# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

Wednesday 2nd September 2026 at 5.00pm **Room K-TO-624, Kingsway Campus** (MS Teams option available)

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**AGENDA**

| | | | |
|---|---|---|---|
| **1.** | **WELCOME** | | |
| **2.** | **APOLOGIES** | | |
| **3.** | **DECLARATIONS OF INTEREST & CONNECTION** | | |
| **4.** | **MINUTE OF THE PREVIOUS MEETING** | Paper A for approval | |
| **5.** | **MATTERS ARISING** | Paper B for noting | |
| **6.** | **CURRICULUM REPORT – DUNGEONS & DRAGONS META-SKILLS DEVELOPMENT** | Presentation | JL |
| **7.** | **STUDENTS' ASSOCIATION REPORT** | Paper C for information | CP/CM |
| **8.** | **QUALIFICATIONS SCOTLAND EXAMS ATTAINMENT** | Paper D for information | STo/JG |
| **9.** | **SPRING 2026 LEARNER SATISFACTION SURVEY** | Paper E for information | JG/ST |
| **10.** | **2025/26 PERFORMANCE INDICATOR COMPARISON REPORT** | Paper F for information | JG/ST |
| **11.** | **CURRICULUM & PARTNERSHIPS REPORT** | Paper G for noting | JG |
| **12.** | **STRATEGIC RISK REGISTER** | Paper H for approval | ST |
| **13.** | **LT&Q METRICS** | Paper I for noting | ST |
| **14.** | **GOVERNANCE UPDATES** | Verbal update | RW |
| **15.** | **DATE OF NEXT MEETING** | | |

Wednesday 11 November 2026, 5.00pm, Room K-TO-624, Kingsway Campus

**Agenda Item 4.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER A

## MINUTE OF THE PREVIOUS MEETING

# 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)

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Minute of the Learning, Teaching and Quality Committee meeting held on Wednesday 13 May 2026 at 5.00pm in Room K-TO-624 Kingsway Campus and via Microsoft Teams.

| | | |
|---|---|---|
| **PRESENT:** | Neil Lowden | Sally Middleton |
| | Adele Lawrence | Connor Pithie |
| | Derek Smith | Laurie O'Donnell |
| | Ged Bell | Colin Smith |
| | Kirstin Marsh | Helen Honeyman |

**IN ATTENDANCE:** Steve Taylor (Vice Principal / Secretary to the Board)
Julie Grace (Vice Principal Curriculum and Partnerships)
Jane Roscoe, Lee Lappin & Steph Toms (Directors of Curriculum & Partnerships)
Leann Crichton (Director of Student Experience)
Laura Watson (Learning & Teaching Enhancement Lead)

### 1. WELCOME

Neil Lowden opened the meeting by welcoming members to the LTQ Committee. He also thanked Adele Lawrence for her contribution to the work of the Committee as Student member and congratulated Connor Pithie on his re-election as Student President.

### 2. APOLOGIES

Apologies received from S Oakley and K McIntosh.

### 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 11 February 2026 were approved.

### 5. MATTERS ARISING

Matters arising were covered in Paper B.

### 6. CURRICULUM REPORT – DEVELOPING LEARNER SURVEYS AND ACTIONS

L Lappin and L Watson presented an update on the arrangements and impact of the Elevate Learning & Teaching project undertaken in partnership with the College Development Network (CDN) and other colleges.

Project arrangements were outlined and L Lappin highlighted how the work was supporting the fourteen staff involved to discuss, reflect on and enhance their classroom learning and teaching. L Lappin stated that whilst there had been some issues around project organisation the feedback on the key elements supporting learning and teaching had been very positive. This included a range of 'how to' tips and information that provided practical support for staff in their delivery. These 'how to' inputs covered different topics and also classroom dynamics and engagement and had been welcomed by staff.

L Watson outlined how the opportunities had been used by project participants and how this influenced professional reflection and supported changes to observation engagement and practice.

L Lappin summarised the next steps following completion of the project and decisions that would be needed on whether the College should continue to invest in the Elevate platform.

Potential costs were discussed and J Grace highlighted the importance of investment in staff to support the development and enhancement of learning and teaching as our core business.

Links between the CPD support provided through the project and other developments in respect of the changing learner were discussed and it was noted that the 'how to' guides and related information aligned fully with trauma informed practice developments but that the elevate work focused much more on core teaching practices rather than behaviour management.

N Lowden welcomed the update and noted the value in having support of this type to help scaffold learning both for students and for staff. K Marsh noted the feedback from staff and asked if the platform developed or amended practice based on feedback. L Lappin noted that this wasn't currently a feature, but that staff using guides and materials could see the 'user rating' from others, similar to customer reviews on a shopping site.

K Marsh asked if the work would replace other CPD offers and J Grace highlighted that the challenge for many staff was the release of time to undertake CPD and that the elevate work brought this directly into their teaching activity, reducing the need for separate CPD time to be needed. This meant that the elevate work could significantly supplement CPD engagement, rather than displace other activities.

N Lowden confirmed that the approach was available to staff as needed and S Hewitt highlighted the positive element of having staff focused on and discussing learning and teaching, rather than finances or savings.

The Committee thanked Lee and Laura for their presentation.

## 7. COLLEGE LEAVERS DESTINATION REPORT

S Taylor summarised the report highlighting that this was retrospective in nature as it related to students leaving in 2023/2024 academic year and highlighted their destination in the six to nine month period after completing their course. S Taylor noted that a significant amount of data was available behind the headline figures and that this was available to teams to help inform their curriculum planning and transition / articulation arrangements.

It was noted that data on the institution and course destinations of college leavers was provided by the Scottish Funding Council but that other data was much harder to generate, often involving multiple calls and contacts with ex students to gather the information required.

S Taylor noted that D&A performed well in comparison with the sector and in the most recent data the 93.4% rate for D&A was well above the national rate of 85.4%.

It was noted that this was particularly evident for non-advanced student cohorts (up to SCQF level 6) where the College rate of 93% was very significantly in excess of the Scotland wide 77% figure).

The lengthy time delay surrounding data of this type was discussed. G Bell asked about arrangements for tracking those students that did not complete their courses. L Crichton summarised arrangements in place with Skills Development Scotland (SDS) to track young people that did not have a positive destination so that the appropriate support could be provided. L Crichton noted recent developments in respect of the data sharing portal that exists between the College and SDS and how this is used to provide rapid information to support early interventions for young people. This work had been picked up nationally by SDS who were looking to expand the D&A model into other regions.

L Crichton noted recent changes to seek destination data from students when they left College and the hope that (as well as providing more up to date information for teams) this work would simplify the data collection required for SFC.

L O'Donnell asked about the tracking of employment levels and areas and J Grace highlighted that this sat with SDS who provided regional data to the College (and others) that was used to inform curriculum planning.

The update was noted.

## 8. STUDENTS' ASSOCIATION REPORT

C Pithie and A Lawrence presented a comprehensive update on Student Association activities.

Significant student engagement in inputting ideas for future campus developments were noted, with over 1500 student feedback ideas gathered through the Pizza with the Principals sessions. All of this feedback had been pulled together and shared with the SLT. S Hewitt noted how positive it was to see that engagement and to have the opportunity to work with students on their views and thoughts about future developments.

The outcome of the student elections was noted, with C Pithie returning as student President and three new Vice Presidents elected: Marius Oprisan; Chaesel Melia and Leon Skinner, taking up their roles in June. C Pithie advised that it was anticipated that Chaesel would take up the second Student Board Member role.

The significant increase in engagement with the student led staff awards was noted, with over 650 student nominations received (a three-fold increase on the previous year).

Informal drop-ins were continuing, and work had progressed to update the Student Partnership Agreement with the College. This had been built on student input and also aligned with the 2030 Our College strategy.

K Marsh welcomed the update and asked how the feedback from the informal Tea and Toast sessions was gathered or collated. C Pithie noted that this was an area to be further developed but that any significant items raised were escalated to the appropriate point. C Pithie noted that there was an important balance to be struck between informal opportunities of this type and the formality of recording and that often students just wanted a chat. This was recognised and the benefit of informal opportunities noted.

H Honeyman welcomed the update and congratulated the Students' Association on the amazing work they undertook. This was echoed by others.

J Roscoe noted her thanks to A Lawrence for her input and engagement with the Quality Assurance Agency (QAA Scotland) STEP project arrangements and noted how this had influenced national work now being progressed.

The presentation was welcomed by the Committee.

## 9. CURRICULUM AND PARTNERSHIPS REPORT

J Grace summarised the report and highlighted the range of work, projects and developments taking place across the College.

The ESOL Multicultural event was noted as a particularly positive event and a great opportunity to build positive connections and relationships between different communities and backgrounds. The offshore wind developments in the curriculum were noted with interest.

J Roscoe highlighted the work being undertaken with Abertay University to enhance transitions for students. This work also aligned with the QAA STEP project work nationally and had shown significant benefits for students.

K Marsh asked if there was any more detailed information on the work and benefits and J Roscoe noted that this could be provided once the work had progressed to the appropriate point. **J Roscoe to progress**.

J Grace noted that the final point she wished to highlight was the championship win for the D&A Team at their first ESOL Football College Cup event.

The update and range of developments and successes was welcomed.

## 10. STRATEGIC RISK REGISTER

The Strategic Risk Register was noted and whilst a number of updates had been made there were no changes to the risks delegated to the Committee. This was approved.

## 11. LTQ METRICS

Metrics were presented for noting. S Taylor noted that despite the cuts in courses the credit forecast was now very close to the overall credit target. L Crichton reaffirmed that she was positive that the college will hit the required target.

## 12. DATE OF NEXT MEETING

Wednesday 26 August 2026, Room K-TO-624, Kingsway Campus

**Action Point Summary**

| Action | Responsibility | Date |
|---|---|---|
| Additional information on the tertiary alignment work with Abertay to be shared with the Committee | J Roscoe | 26 August 2026 |

**Agenda Item 5.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER B

## MATTERS ARISING

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee

## Wednesday 2 September 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 |
|---|---|---|---|
| 8.0 | Update on the tertiary alignment work with Abertay to be shared with the Committee **J Roscoe** | Update in curriculum report, future presentation to be provided as arrangements progress | Open |

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

**Agenda Item 7.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER C

# STUDENTS' ASSOCIATION REPORT

# DASA UPDATE

August 2026

Students' Association
Dundee and Angus College

# Student Voice: A New Way of Working

The student representation system has been refreshed to create a simpler, more inclusive and impactful approach to the student voice across the College. The new model removes barriers to participation, strengthens partnership working, and ensures student feedback can directly contribute to quality enhancement.

## Key Activity

- Replaced the previous multi-layer Class and Department Representative structure with Student Reps for each course, all feeding into a Student Rep Council (SRC).
- Introduced later elections, taking place after the October break, allowing students time to settle into College life and build relationships before choosing their representative.
- Reframed the approach from Student Representation to Student Voice, recognising that every student has a voice and creating more accessible opportunities to participate.
- Embedded Service Design methodology to support staff and students to work collaboratively to identify opportunities, develop solutions and enhance the student experience.
- Developed a clearer feedback loop to ensure student voice is captured, monitored and acted upon through College quality and enhancement processes.

# Student Voice: A New Way of Working

## Intended Impact

- Remove confusion and overlap between previous representative roles, creating a clearer and more accessible route for student voice.

- Strengthen partnership working between students, staff and DASA across quality enhancement and decision making.

- Enable student voice and feedback to contribute directly to TQEF activity, including ILQR sessions and full reviews.

- Create a more meaningful feedback loop, ensuring students can see how their voice contributes to change and enhancement across the College.

- Establish a sustainable approach to student voice that focuses on partnership, collaboration and continuous improvement.

# DASA SharePoint Refresh

The DASA SharePoint has been fully refreshed to create a clearer, more accessible and engaging central source of information for students and staff. The refresh responds to student feedback and DASA's own evaluation of the previous site, which had become outdated and difficult to navigate.

## Key Activity

- Completed a full review and refresh of the DASA SharePoint, including content, structure, resources, links and visual presentation.
- Removed conflicting and outdated information, including references and links to previous student representation systems.
- Simplified and reorganised information to make key resources and updates easier to find and understand.
- Improved the visual presentation and accessibility of the site to create a more welcoming and engaging experience.
- Established the SharePoint as the main source of information, news and shared resources for DASA, with further updates planned throughout the year.

# DASA SharePoint Refresh

## Impact

- Provides students and staff with a clearer and more reliable source of DASA information.

- Makes information easier to navigate, access and understand, reducing barriers created by lengthy or complex content.

- Creates a more professional and engaging digital presence for DASA.

- Provides a flexible platform that can continue to develop alongside the new Student Voice system and wider DASA activity.

# Gardyne Thrive Shop!

The Gardyne Thrive Shop has been refreshed to create a more welcoming, accessible and engaging space for students to access free resources and support. The redesign responds to the previous tired and outdated environment and has been shaped through conversations with students and staff.

## Key Activity

- Refreshed the space with new paint, colourful design elements, furniture, signage and improved displays.
- Incorporated student feedback and ideas into the new look and feel of the space.
- Created a more welcoming shopping-style environment for students accessing free clothing, household items, food, books, toiletries and other essential resources.
- Developed opportunities for Supported Education students to use the space to put enterprise and customer service learning into practice.
- Beginning to explore opportunities with the Art Department to develop the shop's external signage.
- Established the Gardyne refresh as the first of three planned shop upgrades, supporting a consistent DASA Thrive identity across campuses.

# Gardyne Thrive Shop!

## Impact

- Creates a more welcoming and approachable environment, helping to reduce barriers for students accessing free resources and support.

- Positive staff feedback suggests the refreshed space feels more like a genuine shopping experience, supporting dignity and choice for students.

- Creates opportunities for students to develop practical enterprise and customer service skills within a real-world environment.

- Provides a strong foundation for the wider development of DASA Thrive spaces across all campuses.

- Usage and student feedback will continue to be monitored as students return and the refreshed space becomes established.

# Updated Social Spaces

DASA student spaces across all three campuses have been refreshed in response to Learner Survey feedback, with a focus on creating welcoming environments where students can relax, socialise and engage with DASA between classes.

**Key Activity**

- Introduced new activities and resources for break and lunchtime engagement, including pool tables, giant games and digital equipment.
- Added new fridges and freezer capacity across campuses to expand DASA's food larder provision beyond cupboard-based items.
- Created more opportunities for students to relax, have fun and spend time with friends between classes.
- Designed spaces to encourage greater interaction between students and the DASA team.
- Continued to develop student spaces based on student feedback, with further improvements planned throughout the year.

# Updated Social Spaces

## Impact

- Responds directly to Learner Survey feedback calling for more activities and welcoming spaces for students during breaks and lunchtimes.

  • Supports student belonging by creating spaces where students can relax, socialise and build relationships with others.

  • Expands the range of food and essential items available through the DASA food larder, including fresh and chilled donations.

  • Creates more informal opportunities for students to engage with DASA and access support.

  • Provides a foundation for continued improvement of student spaces across all three campuses, informed by ongoing student feedback.

# Inductions & Class Visits

DASA has refreshed its induction approach for the new academic year, creating a new experience for both new and returning students. The approach brings DASA directly into classrooms across all three campuses, making engagement easier to deliver at scale and reducing the logistical challenges of arranging rooms at the start of semester.

## Key Activity

- Refreshed induction materials and interactive activities to provide returning students with a different experience from previous years.
- Updated information to introduce the new DASA team and highlight opportunities to get involved.
- Moved from bringing classes into DASA spaces to DASA team members visiting students in their own classrooms.
- Delivered interactive sessions focused on student voice, Student Reps and how student feedback contributes to change across the College.
- Increased the number of sessions that can be delivered by removing the need for additional room bookings across campuses.
- Introduced the new approach across all three campuses, with the model being trialled and evaluated throughout the academic year.

