Board of Management
Learning & Teaching and Student Services Committee
Meeting of 20 January 2015
NOTICE OF MEETING

There will be a meeting of the Learning & Teaching and Student Services Committee on Tuesday 20 January 2015 at 1400 hours in G10, Aberdeen City Campus.

MEMBERS OF THE BOARD OF MANAGEMENT
Ms. A Bell  
Ms. S Cormack  
Mr. B Dunn  
Mr. D Duthie (Chair)  
Ms. K Gravells  
Prof. J Harper  
Ms. C Inglis  
Mr. D Rennie  
Ms. A Simpson  
Mr. S Smith  
Mr. R Wallen

IN ATTENDANCE
Mr. N Cowie, Vice Principal Organisational Services  
Ms. S Walker, Vice Principal Curriculum  
Ms. P May, Secretary to the Board of Management  
Ms. P Kesson, Minute Secretary
Meeting of 20 January 2015

Agenda

1. Apologies for Absence

2. Minute of Meeting
   2.1 Minute of 18 November 2014

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

4. Report to the Committee by the Principal (paper enclosed)

5. Matters for Decision
   5.1. Course Fee Policy (paper enclosed)

6. Matters for Discussion
   6.1. Progress with Curriculum and Student Services Objectives set out in the Regional Outcome Agreement for 2014/15 (paper enclosed)
   6.2. Enrolment Data by Age and Gender 2014/15 (paper enclosed)
   6.3. Student Activity and Early Retention 2014/15 (paper enclosed)
   6.4. Students’ Association Report (paper enclosed)

7. Papers for Information
   7.1. Student Activity 2013/14 (paper enclosed)
   7.2. Key Quality Performance Indicators (paper enclosed)
   7.3. Student Support Funds (paper enclosed)
   7.4. e-Safety Guidance for staff and students (paper enclosed)
   7.5. Needs Assessment Response Rates (paper enclosed)
   7.6. Developing The Young Workforce (paper enclosed)

8. Summation of Business and Date and Time of Next Meeting
Draft Minute of Meeting of 18 November 2014

The meeting commenced at 1400 hours.

PRESENT: A Bell, S Cormack, D Duthie (Chair), K Gravells, J Harper, C Inglis, D Rennie, A Simpson, S Smith, R Wallen
IN ATTENDANCE: N Cowie, S Walker, P May, P Kesson

1. Apologies for Absence
Apologies were received from B Dunn.

2. Minute of previous Meeting
The Minute of Meeting held on 16 September 2014 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 a Board visit to Craibstone and Clinterty; Education Scotland National Aspect Task on Curriculum for Excellence; STV Partnership; Lord Provost Event; Visit of Cultural Ambassador for the National Collective; Techfest Setpoint Science Festival; Visit of Hairdresser “to the rich and famous”; provision and progression routes event; and Scottish Student Sport.

Mr Wallen informed Members that Scotland’s Rural Colleges (SRUC) are considering their future in the North East of Scotland and had indicated that their preferred option was to move their Craibstone Campus to Thainstone. Mr Wallen reported that Ms Walker had briefed NESCol staff based at the Craibstone Campus, and would attend a briefing with SRUC later in the week. Mr Wallen said it was very important for the College to be kept up to date and involved relevant discussions on this matter.

Mr Wallen reported that The Lord Provost had praised College students for their enthusiasm and competence in organising a Community Stars event.

Mr Wallen informed Members that the College was looking at the possibility of holding a Science Festival at the Fraserburgh Campus in March 2015.

Referring to Scottish Student Sport, Mr Wallen said that an undertaking had been given that College teams involved would not have to travel further than Fife for events.

5. Matters for Decision
5.1 Student Support Strategy
The Committee considered the Strategy governing Student Support in the College.

Information was provided on the operation of the Strategy and supporting internal College strategies.

In response to a question from Ms Inglis on how the College monitors success, Ms Walker said that the College’s Outcome Agreement contains targets for student outcomes and targets relating to students with additional needs. Ms Walker added that first destinations statistics are monitored and the College works closely with its partners to ensure that appropriate support is provided and clear pathways are visible and available.
In relation to a reference to the College ensuring prompt feedback to relevant individuals following needs assessments, Ms Walker agreed to convene a focus group of students who had started College at the beginning of the academic year to ascertain if they are happy with current feedback timescales. It was agreed that feedback would be provided at the next meeting of the Committee.

Ms Walker and Mr Smith agreed to discuss the possible inclusion in the Strategy of a reference to graduate support.

After some discussion the Committee adopted the Student Support Strategy.

6. Matters for Discussion

6.1 Report on Work of Academic Board and its Sub-Committees
The Committee considered a paper providing information on progress with the work of the Academic Board and its Sub-Committees.

Information was provided on matters discussed at a recent meeting of the Academic Board; the Learning and Teaching Development Committee; the Quality Improvement and Assurance Committee; the Curriculum Approval Panel; and the Inclusiveness and Guidance Committee.

Professor Harper commented that social media are a highly effective means of communicating and he was very impressed with the range of activities being undertaken by the Academic Board.

In response to a comment by Ms Cormack that the Social Media Policy is very staff focussed, Ms Walker said she would look to building in responsibility for students. Mr Wallen suggested that separate social media statements for staff and for students could be created.

In response to a query from Mr Duthie regarding effective monitoring of the use of social media, Ms Walker summarised arrangements and noted that the majority of monitoring was carried out through the College’s Blackboard.

The Committee noted the contents of the paper.

6.2 Report on Non-SFC Funded Activity
The Committee considered a paper providing information on critical activity relating to Business and Community Development.

Information was provided on a recent European Project submission; part-time and open learning activity; and delivery of a new course for Merchant Navy Cadets at the Scottish Maritime Academy.

The Committee noted the paper and were informed that a more comprehensive paper on non-SFC funded activity would be presented to the next meeting of the Board of Management.

Ms Bell requested that the paper should also provide information on the progress of the course for fishing engineers.

6.3 Quality Assurance Arrangements
The Committee considered a paper providing information on the development and implementation of quality assurance and improvement arrangements during the first year of North East Scotland College.
Information was provided on the activities of the Quality Improvement and Assurance Committee; outcomes of quality assurance and improvement arrangements; and the SFC’s Action-Learning Project.

Ms Inglis noted that the response rate decreased for the second part of the Student Satisfaction Survey. Members agreed that it was important for staff to encourage students to complete the survey and that consideration should be given to how the response rate can be improved for future surveys.

Ms Simpson commended the work undertaken on quality improvement and Mr Duthie commented on the very comprehensive nature of the report.

6.4 Students’ Association
The Committee noted a report providing information on the work of the Students’ Association.

Mr Rennie said that the Association was working hard to promote its vision for students across all campuses and to establish a Students’ Association Code of Conduct. It was noted that a more comprehensive paper on the work of the Association will be submitted at the March meeting of the Committee.

Mr Duthie thanked Mr Rennie and Ms Gravells for their balanced and positive contributions at a recent event for MPs and MSPs held at the College, and this was endorsed by Mr Milroy and Mr Wallen.

7. Papers for Information
7.1 Education Scotland Annual Engagement Visit May 2014
The Committee noted a paper and report on the findings of the College’s Annual Engagement Visit by Education Scotland in May 2014.

Members commented that it was reassuring to see that Education Scotland have endorsed the progress of the merger.

7.2 Student Performance Indicators
The Committee noted a paper providing information on high level, student-related withdrawal rates and success outcomes for 2011 to 2014.

Information was provided on the methods of collecting data; and the key points emanating from the data. Members noted improvements in a number of measures and commented that this was a noteworthy achievement given that it has occurred during a period of significant change at the College.

7.3 Student Support Funds
The Committee noted a report providing information on amounts allocated for various support funds and comparative spend for academic year 2014-15 and 2013-14.

Members were informed that, recently, requests for support funds have not been processed as quickly as required and management are currently addressing the problems. Mr Cowie said that discretionary funding will be expedited to ensure that no student suffers hardship.

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 20 January 2015 at 1400 hours.

The meeting concluded at 1505 hours.
Report to the Committee by the Principal

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

2. Hair and Beauty Festival
   2.1 The Hair and Beauty Festival held at the Beach Ballroom on 24 November 2014 was a resounding success. Students from five colleges took part (Dundee and Angus, Inverness, Moray, Elmwood and North East Scotland).

   2.2 North East Scotland College Beauty Therapy students had the following successes:
      • Fantasy Make-up (Fraserburgh Campus): 1st and 2nd place
      • Nail Art (Fraserburgh Campus): 1st and 2nd place
      • Covergirl (Aberdeen City Campus): 1st and 3rd place.

   2.3 North East Trainee Make-up Artist of the Year 2014 was presented to a student from Aberdeen City Campus.

   2.4 NESC Hairdressing students were also successful gaining either a 1st, 2nd or 3rd place, in the majority of the hairdressing competitions.

   2.5 All the students who took part gained essential employability skills and those students who provided additional support, such as the Photography students, achieved elements of their course in a practical setting.

3. Children in Need
   3.1 The Introduction to Childcare Students raised £500 for Children in Need. The students organised a raffle with a range of prizes including Christmas Hampers, AFC match tickets and a Pudsey Bear. The main event was a photo booth where team working was showcased. The photography team provided photographers, Publicity and Marketing provided equipment and the Students’ Association supplied the group with a range of fun props. A steady stream of students – and a few brave staff – dressed up and donated to have their pictures taken for the appeal. The pictures were uploaded throughout the day to the Students’ Association Facebook page to show how NESC was getting involved in the national campaign.

