Southern Regional College

College Development Plan 2025-2026

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1. EXECUTIVE SUMMARY

This College Development Plan (CDP) sets out the activity to be undertaken by Southern Regional College (the College) for the 2025-26 Academic Year and has been endorsed by the College's Governing Body.

Legal Status

Northern Ireland Further Education (FE) colleges are required, under Article 20 of the Further Education (Northern Ireland) Order 1997, to produce and publish development plans (College Development Plans).

The six FE colleges (collectively the FE sector) are Non-Departmental Public Bodies (NDPB) and a key delivery arm of the Department for the Economy (DfE). The FE sector is unique in that it has a dual mandate, taking a pivotal role in generating a strong and vibrant economy through the development of professional and technical skills, increasingly at higher levels, and by helping employers to innovate; and supporting social inclusion by providing those with low or no qualifications, or who have other barriers to learning, with the skills and qualifications needed to find employment and to become economically active.

The Further Education sector is the main provider of professional and technical education and training in Northern Ireland and has a key role to play in raising the skill levels in the region and in supporting the Minister for the Economy's Economic Priorities of Regional Balance, Good Jobs, Decarbonisation, and Increased productivity.

The College is one of the largest education providers in NI and has a strong local and national reputation and maintaining a quality brand is essential for the College's success in attracting students and positively developing external relationships, and is well placed to provide learners, employers, and the local community with a wide range of education and training opportunities, delivering outstanding quality in teaching, training, and business support, not just within Northern Ireland but nationally and internationally.

The College has developed the six strategic priorities to support our vision mission and values, which are delivered through an annual action plan and set out the practical means through which we will create an entrepreneurial, creative environment where all our staff, students and clients are encouraged and supported to fulfil their potential.

1. To ensure the provision of a relevant and meaningful curriculum to promote a high-quality learning experience.
2. To be a valued partner delivering outstanding support to local business/communities supporting the local regional economy.
3. To have Inspired People and Organisation Development.
4. To continue to provide effective corporate Governance and ensure that the College operates within a robust system of internal control and financial management.
5. To ensure the provision of a safe and stimulating environment.
6. To secure diversity in income and sustain development.

The College seeks to help establish a context of progressive and effective management and help build an appropriate working and learning environment for the community that we serve. Students are treated as mature individuals and are encouraged to take responsibility for their learning experience and to play an active role in decisions that affect them.

The future demand for skills is particularly relevant to Colleges across Northern Ireland as the NI skills barometer[1] highlights that delivering on Northern Ireland's economic potential will require a significant uplift in the number of people undertaking professional and technical qualifications.

The College aims to address three important areas through its curriculum offering and business support activities:

- economic development through the provision of courses designed to meet the needs of the local and regional economy particularly in priority sectors;
- personal development through opportunities for further study and learning at all levels in preparation for working life and into retirement; and
- social development, allowing people from different community backgrounds to participate on a wide range of courses at all levels.

It is in this context the College has developed an action plan for 2025-26, that will include the continued delivery of apprenticeships at Level 2 and Level 3 and will be progressing an application for funding under AppsNI'25. The College will support the delivery of SfLW through its partnership with the Clanrye Group.

To fulfil the requirements of the Partnership agreement between the Department for the Economy and Southern Regional College (01/02/2024), regular updates will be presented to the Governing Body throughout the academic year in order to enable the Governing Body to ensure that effective controls are in place to provide assurance over the accuracy and reliability of all College data used in the assessment of College performance against College Development Plans. Per the Partnership agreement, once approved by the Department, it

will be the GB of the College that primarily holds the Principal/Chief Executive to account for delivery and performance.

The College will continue to provide monthly Consolidated Data Return (CDR) extractions from the student record system to the Department. Additionally, the College will provide performance updates to the Department as at November 2025, March 2026 and an out-turn report in October 2026, the performance updates will be reconciled to the relevant CDR.

The College aims to increase its student numbers from the 2023-24 position in the plan outlined under 2.1.

2. STRATEGIC CONTEXT

Executive's draft PfG Outcomes Framework

Programme for Government 2024-2027: Doing What Matters Most

Grow a Globally Competitive Economy
Proposed Action: Through a series of multi–million-pound committed investments, we will make this a more vibrant and inclusive place to live, work, invest and visit. Central to every part of our plan for a globally competitive and sustainable economy will be employers and workers. Supporting them to build the skills needed both now, and in the future, will be vital if we are to harness our economic potential.

Better Support for Children and Young People with Special Educational Needs
Proposed Action: We will work to transform the Education system to provide high quality, efficient and sustainable services for children with SEN and disability. Systemic transformation will take time and will require significant investment, but it is vital that we respond meaningfully to make sure our education system works for all learners.

Minister's Economic Vision

The College is a key delivery partner in taking forward the Minister's priorities set out in his Economic Vision to:

- Increase the proportion of working-age people in **Good Jobs**;
- Promote a more **Regionally Balanced** economy;
- **Raise Productivity** of businesses; and
- **Reduce Carbon Emissions** in the transition to a greener and more sustainable economy.

The Department's Business Plan for 2025/26 in support of the Minister's Economic Vision continues to underscore the Minister's commitment to FE, particularly investing in the right skills in the right places.

Strategies / Priorities

- Skills Strategy for Northern Ireland
- Trade and Investment Strategic Priorities

- Climate Change Act (NI) 2022 and The Climate Change (Reporting Bodies) Regulations (Northern Ireland) 2024
- FE Transformation
- Developing a More Strategic Approach to 14-19 Education and Training - a Framework to Transform 14-19 Education and Training Provision
- Skills Barometer 2023 - 2033
- DfE Sectoral Action Plans
- DfE Sub Regional Economic Plans
- DfE Digital Skills Action Plan 2024 - 2034
- Tourism Vision & Action Plan – 10 Year Plan

Minister's support for school leavers with special educational needs

The Minister's announcement on new proposals to support school leavers with special educational needs and the publication of the Review of Post School Education, Skills and Training Provision, and associated legislative protections, for Young People with Special Educational Needs – Summary Report. This Review aligns with the Programme for Government commitment to providing better support for children and young people with Special Educational Needs.

3. FINANCIAL PERFORMANCE/POSITION

2025/26 Forecast Position

The tables below set out the College **resource and capital requirements of £39,532k** for 2025/26.

	PROGRAMME / ACTIVITY					
	A	**B**	**C**	**D**	**E**	**F**
	Further Education	**Higher Education**	**Apprenticeships / Traineeships**	**Business Development**	**Social Inclusion**	**Other**
	EL - Level 3 (not under B – F)	Level 4+	Programmes up to Level 3 including AppsNI; Traineeships; Skills for Life and Work; TfS	InnovateUs; Skills Focus; Assured Skills Academies; Flexible Skills; International Programmes; Innovation Voucher Scheme	Access NI; Essential Skills; ESOL; College Connect; NI Prisons Service; VEP; Princes Trust; UK Shared Prosperity Fund, Step Up	Skills Competitions
Direct Teaching Costs - Pay	8,988	3,605	5,115	1,439	4,394	27
Direct Teaching Costs – Non-Pay	1,503	572	1,136	132	1,297	80
Non-Direct Costs*	9,092	3,458	4,388	321	3,185	28
Total Delivery Cost	**19,583**	**7,635**	**10,639**	**1,892**	**8,876**	**135**
Non-Grant in Aid Income	-1,371	-2,776	-4,604	-476	-2,862	
Net Requirement	**18,212**	**4,859**	**6,035**	**1,416**	**6,014**	**135**

** Includes total support service/non-front-line activity overheads apportioned based on delivery hours.*

TOTAL RESOURCE REQUIREMENT (£000's)	**36,671****

Capital Expenditure	2,236
Capital Receipts	-
Net Capital Requirement (£000's)	**2,236**

***The resource requirement of £36,671k exceeds the current resource budget allocation. The College resource budget allocation is £36,299k. The budget allocation excludes £372k in respect of UKSPF Employ Me which will be allocated following budget transfer from GB, the costs of delivery are included within the resource requirement.*

In addition, the College has pressures of £625k, which are not included above, they are included within the October monitoring bid, and the College is managing the pressure by prioritising expenditure.