# Inductions & Class Visits

## Intended Impact

- Provide students with a fresh and engaging introduction to DASA and the opportunities available to them.

- Create more opportunities to reach students directly, increasing the number of classes and students DASA can engage with.

- Make induction more accessible by bringing DASA directly to students rather than requiring classes to move to separate spaces.

- Reduce significant room booking pressures during an already busy period at the start of semester.

- Establish an interactive introduction to student voice and partnership, helping students understand how their feedback can influence the College experience.

# Freshers!!!

This year, we're bringing more fun, games and energy to the DASA Freshers experience! We've introduced new activities, challenges, prizes and giveaways to help students get to know the DASA team, discover what we offer and get involved from the very start of their College journey.

The focus is on making DASA fun, welcoming and approachable, while using gamification to encourage students to explore our spaces, meet the team, take part in activities and find out how they can have their voice heard.

# DASA & Abertay SA

We’re continuing to build our partnership with Abertay Students’ Association to give D&A students access to a wider range of clubs, societies and activities than we could provide ourselves.

With a discounted membership rate agreed for D&A students, students can get involved in a range of opportunities, meet new people and build connections outside of their course.

Abertay SA will also be joining us at Freshers to showcase the clubs, groups and activities available, helping students discover more opportunities from the start of their College journey and supporting potential future transitions into university.

Thank You!

Any Questions?

**Agenda Item 8.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER D

# 2022/23 NATIONAL PERFORMANCE INDICATOR COMPARISON

# BOARD OF MANAGEMENT
# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

### Qualifications Scotland Exams

### Attainment

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***Paper for information***

## 1. Executive Summary

| Award | Subject | Examined | Pass A | Pass B | Pass C | Fail D | No Award | Pass | Fail/No Award | Pass % of examined | 2025 Pass Rate | 2024 Pass Rate | 2023 Pass Rate | Change in Pass rate (points) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Higher | English | 26 | 5 | 6 | 6 | 6 | 3 | 17 | 9 | 65.40% | 87.00% | 84.40% | 92.60% | -21.60% |
| Nat 5 | Mathematics | 24 | 4 | 5 | 4 | 5 | 6 | 13 | 11 | 54.20% | 87.90% | 71.40% | 75.00% | -33.70% |
| Courses no longer offered from AY 26/27 | | | | | | | | | | | | | | |
| Higher | Chemistry | 11 | 0 | 1 | 5 | 4 | 1 | 6 | 5 | 54.50% | 75.00% | 92.90% | 75.00% | -20.50% |
| Higher | Psychology | 24 | 5 | 6 | 7 | 6 | 0 | 18 | 6 | 75.00% | 76.90% | 85.00% | 68.80% | -1.90% |
| Higher | Human Biology | 21 | 7 | 7 | 3 | 3 | 1 | 17 | 4 | 81.00% | 75.00% | 53.30% | 90.90% | 6.00% |
| Higher | Mathematics | 11 | 3 | 0 | 2 | 1 | 5 | 5 | 6 | 45.50% | 50.00% | 70.00% | 100.00% | -4.50% |
| Nat 5 | English | 8 | 4 | 3 | 1 | 0 | 0 | 8 | 0 | 100.00% | 92.30% | 88.90% | 100.00% | 7.70% |
| Nat 5 | Psychology | 22 | 7 | 2 | 4 | 7 | 2 | 13 | 9 | 59.10% | 86.90% | 69.20% | 52.60% | -27.80% |

Whilst the outcomes are below the College's expectations, a number of courses have already been removed from the offer for AY 26-27. Analysis indicated no significant concerns regarding assessment practice, grading accuracy or curriculum delivery. Estimate grade profiles remained broadly accurate, and performance has been benchmarked against historical College and sector data. Across the curriculum, learners are requiring increased levels of support. Very few withdrawals relate to course delivery with reasons usually around personal commitments, caring responsibilities and mental health.

A targeted improvement action plan has been implemented for courses continuing and is outlined below – this will strengthen retention, attendance, learner engagement and examination preparedness.

For awareness - Qualifications Scotland considers a D grade to be a pass, however, SFC does not include this in their PI calculation.

- **Higher English -** lower attainment was impacted by learner withdrawals, the SWAP cohort and two non-attendees at the final examination. The majority of learners achieved at or above the estimated grade. In the previous 3 years, D&A outperformed the college sector average by 15%.

- **National 5 Mathematics** - high withdrawal rates significantly reduced cohort completion. The cohort profile included a larger than normal proportion of learners requiring intensive support. 4 candidates did not attend the exam on the day with no prior communication, further impacting results. In the previous 3 years, D&A outperformed the college sector average by 23%.

- **Higher Chemistry –** withdrawals were all due to not meeting the prelim threshold, this group of learners required significant support and did not require the qualification for entry to competitive degrees such as Medicine. The majority of learners achieved at or above the estimated grade.

- **Higher Psychology** – attainment was consistent when compared to historical data. Although not continuing, an alternative option will be available.

- **Higher Human Biology –** very strong cohort with most learners requiring the qualification for competitive degrees such as Paramedic Science, Medicine or Oral Health Science. Only 1 withdrawal following prelim threshold not being met.

- **Higher Mathematics** – lower attainment was impacted by learner withdrawals, and one candidate leaving the exam on the day due to anxiety. Most learners achieved at or above their estimated grade.

- **National 5 English** – strong cohort with motivated learners who engaged well throughout the year. Low number of withdrawals.

- **National 5 Psychology** – cohort was impacted by uncertainty around progression pathway as well as mixed messages to learners about the importance of attending revision sessions ahead of the exam**.** Although not continuing, an alternative option will be available.

National Qualification outcomes are subject to annual fluctuations across the college sector. D&A has consistently outperformed sector averages across recent years and, whilst requiring improvement actions, these results should be viewed within that wider performance context.

## 2. Improvement Actions and Monitoring for Higher English and National 5 Mathematics

The Essential Skills team recognise and is committed to making improvements to mitigate fluctuations and address the factors outlined in the executive summary.

| **Issue Identified** | **Actions for AY 26-27** |
|---|---|
| Learners have limited understanding of demands of course. | • Continue to impress demands at interviews.<br>• Improve pre-application and course information on D&A website. |
| Withdrawals due to poor attendance, disengagement, and personal circumstances. | • Enhanced monitoring of attendance and engagement throughout the year, with earlier intervention where concerns are identified.<br>• Review course delivery model and benefits of potentially returning to a two-part course. |
| Poor performance in prelim from some learners leading to withdrawal. | • Earlier intervention following prelim assessments and stronger signposting to D&A intensive revision classes.<br>• Review conditions for learners to progress to final examinations.<br>• Scope feasibility of an online, level 6 English course (similar to current level 5 Maths) to provide a stepping-stone before undertaking Higher English. |
| Some learners' communications are limited when they are struggling. | • Stronger messaging at pre-course information sessions about support available and the importance of asking for help early. |
| Some learners required additional support with homework completion, examination preparation, and maintaining engagement. | • Introduction of a weekly NQ drop-in support session immediately before timetabled classes. |

| Issue Identified | Actions for AY 26-27 |
|---|---|
| | • Active partnership working with the Student Services team to put additional support in place where this is required. |
| Non-attendance at the final examination. | • Reminder text message to be introduced before prelim and final examinations to support attendance. |
| Poor performance from SWAP learners | • Review inclusion of full NQs in SWAP courses. Learners could still undertake the NABs to meet the SWAP requirements for the full-time course.<br>• Increased collaboration with the SWAP team to support student engagement with NQs alongside their wider programme. |

**Authors:** Elaine Hewitson, Head of Curriculum and Quality & Steph Toms, Director of Curriculum and Partnerships

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

**Agenda Item 9.0**

# Learning, Teaching and Quality Committee

## 2 September 2026

## PAPER E

# SPRING LEARNER SATISFACTION SURVEY

DUNDEE AND ANGUS COLLEGE

Leading Learning, Inspiring Success

# Learner Survey – Summary Report

## May 2026

# Contents

Introduction ..... 3
Survey Participation ..... 3
Overall Results ..... 5
Results by Question ..... 5
Results by Question & Department ..... 6
One thing better? ..... 8

## Introduction

The Quality & Enhancement Team compiled the Dundee and Angus College Spring Learner Survey to ascertain levels of student satisfaction. The survey was open for six weeks in spring 2026 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 lower this spring with 3,334 responses in total compared to 3,736 in spring 2025. 3,174 unique (identifiable) students responded (3,658 in 2025) and could be matched to 3303 enrolments (3,658 in 2025).
- The response rate among full-time students reduced from 72.5% in spring 2025 to 62.3% in the current survey.
- The average number of text feedback responses per question has decreased to 1,569 responses per question from 2,208 responses per question in spring 2025.
- There was a survey dropout rate of 0%, meaning all respondents scored all questions.
- The overall average score out of five reduced from 4.5 (4.454) in spring 2025 to 4.4 (4.446) the difference only being 0.008.

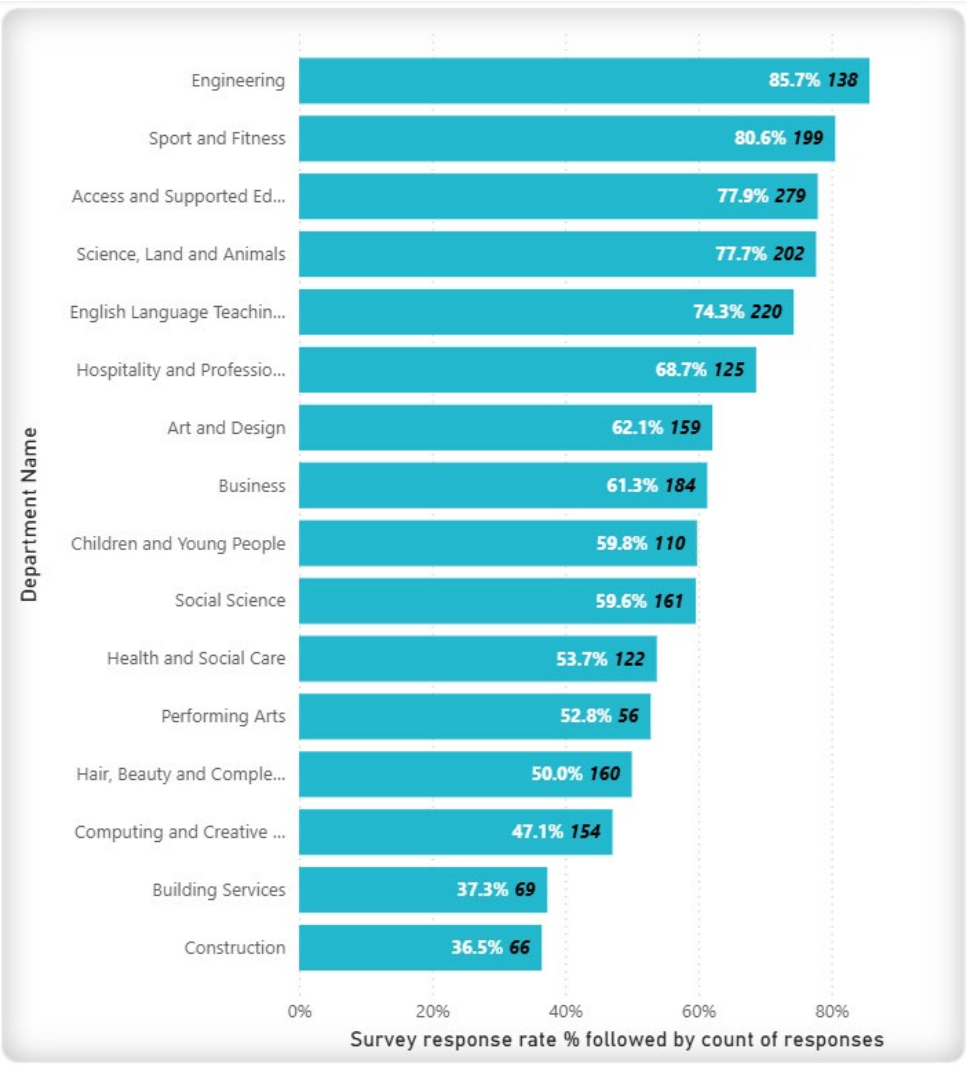
## Survey Participation

Overall participation in the survey has been good with 3,334 responses in total. Of these, 3,174 responses were matched to students with one or more enrolments, resulting in matches to 3,303 enrolments.

38.8% of the total eligible current student population took part, with 2,404 out of around 3,861 current full-time students responding (62.3%). Uptake by part-time students was consistent at 19.3%.

The full-time learner response rate varies across teams, with the highest response rate from the Engineering team at 86.4% of full-time students, followed by Sport and Fitness at 80.6%.

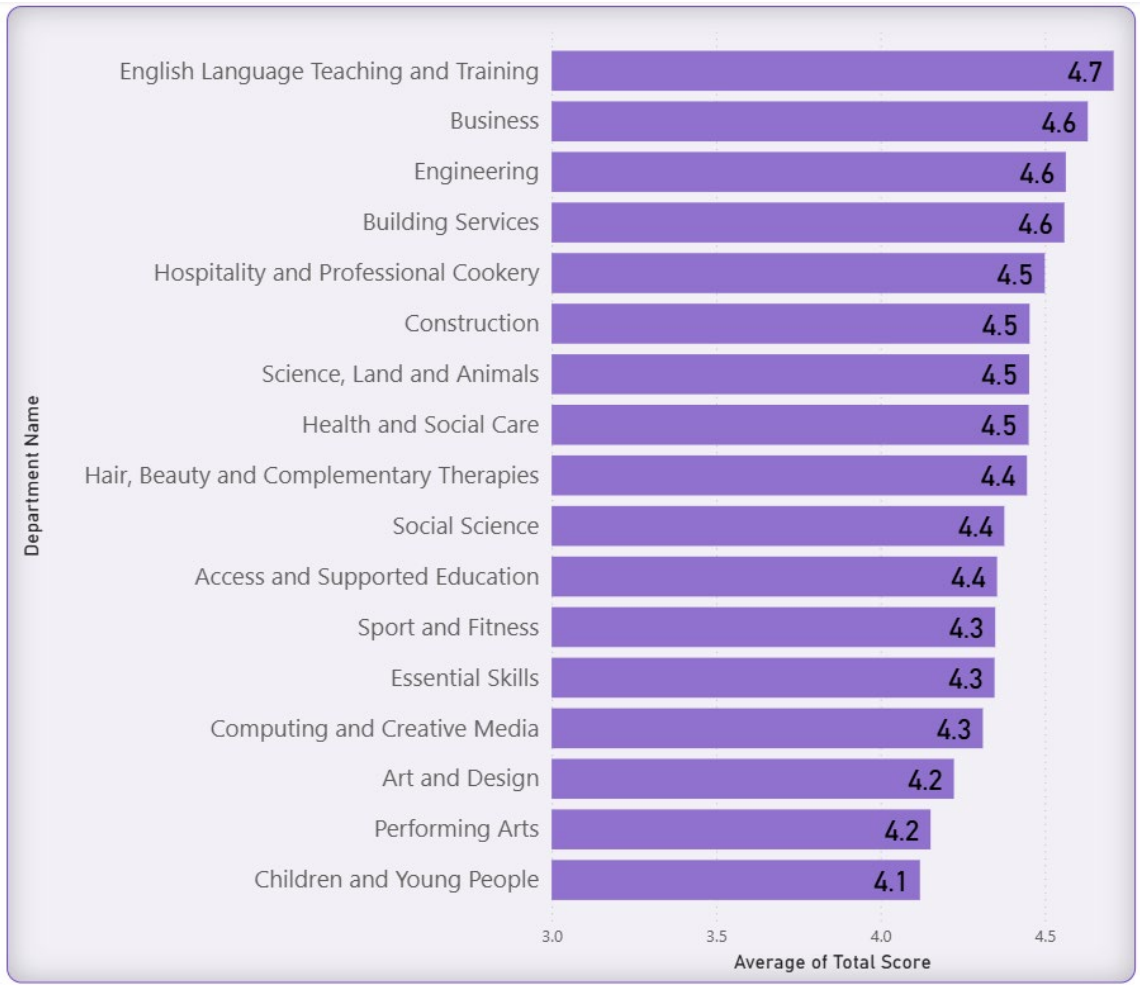
### Survey Participation Rate by Team (Full Time students)