   3.2 In addition to undertaking fundraising for the national campaign the students are able to log their volunteering hours towards Saltire Awards, a government backed recognition scheme for young volunteers.

   4.1 On 03 December 2014 Education Scotland visited the Aberdeen Altens Campus as part of the national Aspect Report on Engineering. Main points highlighted were:
      • Learners are offered an engaging experience and the curriculum portfolio is consistent with employer needs.
      • Three outstanding observations and one that was highly effective due to the nature of the lesson. The use of IT within a welding theory class was particularly superb. Two workshop lessons were managed extremely well, while in the fourth the staff member facilitated the research activity to good effect. Staff engaged the learner and lessons were well planned.
• Learners indicated that their experiences at Altens were positive, and that their course was preparing them for employment.

• HND students indicated that employers were looking for practical skills to supplement the qualification. They thought the practical double unit included in the Programme of Study gave them a better chance of getting a job. Work experience would be a useful addition to the course.

4.2 A second visit, to the Fraserburgh Campus, will follow in March 2015.

5. Science Events
5.1 On 27 November 2014 the 55th Aberdeen Guides attended a presentation on the birth, evolution and death of stars, which included the application of physics to the study of binary star systems.

5.2 On 06 December 2014 the Science Team hosted the Techfest Maths Masterclass attended by 49 school pupils from S1 and S2. Participants were taken on an astronomical voyage of discovery by the Emeritus Professor at Robert Gordon University, who delivered a presentation entitled, “A Guided Tour of the Universe”. Images taken by the Hubble Telescope were used to illuminate a journey through the solar system, other star systems and the extra galactic universe. Pupils also visited the College’s Planetarium where they were given further visualisations of the star systems.

6. UK World Skills
6.1 Three Computing students excelled at the UK National World Skills Competition in Birmingham picking up a gold and a joint bronze placing.

6.2 The competition focussed on all the essential requirements for students to gain a successful career in web development. Competitors receive a professional brief and are then given the task to design a user-friendly website from conception through to completion in a live UK national competition. As a result, more than 300 people, including potential employers, have viewed the students’ photographs on Flickr.

7. Internet Safety
7.1 The School of Creative Industries, Computing and Business Enterprise is at the forefront of an initiative to raise student awareness of the potential dangers when using social media and the internet. The Internet Safety course is designed to allow students to be more aware of these dangers and to ensure they are protecting themselves at all times.

8. Core Skills Profiling
8.1 A Core Skills profiling software package has been developed by West College Scotland. Following a presentation by staff from West College, the Curriculum & Quality Manager for Core and Essential Skills has established a steering group to pilot this new tracking software. The software allows learners to track their Essential Skills development according to a series of categories organised under the rubric of the Curriculum for Excellence Framework.

9. Creative Arts
9.1 The Creative Arts Team works in partnership each year with His Majesty’s Theatre giving students key employability skills through supporting the Theatre with their productions. HND Textiles students will support the cast of “Shrek” and “Wicked” at His Majesty’s Theatre in 2015 by working backstage on costumes and linking the activity to assessment.
10. National No Smoking Day
   10.1 National No Smoking Day is on 11 March 2015. The College, in liaison with the Occupational Health Service Provider and the Students’ Association, will ensure information for staff and students on this topic is especially promoted around this time.

11. Recommendation
   11.1 It is recommended that the Committee note the contents of this report.

Rob Wallen
Principal
Course Fee Policy

1. Introduction
   1.1. The purpose of this report is to assist the Committee when considering the approval and adoption of the College’s proposed Course Fee Policy.

2. Background
   2.1. The College charges fees to students on the basis of its Course Fee Policy which is, in turn, derived from national requirements applicable throughout the College Sector.

   2.2. The first North East Scotland College Course Fee Policy was approved by the Learning & Teaching and Student Services Committee in January 2014.

   2.3. It was created from the consolidation of related policy documents belonging to the former Aberdeen and Banff and Buchan Colleges.

3. Course Fee Policy
   3.1. A slightly revised Course Fee Policy is attached to this report as Appendix 1.

   3.2. There are no significant changes to the previous Policy; the Policy remains the same as the version adopted by the Committee in January 2014, other than an amendment to reflect the fact that designated Senior Management Team (SMT) responsibility for the Policy has now passed from the former Vice Principal – Student Services to the Vice Principal – Organisational Services.

   3.3. However, the Committee are asked to consider two possible additional changes.

4. Possible changes to wording of section 9.0 of the Policy
   4.1 Section 9.0 of the Policy includes reference to the arrangements that existed in Banff & Buchan College that allowed staff and their spouses/partners to attend evening classes free of charge. Although this was not a contractual entitlement and as such was not necessarily TUPE-protected, it was a form of custom and practice and as such was continued following merger. This was discussed when the Policy was last revised.

   4.2 As part of the pay offer for staff for 2014/15 the same arrangement has been offered to all staff.

   4.3 The cost of this is hard to quantify. Arguably there is no cost at all as in each case staff can only enrol if the course is already viable (i.e. has sufficient enrolments to cover all of its costs) and has further places available. In the case of evening classes which are SFC-funded, moreover, the College will receive income in the form of the wSUMs funding – although in the Cost+ evening classes (i.e. those that do not attract SFC funding) there will be no income to the College.

   4.4 In order to clarify the situation, it is proposed that if the staff accept the pay offer, section 9.0 be amended to read:

   9.0 Provision for College staff

   9.1 In session 2014-15, members of staff and their spouses/partners are entitled to attend evening classes free of charge, providing the course is viable based on the fee-payers already enrolled and subject to their being additional places available on the course. (The position will be reviewed to see whether the same arrangement be offered in 2015-16.)
5. **Possible Addition to the Policy**

5.1 A further issue for consideration relates to staff and their spouses for whom English is not a native language.

5.2 The College has a number of staff whose native language is other than English; in many cases they have come to Aberdeen to take up hard-to-fill posts.

5.3 It is clearly in the interests of the College to ensure that these staff:
   - have fluency in English
   - are retained in their roles
   - (and their spouses) are helped to integrate into life in the UK.

5.4 While the proposal in section 9.1 would cover most circumstances, it is important that the specific circumstances of ESOL classes for staff are recognised as we may wish those to continue even if the generality of provision covered in 9.1 is not provided gratis in future, and also to recognise that ESOL classes are not only in the evening but also during the day time.

5.5 As such it is proposed to add a section 10, as follows:

10 **ESOL classes for College staff and their spouses**

   10.1 Members of staff and their spouses are entitled to access part-time ESOL classes, whether day or evening, free of charge, providing the course is viable based on the fee-payers already enrolled and subject to their being additional places available on the course.

6. **Recommendation**

6.1 It is recommended that the Committee consider the information and proposals in this paper.

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*Rob Wallen*  
Principal

*Neil Cowie*  
Vice Principal – Organisational Services
Course Fee Policy
1.0 Introduction

1.1. This document sets out the Board of Management’s policy on course fees.

1.2. The establishment and review of course fees for commercial activities is subject to separate arrangements and are not covered by this policy.

2.0 Course Fee Structure

2.1. The course fee is a single payment which is normally the full price of the course. Some courses involve other payments in excess of the course fee for example students who have the option of entering for an additional external examination, or on occasion for course materials.

2.2. The course fee typically comprises fees for tuition, assessment/examination, registration, remediation, reassessment and course materials.

2.3. There will normally be no more than one opportunity for reassessment of any combined outcome included in the course fee, except in exceptional circumstances.

3.0 Full-Time Course Fees (Home & European Union Students)

3.1. In the case of full-time students entitled to have the course fee paid on their behalf by the Scottish Funding Council (SFC) (for non-advanced students) or the Student Awards Agency for Scotland (SAAS) (for advanced level students) or Skills Development Scotland (for students on National training programmes), the fee rate payable to the College is set by the relevant agency.

3.2. In the case of other students entitled to pay the "home" fee (i.e. who fulfil residential and other requirements) but not entitled to have the fee paid on their behalf, the College adopts the same fee rate as paid by the agencies.

4.0 Full-Time Course Fees (Overseas Students)

4.1. The Board of Management will consider any guidance from the SFC in setting fee rates to be charged to overseas students.
5.0 Full-Time Course Fees (Rest of UK (RUK) Students)

5.1 The Board of Management will consider any guidance from SAAS or SFC in setting fee rates to be charged to RUK students.

6.0 Fees for Part-time Courses

6.1. Each year the Board shall establish base tuition fee rates for vocational and non-vocational provision which is within the level of activity funded by SFC.

6.2. These rates shall be used as a guide when calculating rates for non full time provision.

6.3. The College has discretion to charge a higher rate than base tuition fee rates, e.g. on the basis of higher demand or for specialist courses where appropriate.

6.4 Where courses do not attract SFC funding these will be charged as a minimum on a full cost recovery basis.

7.0 Provision for School Pupils

7.1. Within the funding limits set by the Scottish Funding Council groups of pupils from schools will not be required to pay course fees in the following circumstances:

7.1.1 pupils from a school taught in College for part of their programme on a regular basis (e.g. on a school-link programme), within the parameters of the agreement in place at the time with the Local Authority

7.1.2 pupils taught by a College member of staff delivering a College course in a school; and in accordance with and within the parameters detailed within the agreement in place at the time with the Local Authority

7.1.3 pupils undertaking a brief visit or a short programme at the College (such as the College Experience programme)

7.1.4 pupils undertaking an open learning course

7.1.5 where a pupil attends College individually to undertake a vocationally relevant programme that cannot be taken at school (provided that the pupil’s Head Teacher has given written permission for the pupil’s attendance at College.) This includes "Christmas Leaver" and
"Exceptional Entrant" students undertaking full-time programmes at the College.