It should be noted the FE Sector has delivery almost £20m of savings in the last two financial years via reductions to baseline and a VES programme. Further savings of £7.3m (£6.4 + £0.9m) in 2025/26 have been identified which will impact on the ability of sector to grow and expand when salary costs are increasing, and budgets are reducing. FE Colleges are seeking to absorb savings in 2025/26 implementing a further reduction within discretionary spend and seeking to protect front-line delivery. However, this is becoming increasingly challenging as the full consolidation budget for funded programmes and associated letter of offers is not known at this time.

Staff numbers control has been provided by Southern Regional College and evidenced by the targets provided in the following table

Staff Type	Average FTE 31 July 2023	Total number of RtS Leavers	Average FTE 31 July 2024	Average FTE 31 March 2025	Target FTE 31 March 2026
Teaching	339	5	326	338	334
Support	116		111	108	121
Administration	174	1	182	187	197
Premises	24		26	26	26
Total	653	6	645	659	678
Externally funded posts included above	(10)	-	(15)	(15)	(19)
Vacant posts	48	-	62	41	26
DfE funded posts	691	-	688	685	685

4.2025/26 COLLEGE PLANNED DELIVERY

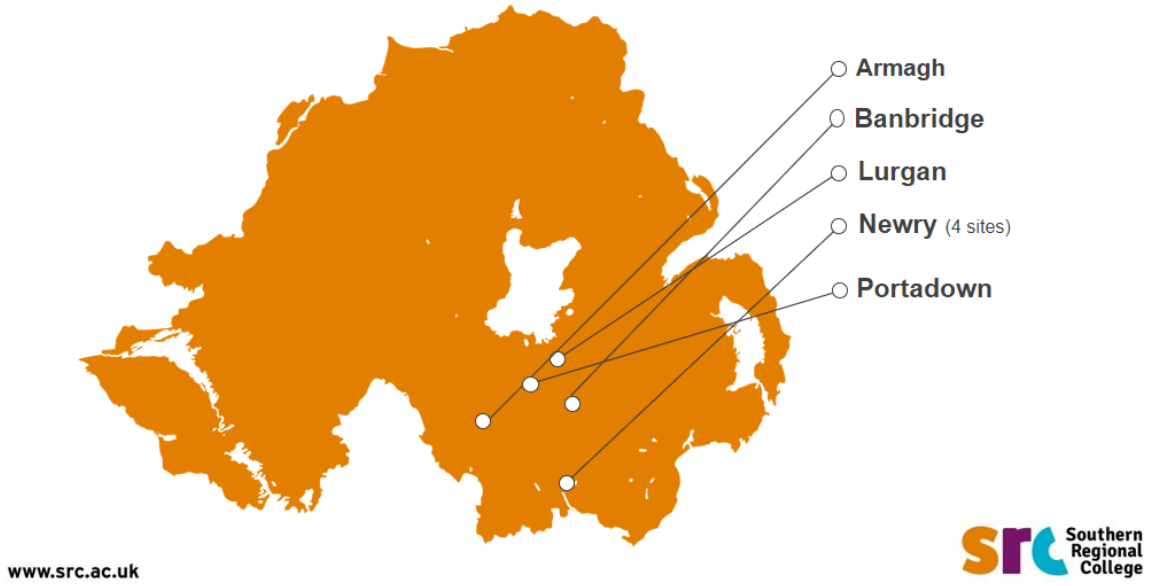
The College in developing its College Development Plan considers the College profile and Sub-Regional Operating Context to prioritise resource utilisation to areas of greatest need, aligned to the strategic context.

a. College Profile for 2024/25

Southern Regional College is one of the largest education providers in the Southern Region, with state-of-the-art campuses located in Armagh, Banbridge, Lurgan, Newry and Portadown. The College operates across the two council areas of Armagh, Banbridge & Craigavon, and Newry, Mourne & Down in the southern part of NI.

The College enrols approximately 20,000 students annually and with over 900 members of staff, our core purpose is to link individuals to work, assisting them in finding a job, keeping a job and getting a better job.

The College continues to implement its Estates Strategy to deliver a new state-of-the-art campus at Craigavon to replace the existing Lurgan and Portadown campuses and develop a new Higher Education and Innovation Centre in Newry City.



The courses at the College cover almost all subject areas and include full-time and part-time academic and vocational qualifications at various levels for pre-16, post-16 and 19+ (adult) options. Programmes range from recreational hobby courses, through to degree and master's level qualifications, in addition to Apprenticeships at Further and Higher Level.

The College delivers to over 4,000 full-time and 7,800 part-time learners annually, and works with over 90 community and voluntary groups, covering over 1,500 square miles within the southern region.

The College remains committed to supporting local post-primary schools in the delivery of the Entitlement Framework (EF) at Key Stage 4 and Post-16. The EF aims to guarantee all school pupils greater choice and flexibility by providing them with access to a wide range of learning opportunities suited to their needs, aptitudes, and interests, irrespective of where they live or the school they attend. The College plays an important role in providing access to a wide range of vocational learning opportunities that would not otherwise be available to pupils in local schools.

The Faculties within the College continue to nurture relationships with employers, public bodies, awarding bodies and the local area learning communities to ensure that the College's provision remains relevant and inclusive.

The NI FE sector student profile is published by DfE. The student profile for Southern Regional College in 2023-24 is set out below:

Total Enrolments:

Levels 0-1	Levels 2-3	Traineeships	Apprenticeships	Higher Education
5,451	13,945	333	1,264	1,612

Male	Female	Other
10,868	10,045	95

Full time	Part time	Total
4,043	16,965	21,008

College Strengths/ Awards

In the June 2024 Leavers Survey 51.6% of level 1-3 students went into employment and 25% continued with their studies at the college highlighting the opportunities that the college provides at level 4-6 to support career progression.

Student retention and achievement performance has remained stable across a 5-year period, this is shown in Annex 1.

In the academic year 2024/25 the College maintained its position as the top NI College, ranking no 2 in the UK in World Skills with college students competing in WorldSkills final in Lyon and World Butchery Skills, with 10 of the 16 students selected for WorldSkills UK Squad in Shanghai from SRC. The College will continue to promote competition as a means of raising professional and technical skills. The college will continue to support the local intercampus based competitions leading to selection for regional and national competitions.

The College was ranked 1st / Top College in NI in CITB - Construction Skills, being the only NI College to receive a medal.

Continued growth in innovation portfolio over 24/25 delivered the highest level of innovation support delivered to date. The College delivered InnovateUs projects to allow the drawdown

of £530k and Innovation Voucher activity up by 40% on the previous year. Overall, 5% increase in income and number of businesses.

Growth in HLAs in 24-25 saw the College reach a milestone of 10 years of HLAs with over 1,200 jobs created across 20 HLA pathways and over 500 HLAs actively learning with SRC.

Collaborative Assured Skills academies in 24-25, supported the creation of 30 jobs. The College delivered 3 x academies in partnership with 15 businesses, which has helped the College address regional balance. Sectors include welding, fintech and legal. This continues to be a growth area and further collaborative academies currently being planned for 25-26 in new areas including automation and childcare.

College enrolment trends are illustrated in the College Data Analysis section in Annex 1.

b. Sub-Regional Operating Context

Population Profile

The region served by the College also has some of the most deprived super output areas (SOAs) across Northern Ireland. College curriculum offer aims to serve the needs of the wider community across Armagh City, Banbridge and Craigavon Borough Council and the South Down and South Armagh regions of Newry, Mourne and Down District Council.

Of the top 100 most deprived SOAs 15 sit within the region served by the College, these are listed as follows:

Armagh, Banbridge and Craigavon	**Newry, Mourne and Down**
Woodwille 1	Crossmaglen
Drumgask 2	Drumgullion 1
Court 1	Creggan
Callan Bridge	Daisy Hill 2
Annagh 2	Ballybot
Drumgor 2	Silverbridge
Drumnamoe 1	Forkhill 2
Church	

Students living in areas falling within quintiles one and two, account for 49.4% of total enrolments (51.4% Male, 48.1% Female, 0.5% Other).

The College remains committed to widening participation of those who face significant barriers to education and training including those economically inactive, those with learning difficulties and disabilities, those from under-represented groups in society and those not in employment, education, or training (NEETs).