## Overall Results

The average overall score across all questions was 4.4 out of 5. This equates to 8.8 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):



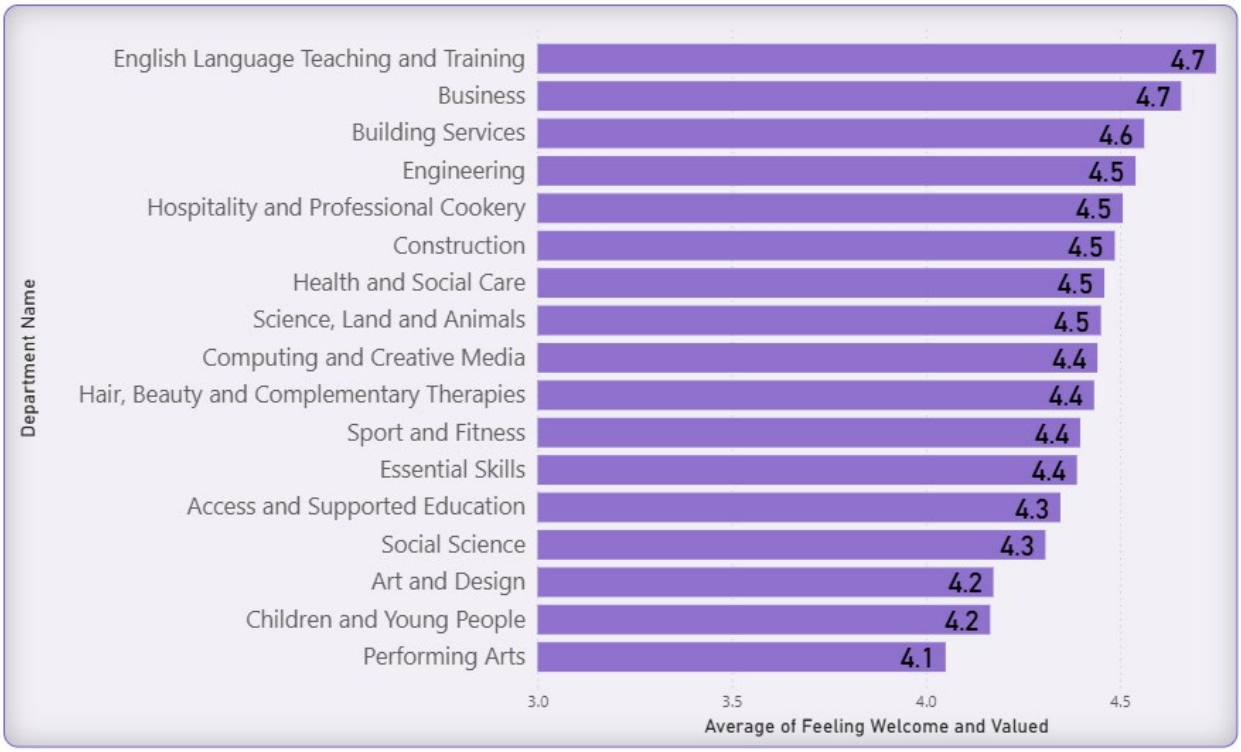

## Results by Question

The average score across all departments by Question:

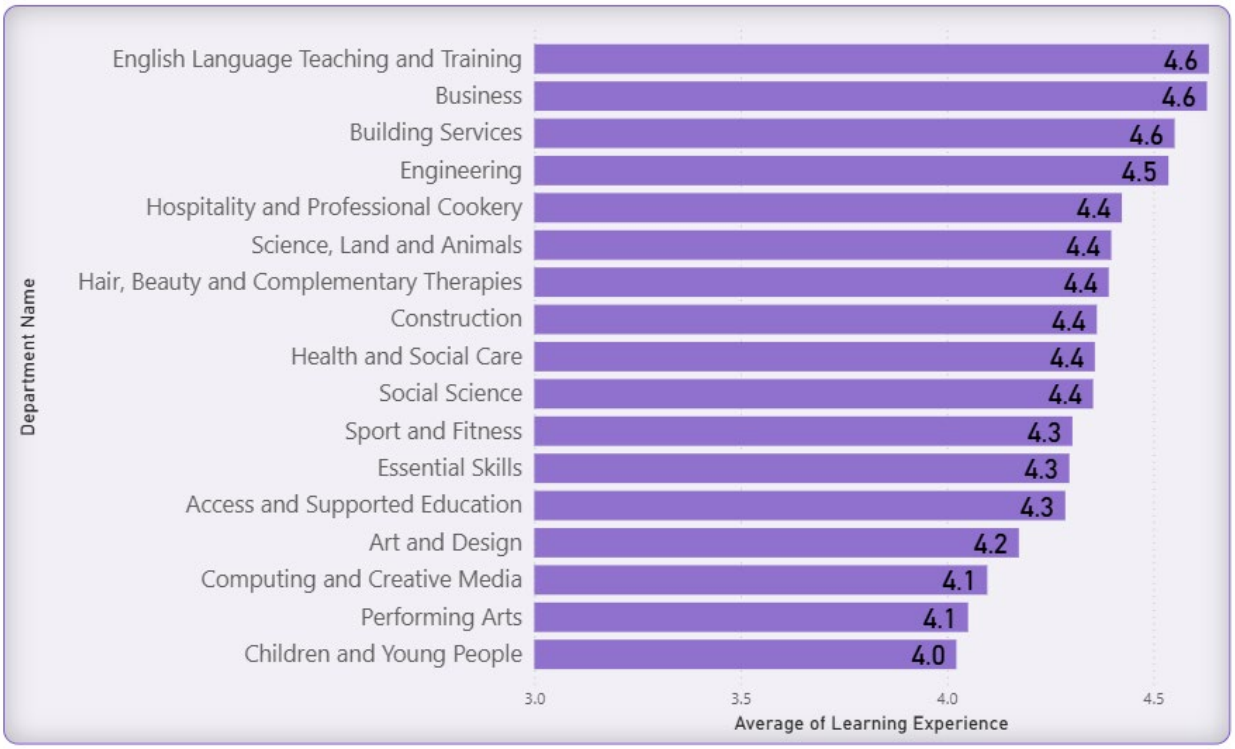


# Results by Question & Department

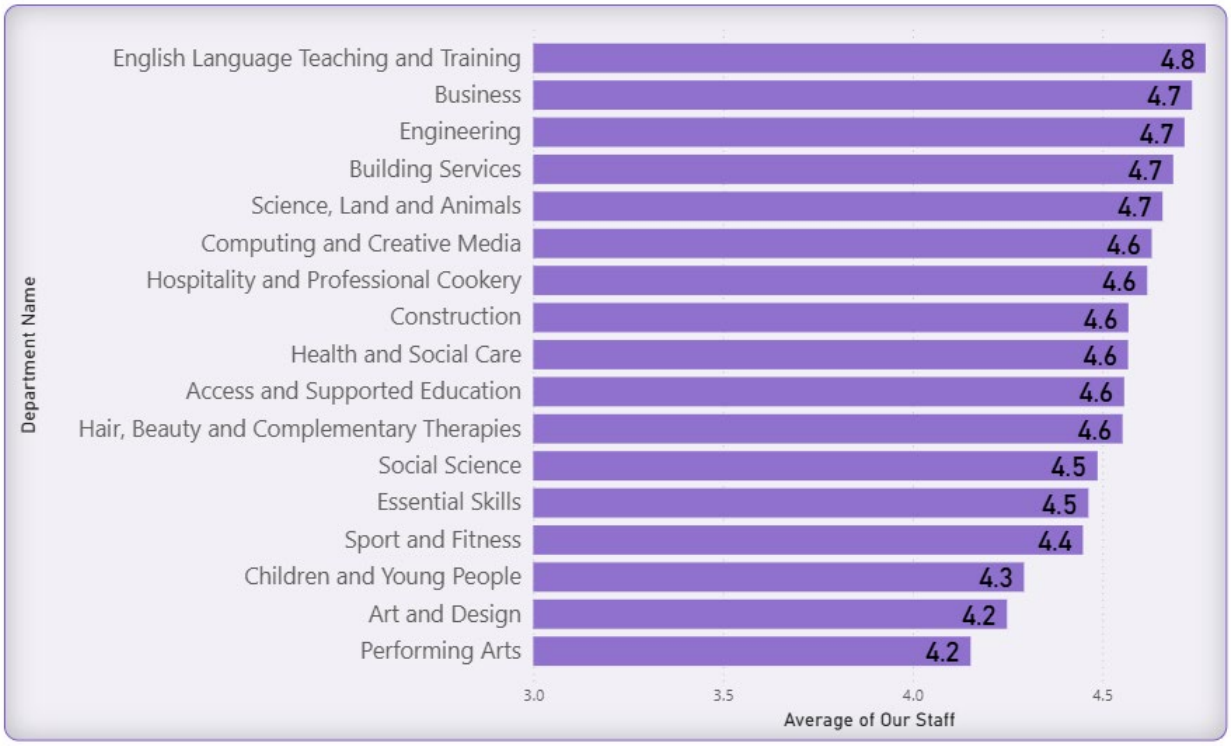
## Feeling Welcome and Valued



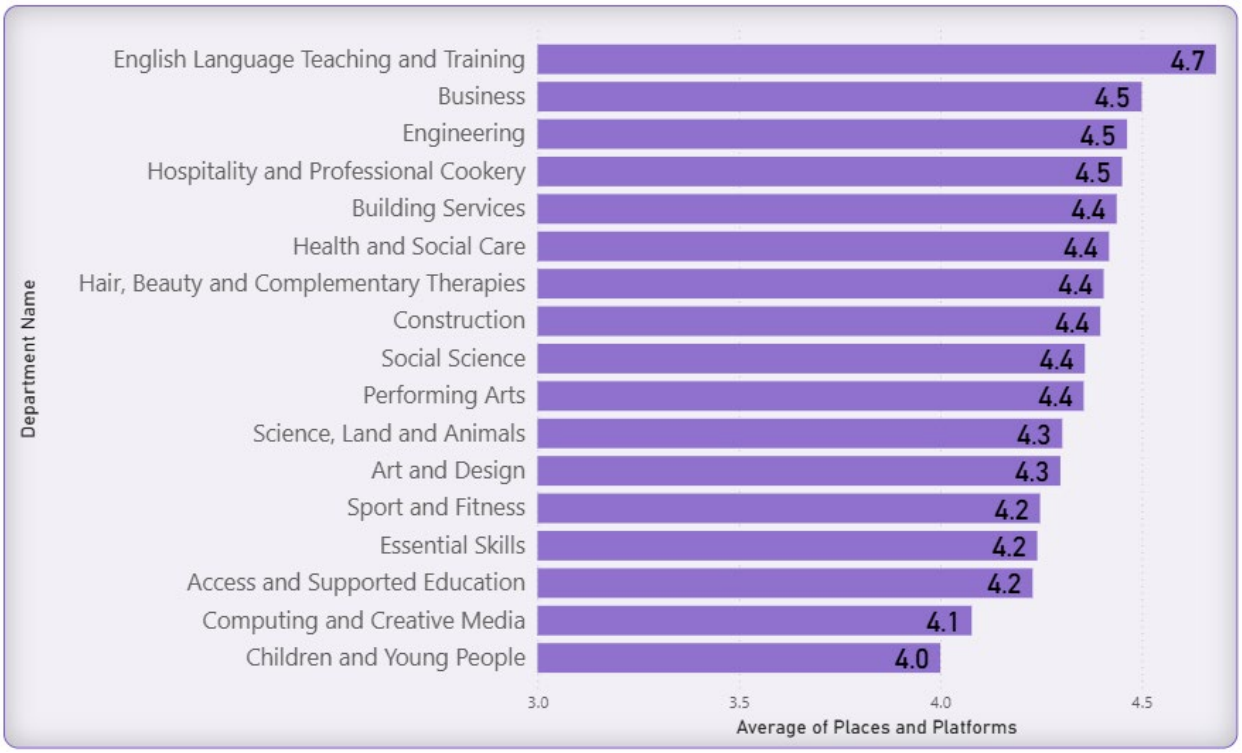

## Your Learning Experience so far



## 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?

Key themes identified;

- A significant proportion of students were satisfied, with many stating that nothing needs to change and that they are happy with their overall college experience.
- Canteen pricing is the most common concern, with frequent requests for cheaper food, better value, and more affordable drinks and snacks.
- Students highlighted a need for improved facilities, particularly around seating, study spaces, toilets, temperature control, and maintenance of equipment (e.g. chairs, computers, printers).
- There is demand for more study and social spaces, including quiet areas, additional seating at lunch, and more accessible places to relax or work independently.
- Many students would like more practical, hands-on learning opportunities, including workshops, industry experience, trips, and real-world application of skills.
- Workload and assessment scheduling were raised, with students asking for better spacing of deadlines, clearer expectations, and reduced pressure at peak times.
- Communication and organisation could be improved, particularly around timetables, course expectations, changes to classes, and clarity of assignment guidance.
- Some students noted a need for more consistent support and understanding, especially around mental health, personal circumstances, and accessing help.
- A recurring theme is the need to address student behaviour, including disruption in classes, bullying, and use of shared spaces such as toilets.
- Additional suggestions included more activities, clubs, and opportunities to socialise, alongside improvements to accessibility, transport, and resources.

**Agenda Item 10.0**

# Learning, Teaching and Quality Committee

## 2 September 2026

## PAPER F

# Performance Indicator Summary Report

# Performance Indicator Summary Report 2024/25

July 2026

Business Intelligence

# Table of Contents

**Introduction** ..... **3**

About the Data ..... 3

**Dundee & Angus College Total PIs** ..... **4**

Chart of College Total PIs ..... 4

Table of College Total PIs and Commentary ..... 4

**Performance Indicators by Level and Mode of Study** ..... 5

Chart of Successful Completion Percentage by Level and Mode v prior 4 years. ..... 5

Chart of Performance Indicators by Level and Mode ..... 5

**Achievement of Aspirational Targets for "Completed Successful" outcome** ..... 7

Chart of number of Courses by Department by "Completed Successful" outcome ..... 7

**Performance Indicators by College Department/Campus** ..... 8

Chart of Performance Indicators by College Team ..... 8

**Comparison to National PIs and Rankings** ..... 9

# Introduction

This reports details Dundee and Angus College Performance Indicators for Academic Year 2024/25 by whole College, Department, Level of Study and Mode of Study with a comparison against PIs for prior years by Level and Mode of Study.

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

**Table 1**

| **Performance Indicator**<br>**Student Outcome Measure** | **GREEN %** | **AMBER %** | **RED %** |
|---|---|---|---|
| **Further Withdrawal** (withdrawal rate for whole course) | 0 to 15 | 16 to 25 | >25 |
| **Completed Partial Success** | | | |
| **Completed Successful** | 100 to 75 | 74 to 66 | <66 |

# About the Data

The data contributing to this report has been obtained from two official SFC sources, College Student Outcomes 2024-25 and the Course PI Tool 2024-25.