7.2 Beyond the limits of SFC funded activity and in accordance with the agreement in place at the time with the Local Authorities a fee will be charged to the Local Authority for groups of school pupils participating in activity additional to the agreed level and a fee per students will be chargeable in relation to delivery of certain courses where activity levels fall below agreed limits.

7.3 Beyond the limits of SFC funded activity and the agreement in place at the time with the Local Authorities, other provision for school pupils will be made on the basis of the fee income covering at least the full economic cost of delivery.

7.4 Individual pupils will be required to pay course fees in the following circumstances:

7.4.1 where a pupil over 16 years attends a vocational evening class without permission from the relevant Head Teacher.

7.4.2 a pupil attends a programme run by the College during school holiday periods (e.g. Easter and Summer programmes) or at the weekend.

7.5 The College does not normally accept applications from individuals aged under-16 for any activity outwith the agreed School / College Link Programme.

7.6 Where a pupil is being home educated because of parental preference, a fee will be charged reflecting, at least, the economic cost of delivery of the programme

8.0 Provision for College Students

8.1 Subject to approval by the relevant Head of School where full-time students of the College undertake additional part-time, twilight, evening or distance learning courses as an integral or pre-planned part of the mainstream programme agreed by the College, no additional fee will be charged. However, if a full-time student undertakes an additional non full time course because of personal preference, the student will normally be required to pay the relevant fee for the course. In specific curriculum areas and subject to the approval of the relevant Head of School, however, the fee may be waived, and SUMs only claimed.
8.2 Subject to the approval of the relevant Head of School in the case of students whose native language is not English and who have achieved the required IELTS level for the course but who still require some language support to assist them with academic discourse in order to be successful in their Programme of Study, an element of language support may be provided without additional fee (although the student may require to complete additional enrolment documentation). This additional support will not take the form of an entire language programme but will be targeted support for identified areas of difficulty which may be provided through open or online learning, through attending drop-in sessions or on occasions through attending a timetabled class arranged to meet this need.

9.0 Provision for College Staff (applies to staff of the former Banff and Buchan College only)

9.1 Members of staff and their spouse/partner are entitled to attend evening classes free of charge, subject to the minimum number of paying students attending the course, although a charge for materials may be made. [This forms part of the terms and conditions of staff of the former Banff and Buchan College as contained in a collective agreement dated 2002).]
Progress with Curriculum and Student Services Objectives set out in the Regional Outcome Agreement for 2014/15

1. Introduction
   1.1. The purpose of this report is to provide the Committee with information on progress with meeting the priority outcomes for the College set out in the Regional Outcome Agreement (2014/15).

2. Background and Context
   2.1. At the meeting of the Learning & Teaching and Student Services Committee on 26 November 2013 it was agreed that the Committee would receive status reports on progress towards meeting the aims and aspirations of the Regional Outcome Agreement (ROA) at regular intervals.

   2.2. The January meeting was identified as a time when a report on progress with the key function of the College, delivery of a high quality curriculum, would be submitted.

   2.3. Also included in this report is progress with Student Services.

   2.4. Papers detailing progress made by the other support functions in meeting the aims and aspirations of the ROA will be submitted to the May meeting of this Committee.

3. Progress with meeting the Priority Outcomes for the Curriculum and Student Services
   3.1. There are now robust Strategies in place governing these areas:
   
   • Learning and Teaching Strategy (with key sub-strategies);
   • Student Support Strategy.

   Operational procedures are in place to support the smooth implementation of these Strategies across all College campuses.

   3.2. Effective staffing structures for promoted teaching staff and for Student Services are now well embedded across all campuses. Some job descriptions are being reviewed and minor adjustments are being considered for a few curriculum areas to take account of the post merger landscape.

   3.3. The work of the Curriculum Planning Group continues to ensure that the curriculum of North East Scotland College meets the needs of all stakeholders and that the College Prospectus continues to be refreshed and updated to effect continuous quality improvement.

   3.4. The Academic Board and its sub-committees continue to monitor learning and teaching and the related support and enhancement functions across the College.

   3.5. The Developing Scotland’s Young Workforce (DSYW) Steering Group is making steady progress towards achieving the aims of the “early adopter” SFC funded pilots. In addition all members of this Group have committed to continuing to work to meet the recommendations and aspirations of the DSYW Report beyond the pilot phase for the benefit of young people across the region. The College’s Early Adopter Project is due for completion in Summer 2015.

   3.6. University articulation links continue to be strengthened. The partnership with Robert Gordon University is managed through the Hub Management Group. The Joint Liaison Group oversees the links between the College and The University of Aberdeen.
4. **Progress towards the Regional Outcome Agreement 2014-2017**

4.1. The College priority outputs detailed in the ROA which will be delivered by the end of 2014/15 and into 2015/16 are progressing well and include the following:

- Access to the right learning in the right place through a wide and varied curriculum offer;
- A highly effective regional college providing high quality education and training;
- An increase in the number of students entering positive destinations;
- Effective and efficient teaching and support staff structures;
- A regional curriculum which meets the needs of the region;
- High quality vocationally relevant learning opportunities to support the skills needs of the North East of Scotland;
- Access to and pathways through the College and into further study for all those who are able to benefit from them, including those who may encounter barriers to learning.

4.2. Students are currently being recruited for 2015/16, to the wide range of courses available at North East Scotland College. The Prospectus being used by applicants to select their courses, offers a wide range of qualifications across all campuses.

4.3. Strategies and associated policies to drive the curriculum and student services of the College have been established.

4.4. A wider curriculum offer has been made to Local Authority schools for 2015/16 in the context of Developing Scotland’s Young Workforce. This includes HNC Computing to address the regional skills shortage in that area and more Construction and Engineering courses taught in schools.

4.5. University articulation links continue to be strengthened, with progression routes through the Modern Apprenticeship route now being developed in partnership with Robert Gordon University.

4.6. Performance Indicators for 2013/14 show quality improvement across a wide range of measures relating to student satisfaction, learning and teaching and attainment. Early indicators for the current year indicate increased early retention, with fewer students withdrawing early from their course.

4.7. Student Engagement is also strengthening in the current year as the new regional Students’ Association becomes fully embedded across the College.

5. **Curriculum Planning**

5.1. Curriculum planning takes full account of the strategic priorities of the external bodies who influence the curriculum, including The Scottish Government, the Scottish Funding Council, Industry bodies (such as Sector Skills Councils, OPITO, ECITB, Construction Skills, HABIA), SQA and other Awarding Bodies, Skills Development Scotland and local industry).

5.2. The curriculum planning process is also informed by environmental scanning to ensure that the impact of other external factors such as demographics, the local economy and regional infrastructure developments are considered.
6. **External Audit Measuring Progress**
   6.1. During 2014/15 the College will participate in an Education Scotland Aspect Task in Engineering.

   6.2. The College has participated in an interim Investors in People (IiP) assessment.

   6.3. The College is currently participating in the SFC Action Learning Project, engaging external stakeholders and working with partner colleges, the SFC, students and Education Scotland.

   6.4. A review of approaches to self-evaluation will be undertaken during the current year with a view to a full evaluation of 2014/15 early in 2015/16.

7. **Recommendation**
   7.1. It is recommended that the Committee note the contents of this paper.

Rob Wallen  
Principal

Sandra Walker  
Vice Principal Curriculum
Enrolment Data by Age and Gender 2014/15

1. **Introduction**
   1.1 The purpose of this report is to provide the Committee with information about the age and gender profiles of the student body.

2. **Background**
   2.1 Appendix 1 provides a detailed breakdown of enrolments on advanced and non-advanced courses in the current year (2014/15) across all campuses, by age and gender.
   
   2.2 Appendix 2 provides this information for 2013/14 (Aberdeen City Campuses only) for comparative purposes.
   
   2.3 Appendix 3 contains a breakdown by age for the Fraserburgh Campus for 2013/14.
   
   2.4 Appendix 4 contains a breakdown by gender for the Fraserburgh Campus for 2013/14.

3. **Commentary**
   3.1 By the end of 2013/14 the College had recruited 7,017 full-time students across all campuses. This was based on activity targets set independently by the two former Colleges.
   
   3.2 To date in the current year (2014/15) 6,577 full-time students have enrolled, compared with 6,966 at the same point last year. Last year a further 51 students were recruited in Block 2 bringing the total to 7,017.
   
   3.3 In the current year there are a further 148 full-time enrolments planned. This would bring to 6,725 the total number of full-time students in 2014/15.
   
   3.4 The planned number of full-time students for the current year was 7,040. This target will be short by c315 enrolments. However, as a result of effective pre-course guidance and ongoing student support, the withdrawal rate for the current year is lower than in previous years at 4.7%, compared with 5.6% last year and over 7% in the previous two years. In addition further planned part-time enrolments will contribute to meeting the overall activity level for the College.
   
   3.5 The factors contributing to lower than planned full-time enrolments include: the differing approaches of the two former Colleges in relation to measuring activity at the end of 2013/14; schools retaining more pupils on the basis of the new National 4 and 5 qualifications being delivered over two years; early IT problems delaying communication with and recruitment of students.
   
   3.6 Despite the lower number of full-time enrolments, measures are being implemented to mitigate the impact of this on the overall wSUMs outturn for the College.
   
   3.7 The corrective actions being taken by the Schools in relation to full and substantial part-time provision, together with the improved withdrawal rate, are expected to result in the Schools’ wSUMs target being achieved, although the additional 833 wSUMs recently notified by SFC present additional challenges for the College.
   
