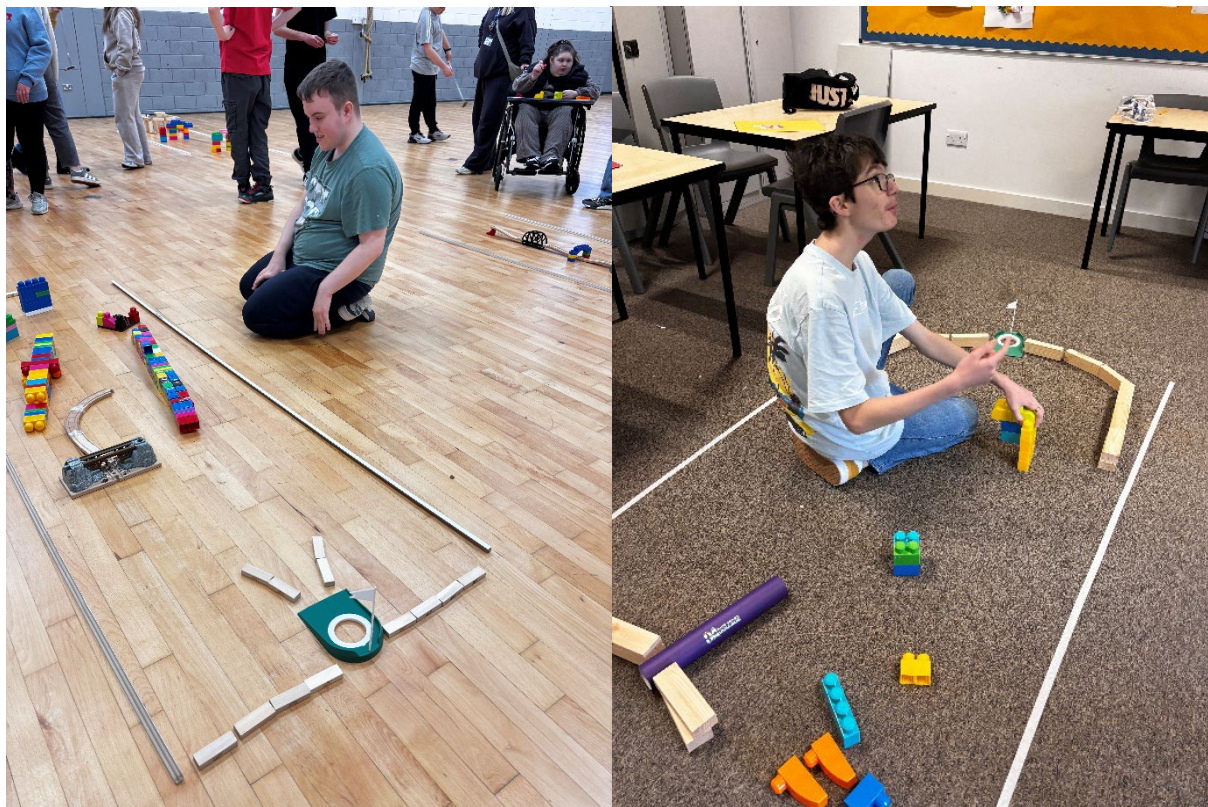
assessors, and employers. The result is a model that improves student engagement and supports authentic assessment.

The SVQ team is currently undertaking training in recruitment, selection, and interviewing to enable them to deliver a complete, end-to-end service — from candidate recruitment and selection through to training and assessment.

3.2 Mini-Golf, Major Impact: Kinaesthetic Learning in the Enterprise Unit

As part of the Enterprise unit, first-year students in the Supported Education Next Steps group participated in a series of kinaesthetic learning activities designed to support engagement and teamwork. Recognising the group's need for varied, hands-on experiences, the sessions began with creative tasks such as maze design, marble runs, and tabletop mini-golf using play dough obstacles. Students then progressed to constructing mini-golf courses using a range of materials, including construction toys, and tested their designs in the gym.

To conclude the activity, the group invited peers from another class to play on the mini-golf courses they had created. This experience helped strengthen team dynamics and created a sense of responsibility, as students took pride in hosting and explaining the rules of play. The visiting second-year group also benefited from the opportunity to connect with new peers in a supportive and collaborative environment.



3.3 Sustainability in Action

As part of Scotland's Climate Week, our Horticulture and Landscaping students were actively engaged in hands on sustainability projects that showcase the College's commitment to environmental responsibility and practical learning.

