NOTICE OF MEETING

There will be a meeting of the Learning & Teaching and Student Services Committee on Tuesday 17 November 2015 at 1430 hours in G10, Aberdeen City Campus.

MEMBERS OF THE BOARD OF MANAGEMENT
Ms. K Anderson
Mr. D Anderson
Ms. A Bell
Ms. S Cormack
Mr. D Duthie (Chair)
Prof. J Harper
Ms. C Inglis
Ms. S Masson
Mr. D Russell
Ms. A Simpson
Mr. S Smith
Mr. R Wallen
Ms. K Wetherall

IN ATTENDANCE
Mr. N Cowie, Vice Principal Business Services
Mr. J Davidson, Vice Principal Learning & Quality
Ms. P May, Secretary to the Board of Management
Ms. P Kesson, Minute Secretary
Agenda
Meeting of 17 November 2015

1. Apologies for Absence

2. Minute of Previous Meeting
   2.1 Minute of the meeting of 15 September 2015 (paper enclosed)

3. Matters Arising
   3.1. To be raised at the meeting

4. Report by the Principal (paper enclosed)

5. Matter for Decision
   5.1. Student Alcohol and Substance Misuse Policy (paper enclosed)

6. Matters for Discussion
   6.1. Full-Time Student Applications and Enrolments 2015-16 Update (paper enclosed)
   6.2. Quality Assurance Arrangements for NESCol (paper enclosed)
   6.3. Action Learning Project Update (paper enclosed)
   6.4. BCD Activity Report (paper enclosed)
   6.5. Students’ Association Update (paper enclosed)

7. Papers for Information
   7.1. Performance Indicators (paper enclosed)
   7.2. Student Support Funds (paper enclosed)

8. Summation of Business and Date and Time of Next Meeting

Reserved Items of Business

9. Matters for Discussion
   9.1. Macduff Learning Centre
   9.2. Work-based Distance Learning Contract

10. Summation of Reserved Items of Business
Draft Minute of Meeting of 15 September 2015

The meeting commenced at 1400 hours.

PRESENT: D Anderson, K Anderson, A Bell, S Cormack, D Duthie (Chair), J Harper, C Inglis, S Masson, D Russell, S Smith, R Wallen, K Wetherall
IN ATTENDANCE: K Milroy, J Davidson, P May, P Kesson
OBSERVER: G Griffin

1. Apologies for Absence
Apologies were received from A Simpson.

2. Minute of previous Meeting
The Minute of Meeting held on 21 July 2015 was approved.

3. Matters arising from previous Meeting
There were no matters arising.

4. Report by the Principal
The Committee noted a report providing information on: Developing the Young Workforce; Student Success; Inspiring Aberdeenshire Awards; 2015 British Institute of Professional Photography (BIPP) College Awards; and Photography students work experience.

Mr Davidson reported on the very positive meeting he had recently attended on Developing the Young Workforce, and also informed Members that the winner of the Inspiring Aberdeenshire Award was a former Aberdeen Foyer student.

Mr Wallen informed the Committee that the College had been shortlisted for three categories in the College Development Network Annual Awards and that the winners will be announced in November.

Mr Wallen also provided details of a new partnership between the College and the Press & Journal related to apprentices in the North East.

5. Matters for Decision
5.1 Students’ Association Constitution
The Committee considered the Students’ Association Constitution.

Information was provided on the background to the decision to revise the Constitution; the recent and current position; and the Constitution and Schedules.

Ms Wetherall said that the Constitution had not changed radically, but that terminology had been amended to remove the need to regularly update the document. It was noted that information which is more likely to require future amendment has been captured in the Schedules.

After some discussion the Committee approved the revised Constitution.

It was noted that copies of the Schedules which had been finalised to date had been issued to Members under separate cover.

It was agreed that Schedule 1 should be amended in line with paragraph 5.1(a) of the Constitution to read that membership of the Association only applies to students aged 16 and over.
5.2 Student Alcohol and Substance Misuse Policy

The Committee considered the Student Alcohol and Substance Misuse Policy.

Members noted the original policy which had been adopted in 2011 and Mr Wallen commented that the proposed new policy was perhaps currently not as clear as the original policy.

A discussion followed and it was agreed that the Policy needs to clearly state the College’s position that the use of drugs will not be tolerated, and reference the need for students to be aware of similar expectations by employers.

Members also agreed that the wording of the final sentence of the paragraph on ‘Student Responsibilities’ should be amended to read “…… taking prescribed medication or have a condition that could adversely ..........”

It was decided that the Policy should be reworked further and resubmitted to the November meeting of the Committee.

Ms Inglis joined the meeting during discussion of the above item.

6. Matters for Discussion

6.1 Full time Student Applications 2015-16

It was agreed that Agenda item 6.5 – Full-time Student Recruitment 2015-16 – should be discussed in conjunction with item 6.1

Mr Wallen informed the Committee that, as of 15 September, the College had met and slightly exceeded its enrolment target for full-time students in AY2015-16.

Mr Wallen said that Mr Cowie would be undertaking a complete review of the admissions process which will consider a number of improvements including better use of promoted staff over the Summer period.

Changes in levels of demand in some curriculum areas were noted and Members were advised that this would be reflected in future curriculum and marketing activities. Members were also advised of the recent purchase of a new software package which will help inform the College’s curriculum planning processes.

Members noted the information provided in the two papers and recorded its appreciation of the work carried out by staff to achieve the enrolment target.

6.2 Modern Apprenticeships: 2015-16 Recruitment

The Committee considered a report providing information on progress with the Modern Apprenticeship (MA) recruitment programme.

Information was provided on the recruitment process; factors impacting on the recruitment of MAs; and proposals to address the impact.

Mr Wallen confirmed that the College was actively addressing the current shortfall in recruitment of apprentices.

The Committee noted the information provided in the paper.
6.3 Developing the Young Workforce
The Committee considered a report providing information on the College’s progress towards meeting the recommendations of The Wood Commission on Developing Scotland’s Young Workforce.

Information was provided on the background to the strategy; the current position; future plans; and further opportunities. Members also noted the status reports on the two projects undertaken in 2014-15.

Mr Davidson said that the two pilot projects had proved very successful.

The Committee noted the information provided in the paper.

6.4 North East Scotland College Curriculum 2015-16
The Committee considered a report providing information on key curriculum developments for 2015-16 and progress with the 2016-17 curriculum.

Information was provided on the full-time curriculum for 2015-16; new provision for 2015-16; positioning the College curriculum for the future; and College curriculum for 2016-17.

Mr Davidson provided further contextual information and said that areas of high demand would be reviewed as part of the next curriculum planning exercise.

6.5 Full-time Student Recruitment 2015-16
This agenda item was discussed in conjunction with agenda item 6.1 earlier in the meeting.

6.6 Links with Aberdeen Foyer
The Committee considered a report providing information on the proposed NESCol/Foyer Partnership Agreement.

Mr Milroy declared an interest in this item by virtue of his role as Chief Executive of Aberdeen Foyer.

Information was provided on the background and context to the Partnership Agreement; the proposed Agreement; schedule of activity; income versus operating costs; and a forthcoming presentation on the impact of the Partnership Agreement on individuals.

After some discussion Members approved the Memorandum of Understanding between the College and Aberdeen Foyer subject to the removal of the word ‘normally’ in paragraphs 1.5 and 1.6.

6.7 Students’ Association Update
The Committee considered a report providing an update on the work of the Students’ Association.

Members were informed that the sum of £2.5k had been raised during Freshers’ Week.

In relation to a recent press article on a new scheme introduced by the two local universities where students can use their matriculation cards as emergency payment for taxis, Ms Wetherall confirmed that the College’s Association may explore joining the scheme in the future.

The Committee noted the contents of the report.
6.8 Future Arrangements for the Students' Association

The Committee considered arrangements in place for the Students' Association.

Mr Smith declared an interest in this item by virtue of his role as Student Association Manager.

Information was provided on the position prior to merger; recent and current arrangements; and funding for the Students’ Association.

After some discussion it was decided that a paper detailing current committed College resources for the Students’ Association would be presented to the next meeting of the Committee.

Mr Smith was requested to discuss with Ms Hart the different options for the future size and shape of the Students’ Association predicated on differing amounts of funding available. It was noted that it would also be beneficial to consider models adopted at other colleges.

Mr Duthie assured the Students’ Association that the Committee would do its best to accommodate their needs; however uncertainties relating to future funding in the College sector may impact on this.

7. Papers for Information

7.1 Student Activity AY2014-15

The Committee noted a paper providing information on the outturn level of student activity for AY2014-15.

In noting that the data had been cleansed and audited, Mr Wallen informed Members that the large difference between the planned wSUMs and actual wSUMs for Extended Learning Support (ELS) had been verified and accepted by the auditors and by the Scottish Funding Council.

Mr Wallen noted that guidance on meeting the evidence requirements for ELS under the new funding model was being sought from the SFC.

Mr Wallen assured the Committee that Business and Community Development activity for AY2015-16 would be monitored by Mr Cowie and reported to the SMT on a regular basis throughout the year.

7.2 Performance Indicators

The Committee noted a paper providing information on key performance indicators relating to the quality function for 2014-15.

Information was provided on lesson observation; external verification visits; student engagement; and complaints.

Members were informed that the complaints procedure was currently under review to identify any improvements which could see complaints being addressed more quickly.

7.3 Analysis of Complaints 2014-15

The Committee noted a paper providing information on the analysis of complaints received by the College in 2014-15.

Mr Duthie reported on the satisfactory outcome of the recent audit of a sample of complaints which he had undertaken with The Reverend Dr Emsley Nimmo, and commended the College’s approach to complaints management.
7.4 Student Support Funds
The Committee noted a paper providing information on amount allocated for various support funds and comparative spend of AY2014-15 and AY2013-14.

Information was provided on Bursary Funds; Discretionary and Childcare Funds; Childcare Reserve; Educational Maintenance Allowance (EMA) Programme; and disbursement of funds in AY2014-15.

Ms Anderson confirmed that she had not received any negative feedback from students in relation to the processing of bursaries.

7.5 North East Scotland College Nursery
The Committee noted a paper providing information on the College Nursery based at the Fraserburgh Campus.

Members said it would be helpful for the inspection regime of the Nursery to be clarified.

8. Summation of Business and date and time of next Meeting
The Secretary gave a summation of the business conducted. The next meeting of the Learning & Teaching and Student Services Committee is scheduled to take place on Tuesday 17 November 2015 at 1400 hours.

Reserved Item of Business

9. Matter for Discussion
9.1 Macduff Learning Centre

The meeting concluded at 1535 hours.
Report by the Principal

1. **Introduction**
   1.1 The purpose of this report is to inform members of the Committee about significant developments.

2. **Nursing Roadshow Success**
   2.1 The Health and Social Care Team held a Nursing Roadshow on 07 October 2015. The event was organised to raise awareness of the different areas of nursing available. Sixty prospective nurses attended the event.

   2.2 Feedback from students who attended the event included:
   
   - “I really enjoyed today, so much interesting areas. (I want to do) Adult or Mental Health ... it has enhanced my excitement.”
   - “Confirmed my direction and how to get there.”
   - “Today was very good, gave me lots of information on a whole variety of careers.”
   - “Today was a great experience to learn about different areas and aspects of nursing. It has made me re-think and question myself on what area I want to work in. It is all very interesting!”
   - “Was very interesting I have a lot to think about. I now am thinking of going down a totally different route.”

3. **Charity Fair**
   3.1 Students from the NC Level 6 Social Sciences course in Fraserburgh held a Charity Fair on 08 October 2015 as part of their Volunteering Award and raised £392.06 in only a few hours. Two of the students provided entertainment during the event which was warmly received. A follow on music night was also held where a further £339.10 was raised bringing the grand total to £731.16. Three local charities will each receive £243.72.

4. **School/College Partnership Working Events**
   4.1 The College and the two Local Authorities organised events for the Aberdeenshire Head Teachers on 29 October 2015 and Aberdeen City Head Teachers on 05 November 2015 to discuss Developing the Young Workforce to meet the needs of Industry. Representatives from Skills Development Scotland, Developing the Young Workforce – NE Scotland and Scottish Qualifications Authority, together with partner employers and staff from the Local Authorities and the College took part.

5. **Enterprise in the Curriculum**
   5.1 The Scottish Institute for Enterprise (SIE) has established firm links with the College to raise awareness of support and services available to students who are interested in developing entrepreneurial skills and business ideas. A SIE student intern is now based in the College and supported by a Regional Adviser as well as an Aberdeen University student.

