BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 13 May 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** – 11 February 2026	Paper A for approval	
5.	**MATTERS ARISING**	Paper B for noting	
6.	**CURRICULUM REPORT – THE ELEVATE PROJECT**		LL
7.	**COLLEGE LEAVERS DESTINATION COMPARISON REPORT**	Paper C for information	ST
8.	**STUDENTS' ASSOCIATION UPDATE**	Paper D for information	CP/AL
9.	**CURRICULUM & PARTNERSHIPS REPORT**	Paper E for noting	JG
10.	**STRATEGIC RISK REGISTER**	Paper F for approval	ST
11.	**LT&Q METRICS**	Paper G for noting	ST
12.	**DATE OF NEXT MEETING** – 26 August 2026, Room K-TO-624, Kingsway Campus		

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 11th February 2026 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 11th February 2026 at 5.00pm in Room K-TO-624 Kingsway Campus and via Microsoft Teams.

PRESENT:
Neil Lowden
Adele Lawrence
Stephen Oakley
Ged Bell
Kirstin Marsh
Sally Middleton
Connor Pithie
Laurie O'Donnell
Colin Smith

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)
Sarah Rennie (Student Retention and Success Officer)
Megan MacQueen (Executive Coordinator)

1. WELCOME

Neil Lowden opened the meeting by welcoming members to the LTQ Committee.

2. APOLOGIES

Apologies received from S Hewitt 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 12th November 2025 were approved.

5. MATTERS ARISING

Matters arising were covered in Paper B. An update on the progress of the CSDN Elevate CPD project will be provided by L Lappin in May 2026.

6. CURRICULUM REPORT – DEVELOPING LEARNER SURVEYS AND ACTIONS

S Rennie attended the Committee. The presentation focussed on the recent learner survey from autumn, and the survey results were shared.

S Rennie noted there was strong competition from departments with who could get the best completion result. This was positive as it meant the survey was being completed within departments. S Rennie collated feedback for Support Teams, as in previous years staff have had to scroll through around 20,000 comments to find feedback relevant to their area. Support teams were given spreadsheet with comments that were relevant to their department.

S Rennie outlined changes made to help to engage students in the survey process in areas including Supported Education and ESOL. This work had significantly improved survey response numbers in both of these areas.

The visibility of the survey outcomes reinforces to the learners that their feedback is valued and listened too and acted on. For example, some students noted that they were struggling with digital aspects such as MS Teams so LDR put on extra sessions to help students. S Rennie monitored comments every day whilst the survey was open, redacted any confidential information and pulled through any concerns.

S Oakley noted the positive results of the survey and anything that keeps students on a course is a positive outcome.

K Marsh noted the effort in engaging with groups who are difficult to reach out to and welcomed the effort the team have gone too.

K McIntosh noted word cloud on page 18 and felt that that there are too many words pulled through and that without context this was difficult to assess. K Marsh highlighted to the team to take themes drawn from the analysis as that might be more helpful than a word cloud. This would be considered although S Rennie noted that the SFC are changing the wording of their survey and College will need to update their questions at that point so it may make sense to wait and do this at one time.

S Oakley asked if any of the data used in spring survey can also be used in the autumn survey, in terms of following the student's journey. S Taylor noted that these results go to individual teams and that they are encouraged to identify actions and share these with their students.

Committee thanked Sarah and her team for the presentation.

7. STUDENTS' ASSOCIATION REPORT

C Pithie and A Lawrence presented a comprehensive update on Student Association activities. Student congress and department rep training was merged this year, and a day was spent training the students, in a service design style workshop. Student Association then asked for feedback at the end of the session.

The Open Day took place at Gardyne Campus in January. Around 20 student reps were volunteering at the event and gave potential future students an insight to life of a student at the College.

Student feedback responses highlighted a want for increased social and out of hours opportunities to enhance the student experience. The Student Association had sent out information how Students can set up their own clubs out with College hours. There is also a collaboration with Abertay University so College students can attend their clubs and societies outside of College hours.

Student engagement continues to grow across campuses, with increased interest in clubs and social activities. The Kingsway Office if always busy and they are looking to expand the space for Student Association activity.

The Thrive Project continues to provide essential wellbeing and cost-of-living support to students. The Thrive shops are popular and were showcased at the open day. Looking at partnerships with supermarkets and hoping to stock up the larders at all campuses.
The DISHED project tad also been progressed. This was a community project to look at partnerships with restaurants in Dundee.

N Lowden thanked C Pithie and A Lawrence for their presentation. S Oakley praised the collaboration with Abertay regarding social clubs and societies. Abertay have over 30 clubs and societies and membership prices will be at a low cost for our students.

S Toms noted the impact of the student helpers at the open day was huge. Feedback from potential students was positive.

N Lowden asked the question of how to triage the students starting up their own clubs and is there governance behind it. C Pithie noted it is open and Student Association team monitor the admin for these clubs through MS group chats etc. A member of the Student Association team is always available at the time the clubs are running. 12-4pm clubs is a small group and aimed at students who are not timetabled at this time. The sessions are also drop in for students who are in class over lunch time.

The presentation was welcomed by the Committee.

8. SECTOR QUALITY ARRANGEMENTS – SELF EVALUATION AND ACTION PLAN (SEAP)

S Taylor highlighted the SEAP Document is part of the new quality arrangements. The documents are distillation of evaluation activity across the whole College and written in a specified approach, that is limited with the word count. The D&A College SEAP document has been recognised as good practice across the sector.

