



**CURRICULUM & QUALITY COMMITTEE**

**Meeting of 21 November 2018**

## CURRICULUM & QUALITY COMMITTEE

### NOTICE

There will be a meeting of the Curriculum & Quality Committee on Wednesday 21 November 2018 at 1030 hours in the Boardroom, G10, at Aberdeen City Campus.

### AGENDA

Agenda Item		Paper
52-18	Apologies for Absence	
53-18	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
54-18	Minute of Previous Meeting – 18 October 2018	X
55-18	Matters Arising from the Previous Meeting	X
56-18	<b>Presentation</b> – School Links	
	<b>Performance Reporting</b>	
57-18	Curriculum Key Performance Indicators AY2017-18	X
58-18	Student Enrolment Trends	X
59-18	Credit Activity AY2018-19 (to be tabled)	X
	<b>Matters for Discussion</b>	
60-18	Learner Outcomes – Summary data relating to MD10; disabled & care experienced learners	X
61-18	Students' Association – Activity Report	X
	<b>Matters for Information</b>	
62-18	Courses for Concern & Most Improved Report	X
63-18	First Impressions Survey AY2018-19 - Results	X
64-18	Transitions Report	X
65-18	Flexible Workforce Development Fund Update	X
66-18	An Independent Review of Student Support in Scotland – 'A New Social Contract for Students'	X
67-18	<b>Any Other Business</b>	
68-18	<b>Summation of Business and Date of Next Meeting</b>	

## CURRICULUM & QUALITY COMMITTEE

Draft Minutes of the meeting of the Curriculum & Quality Committee held on 18 October 2018 at 1030 hours in G10, Aberdeen City Campus.

Agenda Item	
	<p><b>Present:</b>            Martin Dear            Doug Duthie            Robin McGregor            Liz McIntyre            Andrew Russell – Vice Chair            Anne Simpson - Chair</p> <p><b>In attendance:</b>            Neil Cowie, Vice Principal Access &amp; Partnerships            John Davidson, Vice Principal Curriculum &amp; Quality            Pauline May, Secretary to the Board            Zoe Burn, Minute Secretary</p> <p><b>In attendance for Agenda Item 35-18:</b>            Duncan Abernethy, Director of Business Development</p>
	<p><i>Prior to the commencement of business the Committee acknowledged Mr Duthie's last attendance at a meeting of the Curriculum &amp; Quality Committee due to his term of office as a Board Member ceasing at the end of October 2018. Members thanked Mr Duthie for his contributions over the years.</i></p> <p><i>Professor Harper's resignation from the Regional Board was also noted and thanks for his contributions to the Committee recorded.</i></p>
31-18	<p><b>Apologies:</b>            Apologies were presented for Susan Elston, Kirsty Godsman, Neil McLennan and Abby Miah.</p>
32-18	<p><b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b>            Mr Duthie declared a potential conflict of interest by virtue of his role as a Director of ASET.</p>
33-18	<p><b>Minutes of Previous Meeting – 16 May 2018</b>            The minutes were approved as a true and accurate record.</p>
34-18	<p><b>Matters Arising from the Previous Meeting</b>            Members noted the Matters Arising Report. The Principal provided additional information on work being undertaken in relation to the reporting of credits activity and enrolments. Members were advised that a detailed report on the College current position and forecasted end of year outturn would be presented to the Regional Board at its meeting scheduled for 29 October 2018.</p>

	<p>It was agreed that the previously requested paper in relation to outcomes for learners with disabilities would be prepared for the meeting of the Committee scheduled for November 2018. It was noted that the paper would be expanded to cover other at risk groups.</p> <p>No further issues were raised.</p>
35-18	<p><b>Presentation – Business and Community Development</b></p> <p>The Committee received a presentation from the Director of Business Development providing an overview of the activity of the Business and Community Development (BCD) Team.</p> <p>The presentation covered the following key areas:</p> <ul style="list-style-type: none"> <li>• BCD Activity – enrolments, credits and income by each BCD team</li> <li>• Flexible Workforce Development Fund – Fund’s operation, required reporting, role of ASET</li> <li>• Scottish Maritime Academy – objectives, portfolio, challenges &amp; opportunities, future developments</li> <li>• Business Development Strategy – development and aims of new Strategy</li> <li>• Leading Implementation – internal engagement, brand awareness, product &amp; service development, use of College facilities.</li> </ul> <p>The Principal advised of an upcoming SCDI seminar which will be hosted at the Aberdeen City Campus. Recent discussions held with stakeholders in relation to the development of hydrogen technologies were noted. Members were also advised of ongoing engagement with sector bodies and discussions held at a recent meeting of the Regional Learning &amp; Skills Partnership.</p> <p>Members thanked Mr Abernethy for his presentation.</p>
38-18	<p><b>Matters for Decision</b></p> <p><b>Business Development Strategy</b></p> <p>It was agreed that Agenda Item 38-18 would be taken at this time.</p> <p>A discussion followed with Members noting potential opportunities which may arise in relation to the oil and gas industry. Challenges, including the costs related to the delivery of commercial provision and potential staffing issues were also noted.</p> <p>Members commented that the Strategy articulates clear aspiration for the College in terms of commerciality and reducing reliance on SFC funding.</p> <p>The Committee approved and adopted the Business Development Strategy as presented, noting the related and supporting information provided as part of the presentation given under Agenda Item 35-18.</p>
	<p><i>Mr Abernethy left the meeting at this time.</i></p>
36-18	<p><b>Programme of Business AY2018-19</b></p> <p>Members considered a paper detailing a proposed schedule of key items of Committee business throughout AY2018-19. It was agreed that the Programme was appropriate, subject to the inclusion of the paper on learner outcomes discussed under Agenda Item 34-18. It was noted noting that agenda items would be added to as appropriate during the academic year.</p>

37-18	<p><b>Learning &amp; Teaching Strategy</b> The Committee considered a paper providing information on the development of the College's new Learning &amp; Teaching Strategy. Members were advised that the new Strategy replaced the previous Learning and Teaching Strategy plus a number of related sub-strategies.</p> <p>Following a short discussion regarding student input into the development of the Strategy, it was agreed that Ms Miah and Ms Godsman, Student Board Members, would be asked to share their views on the new Strategy and that this would be reported under matters arising at the next meeting of the Committee, scheduled for November 2018.</p> <p>The Committee considered, approved and adopted the new Learning and Teaching Strategy. Members noted that the Learning &amp; Strategy clearly articulated the College's ambitions in relation to the student experience.</p>
39-18	<p><b>Marketing and Communications Strategy</b> Members considered a paper providing information on the development of the College's new Marketing &amp; Communications Strategy.</p> <p>A discussion was held noting a number of key aspects of the new Strategy, including, the introduction of Campus specific based approaches and activities, a commitment to increase footfall at all Campuses, the importance of clear and consistent messages to key stakeholders.</p> <p>The marketing of courses to potential students was also discussed, noting plans to offer an increased number of taster sessions. It was noted that the College's Curriculum Pathways was currently being updated to reflect the recent curriculum restructure.</p> <p>Members considered, approved and adopted the new Marketing &amp; Communications Strategy.</p> <p>Ms Simpson requested that going forward the author of key documents, such as Strategies, be invited to present their work to the Committee.</p>
40-18	<p><b>Matters for Discussion</b> <b>The 15-24 Learner Journey Review</b> Members noted a paper providing information on the recently published 15-24 Learner Journey Review and how the Review's findings and recommendations may impact on NESCol.</p> <p>Mr Davidson highlighted a number of key potential opportunities that could be explored by the College and a number of related developments which are already under consideration.</p> <p>In noting potential new delivery models, Members were advised that further information relating to Campus 6 would be provided at the Regional Board's upcoming Strategy Event.</p>
41-18	<p><b>Curriculum Priorities – Portfolio Update</b> The Committee noted a paper providing information on key curriculum developments for AY2018-19.</p> <p>Mr Davidson highlighted additions to the College's portfolio, and provided additional information on the development of the College's STEM Strategy.</p>

	Mr Davidson advised Members that progress of the current Curriculum Review would be reported to the Committee throughout AY2018-19.
42-18	<p><b>Students' Association – Activity Report</b> In the absence of Ms Miah and Ms Godsmann, Mr Cowie presented the Activity Report, highlighted a number of key developments and successes.</p> <p>Mr Cowie advised that the recent Officers Elections had led to appointments being made for Communications; Equality &amp; Diversity, Health &amp; Wellbeing, and Environment.</p> <p>Members commended Ms Miah on the standard of the Report.</p>
43-18	<p><b>Peer Led Reviews Summary AY2017-18</b> The Committee considered a summary report on the Peer Led Reviews undertaken by the Students' Association during AY2017-18.</p> <p>Mr Cowie summarised the key stage of the Peer Led Review process, highlighting a number of 'lesson learned' and subsequent improvements made by the Students' Association.</p> <p>Members commented on the valuable feedback captured and its use in the College's quality improvement processes.</p> <p>The importance of maintaining the Peer Led Review process was noted.</p>
	<i>Mr Cowie left the meeting at this time.</i>
44-18	<p><b>Matters for Information</b> <b>College Level Review AY2017-18 &amp; Enhancement Plan AY2018-19</b> Members noted a paper providing information on the process followed to develop the College Level Review AY2017-18 &amp; Enhancement Plan for AY2018-19.</p> <p>Members were advised that the College Level Review AY2017-18 &amp; Enhancement Plan AY2018-19 was the key source document for the Evaluative Report AY2017-18 &amp; Enhancement Plan AY2018-19 which the College must submit to Education Scotland and the SFC by the end of October 2018. It was noted that the Regional Board would be asked to consider and approved this document at the Board Meeting scheduled for 29 October 2018.</p> <p>The Committee's role in the monitoring progress of the Enhancement Plan was highlighted, noting that a progress update would be shared with the Committee at its meeting scheduled for May 2019.</p> <p>The Principal advised Members of discussions being held regarding possible changes to the sector's quality arrangements.</p>
45-18	<p><b>SQA Higher &amp; National 5 Exam Results AY2017-18</b> The Committee noted a paper detailing the SQA Higher and National 5 Exam Results for AY2017-18, with Mr Davidson highlighting a 17% increase in students achieving an "A" Grade Pass compared to the previous year.</p> <p>Members were advised that where pass rates had reduced in comparison to the previous year, these courses have been added to the Courses for Concern Report, a key tool used by the Directors of Learning to ensure actions to improve learner outcomes are identified and implemented.</p>

46-18	<b>Quality Summary Reports AY2017-18</b> Members noted the Annual Summary Reports providing details of the quality related activity undertaken during AY2017-18. It as noted that the Reports did not highlight any areas for concern.
47-18	<b>Internal Reviews AY2017-18 – Student Access &amp; Support and Learning Support</b> The Committee noted a paper providing a progress report against the recommendations identified through the internal review of Student Access & Support and Learning Support.  Mr McGregor advised that the Reviews had led to a fundamental College-wide redesign of how learners are supported. It was noted that a significant amount of training had been provided to College staff to support the implementation of the new approach, and that the ‘first test’ regarding the impact of the changes implemented would be early withdrawal statistics. Members were advised that feedback on the changes would be sought from affected staff in due course.  Ms McIntyre advised that any outstanding actions from Internal Reviews conducted in AY2017-18 had been included in relevant Enhancement Plans for AY2018-19 to ensure full implementation.
48-18	<b>Internal Review AY2017-18 – Care</b> Members noted a paper providing a progress report on the recommendations identified through the internal review of Care.
49-18	<b>Internal Reviews AY2018-19</b> The Committee noted the paper providing information on planned Internal Reviews scheduled to take place during AY2018-19. Members were advised that actions plans developed following the conclusion of the Reviews would be shared with the Committee.  The Principal advised that a mini review would also be undertaken in relation to the College’s student discipline process and related procedure.
50-18	<b>Any Other Business</b> No further items of business were raised.
51-18	<b>Summation of Business and Date of Next Meeting</b> The Secretary gave a summation of the business conducted. The next meeting of the Committee is scheduled to take place on 21 November 2018 at 1030 hours at the Aberdeen City Campus.
	Meeting ended 1250 hours

Agenda Item	Actions from Curriculum & Quality Committee 18/10/18	Responsibility	Deadline
34-18	Detailed report on credits activity to be prepared for next meeting of Regional Board	L. McIntyre	22 October 2018
34-18	Report on learners outcomes for those with disabilities and other at risk groups to be prepared for next meeting of Committee	N. Cowie	14 October 2018
36-18	Programme of Business to be updated	P. May	As soon as possible
37-18	Feedback on the new Learning & Teaching Strategy to be requested from Student Members	P. May	14 October 2018

Signed:.....

Date: .....





## Agenda Item 55-18

### CURRICULUM & QUALITY COMMITTEE

An update on matters arising from the meeting of the Curriculum & Quality Committee held on Thursday 18 October 2018.

Agenda Item	
34-18	<b>Action:</b> Detailed report on credits activity to be prepared for next meeting of Regional Board.
	<b>Status:</b> Complete.
34-18	<b>Action:</b> Report on learners outcomes for those with disabilities and other at risk groups to be prepared for next meeting of Committee.
	<b>Status:</b> See Agenda Item 60-18.
36-18	<b>Action:</b> Programme of Business to be updated.
	<b>Status:</b> Complete – the updated Programme is accessible in the Committee's Collaborative Space on COLIN.
37-18	<b>Action:</b> Feedback on the new Learning & Teaching Strategy to be requested from Student Members.
	<b>Status:</b> Request made, but at time of writing feedback was yet to be received.

## CURRICULUM & QUALITY COMMITTEE

Meeting of 21 November 2018

**Title:** Curriculum Key Performance Indicators AY2017-18

**Author:** John Davidson

**Contributor(s):** Zoe Burn, PA to Senior Management Team

**Type of Agenda Item:**

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

**Purpose:** To provide oversight of the College's effectiveness at providing high quality learning.

**Linked to Strategic Goal:**

4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.

**Linked to Annual Priority:**

3 To fully implement and embed the new College Quality Arrangements, driving improvement in learner outcomes and student experience

**Executive Summary:**

This report and its accompanying Appendix outline the College's performance during AY2017-18 in relation to the targets set in the Regional Outcome Agreement [ROA] for the delivery of high quality learning and teaching.

The following table provides the ROA targets as agreed by the Scottish Funding Council [SFC] for the last three years, together with the College's actual success rates for AY2017-18 compared to AY2016-17

	ROA Target				Actual		Diff
	2015-16	2016-17	2017-18		2016-17	2017-18	
HE Full-Time Completed: Successful	72%	73%	77%		76%	74%	-2%
FE Full-Time Completed: Successful	66%	69%	69%		66%	67%	1%
HE Part-Time Completed: Successful	82%	83%	83%		78%	79%	1%
FE Part-Time Completed: Successful	73%	74%	74%		77%	80%	3%

At the time of writing, full-time HE is 3% below the target agreed with SFC and 2% less than the previous academic year. It should be noted that curriculum teams are still allowing full-time HE students to re-attempt their Graded Unit so the figure may change.

Appendix 1 also provides an overview of performance for full-time and part-time courses at Further Education [FE] and Higher Education [HE] level at both Campus and Faculty level.

Each Head of Faculty has produced their Enhancement Plans as part of the College's quality arrangements and action plans are in place to address those programmes where Key Performance Indicators are underperforming.

**Recommendation:**

It is recommended that the Committee consider the contents of this report.