The latest NI seasonally adjusted unemployment rate (the proportion of economically active people aged 16 and over who were unemployed) for the period April – July 2024 was estimated at 0.9%, a decrease when compared with the same period in 2023, when the unemployment rate was 2.1%. There were an estimated 14,000 young people aged 16 to 24 years in Northern Ireland who were not in education, employment or training (NEET) in January to March 2024. This was equivalent to 7.1% of all those aged 16 to 24 years in NI.

From a skills perspective, outcomes from compulsory education are getting better and the overall skills profile of the workforce continues to improve. This is undoubtedly positive, but significant disparities remain in outcomes, particularly for those living in the most deprived communities. The Northern Ireland Multiple Deprivation Measure (NIMDM) highlights that, in the most deprived communities, up to 60% of the workforce have low or no qualifications. For comparison, the same statistic in the best performing area is 11%.

We remain committed to delivering tailored programmes for young people with social and behavioural problems who have had a poor educational experience to date and for whom progression to full time education and training is not yet appropriate.

The College will continue to partner with other agencies including the Clanrye Group to support a coherent regional offer at entry and Level 1 thus maximising the use of public resources, and support progression into Level 2.

The College is committed to working with the Department for the Economy and the other regional Colleges to introduce a new Vocational Education and Training system (VET) model which promotes the development of both knowledge and skills development, embedding of softer or transversal skills and a mandatory period of work-based learning.

The VET model includes the well-established apprenticeship pathway, and a non-employed pathway, the development of which is central to the strategic positioning of Further Education Colleges in the wider NI educational ecosystem.

The establishment of this new non-employed pathway aims to:

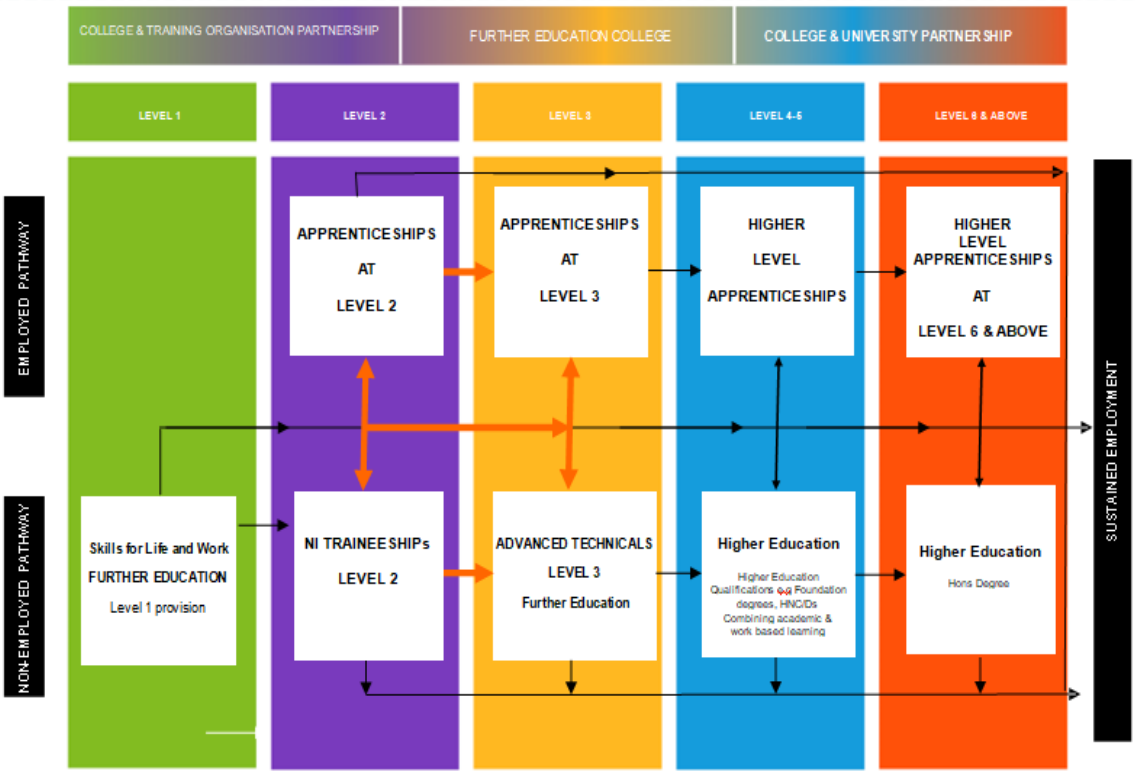
- Provide a quality training programme valued by industry;
- Simplify the vocational offer;
- Rationalise the use of vocational qualifications used across Colleges;
- Allow seamless transition to and from corresponding apprenticeships;
- Differentiate the vocational offer from that offered by schools.

The College's curriculum portfolio covers a wide number of vocational areas offering progression pathways from entry level through to level 5 and above. We recognise that the vocational or professional and technical qualifications landscape is both complex and often confusing. The evolving VET system through apprenticeships and the non-employed vocational pathway will increase the opportunity for transferability and progression for the learner by providing flexible sideways movement as well as longitudinal progression for

learners to higher level study or sustained employment. The co-directional nature of the VET model is the key USP for the college and will continue to be promoted as such.

The qualifications reform programme and the out-workings of the traineeship and apprenticeship strategies will take time to generate a wider understanding and acceptance of this simplified vocational system of learning in Northern Ireland.

Progression Pathways



Sustainable Practice

The United Nations has set several Sustainable Development Goals (SDGs) which recognise that ending poverty and other societal barriers go hand in hand with other strategies that improve health and education, reduce inequality, and support economic growth while tackling climate change and protecting our environment.

The Sustainable Development Goal (SDG) accord is the international university and college sector's collective response to the SDGs. As an education and training organization, we recognise our responsibility in promoting sustainable practice. The College will continue to progress this during the new academic year.

The College will adapt a whole college approach to sustainability through which we will evidence our actions against these goals.

Industry Profile

In our bid to continue to build a strong educational future and focus, the College has established an impressive portfolio of industry links on local, regional, national, and international scales. There are over 18,000 VAT and/or PAYE registered businesses within the southern region. The two council areas of Armagh, Banbridge & Craigavon and Newry, Mourne & Down in the southern part of NI both report an aging population and a decline in the 16-64 working age population in their respective districts therefore putting pressure on businesses to attract and retain talent. Firms are turning to increased investment in technology and councils are trying to engage the economically inactive to address the skills shortages.

In an employer survey conducted by ABC Council (December 2022), 67% employers stated their ability to attract skilled and experience workers was decreasing, with 50% stating their ability to attract entry level workers was declining.

An economic outlook for NMDDC (September 2023), highlighted that the key considerations for the council area included an increased focus on driving productivity twinned with the supply of key employee and managerial skills. It also pointed to the need to attract more females, disabled people and older workers to enter the labour market to address the changing world of work.

NISRA employee earnings statistics published Nov 2023 noted the median gross weekly earnings for full-time employees ("weekly earnings") in April 2023 was £641, an increase of 7.4% from £597 in 2022.

