BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 11 February 2026 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** – 12 November 2025	Paper A for approval	
5.	**MATTERS ARISING**	Paper B for noting	
6.	**CURRICULUM REPORT – DEVELOPING LEARNER SURVEYS AND ACTIONS**		SR
7.	**AUTUMN 2025 LEARNER SURVEY REPORT**	Paper C for information	JG/ST
8.	**STUDENTS' ASSOCIATION REPORT**	Paper D for information	CP/AL
9.	**SECTOR QUALITY ARRANGEMENTS – SELF EVALUATION AND ACTION PLAN (SEAP)**	Paper E for information	ST
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** – 13 May 2026, Room K-TO-624, Kingsway Campus		

Agenda Item 4.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER A

MINUTE OF THE PREVIOUS MEETING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 12th November 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 12th November 2025 at 5.00pm in Room K-TO-624 Kingsway Campus and via Microsoft Teams.

PRESENT:

Neil Lowden	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)
Megan MacQueen (Executive Coordinator)

1. WELCOME

Neil Lowden opened the meeting by welcoming all board members to the LTQ Committee. He expressed his thanks to M MacQueen for stepping in to cover board duties during the absence of P. Muir, who is currently on maternity leave. Congratulations were extended to P. Muir.

2. APOLOGIES

Apologies received from K McIntosh and D Smith.

3. DECLARATIONS OF INTEREST & CONNECTION

There are no declarations of interest or connection.

4. MINUTE OF THE PREVIOUS MEETING

The minutes of the previous meeting held on 27th August were approved. Steph will provide an update regarding SQA data and share the relevant figures, including NQ Day One outcomes, as detailed at the end of this minute.

5. MATTERS ARISING

There were no matters arising.

6. CURRICULUM REPORT – PROMOTING POSITIVE MASCULINITY

L Lappin provided an update on the ongoing work to promote positive masculinity within the curriculum. This initiative primarily impacts the engineering, building services, construction, and computing areas.

The Computing team has taken a proactive approach by embedding this theme into their learning and teaching practices for the current academic year.

H Honeyman highlighted the importance of storytelling in reducing stigma and noted the powerful impact this approach can have. The DASA team shared that they offer mental wellbeing activities such as 'colouring in' sessions as a form of detox for students; however, male students often feel reluctant to participate due to peer perceptions.

L O'Donnell commended the progress made on this project, while S Oakley suggested exploring whether this initiative could be linked to course portfolios. J Grace emphasised that cultural change among staff is the starting point for success.

N Lowden queried the nature of investment required—whether it is primarily time and training or financial resources. Lee confirmed that initial financial investment was made to bring in guest speakers, but the current focus is on utilising existing tools and resources within teams.

The Committee thanked L Lappin for a comprehensive presentation.

7. STUDENTS' ASSOCIATION REPORT

C Pithie and A Lawrence presented a comprehensive update on Student Association activities. Inductions were successfully delivered across three campuses, engaging with over 1,120 students and involving more than 15 departments. Staff feedback was positive, noting the dynamic and interactive approach adopted by DASA, which replaced traditional presentations with quizzes and games. Student feedback averaged 4.75 out of 5 stars.

Class representative engagement has been strong, with 280 registered and 170 trained so far, spanning 16 departments. A new dashboard has been introduced to improve communication and make class rep information more interactive. Students appreciated quieter rooms for training and expressed interest in continuing team-building exercises.

The partnership with TQEF was discussed, and class rep recruitment will remain open until December 2025 to allow for mop-up training sessions. The learner survey achieved high engagement and results will be presented at the next LTQ meeting. Additionally, over 450 student interactions occurred during lunchtime activities and club events.

The Student Association also highlighted their advocacy efforts as part of the Fighting for our Future campaign, including sending 32 letters to cabinet ministers and MSPs to emphasise the need for college funding

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

8. CURRICULUM PLANNING FOR A MORE SUSTAINABLE COLLEGE

J Grace presented a paper outlining strategic curriculum planning, considering significant financial constraints happening within the College currently and following 2023 funding cuts.

Key proposals include streamlining school-college partnerships due to increased competition from schools and scaling back on national qualifications, while retaining National 5 Mathematics and Higher English. The sports and fitness portfolio is under review, with consolidation proposed.

Following a query from S Middleton, J Grace clarified that not all sports courses are being cut, addressing misconceptions in community partners. S Taylor reiterated that all changes are currently proposals and will be communicated thoroughly once finalised.

H Honeyman queried the impact on facilities used for Dance and whether Gardyne Theatre would be affected. L Lappin confirmed that the theatre and studios will continue to serve curriculum, community and commercial offers.

G Bell expressed appreciation for the team's efforts and asked about anticipated reduction in terms of credits. J Grace noted that final figures are not yet available but the proposals would fit within the credit tolerance threshold to avoid the risk of funds being clawed back. S Hewitt added that the current credit model is problematic. L Crichton reported that recruitment has been maximised this year and early retention figures are promising, which will positively influence credit targets.

N Lowden highlighted that he had a connection but was not directly involved and asked about the Saltire Centre lease. S Hewitt confirmed that rising lease costs make it unsustainable and that alternative options are being explored with Angus Council. Further discussions will follow.

The committee also discussed the current credit model, noting that students must attend 25% of a course for any funding to be awarded.

9. 2025/26 PERFORMANCE INDICATOR REPORT

S Taylor summarised the Performance Indicator report, which focused on detailed analysis and reflection. Courses performing below national averages undergo evaluation through the Successful Outcome Action Report (SOAR) process. Sixteen courses currently fall below benchmarks and are being considered for discontinuation.

10. CURRICULUM AND PARTNERSHIPS REPORT

L Crichton introduced the report and provided an update on ongoing partnership work, including collaboration with Abertay University to meet entry target requirements. Over 80 community partners participated in Freshers events. The College is developing an in-house student funding system, which presents significant challenges but remains on track for testing in the new year. S Oakley queried whether the REMS would be used for student funding and it was clarified that this would not progress due to a commercial decision by CIVICA not to invest in a student funding product for the Scottish market. It was confirmed that the College was not charged for any part of this product.

N Lowden asked about the free CPD activity offered through the Elevate programme; L Lappin confirmed that one member from each academic team has been invited, with strong engagement so far. The programme will officially launch in January, and L Lappin will provide an update a future meeting. **S Taylor to progress.**

J Grace noted that Graduation photos were highlighted in the report, as a powerful reminder of the College's impact on students.

11. STRATEGIC RISK REGISTER

The Strategic Risk Register was noted and no changes to the risks delegated to the Committee were proposed. N Lowden asked whether further consideration should be given to any risks, given the ongoing savings plan. S Taylor noted that this could impact on risk 1.1 (failure to meet regional needs) but the overall impact of the savings was <2% of all activity and the discussion under item 8 had highlighted how this impact was being minimised.

S Hewitt noted that portfolio decisions remain challenging but are being managed.

12. LTQ METRICS

Metrics were presented for noting, including SFC funding targets. S Oakley asked about the framework, and discussions are ongoing with the SFC outcome agreement manager, given that formal outcome agreements are no longer in place.

S Taylor summarised the arrangement sin place through the Outcome Framework and Assurance Measure (OFAM) arrangements now in place.

13. DATE OF NEXT MEETING

Wednesday 11 February 2026, Room K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
Update on progress and impact of the Elevate Project to be provided to a future meeting	S Taylor / L Lappin	13 May 2026

Award	Subject	Apps	Enrolled	Withdrawal	Examined	Pass A	Pass B	Pass C	Fail D	No Award	Pass	Fail/No Award	Pass % of enrolled	Pass % of examined	2024 Pass Rate	2023 Pass Rate	Change in Pass rate (points)
Higher	Chemistry	27	14	6	8	0	5	1	1	1	**6**	2	43%	**75.0%**	**92.9%**	75.0%	**-17.9%**
Higher	English	71	50	27	23	6	11	3	3	0	**20**	3	40%	**87.0%**	**84.4%**	92.6%	**2.6%**
Higher	Human Biology	33	17	1	16	3	6	3	2	2	**12**	4	71%	**75.0%**	**53.3%**	90.9%	**21.7%**
Higher	Mathematics	36	20	8	12	2	2	2	2	4	**6**	6	30%	**50.0%**	**70.0%**	100.0%	**-20.0%**
Higher	Psychology	27	27	1	26	5	7	8	5	1	**20**	6	74%	**76.9%**	**85.0%**	68.8%	**-8.1%**
Nat 5	Biology	47	15	11	11	6	2	1	0	2	**9**	2	60%	**81.8%**	**80.0%**		**1.8%**
Nat 5	English	46	22	9	13	5	3	4	1	0	**12**	1	55%	**92.3%**	**88.9%**	100.0%	**3.4%**
Nat 5	Mathematics	107	69	36	33	7	11	11	1	3	**29**	4	42%	**87.9%**	**71.4%**	75.0%	**16.5%**
Nat 5	Psychology	31	31	1	30	7	8	11	1	3	**26**	4	84%	**86.7%**	**69.2%**	52.6%	**17.4%**

Agenda Item 5.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER B

MATTERS ARISING

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

Matters Arising

Paper for information

The following actions were noted from the Wednesday 12 November 2025 Learning, Teaching & Quality Committee meeting.

Agenda Item No	Action	Current status	Open / Closed
10.0	Update on progress of the CSDN Elevate CPD project. **L Lappin**	Scheduled for May 2026	Open

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

Agenda Item 6.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER C

AUTUMN 2025 LEARNER SURVEY REPORT

Learner Survey – Summary Report

November 2025

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Overall Results.....5
Results by Question 5
Results by Question & Department.....6
One thing better?.....8

Introduction

The Quality Team compiled the Dundee and Angus College Spring Learner Survey to ascertain levels of student satisfaction. The survey was open for four weeks in October 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 autumn with 4,491 responses in total compared to 4,077 in autumn 2024. 4,086 unique (identifiable) students responded (3,646 in 2024) and could be matched to 4,517 enrolments (3,784 in 2024).
- The response rate among full-time students increased marekdly from 67% in autumn 2024 to 72.5% in the current survey.
- The average number of text feedback responses per question has increased to 2,208 responses per question from 1,542 responses per question in autumn 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, matching the results from the autumn 2024 and spring 2025 surveys.