**Previous Committee Recommendation/Approval (if applicable):**

None

**Equality Impact Assessment:**

Positive Impact ☐

Negative Impact ☐

No Impact ☒

## Analysis of Key Performance Indicators as of 08 November 2018

### Full Time FE & HE Data

#### In AY2017-18:

1. Although the number of HE full-time students successfully achieving their course fell by 1.62% compared to the previous academic year, the College is still processing HE students who did not achieve their Graded Unit.
2. The levels of early and further withdrawal across full-time HE programmes are slightly more than the levels achieved the previous year, with early withdrawal increasing by 0.62%, and a 0.46% increase in further withdrawal.
3. Although a slight improvement was made in student success for full-time FE programmes, the College fell short of achieving its target of 69% as set out in the Regional Outcome Agreement [ROA]. A shortfall of 2%. The College has a ROA target of 68% to achieve in AY2018-19.
4. The number of FE full-time students withdrawing from their course prior to the 25% point increased by 0.16%, however further withdrawal improved by 0.63% compared to the previous year.

**Table 1: Full-Time HE Provision**

Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
3.23%	3.39%	4.01%	10.94%	11.53%	11.99%	8.66%	9.08%	9.76%	77.17%	75.86%	74.24%

**Table 2: Full Time FE Provision**

Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
6.87%	7.95%	8.11%	15.83%	15.51%	14.88%	9.78%	10.39%	10.40%	67.53%	66.15%	66.62%

## Part-Time FE & HE Data

### In AY2017–18:

1. The number of part-time FE students successfully completing their course increased by 3.56%. This represents a 6% improvement compared to the target set for the ROA.
2. The number of part-time FE students who were only partially successful improved by 4.4%.
3. 79.24% of part-time HE students successfully completed their course. This an increase of 1.08% on the previous year however, is below the ROA target by 3%.
4. The number of part-time HE students who were partially successful improved by 3.98%

**Table 3: Part-Time HE Provision**

Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
1.08%	0.61%	0.95%	2.89%	1.77%	4.34%	17.75%	19.45%	15.47%	78.28%	78.16%	79.24%

**Table 4: Part-Time FE Provision**

Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
1.52%	2.11%	3.81%	3.33%	4.18%	4.81%	18.91%	17.06%	12.66%	76.51%	76.84%	80.40%



## Agenda Item 57-18

Table 5: Area Comparison Full-Time FE

Area Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
AENC	ENGINEERING & CONSTRUCTION (ALTENS)	6.66%	8.54%	7.20%	14.48%	15.37%	16.93%	10.65%	14.23%	13.62%	68.22%	61.86%	62.26%
BCD	BUSINESS AND COMMUNITY DEVELOPMENT	0.00%	0.00%	8.33%	0.00%	0.00%	0.00%	0.00%	100.00%	91.67%	100.00%	0.00%	0.00%
FCSI	CREATIVE & SERVICE INDUSTRIES (FRASERBURGH)	5.52%	17.50%	15.72%	17.37%	8.35%	7.94%	8.28%	65.81%	67.42%	68.83%	5.52%	17.50%
FENC	ENGINEERING & CONSTRUCTION (FRASERBURGH)	6.07%	15.95%	17.51%	12.40%	10.02%	10.66%	8.71%	68.56%	64.47%	72.82%	6.07%	15.95%
GBUS	BUSINESS (GALLOWGATE)	6.51%	11.87%	8.02%	8.82%	7.58%	12.03%	12.61%	75.76%	73.58%	72.06%	6.51%	11.87%
GCAR	CARE (GALLOWGATE)	12.53%	17.58%	17.85%	16.63%	14.38%	16.02%	14.22%	61.42%	57.89%	56.63%	12.53%	17.58%
GCRI	CREATIVE INDUSTRIES (GALLOWGATE)	7.05%	19.80%	19.15%	12.75%	11.88%	12.41%	16.78%	62.38%	64.18%	63.42%	7.05%	19.80%
GCTS	COMPUTING TECHNOLOGIES & SCIENCE	10.99%	18.30%	17.43%	15.66%	9.80%	12.54%	11.26%	61.76%	60.24%	62.09%	10.99%	18.30%
GSTH	SOCIAL SCIENCES, TOURISM & HOSPITALITY	7.21%	14.98%	15.07%	13.03%	8.53%	4.28%	4.41%	70.37%	74.54%	75.35%	7.21%	14.98%
GSVI	SERVICE INDUSTRIES	11.32%	14.01%	15.40%	18.93%	8.21%	6.12%	7.41%	69.57%	67.72%	62.35%	11.32%	14.01%

Table 6: Area Comparison Part Time FE

Area Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
AENC	ENGINEERING & CONSTRUCTION (ALTENS)	2.22%	1.88%	1.81%	2.70%	4.27%	3.35%	8.25%	5.30%	5.80%	86.84%	88.55%	89.03%
BCD	BUSINESS AND COMMUNITY DEVELOPMENT	0.86%	1.41%	5.24%	2.41%	3.53%	3.96%	33.08%	29.38%	21.09%	64.20%	66.07%	73.32%
FCSI	CREATIVE & SERVICE INDUSTRIES (FRASERBURGH)	1.88%	3.39%	0.48%	4.57%	2.54%	5.52%	4.30%	5.37%	6.24%	89.25%	88.70%	87.77%
FENC	ENGINEERING & CONSTRUCTION (FRASERBURGH)	1.69%	1.74%	1.60%	2.85%	3.82%	4.12%	3.59%	5.79%	6.07%	91.86%	88.66%	88.20%
GBUS	BUSINESS (GALLOWGATE)	3.57%	4.55%	3.61%	3.57%	10.91%	9.64%	1.19%	4.55%	7.23%	91.67%	80.00%	79.52%
GCAR	CARE (GALLOWGATE)	3.73%	7.73%	3.93%	5.59%	3.87%	4.37%	1.86%	0.55%	7.86%	88.82%	87.85%	83.84%
GCRI	CREATIVE INDUSTRIES (GALLOWGATE)	1.10%	2.08%	4.64%	0.55%	3.65%	3.31%	2.21%	4.17%	7.95%	96.13%	90.10%	84.11%
GCTS	COMPUTING TECHNOLOGIES & SCIENCE	1.34%	4.53%	3.77%	8.93%	5.83%	6.96%	6.25%	5.50%	5.51%	83.48%	84.14%	83.77%
GSTH	SOCIAL SCIENCES, TOURISM & HOSPITALITY	1.67%	2.91%	3.21%	6.29%	5.45%	9.78%	0.90%	2.54%	2.09%	91.14%	89.10%	84.92%
GSVI	SERVICE INDUSTRIES	5.48%	3.75%	5.74%	8.39%	8.65%	7.09%	3.23%	5.19%	3.72%	82.90%	82.42%	83.45%

Table 7: Area Comparison Full-Time HE

Area Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
AENC	ENGINEERING & CONSTRUCTION (ALTENS)	2.89%	4.08%	4.14%	8.66%	15.92%	13.02%	18.41%	17.14%	20.12%	70.04%	62.86%	62.72%
BCD	BUSINESS AND COMMUNITY DEVELOPMENT	0.00%	0.00%		0.00%	0.00%		0.00%	0.00%		100.00%	100.00%	
FCSI	CREATIVE & SERVICE INDUSTRIES (FRASERBURGH)	3.94%	0.00%	3.08%	11.81%	9.84%	11.54%	9.45%	9.02%	16.92%	74.80%	81.15%	68.46%
FENC	ENGINEERING & CONSTRUCTION (FRASERBURGH)	2.24%	6.45%	3.16%	11.19%	9.68%	5.26%	10.45%	12.10%	13.68%	76.12%	71.77%	77.89%
GBUS	BUSINESS (GALLOWGATE)	3.12%	3.08%	4.42%	10.14%	11.62%	11.13%	4.68%	8.26%	9.60%	82.06%	77.03%	74.85%
GCAR	CARE (GALLOWGATE)	4.42%	3.49%	7.19%	9.73%	15.12%	11.98%	11.50%	11.63%	13.77%	74.34%	69.77%	67.07%
GCRI	CREATIVE INDUSTRIES (GALLOWGATE)	3.10%	2.87%	3.65%	9.67%	8.76%	13.50%	7.66%	5.89%	5.47%	79.56%	82.48%	77.37%
GCTS	COMPUTING TECHNOLOGIES & SCIENCE	2.21%	3.28%	2.22%	14.51%	14.33%	11.11%	9.78%	7.16%	5.71%	73.50%	75.22%	80.95%
GSTH	SOCIAL SCIENCES, TOURISM & HOSPITALITY	3.32%	5.05%	2.33%	10.23%	9.04%	11.95%	7.42%	10.64%	12.24%	79.03%	75.27%	73.47%
GSVI	SERVICE INDUSTRIES	5.75%	2.55%	7.24%	16.67%	14.29%	14.48%	8.05%	9.18%	5.88%	69.54%	73.98%	72.40%



Table 8: Area Comparison Part-Time HE

Area Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
AENC	ENGINEERING & CONSTRUCTION (ALTENS)	1.79%	1.25%	0.87%	3.90%	2.08%	3.77%	19.51%	22.45%	19.13%	74.80%	74.22%	76.23%
BCD	BUSINESS AND COMMUNITY DEVELOPMENT	0.00%	0.00%	1.09%	0.73%	1.08%	1.63%	27.18%	30.11%	18.48%	72.09%	68.82%	78.80%
FCSI	CREATIVE & SERVICE INDUSTRIES (FRASERBURGH)	9.09%	0.00%	0.00%	9.09%	3.70%	0.00%	0.00%	40.74%	0.00%	81.82%	55.56%	100.00%
FENC	ENGINEERING & CONSTRUCTION (FRASERBURGH)	0.31%	0.00%	1.08%	1.23%	1.81%	2.16%	10.43%	5.42%	10.27%	88.04%	92.78%	86.49%
GBUS	BUSINESS (GALLOWGATE)	3.60%	0.99%	0.00%	7.21%	2.97%	6.25%	6.31%	5.94%	12.50%	82.88%	90.10%	81.25%
GCAR	CARE (GALLOWGATE)	1.96%	4.00%	0.00%	17.65%	4.00%	4.76%	5.88%	0.00%	23.81%	74.51%	92.00%	71.43%
GCRI	CREATIVE INDUSTRIES (GALLOWGATE)	0.00%	0.00%	0.00%	0.00%	3.23%	0.00%	0.00%	29.03%	55.56%	100.00%	67.74%	44.44%
GCTS	COMPUTING TECHNOLOGIES & SCIENCE	0.56%	0.51%	2.02%	0.56%	0.51%	12.12%	17.88%	24.10%	3.03%	81.01%	74.87%	82.83%
GSTH	SOCIAL SCIENCES, TOURISM & HOSPITALITY	0.00%	0.00%	0.00%	0.00%	0.00%	12.50%	50.00%	16.67%	0.00%	50.00%	83.33%	87.50%
GSVI	SERVICE INDUSTRIES	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	33.33%	0.00%	0.00%	66.67%	100.00%	0.00%

## Engineering & Construction (Altens)

Table 9: Full-Time FE Engineering & Construction (Altens)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQN	ELECTRICAL ENGINEERING	6.96%	11.65%	9.01%	20.87%	25.24%	19.82%	20.00%	52.43%	63.96%	52.17%	6.96%	11.65%
TQP	MECHANICAL ENGINEERING TECH & OPITO	3.57%	8.15%	14.95%	5.95%	9.78%	18.69%	5.95%	79.89%	62.62%	84.52%	3.57%	8.15%
TQQ	MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	10.43%	22.93%	22.00%	22.09%	8.92%	14.67%	14.11%	61.15%	50.00%	53.37%	10.43%	22.93%
TQR	CONSTRUCTION	5.92%	15.29%	13.84%	14.47%	3.82%	6.92%	12.50%	71.97%	71.07%	67.11%	5.92%	15.29%

Table 10: Full Time HE Engineering & Construction (Altens)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQN	ELECTRICAL ENGINEERING	12.50%	6.90%	1.89%	12.50%	8.62%	5.66%	23.44%	32.76%	33.96%	51.56%	51.72%	58.49%
TQP	MECHANICAL ENGINEERING TECH & OPITO	0.00%	0.60%	5.10%	7.80%	17.47%	9.18%	15.61%	13.25%	14.29%	76.59%	68.67%	71.43%
TQR	CONSTRUCTION	0.00%	23.81%	5.56%	0.00%	23.81%	55.56%	50.00%	4.76%	11.11%	50.00%	47.62%	27.78%

Table 11: Part-Time FE Engineering & Construction (Altens)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQN	ELECTRICAL ENGINEERING	0.00%	2.56%	0.00%	2.44%	2.56%	5.41%	12.20%	7.69%	10.81%	85.37%	87.18%	83.78%
TQP	MECHANICAL ENGINEERING TECH & OPITO	2.68%	1.80%	3.25%	2.17%	3.61%	1.62%	8.53%	0.49%	0.41%	86.62%	94.10%	94.73%
TQQ	MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	1.73%	1.62%	1.38%	3.75%	4.85%	6.90%	8.36%	14.56%	16.55%	86.17%	78.96%	75.17%
TQR	CONSTRUCTION	2.56%	2.36%	0.00%	2.56%	5.66%	2.47%	5.98%	5.19%	3.53%	88.89%	86.79%	93.99%

Table 12: Part – Time HE Engineering & Construction (Altens)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQN	ELECTRICAL ENGINEERING	3.03%	0.85%	0.00%	3.64%	3.42%	7.14%	30.91%	18.80%	37.14%	62.42%	76.92%	55.71%
TQP	MECHANICAL ENGINEERING TECH & OPITO	1.24%	1.71%	1.28%	3.73%	1.02%	2.99%	17.16%	27.99%	16.67%	77.86%	69.28%	79.06%
TQR	CONSTRUCTION	2.08%	0.00%	0.00%	6.25%	4.23%	2.44%	0.00%	5.63%	2.44%	91.67%	90.14%	95.12%

## Business & Community Development

Table 13: Full Time FE Business & Community Development

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TYC	PART-TIME LEARNING	0.00%	0.00%	8.33%	0.00%	0.00%	0.00%	0.00%	100.00%	91.67%	100.00%	0.00%	0.00%

Table 14: Full-Time HE Business & Community Development

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TYC	PART-TIME LEARNING	0.00%	0.00%		0.00%	0.00%		0.00%	0.00%		100.00%	100.00%	

Table 15: Part-Time FE Business & Community Development

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TYA	ICS (ETHOS)	0.00%	0.00%	0.00%	0.34%	0.00%	0.00%	43.06%	44.21%	58.64%	56.60%	55.79%	41.36%
TYB	OPEN AND E-LEARNING PROVISION	0.00%	0.00%	0.00%	1.00%	2.40%	3.88%	31.09%	28.44%	19.42%	67.91%	69.16%	76.70%
TYC	PART-TIME LEARNING	1.62%	4.47%	5.65%	6.88%	10.32%	11.19%	6.88%	3.44%	2.67%	84.62%	81.77%	80.49%
TYD	FOYER	0.00%	0.00%	0.00%	12.64%	16.90%	8.86%	32.95%	16.55%	31.73%	54.41%	66.55%	59.41%
TYF	MARINE	5.92%	4.62%	8.14%	1.37%	0.92%	0.51%	2.28%	2.08%	4.58%	95.90%	96.54%	93.64%
TYG	NESCOL MODERN APPRENTICESHIPS	0.00%	1.54%	0.00%	1.86%	2.05%	1.39%	81.40%	53.85%	65.74%	16.74%	42.05%	32.87%
TYQ	FLEXIBLE WORKFORCE DEVELOPMENT FUND			71.62%			0.00%			0.00%			100.00%
TYS	GETTING STARTED			0.00%			0.00%			0.00%			100.00%