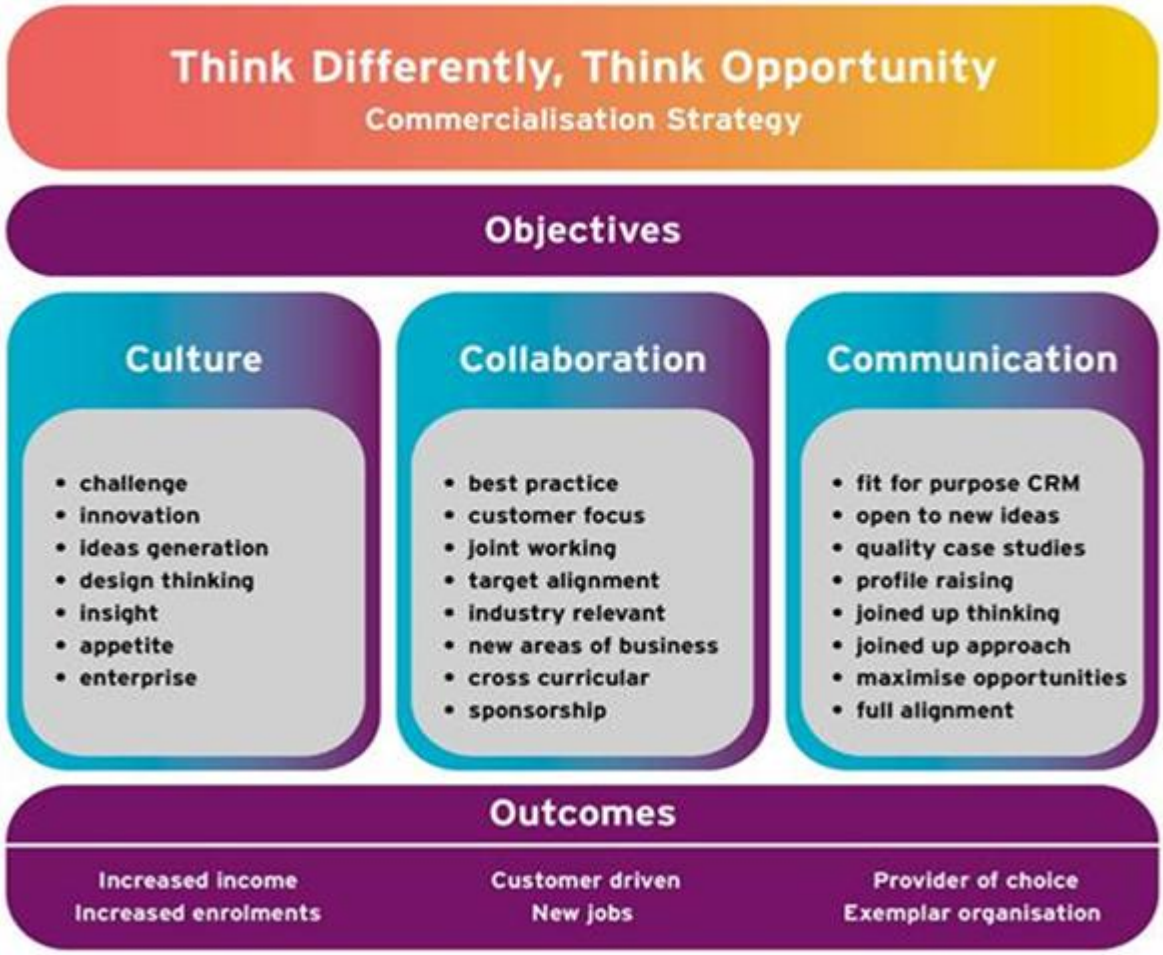
In real terms (that is, adjusted for inflation) weekly earnings in NI decreased by 0.3% over the year to April 2023, which is the second consecutive real terms decrease, following the largest annual decrease in real earnings on record the previous year (3.7%).

Approximately 11% of all jobs in NI were 'low-paid'. Although this was a record low, it was the joint highest proportion of the 12 UK regions.

c. College Engagement/Collaboration

The main industry sectors in the southern region include manufacturing, agri-food, construction, business and financial services, pharmaceutical, health and social care, childcare, retail, hospitality and tourism. The College is committed to working closely with employers from these sectors to ensure the curriculum meets their needs through Apprenticeships, Higher Level Apprenticeships, and upskilling programmes. Typically, the College engages with 1,200+ businesses annually for Apprenticeships and business support solutions.

The College's Business Support & Innovation (BSI) plays a major role in identifying and responding to the needs of local business and industry, supporting increased daily engagement with businesses with a particular focus on supporting non-innovating businesses to innovate and for innovative businesses to collaborate. Through the delivery of our 3-year commercialisation strategy our Business Support and Innovation unit work cohesively with Curriculum and Apprenticeship teams to meet the needs of industry by ensuring an economically relevant, responsive curriculum.



The College is committed to supporting SMEs to address low levels of productivity in their business by offering funded supports specifically tailored to inform and upskill business owners and employees how to measure and improve productivity.

To enhance this support the College fully participates in the Labour Market Partnerships and Local Economic Partnerships across ABC and NMD district councils and is an active member of local chambers of commerce and trade, NI Chamber and other local business networks.

The College is fully committed to continue to build and develop its collaborative relationships and demonstrates exceptional collaborative strength across multiple strategic areas, from establishing sector-leading practices and innovative solutions to shared challenges. By working collaboratively, the College promotes a model of partnership that can deliver tangible benefits to students, staff, and the broader educational community. This collaborative approach positions the College strongly for future challenges and opportunities in the evolving educational landscape.

The College continues to develop its partnership with a range of local voluntary and community providers to enhance provision beyond what the college can provide to address employability challenges for those furthest away from the labour market. In 2024, the College signed an MOU with the Clanrye Group to collaborate in community outreach, vocational training and supported progression into employment and further education through the

delivery of Skills for Life and Work and Apps NI, specifically targeting those with mild and moderate learning disability. Through its partnership with the Clanrye Group the College has been able to create an inclusive, flexible, outcomes focused learning model that supports young people and adults furthest from the labour market into education, training and employment, this is exemplified in the "Employ Me" project funded by UK Shared Prosperity Fund, which was led by the College and delivered through a collaborative partnership with Clanrye Group, Women's Aid Armagh Down and Community Advice Newry. The collaborative approach by the College and the Clanrye Group will ensure equitable access to opportunities in education, training and employment across the South Region.

Key areas of successful partnership and joint initiatives that showcase the College's approach to sector collaboration:

External Engagement Collaboration

- District Council Partnership – ABC and Newry and Mourne District Council
- Tracy Rice – ABC Labour Market Partnership and Vice Chair of NMD Labour Market Partnership
- Clanrye Partnership
- MOU with Louth Meath ETB
- School Partnership – ALC and SW (Area Planning Local Group)
- Open University Partnership Committee
- ABC District Council – MSW City and Growth Deal – supporting Agri-Bio Innovation and Green Energy.

Research and Academic Partnerships

SRC has established robust research collaborations with prestigious institutions including Queens, Ulster, Liverpool John Moore and Stranmillis University College. Notable research initiatives include:

- Essential Skills assessment and development.
- Student progression analysis for Levels 4-5.
- Investigation into what influences student university choice in Northern Ireland.

Curriculum Development and Innovation

SRC led in the development and implementation of Traineeships through the ATTIC/ TSG

- Standardized approaches to curriculum delivery and assessment
- Level 3 Advanced Technical qualifications

Wider Sectoral Collaboration

Recent collaborative achievements include:

- Coordinated response to 2023-24 Strike Action and ASOS (Action Short of Strike)
- Successful delivery of sector-wide conferences promoting knowledge sharing
- Strategic HUB development and reform initiatives

- Establishment of effective networking frameworks promoting cross-college communication

Quality Assurance and Higher Education

- Sustained collaboration with QAA since 2018, ensuring consistent quality standards
- Unified approach to Higher Education delivery and assessment
- Shared best practices in quality management and enhancement
- Pioneering work in Micro-credentials through dedicated sub-group development and Four Nations work