   3.8 Part-time provision delivered through Business and Community Development is being closely monitored, with additional enrolments planned for Block 2. A separate paper on this area of provision will be submitted to the March meeting of the Committee when there will be a clearer picture of activity against target for the full academic year.
3.9 In addition to further full-time planned enrolments in January, the other actions being taken by the Schools, referred to at 3.7 include:

- Delivery of Internet Safety to full-time non-advanced students. Internet Safety is increasingly being viewed by school and college Inspectors as an additional core skill. This is also beneficial to students in terms of preparation for employment.

- SFC approval to claim funding for provision related to employability and for additional work placements.

- Upward trend in the level of extended learning support likely to be funded this year.

4. **Recommendation**

4.1 It is recommended that the Committee notes the information provided on enrolment data by age and gender.

Rob Wallen  
Principal

Sandra Walker  
Vice Principal Curriculum
### 2014/15 Full-time Enrolments as at 08/12/14 (incl. withdrawals)

<table>
<thead>
<tr>
<th>Age Band</th>
<th>Gender</th>
<th>FE</th>
<th>HE</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>F</td>
<td>110</td>
<td>110</td>
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<tr>
<td></td>
<td>M</td>
<td>102</td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td>&lt;16 Total</td>
<td></td>
<td>212</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>16-19</td>
<td>F</td>
<td>1,066</td>
<td>834</td>
<td>1,900</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>1,113</td>
<td>754</td>
<td>1,867</td>
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<tr>
<td>16-19 Total</td>
<td></td>
<td>2,179</td>
<td>1,588</td>
<td>3,767</td>
</tr>
<tr>
<td>20-24</td>
<td>F</td>
<td>381</td>
<td>278</td>
<td>659</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>305</td>
<td>343</td>
<td>648</td>
</tr>
<tr>
<td>20-24 Total</td>
<td></td>
<td>686</td>
<td>621</td>
<td>1,307</td>
</tr>
<tr>
<td>25-40</td>
<td>F</td>
<td>492</td>
<td>221</td>
<td>713</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>219</td>
<td>139</td>
<td>358</td>
</tr>
<tr>
<td>25-40 Total</td>
<td></td>
<td>711</td>
<td>360</td>
<td>1,071</td>
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<tr>
<td>over 40</td>
<td>F</td>
<td>117</td>
<td>46</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>41</td>
<td>16</td>
<td>57</td>
</tr>
<tr>
<td>over 40 Total</td>
<td></td>
<td>158</td>
<td>62</td>
<td>220</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>3,946</td>
<td>2,631</td>
<td>6,577</td>
</tr>
</tbody>
</table>

### Full-time Students 2014/15

- **3%** <16
- **57%** 16-19
- **16%** 20-24
- **21%** 25-40
- **3%** over 40

### Full-time Students 2014/15 - FE

- **18%** <16
- **55%** 16-19
- **18%** 20-24
- **4%** 25-40
- **5%** over 40
Full-time Students 2014/15 - HE

- 60% (over 40)
- 24% (20-24)
- 14% (16-19)
- 2% (25-40)
### Full-time Enrolments 2013/14 by Age and Gender

<table>
<thead>
<tr>
<th>Age Band</th>
<th>Gender</th>
<th>FE</th>
<th>HE</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>F</td>
<td>99</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>77</td>
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<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>176</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>16-19</td>
<td>F</td>
<td>950</td>
<td>792</td>
<td>1,742</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>863</td>
<td>738</td>
<td>1,601</td>
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<tr>
<td></td>
<td></td>
<td>1,813</td>
<td>1,530</td>
<td>3,343</td>
</tr>
<tr>
<td>20-24</td>
<td>F</td>
<td>322</td>
<td>276</td>
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</tr>
<tr>
<td></td>
<td>M</td>
<td>226</td>
<td>340</td>
<td>566</td>
</tr>
<tr>
<td></td>
<td></td>
<td>548</td>
<td>616</td>
<td>1,164</td>
</tr>
<tr>
<td>25-40</td>
<td>F</td>
<td>306</td>
<td>202</td>
<td>508</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>200</td>
<td>157</td>
<td>357</td>
</tr>
<tr>
<td></td>
<td></td>
<td>506</td>
<td>359</td>
<td>865</td>
</tr>
<tr>
<td>over 40</td>
<td>F</td>
<td>66</td>
<td>42</td>
<td>108</td>
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<tr>
<td></td>
<td>M</td>
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<td>28</td>
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<td>91</td>
<td>70</td>
<td>161</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>3,134</td>
<td>2,575</td>
<td>5,709</td>
</tr>
</tbody>
</table>

---

### Full-time Students 2013/14

- 79% <16
- 15% 16-24
- 3% 25-40
- 3% over 40

### Full-time Students 2013/14 - FE

- 75% <16
- 16% 16-24
- 3% 25-40
- 3% over 40
## Fraserburgh Campus

### Full-time Enrolments by Age

<table>
<thead>
<tr>
<th>Age Band</th>
<th>FE</th>
<th>HE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>19</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>16-19</td>
<td>699</td>
<td>118</td>
<td>817</td>
</tr>
<tr>
<td>20-24</td>
<td>121</td>
<td>56</td>
<td>177</td>
</tr>
<tr>
<td>25-40</td>
<td>187</td>
<td>35</td>
<td>222</td>
</tr>
<tr>
<td>Over 40</td>
<td>60</td>
<td>13</td>
<td>73</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>1,086</strong></td>
<td><strong>222</strong></td>
<td><strong>1,308</strong></td>
</tr>
</tbody>
</table>

### Full-time Students 2013/14

- <16: 6%
- 16-19: 62%
- 20-24: 17%
- 25-40: 14%
- Over 40: 1%

### Full-time Students 2013/14 - FE

- <16: 6%
- 16-19: 64%
- 20-24: 11%
- 25-40: 17%
- Over 40: 2%
Full-time Students 2013/14 - HE

- 16-19: 53%
- 20-24: 16%
- 25-40: 25%
- over 40: 6%
### Fraserburgh Campus

**Full-time Enrolments by Gender**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>HE M</th>
<th>HE F</th>
<th>FE M</th>
<th>FE F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 16</td>
<td>7</td>
<td>12</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>16-19</td>
<td>68</td>
<td>50</td>
<td>428</td>
<td>271</td>
<td>817</td>
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<tr>
<td>20-24</td>
<td>30</td>
<td>26</td>
<td>52</td>
<td>69</td>
<td>177</td>
</tr>
<tr>
<td>25-40</td>
<td>14</td>
<td>21</td>
<td>52</td>
<td>135</td>
<td>222</td>
</tr>
<tr>
<td>Over 40</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>51</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>117</strong></td>
<td><strong>105</strong></td>
<td><strong>548</strong></td>
<td><strong>538</strong></td>
<td><strong>1,308</strong></td>
</tr>
</tbody>
</table>
Student Activity and Early Retention 2014/15

1. Introduction
   1.1 The purpose of this report is to provide the Committee with information on the current status of student activity and early student withdrawal rates for academic year 2014/15.

2. Background
   2.1 For the purposes of securing funding from the Scottish Funding Council (SFC) College activity is measured in weighted student units of measurement (wSUMS), which provide a method of aggregating student activity on different types of course and different modes of attendance in such a way that the duration of each programme and its resource demands are approximately reflected in the aggregated totals.

   2.2 Ordinarily, if colleges fall short of its target the SFC would require part of grant-in-aid for the year to be repaid.

   2.3 The College monitors the level of enrolments and rates of student retention throughout the year, as well as the projected level of additional activity. These data are important in allowing the College to ensure that activity will at least meet required target levels. A low level of early withdrawal enables the College to secure its SFC funding at an early stage in the year and allows for the curriculum offer to be adjusted to reduce costs in the latter part of the year.

3. Current Activity Levels 2014/15
   3.1 The figures noted in Appendix 1 should only be read as an approximation of the current position. The final calculation of wSUMS can only be made at the end of the academic year and is dependent on: the final tally of enrolments for all types of activity across the whole year; student retention rates; and the exact weightings applied by the SFC at the end of the year. As such the data are indicative.

   3.2 The Regional Outcome Agreement established with the SFC for 2014/15 sets the College’s target for student activity at 179,057 wSUMS.

   3.3 The total current figures for wSUMS for each of the key College areas are detailed in Table 1 of this report. The total of student activity for the College is currently 141,006 wSUMs. The total planned activity for these areas is 168,073. This leaves a difference of 27,067 wSUMS.

   3.4 A programme of additional activities including November and January course starts, enrolments from OPITO/ITAC, additional Business and Community Development enrolments through the College’s Tribal contract are planned to generate the additional activity needed to meet target.

   3.5 A further 12,000 wSUMS will be generated for Extended Learning Support (ELS).

   3.6 In December 2014 a letter was received from the SFC advising that in order to avoid any clawback of grant-in-aid the College is required to carry forward the shortfall in delivered 2013/14 activity and deliver a further 833 wSUMS in addition to the agreed 2014/15 ROA target of 179,057 wSUMS.

4. Early Retention/Withdrawal Levels
   4.1 In 2014/15 6,245 students have been recruited to date to North East Scotland College full-time courses. This compares to a total of 6,966 students for the same period last year.

   4.2 Please note that the figures differ from paper 6.2 appendix 1 as enrolments increased beyond 01 December 2014.
4.3 Early indications suggest that students who have secured places on both full and part-time College courses this year are attending and progressing well with their studies.

4.4 Table 2 shows that of the 6,245 students enrolled on full-time course this year only 4.7% have withdrawn. Of the 6,371 students enrolled on part-time courses this year only 1.1% have withdrawn. These figures compare favourably to previous years’ (Table 3) and suggest that continuing improvements implemented by curriculum and support teams are having a positive impact on reducing student withdrawal in the early stages of the academic year.