Table 16: Part-Time HE Business & Community Development

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2015	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TYA	ICS (ETHOS)	0.00%			3.13%			37.50%			59.38%		
TYB	OPEN AND E-LEARNING PROVISION	0.00%	0.00%	0.00%	0.60%	1.33%	1.59%	28.61%	33.63%	21.43%	70.78%	65.04%	76.98%
TYC	PART-TIME LEARNING		0.00%			0.00%			12.50%			87.50%	
TYF	MARINE	0.00%	0.00%	15.38%	0.00%	0.00%	7.69%	0.00%	0.00%	15.38%	100.00%	100.00%	61.54%
TYG	NESCOL MODERN APPRENTICESHIPS		0.00%	0.00%		0.00%	0.00%		100.00%	100.00%		0.00%	0.00%
TYH	OPEN AND E-LEARNING PROVISION: NAUTICAL	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	12.20%	14.71%	9.09%	87.80%	85.29%	90.91%

## Creative & Service Industries (Fraserburgh)

Table 17: Full-Time FE Creative & Service Industries (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRG	SPORT, HAIR & BEAUTY	5.00%	14.77%	26.37%	21.11%	4.03%	4.95%	10.00%	73.15%	60.44%	63.89%	5.00%	14.77%
TRH	ART & DESIGN, FLORISTRY & BUSINESS	5.22%	22.33%	13.73%	11.30%	4.85%	13.73%	11.30%	62.14%	66.67%	72.17%	5.22%	22.33%
TRJ	CARE, ESOL & CORE SKILLS	5.83%	17.35%	10.81%	16.02%	12.79%	9.01%	8.25%	61.19%	71.17%	69.90%	5.83%	17.35%
TRK	SOCIAL SCIENCE, HOSPITALITY & LEARNING OPPS	6.09%	17.11%	9.91%	20.00%	8.55%	5.41%	2.61%	67.76%	72.07%	71.30%	6.09%	17.11%

Table 18: Full-Time HE Creative & Service Industries (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRH	ART & DESIGN, FLORISTRY & BUSINESS	3.09%	0.00%	4.71%	9.28%	9.09%	7.06%	11.34%	7.95%	22.35%	76.29%	82.95%	65.88%
TRK	SOCIAL SCIENCE, HOSPITALITY & LEARNING OPPS	6.67%	0.00%	0.00%	20.00%	11.76%	20.00%	3.33%	11.76%	6.67%	70.00%	76.47%	73.33%

Table 19: Part-Time FE Creative & Service Industries (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRG	SPORT, HAIR & BEAUTY	2.68%	2.63%	0.67%	4.70%	3.95%	6.04%	0.67%	0.66%	1.34%	91.95%	92.76%	91.95%
TRH	ART & DESIGN, FLORISTRY & BUSINESS		0.00%	0.00%		0.00%	2.78%		0.00%	0.00%		100.00%	97.22%
TRJ	CARE, ESOL & CORE SKILLS	0.00%	6.80%	0.00%	3.28%	1.94%	6.49%	8.20%	17.48%	15.58%	88.52%	73.79%	77.92%
TRK	SOCIAL SCIENCE, HOSPITALITY & LEARNING OPPS	2.97%	1.28%	1.28%	5.94%	1.28%	3.85%	4.95%	0.00%	0.00%	86.14%	97.44%	94.87%

Table 20: Part-Time HE Creative & Service Industries (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRH	ART & DESIGN, FLORISTRY & BUSINESS	9.09%	0.00%	0.00%	9.09%	0.00%	0.00%	0.00%	0.00%	0.00%	81.82%	100.00%	100.00%
TRK	SOCIAL SCIENCE, HOSPITALITY & LEARNING OPPS		0.00%			4.76%			52.38%			42.86%	

Engineering & Construction (Fraserburgh)

Table 21: Full-Time FE Engineering & Construction (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRA	CONSTRUCTION, SCIENCE & COMPUTING	9.38%	22.94%	17.24%	10.94%	4.59%	4.31%	7.03%	61.47%	69.83%	72.66%	9.38%	22.94%
TRB	MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	4.49%	15.76%	19.08%	12.18%	7.39%	13.87%	10.26%	73.40%	58.96%	73.08%	4.49%	15.76%
TRC	MECHANICAL ENGINEERING TECH & ELECTRICAL	4.21%	10.24%	15.24%	14.74%	18.90%	12.38%	8.42%	66.93%	67.62%	72.63%	4.21%	10.24%

Table 22: Full-Time HE Engineering & Construction (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRA	CONSTRUCTION, SCIENCE & COMPUTING	6.67%	5.00%	0.00%	26.67%	0.00%	6.25%	13.33%	0.00%	15.63%	53.33%	95.00%	78.13%
TRB	MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	0.00%	13.04%	6.25%	18.75%	21.74%	18.75%	0.00%	13.04%	6.25%	81.25%	52.17%	68.75%
TRC	MECHANICAL ENGINEERING TECH & ELECTRICAL	1.94%	4.94%	4.26%	7.77%	8.64%	0.00%	11.65%	14.81%	14.89%	78.64%	71.60%	80.85%

Table 23: Part-Time FE Engineering & Construction (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRA	CONSTRUCTION, SCIENCE & COMPUTING	0.62%	0.85%	1.14%	1.56%	2.82%	3.20%	2.49%	2.82%	2.28%	95.33%	93.52%	93.38%
TRB	MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	2.26%	2.59%	2.23%	3.49%	4.01%	5.31%	4.52%	6.84%	9.78%	89.73%	86.56%	82.68%
TRC	MECHANICAL ENGINEERING TECH & ELECTRICAL	2.17%	1.18%	1.30%	3.62%	7.06%	3.90%	2.90%	12.94%	10.39%	91.30%	78.82%	84.42%

Table 24: Part-Time HE Engineering & Construction (Fraserburgh)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TRA	CONSTRUCTION, SCIENCE & COMPUTING	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	14.81%	2.70%	8.11%	85.19%	97.30%	91.89%
TRB	MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	0.00%	0.00%	4.17%	2.17%	1.47%	6.25%	5.43%	1.47%	8.33%	92.39%	97.06%	81.25%
TRC	MECHANICAL ENGINEERING TECH & ELECTRICAL	0.56%	0.00%	0.00%	1.11%	2.33%	1.00%	11.67%	7.56%	12.00%	86.67%	90.12%	87.00%

## Business (Gallowgate)

Table 25: Full-Time FE Business (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPF	BUSINESS, ENTERPRISE & ADMIN	9.86%	18.24%	12.50%	14.55%	10.59%	26.19%	22.07%	64.12%	53.57%	53.52%	9.86%	18.24%
TPH	ESOL & CORE SKILLS (EXCEPT IT)	3.80%	7.08%	5.08%	4.18%	5.31%	2.73%	4.94%	84.51%	86.72%	87.07%	3.80%	7.08%

Table 26: Full Time HE Business (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPF	BUSINESS, ENTERPRISE & ADMIN	1.94%	2.60%	7.35%	7.77%	9.29%	7.76%	8.25%	13.01%	16.33%	82.04%	75.09%	68.57%
TPG	BUSINESS PROFESSIONS	3.68%	3.37%	2.68%	11.26%	13.03%	13.14%	2.99%	5.39%	5.60%	82.07%	78.20%	78.59%

Table 27: Part-Time FE Business (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPF	BUSINESS, ENTERPRISE & ADMIN	0.00%	0.00%	20.00%	0.00%	8.00%	0.00%	0.00%	16.00%	0.00%	100.00%	76.00%	80.00%
TPG	BUSINESS PROFESSIONS	5.66%	5.88%	1.30%	5.66%	11.76%	10.39%	1.89%	1.18%	7.79%	86.79%	81.18%	80.52%
TPH	ESOL & CORE SKILLS (EXCEPT IT)			100.00%			0.00%			0.00%			0.00%

Table 28: Part – Time HE Business (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPF	BUSINESS, ENTERPRISE & ADMIN	1.47%	0.00%	0.00%	4.41%	0.00%	4.55%	4.41%	6.56%	9.09%	89.71%	93.44%	86.36%
TPG	BUSINESS PROFESSIONS	6.98%	2.50%	0.00%	11.63%	7.50%	7.69%	9.30%	5.00%	15.38%	72.09%	85.00%	76.92%



## Care (Gallowgate)

Table 29: Full-Time FE Care (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPS	CHILDCARE	12.93%	18.02%	20.51%	18.97%	9.01%	18.80%	10.34%	63.96%	53.85%	57.76%	12.93%	18.02%
TPT	HEALTHCARE	10.78%	16.02%	14.51%	16.77%	11.60%	12.95%	18.56%	68.51%	65.80%	53.89%	10.78%	16.02%
TPU	SOCIAL CARE	14.39%	19.18%	20.47%	14.39%	21.92%	18.11%	12.12%	50.68%	49.61%	59.09%	14.39%	19.18%

Table 30: Full Time HE Care (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPS	CHILDCARE	1.92%	3.03%	6.06%	13.46%	10.61%	10.61%	17.31%	12.12%	12.12%	67.31%	74.24%	71.21%
TPT	HEALTHCARE	0.00%	4.76%	3.70%	8.70%	12.70%	5.56%	0.00%	9.52%	22.22%	91.30%	73.02%	68.52%
TPU	SOCIAL CARE	10.53%	2.33%	12.77%	5.26%	25.58%	21.28%	10.53%	13.95%	6.38%	73.68%	58.14%	59.57%

Table 31: Part-Time FE Care (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPS	CHILDCARE	4.48%	8.70%	3.97%	6.72%	3.62%	5.30%	2.24%	0.00%	9.27%	86.57%	87.68%	81.46%
TPT	HEALTHCARE	0.00%	9.52%	0.00%	0.00%	0.00%	2.78%	0.00%	4.76%	5.56%	100.00%	85.71%	91.67%
TPU	SOCIAL CARE	0.00%	0.00%	7.14%	0.00%	9.09%	2.38%	0.00%	0.00%	4.76%	100.00%	90.91%	85.71%

Table 32: Part – Time HE Care (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPS	CHILDCARE	3.03%	10.00%	0.00%	24.24%	10.00%	0.00%	6.06%	0.00%	0.00%	66.67%	80.00%	100.00%
TPT	HEALTHCARE	0.00%	0.00%	0.00%	5.56%	0.00%	7.69%	5.56%	0.00%	38.46%	88.89%	100.00%	53.85%

## Creative Industries (Gallowgate)

Table 33: Full-Time FE Creative Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPA	ART, GRAPHIC DESIGN, TEXTILES & PHOTOGRAPHY	5.85%	25.28%	21.34%	11.70%	12.92%	13.41%	18.71%	55.62%	61.59%	63.74%	5.85%	25.28%
TPB	MUSIC, DRAMA, ANIMATION & MEDIA	8.66%	12.00%	16.10%	14.17%	10.40%	11.02%	14.17%	72.00%	67.80%	62.99%	8.66%	12.00%

Table 34: Full Time HE Creative Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPA	ART, GRAPHIC DESIGN, TEXTILES & PHOTOGRAPHY	3.81%	2.54%	4.41%	9.00%	9.58%	13.97%	7.61%	4.23%	2.21%	79.58%	83.66%	79.41%
TPB	MUSIC, DRAMA, ANIMATION & MEDIA	2.32%	3.26%	2.90%	10.42%	7.82%	13.04%	7.72%	7.82%	8.70%	79.54%	81.11%	75.36%

Table 35: Part-Time FE Creative Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPA	ART, GRAPHIC DESIGN, TEXTILES & PHOTOGRAPHY	1.36%	2.44%	5.51%	0.68%	4.27%	2.36%	2.72%	4.88%	9.45%	95.24%	88.41%	82.68%
TPB	MUSIC, DRAMA, ANIMATION & MEDIA	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%	0.00%	0.00%	0.00%	100.00%	100.00%	91.67%

Table 36: Part – Time HE Creative Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPA	ART, GRAPHIC DESIGN, TEXTILES & PHOTOGRAPHY	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%
TPB	MUSIC, DRAMA, ANIMATION & MEDIA		0.00%	0.00%		3.33%	0.00%		30.00%	62.50%		66.67%	37.50%

### Computing Technologies & Science (Gallowgate)

Table 37: Full-Time FE Computing Technologies & Science (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQA	INTERACTIVE TECHNOLOGIES	6.19%	17.48%	18.18%	17.53%	7.77%	21.59%	18.56%	66.99%	51.14%	57.73%	6.19%	17.48%
TQB	COMPUTING TECHNOLOGIES	9.66%	21.05%	16.67%	12.41%	13.16%	9.80%	13.79%	51.32%	62.75%	64.14%	9.66%	21.05%
TQC	SCIENCE	16.39%	17.32%	17.52%	18.03%	9.45%	8.76%	2.46%	63.78%	64.23%	63.11%	16.39%	17.32%

Table 38: Full Time HE Computing Technologies & Science (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQA	INTERACTIVE TECHNOLOGIES	0.00%	4.55%	2.17%	9.30%	6.82%	8.70%	11.63%	4.55%	4.35%	79.07%	84.09%	84.78%
TQB	COMPUTING TECHNOLOGIES	3.45%	2.29%	2.35%	13.79%	17.14%	11.76%	12.07%	7.43%	6.47%	70.69%	73.14%	79.41%
TQC	SCIENCE	1.00%	4.31%	2.02%	18.00%	12.93%	11.11%	5.00%	7.76%	5.05%	76.00%	75.00%	81.82%

Table 39: Part-Time FE Computing Technologies & Science (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQA	INTERACTIVE TECHNOLOGIES	2.11%	7.04%	4.90%	5.26%	5.63%	7.84%	8.42%	1.41%	0.00%	84.21%	85.92%	87.25%
TQB	COMPUTING TECHNOLOGIES	0.00%	0.00%	1.99%	0.00%	2.59%	2.65%	3.51%	12.93%	9.27%	96.49%	84.48%	86.09%
TQC	SCIENCE	1.39%	7.84%	5.43%	20.83%	13.73%	13.04%	5.56%	0.00%	5.43%	72.22%	78.43%	76.09%

Table 40: Part – Time HE Computing Technologies & Science (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQA	INTERACTIVE TECHNOLOGIES	0.00%			0.00%			0.00%			100.00%		
TQB	COMPUTING TECHNOLOGIES	0.59%	0.00%	2.13%	0.59%	0.53%	10.64%	17.65%	24.87%	3.19%	81.18%	74.60%	84.04%
TQC	SCIENCE	0.00%	16.67%	0.00%	0.00%	0.00%	40.00%	25.00%	0.00%	0.00%	75.00%	83.33%	60.00%

## Social Sciences, Tourism & Hospitality (Gallowgate)

Table 41: Full-Time FE Social Sciences, Tourism & Hospitality (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQG	SOCIAL SCIENCE	6.77%	18.69%	19.62%	19.27%	9.60%	3.83%	6.25%	64.65%	68.42%	67.71%	6.77%	18.69%
TQH	TOURISM, EVENTS & HOSPITALITY	10.22%	12.35%	14.14%	10.75%	8.13%	6.28%	4.30%	73.19%	74.35%	74.73%	10.22%	12.35%
TQJ	LEARNING OPPORTUNITIES	3.31%	16.48%	6.59%	6.61%	7.69%	1.10%	1.65%	72.53%	89.01%	88.43%	3.31%	16.48%

Table 42: Full Time HE Social Sciences, Tourism & Hospitality (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQG	SOCIAL SCIENCE	1.78%	3.65%	2.37%	13.02%	8.33%	10.06%	2.37%	13.02%	9.47%	82.84%	75.00%	78.11%
TQH	TOURISM, EVENTS & HOSPITALITY	4.50%	6.52%	2.30%	8.11%	9.78%	13.79%	11.26%	8.15%	14.94%	76.13%	75.54%	68.97%