Data Management and Analysis

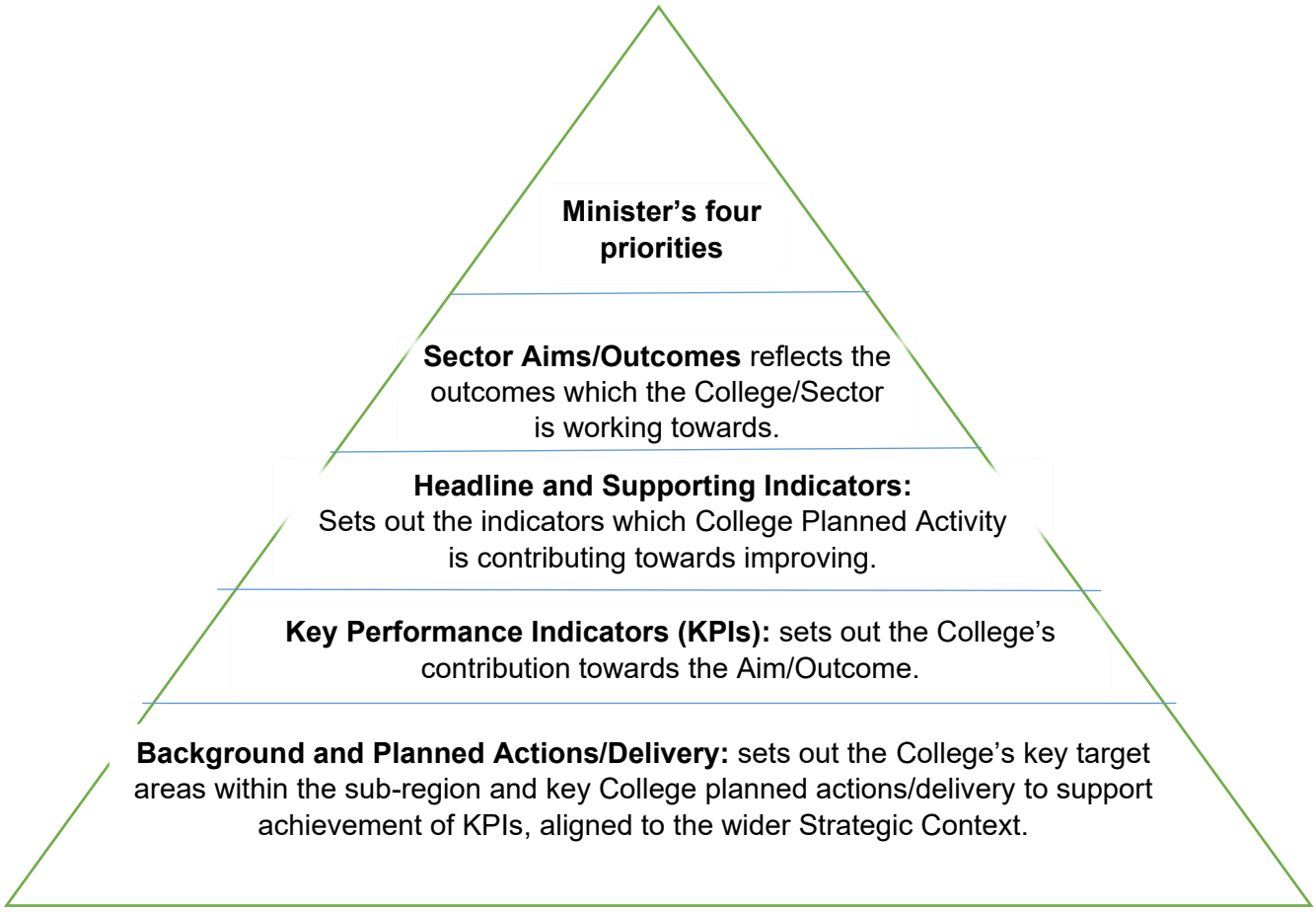
The College has worked with regional colleges to implement collaborative approaches to:

- Standardized data collection methodologies
- Shared analytics and reporting frameworks
- Evidence-based decision-making processes

As the designated College lead for the Life Science Curriculum Hub, the College works collaboratively with the sector to develop a high quality, responsive and relevant curriculum that supports economic regional balance and need. The Life Science Hub is focused on curriculum review and development, future proofing curriculum provision and providing secretariat support to the Sectoral Partnership. Southern Regional College also holds the secretariat positions for Childcare & Youth Work and Accounting.

d. 2025/26 Planned Activity

The College Planned Delivery has been set out to show the College contributes to the Minister's four priorities as follows:



College Development Plan Progress Reports tracking 'how well' the College is performing will be provided to the Department for the Economy. The Department for the Economy will publish reports on performance against Headline and Supporting Indicators to show if actions are 'moving the dial' on the Minister's priorities i.e. 'anyone is better off', along with progress reports on the Department's Delivery Plan 2025/26.

The below table provides a summary of the Aims/Outcomes and associated KPIs included in the proceeding tables.

Aim/Outcome		KPI	
1	To increase regional business productivity/growth through the delivery of tailored/bespoke training programmes.	1.1	To deliver 126 innovation-based projects in SMEs in 2025/26 financial year.
		1.2	To deliver 358 tailored training programmes in 2025/26 financial year.
		1.3	To support 240 individuals via Skill Up in the 2025/26 financial year.
2	To upskill/reskill individuals with the knowledge and skills necessary to secure employment, meet employer needs for today and the future and support economic growth of the region.	2.1	To increase the total number of individuals enrolled in the College from 11,820 individuals in 2023/24 to 11,948 individuals in 2025/26 academic year.
		2.2	To equip 46 individuals participating in international programmes with key employability skills necessary through participation in Turing and Skills Competitions in the 2025/26 academic year.
		2.3	To support 6,945 individuals who are furthest away from the labour market and with low or no formal qualifications in the 2025/26 academic year.
		2.4	To increase the retention rate within the College from 91% in 2023/24 to 92% in 2025/26 academic year.
		2.5	To increase the achievement rate within the College from 86% in 2023/24 to 87% in 2025/26 academic year.
		2.6	To enrol 3,513 individuals in the 2025/26 academic year, who are between 25 and 64 years old to participate in education and training.
3	To address the skills needs of the future workforce in green industries through upskilling and reskilling individuals in support of a net zero economy in Northern Ireland.	3.1	To increase the number of College staff trained in green sustainable skills in the 2025/26 academic year by 53.
		3.2	238 individuals participating on green/sustainable courses in the 2025/26 academic year.
4	To deliver against the Public Body reporting duties of the Climate Change legislation delivering an energy efficient and sustainable estate.	4.1	To establish the key actions to improve/maintain energy efficiency in the College in the 2025/26 academic year.

Raise Productivity/Promote Regional Balance	
Aim/Outcome - 1	**To increase regional business productivity/growth through the delivery of tailored/bespoke training programmes.**
Headline Indicators	**Output per hour worked** **Regional Employment Rate**
Supporting Indicators	• **Innovative active businesses (including number of Innovation Recognitions)** • **Business Support offered by colleges to businesses**
Background	The Minister for the Economy set four key objectives to achieve NI's economic mission. 1. Increase the proportion of working age people in good jobs 2. Promote regional balance 3. Raise productivity 4. Reduce carbon emissions Running through all these objectives is the need for businesses to embrace and adopt innovative practices. Changes in technology and manufacturing are at the fore of this economic mission as well as developing a culture that embeds and champions innovation and design thinking. The Business Support & Innovation (BSI) unit specialises in a range of knowledge transfer and support services to encourage innovation activities amongst SMEs. A team of innovation specialists, housed within the unit, exclusively work with SMEs offering a flexible and reliable service. Depending on the sector and size of the company, the College's Business Support and Innovation centre offers interventions on a progressive basis as the company develops and grows - referred to as the "innovation escalator". BSI's innovation pillar aligns to the economic mission, by placing innovation at the heart of the College's business support offering. the College aims to promote an enhanced culture of innovation and to encourage and facilitate innovation activities within local businesses through the following targets. The baseline funding for 2025-26 for Innovate Us and Skills Focus has been reduced by 3% and as a result the number of projects and individuals supported will be lower than those supported to 2024-25. Funding for Skill UP for 2025-26 has not been confirmed, a reduction of funding by 40% is being planned for, and as a result the number

	of individuals supported will be lower than those supported in 2024-25.
KPI 1.1	**To deliver 126 innovation-based projects in SMEs in 2025/26 financial year. 134 delivered in 2024/25 financial year.**
Planned Activity:	
With an available budget of **£**277k for InnovateUs	Complete 60 projects[1].
Innovation Vouchers with a target income of £75k	Complete 15 projects.
Innovation Boost with a target income of £180k	Engage with 20 businesses for various stages of delivery.
With an available budget of £50k from Innovate UK	Complete delivery of 1 x KTP project, secure and commence a new KTP project and submit 2 x applications.
With an available budget of €251k (£212k) through PEACE PLUS DS3 Programme	Complete 30 digital mentoring projects and 5 workshops
KPI 1.2	**To deliver 358 tailored training programmes in 2025/26 financial year. 420 delivered in 2024/25 financial year.**
Planned Activity:	
With an available budget of £276k for Skills Focus plus 10% employer contribution (£306k)	Support **140** projects through accredited programmes from Level 2+.
With a target income of £150k for Full Cost Recovery / other projects	Deliver accredited and bespoke solutions to **50** businesses
With a possible budget of £40k for SME Productivity Booster (subject to funding in Sept 2025)	Deliver 8 no. projects to SMEs to improve productivity (subject to funding)
With a possible budget of £65k for Assured Skills academies	Deliver 2 x collaborative academies to 10 businesses
Through a series of events and collaborations with other key stakeholders	Engage with 150 businesses through the delivery of themed workshops and seminars in a range of technical areas.
KPI 1.3	**To support 240 individuals via Skill Up in the 2025/26 financial year. 320 individuals supported in 2024/25.**