S Taylor noted that the Student Association were given the student partnership section to gather feedback from students and draft the section. This meant students had the opportunity to lead on this section of the evaluation. The action plan at the end of the document has actions from this current year and last academic year, this will then go to the Quality Strategy Group to review and close out.

G Bell asked if this has been handed over to SFC for feedback and if they will report back.
S Taylor confirmed they would, although feedback was very high level and not detailed.

N Lowden asked how observations get recorded through the SEAP. S Taylor noted there is work to be done in tightening up the observation recording but information around key themes or needs was shared rather than specific individual outcomes.

S Taylor noted the observation cycle has changed, due to covid and the savings plans in the last six years, noting it has been a challenge to get fully operating again.

S Taylor noted an example of shared practice is the ESOL team, they share practice continuously. N Lowden noted that J Roscoe's work with Positive Behaviour project didn't come through as prominently as thought. This was noted.

9. CURRICULUM AND PARTNERSHIPS REPORT

J Grace summarised the report and highlighted that several January programmes were removed due to the savings plans. Some courses have been removed, and this could impact on elements of August recruitment. Around 200 fewer students could be accommodated on a course in January due to the cuts. Those who didn't get a place in January are encouraged to apply in August and work was ongoing with Skills Development Scotland to support those young people without a positive destination.

J Grace noted that a quiet hour was introduced at the open day for applicants who are Neurodiverse and needing support with their application to College.

G Bell noted the impact of the savings that were made, with only half the students who applied in January receiving a place. G Bell asked if the College could track their journey since being rejected. L Crichton noted that data is shared with SDS to track them and follow their journey but that the cuts required by the College would only result in these young people needing to be supported elsewhere in the system.

The update was welcomed and concern at the loss of places noted.

10. STRATEGIC RISK REGISTER

The Strategic Risk Register was noted and no changes to the risks delegated to the Committee were proposed.

K Marsh asked is there a risk connection with those students who didn't get a place in January due to financial savings, this is flagged number 1.1 on register. S Taylor noted this remains under review.

11. LTQ METRICS

Metrics were presented for noting. S Taylor noted that the cuts in courses would impact on the overall credit target but that this was forecast to be within the 2% tolerance level set by SFC. L Crichton stated she was positive that the college will hit the required target.

12. DATE OF NEXT MEETING

Wednesday 13 May 2026, Room K-TO-624, Kingsway Campus

Action Point Summary

Action	Responsibility	Date
No actions noted		

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee

Wednesday 13 May 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 CDN Elevate CPD project. **L Lappin**	On agenda	Closed

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

Summary Course Leaver Destination Survey Result for 2023/24 Cohort

April 2026

Business Intelligence

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Introduction

This report details destinations of 2023/24 FT course completers from D&A College who left in 2024. The data contributing to this report has been validated by SFC.

It is a SFC requirement that this data is gathered annually and may provide some insight into the success of courses and students in terms of their destinations after course completion.

More detailed analysis, including of National and individual College destinations as well as destinations of further study and industry of employment became available in April 2026, a link to which can be found here: College Leaver Destinations 2023-24 - Scottish Funding Council

About the Data

It is an SFC requirement for the college to gather and report data relating to FT Course completers from the previous session in February of each year. A list of relevant students is supplied by SFC, with a small amount of the destination information pre-populated with either FES, SAAS or SDS data.

The remainder was obtained by the College by a combination of online and telephone survey.

In total, 2,946 students were eligible to be surveyed (2,064 FE students and 882 HE students). Of these, 86% of student destinations are known (2,534). This is up marginally from 85.05% for 2023 leavers.

Summary

The table and chart below show that destinations for 2,534 of 2,946 students are known (86%), with destinations unknown for the remaining 412 or 14%.

1,923 or 75.9% of students with a known destination have continued in Full-Time education (down from 80.5% in for 2023 leavers) - with a further 17.3% (up from 14.7% in 2023) in full time or part-time work or training. The percentage of student with a known destination where the destination is “Unemployed and Looking for Work” has risen from 3.1% in 2022/23 to 4.3%.

Of known destinations, 2,362 students or **93.2% have achieved a Positive Destination (compared to 95.2% of 2022/23 leavers)**.

D&A Leaver Destination (where known)	Count	%	Prior Year %
STUDYING FULL-TIME	1923	75.9%	80.5%
WORKING FULL-TIME	296	11.7%	9.9%
UNEMPLOYED AND LOOKING FOR WORK	110	4.3%	3.1%
WORKING PART-TIME	102	4.0%	2.6%
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT/STUDY/TRAINING	24	0.9%	0.8%
STUDYING PART-TIME	41	1.6%	2.2%
TEMP SICK/UNABLE TO WORK/LOOKING AFTER THE HOME/FAMILY	30	1.2%	0.8%
STARTING JOB BY 31ST MARCH	0	0.0%	0.0%
PERMANENTLY UNABLE TO WORK/RETIRED	7	0.3%	0.0%
TAKING TIME TO TRAVEL	1	0.0%	0.2%

FE/HE

The table below show destinations split by HE and FE leavers.

HE leavers were more likely to continue in Full Time Study at 76.4% (from 80.1%) compared to FE at 75.7% (down from 80.1% in 2022/23).

The total rate of positive destinations for HE is 93.7% (down from 96.2% in 2022/23) compared to FE at 93% (down from 94.8% in 2022/23).