   5.2 SIE work with local institutions to champion enterprise education and help students start new innovative businesses and social enterprises. SIE provides free one-to-one advice, enterprise workshops and national competitions. SIE’s range of activities is designed to have something for students at all levels, from those with no experience of enterprise at all, to business-minded teams who are ready to launch. ‘Get Enterprising’ is a competition at the very beginning of the process. The ‘Fresh Ideas’ competition is for those who might have an idea but have not taken steps toward making it a reality.
5.3 For students who have already established their new venture or social enterprise, and those who have started trading, SIE provides a range of support and activities. The ‘New Ventures’ competition is for already established ventures, with the opportunity to win funding and business support. SIE Entrepreneurs is an exclusive invite-only programme for the most promising student entrepreneurs and the destination for businesses with real growth potential.

6. Elevator Enterprise

6.1 Work with Elevator continues, with Lucia Guintoli based at the College for two days per week. Students have the opportunity to sign up to attend the Elevator Conference on 20 November 2015 at the AECC, Aberdeen, where they will have the opportunity to hear from motivational speakers, critique enterprise pitches from RGU students and get advice and information on developing ideas. A College enterprise operational group is in the process of being established to ensure that all opportunities are embraced at every College centre.

7. Recommendation

7.1 It is recommended that the Committee note the contents of this report.

Rob Wallen
Principal
Student Alcohol and Substance Misuse Policy

1. Introduction
   1.1. The purpose of this paper is to provide the Committee with an opportunity to consider the Student Alcohol and Substance Misuse Policy.

2. Background
   2.1. At its meeting on 15 September 2015 the Committee considered a draft policy relating to student alcohol and substance abuse.

   2.2. During the discussions a number of amendments to the Policy were suggested, and it was requested that a revised version be brought back to the Committee at its November meeting.

3. Revised Policy
   3.1. Attached as appendix 1 is a revised draft Student Alcohol and Substance Misuse Policy, reflecting the points raised at the meeting on 15 September 2015.

   3.2. An Equality Impact Assessment has been carried out for the Policy and no issues have been identified that would have a negative impact in relation to any of the protected characteristics.

4. Recommendation
   4.1. It is recommended that the Committee consider, and if so minded, approve the Student Alcohol and Substance Misuse Policy.

Rob Wallen
Principal
Student Alcohol and Substance Misuse Policy

Ref

Student Alcohol and Substance Misuse Policy

Review Date: September 2017
1. Introduction

1.1 North East Scotland College is committed to maintaining healthy, safe and productive learning and working environments for its students, staff, customers and suppliers. The College recognises the adverse impact that both alcohol and drugs may have upon an individual's ability to study and work safely and appropriately.

1.2 In addition, the College is committed to promoting the health, safety and well-being of its students and will help and advise students of the risks associated with the use of alcohol and drugs, providing support to those with drug and alcohol dependency problems.

NB: a separate policy exists relating to alcohol and drug misuse by staff of the College.

2. Aims

2.1 This policy has two overall aims:

1) To ensure a safe learning and working environment free from the use of inappropriate substances,

2) To promote the health, safety and well-being of our students by providing advice and guidance on the risks associated with the use of alcohol and drugs whilst also providing appropriate support to students with alcohol or substance dependency problems.

2.2 In order to achieve these aims, the College will work in partnership with public and voluntary sector agencies which are able to provide specialist information and support in addressing these issues.

2.3 In order to achieve the first aim, the following are explicitly prohibited:

- Possessing, using or dealing in drugs and/or drinking alcohol whilst on College premises: any suspected dealing in drugs on any College premises will be reported immediately to the police.

- Reporting for study, studying or attempting to study whilst apparently under the influence of alcohol and/or drugs -- including not only substances covered by the Misuse of Drugs Act 1971 (as amended) but also prescribed and ‘over the counter’ drugs used in
appropriately, so called “legal highs”, and solvents and other such chemicals used inappropriately

2.4 Appendix 1 provides definitions of some key terms used in this policy.

2.5 Appendix 2 provides information on some of the support agencies to whom the College may refer for advice, or to which it may refer students in need of help.

3. **Specific Actions**

3.1 **In order to achieve these two overall aims, the College will:**

- raise awareness and provide information to students and staff on issues relating to alcohol, drugs and similar substances through ongoing provision of health fairs, plasma screen presentations and information on Staff and Student Intranets.

- help students to understand the expectations of employers relating to drugs and alcohol in the workplace

- ensure students are aware of the College’s position on the use of alcohol and drugs

- develop guidelines for appropriate disciplinary responses to incidents involving the misuse of alcohol, drugs and similar substances and apply these as appropriate with reference to the Students’ Disciplinary Code

- provide students with access to information on relevant local support networks and agencies as appropriate

- Brief staff on the implications for the College of legislation relating to alcohol, drugs and similar substances, and clarify how staff should deal with situations that arise relating to their suspected use

- maintain and disseminate detailed procedures for dealing with incidents in College arising from suspected use of alcohol, drugs and similar substances

- maintain procedures for identifying and disposing of illegal substances or other prohibited substances found on College
Student Alcohol and Substance Misuse Policy

premises

- clarify the College’s position in relation to testing for evidence of substance or alcohol misuse

4. Student Responsibilities

4.1 Each student is responsible for ensuring his or her own behaviour and work or student performance remains appropriate whilst engaged in College activity and is not affected by alcohol consumption or substance misuse.

4.2 It is not acceptable for a student to attend College when under the influence of any substance which impairs or may impair their judgement or dexterity in such a way that they may be a danger or disruption to themselves or others.

4.3 Students must not bring any illegal substances into College premises.

4.4 Students must not use or provide alcohol to others on College premises (except in the very rare circumstances where Hospitality students are serving alcohol to clients or guests of the College in one of the Training Restaurants, under the supervision of College staff).

4.5 Students need to be aware that the College’s approach reflects and is a reinforcement of the standards and expectations of employers relating to alcohol and drugs.

4.6 Students who know or suspect that they have an alcohol, or substance-related problem should seek professional help at an early stage to avoid the problem becoming worse.

4.7 Students must notify a relevant member of staff (e.g. a Guidance Tutor) if they are taking prescribed medication that could adversely effect their ability to undertake their course/study safely or without disrupting others.

4.8 If a student has a medical condition that may make him/her mistakenly appear to be under the influence of drink or drugs he/she should inform an appropriate member of staff (for example his/her guidance tutor) so that other staff of the College can be advised as necessary.
5. **Action to be taken when a Student appears to be under the influence of alcohol or drugs**

5.1 Students will not be permitted to attend college while their faculties are impaired through alcohol and/or drugs.

5.2 If a student is acting in such a way that he or she can be reasonably suspected to be under the influence of alcohol or a controlled substance, the College’s immediate response will be to remove the student from the college environment to prevent the disruption or risk.

5.3 In deciding to take this action, the staff or contractors of the College will not undertake any medical testing procedure but will rely on observation.

5.4 This may mean that security staff (or other trained first aiders) will advise the student to return home, once they have assessed that it is safe for him/her to do so. Where there is doubt as to whether the student can safely leave the premises appropriate professional help will be sought.

5.5 Where it appears a criminal offence has been committed the staff involved will contact the police. Where appropriate the staff concerned may advise the individual to wait until the police attend.

5.6 The staff involved will report the incident to the Vice Principal (Human Resources) who will consider whether disciplinary action is required.

5.7 Where appropriate, on returning to College studies the student may be encouraged to undertake an informal chat with their Guidance Tutor whereby they will be provided with relevant alcohol and substance misuse material and information relating to local support agencies.

6. **Drug Testing**

6.1 The College does not undertake or facilitate the testing of students for drugs or alcohol on College premises.

6.2 Where drug testing is a requirement of an employer or employer organisation as a condition of employment it is a matter for the employer or employer organisation to arrange the necessary
### Student Alcohol and Substance Misuse Policy

6.3 While this is a matter for the employer or employer organisation the College will expect that testing will be in line with best practice guidelines – ie involve obtainment of the student’s explicit written consent, provide clarity and guidance on standards the students are being tested against, describe how the results are to be communicated and who to, and have a clear appeals process.

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APPENDIX 1

1. Definitions – Alcohol, drugs and prescription medications

1.1 Drugs

• **Drug** – A chemical substance that affects the processes of the mind or body, any chemical compound used in the diagnosis, treatment, or prevention of disease or other abnormal condition. A substance used recreationally for its effects on the central nervous system, such as a narcotic.

• **Drug Dependence** – Drug addiction (dependence) is compulsively using a substance, despite its negative and sometimes dangerous effects. Drug abuse is using a drug excessively, or for purposes for which it was not medically intended.

1.2 Alcohol

• **Alcohol** - means any beverage that contains ethyl alcohol (ethanol), including but not limited to beer, wine and distilled spirits.

• **Alcohol Dependence** – A disease in which a person craves alcohol, is unable to limit his or her drinking, needs to drink greater amounts to get the same effect and has withdrawal symptoms after stopping alcohol use. Alcohol dependence affects physical and mental health and causes problems with family, friends and work. This is known as alcoholism.

1.3 Prescribed medications and over the counter medication

• Drugs prescribed by a medical practitioner or purchased over the counter can also be a cause for concern because they may impair mental or physical performance at College. Any student taking medication that may adversely affect their academic performance shall notify their lecturer before starting any College based activity.

• Students who are prescribed medication, or obtain over-the-counter preparations, must ask the doctor/chemist whether the medication is likely to affect their fitness for attending College and or work.

• If a Lecturer or Guidance Tutor is informed of any such side-affects, they must assess any risks to safety arising, taking advice from the occupational health service as appropriate.
2. Other Definitions

- **North East Scotland College (Nescol) premises or facilities** means all property of Nescol including, but not limited to, teaching areas, offices, facilities and surrounding areas on Nescol owned property, parking areas and storage areas.

- **Misuse** – the use of alcohol at work or dependency on alcohol and/or drugs for a purpose not consistent with legal guidelines or medical recommendations for dosage, intervals or amounts.
APPENDIX 2

Information:

Know the score: www.knowthescore.info

Talk to Frank: www.talktofrank.com  Tel: 0300 123 6600

Support:

Aberdeen Alcohol & Drug Partnership:  Tel: 01224 594700
www.alcoholaberdeen.org.uk
www.drugsaction.co.uk

Aberdeenshire Alcohol & Drug Partnership:  Tel: 01224 558554
www.aberdeenshireadp.org.uk

Teen Challenge NE Scotland: Outreach Bus (18-35 Yrs)  Tel: 01651 891627
www.tcns.org.uk/?page_id=27

Alcohol Support – Counselling Services  Tel: 01224 595981
www.alcoholsupport.co.uk

Integrated Drug Services (Aberdeen City Council):  Tel: 01224 651130
www.aberdeencity.gov.uk

Narcotics Anonymous  Tel: 0300 999 1212
www.ukna.org

Families Anonymous - support for family & friends  Tel: 0845 1200 660
famanon.org.uk
Full-Time Student Applications and Enrolments 2015-16

1. Introduction
   1.1. The purpose of this report is to provide the Committee with information on the level of full-time student applications and enrolments for the academic year 2015-16.

2. Background
   2.1. Prior to the beginning of the new academic year staff from both curriculum and support teams were working to finalise the range of full-time courses to be offered for 2015-16. This work is necessary to ensure that the College has appropriate resources in place and that students can apply in good time for the course they wish to undertake.

   2.2. Academic staff interview prospective students throughout the academic year including the summer period once pupils receive their exam results.

   2.3. Summary information on applications and on planned enrolments against actual enrolments made for the three College Academic Schools is given in appendix 1 to this paper, together with planned credits against actual credits. For AY2015-16 the College had received nearly 15,000 applications for just under 7,000 proposed, full-time enrolments.

   2.4. Further and more detailed information is given by Academic Teams, across all centres.

   2.5. Recruitment to the College’s full-time provision is now complete for AY2015-16 with the schools achieving the targets that were set as part of the College’s Regional Outcome Agreement. Recruitment to part-time programmes is ongoing and will continue through to Block 2.

3. Recommendation
   3.1. It is recommended that the Committee note the information provided in this paper.
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**Appendix 1**

Agenda Item 6.1

Full-time Programmes – Academic Year 2015-16
## Appendix 1

### Full-time Programmes – Academic Year 2015-16

<table>
<thead>
<tr>
<th>School of Service Industries</th>
<th>Planned</th>
<th>Actual</th>
<th>Planned Enrolments</th>
<th>Actual Enrolments</th>
<th>Planned Credits</th>
<th>Actual Credits</th>
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| Total | 5,689 | 2,379 | 2,385 | 42,212 | 41,794 |
Quality Assurance Arrangements for North East Scotland College

1. Introduction
1.1. The purpose of this paper is to provide information to the Committee on the development and implementation of Quality Improvement and Assurance arrangements of North East Scotland College (NEScol).