At our Arbroath Campus, Horticulture students have introduced a new hydroponic unit, growing microgreens used to help feed animals in our Animal Care department. This innovative approach not only reduces waste and supports sustainable food production but also enhances the wellbeing of our animals — demonstrating the positive impact of circular, inter departmental collaboration.

Landscaping and Horticulture students and apprentices also worked alongside the Angus Council Parks Team to plant new borders along the Arbroath Cycle Way. This soft landscaping project provided valuable practical experience while contributing to the enhancement of local community spaces.

These initiatives reflect our ongoing efforts to integrate sustainability into teaching practice and to equip our students with the skills, knowledge, and environmental awareness needed for a greener future.

3.4 Supporting Our Future Electricians

All students on the Certificate in Electrical Installation course have received a full set of Personal Protective Equipment (PPE) donated by SECTT, the electrical apprenticeship training provider in Scotland. Each pre-apprentice has received personal protective equipment (PPE) and industry-recognised health and safety training, leading to the issue of an SJIB ECS Safety Card. This ensures that students meet essential safety standards and enables them to gain access to live construction sites for valuable practical experience.

This partnership strengthens the alignment between college training and industry expectations, helping students transition more confidently into apprenticeships and employment. It reinforces our commitment to developing safe, skilled, and workplace-ready electricians, while maintaining strong links with SECTT and the wider electrical industry.

The support provided by SECTT for our Certificate in Electrical (Pre-Apprenticeship) students is a significant enhancement to the programme.



4. Developing Excellence in Learning and Teaching

College Development Network's (CDN) '**Elevate LT**' programme provides a practical, evidence-based approach to professional learning, aimed at embedding transformative pedagogies and instructional techniques. Supported by innovative digital tools, including AI-enhanced resources, the programme is designed to strengthen the impact of learning and teaching practice. In partnership with TeachingHOW2s, CDN has offered a dedicated number of free places to all colleges in Scotland as part of a three-stage pilot running throughout the 2025–26 academic year. The programme focuses on practical strategies, peer collaboration, and reflective improvement. The three stages are:

- Stage 1 – **Ignite and Initiate**: we have established our participants and have one academic staff member from each curriculum area and six Advanced Practitioners.
- Stage 2 – **Engage and empower**: This stage involved training on the How 2s platform and a workshop exploring *Professional Standards in Context*. Furthermore, the Advanced practitioners engaged in a workshop called the *Foundation of Coaching*.
- Stage 3 – **Reflect and Refine**. This is where we will implement tools, observations and coaching conversations. Our evaluations will support CDN to review the pilot and our learning will inform our approaches to enhancing teaching and learning across the college.

An MS Teams site has been created so colleagues across the sector can share practice, resources and provide peer support. Other Colleges participating in the pilot including Dumfries and Galloway, Forth Valley, New College Lanarkshire, Glasgow Kelvin, Glasgow Clyde, South Lanarkshire and Ayrshire.

5. Student Learning Spaces

5.1 The Play Space

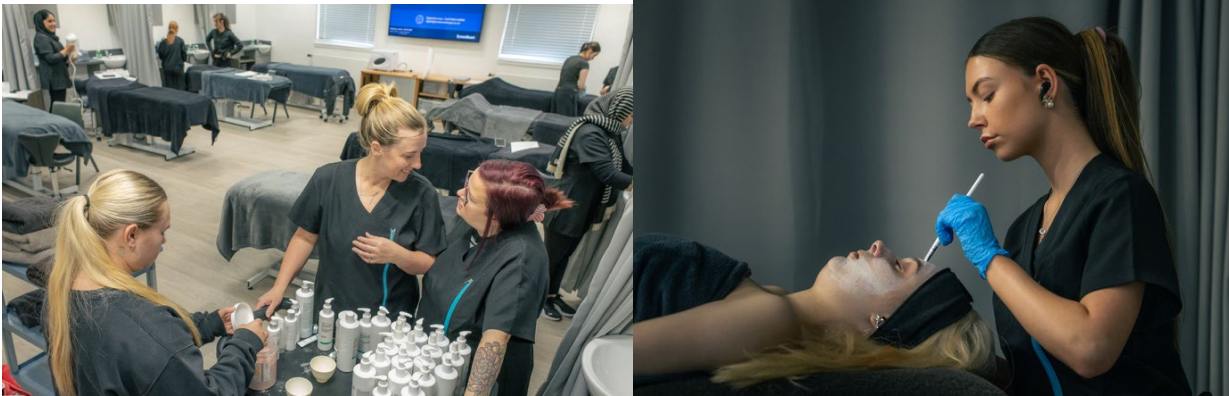
The Children and Young People team have developed "**The Play Space**" in alignment with *Realising the Ambition: Being Me*, offering a purposefully designed environment that mirrors sector practice and supports student learning. Drawing on best practice and guided by the Health & Social Care Standards, the space encourages independent play, creativity, and exploration. Students on the Advanced Certificate programme will gain valuable hands-on experience by supporting children from the local community, applying sector frameworks and developing practitioner skills through meaningful, real-world interactions.