Table 43: Part-Time FE Social Sciences, Tourism & Hospitality (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQG	SOCIAL SCIENCE	1.70%	2.00%	3.28%	8.70%	6.35%	9.61%	1.06%	1.45%	1.97%	88.54%	90.20%	85.15%
TQH	TOURISM, EVENTS & HOSPITALITY	0.00%	6.06%	3.45%	0.00%	1.52%	3.45%	0.95%	18.18%	8.62%	99.05%	74.24%	84.48%
TQJ	LEARNING OPPORTUNITIES	2.46%	4.31%	3.00%	3.94%	4.31%	12.00%	0.49%	0.48%	0.50%	93.10%	90.91%	84.50%

Table 44: Part – Time HE Social Sciences, Tourism & Hospitality (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TQH	TOURISM, EVENTS & HOSPITALITY	0.00%	0.00%	0.00%	0.00%	0.00%	12.50%	50.00%	16.67%	0.00%	50.00%	83.33%	87.50%

## Service Industries (Gallowgate)

Table 45: Full-Time FE Service Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPM	HAIR & BEAUTY	12.50%	14.24%	15.43%	17.93%	6.29%	4.15%	5.98%	72.19%	71.51%	63.59%	12.50%	14.24%
TPN	SPORT	7.63%	13.39%	15.33%	22.03%	13.39%	10.95%	11.86%	62.50%	58.39%	58.47%	7.63%	13.39%

Table 46: Full Time HE Service Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPN	SPORT	5.75%	2.55%	7.24%	16.67%	14.29%	14.48%	8.05%	9.18%	5.88%	69.54%	73.98%	72.40%

Table 47: Part-Time FE Service Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPM	HAIR & BEAUTY	6.96%	3.83%	6.91%	8.26%	8.81%	8.76%	3.48%	5.36%	3.23%	81.30%	81.99%	81.11%
TPN	SPORT	1.25%	3.49%	2.53%	8.75%	8.14%	2.53%	2.50%	4.65%	5.06%	87.50%	83.72%	89.87%

Table 48: Part – Time HE Service Industries (Gallowgate)

Faculty Code	Faculty	Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
		2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
TPM	HAIR & BEAUTY		0.00%			0.00%			0.00%			100.00%	
TPN	SPORT	0.00%		0.00%	0.00%		100.00%	33.33%		0.00%	66.67%		0.00%



CURRICULUM & QUALITY COMMITTEE	
Meeting of 21 November 2018	
Title: Student Enrolment Trends	
Author: John Davidson	Contributor(s):
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To present the Committee with trend data relating to student enrolments.	
<b>Linked to Strategic Goal:</b> 1. Deliver high quality, accessible and inclusive learning and training opportunities, which transform lives and which support the economic and social development of our region.	
<b>Linked to Annual Priority:</b> 17. Ensure that the SFC Activity Target (Credits) is met in line with the Regional Outcome Agreement.	
<b>Executive Summary:</b> <p>Prior to the beginning of any academic year and throughout the summer period, curriculum staff interview, and recruit students onto a range of full time courses.</p> <p>This work is necessary to ensure that the College has appropriate resources in place and that students can apply in good time for the course they wish to undertake. This also helps the College in achieving its enrolment and Scottish Funding Council [SFC] targets.</p> <p>As part of the Admissions Review it was agreed that a different approach would be taken when interviewing prospective students for AY2018-19, and that interviews would take place from March onwards. A clearing day was also introduced as part of this new process.</p> <p>At the time of writing, the College had enrolled a total of 6,473 full-time students of which 6,275 are still attending College. 198 students have been withdrawn from the College since the start of their course.</p>	

It is worth noting the following trends in full-time recruitment over the last three academic years;

	AY2016-17	AY2017-18	AY2018-19
HE FT	2,950	2,634	2,494
FE FT	3,985	4,082	3,979
<b>Total</b>	6,935	6,716	6,473

Although trends have reduced, in Appendix 1 it should be noted that in almost all areas, we have more students who are still live on our system this academic year compared to the previous year. It is very likely that some of our students who are live on our system will be withdrawn. Data cleansing is taking place while the Directors of Learning are working with their teams to minimise early withdrawals.

Directors of Learning are currently working with their Heads of Faculty in planning activity to ensure that the College can achieve its credits target for AY2018-19, this includes the offering of additional full-time courses starting in January 2019.

Part-time HN evening provision has also declined over the years with the majority of HE evening classes being delivered in Engineering subject areas.

	AY2014-15	AY2015-16	AY2016-17	AY2017-18
HE PT	539	510	356	225

Through the Curriculum Review process, we will be exploring the possibility of offering a suite of PDA programmes to address this downfall.

Summary information, taken from Unit-e, on actual enrolments [as of 08 November 2018] is given in Appendix 1. Recruitment to part-time programmes is ongoing and will continue through to Block 2.

**Recommendation:**

It is recommended that the Committee consider the information provided.

**Previous Committee Recommendation/Approval (if applicable):**

None

**Equality Impact Assessment:**

Positive Impact ☐

Negative Impact ☐

No Impact ☒

**Evidence:**



**FULL-TIME ENROLMENTS - 3 Year Comparison by Faculty**

Faculty	Faculty Name	Transferred			Withdrawn			Live			Total		
		2018/19	2017/18	2016/17	2018/19	2017/18	2016/17	2018/19	2017/18	2016/17	2018/19	2017/18	2016/17
AENC	Engineering & Construction	3	12	7	13	153	176	643	530	597	659	695	780
FCSI	Creative & Service Industries	5	12	23	29	160	166	725	586	575	759	758	764
FENC	Engineering & Construction	5	4	17	8	78	121	425	396	400	438	478	538
BCD	Business & Community Development	0	0	0	0	0	1	12	12	15	12	12	16
GBUS	Business	3	16	12	32	176	167	1080	957	972	1115	1149	1151
GCAR	Care	3	3	12	22	153	148	475	429	463	500	585	623
GCRI	Creative Industries	2	11	8	12	153	150	858	693	816	872	857	974
GCTS	Computing Technologies & Science	6	48	24	25	139	148	638	540	514	669	727	686
GSTH	Social Sciences, Tourism & Hospitality	6	7	6	29	150	158	780	692	710	815	849	874
GSVI	Service Industries	0	8	11	28	195	161	640	512	513	668	715	685
TOTAL		33	121	120	198	1357	1396	6276	5347	5575	6507	6825	7091

**FULL-TIME ENROLMENTS - 3 Year Comparison by Curriculum Areas**

			Transferred			Withdrawn			Live			Total		
Faculty	Curriculum Code	Curriculum Area	2018/19	2017/18	2016/17	2018/19	2017/18	2016/17	2018/19	2017/18	2016/17	2018/19	2017/18	2016/17
AENC	TQN	Electrical Engineering	2	1	5	5	36	27	158	132	142	165	169	174
	TQP	Mechanical Engineering Tech & OPITO	0	2	0	3	22	51	196	160	223	199	184	274
	TQQ	Mechanical Engineering Skills & Automotive	1	6	2	2	53	53	142	110	97	145	169	152
	TQR	Construction	0	3	0	3	42	45	147	128	135	150	173	180
FCSI	TRG	Sport, Hair & Beauty	1	4	8	10	47	64	183	133	119	194	184	191
	TRH	Art & Design, Floristry & Business	0	3	1	6	29	28	154	171	162	160	203	191
	TRJ	Care, ESOL & Core Skills	3	2	11	10	45	44	232	161	178	245	208	233
	TRK	Social Science,& Hospitality & Learning Opps	1	3	3	3	39	30	156	121	116	160	163	149
FENC	TRA	Construction, Science & Computing	1	2	5	2	28	32	148	132	105	151	162	142
	TRB	Mechanical Engineering Skills & Automotive	0	2	2	2	30	57	150	142	141	152	174	200
	TRC	Mechanical Engineering Tech & Electrical	4	0	10	4	20	32	127	122	154	135	142	196
	TYC	Business & Community Development	0	0	0	0	0	1	12	12	15	12	12	16
GBUS	TPF	Business Enterprise & Admin	0	8	2	17	90	66	442	369	371	459	467	439
	TPG	Business Professions	1	1	3	11	65	74	366	346	372	378	412	449
	TPH	ESOL & Core Skills (except IT)	2	7	7	4	21	27	272	242	229	278	270	263
GCAR	TPS	Childcare	2	1	2	10	48	41	173	134	142	185	183	185
	TPT	Healthcare	0	1	6	10	51	54	163	170	204	173	222	264
	TPU	Social Care	1	1	4	2	54	53	139	125	117	142	180	174
GCRI	TPA	Art, Graphic Design, Textiles & Photography	1	8	4	7	80	85	449	363	435	457	451	524
	TPB	Music, Drama, Animation & Media	1	3	4	5	73	65	409	330	381	415	406	450
GCTS	TQA	Interactive Technologies	0	4	0	4	28	29	92	115	103	96	147	132
	TQB	Computing Technologies	4	43	24	6	56	62	351	259	215	361	358	301
	TQC	Science	2	1	0	15	55	57	195	166	196	212	222	253
GSTH	TQG	Social Science	2	2	4	12	71	82	370	290	320	384	363	406
	TQH	Tourism, Events & Hospitality	4	3	2	15	67	67	292	293	308	311	363	377
	TQJ	Learning Opportunities	0	2	0	2	12	9	118	109	82	120	123	91
GSVI	TPM	Hair & Beauty	0	6	6	18	112	86	319	256	255	337	374	347
	TPN	Sport	0	2	5	10	83	75	321	256	258	331	341	338
<b>TOTAL</b>			<b>33</b>	<b>121</b>	<b>120</b>	<b>198</b>	<b>1357</b>	<b>1396</b>	<b>6276</b>	<b>5347</b>	<b>5575</b>	<b>6507</b>	<b>6825</b>	<b>7091</b>



CURRICULUM & QUALITY COMMITTEE	
Meeting of 27 <sup>th</sup> November 2018	
<b>Title:</b> Learner Outcomes: Summary data relating to MD10; disabled and care experienced learners	
<b>Author:</b> Neil Cowie	<b>Contributor(s):</b> Pauline May, Head of Strategy & Planning and Marion Cadger, Student Data & Records Manager
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To present to the Committee data specific to those learners who have been residing in an area of multiple deprivation (MD10) or who have disclosed that they are disabled and/or care experienced.	
<b>Linked to Strategic Goal:</b>  <b>4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.</b>	
<b>Linked to Annual Priority:</b>  This report has a relevance to several Annual Priorities.	
<b>Executive Summary:</b> The following report focuses on three particular learner groups identified within the College's Outcome Agreement, namely those designated as residing in an area of multiple deprivation; those learners who have disclosed having a disability and those learners who have disclosed themselves as being care experienced.  The report has been constructed around a set of Scottish Funding Council (SFC)-derived data tables, each with its own summary, bullet-pointed narrative. The majority of the data relates to national 'intensification' measures as identified by the SFC and within all colleges' outcome agreements. The data and summary narratives within this report highlight success outcomes of the aforementioned groups and seeks to benchmark these outcomes against all learner outcomes for the College and for the college sector generally.	

It should be noted that the absence of national sector data for AY2017-18 is due to the timing of this report and the on-going processing of information by the SFC for the aforementioned academic year.

**Recommendation:**

It is recommended that Members consider the information provided.

**Previous Committee Recommendation/Approval** (if applicable):

None

**Equality Impact Assessment:**

**Positive Impact** ☐

**Negative Impact** ☐

**No Impact** ☒

**Evidence:** This report provides information aimed at prompting discussion. The report simply presents data and does not ask, at this time, for any decision to be made. As such this report carries no impact, either positively or negatively. This said, the data on which the report is based suggests that there are risks and potential negative impacts for particular groups of learners if this information is not subsequently acted upon.

**National Measure 1(d) - Proportion of Credits relating to learners from different protected characteristic groups and care experienced learners**

Year	SIMD10 Credits	Male Credits	Female Credits	BME Credits	Disabled Credits	Under 16 Credits	16-19 Credits	20-24 Credits	25 and over Credits	Care experienced Credits
2014-15	6,257	65,715	66,611	4,935	18,229	1,990	70,045	28,921	31,370	16
2015-16	6,587	68,858	73,211	5,828	20,862	2,554	73,851	30,179	35,211	982
2016-17	7,130	67,268	70,860	5,857	23,608	2,830	70,074	28,879	36,411	1,314
2017-18	2,958	66,845	69,331	4,099	26,844	2,961	66,752	27,483	39,070	1,210

Year	% SIMD10	% Male	% Female	% BME	% Disabled	% Under 16	% 16-19	% 20-24	% 25 and over	% Care experienced
2014-15	4.7%	49.7%	50.3%	3.7%	13.8%	1.5%	52.9%	21.9%	23.7%	0.0%
2015-16	4.6%	48.4%	51.6%	4.1%	14.7%	1.8%	52.1%	21.3%	24.8%	0.7%
2016-17	5.2%	48.7%	51.3%	4.2%	17.1%	2.0%	50.7%	20.9%	26.3%	1.0%
2017-18	2.2%	49.1%	20.9%	3.0%	19.8%	2.2%	49.0%	20.2%	28.7%	0.9%

**Summary narrative:**

- For 2017-18, 2.2% of NESCol's credit activity related to learners from MD10 areas.
- The volume and percentage of MD10-related credit activity has reduced by over half since 2014-15.
- For 2017-18, 19.8% of NESCol's credit activity related to learners with disabilities.
- The volume and percentage of disability-related credit activity has steadily increased since 2014-15.
- For 2017-18, 0.9% of NESCol's credit activity related to care experienced learners.
- Whilst both the volume and percentage of care experienced credit activity has increased, it remains a very small percentage of the College's overall activity.

All students:

National Measure 4(a) - Percentage of enrolled students successfully achieving a recognised qualification

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
<b>Full-time FE (FTFE)</b>			
2014-15	61.9%	3,973	64.0%
2015-16	67.4%	4,152	65.5%
2016-17	66.2%	4,001	65.3%
2017-18	66.6%	4,058	TBC
<b>Part-time FE (PTFE)</b>			
2014-15	62.2%	8,809	75.9%
2015-16	71.1%	5,827	74.3%
2016-17	71.2%	5,837	77.1%
2017-18	73.3%	7,819	TBC
<b>Full-time HE (FTHE)</b>			
2014-15	72.0%	2,616	71.3%
2015-16	77.1%	2,724	72.2%
2016-17	75.0%	2,847	71.6%
2017-18	77.3%	2,634	TBC
<b>Part-time HE (PTHE)</b>			
2014-15	82.8%	1,561	78.3%
2015-16	80.1%	1,554	78.8%
2016-17	80.1%	1,280	78.6%
2017-18	80.3%	934	TBC

Summary narrative:

- Whilst the percentage of FTFE learners achieving a recognised qualification has risen since 2014-15, success outcomes for such learners have remained relatively the same, and marginally in excess of the sector average, over previous years.
- Whilst the percentage of PTFE learners achieving a recognised qualification has risen by over 11% since 2014-15, success outcomes for such learners have remained relatively the same over previous years and below the sector average.
- Whilst the percentage of FTHE learners achieving a recognised qualification has risen by over 5% since 2014-15, success outcomes for such learners have either decreased or remained the same over previous three years and above the sector average.
- Whilst the percentage of PTHE learners achieving a recognised qualification has dropped by over 2% since 2014-15, success outcomes for such learners have remained the essentially the same over the last three years and above the sector average.