Destination (where known)	FE %	HE %
STUDYING FULL-TIME	75.7%	76.4%
WORKING FULL-TIME	12.2%	10.4%
UNEMPLOYED AND LOOKING FOR WORK	4.3%	4.6%
WORKING PART-TIME	3.4%	5.6%
NOT EMPLOYED BUT NOT LOOKING FOR EMPLOYMENT/STUDY/TRAINING	1.3%	0.1%
STUDYING PART-TIME	1.7%	1.3%
TEMP SICK/UNABLE TO WORK/LOOKING AFTER THE HOME/FAMILY	1.3%	0.9%
PERMANENTLY UNABLE TO WORK/RETIRED	0.1%	0.7%
STARTING JOB BY 31ST MARCH	0.0%	0.0%
TAKING TIME TO TRAVEL	0.1%	0.0%

DASA UPDATE

May 2026

Students' Association
Dundee and Angus College

Pizza with the Principals

Pizza with the Principals brought students, senior leadership, and the College Exec together in an informal co-design environment to ensure the student voice shapes the future of our new campuses.

Key Activity

- Delivered interactive engagement sessions using Service Design methods.
- Hosted creative drop-in stations, including LEGO design, concept voting, two stars and a wish, and student messages.
- Gathered large-scale engagement with more than 1,550 written responses, and more than 600 design votes.

Pizza with the Principals

Impact

- Strong enthusiasm and positive tone across all sessions, highlighting pride, optimism and partnership.
- Clear message that students want welcoming, social, supportive and inspiring campuses where they feel they belong.
- Rich evidence base gathered to inform campus design and future planning.
- Reinforces the importance of designing campuses with students for students.

Full report can be found here:

Pizza Report March 2026.docx

Student Elections 2026

The annual Student Elections ensure the selection of new student leaders to represent the student voice across the College.

Key Activity

- 14 students registered their interest in running for election.
- 5 students successfully completed nominations and stood in the elections.
- More than 280 votes were cast by students.

Impact

- New student leadership team confirmed and ready to take up roles from June 2026.
- Demonstrates continued student interest in representation and leadership opportunities.
- Supports ongoing student partnership and engagement in College decision making.

Meet the New Team!



Student Led Staff Awards 2026

Students were invited to recognise staff who make a meaningful difference to their student experience through the annual Student Led Staff Awards.

Key Activity

- Received more than 650 student nominations from across the College.
- All departments from across the College had a nomination for the first time.
- Shortlisted to 25 nominees, with Student Congress voting on the final winners.
- All nominees will receive a certificate and student quote following the awards.

Impact

- Powerful and heartfelt student feedback highlighting staff impact and dedication.
- Celebration of positive staff-student relationships and partnership culture.
- Winners to be announced at the Staff Awards on 25th June.

Tea, Toast, Tell Us!

Informal drop-in engagement sessions were delivered across all campuses to gather student feedback in a relaxed and welcoming environment.

Key Activity

- Well-attended sessions held across campuses. 23 sessions were held across all three campuses.
- Students could complete the Learner Survey, vote in elections, submit Staff Award nominations, or chat about their experiences.
- Created a relaxed space with tea, toast, and conversation to encourage participation.

Impact

- Highly effective and positive approach to gathering student voice.
- Increased engagement compared with traditional surveys and feedback forms.
- Strengthened relationships and opened informal conversations about the student experience.

Student Partnership Agreement



The Student Partnership Agreement sets out how students and staff at Dundee & Angus College will work together as equal partners to shape, learning, services, and the overall student experience in line with the 2030 College Strategy and TQEF.

Key Activity

- Co-designed agreement between students, DASA, and College leadership.
- Defines shared commitment to partnership, co-creation, and student voice in decision making.
- Outlines how student contribute across learning, governance and quality enhancement.

Impact

- Embeds student partnership as a core principle of College culture and strategy.
- Strengthens the student voice in governance, curriculum, and support services.
- Ensures students are active partners in shaping the College now and into 2030.

Full SPA can be found here:

student partnership agreement 2026.pdf

Student Mental Health Agreement

The Student Mental Health Agreement has been co-designed with students and staff and is now in final approval stages and Marketing are preparing the final design ahead of launch.

Key Activity

- Co-created long-term framework for partnership working to support student mental health and wellbeing.
- Sets shared commitments, annual action planning, and ongoing monitoring through Think Positive self evaluation.
- Algins with Student Partnership Agreement and College 2030 Strategy.

Impact

Demonstrates strong institutional commitment to student wellbeing and tackling stigma.

Establishes clear partnership roles for students, staff, and the Students' Association.

Provides a structured approach to promoting support, training, activities, and early intervention.

Thank You!

Any Questions?

BOARD OF MANAGEMENT
Learning, Teaching and Quality Committee
Wednesday 13 May 2026
Curriculum & Partnerships Report

Paper F for noting

1. Recruitment 2026/27

Full-time recruitment continues to progress positively with course applications received from over 6000 applicants against a target of 4500 places. However, overall application numbers are slightly lower than at the same point last year with applications from school leavers down by 18%. Demand for lower-level FE courses remains strong and continues to exceed available capacity, which may result in being unable to meet all applications in these areas. Courses with highest demand are in Hair and Beauty, Health and Social Care and Access and Supported Education.