[1] Calculated by number of businesses who completed a project (DER) minus those who completed more than one in the year

Good Jobs/Promote Regional Balance/Raise Productivity	
Aim/Outcome - 2	**To upskill/reskill individuals with the knowledge and skills necessary to secure employment, meet employer needs for today and the future and support economic growth of the region.**
Headline Indicator	• **Good jobs measure based on earning, permanent contracts and guaranteed hours.** • **Regional Employment Rate** • **Output per hour worked**
Supporting Indicators	• **Work Quality Indicators** • **Proportion leaving NI HEIs with narrow STEM qualifications** • **Qualifications by Level of Study** • **Economic Inactivity Rate**
Background	Southern Regional College continues to be a pivotal force in delivering skills solutions across the south region. The College's curriculum is strategically aligned with the Programme for Government and the Minister's Economic Vision, addressing current workforce demands while anticipating future economic needs. At its core, the College aims to empower individuals to secure new employment, maintain existing roles, or advance their careers through targeted skill development. By tackling both skills deficits and promoting social inclusion, the College has developed an industry-responsive curriculum with regional relevance. Our strategic focus encompasses: • Levels 0-3, including specialized Level 2 Traineeships • Apprenticeship pathways (Levels 2-3) and focusing on providing articulation routes between Level 2 Traineeship and Apprenticeship • Higher Education pathways (Levels 4-6) full-time study, flexible part-time programmes, Higher-Level Apprenticeships, • Professionally accredited qualifications and short courses. For individuals furthest from employment opportunities or lacking formal qualifications, we provide specialised pathways: • Step-Up programme • Employ Me • ESOL (English for Speakers of Other Languages) programs Our provision emphasises both broad and specialised STEM education, carefully mapped to sub-regional requirements as identified in the Northern Ireland Skills Barometer. This inclusive approach is illustrated through the College's Level 0-1 programmes such 'Step-Up' and 'Employ Me' enabling economically inactive individuals to develop essential skills, earn recognized qualifications, and enhance both employability prospects and quality of life, with clear progression routes toward sustainable employment.

	In conjunction with the sector the quality improvement planning processes continue to undergo transformation and change with a focus on becoming more concise and reducing duplication of data. Moving forward in 2025-26 the College will continue to implement rigorous monitoring and review processes across all educational offerings to ensure exceptional retention and achievement rates including Level 2 Traineeships and Essential Skills provision. We remain committed to providing timely, effective interventions that support all students in reaching their full potential. The College curriculum strategy, which aligns to the College Strategic direction as defined by the Governing Body will support the continued development of increasing student numbers in priority sectors. The planned increase in student numbers for the 2025/26 academic year as outlined in the performance metrics below. In the academic year 2025-26 Advanced Technical Students who enrolled in 2024-25 will continue as Advanced Technical students with funding to support the completion of their programme. In light of the pause in funding for Advanced Technical Students, all newly recruited students at level 3 will be enrolled under the relevant awarding organisation's qualification e.g. BTEC Extended Diploma.
KPI 2.1	**To increase the total number of individuals enrolled in the College from 11,820 individuals in 2023/24 to 11,948 individuals in 2025/26 academic year.**
Plans to achieve in the 2025/26 academic year:	
No. of individuals on PT FE	5,747
No. of individuals on FT FE	1,934
No. of individuals on Traineeships programme	661
No. of individuals on Apprenticeships NI programme	1,390
No. of individuals on Essential Skills programme[2]	421
No. of individuals on PT HE in FE	930
No. of individuals on FT HE in FE	275
No. of individuals on High Level Apprenticeship programme	590
KPI 2.2	**To equip 46 individuals participating in international programmes with key employability skills necessary through participation in Turing and Skills Competitions in the 2025/26 academic year.**
Planned Activity:	
World Skills Finals Cardiff Nov 2025 Support 16 competitors through participation in World Skills Competition in 25/26	Support 16 competitors through participation in World Skills Competition in 25/26

[2] The number of Essential Skills (ES) Individuals reflects individuals solely completing ES, it does not include those individuals who are completing ES alongside their main programme of study

World Skills Euro Finals Denmark Jan 2026 Support 5 competitors through participation in World Skills Competition in 25/26	Support 5 competitors through participation in World Skills Competition in 25/26
World Skills Final Shanghai Sept 2026 Support 11 competitors through participation in World Skills Competition in 25/26	Support 11 competitors through participation in World Skills Competition in 25/26
CITB Skill Build Support 5 competitors through participation in CITB Skill Build	Support 5 competitors through participation in CITB Skill Build
IFEX Belfast March 2026 Support 9 competitors through participation in IFEX	Support 9 competitors through participation in IFEX

KPI 2.3	**To support 6,945 individuals who are furthest away from the labour market and with low or no formal qualifications in the 2025/26 academic year.**

Planned Activity:	
No. of individuals Quintile 1 and 2	4,647
No. of individuals declaring a disability/long term health problem	1,329
No. of individuals via the "Step Up" Programme 2025/26	86
No. of individuals via the "Employ Me" Programme 2025/26	605
No. of individuals on ESOL programmes	131
No. of individuals via PEACE PLUS programme in the 2025/26 financial year.	147

KPI 2.4	**To increase the retention rate within the College from 91% in 2023/24 to 92% in 2025/26 academic year[3].**

Planned Activity:

Effective retention within each Faculty is maintained through robust compliance of quality standards of academic programmes, across all pathways. This is achieved through a self-evaluation cycle that aligns to quality improvement planning and provides senior managers, Governors and external stakeholders with the assurance that the college's processes are robust, rigorous and underpinned by reliable data.

To increase or maintain retention rates each Faculty will:

Engage in Performance Management Meeting three times a year	12 (3x4)
Attend Faculty Reviews that will be convened twice a year for each Faculty	8 (2x4)
Produce Programme Performance Reports for all programme areas that will focus on Retention /Achievement / Progression	110
Produce an Improvement Plan that will focus on recruitment, retention, achievement, performance across all strands including Traineeship and Essential Skills	4 (1x4)

[3] College and sector retention trends are shown in Annex 1 Part B Performance (Table A30)

Following publication of the ETI evaluation of the Traineeship programme, college Action Plans for improvement (API) for Traineeships to be submitted by 26 August and Whole Sector API to be provided by 23rd September and submitted to ACVED. Regular implementation and impact updates against APIs to be provided to the Traineeship Project Board and progress checks sought as part of CDP updates.	2
KPI 2.5	**To increase the achievement rate within the College from 86% in 2023/24 to 87% in 2025/26 academic year[4].**
Planned Activity: Effective achievement within each Faculty is maintained through robust compliance of quality standards of academic programmes, across all pathways. This is achieved through a self-evaluation cycle that aligns to quality improvement planning and provides senior managers, Governors and external stakeholders with the assurance that the college's processes are robust, rigorous and underpinned by reliable data. To maintain or increase achievement rates across provision each Faculty will:	
Engage in Performance Management Meeting three times a year	12 (3x4)
Attend Faculty Reviews that will be convened twice a year for each Faculty	8 (2x4)
Produce Programme Performance Reports for all programme areas that will focus on Retention /Achievement / Progression	110
Produce an Improvement Plan that will focus on recruitment, retention, achievement, performance across all strands including Traineeship and Essential Skills	4 (1x4)
Following publication of the ETI evaluation of the Traineeship programme, college Action Plans for improvement (API) for Essential Skills to be submitted by 26 August and Whole Sector API to be provided by 23rd September and submitted to Quality Improvement Team. Regular implementation and impact updates against APIs to be provided to the QIT against which updates will be provided to the Project Board and progress checks sought as part of CDP updates.	2
KPI 2.6	**To enrol 3,513 individuals in the 2025/26 academic year, who are between 25 and 64 years old to participate in education and training.**
Planned Activity:	
Adult Access	59
FE (FT & PT)	1598
HE (FT& PT)	437