2. Background
2.1. The overall responsibility for leading, developing and implementing quality arrangements for NEScol resides with the College’s Vice Principal – Learning & Quality.

2.2. Since changes to the Senior Management Team much work has been undertaken to further develop the Quality Framework into the curriculum. Previously this work had been carried out by the Vice Principal – Organisational Services, Head of Quality and members of the Quality Improvement and Assurance Committee (QIAC), a sub-committee of the College’s Academic Board. Responsibility for this is now with the Vice Principal, Learning & Quality.

3. Quality Improvement and Assurance Committee (QIAC)
3.1. Since its inception the QIAC has, through monthly quality meetings, created and implemented a single quality framework for the College. QIAC members have sought to build on the best quality practice and these include:

- A course approval process;
- A robust, self-evaluation process;
- Themed quality audits;
- Lesson observations;
- Internal verification;
- Student feedback mechanisms;
- Complaints handling;
- Enhanced PI analysis.

3.2. The work of the QIAC continues beyond the implementation of this quality framework as it seeks to evolve quality assurance and improvement practice in order to improve, year-on-year, student experiences and student outcomes.

3.3. Some of the QIAC’s on-going quality projects are noted below:

3.3.1. Student Retention and Progression – As one of the colleges which participated in the Action Learning Project, one of the key areas of focus for AY2014-15 was the College’s self-evaluation practice. The QIAC has been focusing on both student withdrawal and progression.

3.3.2. A Single PI Analysis/Prediction Process – A single and standardised approach to in-year PI analysis/prediction was carried out and this had some early success in AY2014-15. Self-evaluations reports for both curriculum and support teams were updated routinely throughout the academic year rather than at the end point of any given academic year.

3.3.3. Student-led Quality Reviews – As a result of our own Self-evaluation process as one of three colleges participating in the Action Learning Project, the QIAC is currently considering how best to develop student engagement in self-evaluation. Specifically the implementation of student-led quality reviews is being further developed.
3.3.4. SQA Quality Framework – SQA conducted a systems visit during AY2014-15 and detailed feedback was given with some recommendations to take forward into AY2015-16.

3.3.5. Proposed Future QIAC Activity - Whilst work continues on several quality assurance and improvement approaches the QIAC has also identified additional quality-related projects for AY2015-16. These include:

- The development and implementation of a revised Quality Strategy that reflects the on-going changes to quality approaches external and internal to the College;
- The implementation of a revised approach to students’ inclusiveness, equality and diversity through the College’s newly-convened Equality Strategy Group;
- A review of lesson observation practice;
- A review of digital practice and the development of Technology Enhanced Learning across all centres;
- The deployment of the Quality Team’s Senior Lecturers (Quality Development) to better support quality improvement practice in curriculum teams.

The following section of this report documents some of the outcomes that have emanated from the quality approaches adopted and implemented over the previous year.

4. Quality Improvement and Assurance Arrangements – Outcomes

4.1. Lesson Observation

A new approach to lesson observation was developed in late 2014 which combined the previous models used by Aberdeen and Banff & Buchan Colleges respectively. The model was designed around Education Scotland criteria and consisted of a mix of announced and non-announced observations (depending on the experience of the member of staff) which were not allocated an overall grade. All observations were followed by a professional discussion.

During AY2014-15 there were 40 observations carried out by staff from the Quality Team. As part of TQFE qualifications, seven observations were carried out by the CPD team and 14 observations by Education Scotland Associate Assessors. Lesson observations were carried out on 31 Protocol National (PN) visiting lecturers. The College’s QIAC is currently reviewing the lesson observation approach in order to build in greater capacity within the College to conduct more observations.

The results of observation undertaken this year indicate that the quality of learning and teaching remains high and that excellent relationships between staff and students existed. This was further evidenced in the feedback from the Action Learning Project Validation Panel members.

4.2 Student Focus Groups

43 scheduled student focus groups were carried out over AY2014-15. Focus groups were undertaken on the agreed themes of BYOD (Bring Your Own Device); Learning Technologies; Timetabling and General Course Quality. Individual actions were identified (53 instances) and allocated to appropriate individuals. No major cross-college issues were identified. The vast majority of feedback confirmed learner satisfaction with their College experience. Measures were taken to ensure that feedback to learners was more efficiently recorded and tracked. This meant feedback was delivered more promptly whilst still being appropriately personalised.
4.3 Themed Internal Quality Audits
31 planned internal quality audits were completed, 15 of which related to compliance with internal verification procedures. Revisions to internal verification (IV) documentation and tracking systems have improved the planning and recording of pre-delivery checks. The quality of the documentation was commented upon positively by a significant number of external verifiers. Further, this should improve the robustness of assessment for the College and reduce the risk of verification ‘holds’ in the future.

4.4 Student Satisfaction Surveys
In order to improve student response rates the College now delivers its student satisfaction survey in two parts, part one in February/March and part two in May. AY2014-15 response rates were 2,933 for the First Impressions Survey and 2,863 for the first part of the Learning and Teaching Survey. The Survey and its deployment are to be further discussed with curriculum colleagues and representatives of the Students’ Association. A breakdown of survey results was provided for self-evaluation reporting at programme, team and school level in order that quality improvements could be identified and built into action plans. The First Impressions Survey for AY2015-16 has just closed and it is pleasing to report 5,233 responses were received. The results of these are now being finalised and members of the Committee will receive an update at the next meeting in January 2016.

4.5 Complaints Management
Responses to complaints carry specific deadlines of either 5 or 20 working days relating to their categorisation of seriousness. Across all centres the number of complaints recorded for AY2014-15 was 120. This was an increase of 36 from the previous academic year. That said, no complaints were, during AY2014-15, referred to the Scottish Public Service Ombudsman (SPSO).

4.6 Self-evaluation Reports
During the early stages of 2014-15 self-evaluation reports were reviewed by the College’s QIAC. Weaknesses identified in the reviews were reported and training was then developed and delivered to assist authors to address these. As a result of further quality improvement measures revisions were made to self-evaluation reporting templates for both curriculum and support teams.

In carrying out our own self-evaluation process as part of the Action Learning Project, further work is required to ensure that self-evaluation becomes an on-going, ‘through-the-year’ process that analyses PI data rigorously and that there is consistency across all areas in reports itself.

4.7 Approval and Validation
During AY2014-15 there were no instances of issues being raised by awarding bodies with regard to approvals. 91 programme/unit change submissions were considered by the College’s Curriculum Approval Panel (CAP) throughout the year with almost all being satisfactorily concluded within the academic year. The CAP itself has begun to increase the depth of its work and some consideration has been given to the type of information required by the panel and how this could be connected to the work of other planning and quality activities.

4.8 Examinations Management
The Examination Team has been active and effective in preparing for the various examination requirements of the College and its students. Examinations Board changes were implemented where necessary, including ever more rigorous checks required for external candidates sitting ESOL assessments for residency purposes. Three Examinations Boards conducted inspections this year and all were satisfied with the College’s arrangements.
5 Recommendation
   5.1 It is recommended that the Committee note the information provided in this paper.

Rob Wallen
Principal

John Davidson
Vice Principal - Learning & Quality
Action Learning Project Update

1. Introduction
1.1. The purpose of this paper is to provide the Committee with information on the Action Learning Project.

2. Background
2.1. As part of its quality-related Action Learning Project the Scottish Funding Council (SFC) sought to develop a new college-led process for reviewing the quality of College provision in Scotland. North East Scotland College (NESCol), along with South Lanarkshire and Ayrshire Colleges were identified to pilot and develop a new approach to quality improvement.

2.2. The report, attached as appendix 1 to this paper, is the outcome of the work undertaken by the College.

2.3. In the judgement of the Validation Panel, the process was sound, the evidence collected was comprehensive and credible and the judgements reached on the basis of the evidence were appropriate.

3. Recommendation
3.1. It is recommended that the Committee note the information provided in this paper.

Rob Wallen    John Davidson
Principal    Vice Principal - Learning & Quality
INTRODUCTION

North East Scotland College was invited to be one of three colleges piloting a new approach to the review of college provision.

The Scottish Funding Council established the three pilots as an “action-learning project” with a view to exploring whether such an approach could be rolled out across the college sector in Scotland.

The report that follows was the outcome of the work undertaken by the College.

The process that led to the evidence that underlies this report, the evidence that was assembled and the resulting report were all subject to the scrutiny of a Validation Panel that included representatives of:

- Aberdeen & Grampian Chamber of Commerce
- Aberdeen City Council
- Aberdeenshire Council
- Education Scotland (HMI)
- Education Scotland (student member)
- Robert Gordon University
- Scottish Funding Council
- University of Aberdeen

In the judgement of the Validation Panel, the process followed was sound, the evidence collected was comprehensive and credible and the judgements reached on the basis of the evidence were appropriate.
1.0. CONTEXT STATEMENT

Aberdeen College and Banff & Buchan College merged on 01 November 2013 to form North East Scotland College (NESCol). The NESCol Regional Board was established in January 2013, with the assigned College Board of Management for NESCol vesting on 01 November 2015. NESCol employs around 600 staff. Following merger, NESCol restructured staff roles to take account of the new operating environment.

NESCol is the only Further Education College located within the North East of Scotland, and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers. The College’s main [College-owned] centres of delivery are in Aberdeen [three sites], Fraserburgh and Peterhead with a number of leased community based learning centres across the region.

Prior to the merger, both Colleges had individual track-records of success and commitment to high standards of service delivery. The new College is committed to maintaining this and to improving opportunities for the people of Aberdeen and Aberdeenshire, to helping the region’s young people progress to work or higher education and to supporting businesses through professional updating and workforce development.

Our vision for North East Scotland College is:

“A College that transforms lives and supports regional development”

Our Values are the foundation of all that we do and state what is really important to us. They apply to everyone who comes to the College to learn or work. These are:

**Commitment and Excellence**

- Understanding and responding to the needs of our students, staff, key stakeholders and customers;
- Being business-like and professional;
- Maintaining a clear focus on our goals and ensuring that these are achieved through effective planning and organisation;
- Achieving excellence by continually evaluating and improving our services;
- Ensuring our processes are consistent, accessible, effective and efficient.

**Empowerment and Engagement**

- Creating an environment where innovation and creativity are encouraged and can flourish;
- Providing clear direction, information and communication;
- Providing development opportunities to ensure that we have the skills, knowledge and confidence to perform to the best of our ability;
- Giving recognition and praise;
- Encouraging and supporting collaboration.

**Respect and Diversity**

- Valuing the experience and talent of all;
- Treating others with dignity and respect;
- Creating an accessible, inclusive learning and working environment;
- Being fair, open and transparent to ensure a culture of mutual trust and integrity.

North East Scotland College was one of three colleges invited by the Scottish Funding Council (SFC) to participate in a pilot project intended to develop an alternative review model...
for Further Education Colleges. The remit was to develop a model which would be more suited to the regional context; avoid duplication of effort and increase ownership of the process to enable more effective quality improvement across the sector.

The College has worked with partners in SFC and Education Scotland (ES) during 2014-15 to develop its version of the model. A bespoke quality framework has been developed which identifies 10 key questions for self-evaluation derived from the SFC’s Regional Outcome Agreement (ROA), the ES Quality Indicators and the College’s own strategic aims. The document provides a framework which integrates quality indicators and performance targets, taking account of the regional context and encouraging ownership of quality improvement across a range of internal stakeholders. The format for the framework document aims to make it easily understood by a wide range of stakeholders.

This report provides a self-evaluation of College activity in Academic Year 2014-15, based on the quality framework, and includes the full range of College activity but not that of the College subsidiary company Aberdeen Skills and Enterprise Training (ASET). The student outcome performance indicators are those for 2014-15 and include all full-time and part-time activity funded by the SFC and Skills Development Scotland (SDS) including short part-time courses of less than 160 hours duration.
2.0. EXECUTIVE SUMMARY

High Quality and Efficient Learning & Developed Workforce: Learner Experience, Outcome and Destinations
Overall, the quality of teaching in the College is high, with excellent training and support available to develop teaching practice; use of technologies for learning and development of current practice. The quality of the learning experience in the College is high, with excellent feedback on the learning and teaching process in the majority of teams. There are a few areas of weakness associated with particular subject areas, mostly associated with teams where staff-student relationships were poor, and where staff changes had resulted in disrupted delivery. College quality processes have been effective in identifying areas for improvement, actions have been developed and dedicated staff are available to support the process.