All applicants who have received an offer for the forthcoming academic session will be invited to attend the Connect 2 days in June. These transition events are designed to support students in preparing for college life by meeting staff and peers, familiarising themselves with college facilities, and ensuring they feel confident and prepared to begin their learning journey.
A review of the current short upskilling portfolio is also underway, with curriculum teams working in collaboration with the Business Partnerships team to identify new programme opportunities. Engagement with the Marketing team is also ongoing to support the development and delivery of targeted promotional campaign.

The Student Funding team is preparing to launch a new student funding system to support applications for Bursary/EMA funds, as well as housing and childcare assistance. The system has been developed in-house in collaboration with the Digital team over the past nine months. Early feedback from students has been extremely positive, and the system is fully integrated with the college application process to provide a streamlined and accessible experience. Developing the system internally has enabled the team to simplify processes, improve efficiency, and introduce automation where appropriate, with the aim of delivering quicker funding assessments for students.

The Student Services team is currently undertaking a comprehensive review of the college's wrap-around student support provision. This review is considering the overall service model, opportunities to strengthen partnership working with external agencies, and a review of internal processes to remove duplication. It will also clarify the college's universal support offer and ensure that Student Services resources are targeted effectively towards students with more complex needs.

2. Community Engagement

2.1 Tayside Parasport Festival

The Sports and Fitness team continues to combine curriculum delivery with community engagement through inclusive partnerships, most recently by hosting the **Tayside Parasport Festival.** The festival was delivered in collaboration with regional partners including **Scottish Disability Sport** and engaged over 40 school pupils in a range of inclusive sporting activities.

The activities were designed to support widening access, confidence building and the development of physical literacy. **HNC Sports Coaching** students played an integral role in the events, gaining practical experience in leadership, coaching and inclusive practice, and reinforcing the alignment between theoretical learning and real-world application.

This approach was further extended through a 6-week indoor curling programme, delivered in partnership with **Curl Dundee, Scottish Curling and Active Schools Dundee**. The programme culminated in a series of primary school tournaments, engaging approximately 250 pupils and generating over 700 participation opportunities. Sports Coaching students were actively involved in session delivery, contributing to both programme impact and their own skills development.







2.2 STEM Communities

As a result of funding secured from Digital Xtra, the College recently hosted the **FIRST LEGO League UK and Ireland Challenge**, welcoming teams from 17 schools across Scotland. The event provided a high quality, experiential learning opportunity focused on STEM engagement. Participants demonstrated advanced skills developed over several months, including programming, engineering design and problem solving. In addition to technical performance, teams were assessed on innovation, teamwork, communication and presentation, reinforcing a holistic approach to skills development.

The event highlighted the effectiveness of applied, challenge-based learning in developing core competencies aligned to future STEM pathways. It also strengthened the College's role in regional school engagement and progression into further education.

In addition, College teams participated in the **Dundee Science Festival** which hosted the STEM Expo, delivering interactive learning activities aimed at promoting STEM subjects to a wider audience and raising awareness of STEM related career opportunities.

2.3 ESOL Multicultural Showcase: Promoting Inclusion, Confidence and Community

In March, ESOL students held an engaging and successful multicultural showcase celebrating cultural diversity while also promoting student collaboration and confidence. A range of interactive stalls and activities - including cultural displays from several countries, a craft sale, international recipes, language sessions, virtual reality experiences, and dance - provided an inclusive and immersive experience for attendees. Student participation was strong, with many students proudly representing their cultures through traditional dress and presentations.

A key strength of the event was the positive interaction observed between students across different ESOL groups, as well as with other visiting ESOL students and staff, creating a strong sense of community and inclusion. The event also achieved a meaningful outcome by raising £260 for the **Scottish Refugee Council,** contributing to learners' sense of purpose, pride, and achievement.

Attendance from ESOL teachers and senior staff members added value to the event, with opportunities for learners to engage with leadership and receive recognition for their work. Overall, the showcase was a fun and impactful event that successfully met its aims of cultural celebration, student engagement, and community building, while also identifying opportunities for broader inclusion in the future.

3. Curriculum and Skills Development

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 Futures in Offshore Wind Collaboration

Our Futures in Offshore Wind students and staff were welcomed aboard the **Vestas Brint** to gain a real insight into offshore living and working at sea. Our new curriculum is thriving due to meaningful partnerships with Vestas, Montrose Port Authority, and Coast Renewable Services.

The visit was an excellent opportunity for students to see first-hand real life in the offshore wind industry. The students gained confidence, and valuable industry insight, helping them understand the expectations, opportunities, and realities of the industry and career choices they are making.





3.2 Scottish Apprenticeship Week 2026

The College marked Scottish Apprenticeship Week 2026 by highlighting the impact of Modern Apprenticeships in supporting both student progression and workforce development across a range of sectors.

Engagement activities included welcoming former apprentices from a partnership with **Dundee City Council,** demonstrating clear progression pathways from apprenticeship to professional roles in IT and further study. Their experience reflects the long-term value of work-based learning in supporting career development and lifelong learning.

Current apprentices across engineering, science and technical disciplines also demonstrated the strength of the model, combining on the job experience with college-based learning. Employer partners, including **Dover Fuelling Solutions and Cyan Renewables**, highlighted the benefits of apprenticeships in developing skilled individuals aligned to industry needs, while contributing meaningfully to business operations.

The case studies showcased reinforce the effectiveness of apprenticeships in enhancing employability, supporting industry relevant skills development, and contributing to regional economic priorities through strong employer collaboration.