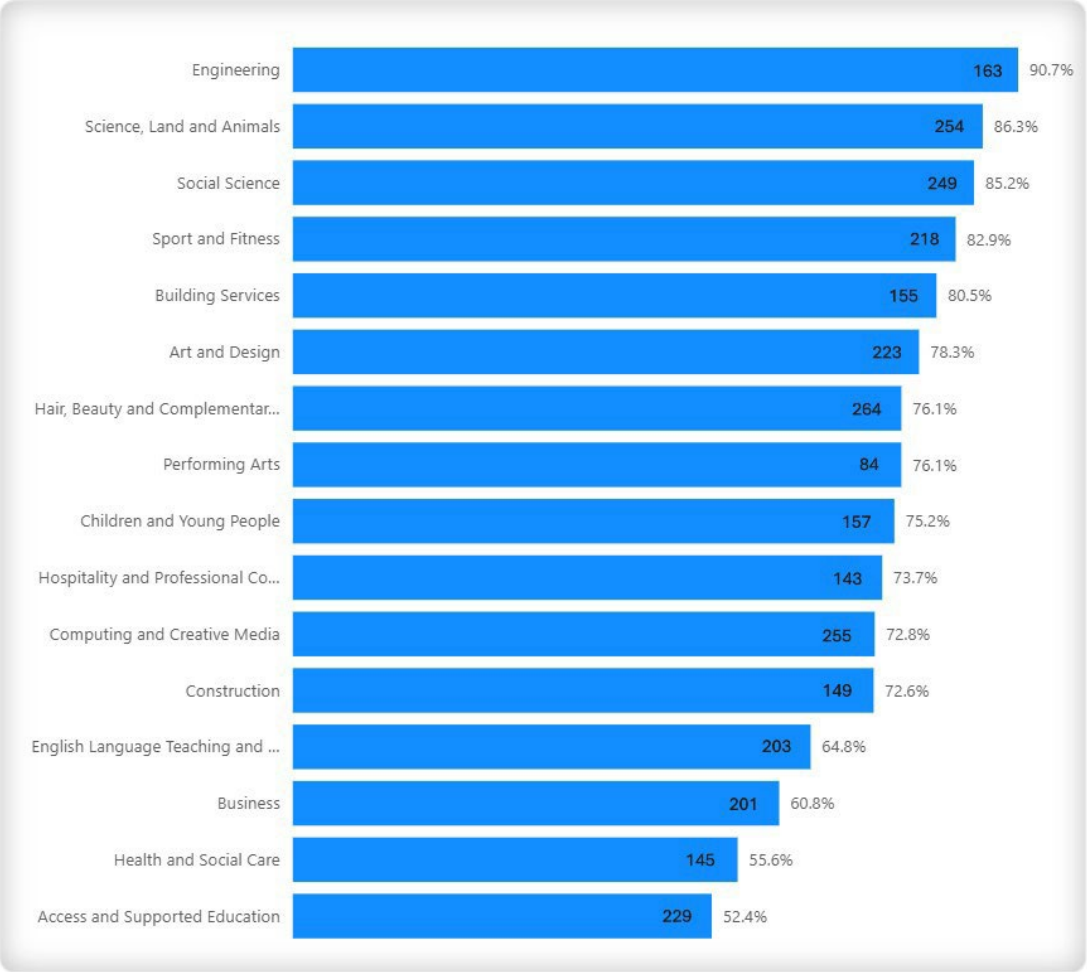
Survey Participation

Overall participation in the survey has been good with 4,491 responses in total. Of these, 4,086 responses were matched to students with one or more enrolments, resulting in matches to 4,517 enrolments.

50.3% of the total eligible current student population took part, with 3,162 out of around 4,361 current full-time students responding (72.5%). Uptake by part-time students was consistent at 25.1%.

The full-time learner response rate varies across teams, with the highest response rate from the **Engineering** team at **90.7%** of full-time students, followed by **Science, Land and Animals at 86.8%.**

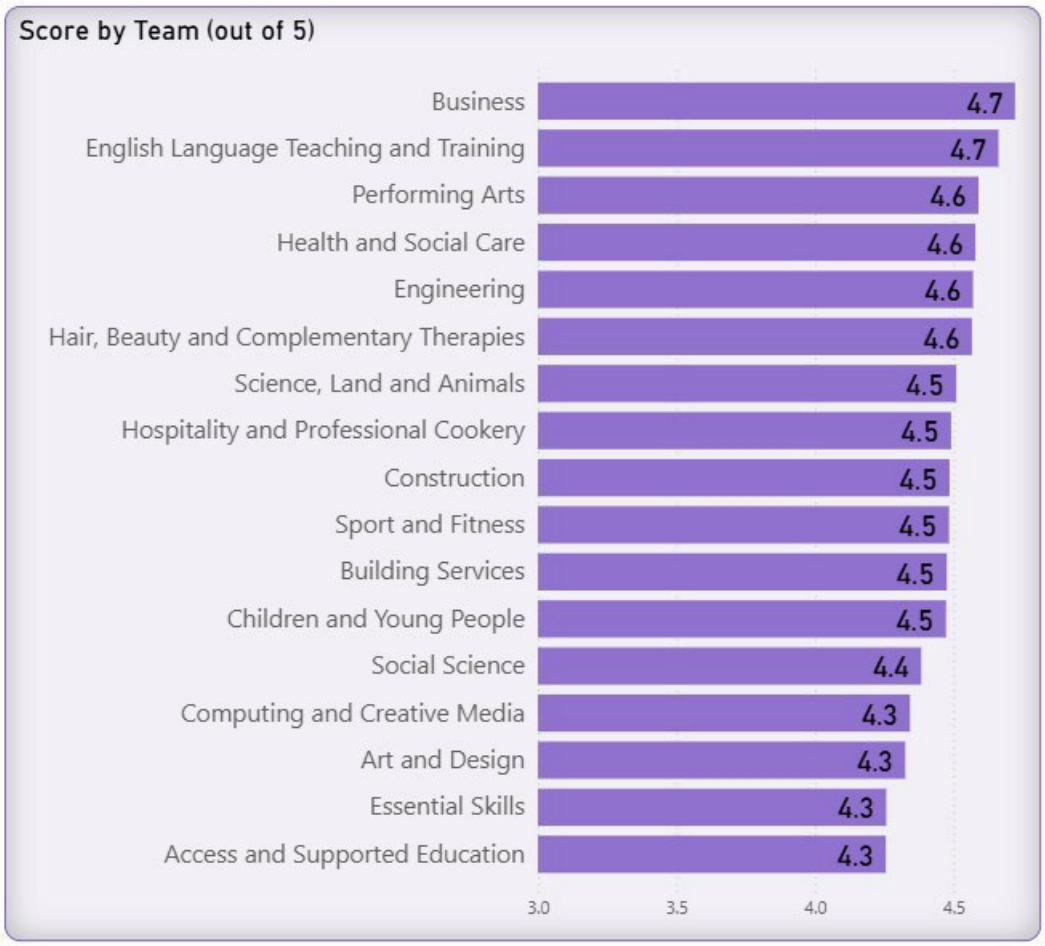
Survey Participation Rate by Team (Full Time students)



Overall Results

The average overall score across all questions was 4.5 out of 5. This equates to 9 out of 10.

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



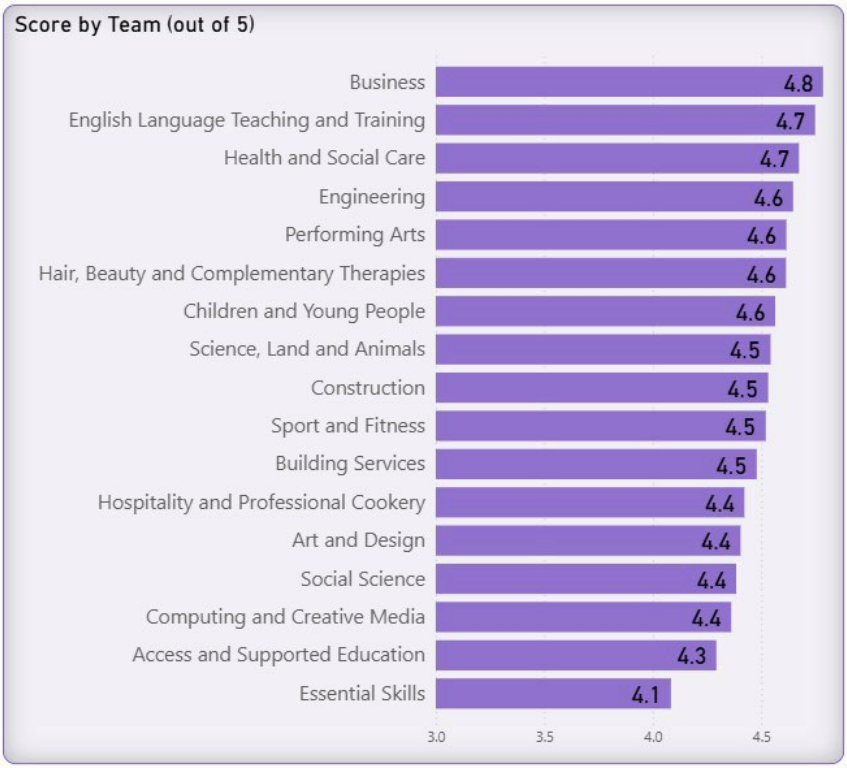
Results by Question

The average score across all departments by Question:

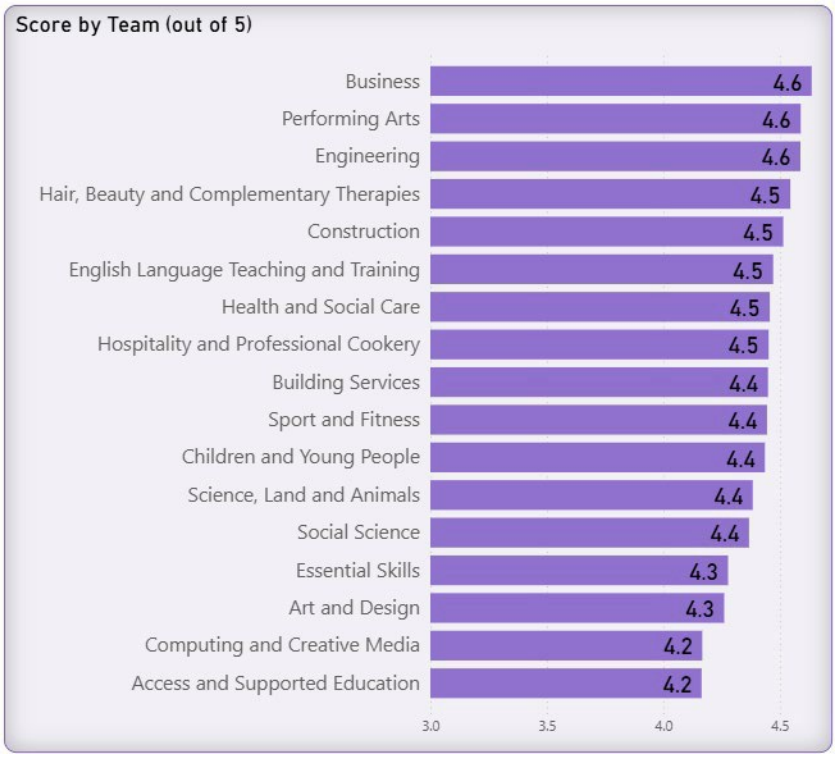


Results by Question & Department

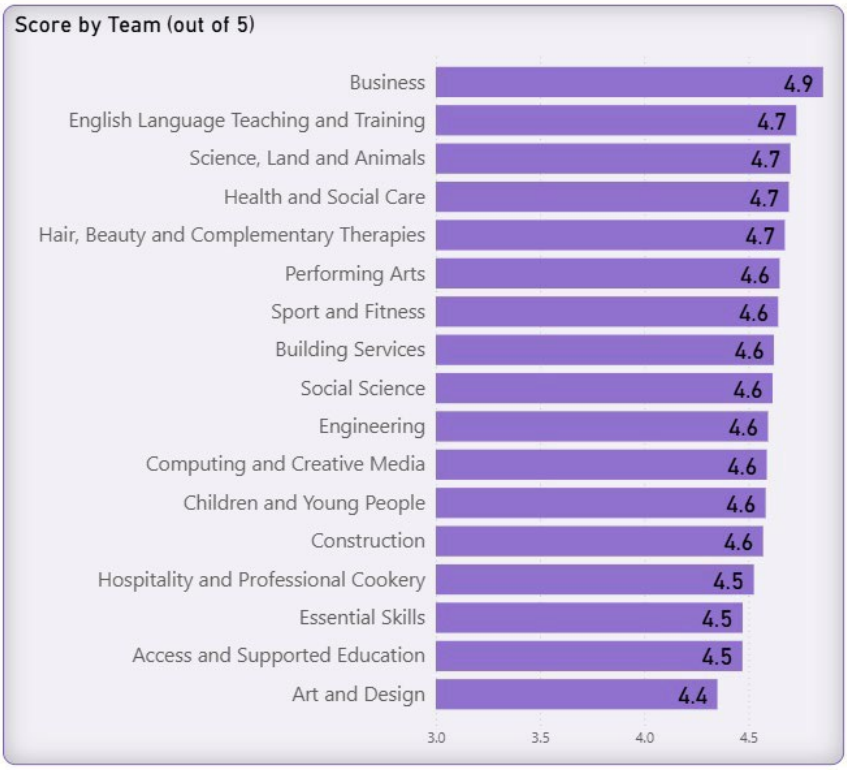
Feeling Welcome and Valued



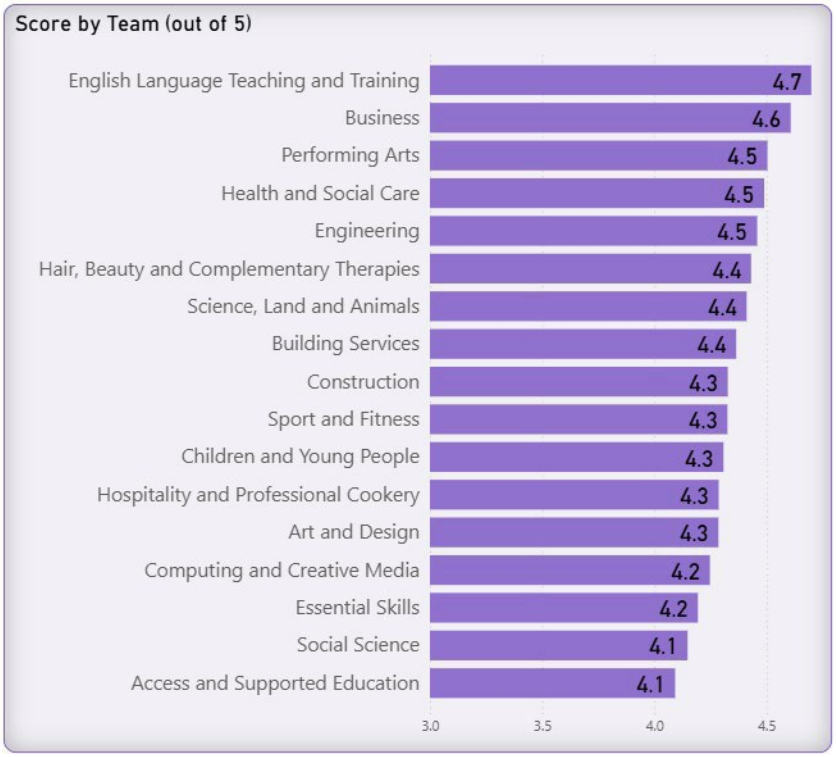
Your Learning Experience so far



Our Staff



Places and Platforms for Learning



One Thing Better? If there is one thing we could do to make your experience at College better, what would that be?



Agenda Item 7.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER D

STUDENTS' ASSOCIATION REPORT

DASA UPDATE

February 2026

Students' Association
Dundee and Angus College

Student Congress & Department Rep Training

The first Student Congress meeting was delivered alongside an interactive training session for Department Representatives, designed to strengthen representative capacity and embed partnership working.

- **Key Activity**
  - Training used Service Design tools and methods to support active learning.
  - Students practiced communication, problem-solving, and feedback skills relevant to their roles.
- **Impact**
  - Strong engagement and positive feedback from student representatives.
  - Improved confidence, clarity, and readiness to contribute to quality enhancement.
  - Supports meaningful student participation aligned with sector expectations.

Open Day – Student Volunteer Engagement

Student Representatives played a key role in supporting the College Open Day, providing peer-to-peer engagement for prospective students and their families.

- **Key Activity**
  - Around 20 student volunteers supported tours and shared personal learning journeys.
  - Student-led feedback was gathered on barriers to college, expectations, and aspirations.
- **Impact**
  - Enhanced the Open Day experience through authentic student voice.
  - Valuable qualitative insight collected to inform future SA activity planning.
  - Strengthened student ownership and partnership with the College.

Responding to Student Feedback

Feedback highlighted a want for increased social and out-of-hours opportunities to enhance the student experience.

- **Key Activity**
  - Partnership developed with Abertay University to provide access to societies and student groups.
    - More opportunities for students during lunch breaks and after College hours through DASA.
- **Impact**
  - Broader access to extracurricular and social opportunities for students.
  - Supports wellbeing, belonging, and retention.
  - Demonstrates visible action in response to student feedback.

Campus Engagement & Student Clubs

Student engagement continues to grow across campuses, with increased interest in clubs and social activities.

- **Key Activity**
  - Increased engagement at Kingsway Campus, with a busier Students' Association office.
  - Continued demand for clubs such as Dungeons & Dragons and Warhammer at our Kingsway Campus.
  - Two D&D sessions now running weekly at Arbroath Campus due to student demand.
- **Impact**
  - Strengthens community, peer connection, and campus engagement.
  - Supports inclusion and a positive student experience across campuses.

Thrive Project – Wellbeing & Cost of Living Support

The Thrive Project continues to provide essential wellbeing and cost-of-living support to students.

- **Key Activity**
  - Thrive Shops refreshed and maintained with support from student volunteers.
  - Supported Education students involved as part of their course at Gardyne and Arbroath.
  - Thrive Shop open during Open Day to showcase available support.
  - Food larders stocked in partnership with local community organisations and supermarkets.
- **Sustainability**
  - Enterprise opportunities being explored to support long-term sustainability.
- **Impact**
  - Increased visibility and use of Thrive services.
  - Strong partnership working across College and with community organisations.
  - Positive contribution to student retention, wellbeing, and equality.

Community Partnership – DISHED Project

The Students' Association is supporting the DISHED project in partnership with Nourish Scotland.

- **Key Activity**
  • Student engagement and Service Design sessions supporting research into public restaurants.
  • Contribution to a UKRI-funded pilot exploring affordable, healthy, and inclusive food provision.
- **Partnerships**
  • Nourish Scotland, Institute of Development Studies, University of Nottingham, University of Sussex.
  • Local partners include Dundee Healthy Weight Partnership, Faith in Community Dundee, and Maxwell Community Centre.
- **Impact**
  • Students contribute to nationally significant research and local policy development.
    - Highlights new offering coming to Dundee to our students who will benefit from affordable dinning.
    • Reinforces the College's role and commitment to sustainability and wellbeing.

Monthly Feedback Themes – Welcoming & Belonging

Monthly student feedback themes are being reviewed to support continuous enhancement.

- **Current Focus**
  • Welcoming and Belonging from 575 students across the College
- **Key Themes**
  - Supportive staff & lecturers
  - Positive Classroom Culture
  - Positive Group Work and Team Building
  - Student's confident that support services are accessible
  - Clean and welcoming social and learning spaces
  - More need for social and extra curricular opportunities
  - Practical barriers raised on cost of food and parking
- **Next Steps**
  • Detailed findings to be shared with relevant College teams.
  • Feedback will inform enhancement actions across learning, teaching, and the wider student experience.

Thank You!

Any Questions?

Agenda Item 8.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER E

SECTOR QUALITY ARRANGEMENTS - SELF EVALUATION AND ACTION PLAN (SEAP)

Self-Evaluation & Action Plan

November 2025

Contents

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2.1 Student Outcome Trend & Exception Analysis 2
2.2 Excellence in Learning & Teaching 3
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2.4 Enhancement & Quality Culture 8
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1. Introduction and D&A Approaches to Quality

This report details the main outcomes arising from the review of academic year 2024/25, to acknowledge the College's strengths, and to provide an outline of areas for development and resulting improvement actions to enhance the quality of College activities. This report and action plan relates specifically to the enhancement of Learning, Teaching and Assessment; Student Success; Engagement and Partnership with our Students; and our Quality Culture.

This has been developed to meet the quality enhancement needs of the College alongside the requirements of the Scottish Government, Scottish Funding Council and QAA quality reporting and planning under the Tertiary Quality Enhancement Framework (TQEF).

Progress in respect of the action points identified from the Action Plan completed in November 2024 is summarised within the updated plan included as an appendix to this evaluation.

2. Evaluation of Key Themes and Quality Principles

The undernoted information summarises the key themes arising from review of evaluation and improvement activities and reports. These are grouped together within the evaluation headings used within TQEF. Action points arising from the evaluation outcomes are summarised relative to each Quality Principle and are outlined in full within the 2025 Enhancement Plan.

2.1 Student Outcome Trend & Exception Analysis

a) Student outcomes for 2024/25 remain provisional at this time but show further improvement across almost all key measures. A summary of D&A provisional performance indicator outcomes for 2024/2025 is outlined below.

Mode	Successful Outcome				
	20/21	**21/22**	**22/23**	**23/24**	**24/25**
All Modes	80.3%	72.3%	70.9%	75.4%	**77.9**
Full Time – All	76.5%	72.9%	69.1%	72.2%	**75.5**
Full Time – FE	73.6%	65.2%	67.5%	70.8%	**75.4**
Full Time – HE	81.9%	76.4%	72.4%	74.4%	**77.9**
Part Time – All	84.3%	77.3%	72.4%	79.6%	**81.4**
Part Time – FE	85.2%	77.4%	72.3%	78.1%	**80.9**
Part Time – HE	76.0%	69.9%	73.2%	84.6%	**85.6**

Within these outcomes there has been a substantial improvement in outcomes for all learners including part-time learners, particularly at FE level, reflecting significant review and development to our part-time curriculum. This is also reflected in a decrease in learner withdrawals for part-time programmes.

b) Overall there has been a year to year improvement in learner retention, with this being achieved despite the on-going increase is student support needs (particularly in respect of issues surrounding poor mental health and resilience). Overall retention improved by 2.04%, reversing the decline seen in 2023/24.