Wider achievement and development of employment and other essential skills are widely promoted to enrich the learning experience and prepare students for progression.

Whilst attainment rates in HE remained high, there was a fall in retention in FE courses, resulting in lower attainment. Whilst approximately 20% of withdrawn students left for employment, the nature of the employment and the future prospects of these students are not clearly defined. Consolidation of regional processes with associated greater stability would be expected to boost retention (and therefore success) rates for 2015-16.

Part-time FE outcomes also fell in 2014-15. These were affected by a change to the FE curriculum offer for 2014-15 which resulted in an increase in the partial success rate and a consequent detrimental impact on overall FE attainment. Most of the partial success was in newly introduced, short, essential skills development courses. These will not be offered in the same way in 2015-16.

The available destination data shows the majority of successful students’ progress to positive destinations, with most continuing in full-time education or to full-time employment. A well established and very successful programme of articulation agreements is well utilised to provide a significant number of students the opportunity to progress to degree level with advanced standing.

Right Learning in the Right Place: Curriculum Breadth, Depth and Regional Spread
The College provides a comprehensive and well-developed curriculum of suitable breadth and depth which delivers the right learning in the right places. The curriculum is planned following consideration of regional environmental data on skills needs and takes account of national priorities to ensure that the offer meets regional demand. Curriculum planning in the college is a continuous process which ensures that the curriculum is constantly refreshed and up-dated and meets the needs of learners, potential learners, employers and the local economy and the range of College provision in the region results from detailed planning informed by engagement with external stakeholders, government priorities and curriculum analysis. The curriculum offer is broadly similar across the region but, where indicated, there are variations which accommodate local demand. Access is available at a range of levels and modes of attendance and progression pathways are well identified for all subject areas.

Overall, the College is effective in developing partnerships with key local stakeholders to enhance curriculum planning, course design and ensure its services meet the regional need. These partnerships provide tangible benefits to students in terms of course provision; course design; development of essential skills; additional flexibility and smooth transitions through the senior phase of Curriculum for Excellence from school to college and onto work or
Higher Education. Effective partnership working is enabling good progress on work to support the Developing the Young Workforce (DYW) agenda to enhance the education, training and career opportunities for young people in the region.

Access for People from the Widest Range of Backgrounds: Access and Equality
Students are well provided with advice, support and guidance in the College through availability of a variety of services. These services are effective in identifying support needs and providing appropriate assistance. Student feedback suggests that these are both well used and of high quality.

The College has well-established Equalities Policies for staff and students which are effectively applied across all areas of activity. Staff are all trained in equality and diversity and are aware of their responsibilities, in particular with respect to avoidance of discrimination and making appropriate adjustments. However, there is evidence that opportunities to promote good relations are sometimes missed and significant gender imbalance remains in some subject areas. The College is well resourced with enabling technologies to assist students with specific needs and assessments are carried out as necessary to assist in the identification of appropriate assistance for students.

The review of equality outcome data is currently limited and requires further development to improve its accessibility and how well it can be interrogated. Learner feedback is used to review quality outcomes and inform self-evaluation but more effective collaboration with the Students’ Association in this respect would improve the quantity and quality of feedback and identification of potential equality issues. This would also enhance the promotion of good relations.

Sustainable Institutions and Efficient Regional Structures: Leadership, Vision and Direction
The College contribution to the local economy is hugely significant and was documented in a report commissioned which indicated that, for the £30 million invested by the Government in the College, there was an economic impact of £406 million to the local economy.

College governance is strong and has been positively reviewed by SFC and auditors. Staff and students are represented on the College Board and on key management committees to ensure all views are represented. Arrangements are in place to ensure that the quality of governance remains high and that the Code of Good Governance for Scotland’s Colleges is effectively applied. Effective governance is reflected in the engagement of support teams in providing a high quality of service to students. Where shortcomings impacting on students have been identified, these have been recognised and addressed to prevent recurrence. Leadership groups composed of senior and other managers meet regularly to discuss key issues and develop measures to address key cross-college functions such as leadership and communication.

Capacity for Improvement
The Action Learning Project has been a valuable exercise in developing the College self-evaluation processes and has increased ownership of quality improvement. It has enabled the College to identify gaps in evidence provision and to review its priority areas. The quality processes are well-established, fit for purpose and most are supported by good evidence. Self-evaluation is applied across all curriculum and support areas, with broader reviews informed by individual course level information as well as cross-college evidence gathered for quality purposes. However, the application of the self-evaluation process is of insufficient quality in a significant number of courses and teams within the College. Where this is poor, the capacity for improvement requires to be developed by ensuring key staff are fully engaged in the evaluation process.
Learner feedback is sought by a number of methods during the course of the academic year and feeds into both ongoing and end-of-year reviews. The majority of students are also involved in the planning of their learning and assessment. However, whilst work has been ongoing to develop the work of the Students’ Association, the Learner Voice at representative level is not yet well enough established to make a recognisable difference to most students.
3.0. VALIDATED SELF-EVALUATION SUMMARY FINDINGS – DETAIL FOR EACH KEY QUESTION

3.1 High Quality and Efficient Learning & Developed Workforce: Learner Experience, Outcome and Destinations

3.1.1 How good is our teaching?
Staff in all areas are well qualified and undertake training in learning and teaching early in their College career appropriate to their experience and previous qualifications. Staff are required to undertake Continuous Professions Development (CPD) each year, which includes vocational and teaching elements. Training on new approaches and technologies is readily available so staff are well informed on current practice. A well-developed Virtual Learning Environment (VLE) is available and was successfully integrated across all campuses in 2014-15. It was well used in a majority of teams, providing a vital tool to support the learning and teaching process and the development of wider learning skills and independent learning. However, internal monitoring and external reports suggested that the use of the VLE was inconsistent both within and across teams. Monitoring data has been used to target areas where further support from the Learning Technologies team is indicated, and actions have been identified.

Feedback on the teaching process was obtained via learners and also from the College’s own lesson observation processes. The processes were validated by input from Education Scotland staff and Associate Assessors so that the College could be assured that the outcomes were consistent and valid.

The quality of lesson observations indicated that, in the majority of lessons, the teaching was good or very good with particular strengths across the College in development of positive relationships, subject knowledge, planning and measurement of learning. Themes for improvement included small numbers of staff who needed to improve on questioning techniques and on differentiation of learning to increase engagement and allow learners to take greater ownership of their own pace and challenge of learning. Where areas for improvement were identified, these were discussed with individuals and suggestions made for improvement. Tracking of these improvements by local line managers will facilitate targeted improvements.

In a small number of cases the lesson was of poor quality and actions were devised to address the areas for improvement. Feedback from an Education Scotland Modern Apprentice review identified some lessons as lacking in variety and organisation. Improvements in this area will be supported by the Quality and Professional Development teams.

Outcomes from lesson observations were supported by the learner feedback taken at the time of the lesson, with greater than 96% of questionnaire responses from this source being positive.

Survey responses indicated that the majority of students were satisfied with the teaching and motivation provided by staff, that they were well prepared for assessments and agreed the resources for learning were of high quality. However, a minority of students in well-defined subject areas had had a poor experience. Reasons for the poor experience and actions to address teaching approaches have been explored in Faculty and Course level self-evaluation reports. The poor experience was most often associated with teams which had experienced staffing changes and consequent disruption to the learning
process or where staff-student relationships were less positive.

The quality of self-evaluation was reviewed at School level and areas for improvement have been identified. Improvements are supported by dedicated quality staff to facilitate effective self-evaluation. The quality of learning and teaching was not reviewed at Faculty level, as it was felt it had been well explored at course level. However, this needs to be developed for future reviews.

Overall, the quality of teaching in the College is high, with excellent training and support available to develop teaching practice; use of technologies for learning and current practice. There are a few areas of weakness associated with one subject area and some other individuals. Actions have been identified to facilitate improvement and dedicated staff are available to support the process.

Areas for Development

- In a few subject areas there were inconsistencies in how technology was being used to support the learning and teaching process;
- In a small number of classes staff missed the opportunity to enhance the learning experience for learners by using effective questioning techniques;
- In the majority of Faculty Reports, the evaluation of Learning and Teaching was not reviewed at Faculty level.

3.1.2 How good is the learning experience in our College?

The College has well-established processes for gathering learner feedback including surveys, class representative processes and focus groups. This was supplemented in 2014-15 by the further development of the peer-led review process where students gathered feedback from other students. This provided a rich and varied range of sources of feedback on the learner experience. However, survey feedback indicated that a significant proportion of students were not well informed with respect to the activity of the Students’ Association, nor of its collective potential to influence positive change within the College. This suggests that the Learner Voice is not yet developed to its full potential within the College.

Learner feedback indicated almost all students (90%) were satisfied with their overall learning experience. With respect to learning and teaching, students were generally positive about the quality of their experience, although a few noted that the quality varied between members of staff and units. The majority were also satisfied with the assessment process, although a few expressed some concerns about assessment scheduling and more than a few about the amount or format of feedback provided. There was some variation in response with respect to support, although dissatisfaction tended to relate to access to wider support services and was more common in some subject areas. Course organisation was reported on favourably, although there was some individual variation with respect to preference for shorter/longer days or breaks between classes. Satisfaction was high with respect to learning resources, although a minority raised the IT infrastructure as having some limitations which had impacted on learning.

Survey responses indicated that most students (82%) agreed that they were involved in the co-creation of their learning with respect to planning course work and assessment scheduling.

Feedback from internal audit and Faculty Reviews indicates that, in the majority of teams,
student wider achievement is actively encouraged via a range of activities such as volunteering, competitions, exhibitions, community projects and employer-led activities. This provides a rich learning experience and an effective environment for the development of essential skills.

Overall, the quality of the learning experience in the College is high, with excellent feedback on the learning and teaching process in the majority of teams. There are a few areas of weakness associated with particular subject areas, mostly associated with teams where staff-student relationships were poor.

Wider achievement and development of employment and other essential skills are widely promoted to enrich the learning experience and prepare students for progression. Quality systems are in place to identify areas for improvement and ensure actions are effectively followed up.

Areas for Development

- The majority of learners are not well informed of the activities associated with the Students’ Association;
- In a few subject areas learners expressed concerns around the scheduling of assessments.

3.1.3 How many of our learners succeed and progress to related employment, training or education?

Full-time (FT)
Complete success in FE courses fell from 66% to 62% in 2014-15. This was mostly due to a rise in further withdrawal rates and was a feature across all 3 Schools and a number of subject areas, in particular Engineering, Care, Computing, Sport, Construction, Creative Industries and Hairdressing. Drops were most significant in Fraserburgh Campus, where FT FE attainment fell in all teams, albeit from relatively high levels to more moderate levels in most cases. In general, falls at Aberdeen City Campus were significantly less and in Altens Campus there was a slight increase in mean attainment for all the teams. These outcomes suggest that some general factors have impacted on Fraserburgh Campus outcomes. These most likely result from a volume of change which included changes to curriculum programmes in designing a more sustainable regional curriculum; changes to key processes such as student support; and more substantial changes to staffing numbers and structures. Whilst these have had an impact, the new structure and processes have been improved for 2015-16, are now more embedded and staff are more familiar. The resultant consolidation should help recover attainment in 2015-16.

Complete success in FT HE courses was maintained overall at 72% in 2014-15. Whilst the overall figure was stable, moderate increases in the majority of Aberdeen City teams were not mirrored in Altens or Fraserburgh campuses, where there were significant falls in almost all teams. As for FE, this may suggest that some general factors were impacting at Fraserburgh Campus, whilst some Altens teams also experienced significant staffing changes which had an impact on outcomes.

Part-time (PT)
Numbers of part-time enrolments were maintained in 2014-15, although the enrolments were on a very different range of courses. Complete success in FE courses fell from 82% to 69%. Overall withdrawal was only 5% but in almost all cases where complete success was lower, students had remained on courses but had only partially completed the
required assessments. This was largely influenced by a temporary shift in the PT FE enrolments from work-based learning on commercial courses to college-based provision on essential skills development (these courses were of less than 160 hours in duration and so will not be reflected in SFC data). This will not be repeated in 2015-16.

Numbers of PT HE enrolments fell slightly in 2014-15 but completed success rates rose by 2%. Success was relatively consistent across the majority of programmes, although complete success rates were limited in engineering by high rates of partial success. Local actions are in place to address these issues.