The college's commitment to work based learning is further recognised in the new SDS contract which has been awarded to deliver **214 Modern Apprenticeship (MA) places** from 1 April 2026**.**

This builds on the successful recruitment of 205 Modern Apprentices (1/4/25–31/3/26) and demonstrates the College's continued priority to strengthen the region's skills pipeline and support economic growth.

The high-quality training that the college delivers is further highlighted by the achievement of a D&A apprentice, Liam from Katoni Engineering, who won **Apprentice of the Year at the Offshore Energies UK Awards.**

3.3 Startup Factory EdenTay

D&A students participated in the Scottish Government funded **Startup Factory EdenTay,** a two-day intensive enterprise challenge delivered in partnership with the University of St Andrews Centre for Entrepreneurship, Abertay, the University of Dundee and Fife College. The event brought together interdisciplinary teams from across the region to address sustainability challenges through a structured, hackathon style format.

Participants engaged in rapid problem identification, idea development and iterative refinement, supported by mentor input and industry informed feedback. Over the course of the programme, early-stage concepts were developed into more clearly defined and credible value propositions, culminating in formal pitches to a judging panel with winning teams representing the region at a national final.

The activity provided a strong example of applied, collaborative learning, supporting the development of enterprise skills including critical thinking, teamwork, communication and innovation, while reinforcing links with regional partners and entrepreneurship pathways.

4. Enhancing Learning, Teaching and Asessment

4.1 Supporting Diverse Learner Journeys

During 2025/26, the college has continued to advance its work under the QAA Scotland's Tertiary Enhancement Programme (STEP) theme through a coordinated programme of activity focused on belonging, accessibility and inclusive practice. Central to this has been the **Appreciating Belonging and Enabling Change** project which Dundee and Angus College co-leads with Heriot Watt University.

By drawing on practice across Scotland's tertiary sector, this project seeks to deepen understanding of what 'belonging' and 'mattering' looks and feels like for learners and staff, and to translate this insight into practical change. The project has supported reflective inquiry across curriculum and support areas, the development of shared language and principles around belonging and mattering, and the creation of practice themes that illustrate how learning and teaching practices can be adapted to strengthen engagement, confidence and student success. A number of case studies have been created based on practice at D&A College.

This work is closely aligned with the college's commitment to the **Language Accessibility Promise** a student led STEP Enhancement project aiming to embed clearer, more inclusive and learner-centred communication as a core principle of practice. In parallel, a Staff Development STEP Enhancement project has supported increased awareness and confidence in applying how to support diverse learner journeys.

The impact of this work extends beyond the institution, with the college contributing to national dialogue through active dissemination, partnership working and sharing of practice at sector events. Outputs and learning from the project have been disseminated through QAA, CDN, conferences and also noted by SFC, positioning the college as a key contributing partner and reinforcing the wider sector impact of this work.

4.2 Post-16 Learning Pathways Project

Jane Roscoe, Director of Curriculum and Partnerships, and Leann Crichton, Director of Student Experience, have been working in partnership with colleagues from Dundee City Council Community Learning and Development and participated in a Scottish Education Exchange Programme visit to the Waterford and Wexford Education and Training Board (Ireland) in March 2026. The visit focused on the Irish ETB approach to developing an integrated, learner-centred post-16 and adult learning system, with particular emphasis on community education as a first step into learning, embedded adult guidance, wrap-around student support and clearly articulated progression pathways.

Building on this knowledge, a Learning Exchange event will take place on 29 May 2026 at the College's Gardyne Campus. The event will set the strategic context for moving from learning exchange to system change, highlighting policy drivers and shared ambitions for Dundee. It will showcase inclusive, community-based learning models that reduce barriers and support adults furthest from education, explore the role of colleges and CLD in building coherent pathways into further education, training and employment, and reinforce adult guidance as a core foundation of an effective post-16 system. The event will also provide structured opportunities for partner discussion, reflection and agreement on next steps to further develop a more integrated and collaborative adult learning system across the city.

4.3 Dundee and Angus College and Abertay University

Building on the successful QAA Enhancement Project **Student Success through Institutional Tertiary Alignment: Pathways, Process and Design to Enable Student Success,** Dundee and Angus College and Abertay University have established a Partnership Board to provide strategic oversight, coordination, and enhancement of the collaborative relationship between both institutions. The Board will ensure alignment of institutional priorities, support student success, and oversee joint initiatives, including those arising from externally funded projects.

The objectives include supporting student recruitment, transition, progression, and outcomes; identifying and developing joint opportunities across curriculum, staff and student development; and ensuring effective communication and accountability for partnership activities.

The first Partnership Board meeting took place in February with a key agenda of understanding our students through the use and sharing of data. At the meeting Abertay highlighted that their data analysis showed students who progress from D&A after completing an HN course are **more likely to succeed** than those who enter Abertay directly from school.

5. Celebrating Success

5.1 Horticulture Project

Horticulture Lecturer, David Pullar, recently received the **People's Choice Award at the Scottish Garden Design Competition**, held at the Scone Palace Garden Fair, reflecting a high standard of professional practice and external recognition.

The winning project was informed by teaching practice and developed through a collaborative employability initiative with **Perth Prison**. Horticulture students contributed to plant cultivation and

the build, alongside prison participants, providing a strong example of applied, partnership-based learning. This project supported the development of practical skills, teamwork and employability.

5.2 CITB SkillBuild

The college hosted the **Regional Scottish Qualifier for CITB SkillBuild,** welcoming students from across Scotland to our Kingsway and Arbroath campuses to compete across a range of construction disciplines. Throughout the competition, students were assessed on their technical ability, as well as their time management, character and commitment.