[4] College and sector Achievement trends are included in Annex 1 Part B Performance (Table A30)

WAAP – Community, Neighbourhood Renewal Areas and SLDD	1011
Step-Up	86
Skill Up	240
Women Returners	12
All Age Apprenticeships	70

Reduce Carbon Emissions	
Aim/Outcome - 3	**To address the skills needs of the future workforce in green industries through upskilling and reskilling individuals in support of a net zero economy in Northern Ireland.**
Headline Indicator	**CO^2 Emissions per Capita**
Supporting Indicators	• **Proportion of electricity consumption generated from renewable sources** • **Energy Intensity** • **Energy Efficiency** • **Circular economy material and carbon footprint**
Background	Green Skills will play a vital role in the delivery of reducing carbon emissions. Having individuals with the right skills and knowledge will help to develop and implement sustainable practices to mitigate the impact of climate change. These skills can also contribute to the conservation of natural resources and promote renewable energy sources as well as minimising waste generation. Developing green skills will help to develop innovative solutions to the climate challenges we all face and drive positive socio-economic change. Our actions will target the following three sectors through training and education of the new and existing workforce. • Infrastructure • Domestic low carbon technologies and energy efficiency • Transport
KPI 3.1	**To increase the number of College staff trained in green sustainable skills in the 2025/26 academic year by 53.**
Planned Activity:	
Level 2 Diploma in Heat Pump Systems. Increase from 0 to 2 staff members in the delivery of Level 2 Diploma in Heat Pump Systems.	Increase from 0 to 2 staff members in the delivery of Level 2 Diploma in Heat Pump Systems.
Level 2/3 City & Guilds Award in Domestic Electric Vehicle Charging Equipment Installation. Increase from 1 to 2 (100% increase) staff to deliver City and Guilds Level 2/3 in Domestic Electric Vehicle Charging Equipment.	Increase from 1 to 2 (100% increase) staff to deliver City and Guilds Level 2/3 in Domestic Electric Vehicle Charging Equipment.
Mandatory training in Safety and Sustainability.	50 staff to complete
KPI 3.2	**238 individuals participating on green/sustainable courses in the 2025/26 academic year.**
Planned Activity:	

EV Charging City & Guilds Level 2/3 Award in Domestic Electric Vehicle Charging Equipment Installation. City & Guilds Level 3 Award in the Design and Installation of Domestic and Small Commercial Electric Vehicle Charging Installations	30 individuals
EV Maintenance IMI Level 2 & Level 3 Award in Electric/Hybrid Vehicle Routine Maintenance Activities	12 individuals
Climate Action OCN NI Level 2 Award Reducing Carbon Footprints through Environmental Action GRASP OCN NI Level 3 Award/Certificate in Sustainable Construction - Awaiting AO approval GRASP	30 individuals
Retro-fit OCN NI Level 2 Certificate in Retrofit Skills for Domestic Building Fabric. Qualification No: 610/1502/7. GRASP City & Guilds Level 3 Award in Installation and Maintenance of Small Solar Photovoltaic Systems BSU Skills Focus PT-N	26 individuals
EAL/City & Guilds L3 Award in Fundamental Principles & Requirements of Environmental Technology Systems - App-NI	140 individuals

Reduce Carbon Emissions	
Aim/Outcome - 4	**To deliver against the Public Body reporting duties of the Climate Change legislation delivering an energy efficient and sustainable estate.**
Headline Indicators	**CO^2 Emissions per Capita**
Supporting Indicators	• **Proportion of electricity consumption generated from renewable sources** • **Energy Intensity Energy Efficiency** • **Circular economy material and carbon footprint**
Background	In June 2022, the Climate Change Act (NI) received Royal Assent, setting a target for Northern Ireland to reach net zero greenhouse gas emissions by 2050. The Act establishes a framework for meeting emission reduction milestones,

	including a 48% cut by 2030, to ensure Northern Ireland contributes to the UK's climate goals. As part of this legislation, the Climate Change (Reporting Bodies) Regulations came into effect in May 2024. These regulations require 40 specified 'large-sized' public bodies to report on both climate change mitigation and adaptation. the College is one such reporting body and, under Section 42 of the Act, must submit regular reports to DAERA detailing greenhouse gas emissions from its activities. To meet these obligations, the College must establish a carbon baseline across all its operations within the reporting boundary. This baseline will inform specific emission reduction targets and help prioritise projects and spending. The first mitigation report is due by 31st October 2025, with updates every three years. The first adaptation report is due by 31st March 2026, and the second by 31st January 2030. DAERA recommends that data used in these reports be validated or certified by a third party. The College baseline year for greenhouse gas emissions is set for 1st April 2024 to 31st March 2025. The data collected within this period is currently undergoing validation and verification to ensure that the college has identified and quantified all relevant Scope 1, 2, and 3 emissions. The actions identified for 2025/26 start the process for the College 3 year plan for reducing its emissions as well as improving energy efficiency. Emissions reporting is structured around the following three scopes: • Scope 1: Direct emissions from sources owned or controlled by the organisation (e.g., fuel combustion in college vehicles or heating systems). • Scope 2: Indirect emissions from purchased energy (e.g., emissions from electricity used on campus). • Scope 3: All other indirect emissions resulting from the college's value chain (e.g., emissions from suppliers and product life cycles). Adaptation reporting will focus on how the College plans to manage and reduce climate-related risks and impacts. This will be guided by a Carbon Reduction Plan that outlines the college's pathway from the 2024/25 baseline to achieving net zero by 2050.
KPI 4.1	**To establish the key actions to improve/maintain energy efficiency in the College in the 2025/26 academic year.**

Planned Activity:	
In 2025/26 financial year, top five Minor Works projects[5], pending funding allocation, that contribute towards a sustainable College estate.	1. Install EV Car charging at NNE by March 2026. 2. Install NGB PV Array and associated works (subject to finding) 3. Install new condensing boiler at NNE by March 2026 4. Phased replacement of electrical kitchen equipment to progress towards only Grade A rating equipment across canteens by March 2026 5. Phased replacement of essential gas kitchen equipment to progress towards more energy efficient equipment across canteens by March 2026
In 2025/26 academic year, to establish key actions to improve/maintain energy efficiency of college campuses.	1. Install EV Car charging at NNE by March 2026. 2. Launch EV salary sacrifice scheme by March 2026 to promote use of EV cars to reduce scope 3 emissions. 3. Monitor and review Scope 1 and 2 emissions by March 2026 to measure impact of 24/25 initiatives on carbon emissions 4. Compile baseline information for 2025/26 for Scope 3 emissions by March 2026 i.e. Water, Waste and Business Commuting. 5. Incorporate carbon accounting platform to facilitate accurate assessment of Scope 1, 2 and 3 emissions for 24/25 baseline and 25/26.by March 2026 6. Complete Fixed wire testing remedials at NNE reducing energy waste through faults in circuitry by March 2026.
In 2025/26 academic year, improve baseline position for each College campus.	1% reduction tCo2e on Scope 1 and 2 emissions on 24/25 data

[5] Includes Energy Branch Invest to Save Funded projects.

5. KEY CHALLENGES/CONSTRAINTS

The below table sets out the top five corporate challenges/constraints towards achievement of planned delivery set out in section 4 above.

The below table sets out the challenges/constraints towards achievement of planned delivery set out in section 4 above.