5. Recommendation
5.1 It is recommended that the Committee note the contents of this report.

Rob Wallen
Principal

Neil Cowie
Vice Principal – Organisational Services
<table>
<thead>
<tr>
<th>Creative Industries, Computing &amp; Business Enterprise</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>45,980</td>
<td>45,980</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>45,134</td>
<td>0</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>846</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engineering, Science &amp; Technology</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>50,835</td>
<td>50,840</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>46,919</td>
<td>5</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>3,916</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Industries</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>48,711</td>
<td>48,711</td>
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<tr>
<td>Actual wSUMs</td>
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<tr>
<td>Difference with Planned wSUMs</td>
<td>4,754</td>
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</table>

<table>
<thead>
<tr>
<th>Business &amp; Community Development</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>22,209</td>
<td>22,200</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>4,660</td>
<td>22,000</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>17,549</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASTET</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>338</td>
<td>338</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>336</td>
<td>0</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>168,073</td>
<td>12,000</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>141,006</td>
<td>5,185</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>27,067</td>
<td>6,815</td>
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</table>

<table>
<thead>
<tr>
<th>SFC Target</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>177,057</td>
<td>0</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>177,057</td>
<td>0</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>177,057</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Engineering wSUMs</th>
<th>2014/15</th>
<th>2013/14 Shortfall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned wSUMs</td>
<td>2,000</td>
<td>0</td>
</tr>
<tr>
<td>Actual wSUMs</td>
<td>2,000</td>
<td>0</td>
</tr>
<tr>
<td>Difference with Planned wSUMs</td>
<td>2,000</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 2 – Actual Student Enrolments and Early Withdrawals 2014/15
(As at 01 December 2014)

<table>
<thead>
<tr>
<th>Area</th>
<th>Actual FT Enrolments</th>
<th>Actual PT Enrolments</th>
<th>Total FT Early Withdrawals</th>
<th>Total PT Early Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Industries, Computing and Business Enterprise</td>
<td>2,687</td>
<td>1,715</td>
<td>92 (3.4%)</td>
<td>5 (0.29%)</td>
</tr>
<tr>
<td>Engineering, Science and Technology</td>
<td>1,432</td>
<td>2,011</td>
<td>74 (5.2%)</td>
<td>24 (1.6%)</td>
</tr>
<tr>
<td>Service Industries</td>
<td>2,104</td>
<td>665</td>
<td>129 (6.1%)</td>
<td>17 (2.5%)</td>
</tr>
<tr>
<td>Business and Community Development</td>
<td>22</td>
<td>1,980</td>
<td>0 (0%)</td>
<td>24 (1.2%)</td>
</tr>
<tr>
<td>TOTAL ENROLLED</td>
<td>6,245</td>
<td>6,371</td>
<td>295 (4.7%)</td>
<td>70 (1.1%)</td>
</tr>
</tbody>
</table>

Table 3 – Student Enrolment and Early Withdrawal Trend Data

<table>
<thead>
<tr>
<th>Students Enrolled (Actual)</th>
<th>Early student withdrawal (withdrawn students as a % of enrolled students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Enrolments</td>
<td></td>
</tr>
<tr>
<td>7,404</td>
<td>6,935</td>
</tr>
<tr>
<td>PT Enrolments</td>
<td>14,274</td>
</tr>
</tbody>
</table>
Students’ Association Report

The last month has been quite busy in both offices. We have had our first regional executive meeting where representatives from both areas came together to work on the association at a regional level. During this meeting, we discussed putting the executive members through training for the peer led reviews that are currently taking place at Altens campus and Fraserburgh campus.

We have also been doing team building with the executive to get the officers to start working more efficiently as a team after concern was raised that there was a lack of communication between them. We have also had a visit from NUS Scotland LGBT Officer and former President of Aberdeen College Student Association, Lani Baird. She led a session for the equality and diversity committee on how to make the association more creditable, this was successful.

We have also attended two NUS events, NUS Scotland Zone conference in Glasgow and Women in Leadership in Sheffield. Zone conference was where policy was decided for the priority campaign, NUS Scotland launched their Stop Student Poverty campaign and we networked with the other associations in Scotland by hearing what work we were doing over the year. Women in Leadership is to help encourage women to run in association elections and get involved with politics.

The association held a Christmas event in Fraserburgh on the 10th December holding stalls for local businesses and the hair & beauty department in the college. The association raised £201 for the Salvation Army by selling raffle tickets.

We have also been working on our promotion and advertising materials to increase our engagement. We are currently updating and adding information to our section on the VLE system, also we are looking into starting a team to start producing the association magazine.

David Rennie
Regional President
Students’ Association
Student Activity 2013/14

1. Introduction
   1.1 The purpose of this report is to provide the Committee with information on student activity for the academic year 2013/14.

2. Background
   2.1 For the purposes of securing funding from the Scottish Funding Council (SFC) College activity is measured in weighted student units of measurement (wSUMS), which provide a method of aggregating student activity on different types of course and different modes of attendance in such a way that the duration of each programme and its resource demands are approximately reflected in the aggregated totals.

   2.2 If the College falls short of its target the SFC would require part of grant-in-aid for the year to be repaid.

   2.3 The College monitors the level of enrolments and the rate of retention throughout the year, as well as the projected level of additional activity. These data are important in allowing the College to ensure that activity will at least meet required target levels.

3. Activity Outturn AY2013-14
   3.1 The Regional Outcome Agreement (ROA) established with the SFC for 2013/14 set the College’s target for student activity at 177,946 wSUMS. An additional 2,000 wSUMs was offered by the SFC to, and accepted by, Banff and Buchan College in July 2013. Therefore, the combined student activity target for 2013/14 was 179,947 wSUMS.

   3.2 A breakdown by team of actual wSUMS outturn for 2013/14 is provided in Appendix 1. The combined total of student activity for the College for 2013/14 amounted to 179,131 wSUMS thus creating an overall shortfall of just over 800 wSUMS.

   3.3 Initial discussions with representatives of the SFC concluded that the College would not be penalised for failing to reach its agreed 2013/14 wSUMS target. However, in December 2014 a letter was received from the SFC advising that in order to avoid any clawback of grant-in-aid the College is required to carry forward the shortfall and deliver a further 833 wSUMS in addition to the agreed 2014/15 ROA target of 179,057 wSUMS.

4. Recommendation
   4.1 It is recommended that the Committee note the contents of this report.

Rob Wallen  Neil Cowie
Principal    Vice Principal – Organisational Services
### wSUM Outturn by College Area 2013/14

<table>
<thead>
<tr>
<th>Area</th>
<th>Actual wSUMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Industries, Computing and Business Enterprise</td>
<td>50,214.40</td>
</tr>
<tr>
<td>Engineering, Science and Technology</td>
<td>59,525.85</td>
</tr>
<tr>
<td>Service Industries</td>
<td>51,783.28</td>
</tr>
<tr>
<td>Business and Community Development</td>
<td>17,155.67</td>
</tr>
<tr>
<td>Professional Development and CS</td>
<td>56.32</td>
</tr>
<tr>
<td>ASET</td>
<td>440.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>179,131.46</strong></td>
</tr>
</tbody>
</table>
Key Quality Performance Indicators

1. Introduction
   1.1 The purpose of this report is to provide the Committee with information on key performance indicators relating to the quality function. Data for 2014/15 has been combined for the regional College.

2. Lesson Observation
   2.1 In the period 01 August 2014 to 30 November 2014 lesson observations processes were reviewed to match the needs of the regional college and to take into account the self-evaluation requirements implied by the adoption of the Scottish Funding Council Action Learning Project.

   2.2 The revised approach to lesson observation is now well progressed but the review and consultation involved has meant that there have been no permanent staff observations conducted to date. However, as part of the new quality review arrangements lesson observations on permanent staff will begin again in Block 2.

   2.3 Lesson observations are being carried out on agency teaching staff as previously and remain distinct from that of permanent staff. Three Observations have been carried out for 8 Protocol visiting lecturers by the College internal observer.

Protocol National Lecturers

<table>
<thead>
<tr>
<th>Ratings</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable</td>
<td>100% (32)</td>
<td>100% (42)</td>
<td>96% (45)</td>
<td>100% (8)</td>
</tr>
<tr>
<td>Action Required</td>
<td>0%</td>
<td>0%</td>
<td>4% (2)</td>
<td>0%</td>
</tr>
</tbody>
</table>

3. External Verification Visits
   3.1 External verification is carried out by all awarding bodies. It is an important quality assurance function, the purpose of which is to ensure the integrity of College assessment decisions and internal moderation (internal mechanism for checking integrity of assessments).

   3.2 If an external verifier is not satisfied with the internal assessment and moderation in a college, he or she can recommend that the awarding body places sanctions on the College. These can range from minor recommendations for improvement through to suspension of enrolment/certification of candidates or ultimately, withdrawal of approval to run courses.

   3.3 The following table shows the number of external verification visits carried out in the period 01 August 2014 to 30 November 2014:

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>Number of Verification Checks</th>
<th>Number of Sanctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SQA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EDI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>NCFE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CIPD</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>VTCT</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College Development Network</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BCS</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BIIAB</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IIQ</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
4. **Student Engagement**

4.1 College Managers and Quality Team staff regularly meet students to discuss their learning experience with a view to identifying improvements.

4.2 Student Discussion Groups provide an opportunity for managers to meet groups of students in open agenda meetings to discuss their learning experience. Student Focus Groups are run by Quality Assurance and Improvement staff and concentrate on identified topics.

4.3 Peer-led reviews are held to allow members of the Students’ Association and an associated staff member to explore quality issues with other students.