Early retention was improved by a smaller margin (0.12%) reflecting the already high levels of early retention seen in previous years, with further retention improving by 3.2%.

c) Post course progression and success has improved year to year, with 96.4% of full-time College learners achieving a positive destination (employment or further study) three to six months after completing their course. This represents a 1.4% improvement from 2023.

d) The proportion of learners progressing with advanced standing (2023/24 cohort) has declined, with this reflecting the reduction in second year HND course provision due to significantly increased competition for places from the university sector post pandemic and post Brexit.

e) The high levels of learner attainment and satisfaction outlined for AY 2024/25, with the high levels of post course progression and articulation with advanced standing, identify D&A as a hugely successful College with outcomes for learners that are consistently above national averages.

f) SFC student outcome data published in July 2025 (2023/24 student cohort) shows that Dundee & Angus College was the highest ranked college in Scotland for full-time Higher Education courses (FT HE) and was above average in all bar one of the 19 separate student success measures published. The College was in the top 10 performing colleges for 15 of these.

   Overall, this performance continues the position of D&A's successful completion rate remaining significantly above average and sector leading in many aspects.

g) In developing the SEAP it is recognised that, whilst overall student outcomes are positive, the pattern of high retention and attainment is not spread evenly across all course provision. Where courses return outcomes below national average a Successful Outcome Action Report (SOAR) is completed, detailing the improvement actions to be taken. In each case these actions are reviewed at curriculum directorate level, discussed at Stop and Reflect sessions and actions embedded within the team operational plan.

Areas for Development

1) The transition to the new performance indicator measure highlights that further student withdrawals are impacting disproportionately on Student Outcome performance, and in too many instances to deliver fully on College quality aspirations. Course and College wide retention campaigns will be amended to shift the focus from early retention (which is significantly below national average) to focus more on improving further retention.

2) Recently developed ILQR arrangements will supplement curriculum planning decision making and incorporate significant focus on course areas with a 3-year history of SOAR completion to review and confirm appropriateness for inclusion in the future course portfolio.

2.2 Excellence in Learning & Teaching

a) External review and assurance of academic standards is provided through awarding body quality assurance processes designed to ensure that the assessment approaches and assessment judgements are valid, reliable and meet national standards. The external evaluations consistently return very positive reports, with only minor observations noted, affirming the robustness of College systems and highlighting strengths in academic standards, operational integrity, and learner engagement.

   In 2024/25 there were over 40 SQA verification events covering more than 100 group awards and associated units. In total, 144 units were verified across a wide range of curriculum areas including vocational, academic, and apprenticeship provision with 100% of these achieving High Confidence outcomes. Verification trends are summarised as follows.

Outcome	2021–22	2022–23	2023–24	2024–25
High Confidence	70% (84)	85% (102)	99% (119)	100%(144)
Recommendations	20% (24)	10% (12)	1% (1)	0%
Non-Compliant	10% (12)	5% (6)	0%	0%

The 2024/25 complaint rate (0.57 complaints per 1,000 students) is significantly reduced from the 0.9 complaints per 1,000 students in the previous academic year.

b) The College uses a well-established curriculum planning cycle which is underpinned by key principles and informed by internal and external data sources to ensure relevance and responsiveness to skills and workforce needs. The process ensure that programmes align with regional economic needs and external professional body requirements, maintaining consistency and reliability. It also ensures alignment with frameworks like SCQF, providing clarity on qualification levels and progression pathways.

c) The curriculum planning process is data-driven and designed to ensure the curriculum portfolio is responsive to changing demographics and skills needs in the region. The Curriculum Planning Dashboard enables teaching teams to thoroughly analyse and interpret data and trends, and to make informed decisions about each curriculum area and the overall course portfolio. Intelligence gained through employer engagement, industry partnerships and stakeholder advisory boards further validates the relevance of awards.

d) Employer engagement and industry-informed teaching practices bring externality, shaping curriculum content, contextualising learning, and enhancing employability for students. Industry partnerships significantly influence curriculum design and delivery, providing real-world context and enhancing employability. A recent example is the Futures in Offshore Wind programme which prepares people for careers in the offshore wind sector and has progression into apprenticeships and employment. The course been developed and endorsed by Vestas, the global leader in sustainable energy solutions, who are supporting the development of two offshore wind farms in Angus.

e) Teaching teams prioritise creating active, engaging learning experiences that develop practical skills and deepen understanding. Lessons are designed to encourage collaboration, problem-solving, and critical thinking, using approaches such as project-based learning, interactive workshops, and real-world scenarios to make concepts meaningful. Staff continually review and adapt teaching strategies to ensure they support learner confidence, motivation, and progression, creating an environment where students can apply knowledge effectively and build transferable skills. For example, the Hospitality and Professional Cookery staff consistently use their industry relationships to effectively motivate and inspire students, particularly at periods when motivation is traditionally low. *'Passion to Profession: Turning Dreams into Reality'* took place in the first week of semester 2 and included inspirational talks, industry visits, masterclasses, workshops and demonstrations by guest chef lecturers.

f) Over the past five years, learner surveys have shown consistently strong levels of approval, with satisfaction remaining close to 90%. Senior leaders routinely analyse student feedback to inform in-year improvements and strategic actions. In addition, staff teams regularly review the views gathered from students and use these insights to adjust courses, assessment approaches, teaching methods, and the overall learning environment during the academic year.

g) In response to the rapid evolution of artificial intelligence (AI) tools, the College established a working group to explore how AI could enhance both day-to-day operations and teaching practices.

   A pilot programme was launched to evaluate three platforms and determine their suitability for long-term adoption. Feedback from the working group has informed the recommended platforms and identified the training required to ensure effective use of AI-supported tools. Examples of use included supporting creative research with students, exploring how AI can be used as a revision tool and using AI for lesson planning and class activities. Abertay University also shared its policies and learner guides to support academic integration and smooth transitions.

h) The College values and actively engages with Scotland's Tertiary Enhancement Programme (STEP), with senior staff and student representatives participating in Discovery Days and Navigation Sessions to identify enhancement projects.

The STEP Steering Group is co-chaired by the Vice Principal for Curriculum and Partnerships and the college is co-leading a STEP Enhancement Project with Heriot-Watt University entitled *Appreciating Belonging and Enabling Change: From Strategy to Practice* reinforcing the College's commitment to continuous improvement in learning, teaching and assessment.

i) The pilot STEP programme *Student Success through Institutional Tertiary Alignment*—a partnership between Dundee and Angus College and Abertay University—concluded in May 2025. It strengthened support for students moving from college to university by improving curriculum pathways, enrolment processes and data sharing. Student engagement was strengthened through associate student initiatives, varsity links, and joint activities. Staff development and the launch the launch of a three-year peer-mentoring scheme also formed key parts of the project.

j) Building on the Student Charter — which defines the culture and behaviours expected of students and staff — the concept of the Changing Learner has been a key focus of staff professional development across the college.

Areas for Development

3) There is a growing number of students requiring academic and pastoral support, placing increased demand on group tutor time, in-class support and student support services. To ensure all students can remain in College, engage in their learning, attain their qualifications and progress to positive destinations, we need to redefine and implement a universal and sustainable support model.

4) While most accommodation is of high standard, there are challenges at Arbroath and Kingsway campuses due to RAAC and outdated facilities. Although the college actively designs curriculum and support services to meet diverse learner needs, leveraging partnerships and technology to enhance learning experiences, the challenges with the learning environments in these campuses continues to have a significant impact on our ability to meet student and curriculum requirements.

5) Although a robust self-evaluation process is in place, further work is needed to support teams in improving student outcomes throughout the entire learner journey, including classroom management, learning, teaching, and assessment approaches. To achieve this, a review of academic development and professional development support will be undertaken to ensure teams are equipped to upskill, share best practice, and embed enhancements in learning, teaching, and assessment.

6) The Work Based Learning Forum which brings together practitioners involved in the delivery and assessment of work-based learning was paused due to structure changes in 2023. The forum will be re-established to enable staff to share good practice and raise standards. The recently created data dashboard, the themes from compliance audits and the learning from CDN College Work Based Learning Strategic Network will be used to inform the workshop topics.

2.3 Supporting Student Success

a) The College actively designs and evaluates its support services to meet the needs and diversity of our students and curriculum. Comprehensive support pathways complement our learning and teaching and underpin both economic resilience and social renewal. This is strengthened by effective teamworking across the College and through a wide range of external partnerships with a focus on the role of D&A as an anchor institution for the region, enhancing social cohesion and ensuring that our provision meets the needs of our students and economy.

b) Year-on-year reflection and evaluation of student induction arrangements has further improved arrangements. The joint delivery of the induction programme between College staff and our Students' Association, combined with the gamification of induction activities has enhanced engagement in induction sessions and improved the retaining of key induction information. Student feedback on the August 2025 induction arrangements has been 100% positive.

c) An extensive range of student support services are in place to create managed transitions and address barriers to engagement in learning for the increasing numbers of students with additional needs. This 'wrap-around' of support covers the full range of needs including physical and educational disabilities; neurodiversity; academic, social, emotional and behavioural support; complex counselling needs associated with significant trauma; and multiple physical and mental health conditions.

   Better utilisation of technology has significantly improved the scheduling of support arrangements, resulting in over half of all student support plans being in place prior to the start of academic year 2025/26, enabling staff to dedicate more time to direct student engagement and support. Improvement in the organisation and delivery of additional assessment arrangements have supported over 60 national qualification students to receive the support required for national exams in a more efficient and user friendly way.

d) An increased emphasis on trauma informed practice is positively influencing our work around the changing learner and improving awareness of positive approaches to student engagement and behaviours. This includes embedding the Student Charter as a core expectation and a greater focus on leading with empathy to enable positive conversations and diffuse conflict. Whilst issues still remain around behaviour, staff across the College report improvements in their skills and confidence alongside better engagement and outcomes on behaviour issues.

e) An enhanced focus on student further withdrawal rates has supported a range of bespoke interventions and activities to improve student retention. Week by week student withdrawal data at course level is used to identify potential withdrawal hot spots and the creation of a new role of Student Retention Officer mid-way through academic year 2024/25 has helped to coordinate practical inputs to encourage student engagement and improve motivation.

   A refreshed Stay@D&A campaign includes greater focus on retention steps and engagements across the whole academic year to better support the full student journey. Early indications show an improvement of 3.2% in further retention in 2024/25 with approaches and activities being developed and embedded more systematically for academic year 2025/26.

f) The College delivers high quality outcomes for students across the full range of protected characteristics and SIMD profiles. This includes being ranked 4th nationally for outcomes for Care Experienced students and in the top 5 ranking for Black and Minority Ethnic students, students with a Disability and older (age 41+) students.

   Full-time Further Education students at D&A from the most deprived communities (SIMD 10 and 20) perform significantly better than the average for all students in Scotland, supporting equality of opportunity and outcomes irrespective of background or barriers to learning. Full-time outcomes for 16 – 18 year old students is almost 6% higher than national average.

g) The College is working through the Emily Test framework to better support students and help to eradicate gender-based violence and was the first College is Scotland to achieve College of Sanctuary status for the work we undertake with refugees and asylum seekers in our communities. This work is used to actively break down barriers between different groups and underpins our community and social education responsibilities. Our Colleges of Sanctuary work has attracted multiple national awards and our experience has supported others in the sector to progress with their own sanctuary work.

A significant focus during 2024/25 has been put on the promotion of positive masculinity and positive conversations for staff and students within the (predominantly male) trade areas. This work was successfully aligned with an Active Campus project with construction students and staff, bringing physical activity and wellbeing opportunities that create a supportive environment for positive conversations around masculinity and wellbeing to be held within a wider context of physical activity and team building. Feedback has been very positive with students and staff highlighting a significant impact on student behaviour, engagement, mental health and outcomes.