## MD10 learner outcomes:

National Measure 4(b) - Percentage of enrolled MD10 students successfully achieving a recognised qualification.

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
<b>Full-time FE (MD10)</b>			
2014-15	58.2%	232	60.9%
2015-16	63.1%	244	63.4%
2016-17	63.5%	255	62.0%
2017-18	77.6%	219	TBC
<b>Part-time FE (MD10)</b>			
2014-15	55.1%	470	71.5%
2015-16	61.2%	286	71.1%
2016-17	55.9%	338	73.8%
2017-18	20.5%	152	TBC
<b>Full-time HE (MD10)</b>			
2014-15	72.0%	82	66.8%
2015-16	74.4%	78	67.5%
2016-17	66.3%	83	68.5%
2017-18	65.2%	23	TBC
<b>Part-time HE (MD10)</b>			
2014-15	82.4%	34	73.0%
2015-16	74.3%	35	74.3%
2016-17	76.7%	30	73.4%
2017-18	90.0%	18	TBC

## Summary narrative:

- Whilst the volume of FTFE MD10 enrolments has remained relatively stable since 2014-15, the volume of enrolments for all other modes of delivery has dropped significantly.
- The percentage of FTFE MD10 learners achieving a recognised qualification has increased significantly (19.4% since 2014-15) for those enrolled on FTFE courses and has remained in line with the sector average.
- Success outcomes for MD10 learners enrolled on PTFE and FTHE have dropped significantly since 2014-15 and have remained below the sector average.
- The percentage figures for MD10 learners achieving a recognised qualification is, for 2017-18, high relative to the previous years' data for NESCol and the wider college sector.
- In percentage terms, MD10 learners, for 2017-18, have higher success outcomes than all NESCol learners on FTFE and PTFE courses.
- In percentage terms, MD10 learners, for 2017-18, have lower success outcomes than all NESCol learners on PTFE (significantly so) and FTHE courses.
- The low volume of learners undertaking particular modes of study, namely FTHE and PTFE, skews the meaningfulness of the percentages relating to success outcomes.

## Disabled learner outcomes:

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
<b>Full-time FE (Disabled)</b>			
2014-15	56.9%	395	63.7%
2015-16	59.8%	456	63.9%
2016-17	61.5%	520	64.3%
2017-18	64.6%	754	TBC
<b>Part-time FE (Disabled)</b>			
2014-15	56.4%	600	73.4%
2015-16	66.5%	395	71.4%
2016-17	65.9%	470	75.1%
2017-18	54.3%	340	TBC
<b>Full-time HE (Disabled)</b>			
2014-15	65.8%	179	66.8%
2015-16	68.9%	224	67.6%
2016-17	70.2%	285	66.2%
2017-18	70.8%	360	TBC
<b>Part-time HE (Disabled)</b>			
2014-15	83.0%	93	72.7%
2015-16	76.4%	94	70.3%
2016-17	69.6%	94	70.0%
2017-18	74.8%	93	TBC

## Summary narrative:

- It should be noted that the way in which SFC collects its information from colleges on disabled learners can lead to an inflation of figures which, arguably, distorts their accuracy, i.e. should a learner declare more than one disability to a college then they will be counted at least twice in the published data.
- The four year trend enrolment figures for learners with disabilities suggests variations over the different modes of course delivery i.e. figures for FTFE and FTHE have increased whilst those for PTFE and PTHE have decreased.
- For NESCol, the percentage of FTFE learners with disabilities achieving a recognised qualification has increased by 7.7% over a four year period. However, for each year the NESCol success rate has remained below the sector average.
- Success outcomes for learners with disabilities enrolled on PTFE courses have reduced over the four year period and have remained significantly below the sector average throughout that period.
- Success outcomes for learners with disabilities enrolled on FTHE have increased by 5% over a four year period and have generally remained above the sector average during that period.
- Success outcomes for learners with disabilities enrolled on PTHE courses have decreased since 2014-15 but have generally remained above the sector average since then.
- In percentage terms, learners with disabilities have, for 2017-18, significantly lower success outcomes across all main modes of course delivery than all NESCol learners. Further, the attainment gap for such learners, across all modes of delivery, ranges from 2% (FTFE) to 19% (PTFE).



### Care experienced learner outcomes:

#### National Measure 4(d) - Percentage of enrolled Care Experienced students successfully achieving a recognised qualification

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
<b>Full-time FE (CE)</b>			
2014-15	0.0%	2	52.4%
2015-16	48.1%	54	52.7%
2016-17	34.7%	72	52.5%
2017-18	53.7%	41	TBC
<b>Full-time HE (CE)</b>			
2014-15	0.0%	0	66.0%
2015-16	60.0%	5	64.6%
2016-17	75.0%	8	65.4%
2017-18	53.6%	28	TBC

#### Summary narrative:

- The percentage of successful CE students, studying at NESCol during 2016-17, was, by far, the lowest in the sector for that year.
- This said, the percentage of CE learners successfully achieving a recognised qualification has increased over the last two years.
- The volume of CE learners enrolled on FTFE courses has fluctuated since 2014-15. However, these figures remain very low (41 enrolments for 2017-18).
- The volume of CE learners enrolled on FTHE programmes has increased, year-on-year, since 2014-15. However, these figures remain very low (28 enrolments for 2017-18).
- Currently, College data would indicate that no CE learners have enrolled, over the four year period, on PTFE or PTHE courses.
- In percentage terms, CE learners, for 2017-18, have significantly lower outcomes than all NESCol learners on FTFE and FTHE courses.

#### Conclusions

From this data, the following conclusions can be drawn:

- Some significant attainment gaps exist for MD10, disabled and CE learners in comparison to all NESCol learners and all equivalent sector learners. The College should plan to address these gaps, where they exist.
- Some very low levels of recruitment exist for MD10, disabled and CE learners. The College should plan to improve this.
- An improved, more detailed and more frequent use, and analysis, of data, by curriculum and support staff would assist the College in its ambitions to become more accessible, inclusive and supportive.
- The data contained in this report should be considered further when the College reviews and revises its Access and Inclusion Strategy later AY 2018-19.



<b>Curriculum &amp; Quality Committee</b> <b>Meeting of 21 November 2018</b>	
<b>Title: Students' Association Activity Report</b>	
<b>Author:</b> Neil Cowie	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to consider the activities undertaken by the Students' Association (SA) for the period 12 September 2018 to 09 November 2018.	
<b>Linked to Strategic Goal:</b> 4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.	
<b>Linked to Annual Priority:</b>	
<b>Executive Summary:</b> Attached as Appendix 1 is the latest Activity Report providing Members with information on key SA activities and developments during the reporting period.	
<b>Recommendation:</b> It is recommended that the Committee consider the information provided.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> None	
<b>Equality Impact Assessment:</b> Positive Impact <input type="checkbox"/> Negative Impact <input type="checkbox"/> No Impact <input type="checkbox"/> <b>Evidence:</b>	

CURRICULUM & QUALITY COMMITTEE	
Meeting of 21 November 2018	
<b>Title: Students' Association Activity Report</b>	
<b>Author:</b> Abby Miah, Regional President	<b>Contributor(s):</b> Kirsty Godsman, Depute President
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To enable the Committee to be updated on the work of the Students' Association.	
<b>Reporting Period:</b> 12 September – 9 November	
<b>Student Engagement Activities:</b>  <b>Class Talks:</b> <ul style="list-style-type: none"> <li>The Regional and Depute Presidents have completed 52 introductory talks across the three main campuses. We have used our promotional video as a starting point and discussed in more detail volunteering with the SA and the opportunities and events that we promote and organise.</li> </ul> <b>Officer Elections:</b> <ul style="list-style-type: none"> <li>Student Officer Elections 2018: Voting took place on the 10<sup>th</sup> and 11<sup>th</sup> with results being announced on Friday 12<sup>th</sup> October.</li> <li>Following the voting the SA have evaluated the process:</li> <li>Although there was an increase in voters there is still a long way to go in engaging with students in the voting process, therefore the SA are looking at ways to increase voter turnout – looking to curricular staff to support us in encouraging students to vote.</li> <li>The SA have 4 elected officers for City Campus and will be looking at ways to encourage students to stand in the elections and ways that we can create a better atmosphere when it comes to elections.</li> </ul> <b>Class Representative Meetings:</b> <ul style="list-style-type: none"> <li>The SA have begun themed class rep meetings with an increased attendance having more than 70 reps at our Student Support themed meeting and we hope that these numbers will stay high for the rest of the year.</li> </ul>	

- At our class rep meeting held on 30<sup>th</sup> October at City Campus Pete Smith and Michael Wilde came along to discuss a proposal for changes to be made to the toilets within the tower block.

### **NUS Campaigns:**

#### **Healthy Body Healthy Mind and Think Positive;**

- The SA have registered to take part in the awards and are looking at ways to meet the criteria set out in the campaign.
- The Student Association Presidents and Student Engagement Co-ordinator will take the campaign to the Student Engagement Action Group to discuss partnered working going forward with the campaign.

#### **Student Mental Health Agreement;**

- The SA hope to work in partnership to create a Student Mental Health Agreement with the College.
- The SA will work on a single year action plan that will focus on mental health and wellbeing, including factors such as smoking and physical activity.

### **Students' Association Participation at College Committees:**

- Finance and resources committee – 26<sup>th</sup> September
- Regional Board – 26<sup>th</sup> September and 29<sup>th</sup> October
- Graduation – 31<sup>st</sup> October
- My Nescol Governance Group – 8<sup>th</sup> November
- Health and safety Committee – 8<sup>th</sup> November
- Equality Action Team – 3<sup>rd</sup> October
- Curriculum and quality action team – 3<sup>rd</sup> October
- Student Support Action Team – 5<sup>th</sup> October
- Human Resources Committee – 10<sup>th</sup> October

**Recommendation:** It is recommended that the Committee note the information provided.

CURRICULUM & QUALITY COMMITTEE	
Meeting of 21 November 2018	
<b>Title: Courses for Concern and Most Improved Report</b>	
<b>Author:</b> John Davidson	<b>Contributor(s):</b> Zoe Burn, PA to Senior Management
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To provide the Committee with information on AY2017-18 FE and HE full-time programmes that are of concern, and those programmes where significant improvements have been made as part of the monitoring of key information and performance indicators.	
<b>Linked to Strategic Goal:</b> 4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.	
<b>Linked to Annual Priority:</b> 15. Prioritise programme design and student support interventions to effect significant improvements in early retention for all courses.	
<b>Executive Summary:</b> This report, attached as Appendix 1, considers the courses that are below the threshold set for Learner Success and Further Withdrawal. During the self-evaluation process, each Faculty has established actions to address low performance indicators.  For Learner Success, there are 42 FT FE courses that fall below 50% and 16 FT HE courses below 60%. The summary page provides a high-level of performance data with a traffic light system of colours applied.  Exam results have been included this academic year and while there has been many successes, Higher Computing, History, Photography and Sociology saw a drop in their success rates compared to the previous year as reported at the previous meeting of the Committee.	

To help improve Learner Success, a number of actions have been identified by the Directors of Learning and their Heads of Faculty, and these are being implemented through a more focussed approach to Learner Success including early interventions by academic tutors.

In addition, a Curriculum Leadership Forum is taking place in December with SMT and curriculum teams. One of the items for discussion at this meeting will be to monitor progress made against the actions identified in the attached report.

**Recommendation:**

It is recommended that the Committee note the information provided.

**Previous Committee Recommendation/Approval** (if applicable):

None

**Equality Impact Assessment:**

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

## Courses for Concern and Most Improved Report

### Learner Success and Further Withdrawal – AY 2017-18

This report considers the courses below the threshold set for Learning Success and Further Withdrawal. During the self-evaluation process, the Faculties within the three schools have established actions to address low performance indicators.

The Summary page gives you a high-level of performance data with a traffic light system of colours applied as shown below.

#### FT FE

Early Withdrawal		Further Withdrawal		Completed: Partial		Completed: Successful
<9%		<15%		<10%		>=70%
9% - 14%		15% - 19%		10% - 12%		64% - 69%
>=15%		>=20%		>=13%		<64%

#### FT HE

Early Withdrawal		Further Withdrawal		Completed: Partial		Completed: Successful
<6%		<11%		<10%		>=75%
6% - 8%		11% - 14%		10% - 12%		69% - 74%
>=9%		>=15%		>=13%		<69%

The programmes that have been targeted for supported improvement for both FT FE and HE, along with the actions to improve the performance are summarised in Appendix A.

For Learner Success, there are 46 FT FE programmes below 50% and 16 FT HE programmes below 60%.