This year's event brought together participants from around 20 colleges and employers, who competed head-to-head in carpentry, joinery, painting and decorating, bricklaying, plastering, and roof slating and tiling. The competition provided an excellent platform for students to demonstrate their technical ability, with a consistently high standard of skill, dedication and craftsmanship on display throughout.

Five D&A College students from local businesses were placed in the top 3 in Carpentry, Joinery and Painting & Decorating, including a first place win in the Joinery category.

5.3 ESOL Football College Cup

In April, over 100 staff and students from colleges across Scotland came together in Edinburgh for the second annual **ESOL Football College Cup**. The event was organised by a group of Active Campus Coordinators funded by Scottish Student Sport.

Historically underrepresented in organised sport, events like this provide a key avenue to engage with minority groups in Scotland's colleges with a love of football bringing students together. More importantly, this tournament provides an opportunity for ESOL students to connect and engage when many are still settling into the country. Across the tournament there were stories of individuals who had travelled to Scotland together and were finally meeting again having been separated on arrival.

On the day Dundee & Angus College ESOL students took the win in our first ever tournament appearance, beating UHI Perth in the Final.





6. Institution Led Quality Review

As an integral part of the Tertiary Quality Enhancement Framework (TQEF), the ILQR (Internal Led Quality Review) arrangements set a requirement for all colleges and universities to undertake the structured evaluation and improvement of the quality of all curriculum areas and support services over a rolling six year period. Extensive work has been undertaken within the College to develop an ILQR process that fits with our D&A culture, complements (rather than duplicates) our other quality arrangements and adds value to the teams being reviewed and the College as a whole.

During 2025/2026 three pilot ILQR reviews will be undertaken, with the first of these (Social Science) completed at the end of April. Following completion of the year one pilot, arrangements will be finalised for the scheduling of reviews for the following five academic sessions.

Each ILQR involves evidence-based and professional dialogue review activity led internally and focusing around teaching, learning, outcomes, and learner experience. ILQR activities include detailed desk analysis of five year trend data combined with peer review and stakeholder feedback. The aim of ILQR is to identify strengths, areas for improvement, and support continuous enhancement. ILQR findings will also inform College wide quality improvement plans and CPD needs.

Each ILQR involves a team of four or five staff and includes a student team member and can include membership external to the College. The review is scheduled over a three week period and normally required around three days input.

7. Link to Strategic Risk Register

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

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

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

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

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

BOARD OF MANAGEMENT

Learning, Teaching & Quality Committee

Wednesday 13 May 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 June 2026 Strategic Risk Register is enclosed, with one minor change suggested to Risk 3.1 to reflect updated quality arrangements under the new QAA Scotland quality system.

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 June 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, QAS, QAA, EdS **List of bodies updated to reflect recent changes**	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. **Monitoring updated to reflect new TCFD and Audit Scotland reporting requirements**	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 • Monitoring and Reporting on progress within annual accounts	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 **Updated to reflect Financial Strategy & Assumptions**	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 • Clear Financial Strategy in place with documented and monitored assumptions	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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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Lead Responsibility
2 Financial (cont)										
2.3 **F&I**	National outcomes on salaries and conditions of service outstrip ability to pay	4	4	16	• 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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	POTENTIAL CONTRIBUTING FACTORS				TREATMENT	POST MITIGATION EVALUATION				
Risk Number & Committee	**Risks**	**Impact**	**Likelihood**	**Score**	**Mitigation Actions**	**Impact**	**Likelihood**	**Score**	**Monitoring**	**Lead Responsibility**
2 Financial (cont)										
2.7 **F&I**	Failure to reach aspirational standards in financial strategy, budgeting, planning or audit	4	3	12	• Clear financial strategy aligning to College priorities and FFR • Appropriate 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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Risk Number & Committee	**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 **Updated to reflect additional quality review activities under new quality arrangements**	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 • Rolling programme of Institution Led Quality Reviews (ILQR)	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 **Mitigations updated to reflect AI risk elements**	5	4	20	• Effective management of GDPR compliance • Mandatory staff CPD and awareness raising on data protection (relative to role) • Awareness and monitoring of risks associated with Artificial Intelligence	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 • AI awareness and 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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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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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 & survey responding • Monitoring and responding to staff concerns, union issues and employee relations concerns	VPSO

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4 Infrastructure										
4.1 **A&R**	Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure **Mitigations updated to reflect AI risk elements**	5	3	15	• Sound systems of administration • Clear fire and disaster recovery arrangements • Staff CPD • Awareness and monitoring of risks associated with Artificial Intelligence	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 **Mitigations updated to reflect AI risk elements**	4	3	12	• Effective management of ICT arrangements • Active ICT/data security monitoring and cyber security policy • Awareness and monitoring of risks associated with Artificial Intelligence	4	2	8 ↔	• Staff CPD on cyber security issues • Regular security monitoring/testing • Cyber resilience plan • Awareness and monitoring of AI risks & risk sophistication	VPSO, DirInf

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	Risks	Impact	Likelihood	Score	Mitigation Actions	Impact	Likelihood	Score	Monitoring	Responsibility
4 Infrastructure (cont)										
4.4 **A&R**	ICT infrastructure fails to support effective data security / data protection **Mitigations updated to reflect AI risk elements**	5	3	15	• Effective infrastructure and systems design and implementation • Effective management of ICT arrangements and GDPR compliance • Awareness and monitoring of risks associated with Artificial Intelligence	4	2	8 ↔	• Active data protection monitoring and auditing • Effective information and data security policies in operation • Regular data security monitoring/testing • Awareness and monitoring of AI risks & risk sophistication	VPSO, DirInf
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.