During 2024/25 the College adopted a supportive approach to the amended legal position around gender identify and facilities access. This approach lessened anxiety at a time of change and concern and supported vulnerable students to remain on track in the latter stages of their courses.

h) Further extension of our community links with over seventy community and third sector organisations assist the College in meeting its specific and general equalities duties as part of our RESPECT equalities strategy. This includes the creation of an active Community Hub within our Arbroath campus, providing additional support and services for our students and the wider community in partnership with groups including Youth Homelessness, Employability Partnership, Women's Aid, Barnardos, the regional Resettlement Team, Street League, NHS Speakeasy and many others.

i) In collaboration with the Quality Team, Business Transformation Officer, and Digital Team, we successfully launched a Modern Apprentice (MA) management tool and data dashboard that enhances visibility and accountability through the sharing of clear, transparent data. This tool has significantly reduced the risk of error in the detailed and extensive apprenticeship administration requirements associated with MA provision and improved operational efficiency.

j) Positive joint working between our Learner and Community Engagement and Essential Skills team has supported the creation of a unique approach to student Meta Skills development through playing Dungeons and Dragons. Attracting over 100 neurodiverse students from all parts of the College this work has mapped Meta Skills against game scenarios supporting students to develop and identify these skills through embedded play. This approach has been picked up nationally through the College Development Network to support wider awareness and a roll out across other colleges.

k) Our Academic Development team has been highly successful in leading on the growth of Education for Sustainability within teaching practice. Over the past year, we supported educators through a Sunrise Solutions project which in turn had extensive reach, allowing for contextualised learning which impacted over 1400 students, staff and community members.

This included bespoke interventions on sustainability to support learners throughout the College, examples include delivering sessions to Health and Social Care and Sport and Fitness students on HN Next Generation qualificiations. These interventions have increased awareness of sustainable practice and built capacity across curriculum teams to better and more fully embed sustainability principles.

Areas for Development

7) The impact of year-on-year real terms cuts to funding is significantly reducing the ability of the College to keep pace with the rising support needs of our students. This increased demand is putting significant strain on services to support students, resulting in demand outstripping our ability to supply and impacting adversely on student journeys and outcomes.

2.4 Enhancement & Quality Culture

a) The new 2030 ‘Our College’ strategy focuses firmly on the quality culture and ethos of Our Students and Our Staff as the central elements of College life and success. This new strategy builds on the embedded College culture of high levels of student success; making visible the positive impact this success has on the life chances of students; and highlighting the direct role played by staff across the College in reducing inequalities and supporting economic development for the region. This culture supports collegiate approaches and staff ownership of ‘wrap-around’ learning and services that allows our students to be successful.

b) Despite the exceptionally challenging financial environment within which we are operation, the College retains and positively promotes a palpable innovative and student centred ethos and approach to the range of activities that it supports. This encourages partnership, engagement and new and innovative ways of working that directly benefit students and leads to D&A being a regular national award winner. The College is in high demand to share its practice and regularly shares and showcases its successful approaches with the wider sector.

c) A range of clear and well thought out strategies dovetail to provide a context for the College that supports and directs activities and innovations in areas including curriculum review and development; enhancing learning and teaching; student retention; career management skills; meta skills development; digital competence; career long professional development; and staff and student wellbeing. These strategies provide an integrated approach to the prioritisation of activities and are influential in developing the practices that underpin consistently high levels of student retention, attainment and progression.

d) A Governance Effectiveness Review conducted in late 2024 confirms the importance the Board places on the quality of College operations and the effectiveness of learning, teaching and services to support our students. This evaluation identifies and confirms the commitment of the Board to supporting and listening to the Student Voice alongside element of challenge in respect of the achievement of outcomes through the use of clear measurement plans and metrics developed for each Committee and the full Board.

e) Extensive external audit and verification activity provides independent assurance and externality on quality compliance and improvement from bodies including Scottish Funding Council; QAA; Skills Development Scotland (SDS); Scottish Qualifications Authority (SQA); Henderson Loggie; Forvis Mazars; EAL/ECITB; RLSS; City & Guilds; IOSH; VTCT; GQA; BPEC; NextGen; UWL; IMI; ActiveIQ; NCFE; CIMSPA; VetSkills; and CDN.

   These external engagements provided robust assurance regarding the College’s governance, financial controls, assessment standards, and learner experience.

f) Stop and Reflect sessions led by Senior Leaders and supported by Quality Champions are undertaken tri-annually in all curriculum teams to underpin team evaluation and provide support and challenge on outcomes and improvement plans. These enhancement focused engagements underpin effective reflection and evaluation and encourage a clear and sustained focus on the quality of outcomes and services for students.

   Stop and Reflect arrangements have been rolled out using the same format to cover all support teams and functions, ensuring equity and consistency of expectation and approach to underpin effective reflection and action planning for improvement on a whole College basis.

g) Teams make good use of interactive data dashboards that provide real-time and transparent access to information and trends on key student data, including applications, enrolments, attendance, retention, attainment, equalities, survey feedback, post course success, and other information. A clear data led strategy is progressing to remove dependence on ‘static reporting’ and replace this with interactive in interrogable data dashboards that more fully support active reflection and enhancement planning.

h) Supported by a transparent RAG rating system, clear improvement plans are in place for all courses and services that fall below national averages. Where on-going trends in low performance are identified these Successful Outcome Action Reports (SOARS) record and reported on improvement actions being taken. Building these arrangements into our Institution Led Quality Review (ILQR) arrangements ensures that longer-term trends are subject to scrutiny and action is taken to amend and, in some cases, remove, course provision that fails to meet College quality aspirations.

l) The College plays a key role within our communities and is integrated fully within both of our local Community Planning Partnerships (CPPs), economic development forums, employability partnerships and directly with regional employers. This integration within the economic, social and cultural fabric of the region provides clear feedback and co-creation opportunities that impact on the development, delivery and enhancement of our curriculum and services.

Areas for Development

8) Whilst excellent progress has been made through 2024/25, Institution Led Quality Review activities are in their infancy, with further work required to develop and extend these approaches to encompass support services and embed approaches more fully.

9) Significant concerns regarding future financial sustainability of the College (and sector as a whole) have necessitated multiple savings plans and cuts in services that are impacting on the available capacity and ability of staff to engage in areas of future improvement.

2.5 Student Engagement & Partnership (Written by DASA)

a) The College continues to sustain a clear and palpable culture of student engagement and involvement in all aspects of the curriculum, learning & teaching, and service delivery it undertakes. This culture is rooted in equity of standing and non-hierarchical approach that encourages shared ownership of quality and improvement. Over the past year this has been strengthened through co-designed induction arrangements, widely praised by staff and students for their energy, clarity and accessibility, and through expanded opportunities for early community building and active participation.

b) Students' Association Officers, staff, and Class and Department Representatives continue to have regular, direct and meaningful access to senior staff, ensuring strong and consistent student representation in both formal and informal quality processes. This includes the Students' Association reporting in at Vice Principal level and regular discussions and feedback with the Directors of Curriculum and the Director of Student Experience.

c) Pizza with the Principals, Cake with the Chair, and the ongoing series of online senior leadership catch-ups continue to strengthen the culture of openness, equity and active engagement, breaking down barriers and enabling constructive, real-time conversations around student experience and improvement planning.

d) The Chair and Board members remain highly proactive in supporting both Student Board Members and the wider Students' Association to encourage them in their respective roles within College life. Student Board Members routinely provide updates and presentations to both the full Board and the Learning, Teaching, and Quality Committee. Students also contribute to wider College and national discussions through activity connected to the joint student-staff campaign advocating strongly for the future of FE funding. This activity promotes the impact of the student voice in highlighting the importance of sustainable investment to enable the College to maintain high-quality services, strong student support, and an enriching learner experience.

e) More than 280 Class and Department Representatives have been recruited this year, with more than 170 completing training to date. Training sessions continue to align to the SPARQS Student Learning Experience model and has been refreshed to included updated activities, scenario-based learning and improved clarity around representatives' roles, and awareness necessary to engage actively in the development, reflection, and enhancement of the curriculum, learning, and services they experience. Engagement across the departments has been strong, which has been supported by the introduction of a new Class Rep Dashboard to allow for ease of tracking and to see in real time which departments are engaging and where more targeted effort is required.

f) Class Representative monthly feedback tasks continue to provide live insight into the student experience on a rolling basis across the year to give feedback and an ongoing 'temperature check' to underpin a rapid reflection and improvement cycle. This year there has been a significant focus on increasing accessibility and inclusion within feedback networks, particularly for Supported Education, ESOL, and other learners who may face additional barriers to participation. These improvements have resulted in more inclusive feedback channels and stronger participation patterns across diverse learner groups. Insights from these activities have contributed to the redesign of induction materials, strengthened communication, and informed student-led activity.

g) A wide range of co-created developments have supported student voice and community building, including expanded Freshers activity, the growth of student-led clubs, groups, enhanced lunchtime wellbeing activities, and refreshed representative training materials. This year the College also established a new approach to handling Learner Survey comments from support areas, for the first time, support-team comments were extracted, collated, and shared directly back to the relevant teams to significantly enhance usability to support rapid team-level enhancement through the student voice.

   Engagement with the twin learner satisfaction surveys continues to be exceptionally strong, with more than 7,800 responses being received during 2024/25 (an increase of c1,300 on the previous year). Both surveys showed very positive results, and both continued a six-year unbroken run of consistently high (c90%) levels of student satisfaction. and particularly strong results in the 'Our Staff' category. These results reflect both sustained partnership working and emphasis on embedding a culture where students feel valued, heard and supported. The Spring Learner Survey 2024 achieved a record response rate of 3,736 learners, an increase of 632 responses from the previous year, representing the highest level of participation recorded.

h) This high level of student satisfaction is also reflected in the Scottish Funding Council annual survey which shows D&A College students participate well and, with a satisfaction score of 98% at FE level and 96.8% at HE, are significantly more satisfied than the sector average.

i) DASA representatives have worked in partnership with the STEP Belonging Group to support sector-wide work on improving transition, inclusion and student wellbeing across tertiary education. This activity aligns well with our established partnership approach and focus on the changing learner as well as providing a shared framework to strengthen belonging and support for all learners. Our Students' Association elected officer plays a central role in this work, ensuring that the student perspective is represented directly within the STEP framework and contributes to ongoing enhancement across the College.

Areas for Development

10) While strong progress has been made in enhancing accessibility within feedback routes, further work is required to ensure that representative structures, surveys, and engagement opportunities are consistently accessible for part-time learners, apprentices, students with additional support needs, and those with more limited English language skills. Continued collaboration with Supported Education, ESOL and other specialist teams will be needed to build on the improvements made this year.

11) Although student engagement remains strong, levels of engagement and interaction with student department representatives tends to tail off as the year progresses due to competing study and assessment priorities. This requires further investigation and development to ensure that department representative engagement and feedback works on a timeline that best meets the needs of these students whilst still generating useful feedback and enabling the student voice.