Summary – FT FE	Number Enrolled			Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
College Total	4151	3985	4059	6.87%	7.95%	8.11%	15.83%	15.51%	14.88%	9.78%	10.36%	10.40%	67.53%	66.17%	66.62%
AENC ENGINEERING & CONSTRUCTION (ALTENS)	601	527	514	6.66%	8.54%	7.20%	14.48%	15.37%	16.93%	10.65%	14.23%	13.62%	68.22%	61.86%	62.26%
TQN ELECTRICAL ENGINEERING	103	111	115	10.68%	7.21%	6.96%	11.65%	9.01%	20.87%	25.24%	19.82%	20.00%	52.43%	63.96%	52.17%
TQP MECHANICAL ENGINEERING TECH & OPITO	184	107	84	2.17%	3.74%	3.57%	8.15%	14.95%	5.95%	9.78%	18.69%	5.95%	79.89%	62.62%	84.52%
TQQ MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	157	150	163	7.01%	13.33%	10.43%	22.93%	22.00%	22.09%	8.92%	14.67%	14.11%	61.15%	50.00%	53.37%
TQR CONSTRUCTION	157	159	152	8.92%	8.18%	5.92%	15.29%	13.84%	14.47%	3.82%	6.92%	12.50%	71.97%	71.07%	67.11%
FCSI CREATIVE & SERVICE INDUSTRIES (FRASERBURGH)	623	617	616	8.35%	8.91%	5.52%	17.50%	15.72%	17.37%	8.35%	7.94%	8.28%	65.81%	67.42%	68.83%
TRG SPORT, HAIR & BEAUTY	149	182	180	8.05%	8.24%	5.00%	14.77%	26.37%	21.11%	4.03%	4.95%	10.00%	73.15%	60.44%	63.89%
TRH ART & DESIGN, FLORISTRY & BUSINESS	103	102	115	10.68%	5.88%	5.22%	22.33%	13.73%	11.30%	4.85%	13.73%	11.30%	62.14%	66.67%	72.17%
TRJ CARE, ESOL & CORE SKILLS	219	222	206	8.68%	9.01%	5.83%	17.35%	10.81%	16.02%	12.79%	9.01%	8.25%	61.19%	71.17%	69.90%
TRK SOCIAL SCIENCE, HOSPITALITY & LEARNING OPPS	152	111	115	6.58%	12.61%	6.09%	17.11%	9.91%	20.00%	8.55%	5.41%	2.61%	67.76%	72.07%	71.30%
FENC ENGINEERING & CONSTRUCTION (FRASERBURGH)	439	394	379	5.47%	7.36%	6.07%	15.95%	17.51%	12.40%	10.02%	10.66%	8.71%	68.56%	64.47%	72.82%
TRA CONSTRUCTION, SCIENCE & COMPUTING	109	116	128	11.01%	8.62%	9.38%	22.94%	17.24%	10.94%	4.59%	4.31%	7.03%	61.47%	69.83%	72.66%
TRB MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	203	173	156	3.45%	8.09%	4.49%	15.76%	19.08%	12.18%	7.39%	13.87%	10.26%	73.40%	58.96%	73.08%
TRC MECHANICAL ENGINEERING TECH & ELECTRICAL	127	105	95	3.94%	4.76%	4.21%	10.24%	15.24%	14.74%	18.90%	12.38%	8.42%	66.93%	67.62%	72.63%
GBUS BUSINESS (GALLOWGATE)	396	424	476	4.80%	6.37%	6.51%	11.87%	8.02%	8.82%	7.58%	12.03%	12.61%	75.76%	73.58%	72.06%
TPF BUSINESS, ENTERPRISE & ADMIN	170	168	213	7.06%	7.74%	9.86%	18.24%	12.50%	14.55%	10.59%	26.19%	22.07%	64.12%	53.57%	53.52%
TPH ESOL & CORE SKILLS (EXCEPT IT)	226	256	263	3.10%	5.47%	3.80%	7.08%	5.08%	4.18%	5.31%	2.73%	4.94%	84.51%	86.72%	87.07%
GCAR CARE (GALLOWGATE)	438	437	415	6.62%	8.24%	12.53%	17.58%	17.85%	16.63%	14.38%	16.02%	14.22%	61.42%	57.89%	56.63%
TPS CHILDCARE	111	117	116	9.01%	6.84%	12.93%	18.02%	20.51%	18.97%	9.01%	18.80%	10.34%	63.96%	53.85%	57.76%
TPT HEALTHCARE	181	193	167	3.87%	6.74%	10.78%	16.02%	14.51%	16.77%	11.60%	12.95%	18.56%	68.51%	65.80%	53.89%
TPU SOCIAL CARE	146	127	132	8.22%	11.81%	14.39%	19.18%	20.47%	14.39%	21.92%	18.11%	12.12%	50.68%	49.61%	59.09%
GCRI CREATIVE INDUSTRIES (GALLOWGATE)	303	282	298	5.94%	4.26%	7.05%	19.80%	19.15%	12.75%	11.88%	12.41%	16.78%	62.38%	64.18%	63.42%
TPA ART, GRAPHIC DESIGN, TEXTILES & PHOTOGRAPHY	178	164	171	6.18%	3.66%	5.85%	25.28%	21.34%	11.70%	12.92%	13.41%	18.71%	55.62%	61.59%	63.74%
TPB MUSIC, DRAMA, ANIMATION & MEDIA	125	118	127	5.60%	5.08%	8.66%	12.00%	16.10%	14.17%	10.40%	11.02%	14.17%	72.00%	67.80%	62.99%
GCTS COMPUTING TECHNOLOGIES & SCIENCE (GALLOWGATE)	306	327	364	10.13%	9.79%	10.99%	18.30%	17.43%	15.66%	9.80%	12.54%	11.26%	61.76%	60.24%	62.09%
TQA INTERACTIVE TECHNOLOGIES	103	88	97	7.77%	9.09%	6.19%	17.48%	18.18%	17.53%	7.77%	21.59%	18.56%	66.99%	51.14%	57.73%
TQB COMPUTING TECHNOLOGIES	76	102	145	14.47%	10.78%	9.66%	21.05%	16.67%	12.41%	13.16%	9.80%	13.79%	51.32%	62.75%	64.14%
TQC SCIENCE	127	137	122	9.45%	9.49%	16.39%	17.32%	17.52%	18.03%	9.45%	8.76%	2.46%	63.78%	64.23%	63.11%
GSTH SOCIAL SCIENCES, TOURISM & HOSPITALITY (GALLOWGATE)	621	491	499	6.12%	6.11%	7.21%	14.98%	15.07%	13.03%	8.53%	4.28%	4.41%	70.37%	74.54%	75.35%
TQG SOCIAL SCIENCE	198	209	192	7.07%	8.13%	6.77%	18.69%	19.62%	19.27%	9.60%	3.83%	6.25%	64.65%	68.42%	67.71%
TQH TOURISM, EVENTS & HOSPITALITY	332	191	186	6.33%	5.24%	10.22%	12.35%	14.14%	10.75%	8.13%	6.28%	4.30%	73.19%	74.35%	74.73%
TQJ LEARNING OPPORTUNITIES	91	91	121	3.30%	3.30%	3.31%	16.48%	6.59%	6.61%	7.69%	1.10%	1.65%	72.53%	89.01%	88.43%
GSVI SERVICE INDUSTRIES (GALLOWGATE)	414	474	486	8.21%	10.76%	11.32%	14.01%	15.40%	18.93%	8.21%	6.12%	7.41%	69.57%	67.72%	62.35%
TPM HAIR & BEAUTY	302	337	368	7.28%	8.90%	12.50%	14.24%	15.43%	17.93%	6.29%	4.15%	5.98%	72.19%	71.51%	63.59%
TPN SPORT	112	137	118	10.71%	15.33%	7.63%	13.39%	15.33%	22.03%	13.39%	10.95%	11.86%	62.50%	58.39%	58.47%



Summary - HE	Number Enrolled			Early Withdrawal			Further Withdrawal			Completed: Partial Success			Completed: Successful		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
College Total	2724	2950	2644	3.23%	3.39%	4.01%	10.94%	11.53%	11.99%	8.66%	9.08%	9.76%	77.17%	76.00%	74.24%
AENC ENGINEERING & CONSTRUCTION (ALTENS)	277	245	169	2.89%	4.08%	4.14%	8.66%	15.92%	13.02%	18.41%	17.14%	20.12%	70.04%	62.86%	62.72%
TQN ELECTRICAL ENGINEERING	64	58	53	12.50%	6.90%	1.89%	12.50%	8.62%	5.66%	23.44%	32.76%	33.96%	51.56%	51.72%	58.49%
TQP MECHANICAL ENGINEERING TECH & OPITO	205	166	98	0.00%	0.60%	5.10%	7.80%	17.47%	9.18%	15.61%	13.25%	14.29%	76.59%	68.67%	71.43%
TQR CONSTRUCTION	8	21	18	0.00%	23.81%	5.56%	0.00%	23.81%	55.56%	50.00%	4.76%	11.11%	50.00%	47.62%	27.78%
FCSI CREATIVE & SERVICE INDUSTRIES (FRASERBURGH)	127	122	130	3.94%	0.00%	3.08%	11.81%	9.84%	11.54%	9.45%	9.02%	16.92%	74.80%	81.15%	68.46%
TRH ART & DESIGN, FLORISTRY & BUSINESS	97	88	85	3.09%	0.00%	4.71%	9.28%	9.09%	7.06%	11.34%	7.95%	22.35%	76.29%	82.95%	65.88%
TRK SOCIAL SCIENCE, HOSPITALITY & LEARNING OPPS	30	34	45	6.67%	0.00%	0.00%	20.00%	11.76%	20.00%	3.33%	11.76%	6.67%	70.00%	76.47%	73.33%
FENC ENGINEERING & CONSTRUCTION (FRASERBURGH)	134	124	95	2.24%	6.45%	3.16%	11.19%	9.68%	5.26%	10.45%	12.10%	13.68%	76.12%	71.77%	77.89%
TRA CONSTRUCTION, SCIENCE & COMPUTING	15	20	32	6.67%	5.00%	0.00%	26.67%	0.00%	6.25%	13.33%	0.00%	15.63%	53.33%	95.00%	78.13%
TRB MECHANICAL ENGINEERING SKILLS & AUTOMOTIVE	16	23	16	0.00%	13.04%	6.25%	18.75%	21.74%	18.75%	0.00%	13.04%	6.25%	81.25%	52.17%	68.75%
TRC MECHANICAL ENGINEERING TECH & ELECTRICAL	103	81	47	1.94%	4.94%	4.26%	7.77%	8.64%	0.00%	11.65%	14.81%	14.89%	78.64%	71.60%	80.85%
GBUS BUSINESS (GALLOWGATE)	641	714	656	3.12%	3.08%	4.42%	10.14%	11.62%	11.13%	4.68%	8.26%	9.60%	82.06%	77.03%	74.85%
TPF BUSINESS, ENTERPRISE & ADMIN	206	269	245	1.94%	2.60%	7.35%	7.77%	9.29%	7.76%	8.25%	13.01%	16.33%	82.04%	75.09%	68.57%
TPG BUSINESS PROFESSIONS	435	445	411	3.68%	3.37%	2.68%	11.26%	13.03%	13.14%	2.99%	5.39%	5.60%	82.07%	78.20%	78.59%
GCAR CARE (GALLOWGATE)	113	172	167	4.42%	3.49%	7.19%	9.73%	15.12%	11.98%	11.50%	11.63%	13.77%	74.34%	69.77%	67.07%
TPS CHILDCARE	52	66	66	1.92%	3.03%	6.06%	13.46%	10.61%	10.61%	17.31%	12.12%	12.12%	67.31%	74.24%	71.21%
TPT HEALTHCARE	23	63	54	0.00%	4.76%	3.70%	8.70%	12.70%	5.56%	0.00%	9.52%	22.22%	91.30%	73.02%	68.52%
TPU SOCIAL CARE	38	43	47	10.53%	2.33%	12.77%	5.26%	25.58%	21.28%	10.53%	13.95%	6.38%	73.68%	58.14%	59.57%
GCRI CREATIVE INDUSTRIES (GALLOWGATE)	548	662	548	3.10%	2.87%	3.65%	9.67%	8.76%	13.50%	7.66%	5.89%	5.47%	79.56%	82.48%	77.37%
TPA ART, GRAPHIC DESIGN, TEXTILES & PHOTOGRAPHY	289	355	272	3.81%	2.54%	4.41%	9.00%	9.58%	13.97%	7.61%	4.23%	2.21%	79.58%	83.66%	79.41%
TPB MUSIC, DRAMA, ANIMATION & MEDIA	259	307	276	2.32%	3.26%	2.90%	10.42%	7.82%	13.04%	7.72%	7.82%	8.70%	79.54%	81.11%	75.36%
GCTS COMPUTING TECHNOLOGIES & SCIENCE (GALLOWGATE)	317	335	315	2.21%	3.28%	2.22%	14.51%	14.33%	11.11%	9.78%	7.16%	5.71%	73.50%	75.22%	80.95%
TQA INTERACTIVE TECHNOLOGIES	43	44	46	0.00%	4.55%	2.17%	9.30%	6.82%	8.70%	11.63%	4.55%	4.35%	79.07%	84.09%	84.78%
TQB COMPUTING TECHNOLOGIES	174	175	170	3.45%	2.29%	2.35%	13.79%	17.14%	11.76%	12.07%	7.43%	6.47%	70.69%	73.14%	79.41%
TQC SCIENCE	100	116	99	1.00%	4.31%	2.02%	18.00%	12.93%	11.11%	5.00%	7.76%	5.05%	76.00%	75.00%	81.82%
GSTH SOCIAL SCIENCES, TOURISM & HOSPITALITY (GALLOWGATE)	391	376	343	3.32%	5.05%	2.33%	10.23%	9.04%	11.95%	7.42%	10.64%	12.24%	79.03%	75.27%	73.47%
TQG SOCIAL SCIENCE	169	192	169	1.78%	3.65%	2.37%	13.02%	8.33%	10.06%	2.37%	13.02%	9.47%	82.84%	75.00%	78.11%
TQH TOURISM, EVENTS & HOSPITALITY	222	184	174	4.50%	6.52%	2.30%	8.11%	9.78%	13.79%	11.26%	8.15%	14.94%	76.13%	75.54%	68.97%
GSVI SERVICE INDUSTRIES (GALLOWGATE)	174	196	221	5.75%	2.55%	7.24%	16.67%	14.29%	14.48%	8.05%	9.18%	5.88%	69.54%	73.98%	72.40%
TPN SPORT	174	196	221	5.75%	2.55%	7.24%	16.67%	14.29%	14.48%	8.05%	9.18%	5.88%	69.54%	73.98%	72.40%

The table below is a summary of the reasons for further withdrawal (after 1<sup>st</sup> November) for the past 3 years:

<b>Full-time Students Reasons for Withdrawal (after 1st November)</b>						
	<b>2015/16</b>		<b>2016/17</b>		<b>2017/18</b>	
	<b>HE</b>	<b>FE</b>	<b>HE</b>	<b>FE</b>	<b>HE</b>	<b>FE</b>
Asked to Leave by College	0	4	1	6	0	0
Commenced Employment	50	117	57	117	64	117
Course Related Reasons	18	42	32	53	27	57
Family/Personal Reasons	54	104	36	87	48	74
Financial	10	19	23	18	3	15
Medical	52	83	63	92	59	82
Moved from area	7	20	6	10	0	11
Moved to HE	1	2	2	2	2	1
Poor Attendance	54	134	72	167	89	198
Reason Unknown	52	130	66	61	31	61
Returned to school	0	0	0	5	0	3
<b>Total</b>	<b>298</b>	<b>655</b>	<b>361</b>	<b>618</b>	<b>323</b>	<b>619</b>

The table shows that for FT HE, 38 students less withdrew compared to the previous year for various reasons. These included *course related reasons, financial, medical, poor attendance* and *reasons unknown*.

For FT FE, 198 students left due to *poor attendance* while 57 left due to *course related reasons*.

# Exam Result Comparison. AY2016/17 – AY2017/18

Subject	Level	A	B	C	Total Passed	Fail 7, 8, 9	TOTAL	% Passed		A	B	C	Total Passed	Fail 7, 8, 9	TOTAL	% Passed	% Difference
Biology	Higher	8	7	11	26	9	35	74%		7	6	10	23	7	30	77%	3%
Care	Nat 5	0	0	0	0	0	35	N/A		54	16	7	77	1	78	99%	99%
Care	Higher	30	18	30	78	37	115	68%		18	17	27	62	27	89	70%	2%
Chemistry	Higher	5	14	5	24	8	32	75%		6	5	6	17	2	19	89%	14%
Computing Science	Nat 5	0	0	0	0	0	32	N/A		5	4	8	17	18	35	49%	49%
Computing Science	Higher	7	8	6	21	9	30	70%		0	2	2	4	7	11	36%	-34%
English	Nat 5	2	2	0	4	2	6	67%		1	4	2	7	0	7	100%	33%
English	Higher	21	25	29	75	26	101	74%		20	40	25	85	21	106	80%	6%
Environmental Science	Higher	1	2	5	8	3	11	73%		2	1	2	5	1	6	83%	10%
ESOL	Nat 5	44	4	3	51	4	55	93%		48	21	16	85	7	92	92%	-1%
Geography	Higher	0	0	0	0	0	0	N/A		1	0	3	4	13	17	24%	24%
History	Higher	3	10	11	24	11	35	69%		1	8	4	13	9	22	59%	-10%
Human Biology	Higher	0	0	0	0	0	0	N/A		2	0	4	6	35	41	15%	15%
Mathematics	Nat 5	2	8	11	21	14	35	60%		10	4	2	16	5	21	76%	16%
Mathematics	Higher	6	6	11	23	13	36	64%		9	3	9	21	6	27	78%	14%
Mathematics	Advanced Higher	0	0	0	0	0	0	N/A		2	0	0	2	1	3	67%	67%
Photography	Higher	0	0	6	6	4	10	60%		0	1	0	1	5	6	17%	-43%
Physics	Higher	0	3	4	7	0	7	100%		1	5	3	9	2	11	82%	-18%
Psychology	Higher	52	68	80	200	133	333	60%		25	44	50	119	111	230	52%	-8%
Sociology	Higher	11	13	23	47	17	64	73%		12	13	15	40	35	75	53%	-20%
		192	188	235	615	290	972			224	194	195	613	313	926		
	2016/17																
	2017/18																