Learner Destinations
The most recent Learner Destination data available is for 2013-14 and this suggests that 49% of completing HE and 62% of completing FE students' progress to another full-time course. For the FE students, almost all progress to the next level within the College. A further 29% and 19% of HE and FE students respectively were in full-time work. In total 78-79% of FE and HE students had progressed to more full-time education or full-time work. Only 5% were unemployed.

The College has developed an extensive portfolio of articulation agreements with partner universities and, as a result, approximately 25% of completing HE students articulated to Higher Education courses at partner universities, which enabled them to complete their degree qualifications in two or three years rather than four. A further significant number of HE students progressed onto further study on courses independent of the articulation agreements.

Whilst attainment rates in HE remained high, the fall in FE attainment is concerning and drops the College’s success below the Scottish outturn figure for the previous year (national data for 2014-15 are not yet available). Withdrawals from FT FE programmes are above target, with 26% withdrawing before course completion, although only 8% were early withdrawals. Whilst approximately 20% of withdrawn students have left for employment, almost all of these students will have missed out on attaining a qualification and, even if the employment is course-related, most are unlikely to return to complete following their employment.

Retention varies at course level significantly and so actions are mostly course specific but the evidence suggests that some general factors may have influenced outcomes for students. Increasing robustness of processes and greater stability following the embedding of change as a result of the regionalisation process would be expected to boost retention (and therefore success) rates for 2015-16.

Part time outcomes appeared less affected by general factors but the change to the FE curriculum offer for 2014-15 had a detrimental impact on overall FE attainment. Most of the low attainment was in essential skills development short courses and will not be offered in the same way in 2015-16.

The available destination data shows the majority of successful students' progress to positive destinations, with most continuing in full time education or to full time employment. A well established and very successful programme of articulation agreements is well utilised to provide a significant number of students the opportunity to progress to degree level with advanced standing.

Available data on withdrawals and student destinations is presently limited so improving processes to collect further detail on destinations of both successful and withdrawn
students - and on reasons for withdrawal - is indicated to provide more detailed feedback to inform curriculum and course-level planning.

### Area for Development

- The College needs to further develop the analysis of PI data in each team, and by SCQF level across the College, with a particular focus on FT and PT FE attainment.

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<th>3.2 Right Learning in the Right Place: Curriculum Breadth, Depth and Regional Spread</th>
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#### 3.2.1 How well do the courses provided meet regional learner and employer needs?

The College has a well-established structured curriculum which has sufficient depth to allow students to access and exit at a number of levels. The curriculum covers an extensive range of subject areas including those identified as national as well as regional priorities such as STEM (Science, Technologies, Engineering and Maths), food and drink, tourism and creative industries. The curriculum offers recognised qualifications in all full time courses where they are available at an appropriate level and clusters of assessed units accessed from external awarding bodies where group awards are not available. Students can therefore leave college with recognisable certification of their attainment to aid their employment.

The curriculum is reviewed annually, using environmental data including identified skills needs. Planning is undertaken on a regional basis to ensure that appropriate courses are available across the region and accessible by those who need them. STEM subjects are well represented in the College curriculum (30% of full-time and 40% of part-time enrolments). The College commitment to STEM is further illustrated by the plans for significant investment in new facilities for science, construction and engineering at the Fraserburgh Campus.

A broad range of courses are available to students already in employment but who have a need or desire to upgrade their qualifications. Qualifications offered to this group of learners include Modern Apprenticeships, Higher National Diplomas, Higher National Certificates and SVQ/NVQs. Some courses are wholly college-based whilst others are part-delivered in the workplace. Some are designed and delivered for particular group needs as requested by employers. This range of activity allows significant numbers of regional employers to develop their own workforce.

The College maintains strong links with local authorities and provides a range of vocational courses for school pupils in the senior phase of Curriculum for Excellence. These courses were successful in the majority of subject areas. Work is in progress to track progression routes of the students in order to provide feedback to facilitate further improvement.

The College has been proactive in initiating projects and courses to support Developing the Young Workforce (DYW). Pilot projects were run to test the potential for increasing access to vocational education using a virtual learning environment and use of technologies to develop STEM skills in school pupils. These were particularly relevant to the regional development, given the size of the region and the challenges faced by
students in more remote areas and have provided evidence to inform progress with the DYW agenda. The college is well placed to further develop this through an integrated approach to Foundations Apprenticeships.

The College and Aberdeenshire Council have arranged an event for secondary Headteachers, representatives of SQA, SDS and DYW in NE Scotland, and employers to discuss the current school-College provision in the area and how it can be built on to deliver the aspirations of the DYM initiative. A similar event has been arranged with Aberdeen City Council for Headteachers of Aberdeen City schools.

The College provides a comprehensive and well-developed curriculum of suitable breadth and depth which delivers the right learning in the right places. The curriculum is planned following consideration of regional environmental data on skills needs and takes account of national priorities to ensure that the offer meets regional demand. The curriculum offer is broadly similar across the region but, where indicated, there are variations which accommodate local demand. Access is available at a range of levels and modes of attendance and progression pathways are well identified for all subject areas.

### Area for Development

- Further progressing the DYW agenda through the development of Foundation and Advanced Apprenticeships in 2-3 areas of particular significance to the regional economy.

### 3.2.2 How well does the College work with partners to support learner and regional needs?

The College works with a range of partners to support curriculum development. The well-established partnerships with 11 (2 local and 9 other) Higher Education institutions have enabled the development of articulation links which are well utilised and available to students in almost all HN programmes. Partnerships also include work on course design and skills development which assist in smoothing the transition between College and university in order to enhance the chances of future success for progressing students.

Partnerships with Local Authorities are also mature and have resulted in a growing portfolio of provision for school pupils to allow the development of vocational skills within the school environment. These partnerships have created a healthy environment to progress work on priorities for DYW, some of which began in 2014-15 following the College decision to become and early adopter. As with Higher Education partners, the work with local authorities also includes development of activities to enable a smooth transition for young people between school and college.

Key partnerships also exist with the local Chamber of Commerce, employers and employer agencies such as OPITO and CITB. These are particularly well developed in areas such as construction, engineering and the Health Service. Partnerships with Sector Skills Councils and industry partners enable the College to run projects and industry-linked activities to enhance wider attainment and develop wider employability skills for the students. Such partnerships also help inform curriculum planning and course design.

Overall, the College is effective in developing partnerships with key local stakeholders to enhance curriculum planning, course design and ensure its services meet the regional need. These partnerships provide tangible benefits to students in terms of course provision; course design; development of essential skills and additional flexibility and

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smooth transitions through the senior phase of Curriculum for Excellence from school to college and onto work or Higher Education. Effective partnership working is enabling good progress on work to support the DYW agenda to enhance the education, training and career opportunities for young people in the region.

**Area for Development**

- Develop an integrated apprenticeship framework across North East Scotland in the development of Foundation Apprenticeships and Advanced Apprenticeships.

### 3.3 Access for People from the Widest Range of Backgrounds: Access and Equality

#### 3.3.1 How well does the information, guidance and support provided meet the needs of learners?

NESCol has responded to the Equalities Act 2010 and the Public Sector Equality Duty by ensuring that it has put in place policies and processes that eliminate discrimination, advance equality and foster good relations. The College is committed to providing opportunities that are accessible to people irrespective of socio-economic status and the various protected characteristics. Providing access includes the provision of dedicated courses where appropriate (learners with additional needs) and/or providing additional tailored guidance and other support (care leavers).

NESCol’s strategy is to ensure equality and diversity is embedded in all areas of College activity and to implement a set of equality outcomes based on evidence gathered through consultation, monitoring and analysis of key performance indicator data. Equality Impact Assessments are carried out as and when required.

There is a dedicated Student Services team whose role is to provide information, advice and guidance to all students and potential students of the College. There is a dedicated Learning Development Centre where needs assessments are undertaken for students with additional learning and/or support needs and to develop study skills.

Receptionists at Student Services issue feedback forms to students and prospective students who see an Adviser or Inclusiveness Coordinator. Responses are used to develop the service, deploy staff effectively and promote inclusion.

Almost all of the students felt the member of the Information and Advice staff was knowledgeable (98%), the length of the meeting was adequate (96%); the member of staff was able to help/refer (93%) and would recommend Student Services to other students (98%). Most students commented that the member of staff was punctual (89%).

Almost all of the students felt the member of the Learning Development staff was punctual (91%), the member of staff was knowledgeable (100%), the length of the meeting was adequate (100%); the member of staff was able to help/refer (98%) and would recommend Student Services to other students (100%).

To support the quantitative feedback student comments provided invaluable qualitative feedback verifying that the College works effectively to meet the needs of the students. The College also has a team of Guidance Tutors whose key responsibilities include...
monitoring the attendance and achievement of students and put in place appropriate interventions and reasonable adjustments for learners experiencing difficulties that impact on their learning experience.

To improve the service further, work is planned in raising awareness of the services available for part-time and distance learning students and also in evaluating the service offered, and the contribution made, by the Guidance team on improving student experiences and outcomes.

**Area for Development**

- Guidance and support for PT and distance learning students is more limited than for FT students.

### 3.3.2 How well does the College ensure equality of opportunity for all learners?

The leadership and management of equality of opportunity in North East Scotland College is effective. All staff have an awareness of their responsibilities through the provision of mandatory training and development opportunities provided by the Organisational Development team.

The Equality and Diversity Strategy Group has a cross-college remit to inform strategic direction for the promotion of equality of opportunity for all learners and staff. The Strategy Group links in to the Inclusiveness Committee of the Academic Board. Priorities have been to publish the Equalities Outcomes Report, Equality Impact Assessment Training, revising the Equality and Diversity Policy and reviewing and devising equality outcomes for the College which advance equality and impact positively on all learners.

The College provides a flexible and accessible curriculum that enables learners at all levels who can benefit from vocational courses to access provision that provides clear pathways to sustainable employment or further study. The College conducts approval activities for new courses and regular internal audits on teaching packs and processes. As part of these processes, staff are required to equality impact assess materials to ensure there is no discriminatory bias.

ICT is fully embraced and embedded into teaching approaches to increase access and fully engage learners in their studies. The College has been proactive in delivering Internet Safety training to students to encourage the safe use of social media sites.

North East Scotland College has strong links with external partners when promoting equality of opportunity for all learners for example, LGBT Youth Scotland, Equality Teams in Aberdeen City and Shire Local Authorities, Equality Challenge Unit, and the National Union of Students (Scotland).

However, significant gender imbalances still exist in some subject areas although those in the minority groups perform equally well as the majority in most cases. Some pilot programmes, such as the “Girls into Energy”, work well in reducing imbalance but these are not available or as effective in other subject areas. Work with partners in breaking down gender stereotypes and improving awareness of a variety of careers in target industries remains a target for future.

The College keeps students informed on equality and diversity activity through regular contact with the Students’ Association who are members of the Inclusiveness Committee and seeking their involvement in other cross-college committees. The VLE is used to
update students on equality issues and is also a resource for students to obtain contact
details of equality agencies. College materials such as learning and publicity materials
and funding applications are all available in different formats to ensure accessibility.

The Learning Development team conduct needs assessments for applicants with
additional learning support needs so learners can participate fully in the curriculum as
appropriate. Specialist support staff in Student Services work effectively with teaching
staff and external agencies to ensure reasonable adjustments are identified and
implemented.

The College has established and varied mechanisms in place to secure learner feedback
such as surveys, focus groups, student peer-led reviews, lesson observations and
complaints. All are recorded and analysed to identify themes and actions. Equality
monitoring data is requested along with satisfaction survey responses. This has allowed
the college to monitor satisfaction by protected characteristic. This has provided a rich
source of evidence which has the potential to be used to feed into Equality Impact
Assessment and identify service improvements. For example, students aged 55 or over
were less likely to find the information on the College website helpful (80%) than younger
age groups (range 90-94%), whilst satisfaction with information in the printed prospectus
was similar across all age groups (range 92-94%). This has highlighted the continuing
need for information to be provided in range of formats to meet the needs of a range of
learners.

Complaints are managed and tracked to meet Scottish Public Services Ombudsman
(SPSO) requirements. Quarterly reports are completed, including a review of complaint by
category. This enables effective follow-up on complaints and monitoring of equality-related
issues.

Self-evaluation reports have asked curriculum teams to comment on the integration of
equality and diversity into learning and teaching. Monitoring has indicated that there is a
clear understanding with respect to discrimination, however some work remains to be
done on taking opportunities to promote good relations with respect to protected
characteristics.

Student using support provided by Student Services are asked to complete equality
monitoring forms so that staff can identify who is accessing services and identify any
trends or actions for improvement e.g. increasing the number of available appointment
slots so students can access support in private.