Challenge	Potential Impact	Mitigating Actions
Industrial Relations Landscape – Comparisons to teaching profession for parity in respect of pay aligned to contractual arrangements	• Action short of strike, withholding of grades impacting on students' ability to complete qualifications and progress • Continuous negative impact on FE activities which acts as a potential recruitment drive for post primary schools • Uncertainty leads to parents and students taking alternative pathways not within FE	• Two year pay deal accepted by lecturing trade unions • Employer commitment to workload review in 2024/25 • Employer commitment to pay parity review in 2025/26 • Employer commitment to take forward FE transformation
Economic Planning Complexity – Pace of change of the key drivers for education and skills in FE Sector with new economic priorities and target actions	• Challenges in aligning College Development Plans to evolving indicators. • Staff resources committed to existing curriculum delivery with limited flexibility. • Work underway with Councils to integrate local College curriculum plans with regional LEP plans.	• Ongoing engagement to refine performance indicators from FE programmes to link to Minister economic priorities. • More clarity required on the approach to regional planning and LEPs and alignment with Council and InvestNI roles. • Formal re-engagement with InvestNI commenced and ongoing via representations at LSPs
Uncertainty and Complexity Around Funding Streams and Delays in LOOs – impacts on ability of Colleges to include	• Uncertainty on budgets, downward pressures coupled with a 3 year budget settlement with further savings anticipated.	• More visibility through NIFON and Curriculum Directors on scale of opportunities. • Holding back on recruitment and utilising full-time staff whilst

Challenge	Potential Impact	Mitigating Actions
planned delivery in curriculum build and associated targets	• Late approval or visibility of additional funding streams becoming available can make it difficult to build into delivery planning which starts at different time-frames compared to the commencement of the academic year in September whilst requiring full-spend by March. • Range and variety of funding pots and compliance and eligibility issues takes time to put in place and test learner eligibility.	supplementing with part-time lectures as required • Explore the opportunity to pull a number of separate programmes in over a central theme : Business and Innovation, Support for Inclusion • Wider consideration of the funding model requires NIFON input in terms of different rates to ensure consistency and viability. • Work with funders for release of LoOs earlier in the year to enable full integration into curriculum planning and delivery • Identification earlier from funders of new or additional in-year allocations to enable building of capacity
Recruitment challenges Impacting on Enrolment – Colleges not being able to attract lecturers/trainers in traditional trade and STEM areas.	• Trend for last 5 years of significant interest in trade and STEM areas which cannot be accommodated due to recruitment challenges. • Aging profile of the workforce may have longer term impact in key sectors with significant critical skills gaps. • Negative impact on curriculum offer, quality of service provision and learner success.	• Initiate review through HR sector working group of trends in applications and enrolments in last 3 years • Implement pay parity to increase salary levels and consideration of specialist lecture grades • Understand the opportunity for more flexible approach in terms of recruitment premium for agreed occupational areas • Secure pay remit approval to progress towards salary expectations • Industrial Relations review to commence, focusing on pay parity and terms and conditions
Investment in facilities (including IT and AI) and infrastructure to ensure competitiveness	• Inability to be at the forefront of new advances in	• Further in-year bids to be placed to DfE to secure funding to deliver new initiatives

Challenge	Potential Impact	Mitigating Actions
and to support action towards net zero targets in context of one year budgetary landscape	technology developments. • Failure to implement full obligations under the Climate Change Act and impact on net/zero/sustainability targets	• Progress commenced with establishment of baselines and initial progress towards targets

The College has a Risk Management Framework in place including Corporate and Operational Risk Registers from which key risks are reflected.

Annex 1

COLLEGE DATA ANALYSIS

A. Enrolment Trends

The trend tables below have been sourced from the Further Education Sector Activity report 2019/20 to 2023/24 published by DfE[6].

Table 6: All students enrolled by FE College (2019/20 to 2023/24)

	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	11,720	9,890	10,755	11,380	11,820
FE Sector Total	**70,845**	**55,970**	**61,695**	**64,025**	**63,535**

Table 10: Students enrolled on regulated courses by FE College (2019/20 to 2023/24)

	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	9,775	9,010	9,265	9,945	9,560
FE Sector Total	**57,185**	**50,810**	**51,485**	**52,920**	**51,380**

Table 12: Students enrolled on Higher Education courses by FE College (2019/20 to 2023/24)

	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	1,465	1,475	1,450	1,540	1,500
FE Sector Total	**9,695**	**9,405**	**8,915**	**9,365**	**9,245**

Table A2: All enrolments by age band and FE College (2019/20 to 2023/24)

FE College	Age Band	Academic Year				
		2019/20	2020/21	2021/22	2022/23	2023/24
SRC	19 and under	**15,460**	**10,700**	**14,395**	**13,645**	13,510
	20-24	**2,160**	**1,805**	**2,080**	**1,910**	1,745
	25 and over	**6,710**	**4,460**	**5,760**	**6,365**	6,100
	Total	**24,330**	**16,960**	**22,235**	**21,920**	**21,350**

[6] Further education sector activity in Northern Ireland: 2019/20 to 2023/24 | Department for the Economy

Table A4: All enrolments by mode of attendance and FE College (2019/20 to 2023/24)

FE College	Mode of Attendance	Academic Year				
		2019/20	2020/21	2021/22	2022/23	2023/24
Southern Regional College	Full-time	4,120	4,040	4,330	4,005	4,080
	Part-time	20,210	12,920	17,910	17,915	17,270
	Total	**24,330**	**16,960**	**22,235**	**21,920**	**21,350**

Table A5: All enrolments by regulated status and FE College (2019/20 to 2023/24)

FE College	Regulated Status	Academic Year				
		2019/20	2020/21	2021/22	2022/23	2023/24
Southern Regional College	Non-regulated	5,070	1,980	5,065	3,770	4,395
	Regulated	19,260	14,985	17,170	18,150	16,960
	Total	**24,330**	**16,960**	**22,235**	**21,920**	**21,350**
FE Sector Total	**Non-regulated**	**24,595**	**10,165**	**19,430**	**19,105**	**20,855**
	Regulated	**107,760**	**87,370**	**91,405**	**98,200**	**90,505**
	Total	**132,355**	**97,530**	**110,835**	**117,305**	**111,355**

Table A15: Regulated enrolments by age band and FE College (2019/20 to 2023/24)

FE College	Age Band	Academic Year				
		2019/20	2020/21	2021/22	2022/23	2023/24
Southern Regional College	19 and under	13,480	9,905	11,795	12,260	12,330
	20-24	1,910	1,625	1,760	1,720	1,460
	25 and over	3,870	3,455	3,615	4,170	3,170
	Total	**19,260**	**14,985**	**17,170**	**18,150**	**16,960**

Table A21: Regulated enrolments by sex, STEM indicator and FE College (2019/20 to 2023/24)							
FE College	Sex	STEM	Academic Year				
			2019/20	2020/21	2021/22	2022/23	2023/24
Southern Regional College	Female	Non-STEM	7,755	5,815	6,970	7,185	6,485
		Broad STEM	940	800	950	1,070	1,065
		Narrow STEM	460	450	560	615	620
		Total (Broad STEM plus Non-STEM)	8,695	6,620	7,920	8,260	7,550
	Male	Non-STEM	7,420	5,285	5,395	5,700	5,690
		Broad STEM	3,150	3,080	3,860	4,190	3,715
		Narrow STEM	1,965	1,830	2,400	2,710	2,455
		Total (Broad STEM plus Non-STEM)	10,565	8,365	9,255	9,890	9,405
	Total	Non-STEM	15,170	11,100	12,365	12,890	12,175
		Broad STEM	4,090	3,880	4,805	5,260	4,780
		Narrow STEM	2,430	2,280	2,960	3,320	3,075
		Total (Broad STEM plus Non-STEM)	19,260	14,985	17,170	18,150	16,960

B. Performance

Table A30: Retention rates by FE College (2019/20 to 2023/24)					
	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	92%	94%	91%	91%	91%
FE Sector Total	**91%**	**90%**	**89%**	**90%**	**91%**

Table A30: Achievement Rates by FE College (2019/20 to 2023/24)					
	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	88%	87%	86%	86%	86%
FE Sector Total	**86%**	**87%**	**87%**	**86%**	**87%**

Table 5: Number of qualifications achieved by FE College (2019/20 to 2023/24)					
	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	12,410	9,560	10,215	11,140	10,605
FE Sector Total	**65,660**	**52,000**	**53,230**	**58,965**	**55,800**

Table 13: Students achieving regulated qualifications by FE College (2019/20 to 2023/24)					
	Academic Year				
	2019/20	2020/21	2021/22	2022/23	2023/24
SRC	**7,030**	**6,070**	**6,570**	**6,980**	**6,610**
FE Sector Total	**39,575**	**33,925**	**34,710**	**36,710**	**35,935**