4.4 The programme of Student Focus Groups in 2014/15 will cover the following topics:

- Course quality
- Timetabling
- Implementation of the BYOD initiative.

None have been held in the period 01 August 2014 to 30 November 2014 but a programme is planned from January 2015.

4.5 A “First Impressions” survey has been conducted and responses have been received from 2,842 students in 2014/15. The results of the summary questions are presented below, along with the 2013/14 result.

<table>
<thead>
<tr>
<th></th>
<th>2013/14</th>
<th></th>
<th>2014/15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of responses</td>
<td>% positive</td>
<td>No of responses</td>
<td>% positive</td>
</tr>
<tr>
<td>I enjoy coming to College</td>
<td>3,004</td>
<td>96%</td>
<td>2,842</td>
<td>95%</td>
</tr>
<tr>
<td>Overall, I am satisfied with the College</td>
<td>3,004</td>
<td>97%</td>
<td>2,842</td>
<td>96%</td>
</tr>
</tbody>
</table>

5. **Complaints**

5.1 The College monitors all complaints. These are investigated internally and responses provided by appropriate departmental heads.

5.2 The College received 75 complaints in the period 01 August 2014 to 30 November 2014. The following table gives details of the complaints with comparisons for the previous three whole years (from November 2013, data is combined for the region).

5.3 It will be noted that there has been a large rise in complaints relating to bursary administration. The implementation of a new computer-based system has been problematic and processing of applications was delayed. This has been addressed and by Christmas only recently received applications were awaiting processing.

5.4 There has also been an increase in complaints relating to IT systems. The complexity of bringing together the two separate IT systems did create considerable difficulties in September and October, but stability has now been achieved.
<table>
<thead>
<tr>
<th>Category of Complaint</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP1 Timetabling arrangements/course cancellations/change of lecturer</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>CP2 Delivery of Courses/ Learning and Teaching</td>
<td>18</td>
<td>12</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>CP3 Standards of equipment or accommodation</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>CP4 Information provided about, or communication relating to courses</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>CP5 Course content</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>CP6 Assessment and/or certification arrangements or outcomes</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>CP7 Booking/enrolment administration by sectors</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>CP8 Arrangements relating to interviews/appointments</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>CP9 Behaviour of student within the College</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>CP10 Libraries/Information Technology Centre (Open Learning incorporated in Flexible Learning from 09-10)</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>CP11 Discrimination – protected characteristics</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CP12 Behaviour of staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>CP13 Arrangements relating to work placement/experience</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SS1 Equipment/rooms</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>SS2 Provision of general college information</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS3 Financial matters – invoices/refunds/payments</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>SS4 Bursary administration</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>SS5 Health and Safety Issues</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>SS6 College events</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SS7 Services for Disabled</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS8 Guidance/Student Support</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>COS1 Catering</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>COS2 Security</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>COS4 Transport</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS5 Janitorial provision</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>COS6 Facilities</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>COS7 Cleaning Services</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS8 Delivery by Contracted Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS10 IT Services</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>COS11 Car Parking</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>53</strong></td>
<td><strong>72</strong></td>
<td><strong>120</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>
6. Compliments and Thanks

6.1 The College receives many expressions of thanks from students, employers and visitors.

6.2 The following table gives details of those received in the period 01 August 2014 to 30 November 2014 compared with previous full years (from November 2013, data is combined for the region).

<table>
<thead>
<tr>
<th>Category</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP1</td>
<td>Timetabling arrangements/course cancellations/change of lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP2</td>
<td>Delivery of Courses</td>
<td>9</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>CP3</td>
<td>Standards of equipment or accommodation</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP4</td>
<td>Information provided about, or communication relating to courses</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CP5</td>
<td>Course content</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CP6</td>
<td>Assessment and/or certification arrangements or outcomes</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP7</td>
<td>Booking/enrolment administration by sectors</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CP8</td>
<td>Arrangements relating to interviews/appointments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP9</td>
<td>Behaviour of student within the College</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CP10</td>
<td>Libraries/Information Technology Centre</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CP11</td>
<td>Discrimination - Sex/race/disability/religion or belief/sexual orientation/age</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP12</td>
<td>Behaviour of staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP13</td>
<td>Arrangements relating to work placement/experience</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS1</td>
<td>Equipment/rooms – non course related</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS2</td>
<td>Provision of general college information</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>SS3</td>
<td>Financial matters – invoices/refunds/payments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS4</td>
<td>Bursary administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS5</td>
<td>Health and Safety Issues</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS6</td>
<td>College Events</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>SS8</td>
<td>Guidance/Student Support</td>
<td>8</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>COS1</td>
<td>Catering</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS2</td>
<td>Security</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS4</td>
<td>Transport</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS5</td>
<td>Janitorial provision</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS6</td>
<td>Facilities and cleaning services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS10</td>
<td>IT Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS11</td>
<td>Car Parking</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student-provided services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>26</td>
<td>16</td>
<td>29</td>
<td>15</td>
</tr>
</tbody>
</table>
7. **Recommendation**

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

Rob Wallen  
Principal

Neil Cowie  
Vice Principal - Organisational Services
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 AY2014/15 and AY2013/14.

2. Background
   2.1 Funds allocated directly to the College.
       The College receives a range of student support funds mainly from the Scottish Further and Higher Education 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 Funds 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 Spend on overall study costs must not exceed 15 per cent of the college’s initial bursary allocation for AY2014/15.

   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 College’s 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 to be used for general living expenses but not for fees (may be used for registered/formal childcare costs).

5. Childcare Reserve

5.1 The College’s Board of Management had set aside a reserve childcare fund in AY2011/12 only to allow the previous Voucher Scheme to be phased out yet make an allowance should childcare funds be fully committed. Given both bursary funds and FEDF can be used to supplement any shortfall in FE / HE CCF then the reserve would only be committed when other funds were fully exhausted.

6. Educational Maintenance Allowance (EMA) Programme

6.1 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.

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

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

6.4 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.

6.5 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.

6.6 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.
7. Disbursement of Funds in AY2014/15
   7.1 Information on the disbursement of funds up to 30 November 2014 is given in Appendix 1 to this report. Comparative figures have been provided at a similar point for last year.
   7.2 An oral update on the current bursary status will be provided at the meeting.

8. Recommendation
   8.1 It is recommended that the Committee note the information provided in this paper.

Rob Wallen
Principal

Neil Cowie
Vice Principal - Organisational Services
### Table 1 - Funds Available

<table>
<thead>
<tr>
<th></th>
<th>Funds Available £000</th>
<th>Funds Available £000</th>
<th>Funds Available £000s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FE Bursary</td>
<td>6,908</td>
<td>6,873</td>
<td>6,804</td>
</tr>
<tr>
<td>FE Discretionary</td>
<td>498</td>
<td>500</td>
<td>494</td>
</tr>
<tr>
<td>FE / HE Childcare (incl LPCG)</td>
<td>1,006</td>
<td>997</td>
<td>1,005</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,412</strong></td>
<td><strong>8,370</strong></td>
<td><strong>8,303</strong></td>
</tr>
<tr>
<td>HE Discretionary</td>
<td>210</td>
<td>205</td>
<td>210</td>
</tr>
<tr>
<td>EMA</td>
<td>500</td>
<td>604</td>
<td>623</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>9,122</strong></td>
<td><strong>9,179</strong></td>
<td><strong>9,136</strong></td>
</tr>
</tbody>
</table>

### Table 2 – Committed Funds

<table>
<thead>
<tr>
<th></th>
<th>2014/15</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Funds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FE Bursary</td>
<td>6,908</td>
<td>5,488</td>
<td>1,420</td>
<td>6,179</td>
</tr>
<tr>
<td>FE Discretionary</td>
<td>498</td>
<td>294</td>
<td>204</td>
<td>249</td>
</tr>
<tr>
<td>FE / HE Childcare (incl LPCG)</td>
<td>1,006</td>
<td>421</td>
<td>585</td>
<td>649</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8,412</strong></td>
<td><strong>6,203</strong></td>
<td><strong>2,209</strong></td>
<td><strong>8,370</strong></td>
</tr>
<tr>
<td>HE Discretionary</td>
<td>210</td>
<td>113</td>
<td>97</td>
<td>205</td>
</tr>
<tr>
<td>EMA</td>
<td>500</td>
<td>500</td>
<td>0</td>
<td>604</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>9,122</strong></td>
<td><strong>6,816</strong></td>
<td><strong>2,306</strong></td>
<td><strong>9,179</strong></td>
</tr>
</tbody>
</table>
Table 3 – Supported Students

<table>
<thead>
<tr>
<th></th>
<th>2014/15</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary + Fee Waiver</td>
<td>2,794</td>
<td>3,404</td>
</tr>
<tr>
<td>FE Discretionary + Loans</td>
<td>467</td>
<td>239</td>
</tr>
<tr>
<td>FE Childcare</td>
<td>58</td>
<td>79</td>
</tr>
<tr>
<td>FE / HE LPCG</td>
<td>89</td>
<td>104</td>
</tr>
<tr>
<td>HE Discretionary + Loans</td>
<td>58</td>
<td>39</td>
</tr>
<tr>
<td>HE Childcare</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>EMA Programme</td>
<td>161</td>
<td>377</td>
</tr>
</tbody>
</table>
e-Safety Guidance for Staff and Students

1. Introduction
   1.1 The purpose of this report is to provide the Committee with information about the College’s approach to communicating best practice approaches to e-Safety to staff and students.

2. Background and Context
   2.1 At the meeting of the Learning & Teaching and Student Services Committee on 18 November 2014 it was agreed that the Committee would receive copies of the summary documents being prepared at that time for distribution to staff and students.