Good practice can also be identified and disseminated. One such audit this year revealed
a student project which had helped to address some issues relating to the representation
of women in art and the media, allowing discussion and exploration of equality related
issues.

Equalities data is collected from both staff and students. College application and
enrolment forms for students carry a revised and clear equal opportunities monitoring
statement which informs prospective students what equality-related information is being
asked for, why it is required and how it shall be kept. Both paper-based and on-line forms
ask for student-related data relating to the following protected characteristics: ethnicity,
age, gender, disability, relationship status, religion or belief. However, the data was
previously stored in two separate MIS systems and the merger of the systems has
presented challenges with respect to reporting. The accessibility of this data needs to be
improved in order it can be more effectively monitored.
The College works with partners to arrange data sharing agreements. These assist in smoothing the transition to College, particularly for vulnerable learners, and ensures identified support needs are met. Further discussion is taking place with respect to sharing data with higher education partners to expand this benefit to progressing students.

The College has developed a Student Engagement Strategy and is committed to providing students with a range of meaningful involvement and enhancement opportunities that can be recognised as impacting upon, influencing and enriching their overall College experience. Following the implementation of the Post-16 Education (Scotland) Act 2013, two students serve on the College’s Board of Management and its various Committees. However, in 2014-15 some learners were unaware of the role of the Students’ Association.

The College is committed to ensuring that there is strong and effective student representation at both a regional and local level, and as such, in 2014-15 a new College post to support the Students’ Association was created – Students’ Association Manager. This will facilitate development of closer links between the College and the Students’ Association to promote the Learner Voice more effectively.

**Areas for Development**

- In a few subject areas significant gender imbalances still exist especially around Care, Hairdressing & Beauty Therapy;
- In some areas the College could do more to promote good relations with respect to protected characteristics;
- Further work is needed to ensure that all teams use the available equalities data effectively when reviewing their provision.

**3.4 Sustainable Institutions and Efficient Regional Structures: Leadership, Vision and Direction**

**3.4.1 How effective is College governance in planning and enabling a high quality service to learners and stakeholders?**

North East Scotland College was created in November 2013 as a result of merger. At that time a new Board of Management was formed that comprised initially eight members of the Board of the former Aberdeen College and four members of the Board of the former Banff & Buchan College. This provided continuity and a fair degree of balance.

The new Board gelled quickly and has, since its inception, aligned its self-evaluation activities with areas identified within the Code of Good Governance for Scotland’s Colleges. It pays close regard to the voice of learners and the quality of the student experience remains central to all Board decision-making. The Students’ Association has two representatives on the College’s Board of Management and the work of the Students’ Association is a standing item for the Learning & Teaching and Student Services Committee (LTSSC) – the student representatives providing a regular report to the Committee on their activities. The student representatives are invited to provide an input into Board planning events on the student view of how the College should develop.

Further, the work of the College’s Academic Board is reported to and discussed at the
Board’s LTSSC meetings and reflects the views and efforts of student representatives involved in the activities of both the Quality Improvement and Assurance Committee (QIAC) and Inclusiveness and Guidance Committee (IGC). This has helped to develop greater degrees of student engagement in the quality improvement approaches of the College.

The Students’ Association undertakes a programme of “peer-led” quality reviews whereby Students’ Association members seek the views and experiences of students on particular College courses. The outcomes of these reviews are reported back to the Academic Board and the Board of Management and help inform curriculum teams in their own self-evaluation for quality improvement. The outcomes of other learner feedback mechanisms are also incorporated within and discussed at LTSSC meetings. For example, the Board regularly receive quality-related reports on College-wide student satisfaction surveys as well as data derived from the College’s complaints monitoring processes.

The Board has in place appropriate mechanisms for the effective oversight of the quality of the learning experience. This is evidenced through the work of the LTSSC which routinely reports on both the College’s quality approaches and quality outcomes. Key Performance Indicator (KPI) data relating to student retention and attainment across all modes of delivery is reported on routinely, along the outcomes of the various student feedback mechanisms previously mentioned within this report. The Board’s LTSSC also receives regular updates on the outcomes of the College Quality team’s lesson observations. This allows the Board to fully understand and discuss the quality of learning and teaching across all centres.

Following its most recent self-evaluation activities, the Board concluded that it was meeting the requirements of the Code of Good Governance for Scotland’s Colleges. Subsequently, an action plan has been developed to ensure that the Board maintains its high standards of governance.

In the six month post-merger review undertaken by the SFC in May 2014 concluded that:

“Overall SFC is satisfied that the merger is progressing well and that the college has controls in place to identify and manage risks. We were particularly impressed by the college’s merger planning, the progress made with voluntary severance scheme, curriculum planning and communications. The college has achieved a lot in a short space of time. There are no major issues and any concerns raised by staff are what we would expect to see at this point in a merger process.”

The Board was subsequently subject to a reappointment process. In that connect a number of Board members left and several new ones were appointed, thereby bringing some fresh insights to the Board. The composition of the Board is 10 (56%) males and 8 (44%) females.

In order to promote greater opportunities for students, the Board has consciously sought to promote strong partnerships and effective links with employers and universities. Current Board membership strongly reflects these areas and indicates the priority such relationships have within the College. This emphasis also provides the Board with a valuable insight into articulation opportunities for College students.

Papers are provided to Board members one week in advance of meetings. Late/tabled papers are seldom admitted – except where there is a last minute development that needs
to be reported immediately.

In March 2015 an audit of the College’s governance function was undertaken by Wyllie and Bisset. The report of the audit concluded that the governance arrangements in place at the College are strong. The audit also highlighted eleven specific areas where the College is operating effectively and following good practice. No recommendations for improvements were identified. In terms of benchmarking, the average number of recommendations in similar audits is three.

The Board is mindful of the need to review and where appropriate revise its arrangements. To that end it has established a Governance Steering Group, which considers, inter alia, the Board’s governance manual to ensure it is fit for purpose. Each year the Board holds a planning event supported by senior managers. This provides the forum in which the Board can agree its strategy for the coming period. These events include inputs from relevant external parties – such as local authorities, universities, the SFC, the Scottish Government, and Colleges Scotland.

In September 2015 a joint meeting was held of the Audit Committees of NESCol, RGU and the University of Aberdeen to share information about approaches to governance and in particular the effective use of Audit Committees. The highly effective governance arrangements ensure that the College has a clear strategy which in turn accounts for the success of the College in delivering high quality services – and addressing any identified service failures.

The Board has been kept fully informed of the SFC Action Learning Project relating to a new approach to quality review and they are very supportive of the approach being adopted by the College’s pilot project.

**Area for Development**

- Support the Students’ Association to contribute more fully to the work of the College.

**3.4.2 How effective is College leadership and management in ensuring an efficient, responsive and high quality service to learners and stakeholders?**

The College’s Senior Management Team (SMT) works well together and provides appropriate leadership and direction for the College. During the course of 2014-15 the College SMT saw its membership reduce in number from 7 to 5. Remits and responsibilities were revised and realigned. In light of these changes a tighter, more open and more collaborative SMT evolved. The restructuring of the Learning and Quality and Business Services Teams was fundamentally a product of collaboration between the respective Vice Principals (VPs) for these areas. However, it was fully supported by the other SMT members, particularly as it was expected that the approaches taken in restructuring these areas would subsequently lead to improvements in services, experiences and outcomes for students.

The leadership provided by SMT is further augmented by the College’s Directors of Curriculum, the Heads of Service and the Planning Manager who, collectively, are known as the Leadership Team. These managers form a significant, critical and influential leadership and management tier within the College.

In establishing a Leadership Team, the SMT has sought to fully engage and empower
these managers to drive forward specific initiatives that will positively impact on organisational culture, professional practice and service delivery throughout the College.

The work of the Leadership Team is in its infancy. However, its members have already begun working collaboratively towards developing and implementing quality approaches relating to three strands of activity, namely integration, communication and leadership. During the course of 2015-16 each sub-group is expected to deliver on agreed outcomes which, in turn, will help embed the College’s Vision and Values and lead it to deliver improved, high quality services to students, staff and other stakeholders.

Leadership and management for quality improvement can be evidenced in the activities of the Academic Board’s Quality Improvement and Assurance Committee (QIAC). This Committee, chaired by the VP – Learning and Quality, comprises members of both the College’s SMT and Leadership Team. As well shaping and implementing the College’s approaches to quality assurance and quality improvement the QIAC has also overseen and led on the College’s well-received contribution to the SFC’s Action Learning Project. In addition, the QIAC has also proactively led on the advancement of digital practice in learning and teaching. Consequently, the College has now around 3,000 students bringing their own device to College as part of the ‘Bring Your Own Device’ (BYOD) initiative. This, in turn, is helping to reshape teaching approaches which are now aligned more sympathetically to learners’ technological and educational needs and expectations.

Leadership and management for technological change can also be evidenced in the work of Support Team Managers who have led, directed and implemented a variety of on-line initiatives which have subsequently improved services to students and other stakeholders. During 2014-15, and as part of a pilot approach, all full-time Fraserburgh-based students were enrolled on-line along with some Aberdeen-based counterparts from both the City and Altens campuses. This initiative was subsequently ‘rolled out’ to all 7,000 full-time students across all centres. As a consequence, students spent far less time on enrolment and more valuable time getting inducted earlier into courses and the life of the College generally. In addition, staff no longer spend significant amounts of time processing paper forms and student data becomes instantly ‘live’ as all enrolment information goes directly into the College’s MIS system at the on-line enrolment stage. Work continues on this project with the anticipation that for the following academic year on-line enrolment, and possibly remote on-line enrolment, will be in place for all full-time, part-time and distance learning students.

Whilst the introduction, in 2014-15, of a new on-line approach to processing student support fund applications led, disappointingy, to significant delays to processing student funding applications the leadership and management of the review of this poor performance subsequently led to a significant change for students one year on. As a result of the aforementioned failings a full review of student funding activity was initiated by SMT and led by the College’s Business Processes and Administration Manager. The review’s recommendations and actions were agreed by SMT and implemented in the same academic year. Accordingly, the experiences of new students applying for support funds has become significantly improved and far more positive. The vast majority of students now have their applications processed, and payments commenced, within three weeks of applying. This compares extremely favourably with the previous years’ processing time of anything between six and 12 weeks.

In response to employer demand for better live data in relation to their apprentices, an initiative, led by the College’s Business Process and Administration Manager and supported by other curriculum and support team managers, to create the College’s first
on-line employer portal has begun and is due to be tested, by staff and employers together, soon. This on-line tool will give employers live data on their own apprentices' attendance and attainment. It is anticipated that this particular project will be fully implemented before December 2015.

During merger, some work had been undertaken on the College’s Vision and Values. However, the new College SMT felt, post-merger, that it was an appropriate to review these comprehensively. Subsequently - and having established and agreed the vision and values with the Board of Management, managers and other key stakeholders - a series of manager workshops were held across all campuses and feedback was collated from participating staff on how best to take this initiative forward to fully embed the vision and values for our ‘One College’.

As a consequence of this feedback, the results gained from a short staff questionnaire and the comments of a College Communication Strategy Working Group, SMT - primarily through the lead provided by the VP Human Resources - provided a new and clear direction, post-merger, for the development and promotion of a ‘One College’ culture. This culture would be established over time and through the embedding of the Vision and Values via three project teams, referred to previously, working on the themes of communication, integration and leadership.

Work on these projects is still on-going. However, the Leadership Team is key to delivering successful outcomes which will be, in due course, fully evaluated.

This approach, along with work related to the proposed re-accreditation of the College for the new Investors in People (IIP) standard will help embed further the SMT plans to establish a more robust business improvement model.

**Area for Development**

- Further refine business processes around online enrolments and evaluate the impact across organisational services.

### 3.4.3 How well does the College contribute to the regional economy?

The College’s curriculum is closely aligned with the needs of the local economy. The College has acquired a software programme called EMSI: Analyst, which provides real-time data on the current and developing jobs market in the region broken down into specific sectors and job roles so that curriculum planning can reflect the local labour market conditions.

The College’s Strategic Plan prioritises within its first strategic aim the need ‘to create personal and business growth through learning’, In doing so the College recognises its obligations to proactively contribute to local, regional and national economic prosperity. Accordingly, the College continues to forge and sustain strong partnerships with employers.