3. Conclusions

Dundee and Angus College continues to demonstrate a positive culture of reflection and evaluation, with staff at all levels engaging in the review and enhancement of learning, teaching, services and outcomes for our students. Staff at all levels demonstrate an active willingness and capacity to identify and deliver improvement actions that meet student needs and increase successful outcomes.

Overall student outcomes are improved on AY 2022/23 and are consistently amongst the very top levels of performance for Scotland. This success is built upon a clear quality culture and broad range of strong and effective evaluative practices, backed by a cycle of reflection, evaluation and improvement. Expansion of these arrangements across all support services in 2024/25 has further embedded the culture of reflection whilst increasing the scope for cross-College and cross-service enhancement actions to be identified and progressed.

These mature quality arrangements provide a strong evidence base upon which positive change is enacted. Areas for development are openly identified and effective enhancement actions put in place through a system of real-time evaluation, action planning and close out .

Despite the on-going need for financial savings and curriculum cuts, the College curriculum remains relevant, dynamic and well matched to regional needs, informed by regional skills and labour market data.

Extensive and productive partnerships and engagements with a very large range of companies, stakeholders and regional bodies provide detailed externality and input at a strategic, curriculum and operational level. These partnerships and direct stakeholder engagement inform and enhance our curriculum and add additionality and externality at all levels. The College is recognised within its community (and is a key contributor) as a positive and effective regional partner.

Innovative and exciting learning and teaching is evident throughout the curriculum and where required a strong focus on enhancing the quality of learning and teaching is backed by effective professional development and mentor support.

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

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

4. Approval

Statement of Assurance:

As the Accountable Officer for Dundee and Angus College, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2024-2025, including the scope and impact of these.

I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision.

I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signed  **Date** **8 December 2025**

Simon Hewitt (Principal and Accountable Officer)

D&A SEAP Action Plan 2025 - 2026

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
1.	Quality Arrangements	Additional focus on further retention support and activities will be implemented to reduce further withdrawal rates, including focused work on specific curriculum areas where further retention is a concern.	Revised 'Stay @ D&A programme and engagements in place alongside bespoke plans for designated curriculum / course areas. Assessed at appropriate retention and attainment measurement points	Sept - May 2026	Directors of Curriculum, Retention Officer, Quality Manager
2.	Quality Arrangements	Further enhancement and embedding of ILQR quality process and outcomes.	ILQR Quality Process, schedule and data dashboard developed with meetings scheduled and outputs and action plans in progress.	Jan 2026	Quality Strategy Group, Quality Manager
3.	Excellence in Learning & Teaching	Undertake a comprehensive Student Journey Review to inform enhanced arrangements for the support needed by our students and create a universal and sustainable model of wrap around support that meets student needs in a sustainable way.	Review completed and clear implementation plan in place to deliver required changes in service, approach and resourcing.	August 2026	Director of Student Experience, Directors of Curriculum
4.	Excellence in Learning & Teaching	Enhancement to College campuses and accommodation through continued focused use of capital maintenance funding and progression of the College's ambitious 10 year Infrastructure Vision	• Annual capital maintenance planning and projects. • Progress of infrastructure vision and funding in line with Scottish Funding Council (SFC) Infrastructure Strategy guidance and 'gate points'	September 2026 Progress reporting to Board and SFC in line with SFC/SG timelines	Principal & Infrastructure Project Board
5.	Excellence in Learning & Teaching	Review of career long professional learning (CLPL) and academic development support, arrangement and offer to ensure this delivers the support and outcomes required to further enhance the entire learner journey, including classroom management, learning, teaching, and assessment approaches	Review completed and clear implementation plan in place to deliver required changes in service, approach and resourcing.	August 2026	CPD Strategy & Planning Group. VP Curriculum & Partnerships / VP Support Services & Operations
6.	Excellence in Learning & Teaching	Re-establish the workbased learning forum	Revised arrangements in place and meetings and activities recommenced	April 2026	Directors of Curriculum, Quality Manager

D&A SEAP Action Plan 2025 - 2026

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Target	Responsibility
7.	Supporting Student Success	Review of student support arrangements as part of action point 3 above to better r anticipate, and embed support within those curriculum areas with significant / increasing demand	Review completed and specified changes in approach, resourcing or activities enacted	August 2026	Director of Student Experience, Directors of Curriculum
8.	Enhancement & Quality Culture	Further develop and extend Institution Led Quality Review processes to incorporate all curriculum and support teams	Quality arrangements and processes updated and revised structure and cycle of ILQR activities in place	January 2026	VP Support Services & Operations, Quality Manager, Support Directors
9.	Enhancement & Quality Culture	Review and 're-set' quality priorities post savings plan to ensure that priorities, timeframes and outcomes fit with revised operating structures and changes to staffing, services and curriculum	Plan in place and delivery being progressed	June 2026	Senior Leadership Team
10.	Student Engagement and Partnership	Further progress revision of student engagement arrangements and activities to better meet the needs of part-time students (particularly part-time and Modern Apprentice groups) and for those with educational disabilities or for those with limited English language skills	Review completed and specified changes in approach, resourcing or activities enacted	August 2026	DASA Officers, VP Support Services & Operations, Director of Student Experience
11.	Student Engagement and Partnership	Focused review of engagement and feedback arrangements for department to ensure that department representative engagement and feedback works on a timeline that best meets the needs of these students whilst still generating useful feedback and enabling the student voice	Support and engagement enacted and increased awareness and engagement with the Students' Association arrangements and opportunities	August 2026	DASA Officers, VP Support Services & Operations, Directors of Curriculum

D&A SEAP Progress on 2024 – 2025 Action Plan

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Progress Green = completed Amber = In progress Red = Limited / No progress
1.	Quality Arrangements	Focused support and Continuing Professional Development (CPD) inputs to be provided for course teams and areas where student outcomes show a trend below national average to align student outcomes with College aspirations	Support plans and CPD inputs identified and provided, with improvement actions showing clear improvement via national PI data at appropriate retention and attainment measurement points	CPD provided and will continue to be refreshed as required. Impact on student outcomes will take time to be realised.
2.	Excellence in Learning & Teaching	Enhancement to College campuses and accommodation through continued focused use of capital maintenance funding and progression of the College's ambitious 10 year Infrastructure Vision	• Annual capital maintenance planning and projects. • Progress of infrastructure vision and funding in line with Scottish Funding Council (SFC) Infrastructure Strategy guidance and 'gate points'	Annual Plan in place Infrastructure vision progressing to OBC stage & funding methodology identified. Project progressing.
3.	Excellence in Learning & Teaching	Partnership work with Dundee City Council and Angus Council to establish and enact clear standards for senior phase operation and outcomes	Standards established and improved school pupil outcomes realised	Arrangements in place and revised (reduced) senior phase offer progressed for 2026/27
4.	Excellence in Learning & Teaching	Improve and develop transition arrangements and outcomes (numbers transitioning successfully) for progressing students in College; progression from senior phase provision into College; and progression from College to university	Revised arrangements in place and an increased proportion of students transitioning evident	Arrangements in place and revised (reduced) senior phase offer progressed for 2026/27
5.	Excellence in Learning & Teaching	Structured and supportive classroom observation cycle reviewed and reintroduced	System in place and clear rolling (3 year) cycle of observations of learning and teaching enacted	Arrangements reviewed and revised 4 year cycle in place, but not yet fully implemented
6.	Supporting Student Success	Review of student support arrangements to streamline arrangements where possible to improve coverage and better anticipate, and embed support within those curriculum areas with significant / increasing demand	Review completed and specified changes in approach, resourcing or activities enacted	Initial review in place and showing improvement. Full Student Journey Review now being progressed for Aug 2026.
7.	Enhancement & Quality Culture	Develop and extend Institution Led Quality Review and Stop and Reflect quality processes to incorporate all curriculum and support teams	Quality arrangements and processes updated and revised structure and cycle of ILQR activities in place	Revised arrangements implemented August 2025
8.	Enhancement & Quality Culture	Develop and implement a clear range of staff CPD inputs to address areas of staff 'learning loss' and improve awareness and engagement in quality activities and outcomes	CPD plan in place and delivery being progressed	CPD provided and will continue to be refreshed as required

D&A SEAP Progress on 2024 – 2025 Action Plan

Action Point	Quality Principle / Area	Action and Planned Outcome	Milestone(s)	Progress Green = completed Amber = In progress Red = Limited / No progress
9.	Student Engagement and Partnership	Review of student engagement arrangements and activities to better meet the needs of part-time students (particularly Modern Apprentices) and for those with educational disabilities or for those with limited English language skills	Review completed and specified changes in approach, resourcing or activities enacted	Revised arrangements piloted for Supported Education and ESOL students in semester 2 and embedded in learner voice arrangements. Engagement project for MA students is progressing
10.	Student Engagement and Partnership	Focused support and engagement inputs to be provided for curriculum areas where engagement and partnership working with the Students' Association are less well developed.	Support and engagement enacted and increased awareness and engagement with the Students' Association arrangements and opportunities	Revised DASA Team Leader and Student Retention & Attainment Officer role in place and individual engagement plans for curriculum areas being progressed.
11.	Enhancement & Quality Culture	Develop and implement a clear range of Quality Matters CPD and support to improve procedural compliance and ensure rigorous application of awarding body requirements and academic standards	CPD plan in place and delivery being progressed	CPD plan in place and developed/implemented through all staff development day programme and focused team sessions

Agenda Item 9.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER F

CURRICULUM & PARTNERSHIPS REPORT

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Wednesday 11 February 2026
Curriculum & Partnerships Report

Paper F for noting

1. Recruitment and Retention 2025/26

Demand for places on January-start courses was very strong and the recruitment target of 205 students was achieved. However, over 200 applicants were unable to secure a place due to the reduction in course portfolio following the recent savings exercise.

Over 3 000 applications have been received for the Session 2026-27 since applications opened in mid-January. This is significantly higher than in previous years. Early feedback from schools and Skills Development Scotland (SDS) Careers Advisors indicates that opening applications in January aligns well with school guidance and career support activities and complements the timing of our Open Day, which was held on Saturday 17 January 2026.

The Open Day achieved record engagement with over 620 attendees and was supported by a comprehensive promotional campaign that included paid and organic social media activity, a presence at the Overgate Shopping Centre, and poster distribution across Dundee and Angus. Information was also shared by Academic Partnerships Team to school contacts, Dundee City Council and Chamber of Commerce "What's On" listings.



A new feature this year was the **ASN friendly session**, designed to create a calm and accessible environment. Adjustments included quiet spaces, no music, no direct approaches from staff, and removal of sensory triggers. Approximately 80 attendees participated, and staff and partners received clear guidance in advance to ensure supportive interactions.

The Open Day was supported by all academic teams, frontline support teams, the Student Association including 15 student volunteers and community partners. Digital engagement was strong, with 986 webpage views from 692 users, 63,146 impressions from the paid social campaign, and 33,094 organic social media reach. Additional highlights included the **launch of the new prospectus** and strong footfall in the student run café and Thrive shop.