## APPENDIX A – IMPROVEMENT ACTION PLAN FULL TIME 2018-19 ACTIONS IDENTIFIED

### FE Learner Success

COURSE TITLE	ACTION	RESPONSIBLE	DEADLINE
<b>NC IN ACTING AND THEATRE PERFORMANCE SCQF LEVEL 6 (B Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties. This will involve a review of curriculum design.</p> <p>Directors of Learning are meeting to identify any cross College themes and establish how to address these.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p> <p>1 hour weekly slot of Academic Guidance provides an opportunity to identify issues and resolve.</p>	S. Betty	<p>30/11/18</p> <p>First meeting 9/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p> <p>Established since start of Block 1.</p>
<b>CREATIVE MEDIA SCQF LEVEL 6 (C Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties.</p> <p>Directors of Learning are meeting to identify any cross College themes and establish how to address these.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p> <p>1 hour weekly slot of Academic Guidance provides an opportunity to identify issues and resolve.</p>	S. Betty	<p>30/11/18</p> <p>First meeting 9/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p> <p>Established since start of Block 1.</p>
<b>NC IN ELECTRICAL ENGINEERING SCQF LEVEL 6 (A Group)</b>	High rates of partial success with specific units identified as problematic. Programme design to be reviewed – additional support/time for core and replacement of optional units where applicable.	S. Grant	September 2018
<b>SVQ PERFORMING ENGINEERING OPS LEVEL 2 (ELECTRICAL OPTION) (B Group)</b>	<p>Increased monitoring of progress and more engagement with academic tutors to be instigated to keep students on course and up to date.</p> <p>Practical Entry test and interviewing scoring was introduced for entry in AY 18/19. So far retention and achievement have been improved</p>	S. Grant	<p>November 2018</p> <p>August 2018</p>
<b>N/SVQ 2 ELECTRICAL ENGINEERING MODERN APPRENTICESHIP (A Group)</b>	Only 1 MA was enrolled and was subsequently withdrawn due to work commitment.	S. Grant	n/a

<b>SVQ PERFORMING ENGINEERING OPS LEVEL 2 (MECHANICAL) (B Group)</b>  <b>SVQ PERFORMING ENGINEERING OPS LEVEL 2 (MECHANICAL) (D Group)</b>	<p>Improve teamwork by increasing communication among team members to minimise impact of staff changes on outcomes.</p> <p>Increased monitoring of progress and more engagement with academic tutors to be instigated to keep students on course and up to date.</p>	S. Grant	<p>September 2018</p> <p>September 2018</p> <p>August 2018</p>
	<p>Amend programme design to phase the knowledge and understanding elements so that students are able to cope better with the volume and improve chances of success</p>		
<b>INTRODUCTION TO CONSTRUCTION CRAFTS SCQF LEVEL 4 (A Group)</b>	<p>New course run for first time but did not meet the needs of students and so not being run in 2018-19</p>	S. Grant	August 2018
<b>NC IN FABRICATION AND WELDING (A Group) FRASERBURGH</b>	<p>Ensure better monitoring of attendance and attainment of serviced core skills units. CM/AT to request monthly updates from servicing lecturers.</p> <p>Targeted interventions planned in partnership with SAS team to provide additional support with key skills.</p>	R. McGregor	December 2018
<b>NC IN ELECTRICAL ENGINEERING SCQF LEVEL 6 (A Group) FRASERBURGH</b>	<p>Low enrolment numbers (7), exacerbated by three students leaving due to gaining employment affected moral and engagement in class.</p> <p>Improved monitoring and management of student attainment will reduce the number of partial successes.</p> <p>Targeted "catch up" sessions will be delivered, if required, to ensure all outstanding outcomes are closed off.</p>	R. McGregor	January 2019
<b>NC CHILD, HEALTH AND SOCIAL CARE (HEALTHCARE ROUTE) SCQF LEVEL 5 (A Group) FRASERBURGH</b>	<p>This group experienced unacceptable levels of withdrawal during the duration of the course.</p> <p>To combat this, in response to student feedback, core skills units will be spread more evenly throughout the course, in order to reduce the demand of block 2.</p> <p>Furthermore, ATs will more closely monitor attendance and escalate concerns to CMS more rapidly.</p> <p>Additional support will be provided via targeted interventions to help support core skill success.</p>	R. McGregor	June 2019
<b>NC IN CHILD, HEALTH AND SOCIAL CARE (HEALTHCARE ROUTE) SCQF LEVEL 5 (B Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties. This will involve a review of curriculum design.</p> <p>Directors of Learning are meeting to identify any cross College themes and establish how to address these.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p> <p>1 hour weekly slot of Academic Guidance provides an opportunity to identify issues and resolve.</p>	S. Betty	<p>30/11/18</p> <p>First meeting 9/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p> <p>Established since start of Block 1.</p>

<b>NC IN CHILD, HEALTH AND SOCIAL CARE (HEALTHCARE ROUTE) SCQF LEVEL 5 (C Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties. This will involve a review of curriculum design.</p> <p>Directors of Learning are meeting to identify any cross College themes and establish how to address these.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p> <p>1 hour weekly slot of Academic Guidance provides an opportunity to identify issues and resolve.</p>	S. Betty	<p>30/11/18</p> <p>First meeting 9/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p> <p>Established since start of Block 1.</p>
<b>BTEC DIPLOMA IN PUBLIC SERVICES (LEVEL 1-2) (A Group) FRASERBURGH</b>	<p>Poor levels of attendance significantly impacted on further withdrawal and partial success.</p> <p>ATs will closely monitor attendance and escalate concerns to CMS more rapidly.</p> <p>Students still attending at the end of the year will be scheduled into "Catch Up" sessions to ensure completion of learning outcomes</p>	R. McGregor	June 2019
<b>INTRODUCTION TO PROFESSIONAL COOKERY (D Group)</b>	<p>Strengthen student's relationship with their academic tutor and make sure that their integration into the college is as fault free as possible by improving use of the academic guidance time allocated</p> <p>Hold more frequent standardisation meetings to strengthen the students learning and ensure there is little confusion with areas surrounding the curriculum.</p>	S. Grant	<p>November 2018</p> <p>January 2019</p>

## HE Learner Success

<b>COURSE TITLE</b>	<b>ACTION</b>	<b>RESPONSIBLE</b>	<b>DEADLINE</b>
<b>HND MUSIC (YEAR 1) (A Group)</b>	<p>New SQA framework has been introduced this year which should streamline assessment burden.</p> <p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p>	S. Betty	<p>30/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p>
<b>HNC ADMINISTRATION AND INFORMATION TECHNOLOGY (A Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties. This will involve a review of curriculum design.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p>	S. Betty	<p>30/11/18</p> <p>30/11/18</p>

	Course Committee meetings are being set up for November. Class reps have been elected for this group.		First meeting by 30/11/18
<b>HND BUSINESS (YEAR 1) (A Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p>	S. Betty	<p>30/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p>
<b>HND EVENTS MANAGEMENT (YEAR 1) (B Group)</b>	<p>Evaluate the units with highest fail rate/impact on attendance and review delivery schedule looking specifically at additional time.</p> <p>Arrange prompt Student Support Meetings with those identified as 'at risk'</p> <p>Produce a more accurate assessment schedule to assist students with planning and time management</p>	S. Grant	<p>August 2018</p> <p>October 2018 and as required thereafter</p> <p>August 2018</p>
<b>HNC BUSINESS (A Group) FRASERBURGH</b>	<p>Increase range of staff students exposed to improve engagement and motivation.</p> <p>Increase number of industry briefs and collaborative projects to promote positive attendance and improved motivation.</p> <p>Better prepare students for the Graded Unit Exam to ensure this unit does not prevent achievement of entire award – deliver earlier to enable resits.</p>	R. McGregor	June 2019
<b>HND MECHANICAL ENGINEERING (YEAR 1) (A Group)</b>	<p>Apply improvement actions to level 6 programme identified in 2016-17 to increase progression from level 6 as these students are more successful than direct entrants.</p> <p>Encourage direct applicants to complete the level 6 programme before embarking on HN in order that course readiness is enhanced.</p> <p>Monitor progress of existing cohort through block 1 and apply additional measures in block 2 if indicated.</p>	S. Grant	<p>June 2018</p> <p>November 2018 – August 2019</p> <p>February 2019</p>
<b>HNC BUILT ENVIRONMENT (A Group)</b>	Enhance engagement with students by provision of focus groups to monitor progress and identify issues before students withdraw.	S. Grant	November 2018
<b>HNC SOCIAL SERVICES (A Group)</b>	<p>CMs leading on creating an action plan to improve results as guided by the Framework and Toolkit for the Management of Faculties. This will involve a review of curriculum design.</p> <p>Results from First Impression survey are being analysed to identify any issues and CMs will meet with groups to discuss &amp; resolve.</p> <p>Course Committee meetings are being set up for November. Class reps have been elected for this group.</p>	S. Betty	<p>30/11/18</p> <p>30/11/18</p> <p>First meeting by 30/11/18</p>

CURRICULUM & QUALITY COMMITTEE		
Meeting of 21 November 2018		
<b>Title: First Impressions Survey AY2018-19 - Results</b>		
<b>Presenter:</b> John Davidson	<b>Author:</b> Gill Griffin, Head of Quality Enhancement & Transitions	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>		
<b>Purpose:</b> To enable the Committee to note the results of the First Impressions Survey AY2018-19, a key quality improvement tool used to measure levels of student satisfaction.		
<b>Linked to Strategic Goal:</b> 4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.		
<b>Linked to Annual Priority:</b> 13. Standardise management systems and approaches throughout the new curriculum management structure to support effective leadership, management and performance enhancement.		
<b>Executive Summary:</b> The College conducts two key Student Surveys during each academic year, the First Impressions Survey in September/October and the Student Satisfaction and Engagement Survey in March/April.  The AY2018-19 First Impressions Survey recorded 4,195 responses in comparison to 5,237 in AY2017-18. Overall, 93% of students are satisfied with the College – a 1% increase on the previous academic year, while 97% enjoy coming to College – a 1% increase from the previous academic year.  The First Impressions Survey - High Level Summary, attached as Appendix 1, highlights the overall College results for the last three years. A breakdown at Faculty, Team and course level can be accessed from the College's Power BI Report Server - <a href="http://e-powerbi-app01/reports/powerbi/First%20Impressions%20Survey%202018">http://e-powerbi-app01/reports/powerbi/First%20Impressions%20Survey%202018</a>		



The College's Head of Quality Enhancement and Transitions created a 'First Impressions Action Report' template in AY2017-18. This will continue to be used during AY2018-19, with each curriculum team discussing areas of lower satisfaction with students to help identify key improvements actions. A sample copy of the template is attached as Appendix 2.

**Recommendation:**

It is recommended that the Committee note the information provided.

**Previous Committee Recommendation/Approval (if applicable):**

None.

**Equality Impact Assessment:**

**Positive Impact**      ☒

**Negative Impact**      ☐

**No Impact**      ☐

**Evidence:**

Student feedback is instrumental in the review of key quality processes which impacts positively in the overall college approach to quality enhancement for our learners.

First Impressions Survey 2018				
Results for	College			
	Overall Satisfaction 2018 - 93%			
	Overall Satisfaction 2017 - 94%			
	Overall Satisfaction 2016 - 94%			
Application Process	Student Responses	2018	2017	2016
I found applying for my course an easy and straightforward process	4195	97%	96%	97%
I found information on the College website helpful	4195	95%	94%	94%
I found information in the College prospectus helpful	4195	94%	94%	94%
The College took account of my qualifications and experience when I applied for the course	4195	96%	95%	95%
Induction/Introduction to College	Student Responses	2018	2017	2016
My first day at College was welcoming and informative	4195	97%	96%	95%
I am aware of the range of support available to me from Student Advisers and the Learning Development team	4195	93%	91%	91%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	4195	90%	87%	88%
I know who to contact if I am absent	4195	93%	94%	95%
I am clear about the expected standards of work	4195	98%	98%	98%
I am clear about the expected standards of attendance and punctuality	4195	99%	98%	99%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc)	4195	90%	88%	89%
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	4195	92%	92%	91%
I know how to access the online Library e-resources (ebooks, journals etc) via Blackboard	4195	85%	81%	80%
I have connected to the College Wifi effectively	4195	80%	79%	72%
I can access my Office 365 account including Email and OneDrive	4195	94%	94%	91%
I have been able to access the relevant software for my course	4195	96%	95%	94%
I know how to access support via the Student IT Helpdesk	4195	94%	91%	90%
I was informed about the Students' Association either at my induction or in the first few weeks at college	4195	89%	86%	N/A
I am aware of how the Students' Association can support me during my time at college	4195	83%	78%	N/A
My Course	Student Responses	2018	2017	2016
I have enjoyed the teaching on the course so far	4195	97%	95%	96%
Since starting, my course has run smoothly	4195	93%	93%	93%
My timetable was clearly explained to me	4195	94%	94%	92%
I think I have chosen the right course	4195	97%	96%	97%
I believe I am treated fairly	4195	98%	97%	97%
I enjoy coming to College	4195	96%	95%	95%
Overall, I am satisfied with the College	4195	97%	96%	97%

**FIRST IMPRESSION SURVEY**  
**FEEDBACK AND ACTION**

**REPORT 2018-19**

Faculty:	Service Industries			Curriculum Area:	Sport
Student Group Code & Title	TPN (Previously TDH)				
Survey Question	Student Satisfaction AY17-18	Student Satisfaction AY18-19	College Satisfaction AY18-19	Feedback from Student Group	Improvement Action
I was informed about the Students' Association either at my induction or in the first few weeks at college	73%	84%	89%		
I am aware of how the Students' Association can support me during my time at college	67%	79%	83%		
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc.)	77%	83%	90%		
Student Group Code & Title	PNDF (Previously DHDF) HND FITNESS, HEALTH & EXERCISE (YEAR 1)				
Survey Question	Student Satisfaction AY17-18	Student Satisfaction AY18-19	College Satisfaction AY18-19	Feedback from Student Group	Improvement Action
I am aware of how the Students' Association can support me during my time at college	57%	83%	83%		

Student Group Code & Title	PNDF (Previously DHDF) HND FITNESS, HEALTH & EXERCISE (YEAR 2)				
Survey Question	Student Satisfaction AY17-18	Student Satisfaction AY18-19	College Satisfaction AY18-19	Feedback from Student Group	Improvement Action
I have connected to the College Wi-fi effectively	84%	81%	80%		
I was informed about the Students' Association either at my induction or in the first few weeks at college	73%	69%	89%		
I am aware of how the Students' Association can support me during my time at college	59%	62%	83%		
I am aware of the range of support available to me from the Student Advice and Support Team	86%	77%	93%		
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	81%	77%	90%		
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc.)	81%	65%	90%		
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	89%	85%	92%		

Student Group Code & Title		PNDS (Previously DHDS) HND COACHING & DEVELOPING SPORT (YEAR 2)			
Survey Question	Student Satisfaction AY17-18	Student Satisfaction AY18-19	College Satisfaction AY18-19	Feedback from Student Group	Improvement Action
I was informed about the Students' Association either at my induction or in the first few weeks at college	61%	77%	89%		
I am aware of how the Students' Association can support me during my time at college	60%	68%	83%		
I am aware of the range of support available to me from the Student Advice and Support Team	81%	82%	93%		
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	68%	82%	90%		
I know who to contact if I am absent	90%	77%	93%		
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc.)	61%	59%	90%		
Student Group Code & Title		PNNS (Previously DHNSF) NCFE LEVEL 2 DIPLOMA IN SPORT EXERCISE AND FITNESS (INC NPA) SCQF LEVEL5 YEAR 1			
Survey Question	Student Satisfaction AY17-18	Student Satisfaction AY18-19	College Satisfaction AY18-19	Feedback from Student Group	Improvement Action
I am aware of how the Students' Association can	* No Compariso n	78%	83%		

support me during my time at college					
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard		81%	85%		
<b>Student Group Code &amp; Title</b>	PNOL (Previously DHOL) INTRODUCTION TO SPORT, LEISURE AND FITNESS SCQF LEVEL 4 YEAR 1				
<b>Survey Question</b>	<b>Student Satisfaction AY17-18</b>	<b>Student Satisfaction AY18-19</b>	<b>College Satisfaction AY18-19</b>	<b>Feedback from Student Group</b>	<b>Improvement Action</b>
I was informed about the Students' Association either at my induction or in the first few weeks at college	76%	81%	89%		
I know who to contact if I am absent	85%	83%	93%		

CURRICULUM & QUALITY COMMITTEE		
Meeting of 21 November 2018		
<b>Title: Transitions Report</b>		
<b>Presenter:</b> John Davidson	<b>Author:</b> Gill Griffin, Head of Quality Enhancement & Transitions	<b>Contributor(s):</b> Shelley Mackenzie, Schools Liaison Manager and Duncan Abernethy, Director of Business Development
<b>Type of Agenda Item:</b>  For Decision <input type="checkbox"/>  For Discussion <input type="checkbox"/>  For Information <input checked="" type="checkbox"/>  Reserved Item of Business <input type="checkbox"/>		
<b>Purpose:</b> To enable the Committee to note the transitions activity undertaken, and in progress, for academic year 2018-19.		
<b>Linked to Strategic Goal:</b>  3. Work with our partners to deliver positive and sustainable change for the individuals, communities and businesses in our region.		
<b>Linked to Annual Priority:</b>  9. Build on the TWO PLUS alliance with RGU to increase impact in our region on widening access, the learner journey, work-based learning and advice and guidance.		
<b>Executive Summary:</b> The report, attached as Appendix 1, provides Members with an overview of the well-established and effective partnerships the College has with many key stakeholders. The report provides summary information on the College's Articulation and School Links activity and the new innovative collaboration between the College and RGU.  We are pleased to report that the number of students progressing to RGU continues to grow and it is anticipated this will be further strengthened as we develop the TWO PLUS Alliance.  What is also pleasing is the number of students progressing to the University of Aberdeen – 79 students in AY2017-18 compared to 19 the previous year.		