During 2014-15 the College trained 1,282 apprentices on a variety of full and part-time programmes. Relationships with employers are generally positive. However, the College is aware that additional work is needed to develop a more systematic and consistent approach to gaining employer feedback for quality improvement. Work is currently being undertaken to develop and implement an Employer Portal which will allow partner employers to access ‘live’ attendance and attainment data for their respective employees.
As a result of the oil and gas-related economic downturn the College has experienced a significant reduction (approximately 35%) in the take-up of SDS-funded Modern Apprenticeships (MAs). In order to address this shortfall the College is to create the new post of Employer Engagement Manager; a post that will heavily involve direct, face-to-face contact with local employers to inform them of the opportunities and benefits of MAs.

In direct response to the needs of the local fishing industry the College has recently agreed with Skills Development Scotland (SDS) and the Scottish Fishermen’s Federation (SFF) to provide six MA places for trainee fishermen. The apprentices will be trained at College’s Scottish Maritime Academy (SMA). This training will be delivered to individuals who have already successfully completed, at SMA, a 12 week introduction to fishing course sponsored and supported by SFF and Aberdeenshire Council.

The College is centrally involved in developments relating to Developing the Young Workforce. This includes working with local authorities to create partnership arrangements to provide real vocational learning for pupils at school. The College is hosting seminars, developed in partnership with the local authorities, for secondary Head Teachers in both local authority areas to clarify and progress this important agenda.

The College is also working with RGU and the University of Aberdeen to develop Advanced Apprenticeships. These will involve a combination of college and university part-time based study to lead to higher level qualifications (HND and/or degrees) and on-the-job training.

The College has proved itself to be an effective component of regional skills development arrangements. The College Principal has led on the development of the Regional Skills Strategy and is now chairing the implementation group for the Strategy. This will lead to a greater channelling of available resources to support the developing needs of the region. This in turn is a significant component of the City Region Deal application that is being submitted.

Recognising the volatility of the oil and gas sector, the College ensures that it has a balanced spread of programmes that support not only the (for now) dominant energy sector, but also the many other industries that are essential to the region – both now but even more so in a future when energy is no longer so dominant. The College is involved in local PACE events and has supported retraining activities. It has specifically been involved with the future of workers at the Young’s Seafood Plant that has recently announced mass redundancies. In these ways the College makes a real, quantifiable contribution to the regional economy.

North East Scotland College commissioned an economic impact analysis from EMSI. This document indicates that for the £30m invested by the Government in the College there is an economic impact of £406m – due to the significant economic benefit arising from the skills acquired by those who attend the College and develop skills that are needed in the local economy.

**Area for Development**

- The College needs to consider how it responds to the current downturn in the oil and gas sector.
4.0 KEY ACTIONS

The following key actions have been identified for improvement:

1. NESCol will look to improve successful completion rates for full-time learners, particularly those on FE programmes.
2. Self-evaluation reports vary in quality and staff do not analyse consistently the reasons underlying poor performance and a review of the process and awareness raising is required.
3. NESCol will work closely with the Students’ Association to ensure the Learner Voice is fully captured.
4. A full review of how equality data is collected and utilised to advance equality is required.

5.0 EXCELLENT PRACTICE

A number of examples of excellent practice have been identified across the College. Below are examples of particular examples in relation to each of the four main criteria:

Curriculum Breadth, Depth and Regional Spread

• Student awards and achievements outwith course attainment;
• Associate College Agreement;
• Articulation agreements.

Learner Experience, Outcomes and Destinations

• A range of impressive student success stories in relation to their College courses, employment and university progression;
• Innovation in learning resources used across the College.

Access and Equality

• Availability of the Fraserburgh Campus Nursery;
• Progress in developing awareness of LGBT issues via the College Staff Network.

Leadership, Vision and Direction

• Handling of the merger process;
• Promotion and development of the College’s Vision & Values;
• The NESS Data Centre;
• Introduction of the new Call Back Service.

Information on the above was made available as part of the evidence assembled for review by the Validation Panel.
BCD Activity Report

1. Introduction
   1.1. The purpose of this report is to provide the Committee with an update on the activity being undertaken by Business & Community Development (BCD) in the current academic year.

2. Current Levels of Activity
   2.1. Data highlighting actual activity figures against targets set for all BCD teams is documented within Appendix 1 of this report.

   2.2. Table 1 shows enrolments by BCD team and Table 2 shows activity (credits) by BCD team. Both tables show figures from previous years as means of giving Committee members an indication of trends relating to BCD activity.

   2.3. Information pertaining to on-going activity of the various BCD teams is more fully documented below.

3. Tribal Contract (TYA)
   3.1. A more detailed report pertaining to the College’s current position with Tribal is included in the papers for this meeting as Agenda Item 9.2.

   3.2. The Managing Director of Tribal’s Education Publishing Division, Al Coates, has informed the College that as a result of reduced profits and a falling share price, its parent company Tribal Group plc has taken the decision to close its publishing division based in York.

   3.3. Subsequently, the College has now received from Tribal three months’ notice of termination of contract. This means that the College’s contract with Tribal will end formally mid-January 2016.

   3.4. This turn of events is clearly disappointing for the College as 8,016 credits were to be delivered through this activity.

   3.5. For AY2015-16, the Tribal contract to date has delivered 723 enrolments against a target of 900. Candidates submitting evidence for their first unit outcome - the critical progression milestone for claiming credits - have generated 2,364 credits to date. Approximately 100 first unit outcomes have been carried forward from AY2014-15 and will be added to the AY2015-16 figures.

   3.6. Contingency planning is currently underway within BCD and will be detailed more fully in the aforementioned separate paper.

4. Distance Learning (TYB)
   4.1. Distance Learning activity (TYB) within BCD is progressing well and in line with agreed targets. A number of problems encountered last year in terms of tutor allocation have now been overcome. That said, BCD may require additional tutor support from the three Schools in order to meet demand.

   4.2. In Accounting and Administration & IT, confirmation is awaited that new HNC packs have now been purchased for issuing to new students. New terminology means that the materials currently used will shortly be outdated and obsolete.

   4.3. Tribal’s publishing division provides student learning materials for a number of care-related BCD Distance Learning (TYB) courses including Mental Health, Diabetes Awareness and Health and Nutrition. As part of BCD’s contingency planning, work continues on identifying appropriate alternative materials for use after the contract with Tribal ends in January 2016.
5. **Part-Time Learning (TYC)**
   5.1. The next programme for Project Search has begun at the University of Aberdeen with eleven new candidates.

   5.2. Part-time courses for which credits are claimed have commenced to plan and are being delivered across most campuses.

6. **Foyer (TYD)**
   6.1. The Foyer’s Princes Trust programme has now commenced in Macduff and will alternate with the REACH programme in Fraserburgh in order to maximise the opportunity of finding candidates and solving accessibility issues. It is anticipated that there will be a £3k saving in rental costs as a consequence of this arrangement.

   6.2. The proposed partnership agreement/memorandum of understanding between the Foyer and the College has now been finalised and is, at the time of writing this paper, due to be signed off by the Foyer along with the agreed activity schedule for the current academic year. Work continues to ensure that the TYD budget is in-line to meet the contract costs associated with Foyer-related activity. It is intended that this budgetary process will be concluded during the next budget review period.

   6.3. In order to develop additional programme delivery and further income-generating opportunities BCD is currently considering how best it can meet the need for assessor training from both the Foyer and Drugs Action. Discussions with the College’s HR Team are taking place to progress this.

7. **Full-Cost Recovery Programmes (TYE)**
   7.1. BCD has delivered, is delivering or is due to deliver 50 viable, full-cost recovery programmes. A further seven are on hold whilst viability is confirmed.

   7.2. Several full-cost recovery programmes have, regrettably, had to be cancelled due to low numbers. Cost would seem to be a contributory factor. The BCD Team will be, for AY2016-17, reviewing opportunities for claiming credits against eligible courses to help reduce costs.

8. **Scottish Maritime Academy (TYF)**
   8.1. As a result of a recent management restructure of Business Services the Scottish Maritime Academy (SMA) has been subsumed within BCD. Management of the centre will continue to rest with Linda Hope, SMA Manager, who will report directly to Duncan Abernethy, Head of BCD.

   8.2. With these changes come expectations that SMA will broaden its activities in order to generate additional training opportunities for potential learners and additional income-generating opportunities for the College. Some of SMA’s recent activities are documented below:

   8.2.1. **Maersk Training Partnership** – A draft memorandum of understanding (MoU) has been developed to allow the SMA and Maersk Training to promote each other’s non-competing courses and develop new possibilities for income generation. The courses identified will focus predominantly on those required by the drilling company Transocean as Maersk currently co-ordinate all Transocean’s training. The model used follows a similar MoU developed by the College’s company ASET. A range of SMA short courses and the HNC/D Nautical Science via blended learning will be promoted extensively through this partnership.
8.2.2. **Vessel Traffic Services (VTS) Training** – Following discussions with, and requests from, Peterhead Port Authority and Aberdeen Harbour, SMA is to begin the Maritime and Coastguard Agency (MCA) approval process for VTS courses which are delivered to port operatives. There is currently no provider in Scotland offering this training and desk research around Scottish ports indicates potential demand as the nearest current provider is located in South Tyneside.

8.2.3. **OPITO Command and Control for ERRV Masters** – An initial discussion has taken place with OPITO regarding centre/course approval. As the OPITO approval process is costly (approximately £10k) and complex, further market research requires to be undertaken. However, OPITO currently offers free workshops to training providers interested in approval and the College’s SMA Manager (and others) intend to enrol on the workshop shortly.

8.2.4. **Skills Development Scotland (SDS)** – Following the success of the Seafish/Aberdeenshire Council pilot project to encourage new entrants into fishing, the Scottish Fishermen’s Federation have secured berths/MA places for six new entrants. A successful approach has been made by the College to SDS for Modern Apprenticeship (MA) places to support this new initiative.

9. **SDS Programmes (TYG)**

9.1. The mechanical services company Enermech has recently requested five new MA places from the College. Further enquiries have also been received for automotive-based MAs. However, the low oil price continues to hamper MA recruitment and increased employer engagement will be required to achieve the College’s SDS contract targets.

9.2. The College Principal, VP – Business Services and the Head of BCD are currently working on a proposal that will see the development of an Employer Engagement post which, in turn, will help address the perceived lack of employer understanding and interest in MAs.

9.3. Employability Fund places continue to be challenging to fill. Understandably JobCentre+ staff are somewhat pre-occupied with Universal Credit and consequently referrals from the employment agency are very low.

9.4. As things stand BCD has been unable to use any of the 26 allocated Employability Fund places in the Shire or the 44 places allocated in the City. For AY2015-16 the College has offered two Get Into Construction programmes (in City and Shire) and Core Skills Through Football (in Inverurie and Macduff) with no referrals from JobCentre+ and only a few from SDS. A third Construction programme will be starting in November and will see 22 individuals, identified by JobCentre+, undertake training in Macduff.

9.5. SDS personnel have been alerted to the College’s issues with JobCentre+.

10. **Sponsored Activities**

10.1. In conjunction with staff from Shell and Mintlaw Academy, NESCol staff, in September, co-delivered a presentation on its ‘Young Women into Energy’ programme at the Scottish Learning Festival in Glasgow. This presentation was initiated and requested by the Scottish Government. Two of the Young Women into Energy trainees were singled out as the ‘stars of the show’ by the many attendees at the event.

10.2. Score Group plc has intimated its interest in sponsoring a ‘Young Women into Energy’ programme but only in Fraserburgh Academy. Unfortunately Fraserburgh Academy were unable, this academic year, to promote the programme. However, discussions are due to commence soon to ensure that this proposal can progress in AY2016-17.
11. Recommendation

11.1. It is recommended that the Committee note the contents of this paper.

Rob Wallen
Principal

Neil Cowie
Vice Principal – Business Services
### Appendix 1 – BCD Trend Data

#### Table 1 – BCD Trend Data: Enrolments by Team and Academic Year

<table>
<thead>
<tr>
<th>Team</th>
<th>Description</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16 (Target)</th>
<th>2015/16 (Act to date)</th>
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<tbody>
<tr>
<td>TYA</td>
<td>Tribal/ICS</td>
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<td>2690</td>
<td>2800</td>
<td>723</td>
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<tr>
<td>TYB</td>
<td>Distance Learning</td>
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<td>1196</td>
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<td>473</td>
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<tr>
<td>TYC</td>
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<td>1043</td>
<td>1140</td>
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<td>SDS funded</td>
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<tr>
<td>TYH (15/16 only)</td>
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<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>8341</strong></td>
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<td><strong>8016</strong></td>
<td><strong>2040</strong></td>
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#### Table 2 – BCD Trend Data: Activity (wSUMS/Credits) by Team and Academic Year

<table>
<thead>
<tr>
<th>Team</th>
<th>Description</th>
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<th>2014/15</th>
<th>2015/16 (Target)</th>
<th>2015/16 (Act to date)</th>
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<td>113</td>
<td>53</td>
<td></td>
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<tr>
<td>TYH (15/16 only)</td>
<td>Nautical DL</td>
<td></td>
<td>117</td>
<td>11</td>
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<tr>
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<td>Sponsored Init.</td>
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Students’ Association

1. Introduction
   1.1. The purpose of this paper is to provide the Committee with an update on the work of the Students’ Association (SA).