Feedback was highly positive. Skills Development Scotland reported: *"The open day was a huge success! I don't think we've ever been so busy on a stand."*

Semester 2 is now underway for all students, with RE-Freshers and Respect events held at each campus. Over the coming months, the LACE team will be working with our DYW partners to deliver employability awareness workshops and skills-enhancement sessions, alongside 8 jobs fairs where a range of employers and partners will showcase the opportunities available.
The Student Funding team has made significant progress, working with the Digital team to develop the new student funding management system. The system is now in its final testing phase, and the Students' Association will be supporting students to complete the final testing of the application and documentation requirements process.

2. D&A Community

2.1 British Educational Training and Technology (BETT) Show 2026



The **3rd year esports Degree** students were lucky enough to gain industry sponsorship from Corsair to attend BETT, a leading tech and esports event in London. Eight students travelled from Dundee for a 2-day conference making valuable connections and accessing job opportunities.

2.2 Christmas Collaborations



The **Next Steps 3 group from Access and Supported Education** had a very successful Christmas market stall, created in collaboration with the Estates Sustainability Team. Students designed and made a range of eco-friendly products including candles, gift tags, decorations and bath bombs, using sustainable materials. All students were involved in setting up the stall, interacting with customers, and managing money, providing valuable real-world learning in enterprise and employability skills. The group were proud to donate a significant sum to Cash for Kids charity.

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 skills development and support for student success.

3.1 E Tennis and Bitwise

Dundee and Angus College is advancing its industry partnerships through two major initiatives that enhance learning, accessibility, and employability. Working with global technology leaders VTEC, the College has launched Scotland's Centre for Excellence for e-tennis, offering students immersive VR tennis experiences that blend physical training with data-driven STEM learning across 40 lessons and 30 skill levels. The programme, introduced by 2nd-year esports students at Gardyne Campus with hubs in Arbroath and Kingsway, promotes teamwork, wellbeing, and inclusive access for all students, while also creating tailored engagement opportunities for staff.

Alongside this, our long-standing partnership with software company Bitwise has taken a significant step forward with a new branded classroom designed to strengthen industry connection, support collaborative learning, and host specialist talks and workshops. Bitwise will also run an event next month using real industry datasets to give software students hands-on experience and identify potential recruits as they approach graduation.

3.2 Dungeons & Dragons Meta Skills: Developing Modern Learners

This initiative is successfully building the social and employability skills that are essential for students. Through structured collaborative gameplay, students develop communication, problem solving, teamwork and reflective practice, with bespoke scenarios designed to evidence real world skills growth. More than 100 students have now signed up, with participation expanding across campuses, including all-female teams, neurodiverse groups and cross department groups who would not typically work together.Using peer review and the STARR (situation, task, action, result, reflect) method, students are generating meaningful evidence for CVs and future job applications while supporting each other's development.

The programme has attracted national attention, with over 80 FE staff, partners and industry experts registered for a February Showcase Summit. To meet increasing demand, the LACE department is training student group leaders, enabling wider participation, enhanced skills recording and providing valuable leadership experience. This innovative approach is strengthening student confidence and empowering future talent.

4. Enhancing Learning, Teaching and Asessment

4.1 Leading Student Experience Forum

The Leading Student Experience session on 21 January guided staff through a typical student's journey, using scenario-based activities to explore how college systems can better support students. Curriculum Leaders (HCQs/CQLs) examined hidden barriers affecting attendance, engagement and attainment, applying a trauma informed lens to understand behaviours that are often misinterpreted as disengagement. Through guided reflection, teams identified where institutional processes may unintentionally exclude learners and discussed practical system level responses that prioritise connection, flexibility and equity.

The session highlighted the importance of proactive support, consistent relationships and reframing attendance conversations to focus on wellbeing rather than compliance. Early feedback is extremely positive, with a suggestion to widen the delivery to Group Tutors, participants felt that the session strengthened their confidence in using college systems more effectively to remove barriers and enhance the student experience.

4.2 Work Based Learning Forum

Our Work Based Learning Forum has been successfully re-established and delivered during Quality week with strong attendance and valuable contributions from presenters and participants. Key topics covered included the new Education Scotland Quality Framework for Modern Apprentices, Meta and Essential Skills, providing effective feedback to learners, SDS audit findings, the introduction of internal audits, dashboard developments and the Workbased CPD Toolkit. Feedback from attendees has been positive and planning for the next Forum in June is now underway.

5. Student Learning Spaces

5.1 Centre of Excellence for Health & Social Care – Progress Update

Significant progress has been made in developing the Health & Social Care Centre of Excellence. The designated area for the Centre has now been fully cleared, building warrant approved, and contractors appointed with construction work underway, marking a major milestone in delivery. The build will create a clinical ward with four simulation bays and a fully equipped simulated home environment, designed to support inclusive, practical and dementia-informed learning.

Full-time curriculum alignment has now been mapped across **HNC Healthcare, Access to Nursing, the Advanced Certificate, HNC Social Care and Gateway to Care,** with clear weekly engagement and term-long utilisation plans in place. The Centre will become the heart of practical learning, offering hands-on development in moving and handling, communication, person-centred care, risk assessment, infection prevention and control (IPC) and scenario-based practice. By using high-quality simulation, learners can safely rehearse complex situations, build confidence before entering real-world settings, and develop critical thinking in environments that mirror the pressures and unpredictability of practice. Trauma-informed, inclusive pedagogy and structured reflective debriefing will deepen learning further, helping students translate practice attempts into meaningful insight and improved professional judgement.

The Centre will also incorporate **Scotland's Mental Health First Aid (SMHFA)** training, delivered by two qualified staff members. SMHFA, endorsed by Public Health Scotland, equips learners to recognise and respond to mental distress, supporting wellbeing and resilience across the workforce.

Partnership development continues to strengthen the Centre's educational impact. Notably, the HSC team is working closely with Dr Kevin Stirling, Programme Lead for the MSc in Quality Improvement, Human Factors and Patient Safety at the University of Dundee's School of Health Sciences. Dr Stirling brings extensive expertise in simulation-based education, quality improvement science and patient safety, as well as national leadership through his role as Secretary of the Association for Simulated Practice in Healthcare (ASPiH). His involvement will support curriculum enhancement, ensure alignment with best practice in simulation, and contribute to the design of learning experiences that strengthen safety culture across educational and clinical environments.

Together these developments position the Centre of Excellence as a transformative resource for learner development, workforce capability and regional service improvement across Tayside.

6. 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

Agenda Item 10.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER G

STRATEGIC RISK REGISTER

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 11 February 2026

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 March 2026 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

DUNDEE AND ANGUS COLLEGE



STRATEGIC RISK REGISTER

2025 - 2026

As at March 2026

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal			
	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	• Robust strategic planning • Effective environmental scanning • Strong partnerships • Clear links between strategy and practice • Concerted demands for increased activity levels	4	1	4 ↔	• 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	• Effective environmental scanning • Negotiation/influence at national level	4	2	8 ↔	• 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: • Ability of the College to meet key regional strategies/objectives • Financial loss or unmanageable financial risk • Reputational loss	4	3	12	• 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 ↔	• 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

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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	• Negotiation/influence at national level • Review of activities/ projects and response to new opportunities	3	1	3 ↔	• 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	• 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 ↔	• 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&I**	Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding	3	4	12	• Negotiation/influence at national level • Contingency plans for amended funding levels or requirements	3	2	8 ↔	• 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	• 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 ↔	• 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&I**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• Influence within Employers Association • Management of staffing expenditures	4	3	12 ↔	• Expenditure modelling • On-going discussions with staff • Financial strategy sensitivities • Workforce planning	VPSO
2.4 **A&R**	Financial Fraud	3	3	9	• 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 ↔	• 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	• On-going dialogue with Foundation Trustees • Appropriate bid arrangements in place	3	2	6 ↔	• 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	• 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 ↔	• 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
2 Financial (cont)										
2.7 F&P	Failure to reach aspirational standards in financial strategy, budgeting, planning or audit	4	3	12	• Clear financial strategy aligning to College priorities and FFR • Zero based budgeting in place • Regular, timeous and accurate budget monitoring • Effective audit planning and completion	3	2	6 ↔	• Regular review of financial priorities to align / realign with available funds • Comprehensive monitoring and reporting of all finances • 'Real time' budget and data analysis underpins decision making • Effective audit planning and completion	VPSO DirFin

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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	• 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 ↔	• 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	• 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 ↔	• 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	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes	3	2	6 ↔	• 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 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	• 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 ↔	• 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	• Marketing strategy • Reputation plan • Positive marketing approaches	3	2	6 ↔	• 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	• Influence within Employers Association • Management of bargaining outcomes and implementation	4	3	12 ↔	• 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	• Adherence to legislative and good practice requirements • Positive Union relations and staff communication • Effective management development programmes • Industrial action continuity planning	4	2	8 ↔	• 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	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role)	4	2	8 ↔	• 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	• Prevent training • Staff awareness and contingency planning • Engagement/practice sharing with local agencies	5	1	5 ↔	• Business Continuity Plan including scenario testing • Information sharing with local agencies	VPCP, 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	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	• Clear and compliant procurement arrangements and procedures • Staff identity checking arrangements and use of PVG.	3	1	3 ↔	• 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	• 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 ↔	• 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	• 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 ↔	• 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	**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	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD	5	1	5 ↔	• 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	• Planning, careful phasing of changes to processes and systems • Effective management of ICT arrangements • Clear investment plan	3	2	6 ↔	• 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	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy	4	2	8 ↔	• 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	• Effective infrastructure and systems design and implementation • Effective management of ICT arrangements and GDPR compliance	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing	VPSO, DirInf

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate 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.

Post Holders					Score	Impact	Likelihood
	ELT	Executive Leadership Team	Prin	Principal			
	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	Responsibility
4 Infrastructure (cont)										
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	• 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 ↔	• 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

Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue (1-3) = Minor Risk; Green (4 – 8) = Moderate 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.