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

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

**The SFC removed Early Withdrawals (EW) from the calculation of PIs from Colleges Student Outcomes 2023/24 published in July 2025. All tables and charts for previous years have been updated to exclude EW to allow a like-for-like comparison.**

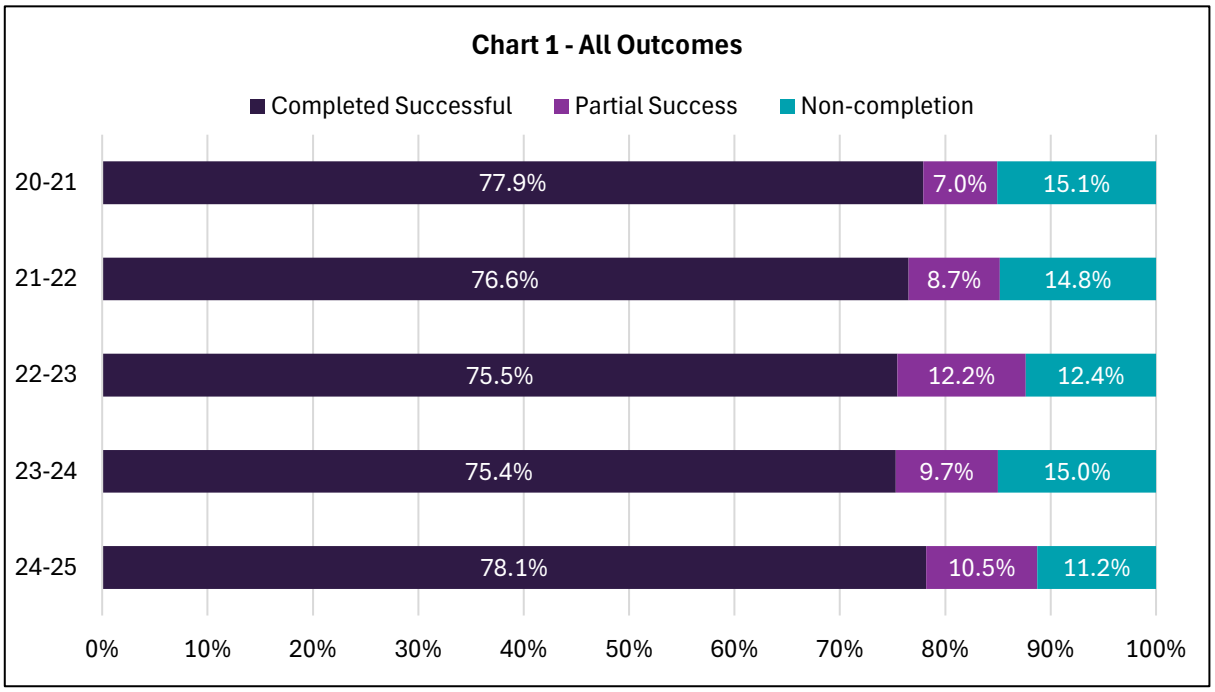
Comparison between Dundee and Angus PIs for the most recent year 2024/25 against years 2023/24, 2022/23 v 2021/22 and 2020/21 and are shown in the following table:

**Table 2**

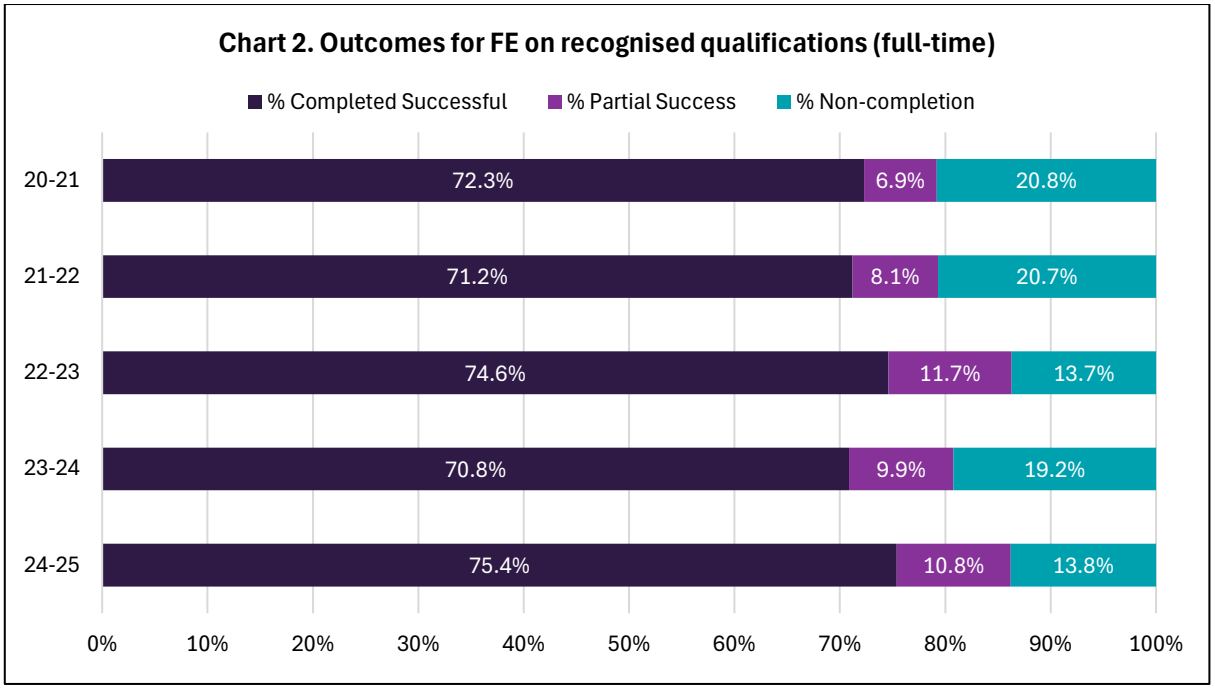
| Performance Indicator | 2024/25 | 2023/24 | 2022/23 | 2021/22 | 2020/21 | 2024/25 v 2020/21 |
|---|---|---|---|---|---|---|
| Completed Successful | 78.1% | 75.4% | 75.5% | 76.5% | 77.9% | **0.2pp** |
| Completed Partial Success | 10.5% | 9.7% | 12.2% | 8.7% | 7.0% | **3.5pp** |
| **POSITIVE OUTCOME** | **88.6%** | **85.0%** | **87.7%** | **85.2%** | **84.9%** | **4.2pp** |
| Further Withdrawal | 11.3% | 15.0% | 12.3% | 14.8% | 15.1% | **-3.8pp** |

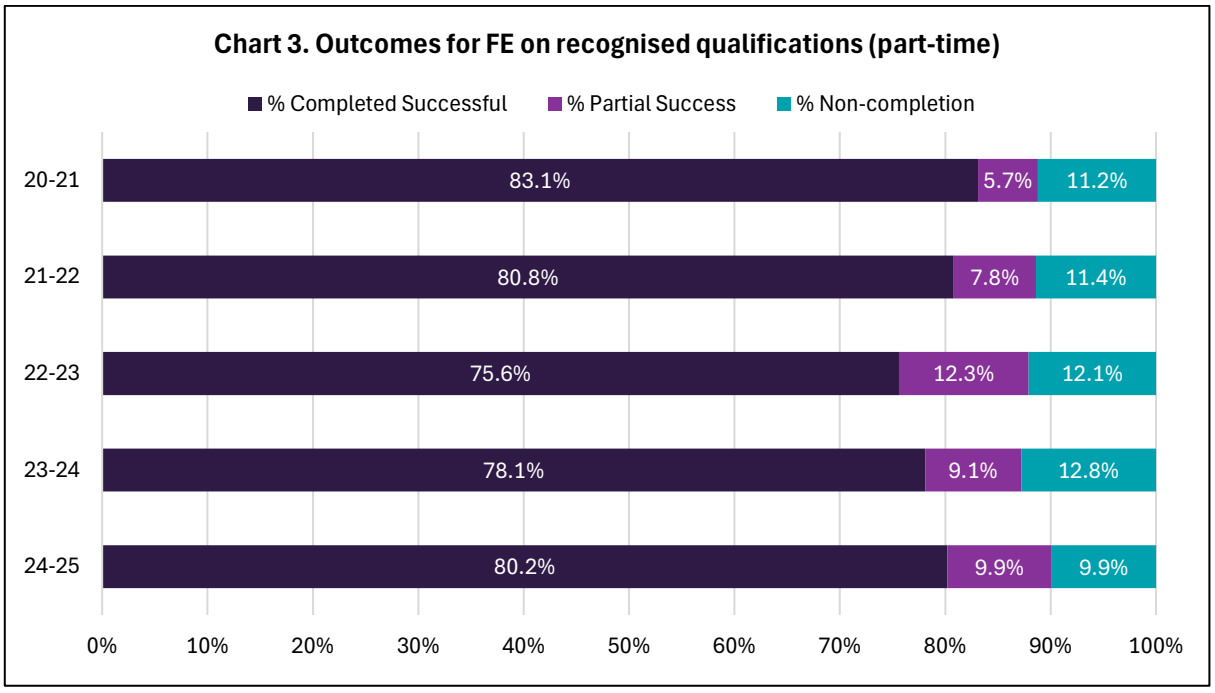
Under the amended measure the overall Completed Successful rate for all levels and modes has slightly increased from 2023/24 by 2.7 percentage points to 78.1%, with a total Positive Student Outcome (including Partial Success) of 88.6%, up 3.6pp from last year. The non-completion rate declined by 3.8pp to 11.3%.

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




Charts 2 and 3 show comparison of Successful Completion rates by for FE Full Time and Part Time for 2024/25 against prior years. Successful Completion in Full Time FE increased by 4.6 percentage points, while Part Time FE increased by 2.1 points. Both categories had increases in Partial Success rates, by 0.9pp and 0.8pp respectively.


Chart 2. Outcomes for FE on recognised qualifications (full-time)
% 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
75.4%
10.8%
13.8%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Chart 3. Outcomes for FE on recognised qualifications (part-time)
% 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
80.2%
9.9%
9.9%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

Charts 4 and 5 show comparison of Successful Completion rates by for HE Full Time and Part Time for 2024/25 against prior years. Successful Completion in Full Time HE increased by 3,3 percentage points, while Part Time HE decreased by 1.6 points.

**Chart 4. Outcomes for HE on recognised qualifications (full-time)**

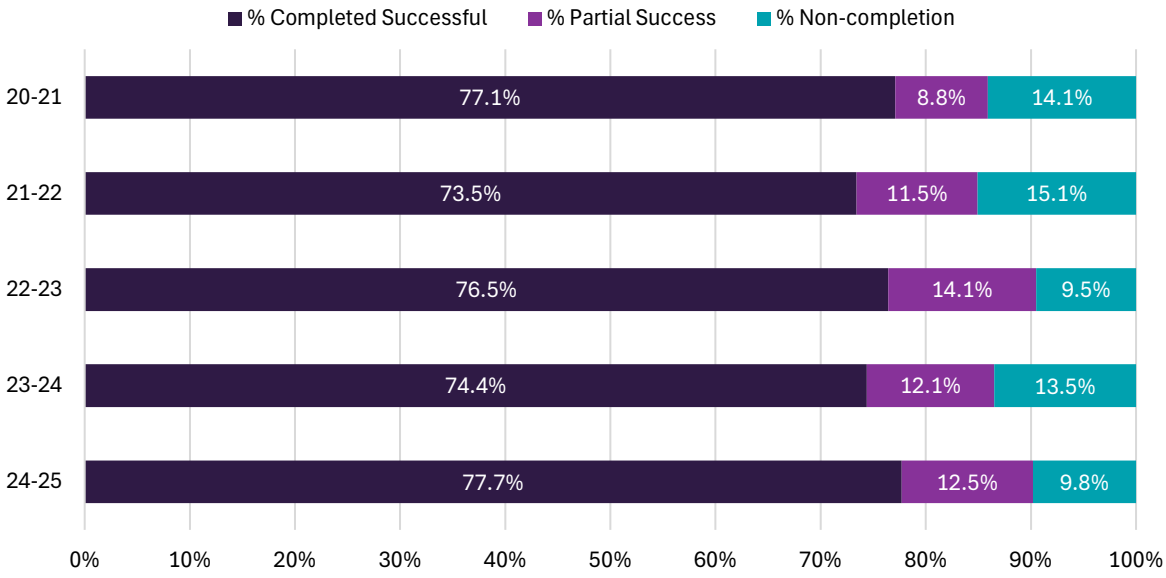



**Chart 5. Outcome totals for HE on recognised qualifications (part-time)**

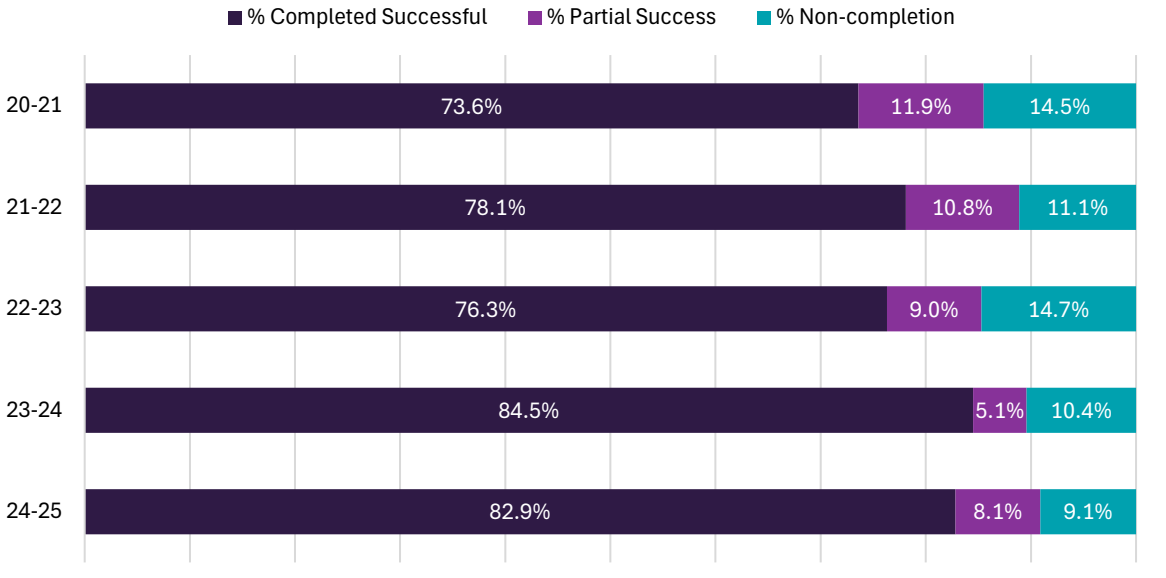
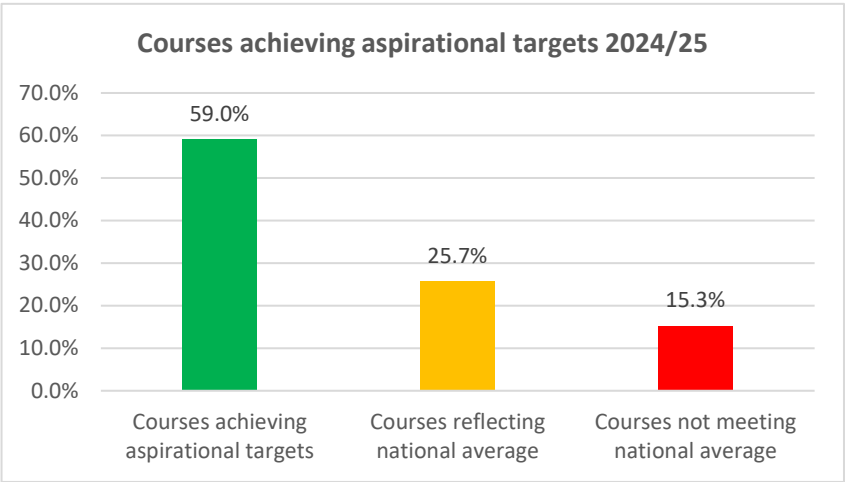


