

Board of Management

Learning, Teaching & Student Experience Committee

Date of Meeting	Tuesday 19 May 2026
Paper No.	LTSEC4-G
Agenda Item	3.5
Subject of Paper	Learning, Teaching and Student Experience Update
FOISA Status	Disclosable
Primary Contact	Siobhan Wilson Vice Principal Student Experience Derek Robertson Director of Student Experience
Date of production	11th May 2026
Action	For Discussion

1. Recommendations

- 1.1.** The purpose of this paper is to provide an update on progress on Learning, Teaching and Student Experience.

2. Consultation

- 2.1.** The contents and substance of the paper have been developed, discussed and reviewed with the Student Experience Group of Deans of Faculty, Director of Student Experience and Director of Excellence.

3. Key Insights

- 3.1.** The Board has the responsibility of setting the strategic direction of the College. The College's [Strategic Plan 2021-30](#) outlines our commitment to Let Learning Flourish through the inspiration, excellence and innovation of our leading teaching methods and world-class facilities. Our first and second strategic priorities, shown below, are focused on students:

1: To be an inspirational place of learning.

2: To enable individuals to excel and realise their full potential.

- 3.2.** The following sections highlight key Learning, Teaching and Student Experience updates and developments:

4. Impact and Implications

- 4.1.** The activities and information presented in this paper have a direct impact on the student experience, the continued assurance and enhancement of the quality of the College's provision and the delivery of the SAES.

Appendix 1: LTSEC Update

Learning, Teaching and Student Experience Update: May 2026

Student Recruitment

Applications

- 1st choice applications have increased by 10% on same period last year.
- Total offers are also up 2% up on same period last year
- % offers v enrolment target is 109%
- 61% of students with an Unconditional offer have so far pre-enrolled.

This is down by 10% since same period last year and reflects more conditional offers made this year compared to last year.

Although applications and offers continue to increase there remain some risks in achieving recruitment targets. We are aware that universities are continuing to lower their entry criteria.

57% of offers made are conditional and will not be confirmed until mid August, slightly higher than 53% last year.

Pre-enrolments are down 10% and our admissions team are focussing on pursuing applicants to pre enrol and monitor pre-enrolments.

Results

The performance data presented below reflects Semester 1 outcomes only. The academic year is still in progress, and Semester 2 results are not yet available, meaning the overall position will continue to evolve. Curriculum teams are actively working with students who have recorded failed results, but who remain enrolled, with the aim of supporting progression and converting fails into passes wherever possible.

Category	CS %	Fail %	Missing %
FTHE	77.5%	16.1%	6.4%
FTFE	68.0%	23.0%	8.7%
PTHE	75.9%	9.5%	14.6%
PTFE	87.4%	8.7%	3.9%

Comparison to 24/25

Performance Indicator	FE 24/25	FE 25/26	HE 24/25	HE 25/26
Early Withdrawal	5.4%	4.7%	3.1%	2.2%
Further Withdrawal	19.4%	15.6%	13.9%	10.4%
Complete Success	63.4%	—	71.6%	—

The College's focus remains on:

- Targeted student support to improve attainment and convert fails into passes
- Monitoring in-year progress to ensure timely intervention
- Maintaining momentum to the end of Semester 2, where final outcomes will provide a more reliable picture of performance.

Curriculum Assessment Boards

As part of the College's response to the Quality Assurance Agency peer review and the associated internal risk assessment, work has progressed to strengthen the consistency and robustness of assessment governance across Faculties. A key element of this work is the continued roll-out of Curriculum Assessment Boards, building on the pilots undertaken in 2023/24 and 2024/25.

To support this, all Curriculum Assessment Boards for the current academic year have now been scheduled for June. This provides a clear and coordinated timeline for curriculum teams to collectively review and confirm and record student results. The June schedule also aligns with the College's commitment to improving the accuracy, transparency and timeliness of resulting, and to strengthening communication with students regarding assessment outcomes. The communication to students is now automated following the curriculum team confirming the result.

This structured approach will support greater coherence across Faculties, ensure alignment with sector expectations, and reinforce the College's focus on compassionate, consistent and student centred assessment practice.

Student Transition and Induction 2025-26

Plans are in place for AY 26/27. The Welcome Week, beginning 12th August, schedule has been published and shared with all curriculum areas. The Student Transitions and Induction Team are having regular planning meetings to ensure continuous improvement using a lessons learned approach from previous years.

IT Support

Every year, the College experiences a high volume of IT support requests, predominantly relating to login and password access. To address this, a dedicated IT support space was established on the 2nd floor, enabling students, particularly new entrants, to receive immediate assistance without needing to visit the 4th-floor Helpdesk.

This intervention proved highly effective in reducing congestion, improving response times and enhancing the overall student experience. Given its success, the College is continuing with the dedicated 2nd floor IT support area for the induction period with staff scheduled on a rota to help throughout key periods. This approach ensures that common access issues can be resolved quickly and locally, while allowing the central IT Helpdesk to focus on more complex technical queries.

Student Experience Survey 2025/26

The College has achieved its **highest ever response rate** in the Student Experience Survey, reflecting sustained effort across teams to promote participation and ensure student voices are captured at scale.

Response Rate

The 2025/26 response rate reached 67.26%, an increase of 9 percentage points on 2024/25 and the highest recorded by the College. A total of 5,989 students completed the survey, representing 730 more respondents than last year. Early indications suggest this may also be the highest response rate recorded nationally since the survey's introduction.

Student Satisfaction

Overall student satisfaction stands at 93%, with all Faculties reporting satisfaction levels above 90%. This equates to 5,575 students expressing satisfaction with their College experience, an increase of 344 students compared with last year.

Areas for Further Analysis

While the results are highly positive, the College is undertaking a detailed analysis of free-text comments to identify areas requiring improvement. Initial findings indicate pockets of dissatisfaction relating to learning and teaching, reinforcing the need for

continued investment in the Learning and Teaching Academy (LTA) and associated improvement projects, such as the current FE Outcomes Project.

This analysis will inform targeted actions to ensure that improvements in satisfaction are sustained and that areas of concern are addressed systematically.