   2.2 These are now available and have been distributed widely, both electronically and in hard copy leaflet format.

   2.3 This information and the more detailed policies that support it will be discussed at Team meetings in the context of specific vocational areas and their use of social media in learning and teaching and student support.

3. How to be Safe and Sensible On-Line: A Guide for Students
   3.1 The information leaflet for students is attached at appendix 1 to this paper.

4. Using Social Media to Enhance Teaching and Learning
   4.1 The information leaflet for staff is attached at appendix 2 to this paper.

5 Recommendation
   5.1 It is recommended that the Committee note the contents of this paper.

Rob Walen
Principal

Sandra Walker
Vice Principal Curriculum
North East Scotland College encourages you to embrace Social Media and other online tools in a professional or educational context. In order to help you stay safe and sensible online, here is a reminder of what to consider when using such tools.
1. **Do make sure that you are aware of the College’s Student Code of Conduct and Acceptable Use policies and do not breach them.**

2. **Do make sure you read and comply with the rules/terms and conditions of any external site that you use.**

3. **Do use social media to showcase yourself**
   
   Social Media tools are great for building an online presence that you can use to network with employers and to raise your academic and professional profile in your chosen industry.

4. **Do use social media to connect with the right people**
   
   With social media you can network with leading academics, experts and employers in your chosen field. By engaging with them on social media in an informed and constructive manner you can form relationships which can put you at an advantage when it comes time to get a job.

5. **Do carefully consider the personal details that you display on your social media accounts. Think about the message you want to send to people who may view your page.**

6. **Do join the College’s online networks**
   
   This is one of the best ways to keep up to date with what is happening at the College. By following the official College accounts you will be kept informed of any open days and events that are scheduled.
1. **Don’t leave your social media accounts logged in on a shared device or share your log-in details with anyone**
   Check your account regularly to make sure that it hasn’t been hacked.

2. **Don’t share inappropriate or compromising material**
   Think carefully about the information that you are sharing and posting online. You never know who might see it.

3. **Don’t blur the boundaries between social and professional**
   Remember who follows you and who you are networked with. Do you really want your College lecturer or future employers knowing about what you got up to on Friday night?

4. **Don’t behave inappropriately**
   Even if you post information anonymously or under a pseudonym it can usually be traced back to you. Don’t post nasty or inconsiderate comments about others...only write/post what you would be willing to say to someone in person.

5. **Don’t use the same password for all of your online accounts**
   Using the same password for online banking, social media, email etc. is a very bad idea as it leaves you exposed to fraud.

6. **Don’t post anything you may regret later**
   What you post online can potentially exist for ever, even if you delete it later, and this may come back to haunt you.

7. **Don’t cut and paste other peoples work or information**
   Ensure information you post online is your own and do not assume that it is acceptable to post pictures or information that you found elsewhere. If you want to share some information it is best practice to share a link to the original source.
How to be Safe and Sensible On-Line \textbf{A GUIDE FOR STUDENTS}
Using Social Media to Enhance Learning and Teaching
A GUIDE FOR STAFF

Staff at North East Scotland College are encouraged to use social media tools to help support learning and teaching activities and to enhance learner engagement.
Prior to implementing an **externally hosted** social media tool in the classroom staff should ensure that they follow the steps outlined below.

1. **Consider the Use of Blackboard in the first instance**
   
   There are several advantages to using Blackboard over an external website:
   
   a. Blackboard offers a safe and secure environment that is easily managed and accessible to all college users;
   
   b. Blackboard has quiz, blog, journal and discussion board tools embedded within each course area which enable online collaboration;
   
   c. Students do not have to sign up to a third party website to use Blackboard.

2. **Consider your rationale for selecting the external social media tool?**
   
   How will this activity enhance the learner experience? What are the pros and cons of using this tool? Refer to the e-safety risk assessment (appendix 1 in the e-Safety policy) for assistance.

3. **Seek approval from your Faculty Manager for the use of the Social Media Tool**
   
   Ensure that your FM has both the account username and password.

4. **Email the Head of Learning Resources (and FM) to register your Social Media account**
   
   This is to allow the LT team to track social media activity so that good practice can be identified, documented and disseminated.

5. **Create a college specific user account**
   
   It is essential that you do not use your own social media accounts to engage with learners for the purposes of teaching and learning.
6. **Make sure you “like” or “follow” the official NESCol account and they follow you back**
   Official College accounts are controlled by the Publicity and Marketing team and by following or liking the college account they will follow you back to help supervise your account activity.

7. **Negotiate a code of conduct with your learners**
   Spend some time discussing the College Acceptable Use Policy and the Student Code of Conduct and agree in writing some social media guidelines.

8. **Report any inappropriate use to your Faculty Manager**
   The College expects all learners and staff to report any e-Safety incident in accordance with the e-Safety policy.
   
   If a learner wishes to report an incident, they can do so to their Curriculum and Quality Manager, Guidance Tutor or to the College e-Safety Officer. Where a member of staff wishes to report an incident, they must complete the form in Appendix 2 of the e-Safety policy and contact their line manager as soon as possible.

9. **Respect copyright laws**
   It is essential that you adhere to the guidelines outlined in the College’s Copyright for Staff Policy when posting information to the web via social media. Learners should be made aware of copyright good practice and be encouraged to adhere to College guidelines.

10. **Conditions of use**
    Always adhere to the terms of service of any social media platform employed.
• **Be friendly yet professional**
  
  Your tone of voice should be approachable, conversational and warm, yet authoritative and appropriately formal. Try to avoid using slang or overly casual language. Don’t try to be “cool” by using text type or excessive use of irrelevant/humorous hashtags etc.

• **Keep accounts up to date**

  Social media users expect accounts to be well managed and updated regularly with new, relevant content.

• **Ensure commentary is well informed**

  When using social media in a professional capacity it is essential that the content that you post online is appropriate, accurate and evidenced based. Make sure you credit sources and link to other people’s work rather than copying it.

• **Be respectful**

  It is essential that at all times you conduct yourself with dignity and do not make any offensive statements or engage in any arguments or inappropriate debates.

• **Ensure transparency**

  If you are using social media in your capacity as a member of staff at North East Scotland College then make this explicitly clear. Although the account will be anonymous (i.e. assigned to a team rather than an individual member of staff) it is important that all posts are written in first person to help establish a consistent “voice”.

• **Embrace Social media**

  Being a genuine consumer/user of social media is essential to your ability to be a successful creator of social media content. It is suggested that you form networks with relevant users (such as fellow academics or industry partners) and engage in regular use of each tool.

• **Be patient and tolerant of others views**

  Be prepared to accept and respond to comments, both positive and negative and respond to negative comments professionally. Quickly remove comments containing vulgar language, those that attack any one group or individual and those that are obviously spam. Report any students who are acting inappropriately to your Faculty Manager.

• **Be timely**

  One of social media’s greatest benefits is the ability to share feedback, comments and questions almost instantly with people that you are connected with. As a result you need to be prepared to respond quickly to correspondence, new content and developments across your network.

• **Remember that quality matters and that what you post online can and will last forever**

  - Think before you post….anything that you share online can and will be shared, stored and spread globally, even if it is posted within a closed or secure network.
  - Spell check your work.
  - Don’t post, retweet or like anything that you wouldn’t be prepared to assign yourself to.
Needs Assessment Response Rates

1. Introduction
   1.1 The purpose of this report is to provide the Committee with information about how the College manages needs assessment and the response rates associated with these arrangements.

2. Background and Context
   2.1 At the meeting of the Learning & Teaching and Student Services Committee on 18 November 2014 it was agreed that the Committee would receive information about needs assessment response rates at its January meeting.

3. Arrangements for Needs Assessments
   3.1 The Student Services Team, based at the Aberdeen City Campus, has one full-time and one part-time Inclusiveness Co-ordinator who conduct the majority of needs assessments for applicants to both further and higher education. There is also one full-time Inclusiveness Co-ordinator based at the Fraserburgh Campus who is currently undertaking Beattie Resources for Inclusiveness in Technology and Education (BRITE) training.
   3.2 Although the work of the Inclusiveness Co-ordinators is overseen by the Learning Support Manager who works across all campuses, they have day-to-day responsibility for scheduling their appointments in such a way that the appropriate time is allocated to ensure due consideration is given to the range of needs being assessed. 
   3.3 The table below provides information about the volume of needs assessments carried out over the past two years.

<table>
<thead>
<tr>
<th>Volume of Needs Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>North East Scotland College</td>
</tr>
<tr>
<td>Further Education students</td>
</tr>
<tr>
<td>Higher Education students</td>
</tr>
<tr>
<td>Higher Education students Disabled Students’ Allowances (DSAs)</td>
</tr>
<tr>
<td>For students on supported courses</td>
</tr>
</tbody>
</table>

4. Service Standards
   4.1 North East Scotland College’s Service Standards were rigorously assessed as part of the College’s application for the Disabled Students’ Allowances (DSA) Toolkit which was awarded to the College in 2014.
   4.2 Details of the College’s Service Standards are detailed in the table overleaf.
North East Scotland College  | Service Standard | Has standard been met
--- | --- | ---
Date of initial meeting | Within 7 working days of initial referral | 100%
Date of initial meeting involving multi agencies | Within 14 working days of initial referral | 96%
Completion of assessment report | Within 10 working days of the final assessment meeting | 100%
Student to sign approval of report | Within 7 working days | 85%
On receipt of student’s approval a summary report will be sent to CQM outlining additional needs and any reasonable adjustments. | Within 3 working days | 100%

5. Customer Feedback

5.1 Feedback forms are issued to all students/applicants who apply for a needs assessment through the Learning Development Team. Questionnaires are also available on the Learning Development Team VLE site. Students/applicants can complete these immediately or shortly after the needs assessment/review meeting in private and return to the receptionist or deposit it into the Student Services Feedback Box which is emptied every day. All completed forms are date stamped on receipt and passed to the Head of Student Services to review with staff in weekly meetings.