Table 3 shows the percentage of courses that meet the College's own aspirational targets and exceed national averages, the percentage which reflect national average standards and the percentage which fall below national average. The measure used is groups courses where 'Completed Successful %' is greater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

**Table 3 – Aspirational target (courses by department)**

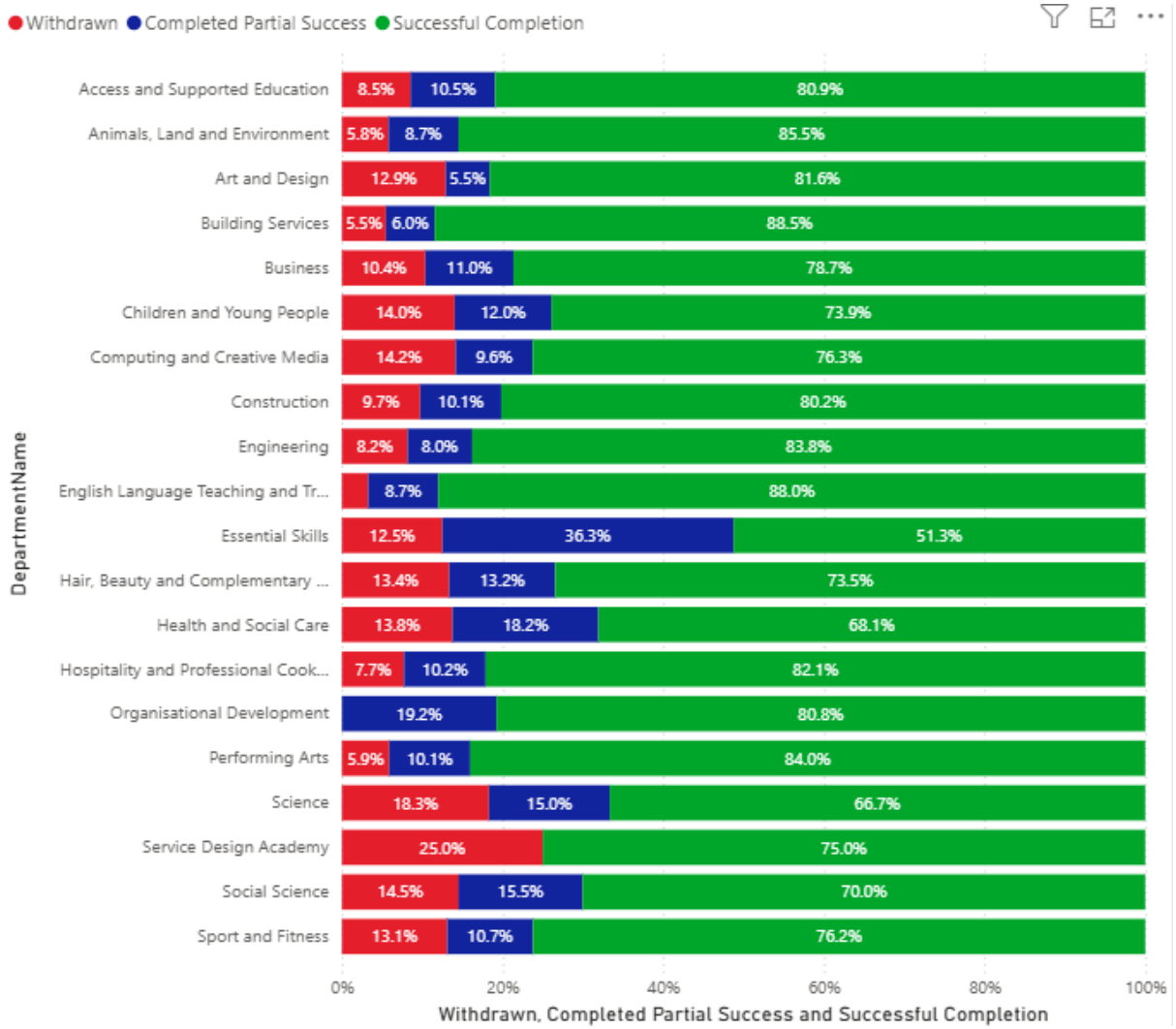
| Department | Courses achieving aspirational targets | Courses reflecting national average | Courses not meeting national average |
|---|---|---|---|
| Access and Supported Education | 12 | 5 | 2 |
| Animals, Land and Environment | 15 | 1 | 2 |
| Art and Design | 10 | 4 | 2 |
| Building Services | 12 | 6 | 1 |
| Business | 22 | 7 | 4 |
| Children and Young People | 7 | 5 | 1 |
| Computing and Creative Media | 10 | 5 | 2 |
| Construction | 10 | 5 | 4 |
| Engineering | 9 | 5 | 3 |
| English Language Teaching and Training | 3 | | |
| Essential Skills | 2 | 1 | 5 |
| Hair, Beauty and Complementary Therapies | 7 | 9 | 3 |
| Health and Social Care | 9 | 4 | 4 |
| Hospitality and Professional Cookery | 13 | 2 | 2 |
| Organisational Development | 3 | | 1 |
| Performing Arts | 4 | 2 | 1 |
| Science | 6 | 3 | 3 |
| Service Design Academy | | 1 | |
| Social Science | 6 | 6 | 3 |
| Sport and Fitness | 10 | 3 | 1 |
| **Grand Total** | **170** | **74** | **44** |

**Chart 6**



The percentage of courses that meet the College's own aspirational targets and exceed national average has decreased from 61.3% to 59.0% in 2024/25. The percentage not achieving national average was 15.3%

**Chart 7 – Completion by department**



## Comparison to National PIs 2024/25

Table 4 shows the D&A Successful Completion Rate versus the National rate for all Colleges and the ranking in each measured category out of a maximum 17 Colleges, with UHI Colleges presented as one institution. The overall PI Success Completion Rate across all modes and levels for D&A in 2023/24 is 78.1% against a national rate of 77.3%. Dundee and Angus leads the national completion rate in all but two categories in 2023/24, namely FE Part Time, and HE Part Time.

**Table 4 – Dundee and Angus compared to National PIs**

| Table 4 - Dundee and Angus compared to National PIs | | | | |
|---|---|---|---|---|
| **Category** | **Rank out of 17** | **D&A Successful Completion Rate** | **National Successful Completion Rate** | **D&A v National pp** |
| All | 10 | 78.1% | 77.3% | 0.8% |
| FE Full Time | 4 | 75.4% | 70.5% | 4.9% |
| FE Part Time | 15 | 80.2% | 81.7% | -1.6% |
| HE Full Time | 2 | 78.0% | 72.4% | 5.6% |
| HE Part Time | 9 | 81.7% | 83.5% | -1.8% |
| Under 18 | 7 | 73.6% | 71.1% | 2.6% |
| 18-20 | 7 | 77.5% | 74.1% | 3.4% |
| 21-24 | 10 | 77.9% | 77.7% | 0.2% |
| 25-40 | 5 | 83.0% | 79.2% | 3.8% |
| 41+ | 2 | 85.9% | 80.9% | 5.0% |
| FE Female | 7 | 74.6% | 72.2% | 2.5% |
| FE Male | 9 | 78.9% | 77.9% | 1.0% |
| HE Female | 6 | 79.0% | 76.5% | 2.4% |
| HE Male | 3 | 78.8% | 73.3% | 5.5% |
| SIMD10 | 6 | 73.0% | 70.6% | 2.4% |
| SIMD20 | 6 | 73.1% | 71.2% | 2.0% |
| Ethnic Minority | 4 | 80.6% | 74.1% | 6.5% |
| Disabled | 6 | 73.6% | 71.3% | 2.3% |
| Care Experienced | 3 | 69.2% | 64.1% | 5.2% |

Table 5a shows the Successful Completion Rate for D&A and its national ranking against all comparable colleges for FE and Full time/Part time. The D&A Successful Completion rate for FE Full Time is ranked 4th nationally, with FE Part time in 15th, below national average.

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

| All recognised qualifications | | | FE Full Time | | FE Part Time | | |
|---|---|---|---|---|---|---|---|
| Rank | College | Rate | College | Rate | Rank | College | Rate |
| 1 | West Lothian College | 85.0% | South Lanarkshire College | 78.7% | 1 | West Lothian College | 92.4% |
| 2 | Dumfries & Galloway College | 84.9% | UHI Colleges | 75.7% | 2 | Dumfries & Galloway College | 90.4% |
| 3 | UHI Colleges | 83.6% | Borders College | 75.6% | 3 | Forth Valley College | 90.4% |
| 4 | Forth Valley College | 82.3% | Dundee & Angus College | 75.4% | 4 | UHI Colleges | 86.6% |
| 5 | Borders College | 81.2% | Edinburgh College | 74.1% | 5 | Borders College | 86.0% |
| 6 | Edinburgh College | 79.9% | Ayrshire College | 73.4% | 6 | Fife College | 84.9% |
| 7 | South Lanarkshire College | 79.0% | Glasgow Kelvin College | 73.3% | 7 | Newbattle Abbey College | 83.3% |
| 8 | Ayrshire College | 78.5% | West Lothian College | 73.1% | 8 | New College Lanarkshire | 83.2% |
| 9 | Fife College | 78.1% | Dumfries & Galloway College | 71.5% | 9 | Edinburgh College | 82.1% |
| 10 | Dundee & Angus College | 78.1% | Scotland | 70.5% | 10 | North East Scotland College | 81.9% |
| | Scotland | 77.3% | North East Scotland College | 70.2% | 11 | South Lanarkshire College | 81.8% |
| 11 | Glasgow Kelvin College | 76.8% | West College Scotland | 67.9% | | Scotland | 81.7% |
| 12 | Glasgow Clyde College | 76.7% | Fife College | 67.8% | 12 | Ayrshire College | 81.4% |
| 13 | North East Scotland College | 75.8% | Forth Valley College | 67.8% | 13 | Glasgow Kelvin College | 81.2% |
| 14 | New College Lanarkshire | 73.7% | Glasgow Clyde College | 67.4% | 14 | City of Glasgow College | 81.1% |
| 15 | City of Glasgow College | 73.7% | New College Lanarkshire | 64.7% | 15 | Dundee & Angus College | 80.2% |
| 16 | Newbattle Abbey College | 71.4% | City of Glasgow College | 62.9% | 16 | Glasgow Clyde College | 79.8% |
| 17 | West College Scotland | 67.7% | Newbattle Abbey College | 62.5% | 17 | West College Scotland | 67.1% |

Table 5b is as before but for HE, with Dundee and Angus College ranked 2nd for Full time HE nationally, 4.4 pp ahead of the national average. The college ranks 9th in HE Part time.

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

| HE Full Time | | |
|---|---|---|
| Rank | College | Rate |
| 1 | Edinburgh College | 79.3% |
| 2 | Dundee & Angus College | 78.0% |
| 3 | North East Scotland College | 76.4% |
| 4 | Glasgow Clyde College | 76.3% |
| 5 | South Lanarkshire College | 74.8% |
| 6 | Dumfries & Galloway College | 73.3% |
| | Scotland | 72.4% |
| 7 | City of Glasgow College | 72.1% |
| 8 | Fife College | 71.8% |
| 9 | West Lothian College | 71.4% |
| 10 | Forth Valley College | 70.6% |
| 11 | Ayrshire College | 69.3% |
| 12 | Borders College | 68.6% |
| 13 | Glasgow Kelvin College | 67.0% |
| 14 | West College Scotland | 65.7% |
| 15 | New College Lanarkshire | 63.3% |

| HE Part Time | | |
|---|---|---|
| Rank | College | Rate |
| 1 | Borders College | 93.3% |
| 2 | West Lothian College | 93.1% |
| 3 | Fife College | 87.3% |
| 4 | Forth Valley College | 85.5% |
| 5 | Glasgow Clyde College | 85.1% |
| 6 | Ayrshire College | 84.8% |
| 7 | Edinburgh College | 84.2% |
| | Scotland | 83.5% |
| 8 | Dumfries& Galloway College | 82.8% |
| 9 | Dundee & Angus College | 81.7% |
| 10 | North East Scotland College | 80.3% |
| 11 | Glasgow Kelvin College | 79.7% |
| 12 | City of Glasgow College | 78.3% |
| 13 | West College Scotland | 78.2% |
| 14 | New College Lanarkshire | 77.4% |
| 15 | South Lanarkshire College | 73.5% |

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

| Under 18 | | | 18 to 20 | | |
|---|---|---|---|---|---|
| Rank | College | Rate | Rank | College | Rate |
| 1 | Dumfries and Galloway College | 78.3% | 1 | Borders College | 80.4% |
| 2 | West Lothian College | 77.6% | 2 | Forth Valley College | 80.0% |
| 3 | Edinburgh College | 77.0% | 3 | UHI Colleges | 79.6% |
| 4 | Glasgow Kelvin College | 76.5% | 4 | Edinburgh College | 78.8% |
| 5 | Ayrshire College | 76.5% | 5 | Ayrshire College | 77.9% |
| 6 | Borders College | 76.0% | 6 | South Lanarkshire College | 77.5% |
| 7 | Dundee and Angus College | 73.6% | 7 | Dundee and Angus College | 77.5% |
| 8 | South Lanarkshire College | 72.0% | 8 | West Lothian College | 76.8% |
| 9 | North East Scotland College | 72.0% | 9 | Dumfries and Galloway College | 76.2% |
| 10 | UHI Colleges | 71.6% | 10 | Fife College | 74.3% |
| 11 | Forth Valley College | 71.4% | | Scotland | 74.1% |
| | Scotland | 71.1% | 11 | Glasgow Clyde College | 72.5% |
| 12 | Glasgow Clyde College | 67.3% | 12 | North East Scotland College | 72.5% |
| 13 | Fife College | 67.2% | 13 | Glasgow Kelvin College | 70.0% |
| 14 | City of Glasgow College | 66.2% | 14 | City of Glasgow College | 69.7% |
| 15 | New College Lanarkshire | 65.0% | 15 | West College Scotland | 69.1% |
| 16 | West College Scotland | 62.4% | 16 | New College Lanarkshire | 67.5% |
| | | | 17 | Newbattle Abbey College | 66.7% |

| 21 to 24 | | | 25 to 40 | | |
|---|---|---|---|---|---|
| Rank | College | Rate | Rank | College | Rate |
| 1 | West Lothian College | 85.7% | 1 | West Lothian College | 89.5% |
| 2 | Forth Valley College | 85.4% | 2 | Borders College | 86.7% |
| 3 | Dumfries and Galloway College | 83.8% | 3 | Dumfries and Galloway College | 85.9% |
| 4 | Borders College | 83.3% | 4 | UHI Colleges | 84.1% |
| 5 | South Lanarkshire College | 82.4% | 5 | Dundee and Angus College | 83.0% |
| 6 | Edinburgh College | 81.6% | 6 | Glasgow Clyde College | 81.8% |
| 7 | Ayrshire College | 80.1% | 7 | Ayrshire College | 81.7% |
| 8 | UHI Colleges | 79.5% | 8 | Forth Valley College | 81.3% |
| 9 | Fife College | 78.8% | 9 | Fife College | 81.0% |
| 10 | Dundee and Angus College | 77.9% | 10 | South Lanarkshire College | 80.9% |
| | Scotland | 77.7% | 11 | Glasgow Kelvin College | 80.5% |
| 11 | North East Scotland College | 75.2% | 12 | Edinburgh College | 80.4% |
| 12 | Glasgow Kelvin College | 75.0% | | Scotland | 79.2% |
| 13 | City of Glasgow College | 74.2% | 13 | City of Glasgow College | 79.1% |
| 14 | West College Scotland | 74.2% | 14 | North East Scotland College | 75.4% |
| 15 | Glasgow Clyde College | 74.0% | 15 | New College Lanarkshire | 69.1% |
| 16 | New College Lanarkshire | 72.9% | 16 | West College Scotland | 68.4% |

| 41 and over | | |
|---|---|---|
| Rank | College | Rate |
| 1 | West Lothian College | 91.3% |
| 2 | Dundee and Angus College | 85.9% |
| 3 | UHI Colleges | 84.9% |
| 4 | Ayrshire College | 84.9% |
| 5 | Dumfries and Galloway College | 84.2% |
| 6 | Borders College | 83.9% |
| 7 | Glasgow Clyde College | 83.7% |
| 8 | Glasgow Kelvin College | 83.5% |
| 9 | North East Scotland College | 82.8% |
| 10 | South Lanarkshire College | 82.1% |
| 11 | Fife College | 82.0% |
| 12 | Forth Valley College | 81.2% |
| | Scotland | 80.9% |
| 13 | City of Glasgow College | 80.2% |
| 14 | Edinburgh College | 78.3% |
| 15 | New College Lanarkshire | 71.9% |
| 16 | West College Scotland | 70.5% |