2. Background
   2.1. Since the last meeting both Presidents have been busy engaging with students in different ways.

3. Update
   3.1. Fresher’s Week
      3.1.1. Fresher’s Week was a success in all Campuses. There were a variety of stallholders in for students to interact with. The SA gave out Fresher’s Packs as well as information regarding volunteering and Officer positions within the SA.
      3.1.2. The Fresher’s event held in Altens was less of a success, with a much smaller turnout in regard to stallholders. However we are pleased with how it went. The main objective was to interact with students and show them we were going to have a strong presence in Altens this year which was achieved.
      3.1.3. Whilst at Altens we took a Student Card machine with us to show more of a presence and get through as many cards as possible. The demand was so high that a second machine and laptop were required.
      3.1.4. This led to other ideas on student engagement.

3.2. Student Engagement
   3.2.1. Student engagement is an important form of communication between the SA and students. At Gallowgate the only engagement has been through Fresher’s Week as well as students coming to the office for Student Cards and bus passes. During this brief interaction time, students have been asked if they are happy in their course, as well as their like and dislikes relating to it.
   3.2.2. In Fraserburgh, we have been visiting classes during allotted Guidance times. This time has mainly been used to give students information about the SA. Other topics for discussion were Class Representatives, Officer nominations and what students thought of their course and College so far.
   3.2.3. During Fresher’s at Gallowgate it was evident that students respond better when spoken to outwith the SA Office. Therefore we are looking to do a trial run of “SA Clinics” where we are out and about engaging with students as opposed to being in the office. This will increase our visibility and ensure we can reach out to a larger number of students. Clinics will be trialled in Gallowgate, with them being held in a different Campus every month. If these Clinics are successful then we will look at how they run and arrange a timetable for Clinics to take place, upping the number of Clinics every month.
3.3. **Class Representation**

3.3.1. Gallowgate has all Class Representatives appointed but, at the time of writing, we are still awaiting lists of students nominated from Guidance. In Fraserburgh we have visited classes and every class has at least two Representatives. The lists for Fraserburgh are complete.

3.3.2. “Job Descriptions” for Class Representatives have been finalised. At the time of writing we are working together on a training plan which includes a PowerPoint presentation and a workbook for all Class Representatives to complete.

3.3.3. Official training through SPARQS could be given to the Class Representatives. However, we are limited to three sessions and, after much discussion, feel that it would be best to give Class Rep training ourselves. This will ensure consistency for all involved. We plan to use the dedicated SPARQS training for students with additional support needs so training can be carried out in a format most beneficial to them, as well as allowing them to be more involved in their educational experience.

3.4. **Nominations**

3.4.1. At the time of writing, nominations have been opened for Officer positions within the SA.

3.4.2. There has been some interest, and an oral update will be provided on figures at the next Committee meeting.

4. **Recommendation**

4.1. It is recommended that the Committee consider the report provided by the Students’ Association.

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**Karena Wetherall**  
Regional President  
(Education & Welfare)

**Kirsty Anderson**  
Regional President  
(Education & Activities)
Student Performance Indicators

1. Introduction
   1.1. The purpose of this report is to provide the Committee with information on high level, student-related withdrawal rates and success outcomes for AY2012-13 through to AY2014-15.

   1.2. This information is gathered from draft Further Education Statistics (FES) data generated by the College across all centres. Specifically, this high level data focuses on student withdrawal and attainment data within the College’s full-time and part-time, non-advanced and advanced provision.

2. Student Withdrawal and Attainment
   2.1. Throughout the academic calendar NESCol collects student withdrawal and attainment data in order to monitor progress of students and, where appropriate, to take actions to address any concerns that may have emerged.

   2.2. During, and at the end of, each year the withdrawal and attainment data are analysed by Directors of Curriculum, Faculty Managers and their curriculum teams as part of the respective course management and self-evaluation process. This helps to identify strengths, weaknesses and any necessary quality improvement actions that may be required to improve both student experiences and student success outcomes.

   2.4. Student withdrawal and attainment data are also reported and published by the Scottish Funding Council (SFC) on an annual basis.

   2.5. Attainment is measured using a definition of ‘Complete Success’. This measures the number of students achieving a successful outcome from their programmes as a percentage of all students enrolling on the programmes.

   2.6. Table 1 shows both the student withdrawal rates and success outcomes for NESCol from AY2012-13 through to AY2014-15.

3. Key Points
   3.1. Early Withdrawal – Early student withdrawal rates had a slight increase of 1.3% for full-time FE compared to the previous year with a 0.59% decrease in full-time HE provision over same period. Overall, FE and HE withdrawal rates were on par with the previous year.

   3.2. Further Withdrawal – Similarly, further student withdrawal rates for full-time FE increased by 2.71% compared to the previous year with 0.97% decrease in full-time HE provision over same period. Overall, FE and HE further withdrawal rates were on par with the previous year.

   3.3. Completed: Successful – Students who have achieved a successful outcome since the start of the academic calendar for full-time FE was 62.12% - a decrease of 3.73% compared to the previous year with a 0.37% decrease in full-time HE over the same period.

4. Recommendation
   4.1. It is recommended that the Committee note the information provided in this paper.
<table>
<thead>
<tr>
<th>Session</th>
<th>Early Withdrawal</th>
<th>Further Withdrawal</th>
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<tr>
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<tr>
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</tr>
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</tr>
<tr>
<td>2016</td>
<td>12.65%</td>
<td>4.16%</td>
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<td>20.09%</td>
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<td>78.64%</td>
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<td>12.10%</td>
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<tr>
<td>2018</td>
<td>7.85%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>7.89%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>7.96%</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>8.00%</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 - NEeCol Student Data
Student Support Funds

1. Introduction
   1.1 The purpose of this report is to provide the Committee with information on amounts allocated for various support funds and comparative spend of AY2015-16 and AY2014-15.

2. Background
   2.1 Funds are allocated directly to the College. The College receives a range of student support funds mainly from the Scottish Funding Council (SFC) but also from the Student Awards Agency for Scotland (SAAS). These funds can be grouped as follows:
     - bursary funds to support eligible Further Education (FE) students
     - discretionary funds to support both eligible FE and Higher Education (HE) students
     - childcare funds to support both eligible FE and HE students, now incorporating the Lone Parent Childcare Grant.

   2.2 Some funds are controlled centrally by SFC (as opposed to being allocated directly) but administered by the College on their behalf:
     - Educational Maintenance Allowance (EMA) programme.

3. Bursary Funds – General Rules
   3.1 Both the student and their course of study must be deemed eligible before they can be considered for an award.

   3.2 The amount of any award shall be determined by the College and would normally cover the student’s maintenance costs, travelling expenses and study costs (within the limits set in national policy).

   3.3 The Bursary Fund is cash limited, students who are eligible for support are not automatically entitled to this support.

   3.4 The spend on overall study costs must not exceed 15 per cent of the college’s initial bursary allocation for AY2015-16.

   3.5 Bursary awards should only be made available automatically for attendance above 90 per cent of planned classroom hours.

   3.6 Colleges may use their bursary funds to meet some or all of an eligible student’s travelling expenses where they are eligible for inclusion in a travel allowance by securing a transportation agreement with a local transport provider.

   3.7 Colleges may spend bursary funds on childcare.

   3.8 Where SFC have given permission, shortfalls in bursary allocations can be offset by using FE / HE Childcare Funds or FE Discretionary Funds.
4. **Discretionary and Childcare Funds – General Rules**

4.1 The range of discretionary and childcare funds is as follows

A. Further Education Discretionary Fund (FEDF) (SFC) – for eligible non-advanced level students to be used primarily for emergency use to cover general living expenses but not for fees where there is a risk to the students continuation on their course.

B. Further Education and Higher Education Childcare Fund (FE/HE CCF) (SFC) which will have two elements as follows:

i) The Lone Parents Childcare Grant (LPCG) element which will be an entitlement payment of up to £1,215 per year to all eligible further and higher education students who are lone parents and who have formal registered childcare expenses while studying. The LPCG is not income assessed.

ii) The Discretionary Childcare Funds which all students may apply to for financial help with formal registered childcare expenses. Payments from the Discretionary Childcare Funds will be made at the discretion of the institutions and based on an assessment of need.

C. Higher Education Discretionary Fund (HEDF) (SAAS) – for all eligible advanced level students can be used for general living expenses but not for fees (may be used for registered/formal childcare costs).

5. **Educational Maintenance Allowance (EMA) Programme**

5.1 EMAs form a part of the Scottish Government’s agenda of encouraging access to, and participation in, post-16 learning by young people from low-income families.

5.2 They are intended to encourage learners to stay on in post-compulsory education i.e. after they are legally eligible to leave school.

5.3 Recipients will normally be aged between 16 and 19 years (inclusive).

5.4 EMA funds do not form part of the grant-in-aid to SFC but are claimed in arrears based on recorded activity in the sector.

5.5 Eligibility for £30 per week will be for those in households of income of up to £20,351 and income of up to £22,403 for households with more than one dependent child.

5.6 Payment is dependent on 100 per cent weekly attendance and progress towards agreed learning targets. Students are, however, allowed up to 10 authorised absences over the course of the year without this impacting on their 100 per cent target.

5.7 EMA policy will be changing from 01 January 2016 to include part-time non-advanced college courses and the household income thresholds will be increased.

6. **Disbursement of Funds in AY2015-16**

6.1 Information on the disbursement of funds up to 16 October 2015 is given in the tables in appendix 1 to this paper. Comparative figures have been provided at a similar point for last year.
7. **Recommendation**
   
   7.1 It is recommended that the Committee note the information provided in this paper.

Rob Wallen  
Principal

Neil Cowie  
Vice Principal - Business Services
### Table 1 – Funds Available

<table>
<thead>
<tr>
<th>Support Funds</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary</td>
<td>6,512</td>
<td>6,908</td>
<td>6,873</td>
</tr>
<tr>
<td>FE Discretionary</td>
<td>497</td>
<td>498</td>
<td>500</td>
</tr>
<tr>
<td>FE / HE Childcare (incl LPCG)</td>
<td>657</td>
<td>1,006</td>
<td>997</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,666</strong></td>
<td><strong>8,412</strong></td>
<td><strong>8,370</strong></td>
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<tr>
<td>HE Discretionary</td>
<td>200</td>
<td>210</td>
<td>205</td>
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<tr>
<td>EMA</td>
<td>27</td>
<td>611</td>
<td>604</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>8,138</strong></td>
<td><strong>9,233</strong></td>
<td><strong>9,179</strong></td>
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</tbody>
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### Table 2 – Committed Funds

<table>
<thead>
<tr>
<th>Support Funds</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary</td>
<td>6,512</td>
<td>5,032</td>
<td>1,480</td>
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<tr>
<td>FE Discretionary</td>
<td>497</td>
<td>179</td>
<td>318</td>
</tr>
<tr>
<td>FE / HE Childcare (incl LPCG)</td>
<td>657</td>
<td>589</td>
<td>68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,666</strong></td>
<td><strong>5,800</strong></td>
<td><strong>1,866</strong></td>
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<td>HE Discretionary</td>
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<td>47</td>
<td>153</td>
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<tr>
<td>EMA</td>
<td>27</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>7,893</strong></td>
<td><strong>5,874</strong></td>
<td><strong>2,019</strong></td>
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### Table 3 – Supported Students

<table>
<thead>
<tr>
<th></th>
<th>2015-16 to date</th>
<th>2014-15 to year end</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary + Fee Waiver</td>
<td>2,961</td>
<td>4,100</td>
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<tr>
<td>FE Discretionary + Loans</td>
<td>228</td>
<td>691</td>
</tr>
<tr>
<td>FE Childcare</td>
<td>92</td>
<td>128</td>
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<tr>
<td>FE / HE LPCG</td>
<td>81</td>
<td>122</td>
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<tr>
<td>HE Discretionary + Loans</td>
<td>66</td>
<td>109</td>
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<tr>
<td>HE Childcare</td>
<td>22</td>
<td>36</td>
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<tr>
<td>EMA Programme</td>
<td>182</td>
<td>359</td>
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