BOARD OF MANAGEMENT

Learning, Teaching and Quality Committee
Wednesday 13 May 2026

Learning, Teaching and Quality Committee Metrics

Paper for noting

1. Introduction

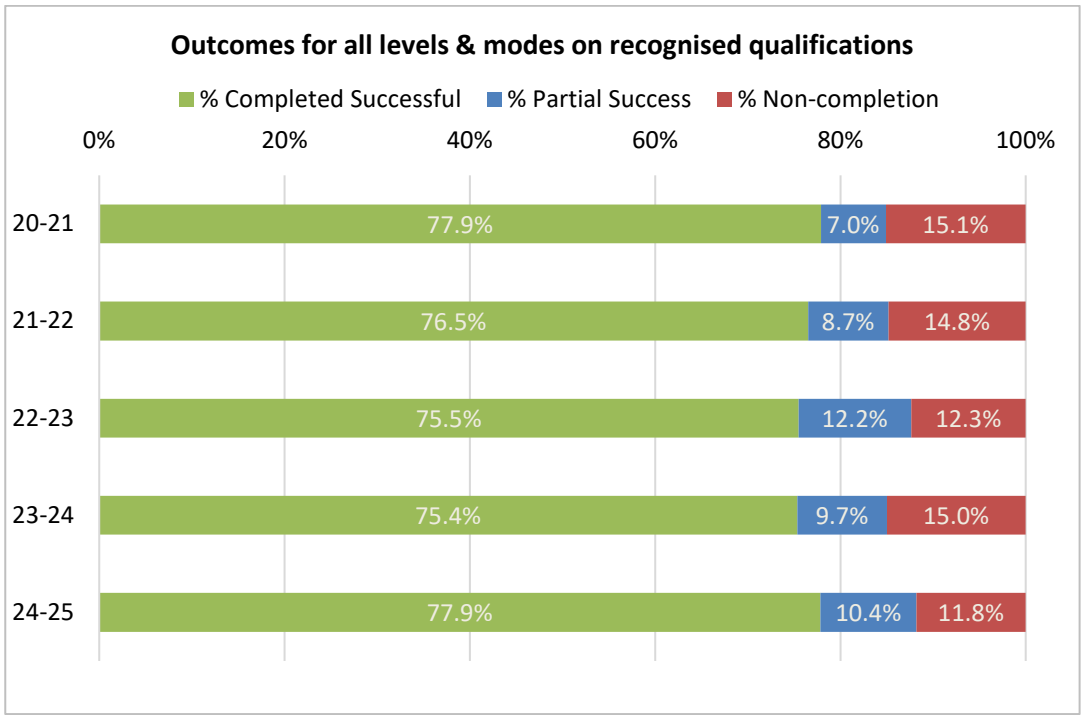
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

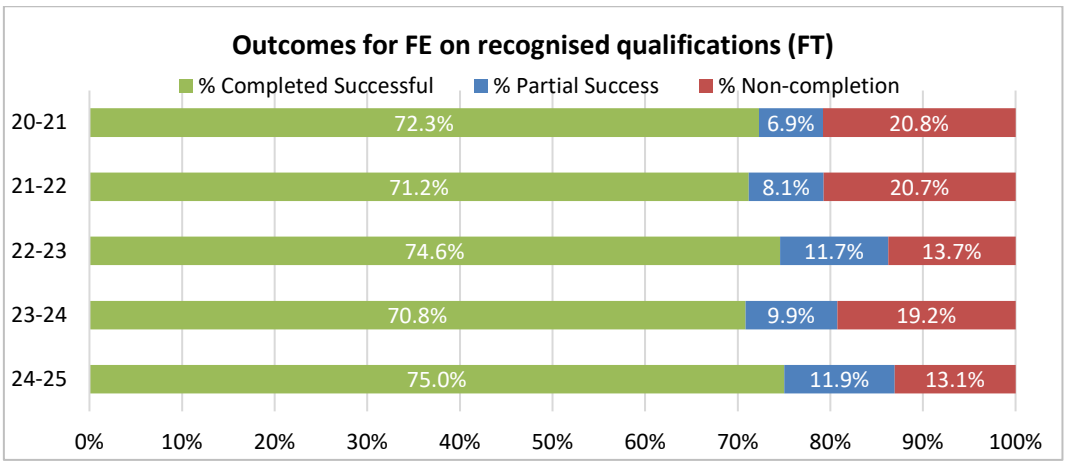
The template is designed to give Board members an easy-to-read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