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

| FE Female | | |
|---|---|---|
| Rank | College | Rate |
| 1 | West Lothian College | 82.7% |
| 2 | Dumfries and Galloway College | 80.4% |
| 3 | Borders College | 78.6% |
| 4 | South Lanarkshire College | 77.0% |
| 5 | Ayrshire College | 76.7% |
| 6 | Edinburgh College | 74.9% |
| 7 | Dundee and Angus College | 74.6% |
| 8 | Glasgow Kelvin College | 74.6% |
| 9 | Glasgow Clyde College | 72.4% |
| 10 | Forth Valley College | 72.2% |
| | Scotland | 72.2% |
| 11 | Fife College | 71.5% |
| 12 | UHI Colleges | 71.4% |
| 13 | City of Glasgow College | 71.0% |
| 14 | North East Scotland College | 70.3% |
| 15 | New College Lanarkshire | 64.4% |
| 16 | West College Scotland | 63.9% |

| FE Male | | |
|---|---|---|
| Rank | College | Rate |
| 1 | West Lothian College | 86.1% |
| 2 | Forth Valley College | 82.7% |
| 3 | Ayrshire College | 82.3% |
| 4 | Borders College | 81.6% |
| 5 | Dumfries and Galloway College | 81.4% |
| 6 | Edinburgh College | 81.3% |
| 7 | UHI Colleges | 81.0% |
| 8 | Glasgow Kelvin College | 79.4% |
| 9 | Dundee and Angus College | 78.9% |
| 10 | South Lanarkshire College | 78.8% |
| | Scotland | 77.9% |
| 11 | Fife College | 77.8% |
| 12 | Glasgow Clyde College | 74.8% |
| 13 | North East Scotland College | 74.3% |
| 14 | New College Lanarkshire | 72.2% |
| 15 | City of Glasgow College | 71.7% |
| 16 | West College Scotland | 71.1% |
| 17 | Newbattle Abbey College | 66.7% |

| HE Female | | |
|---|---|---|
| Rank | College | Rate |
| 1 | Edinburgh College | 82.0% |
| 2 | Glasgow Clyde College | 81.3% |
| 3 | North East Scotland College | 80.0% |
| 4 | West Lothian College | 79.3% |
| 5 | Dumfries & Galloway College | 79.1% |
| 6 | Dundee & Angus College | 79.0% |
| 7 | Borders College | 77.3% |
| 8 | Fife College | 76.8% |
| | Scotland | 76.5% |
| 9 | South Lanarkshire College | 76.0% |
| 10 | City of Glasgow College | 75.7% |
| 11 | Forth Valley College | 75.2% |
| 12 | Ayrshire College | 73.8% |
| 13 | West College Scotland | 72.5% |
| 14 | Glasgow Kelvin College | 72.4% |
| 15 | New College Lanarkshire | 66.4% |

| HE Male | | |
|---|---|---|
| Rank | College | Rate |
| 1 | Edinburgh College | 79.9% |
| 2 | West Lothian College | 79.5% |
| 3 | Dundee & Angus College | 78.8% |
| 4 | Forth Valley College | 78.8% |
| 5 | South Lanarkshire College | 77.6% |
| 6 | Glasgow Clyde College | 77.2% |
| 7 | Borders College | 76.2% |
| 8 | Fife College | 74.1% |
| 9 | North East Scotland College | 74.1% |
| | Scotland | 73.3% |
| 10 | Ayrshire College | 72.6% |
| 11 | Dumfries & Galloway College | 71.4% |
| 12 | City of Glasgow College | 69.7% |
| 13 | Glasgow Kelvin College | 69.0% |
| 14 | West College Scotland | 67.2% |
| 15 | New College Lanarkshire | 66.3% |

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

| SIMD 10% | | |
|---|---|---|
| Rank | College | Rate |
| 1 | West Lothian College | 85.5% |
| 2 | Forth Valley College | 74.8% |
| 3 | South Lanarkshire College | 74.5% |
| 4 | Ayrshire College | 74.3% |
| 5 | Glasgow Clyde College | 73.4% |
| 6 | Dundee and Angus College | 73.0% |
| 7 | Glasgow Kelvin College | 72.5% |
| 8 | Edinburgh College | 72.3% |
| | Scotland | 70.6% |
| 9 | Fife College | 69.3% |
| 10 | Borders College | 69.2% |
| 11 | City of Glasgow College | 69.0% |
| 12 | Dumfries & Galloway College | 68.4% |
| 13 | UHI Colleges | 66.2% |
| 14 | West College Scotland | 65.2% |
| 15 | North East Scotland College | 64.1% |
| 16 | New College Lanarkshire | 64.0% |

| SIMD 20% | | |
|---|---|---|
| Rank | College | Rate |
| 1 | West Lothian College | 82.0% |
| 2 | Ayrshire College | 75.7% |
| 3 | South Lanarkshire College | 74.2% |
| 4 | Edinburgh College | 74.0% |
| 5 | Forth Valley College | 73.4% |
| 6 | Dundee and Angus College | 73.1% |
| 7 | Glasgow Clyde College | 73.1% |
| 8 | Glasgow Kelvin College | 72.4% |
| | Scotland | 71.2% |
| 9 | Fife College | 70.9% |
| 10 | Dumfries & Galloway College | 70.2% |
| 11 | UHI Colleges | 69.8% |
| 12 | City of Glasgow College | 69.5% |
| 13 | Borders College | 69.2% |
| 14 | North East Scotland College | 68.9% |
| 15 | West College Scotland | 66.0% |
| 16 | New College Lanarkshire | 64.9% |

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

| Ethnic minority | | | Disability | | Care experienced | | |
|---|---|---|---|---|---|---|---|
| Rank | College | Rate | College | Rate | Rank | College | Rate |
| 1 | West Lothian College | 89.7% | West Lothian College | 77.5% | 1 | West Lothian College | 80.2% |
| 2 | Forth Valley College | 84.6% | Borders College | 76.9% | 2 | Ayrshire College | 71.5% |
| 3 | South Lanarkshire College | 83.0% | Ayrshire College | 75.8% | 3 | Dundee & Angus College | 69.2% |
| 4 | Dundee & Angus College | 80.6% | Edinburgh College | 75.1% | 4 | Dumfries & Galloway College | 68.6% |
| 5 | Glasgow Kelvin College | 77.6% | Dumfries & Galloway College | 74.0% | 5 | UHI Colleges | 68.0% |
| 6 | Dumfries &Galloway College | 76.5% | Dundee & Angus College | 73.6% | 6 | Glasgow Clyde College | 66.3% |
| 7 | Glasgow Clyde College | 75.8% | Glasgow Clyde College | 71.6% | 7 | Edinburgh College | 65.4% |
| 8 | Ayrshire College | 74.4% | Fife College | 71.4% | 8 | Borders College | 65.0% |
| | Scotland | 74.1% | South Lanarkshire College | 71.4% | 9 | Glasgow Kelvin College | 65.0% |
| 9 | North East Scotland College | 73.4% | Scotland | 71.3% | | Scotland | 64.1% |
| 10 | City of Glasgow College | 72.9% | City of Glasgow College | 70.9% | 10 | Fife College | 62.0% |
| 11 | Edinburgh College | 72.4% | UHI Colleges | 70.9% | 11 | Forth Valley College | 57.7% |
| 12 | UHI Colleges | 72.3% | North East Scotland College | 70.3% | 12 | West College Scotland | 57.4% |
| 13 | Fife College | 70.0% | Forth Valley College | 70.1% | 13 | City of Glasgow College | 56.8% |
| 14 | New College Lanarkshire | 69.0% | Glasgow Kelvin College | 67.7% | 14 | North East Scotland College | 56.3% |
| 15 | Borders College | 64.3% | New College Lanarkshire | 65.4% | 15 | South Lanarkshire College | 54.5% |
| 16 | West College Scotland | 62.7% | West College Scotland | 62.6% | 16 | New College Lanarkshire | 53.8% |
| | | | Newbattle Abbey College | 62.5% | | | |

**Agenda Item 11.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER G

# CURRICULUM & PARTNERSHIPS REPORT

# BOARD OF MANAGEMENT
# Learning, Teaching and Quality Committee
# Wednesday 2 September 2026
# Curriculum & Partnerships Report

***Paper G for noting***

**1. Recruitment 2026/27**

Full-time recruitment remains a key priority, with teams continuing to actively engage in recruitment activity. As at 24 August 2026, 4 580 unconditional offers had been accepted with 4 036 of the applicants completing the enrolment process (88%). Further selection activities are scheduled for late applicants, supported by a targeted marketing campaign focused on programmes where places remain available.

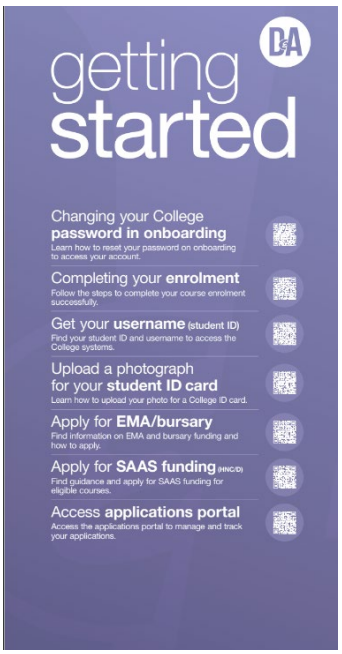
Despite positive progress with application to enrolment conversions, the College continues to experience a significant reduction in Higher National (HN) enrolments across all curriculum areas. A number of applicants have withdrawn following confirmation of university places, reflecting increased competition within the sector. This challenge has been amplified by the extensive range of programmes available through clearing at both local universities.

**2. Supporting Our Students**

Over 200 digital skills induction sessions will be delivered to course groups during the initial weeks of the academic year. The sessions ensure students can successfully access and navigate College systems, whilst also increasing awareness of the support services available throughout their time at college. This approach provides a positive start to the academic year, enhancing digital confidence, and ensures students know how to access help when required.

In addition, the **"Supporting Our Students"** staff hub has been created as a dedicated, centralised resource designed to support staff in effectively guiding and assisting students. All digital screens and MYD&A Life app will also promote the range of suppport available directly to students.






To support students requiring an enhanced transition into college, the LACE Team successfully delivered a summer engagement programme attended by more than 50 students. The programme focused on building confidence, developing social connections and preparing learners for college life through a range of team-building activities, outdoor learning experiences and creative workshops.

The initiative was fully funded through external partnership support, enabling participation at no cost to students and including the provision of a free lunch for all attendees. This additional support helped reduce potential barriers to engagement and contributed to a positive transition experience, strengthening learner confidence and readiness for the start of the academic year.





During the last academic session, the Student Services team completed a comprehensive review of student support provision, with a focus on improving outcomes, enhancing systems and processes, and ensuring the most effective use of available resources. As part of this work, several targeted pilot activities have been introduced in partnership with curriculum areas, including:

- **Animal Care (Arbroath):** assessment arrangements and in-class assistive technology support.
- **Social Science (Gardyne):** targeted mental health and resilience interventions.
- **Gateway to Trades Construction (Kingsway):** an enhanced support and guidance model.

Pre-entry engagement with students requiring support commenced in June as part of a proactive approach to ensuring students with an additional support need have support arrangements in place prior to the start of their studies.

### 3. Community Engagement

#### 3.1 Tackling Child Poverty

The College has recently been awarded funding to support the Scottish Government's Tackling Child Poverty Delivery Plan which aims to break the cycle of poverty by supporting parents and carers in low-income households to enter, sustain and progress in employment by providing college-based, employment-focused learning opportunities.

Three funding streams are open to parents/carers - Raising Income through Skills and Education (RISE), Training Access Fund (TAF) and new Flexible Workforce Development Fund (FWDF) which is aimed at business with employees who earn less than £33 000 per annum.

This funding will enable the college to design innovative courses and provide wraparound support to local people in our region, supporting them into employment.

### 3.2 Be A Farmer – Careers in Land Based Industries

The college recently hosted the Lantra Scotland **"Be a Farmer"** event, welcoming school pupils, career changers, careers advisers and employability practitioners from across the region to explore the breadth of careers within the agriculture and land-based sectors.

Delivered through interactive activities and employer engagement, the event showcased opportunities across areas including food production, animal care, agricultural technology and machinery. By providing direct engagement with industry professionals and practical experiences, the event promoted informed career choices, strengthened regional partnerships and supported the College's commitment to widening participation and developing future skills pipelines in key growth sectors.

### 3.3 ESOL – Green Roots Project



An innovative ESOL student demonstrated outstanding initiative and community leadership through the development of the Green Roots Project, transforming a neglected community garden into a thriving shared space with the support of fellow ESOL students. Originating as part of an ESOL coursework project, the initiative combined language learning with volunteering, partnership working and practical skills development, engaging more than 20 student volunteers.

The project has delivered significant social impact by improving the local environment, strengthening community connections and enhancing learners' confidence, communication and employability skills. In recognition of her contribution, the student received both the **Volunteer of the Year Award and an Outstanding Commitment Award** at the College's 2026 Prizegiving Ceremony.

## 4. 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.

### 4.1 Exploring Skills, Careers and College Life: Future Talent Tasters 2025/26

A total of 2 094 pupils from secondary schools across Angus (1 095 pupils), Aberdeenshire (199 pupils) and Dundee (800 pupils) participated in Future Talent Taster Days at Arbroath and Kingsway Campuses. The programme provided pupils with a one-day introduction to college life and learning through a range of interactive, interdisciplinary activities.

Throughout the day, pupils rotated through a series of immersive challenges designed to showcase the breadth of college learning and future career opportunities. Activities ranged from engineering and construction tasks, including virtual welding, electrical circuits, hydraulic systems and renewable energy challenges, to collaborative escape-room style experiences that blended hospitality, computing, creative industries, hair and beauty, and art and design. Pupils also took part in active health and wellbeing activities, exploring sport, fitness and care-related professions through practical exercises such as monitoring blood pressure and working in teams to solve problems. The programme emphasised hands-on participation, encouraging learners to develop

communication, teamwork, critical thinking and problem-solving skills while gaining a realistic insight into studying at college and the diverse pathways available.

Feedback was overwhelmingly positive, with pupils and staff valuing the hands-on, practical nature of the experience and successfully increased awareness of college opportunities, with most pupils reporting a better understanding of courses, facilities and post-school pathways. One pupil commented*, "I appreciated the fact that we got the chance to go around and have the day to do certain activities."*



Future enhancements will focus on increasing practical engagement, providing greater choice of subject areas, refining timetabling arrangements, and strengthening evaluation of longer-term learner progression outcomes. School staff described the experience as *"a very valuable experience and well worth the day",* noting that staff were *"fantastic, friendly and very helpful"* in supporting pupils.