5.2 Responses to this feedback are analysed and included in the annual Student Support Services Self Evaluation Review.

5.3 A summary of the feedback received to date for 2014/15, compared with previous years is detailed below.

<table>
<thead>
<tr>
<th>2014/15 (to date 38 students)</th>
<th>2013/14 (31 students)</th>
<th>2012/13 (29 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfied</td>
<td>Highly Satisfied</td>
<td>Highly Satisfied</td>
</tr>
<tr>
<td>The member of staff was friendly &amp; welcoming</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>The member of staff was knowledgeable</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>The information and guidance received about the needs assessment process was helpful</td>
<td>98%</td>
<td>87%</td>
</tr>
<tr>
<td>My learning needs were fully explored</td>
<td>98%</td>
<td>85%</td>
</tr>
<tr>
<td>The length of time taken for the needs assessment was adequate</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>
6. **Recommendation**

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

Rob Wallen  
Principal

Sandra Walker  
Vice Principal Curriculum
Developing the Young Workforce

1. Introduction
   1.1. The purpose of this paper is to provide the Committee with correspondence from the Scottish Government.

2. Background
   2.1. Sir Ian Wood chaired the Commission for Developing Scotland’s Young Workforce.

   2.2. Following on from the publication of the report of the Commission, the Scottish Government is implementing a programme based on recommendations in the report.

3. Letter from Scottish Government
   3.1. Attached as appendix 1 is an email and attached letter from Scottish Government officials.

4. Recommendation
   4.1. It is recommended that the Committee note the contents of the email and letter.

Rob Wallen  Sandra Walker
Principal    Vice Principal Curriculum
Subject: DEVELOPING THE YOUNG WORKFORCE - IMPLEMENTATION

Date: Wednesday, 17 December 2014 14:37:25 United Kingdom Time

From: Michael.Cross@scotland.gsi.gov.uk (sent by Lorraine.Carlyle@scotland.gsi.gov.uk 
<Lorraine.Carlyle@scotland.gsi.gov.uk>)

To: WALLEN ROB, heather.dunk@ayrshire.ac.uk, lmcin@borderscollege.ac.uk,
turnbullc@dundee.ac.uk, elaine.mcmahon@edinburghcollege.ac.uk, hughlogan@fife.ac.uk,
principal@forthvalley.ac.uk, swals@glasgowclyde.ac.uk,
paul.little@cityofglasgowcollege.ac.uk, asherry@glasgowkelvin.ac.uk, fraser.durie@uh.ac.uk,
hector.morrison@uh.ac.uk, diane.rawlinson.ic@uh.ac.uk, iain.macmillan@uh.ac.uk,
Frank.Hughes.Moray@uh.ac.uk, Irene.Peterson@uh.ac.uk,
margaret.munckton@perth.uh.ac.uk, Donald.MacBeath@uh.ac.uk,
bill.ross@orkney.uh.ac.uk, axel.miller@sams.ac.uk, Irene.Peterson@uh.ac.uk,
Lydia.rohmer@whc.uh.ac.uk, martin.mcguire@ncian.ac.uk, stewart.mckillop@slc.ac.uk,
c.potter@dundeeandangus.ac.uk, audrey.cumberford@wcs.ac.uk, Mlaughlin@west-lothian.ac.uk, annsouthwood@newbattleabbeycollege.ac.uk, runaire@smo.uh.ac.uk

CC: Rosemary.Whelan@scotland.gsi.gov.uk

Sent on behalf of Michael Cross

Dear Principals

DEVELOPING THE YOUNG WORKFORCE

As you know, the Cabinet Secretary for Fair Work, Skills & Training published Developing the Young Workforce - Scotland’s Youth Employment Strategy on 15 December. You will be interested to see a copy of the attached letter to Directors of Education drawing their attention to the strategy. Importantly, the letter makes clear the central role for colleges in supporting delivery of this agenda.

Regards

Michael

Michael Cross
Head of Colleges & Adult Learning: Funding & Policy Division
Deputy Director, Employability, Skills & Lifelong Learning Directorate
Scottish Government
5 Atlantic Quay
Glasgow G2 8LU
Tel.: 0300 244 1292

Email: Michael.cross@scotland.gsi.gov.uk

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Communications with the Scottish Government may be monitored or recorded in
15 December 2014

Dear Director

DEVELOPING THE YOUNG WORKFORCE – JOINT IMPLEMENTATION PLAN

As you will be aware, the Scottish Government has worked with local government and other partners to draw up a national seven year programme aimed at Developing the Young Workforce (DYW). This has been developed in response to the report of the Commission for Developing Scotland’s Young Workforce and is focussed on tackling youth unemployment by ensuring a greater focus on employability within Scottish education for all young people. A joint implementation plan, published today as part of the Youth Employment Strategy, can be found here.

We are aware that in schools, local authorities and colleges, planning for next year’s curriculum is well underway and that there is an appetite for further information on the DYW programme. This letter highlights some key elements of the programme that are already underway and outlines our plans for engaging with you going forward.

The aims of the DYW programme build on the existing policy framework set out by Curriculum for Excellence (CfE) and Teaching Scotland’s Future. The implementation of DYW will support the aims of CfE to improve outcomes for all young people and provide them with a range of learning pathways that meet their individual needs and aspirations. It will enable the full expression of CfE, building on and strengthening existing good practice in the development of work related skills. As such, the schools elements of the programme are being taken forward as part of the CfE programme, embedded within the CfE Implementation Plan and monitored through the CfE Management Board and Implementation Group. This input will in turn be fed into the Programme Board which has been established to oversee the Developing the Young Workforce effort.

DYW provides a catalyst for refocusing attention on the development of skills for work, as well as life and learning, for all young people whatever their ambitions. Every young person should have access to high quality work-related opportunities, including the option of acquiring vocational qualifications in the senior phase. This will require a step change in provision of work related learning in both the broad general education and senior phase. It

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Victoria Quay, Edinburgh EH6 6QO
www.scotland.gov.uk
will also require a genuine, long term partnership approach to planning and delivering learning in the senior phase to be the norm, rather than the exception.

Central to all of this will be an increased understanding of the value of work-related education amongst practitioners, parents and young people themselves. Parents should be involved as partners in schools, in planning and understanding the pathways available to their children. They can also provide a link to industry and the workplace, helping provide valuable opportunities for young people to access the world of work. Nationally, we will be working in partnership with national parent bodies to develop a parental communication strategy on DYW to ensure that parents are informed, engaged and enthused about this major cultural change.

As the principal providers of vocational education, colleges have a central part to play in developing the young workforce. In its Outcome Agreement guidance to the sector (August 2014), the Scottish Funding Council highlighted colleges’ particular role in relation to the Commission’s recommendation on senior phase vocational pathways, noting that:

“The development and delivery of effective pathways should feature prominently in outcome agreements, along with colleges’ responsibility for enhancing the quality of such new pathways as well as wider vocational education.

Although work of this kind is not entirely new to colleges, establishing vocational pathways of this kind as a mainstream option represents a step change in both the scale and nature of activity. Successful planning and delivery will therefore demand partnerships between colleges, schools, local authorities and employers of a higher order.”

This sets high expectations for colleges, which we would expect to see mirrored by schools. We would therefore look to local authorities and schools to capitalise on this opportunity and work with colleges to strengthen their planning and delivery of vocational pathways available. Flexibility, personalisation and choice should, of course, remain key principles.

There is also a key role for employers. The DYW programme aims to get employers actively engaged in young peoples’ education. Work has started on the establishment of industry led Regional Invest in Young People Groups, which are intended to be a resource for education, providing a straightforward route for employers to become involved and for schools, colleges and other practitioners to access their support. Again, this is a valuable opportunity and schools will need to be supported so that they can capitalise on this offer.

Local authorities clearly have a lead role in driving forward this agenda, working with the partners referred to above to ensure that young people in their schools have access to a full range of work-related learning opportunities. This is why the Scottish Government is providing £6.5 million in 2014/15 to maintain momentum at a local level and to support joint working between schools, colleges and employers.

In recent months, we have discussed the DYW programme, and its implications for schools and local authorities, with many of you through the CfE Management Board, ADES groups and local authority networks and through the DYW Programme Board, on which ADES is represented. The DYW aims have been widely welcomed, with an understandable desire to ensure the change is manageable and aligned with the further changes to come under CfE in the next two years. We very much recognise this wider context and will work closely with you and other partners to determine how this programme can be best delivered on the
ground, in line with CfE and at an ambitious but achievable pace for providers and young people.

In terms of next steps, we will continue to work in collaboration with you in taking this work forward in the interests of our young people. Education Scotland and the Scottish Government have a dedicated team in place to support implementation. They have already been engaging with you on this work and will continue to do so over the coming weeks and months. It would be helpful, at this point, if you could let us know the name of your lead person with strategic responsibility for DYW who will work with us nationally to take this important agenda forward. I would be grateful if you could email this information to Joan.MacKay@educationscotland.gsi.gov.uk as soon as possible.

Yours sincerely

[Firm signatures]

Fiona Robertson  
Director of Learning

Bill Maxwell  
Chief Executive  
Education Scotland

The Scottish Government  
Rìghnaitas na h-Alba

The Scottish Government  
Rìghnaitas na h-Alba

Education Scotland  
Foghlam Alba