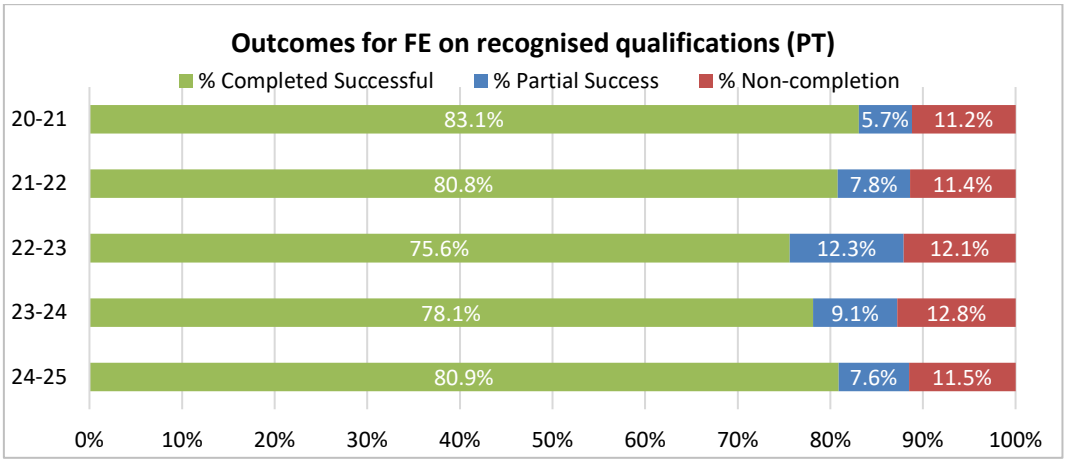
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

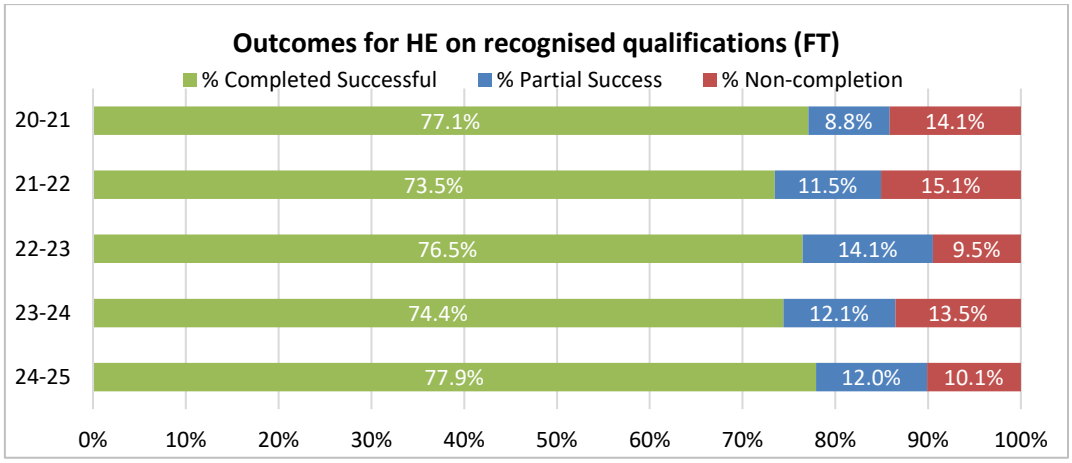
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

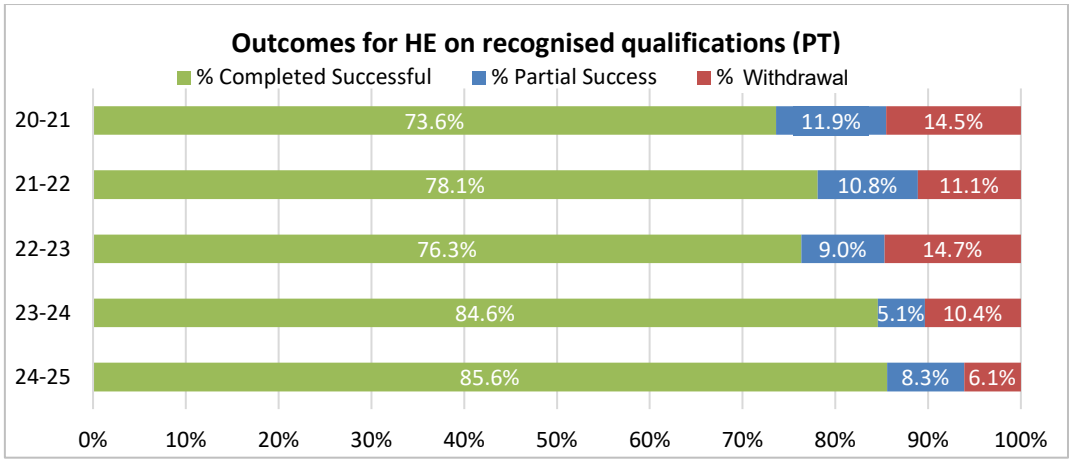
2. LT&Q Metrics




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

	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	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	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	**59%**	**61%**	**36.8**	**60%**	**37.9%**

	2023/24	2024/25	2025/26
SFC Core Credit Target	98,307	98,307	98,307
SFC Additional Credit Target	100,791	98,049	98,217*
Total Credit Outturn			
Percentage of target	102.5%	99.7%	99.9%*

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

25/26	Applications	Applicants	Offers Made
Full-Time Programmes	14,521	8,473	4,833
Part-Time Programmes	1,662	1,444	675

26/27	Applications	Applicants	Offers Made
Full-Time Programmes	9,435	6,173	4,531
Part-Time Programmes	271	249	95

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	74,659
18/05	Short Full Time	4,975	4,367	3,208
06	Block Release	5,349	6,116	5,686
07	Part Time – Day Release	3,290	2,871	2,633
08	Part Time – Infill	8,062	7,818	5,935
09	Part Time – Evening / Weekend	512	613	769
11	Work Based	4,591	3,829	1,340
12-16	Open, Flexible, Distance	2,389	1,962	825
	TOTALS	100,791	98,049	98,217

	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 (e.g., 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