**4.2 Art Exhibition 2025**

The art exhibition 2025 provided an opportunity for students across a range of Art & Design disciplines to professionally showcase their work to peers, staff, industry partners and the wider community. The exhibition featured a diverse collection of student created garments from Textiles, storyboards and concept art from Computer Arts & Design, photography portfolios, and creative works from Contemporary Art Practice, demonstrating the breadth of talent, technical ability and creative innovation across the curriculum.

By curating and exhibiting their work within a public facing exhibition, students gained valuable experience of presenting creative outcomes in a professional context, developing confidence, communication skills and an understanding of industry expectations. The exhibition celebrated learner achievement while strengthening the profile of the College's creative industries provision and highlighting the impact of project-based learning in developing creativity, technical expertise and employability skills.



### 4.3 From Competition to Customer Service

Patisserie and Confectionery students demonstrated their technical, creative and professional skills through a 5-week afternoon tea competition, in which they designed, prepared and delivered themed afternoon tea experiences. Judged by industry representatives from the **Bakers Trade of Dundee**, the competition provided valuable employer feedback and strengthened links between curriculum delivery and industry expectations.

Building on this practical learning experience, students also applied their skills by delivering a fundraising afternoon tea event in support of **Kingspark School.** This provided an authentic commercial environment in which students developed customer service, teamwork and event management skills, while contributing positively to the local community.

Together, these activities demonstrate the value of experiential learning in developing technical competence, professionalism and employability skills.







## 5. Enhancing Learning, Teaching and Asessment

### 5.1 Development and Roll out of Institution Led Quality Review (ILQR)

As noted in the May 2026 update, as part of the Tertiary Quality Enhancement Framework (TQEF), the Institution-Led Quality Review (ILQR) process requires all colleges and universities to undertake a structured evaluation of their curriculum areas and support services on a rolling six-year cycle.

The Institution Led Quality Review (ILQR) arrangements were piloted across three curriculum teams in session 2025/26 - Social Science; Science Land and Animals; and Computing and Creative Media.

The pilots were used to help co-create the methodology and quality process used for ILQR activities, incorporating feedback from the review team members and reviewed teams involved.

Each ILQR was undertaken over a 4-week period, requiring input of c4 days from review team members.  ILQR arrangements involved detailed review of the extensive 5-year trend data on student recruitment, retention, outcomes, progression and satisfaction. This was combined with professional dialogue with students and staff and review of complaints, external verification reports and a range of other information.

Detailed reports have been developed from each ILQR, including the identification of areas for development and areas of good practice for sharing on a wider basis. To support transparency, these reports are available to any member of staff.

Three further curriculum ILQRs are planned in session 2026/27 covering **Business; Building Services; and Essential Skills**. The curriculum team reviews will follow a standardised format based on the pilot work undertaken.

Professional service ILQR arrangements will be piloted during 2026/27 and will be approached on a themed basis. Each theme links directly into elements of the TQEF quality framework and the future themes and plans will ensure that all Professional Service Teams are engaged in ILQR on a rolling basis.

The Professional Service Theme for 2026/27, noted below, is scheduled for early 2027.

**Theme 1: 2026/2027 – Developing Staff Skills and Enhancing the Quality of Learning, Teaching & Services**

- Recruitment, Selection & Induction for New & Promoted staff
- Teacher Training Pathways
- Engagement with Professional Standards and Professional Body (e.g. GTCS) and Academic Standards Requirements
- Identification and Meeting Professional Development Needs
- Development to enhance the quality of Learning, Teaching & Assessment
- Development to enhance the quality of Professional Services
- Industry specific skills and currency
- Arrangements, skills and engagement in professional reflection / evaluative practice

Future Professional Service ILQR themes will cover the following themes.

- Theme 2: 2027/2028 – Arrangements and Processes to Support Seamless Student Transitions
- Theme 3: 2028/2029 – Aligning Service Delivery to Curriculum, Student and College needs

### 5.2 Rossie partnership

Rossie Young People's Trust, in partnership with the college, is establishing Scotland's first on-site Skills Academy for care-experienced young people. Opening in August 2026, the Academy will provide vocational learning opportunities for young people aged 16-19 within Rossie's therapeutic environment, helping to improve engagement, develop skills and support progression into employment, training and further education.

The Academy will offer practical training across a range of vocational areas, including plumbing, painting and decorating, joinery and IT, alongside the development of essential employability and independent living skills. Through small-group delivery, integrated core skills and tailored progression pathways, the model is designed to build confidence, resilience and self-belief, while equipping young people with the communication, numeracy, health and safety, and teamwork skills required for successful transitions into adulthood. The facility will also include a fully equipped training kitchen to support independent living and employability outcomes.

This initiative aligns closely with the ambitions of *The Promise* and the *Children (Care and Justice) (Scotland) Act 2024*, reflecting a commitment to rights-based, trauma-informed and relationship-centred practice. As a first-of-its-kind provision in Scotland, the Skills Academy has the potential to become a national exemplar, improving outcomes for care-experienced young people and increasing their opportunities to secure and sustain positive destinations.

## 6. Celebrating Success

### 6.1 Student Success

A range of graduation and celebration events took place at the end of last session recognising the achievements of students across professional, employability and supported learning pathways, highlighting the positive impact of partnership working and high-quality learning experiences.

Students who successfully completed the DFN Project SEARCH programme, delivered in partnership with NHS Tayside and the Dundee Health and Social Care Partnership, were celebrated. The programme will be adapted and relaunched as **Aspiring Futures** in session 2026/27 and will continue to support young adults with learning disabilities and autistic learners to transition successfully into employment.

Students also graduated from the **CECA Scotland Academy** following an intensive programme of work-based learning and employer engagement, while the **ESOL** graduation ceremony celebrated the achievements and resilience of learners from diverse backgrounds as they progressed in their educational and employment journeys.

The College also continued its valued partnership with **Kingspark School** through participation in the school's Summer Prizegiving, recognising learner achievement and supporting progression opportunities for young people with complex additional support needs.

The **Sport and Leisure Employability Academy** concluded with a celebration event recognising the achievements of 14 participants who completed a programme combining industry recognised qualifications, practical learning and employability skills. Alongside developing sector specific knowledge, participants gained experience in coaching, inclusion and customer service, while building the confidence and skills needed to progress into employment or further study.

These successes highlight the College's commitment to inclusion, progression and employability.



### 6.2 Staff Success

Allan Smith, Lecturer in ELTT, alongside the wider ESOL and Learner & Community Engagement teams, was recognised nationally as the college sector winner of **The Herald Saroj Lal Award for a Pioneering Spirit in Equality and Diversity 2026**. The award recognises educators who have gone above and beyond to promote equality, diversity and inclusion, with judges highlighting the team's commitment to challenging barriers, supporting inclusion and creating a welcoming learning environment for diverse communities. This achievement reflects the College's continued commitment to widening access, social inclusion and learner success.




### 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

**Agenda Item 12.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER H

# STRATEGIC RISK REGISTER

# BOARD OF MANAGEMENT

## Learning, Teaching & Quality Committee

## Wednesday 2 September 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 September 2026 Strategic Risk Register is enclosed, with no changes proposed for the risks allocated to the Learning, Teaching & 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 September 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<br>• Effective environmental scanning<br>• Strong partnerships<br>• Clear links between strategy and practice<br>• Concerted demands for increased activity levels | 4 | 1 | 4 ↔ | • Robust monitoring via OF&AM Framework<br>• Clear performance metrics<br>• Amendment of strategic direction/ plans<br>• 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<br>• Negotiation/influence at national level | 4 | 2 | 8 ↔ | • Review of changes and amendment of strategic direction/plans<br>• 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:<br>• Ability of the College to meet key regional strategies/objectives<br>• Financial loss or unmanageable financial risk<br>• Reputational loss | 4 | 3 | 12 | • Effective project/activity management in place<br>• Clear governance structures<br>• Project/initiative finances clearly incorporated within College financial strategy and plans<br>• End of project and exit/contingency planning | 3 | 2 | 6 ↔ | • Regular project updates at Executive/Board level<br>• Monitoring of project activities, plans and outcomes<br>• Clear Project Management arrangements in place<br>• Budget reporting and management | Principal, VPCP |

**Key to Risk Estimation/Score based on scale of 1 – 5 for impact/likelihood: Blue** (1-3) = Minor Risk, Green (4 – 8) = Moderate 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 | | 1 | Routine | Remote |
| | SLT | Senior Leadership Team | DirC&A | Directors of Curriculum & Attainment | | 2 | Minor | Unlikely |
| | Board | Board of Management | DirSE | Director of Student Experience | | 3 | Significant | Possible |
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| | VPCP | Vice Principal Curriculum & Partnerships | HoE | Head of Estates | | 5 | Critical | Very Likely |
| | DirInf | Director of Infrastructure | Chair | Chair of the Board of Management | | | | |

| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS: Risks | Impact | Likelihood | Score | TREATMENT: Mitigation Actions | POST MITIGATION EVALUATION: Impact | Likelihood | Score | Monitoring | Lead Responsibility |
|---|---|---|---|---|---|---|---|---|---|---|
| **1 Strategic and Structural (cont)** | | | | | | | | | | |
| **1.4 Board** | College disadvantaged as a result of changes arising from major national educational body reviews: SFC, QAS, QAA, EdS | 3 | 3 | 9 | • Negotiation/influence at national level<br>• Review of activities/ projects and response to new opportunities | 3 | 1 | 3 ↔ | • Robust monitoring via OA<br>• Amendment of strategic direction/ plans<br>• 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<br>• Multiple strands of activity/action<br>• Embedding sustainable practices in normal activity and ways of working<br>• Clear links between strategy and practice<br>• Planned investment in carbon reduction<br>• Sustainable procurement | 3 | 2 | 6 ↔ | • Robust monitoring and reporting of CEAP at SLT and Board level<br>• Clear performance metrics<br>• Amendment of strategic direction/ plans<br>• Monitoring of scope 3 emissions<br>• Monitoring and Reporting on progress within annual accounts | VPSO, DirInf, HoE |

**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.

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|---|---|---|---|---|---|---|---|
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| | DirInf | Director of Infrastructure | Chair | Chair of the Board of Management | | | |

| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS | | | | TREATMENT | POST MITIGATION EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Responsibility |
| **2 Financial** | | | | | | | | | | |
| **2.1** **F&I** | Change in Funding Body and/or Funding Methodology and Allocation – Reduction or restriction in Funding | 3 | 4 | 12 | • Negotiation/influence at national level<br>• Contingency plans for amended funding levels or requirements | 3 | 2 | 8 ↔ | • Advance modelling of new funding requirements, methodologies, and allocations<br>• Monitoring impact of changes<br>• Amendment of strategic or operational direction / plans<br>• 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<br>• Input to create sector 'flexibilities'<br>• Robust annual budget-setting and multi-year financial strategic planning<br>• Effective budgetary control<br>• Where required, swift action to implement savings<br>• Clear Financial Strategy in place with documented and monitored assumptions | 4 | 4 | 16 ↔ | • Monthly monitoring of budgets<br>• Regular review of financial strategy and non-core income sensitivity<br>• Effective use of sector 'flexibilities' to support sustainability<br>• Amendment of strategic priorities and timing to align with funding levels<br>• Review and amendment of activity and budget planning to address over/under performance against activity (credit) target<br>• Detailed monitoring of savings programmes<br>• Detailed monitoring & management of CDEL/RDEL risks | 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.

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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 |
| **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<br>• Management of staffing expenditures | 4 | 3 | 12 ↔ | • Expenditure modelling<br>• On-going discussions with staff<br>• Financial strategy sensitivities<br>• Workforce planning | VPSO |
| **2.4** **A&R** | Financial Fraud | 3 | 3 | 9 | • Strong financial controls: segregation of duties and review of transactions.<br>• Review of impact of any changes in structure or duties<br>• Whistleblowing arrangements | 2 | 2 | 4 ↔ | • Continuous review of financial controls<br>• 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<br>• 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<br>• Lobbying of SFC on capital and backlog maintenance funding<br>• Planning for D&A Foundation bids | 4 | 3 | 12 ↔ | • Monitoring of capital plans and expenditures<br>• Regular review of capital plans/timescales relative to funds | 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.

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

| | 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<br>• Appropriate zero based budgeting in place<br>• Regular, timeous and accurate budget monitoring<br>• Effective audit planning and completion | 3 | 2 | 6 ↔ | • Regular review of financial priorities to align / realign with available funds<br>• Comprehensive monitoring and reporting of all finances<br>• 'Real time' budget and data analysis underpins decision making<br>• Effective audit planning and completion | VPSO DirFin |

**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 |
|---|---|---|---|---|---|---|---|
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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** |
| **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<br>• Continuous self-evaluation and action planning<br>• Rigorous CPD arrangements in place<br>• Regular classroom observation and learner feedback arrangements | 2 | 2 | 4 ↔ | • Comprehensive monitoring of key PIs and student/staff feedback<br>• Regular Stop and Review events<br>• External review and validation findings<br>• 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<br>• Effective environmental scanning<br>• Strong partnerships<br>• Clear links between strategy and practice<br>• Concerted demands for increased activity levels | 2 | 2 | 4 ↔ | • Effective internal monitoring/review/verification arrangements<br>• 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<br>• Positive Union relations and staff communication<br>• Effective management development programmes | 3 | 2 | 6 ↔ | • Monitoring and reporting in key areas – eg H&S, equalities, employee engagement<br>• Continuous professional development<br>• Internal audit programme<br>• Staff surveys | Prin, VPSO, HoE |

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

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|---|---|---|---|---|---|---|---|
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| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS | | | | TREATMENT | POST MITIGATION EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Lead Responsibility |
| **3 People and Performance (cont.)** | | | | | | | | | | |
| **3.4 P,C&W** | Failure to meet the aspirational standards in respect of the health, safety, wellbeing and development of staff and students | 4 | 4 | 16<br>12 | • Clear and proactive approaches to managing and promoting health, safety, and wellbeing<br>• Continuous self-evaluation and action planning<br>• Rigorous CPD arrangements in place<br>• Regular staff and learner feedback arrangements | 3 | 2 | 6 ↔ | • Regular employee engagement monitoring<br>• Open communication with staff<br>• Comprehensive monitoring of key PIs and student/staff feedback<br>• Regular union/management dialogue | VPSO |
| **3.5 Board** | Reputational Risk – Loss of reputation with key stakeholders | 4 | 2 | 8 | • Marketing strategy<br>• Reputation plan<br>• Positive marketing approaches | 3 | 2 | 6 ↔ | • Stakeholder engagement<br>• 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<br>• Management of bargaining outcomes and implementation | 4 | 3 | 12 ↔ | • Positive union relations and staff communication<br>• On-going discussions with staff<br>• Innovation in approaches | VPSO, VPC&A |

**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 | | | |
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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.) | | | | | | | | | | |
| **3.7** **P,C&W** | Industrial Relations Problems (including industrial action) | 4 | 5 | 20 | • Adherence to legislative and good practice requirements<br>• Positive Union relations and staff communication<br>• Effective management development programmes<br>• Industrial action continuity planning | 4 | 2 | 8 ↔ | • Regular union/management dialogue<br>• Regular employee engagement monitoring<br>• Open communication with staff<br>• Industrial action continuity planning | VPSO |
| **3.8** **A&R** | Significant Breach of data security / data protection | 5 | 4 | 20 | • Effective management of GDPR compliance<br>• Mandatory staff CPD and awareness raising on data protection (relative to role)<br>• Awareness and monitoring of risks associated with Artificial Intelligence | 4 | 2 | 8 ↔ | • Active data protection monitoring and auditing<br>• Effective information and data security policies in operation<br>• Regular data security monitoring/testing<br>• GDPR Action Plan<br>• Staff CPD<br>• AI awareness and CPD | VPCP, DirInf |
| **3.9** **P,C&W** | Failure to meet Prevent and related obligations | 5 | 3 | 15 | • Prevent training<br>• Staff awareness and contingency planning<br>• Engagement/practice sharing with local agencies | 5 | 1 | 5 ↔ | • Business Continuity Plan including scenario testing<br>• Information sharing with local agencies | VPCP, 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.