Agenda Item 11.0

Learning, Teaching and Quality Committee

Wednesday 11 February 2026

PAPER H

LT&Q METRICS

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 11 February 2026

Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

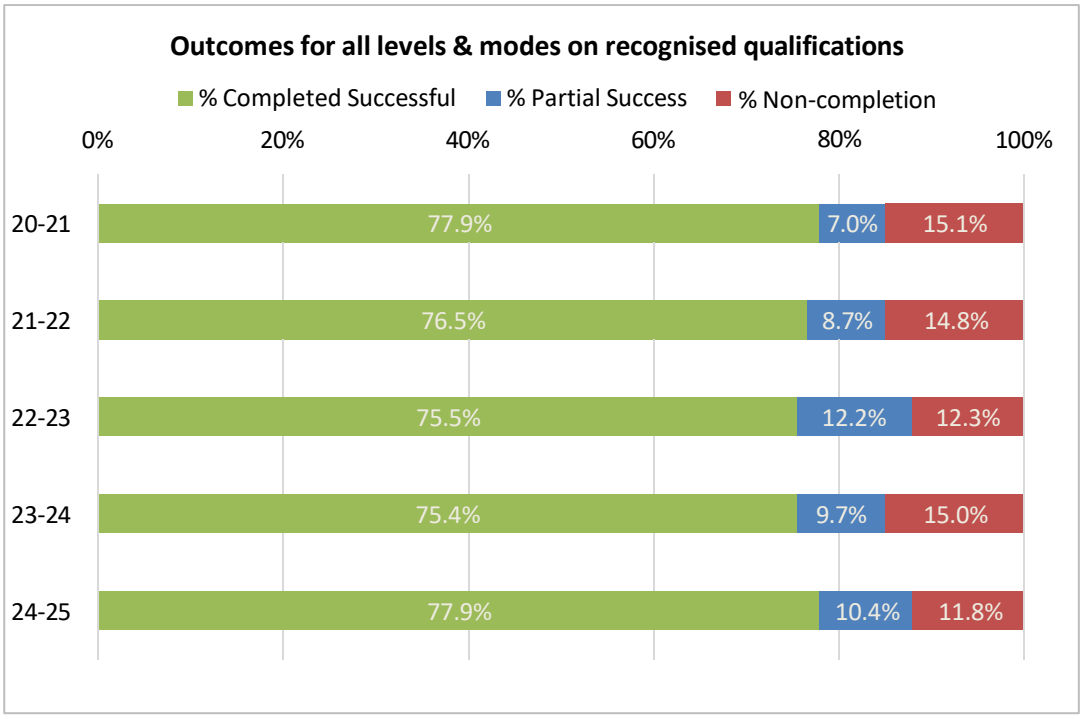
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

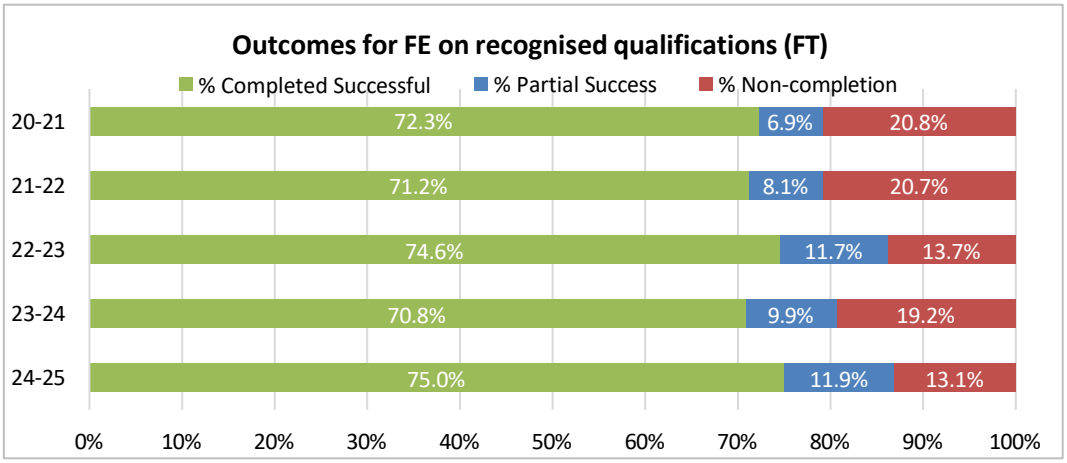
The template is designed to give Board members an easy to read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

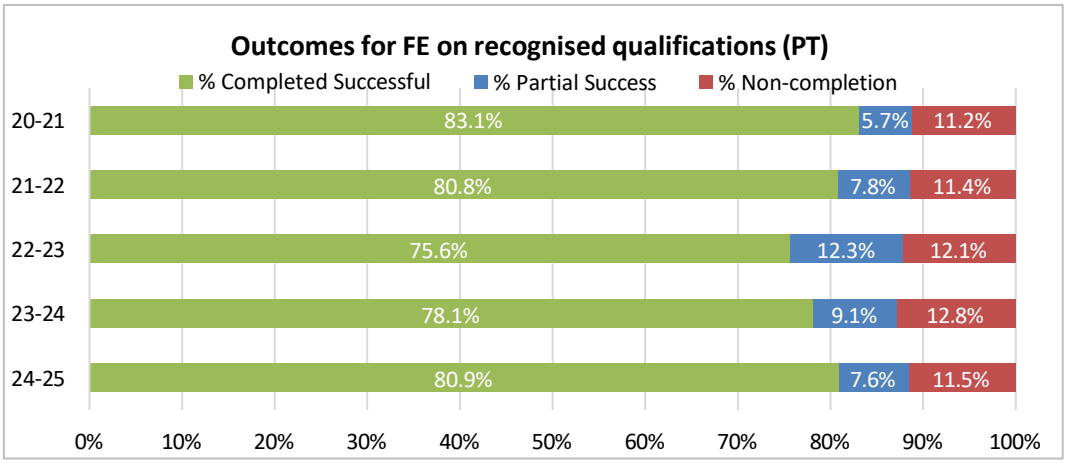
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

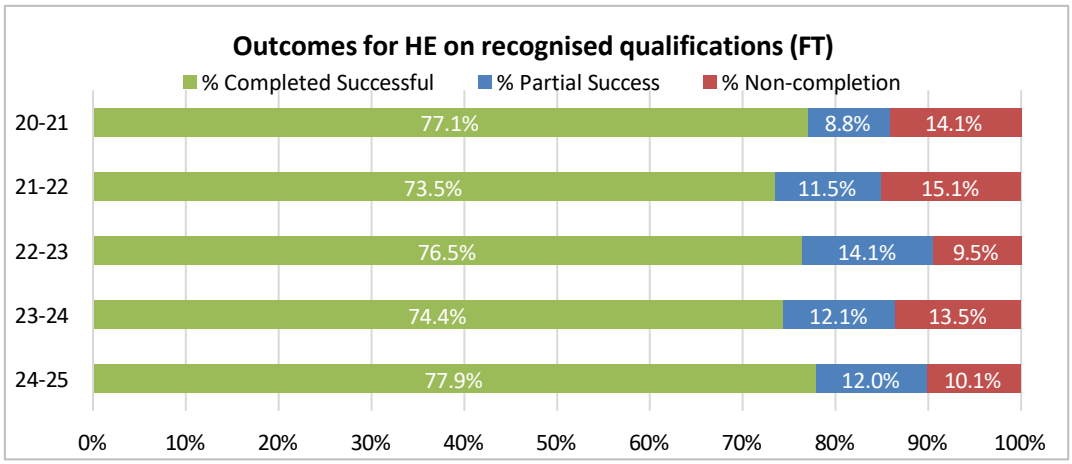
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

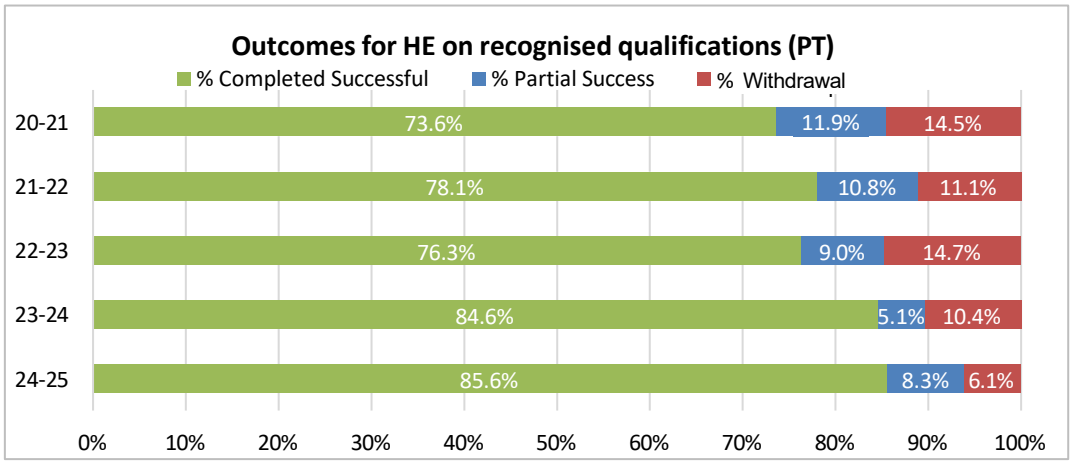
2. LT&Q Metrics




Outcomes for FE on recognised qualifications (FT)
% Completed Successful
% Partial Success
% Non-completion
20-21
72.3%
6.9%
20.8%
21-22
71.2%
8.1%
20.7%
22-23
74.6%
11.7%
13.7%
23-24
70.8%
9.9%
19.2%
24-25
75.0%
11.9%
13.1%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Outcomes for FE on recognised qualifications (PT)
% Completed Successful
% Partial Success
% Non-completion
20-21
83.1%
5.7%
11.2%
21-22
80.8%
7.8%
11.4%
22-23
75.6%
12.3%
12.1%
23-24
78.1%
9.1%
12.8%
24-25
80.9%
7.6%
11.5%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Outcomes for HE on recognised qualifications (FT)
% Completed Successful
% Partial Success
% Non-completion
20-21
77.1%
8.8%
14.1%
21-22
73.5%
11.5%
15.1%
22-23
76.5%
14.1%
9.5%
23-24
74.4%
12.1%
13.5%
24-25
77.9%
12.0%
10.1%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Outcomes for HE on recognised qualifications (PT)
% Completed Successful
% Partial Success
% Withdrawal
20-21
73.6%
11.9%
14.5%
21-22
78.1%
10.8%
11.1%
22-23
76.3%
9.0%
14.7%
23-24
84.6%
5.1%
10.4%
24-25
85.6%
8.3%
6.1%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

	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%

	2024/25	2025/26
Overall student satisfaction score arising from the November Learner Early Experience Survey	90%	90%
Overall student satisfaction score arising from the March Learning and Teaching Survey	90%	TBC

	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

	2019/20	2020/21	2021/22	2022/23	ROA Target 2023/24	Outturn 2023/24
The total number of students who have achieved HNC or HND qualifications progressing to degree level courses	525	554	614	649	400	612
The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	335	329	372	239	240	232
The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing	**64%**	**59%**	**61%**	**36.8**	**60%**	**37.9%**

	2023/24	2024/25
SFC Core Credit Target SFC Additional Credit Target Total Credit Outturn	98,307 100,791	98,307 98,049
Percentage of target	102.5%	99.7%

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	14,521	8,473	4,833
Part-Time Programmes	1,662	1,444	675

26/27	Applications	Applicants	Offers Made
Full-Time Programmes	3,659	2,862	224
Part-Time Programmes	47	46	1

Credit Target – 98,307

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

Mode	Programmes	Final 23/24 Credits	24/25 Credits	YTD 25/26 Credits
17	Full Time	71,623	70,473	73,885
18/05	Short Full Time	4,975	4,367	3,328
06	Block Release	5,349	6,116	5,166
07	Part Time – Day Release	3,290	2,871	1,567
08	Part Time – Infill	8,062	7,818	5,276
09	Part Time – Evening / Weekend	512	613	534
11	Work Based	4,591	3,829	1,340
12-16	Open, Flexible, Distance	2,389	1,962	721
	TOTALS	100,791	98,049	91,817

	2023/2024		2024/2025		2025/26	
	Courses	Streams	Courses	Streams	Courses	Streams
Full Time	167	297	156	293	145	277
Other	579	1073	689	1217	493	940

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: Kenny Stewart, Data Analyst and Lauren Mowatt, Data Analyst
Executive Sponsor: Steve Taylor, Vice Principal People & Performance