5.2 Salon upgrade at Arbroath Campus

The Beauty salons at the Arbroath Campus have recently undergone a significant refurbishment. The upgraded facilities provide a **modern, bright, and professional salon environment** designed to reflect current industry standards.

This enhancement offers our students a high quality, realistic training space that supports their learning experience and better prepares them for careers in the beauty industry. The refreshed salon has already made a noticeable impact, creating an inspiring and hygienic setting where our students can develop their skills and confidence.



6. Graduation 2025

Almost 2,000 people filled the Caird Hall on Friday 31st October to celebrate our 2025 Graduation Ceremony. Over 380 graduates crossed the stage, cheered on by family, friends, and staff, as we recognised their incredible achievements across HNC, HND, BA, SVQ and PDA programmes. We were also joined by guest speaker David Hamilton, a former Dundee College student turned entrepreneur, wildlife park owner, and digital innovator, who inspired everyone with his story of creativity, resilience, and passion.

Here are some quotes from our graduates:

“I had graduated and not thought much of it, however the ceremony helped me realise what I had achieved. Thank you.”

“I felt very proud and confident when walking on the stage. It was such a happy moment to receive my certificate, especially from one of our teachers. I really liked the lights and atmosphere at the ceremony, even though it was a bit long. I’m so proud to have studied at Dundee and Angus College, and I highly recommend it to others. I loved the teachers and the college itself – I will never forget this experience in my life.”



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

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 12 November 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 December 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 December 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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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
2 Financial										
2.1 F&I	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&I	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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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2	Financial (cont)									

2.3 F&I	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&I	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&I	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

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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	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
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Risk Number & Committee	POTENTIAL CONTRIBUTING FACTORS			TREATMENT		POST MITIGATION EVALUATION				
	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.4 P,C&W	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 P,C&W	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 P,C&W	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 P,C&W	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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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.10 P,C&W	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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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
3	People and Performance (cont.)									
3.12 P,C&W	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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Risk Number & Committee		POTENTIAL CONTRIBUTING FACTORS			TREATMENT	POST MITIGATION EVALUATION					
		Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
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&I	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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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4	Infrastructure									

4.5 F&I	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, SFC and UK Gov on campus vision and needs• Prioritisation of capital plans and expenditures• Regular review of capital plans/timescales relative to funds	Principal VPSO
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BOARD OF MANAGEMENT



Learning, Teaching and Quality Committee Wednesday 12 November 2025

Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

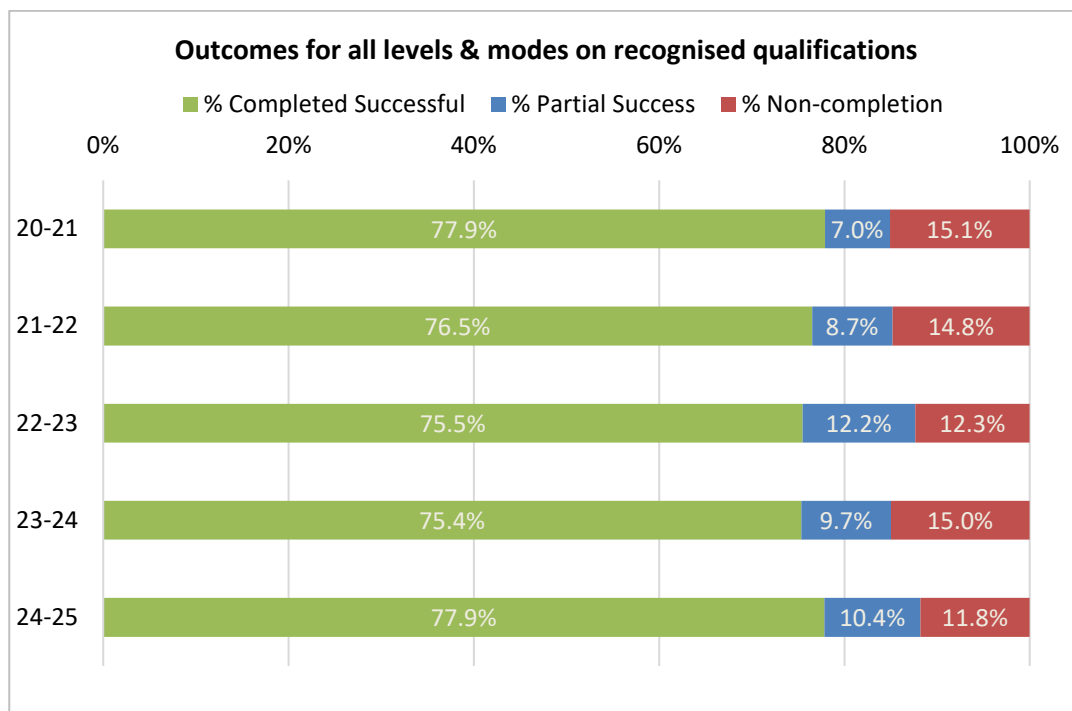
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