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| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS: Risks | Impact | Likelihood | Score | TREATMENT: Mitigation Actions | POST MITIGATION EVALUATION: Impact | Likelihood | Score | Monitoring | Lead Responsibility |
|---|---|---|---|---|---|---|---|---|---|---|
| **3 People and Performance (cont.)** | | | | | | | | | | |
| **3.10**<br>**P,C&W** | College arrangements do not minimise risk associated with Modern Slavery | 4 | 2 | 8 | • Clear and compliant procurement arrangements and procedures<br>• Staff identity checking arrangements and use of PVG. | 3 | 1 | 3 ↔ | • Annual procurement monitoring/reporting<br>• Regular employee engagement monitoring<br>• Open communication with staff | VPCP, VPSO |
| **3.11**<br>**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<br>• Maintenance of COVID-19 good practice approaches to inform future use<br>• Effective business continuity planning in place | 4 | 2 | 8 ↔ | • Pandemic readiness / response included in business continuity plan reviews and testing<br>• COVID/Pandemic Response Group in place<br>• Active monitoring and rapid adoption of pandemic guidance / control measures | Principal |

**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.

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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.) | | | | | | | | | | |
| **3.12**<br><br>**P,C&W** | Failure to attract, engage, retain or develop appropriately qualified staff. | 4 | 3 | 12 | • Clear People Strategy and Workforce Planning in place<br>• Positive Union relations and staff communication<br>• Effective management development & CPD programmes<br>• Positive recruitment approaches and monitoring<br>• Regular staff engagement surveys & actions | 4 | 1 | 4<br>↔ | • Absence & turnover monitoring<br>• Exit interviews<br>• Regular staff surveys & survey responding<br>• Monitoring and responding to staff concerns, union issues and employee relations concerns<br>• Regular staff engagement surveys & actions | VPSO |

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| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS | | | | TREATMENT | POST MITIGATION EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Responsibility |
| **4 Infrastructure** | | | | | | | | | | |
| **4.1** **A&R** | Major Disasters – eg Fire, MIS Failure, Failure of Emergency Procedures, RAAC or similar infrastructure failure | 5 | 3 | 15 | • Sound systems of administration<br>• Clear fire and disaster recovery arrangements<br>• Staff CPD<br>• 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<br>• Effective management of ICT arrangements<br>• Clear investment plan | 3 | 2 | 6 ↔ | • Regular review/reporting on milestones, systems effectiveness etc<br>• 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<br>• Active ICT/data security monitoring and cyber security policy<br>• Awareness and monitoring of risks associated with Artificial Intelligence | 4 | 2 | 8 ↔ | • Staff CPD on cyber security issues<br>• Regular security monitoring/testing<br>• Cyber resilience plan<br>• Awareness and monitoring of AI risks & risk sophistication | VPSO, DirInf |

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|---|---|---|---|---|---|---|---|---|
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| Risk Number & Committee | POTENTIAL CONTRIBUTING FACTORS | | | | TREATMENT | POST MITIGATION EVALUATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Risks | Impact | Likelihood | Score | Mitigation Actions | Impact | Likelihood | Score | Monitoring | Responsibility |
| **4 Infrastructure (cont)** | | | | | | | | | | |
| **4.4 A&R** | ICT infrastructure fails to support effective data security / data protection | 5 | 3 | 15 | • Effective infrastructure and systems design and implementation<br>• Effective management of ICT arrangements and GDPR compliance<br>• Awareness and monitoring of risks associated with Artificial Intelligence | 4 | 2 | 8 ↔ | • Active data protection monitoring and auditing<br>• Effective information and data security policies in operation<br>• Regular data security monitoring/testing<br>• 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<br>• Multi-year estates strategy and capital planning<br>• Lobbying of SG and SFC on capital and backlog maintenance funding<br>• Identification of alternative funding routes<br>• Planning for D&A Foundation bids | 4 | 4 | 16 ↔ | • Lobbying of SG, SFC and UK Gov on campus vision and needs<br>• Prioritisation of capital plans and expenditures<br>• Regular review of capital plans/timescales relative to funds | Principal VPSO |

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**Agenda Item 13.0**

# Learning, Teaching and Quality Committee

## Wednesday 2 September 2026

## PAPER I

## LT&Q METRICS

# BOARD OF MANAGEMENT

## Learning, Teaching and Quality Committee
## Tuesday 2 September 2026

## Learning, Teaching and Quality Committee Metrics

***Paper for noting***

### 1. Introduction

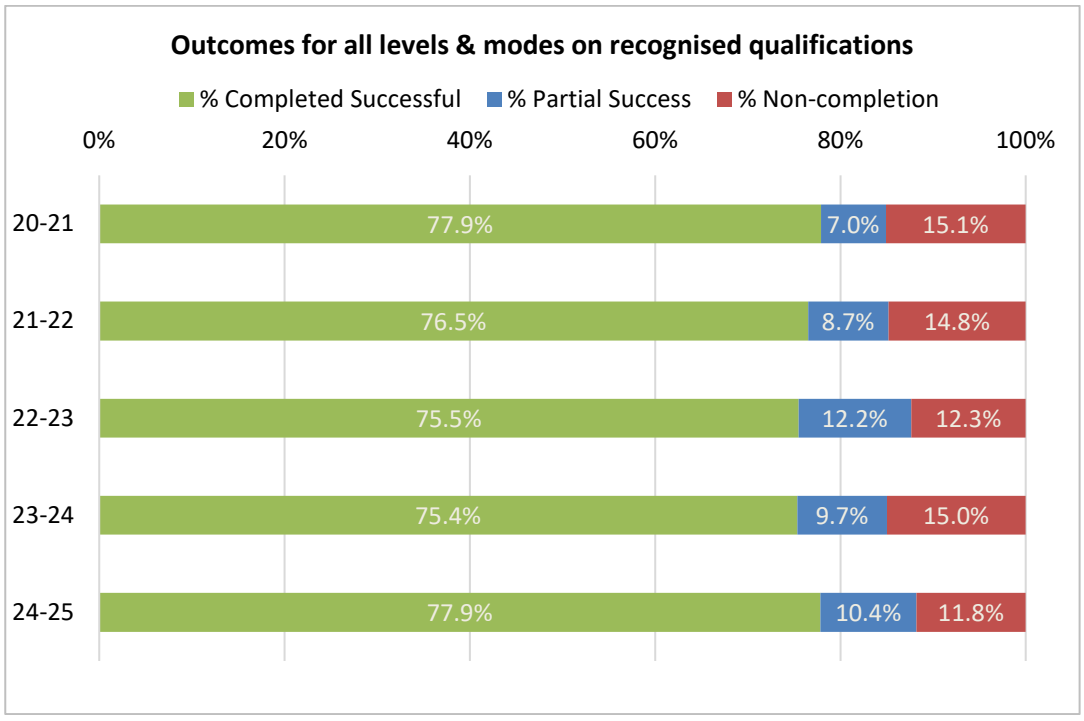
The following paper outlines a range of standard LT&Q metrics/statistical data which are presented to Committee on a rolling quarterly and annual basis.

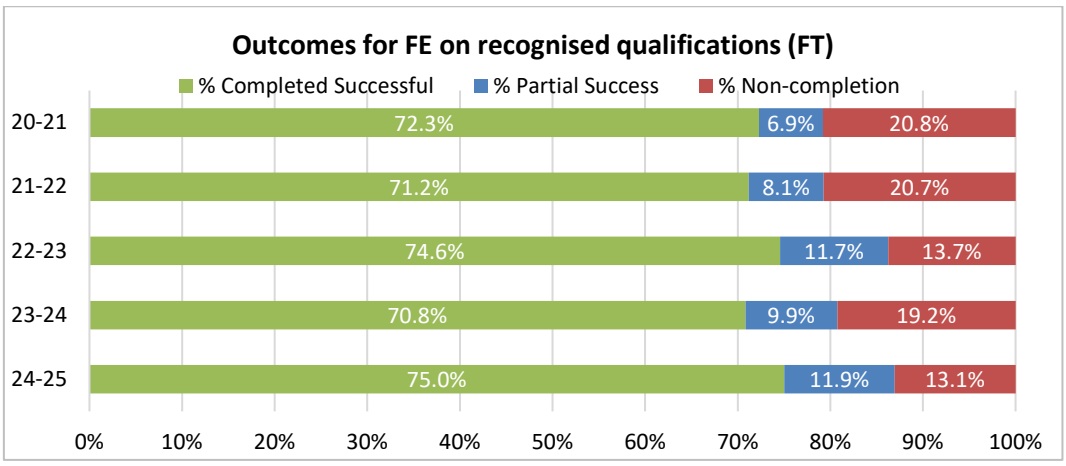
The template is designed to give Board members an easy-to-read picture of the College's core quality and related information. Sections in the paper can be expanded or amended as necessary, if at any stage Committee members felt that trends or outcomes warranted further consideration at Board level.

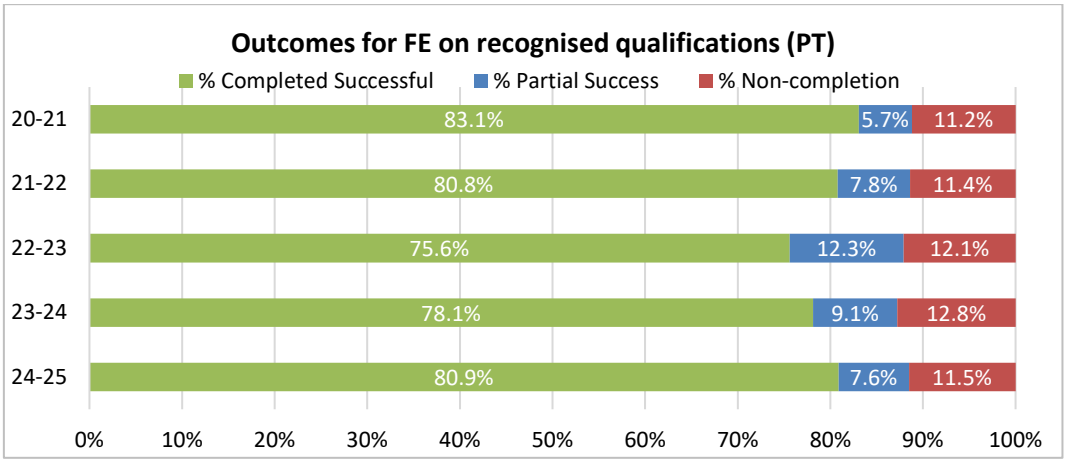
Some of the information is presented as an annual figure and will detail comparisons with previous years. This is of particular importance in identifying trends in Performance Indicators and other annual outcomes.

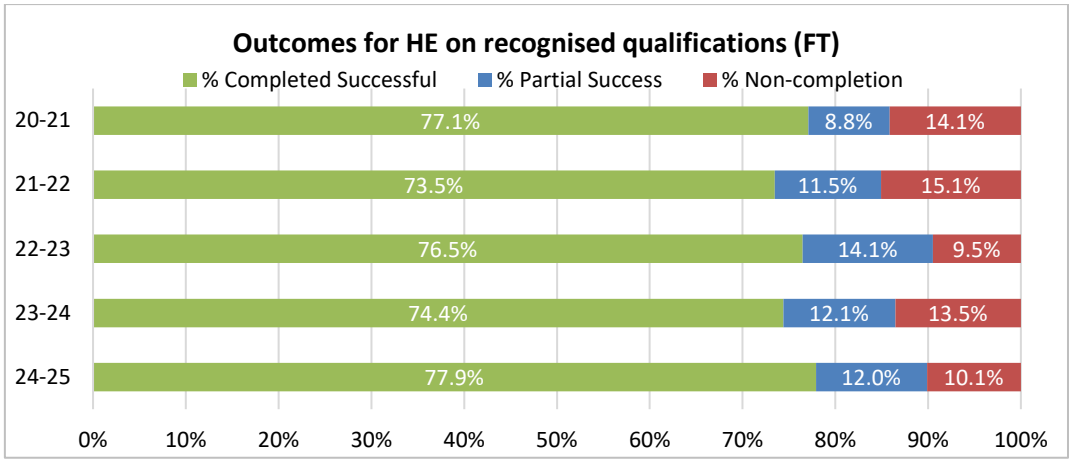
Other data will be presented on a quarterly basis and taken as a snapshot of the status at that point in time.

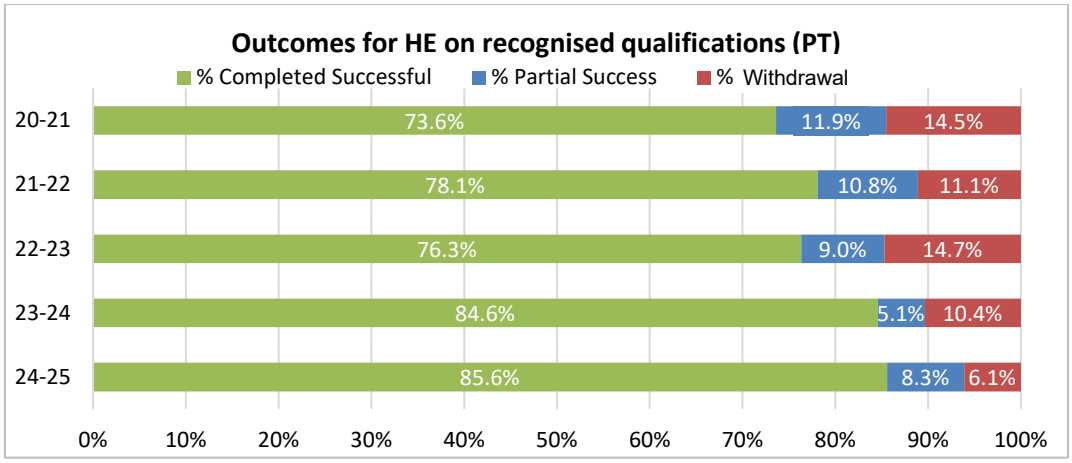
### 2. LT&Q Metrics




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%

| | 2024/25 | | 2025/26 | |
|---|---|---|---|---|
| | **FE** | **HE** | **FE** | **HE** |
| D&A student satisfaction score arising from the National SFC Learner Early Experience Survey | 98% | 96.8% | 90% | 88% |
| National SFC Learner Early Experience Survey Score | 95.2% | 93% | - | - |

**Publication of the SFC Student Satisfaction and Engagement Survey 2025-26 is due in October 2026.**

| | **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% | 90% |

| | **2022/23** | **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%** |

**Publication of the 2024/25 SFC Articulation Dashboard is due in November 2026.**

| | 2023/24 | 2024/25 | 2025/26 |
|---|---|---|---|
| SFC Core Credit Target | 98,307 | 98,307 | 98,307 |
| SFC Additional Credit Target | | | |
| Total Credit Outturn | 100,791 | 98,049 | 98,217 |
| 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** | 12,831 | 7,731 | 5,281 |
| **Part-Time Programmes** | 1,051 | 975 | 410 |

*Credit Target – 98,307*

**Session 25/26 Credits by Programme Modes of Study - Summary**

| Mode | Programmes | 23/24 Credits | 24/25 Credits | 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.

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**Executive Sponsor:** Steve Taylor, Vice Principal People & Performance