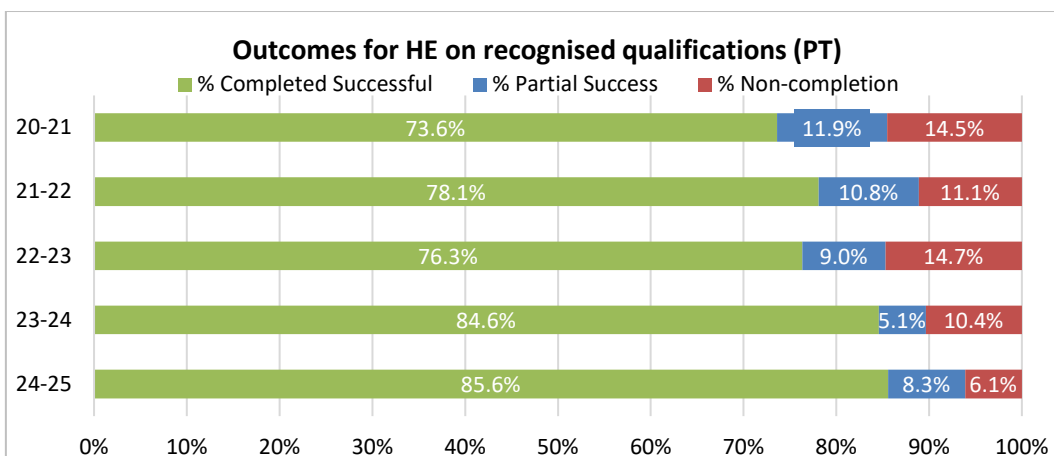
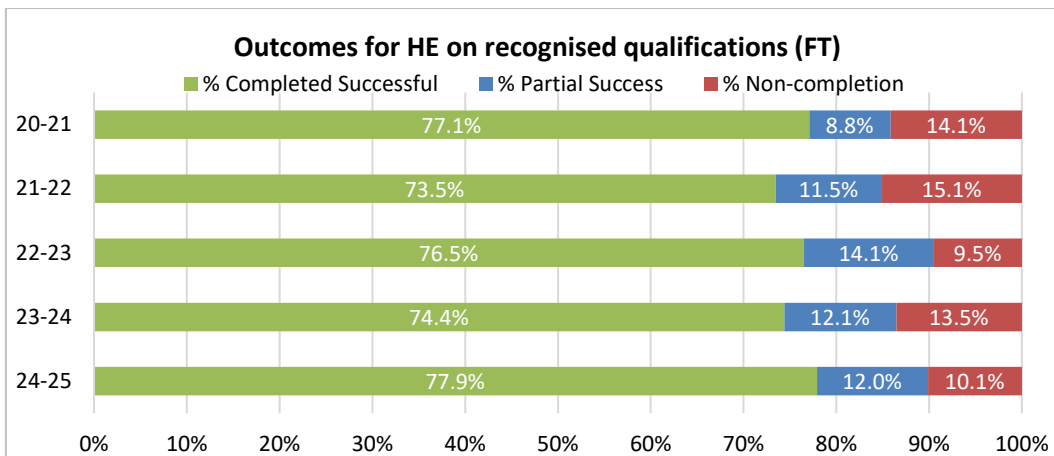
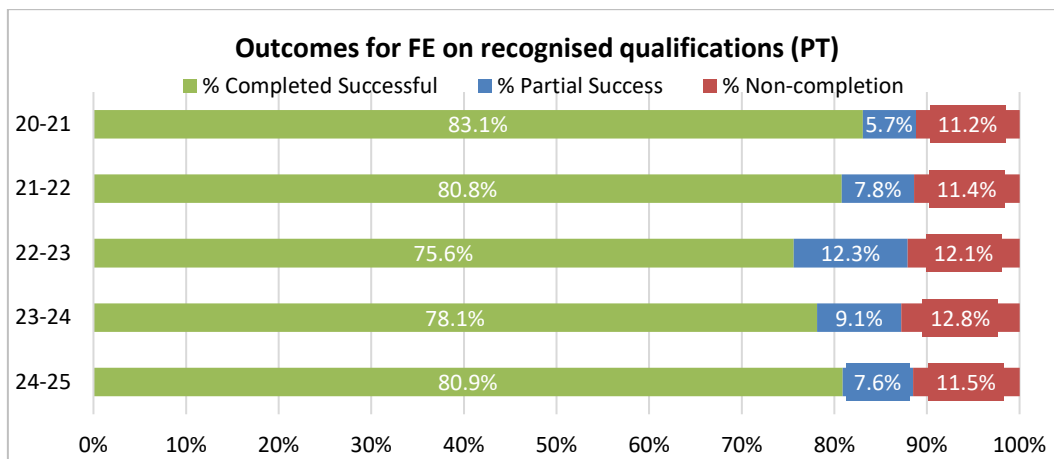
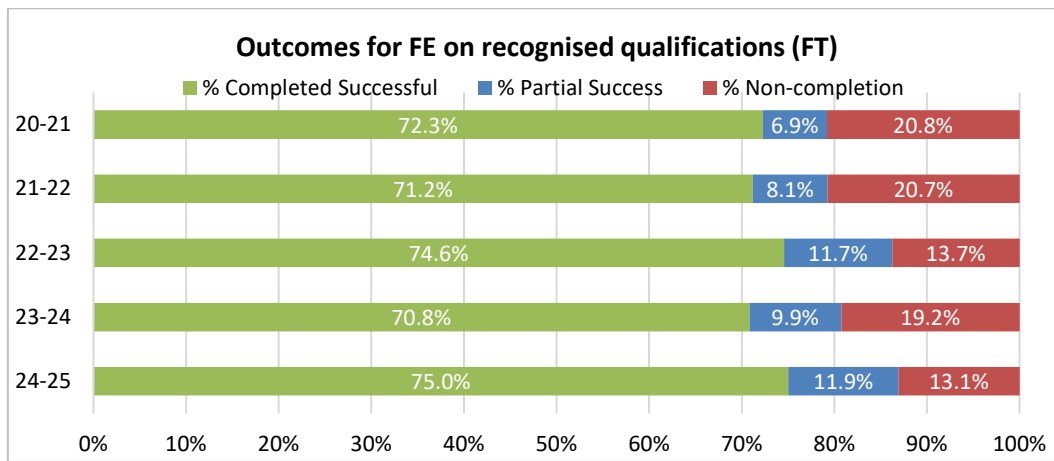
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

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





	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%

	2023/24		2024/25	
	FE	HE	FE	HE
D&A student satisfaction score arising from the National SFC Learner Early Experience Survey	97.1%	95.7%	98%	96.8%
National SFC Learner Early Experience Survey Score	94.4%	88.2%	95.2%	93%

	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%	90%

	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 2023/24	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%

	Outturn 2023/24	Outturn 2024/25
SFC Core Credit Target	98,307	98,307
SFC Additional Credit Target		
Total Credit Outturn	100,791	98,202
Percentage of target	102.5%	99.9%

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

Mode	Programmes	Final 22/23 Credits	Final 23/24 Credits	24/25 Credits
17	Full Time	67,107	71,623	70,473
18/05	Short Full Time	6,903	4,975	4,517
06	Block Release	4,589	5,349	6104
07	Part Time – Day Release	2,449	3,290	2,871
08	Part Time – Infill	14,051	8,062	7,819
09	Part Time – Evening / Weekend	908	512	613
11	Work Based	5,065	4,591	3,843
12-16	Open, Flexible, Distance	4,009	2,389	1,962
	TOTALS	105,081	100,791	98,202

	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.

Author: Lauren Mowatt, Data Analyst
Executive Sponsor: Steve Taylor, Vice Principal People & Performance