The College continues to have very strong School/College links across the region and this is reflected through the following:

- The ROA Credits target for AY2017-18 was 4,500 – this was exceeded by 451 credits with a total 4,951 achieved.
- The ROA target for AY2017-18 of 325 Senior Phase pupils studying vocational qualifications delivered by College was exceeded with 843 pupils enrolled on Vocational Courses delivered at SCQF Level 4 and above.
- 1,565 pupils from 17 Aberdeenshire schools participated in a School/College Link course in AY2017-18. This compares to 1,196 in AY2016-17.
- 990 pupils from 12 Aberdeen City schools participated in a School/College Link course in AY2017-18. This compares to 1,225 in AY2016-17. The difference is largely resulting from around 150 less enrolments on short induction courses held in June 2018.

The School/College Links Programme offers a valuable opportunity for a wide range of learners to add real depth and breadth to their Senior Phase school curriculum and this will be further developed as we review our portfolio for AY2019-20.

**Recommendation:**

It is recommended that the Committee note the information provided.

**Previous Committee Recommendation/Approval (if applicable):**

None

**Equality Impact Assessment:**

**Positive Impact** ☒

**Negative Impact** ☐

**No Impact** ☐

**Evidence:**

Delivering positive and sustainable change for the individuals, communities and businesses in our region therefore advancing equality of opportunity and promoting good relations.



## **Transitions Report**

The College has well-established and effective partnerships with many key stakeholders and College staff work well, in collaboration with others, to ensure that appropriate and effective transition arrangements exist for College learners.

This is demonstrated through:

- The College's membership of Local Employability Partnerships has enabled the College to develop close and effective links with other stakeholders when promoting progression opportunities within the Region.
- The College's support of the local SFC funded 'Schools for Higher Education' (SHEP) Programme, Aspire North, which provides valuable support and guidance to school pupils who are considering post-school progression to Higher Education.
- The Degree-Link programmes which generated significant levels of learner progression with advanced standing from College HN to RGU degree. Data for 2014-15 indicates that 499 College HN students entered RGU degree courses with 77% gaining advanced standing.
- This well-established Degree-Link programme between the College and RGU which sees programme information available to all learners through a co-developed and co-hosted website, as well as the College and RGU's VLEs.
- The College's strong links with both local authorities in Aberdeen City and Aberdeenshire ensures that many College programmes and services are accessible to school-aged learners. For AY 2017-18, the College enrolled 1,250 school pupils on year-long programmes and 100 school pupils on College Experience taster courses from 40 local schools.
- The College's lead and emerging role on the development and implementation of senior-phase vocational pathways and Foundation Apprenticeships. Involvement in such initiatives not only strengthens school-college partnerships across the Region but provides clearer and additional progression opportunities for school pupils locally.
- The Business and Community Development (BCD) team who liaise routinely with a broad range of local partners to help support the transition arrangements for a wide range of learners. For example, the College's relationship with Third Sector partners allows learners who have complex histories and additional support needs to be afforded opportunities to progress to College which are both realistic and achievable. Equally, there have been full time students from College or University who, due to difficult external circumstances, have disengaged from learning and have required specialist support. These partnerships have enabled efficient and effective 2 way transition arrangements to be offered.
- The College's Modern Apprenticeship (MA) Team and Employer Engagement Manager have built effective relationships with employers across all industries in the Region, which has helped establish popular progression options for

students and employees who come to college to develop their skills and knowledge. Presently, approximately 428 employees from 175 local companies undertake an MA programme at NESCol and despite the economic downturn the College has increased its quota of apprenticeship places due to increased employer demand.

Although the College has been at the forefront of developing an Apprenticeship Family offer for the Region, initial course KPIs for Foundation Apprenticeship programmes suggest that alternative frameworks and improvements to outcomes for both retention and attainment are required.

### **North East Scotland College Articulation Update**

The College has formal articulation agreements in place with 8 universities including the Open University. This report provides an update on the current position of our articulation agreements. The College will be promoting a total of 178 advanced standing degree programmes across 30 College HNC/D's and an additional 10 agreed pathways with formal agreements applied. In addition to this the College also has a formal articulation agreement in place with the Open University which can give up to 240 credit transfer covering a range of degree programmes.

### **NESCol Articulation Data – All Universities (excluding the Open University)**

2017/18	2016/17	2015/16	2014/15	2013/14
554 *Awaiting data from 3 Universities	Data to be confirmed	452	430	379

### **The Robert Gordon University**

Subject Level Agreements have been reviewed by the College and the University and 68 formal Subject Level Agreements are now in place covering 26 HNC/D programmes across all Faculties. Subject level agreement meetings have been scheduled for AY 18-19 to discuss AY 19-20 agreements.

### **NESCol Articulation Data – Robert Gordon University**

2017/18	2016/17	2015/16	2014/15	2013/14
440	388	334	357	307

### **The University of Aberdeen**

Subject Level Agreements have been reviewed by the College and the University and 25 formal Subject Level Agreements are now in place covering 7 HNC/D programmes across all Faculties.

**NESCol Articulation Data – University of Aberdeen**

2017/18	2016/17	2015/16	2014/15	2013/14
79	19	48	41	32

**The University of the Highlands and Islands**

Subject Level Agreements have been reviewed by the College and the University and 27 are now in place covering 20 HNC/D programmes across all Faculties.

**NESCol Articulation Data – Highlands and Islands**

2017/18	2016/17	2015/16	2014/15	2013/14
25	26	19	20	8

**Glasgow Caledonian University**

The College has 2 Course Level Agreements in place, both with HND Sound Production.

**NESCol Articulation Data – Glasgow Caledonian University**

2017/18	2016/17	2015/16	2014/15	2013/14
Data to be confirmed	Data to be confirmed	5	0	6

**Edinburgh Napier University**

The College has 6 formal Subject Level Agreements in place covering 6 HNC/D programmes.

**NESCol Articulation Data – Edinburgh Napier University**

2017/18	2016/17	2015/16	2014/15	2013/14
10	12	14	8	10

**Abertay University**

The College has 10 formal Course Level Agreements covering 9 HNC/D programmes across all Faculties.

### NESCol Articulation Data – Abertay University

2017/18	2016/17	2015/16	2014/15	2013/14
Data to be confirmed	Data to be confirmed	16	4	6

### Queen Margaret University

The College has 18 formal subject level agreements are now in place covering 10 HNC/D programmes across all Faculties.

### NESCol Articulation Data – Queen Margaret University

2017/18	2016/17	2015/16	2014/15	2013/14
Data to be confirmed	Data to be confirmed	7	0	0

### The Open University

The College has developed a range of possible degree pathways with the Open University and a student can receive up to 240 credits depending on the HN qualification they achieve. The College has 24 formal subject level agreements now in place covering 13 HNC/D programmes across all Faculties.

Full details of the College's course level agreements can be viewed on the Committee's Collaborative Space on [COLIN](#).

### Innovative Collaborations

#### TWO PLUS – North East Scotland College and Robert Gordon University initiative

Robert Gordon University (RGU) and North-East Scotland College (NESCol) have entered into an ambitious enhanced alliance to deliver a seamless skills-rich educational pathway for learners in Scotland's North-East. Building on a well-established partnership and a shared commitment to present an innovative and inclusive tertiary education model, the new TWO PLUS partnership will see the two institutions take new active steps to strengthen their connection within and beyond traditional higher and further education streams. The joint approach to addressing access and inclusion across the two institutions will find new methods of collaborating to meet the Scotland's ambition for a world class education and skills system, supporting findings from the recent 15-24 Learner Journey Review and Enterprise and Skills Review, as well as the Developing Young Workforce agenda. The initiative will build on the success of the existing Degree Link programme between the two institutions, which provides a stepping stone to further study by allowing students to gain advanced entry to a degree at RGU after completing a relevant HNC/D at NESCol. It will create new and efficient routes to progress to higher education by incorporating additional discipline areas into the articulation programme and will

ensure young learners receive clear advice to make informed decisions about progression pathways between college and university. TWO PLUS will also look at ways to maximise the opportunities to progress into second year of a degree and/or HN study with an advanced higher qualification and will deliver a new cohesive and integrated approach to outreach activity for school-age learners which enables access and supports attainment. It will also support the Developing Young Workforce Agenda by delivering an integration of work based learning pathways for learners and business.

## **North East Scotland College School Links Update**

### **Key Highlights**

The ROA Credits target for 17-18 was 4,500 – this was exceeded by 451 credits with a total 4951 achieved.

The ROA target for 17-18 of 325 Senior Phase pupils studying vocational qualifications delivered by College was far exceeded with 843 pupils enrolled on Vocational Courses delivered at SCQF Level 4 and above.

1,565 pupils from 17 Aberdeenshire schools participated in a School College Link course in 17-18. This compares to 1,196 in AY 16-17.

996 pupils from 12 Aberdeen City schools participated in a School College Link course in 17-18. This compares to 1,225 in AY 16-17. The difference is largely resulting from around 150 less enrolments on short induction courses held in June 2018.

### **16-17 – 17-18 differences:**

- 19% increase in number of School College Links vocational courses offered across region (59-70)
- Consistent number of school pupils enrolled on School College Links activity from 16-17 to 17-18 (2,632 – 2,653)
- 9% increase in credit generation from 4,544 credits in 16-17 to 4,951 in 17-18
- 16% increase in number of school pupils enrolled on vocational School College Links programmes. (727 - 843)
- 22% increase in number of Aberdeenshire school pupils enrolled on Vocational School College Links programmes. (468 - 570)
- 5% increase in number of Aberdeen City school pupils enrolled on Vocational School Link College courses (259 - 273)
- There was a 56% drop in College Experience enrolments – from 211 to 92
- 77 pupils enrolled on Foundation Apprenticeship opportunities in August 2017 against a target of 120.

### **Projections:**

- Volume of activity levels are stabilising in 18-19 with only 6% increase in Vocational Enrolments and a 7% increase in number of Vocational Courses being offered – 75 courses in 18-19 in comparison to 70 in 17-18
- To date 1,248 school pupils from across the region are enrolled on 92 School College Links courses for 18-19 – including 14 Foundation Apprenticeship

courses, 4 Supported Learning courses and 13 Curriculum Enhancement courses

Through the School College Links Programme, North East Scotland College continues to offer a range of courses to school pupils across the region. Included within the programme offered are SQA Skills for Work Awards, City and Guilds Awards, National Progression Awards, National Certificate courses and Foundation Apprenticeships.

A broad offer of courses in a wide range of vocational areas at varying levels means that increasingly school pupils are afforded the opportunity to follow coherent and individualised career education pathways.

Opportunities in the School College Links programme in Academic Year 18-19 include a new employability programme being delivered in partnership with St Machar Academy to develop skills for employment in pupils expected to leave school at the end of S4 and a non-certificated year long STEM taster programme where pupils participate in 3 week experiences in Automotive, Construction and Engineering to facilitate identification of areas of interest, skills and strengths.

The number of vocational courses being offered across the region to school pupils has increased from 70 in AY2017-18 to 75 in AY2018-19.

The primary objectives of the School-College Links Programme in AY 2018-19 continue to be to offer vocational learning opportunities that support a gender balance at SCQF Level 4 and above in a meaningful context that also supports progression direct to employment or to FE or HE studies according to clearly identified progression pathways with access and exit points suitable to all individuals.

The School College Links Programme offers a valuable opportunity for a wide range of learners to add real depth and breadth to their Senior Phase school curriculum whilst being developed with local Labour Market Intelligence in mind to support addressing identified existing or projected skills shortages.

CURRICULUM & QUALITY COMMITTEE		
Meeting of 21 November 2018		
<b>Title: Flexible Workforce Development Fund (FWDF) Update</b>		
<b>Presenter:</b> Neil Cowie	<b>Author:</b> Duncan Abernethy, Director of Business Development	<b>Contributor(s):</b> Iain Cocker, Business Development Manager
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>		
<b>Purpose:</b> To advise the Committee on the latest position with regard to the delivery of the Flexible Workforce Development Fund (FWDF).		
<b>Linked to Strategic Goal:</b> This report and the contents therein are relevant to all five Strategic Goals identified within the College's Strategic Plan 2018-21.		
<b>Linked to Annual Priority:</b> <b>3. Prioritise employer engagement and development of the offer to support the tourism industry and build growth in engineering subjects.</b>		
<b>Executive Summary:</b> Following on from the presentation on the College's Business & Community Development Team given to the Committee at its last meeting, Appendix 1 provides an update on progress regarding the delivery of the 2017-18 FWDF and describes progress, opportunities and issues around the delivery of the 2018-19 Fund.		
<b>Recommendation:</b> It is recommended that the Committee note the contents of the report.		
<b>Previous Committee Recommendation/Approval (if applicable):</b> None		
<b>Equality Impact Assessment:</b> Positive Impact <input type="checkbox"/>		

Negative Impact ☐

No Impact ☒

Evidence:



## **Background**

The Flexible Workforce Development Fund was launched in September 2017. The North East Region (NESCol) was allocated with funding of up to £1.1m on the basis of a believed 1,175 Apprenticeship Levy payers in the Region. This is the third largest allocation across Scotland behind Edinburgh and Glasgow.

By 30<sup>th</sup> June 2018, NESCol had secured applications from employers totalling over £700k (with the late addition of £10k for NESCol following SFC confirmation that Colleges could access the funds).

- BCD secured 'contractual commitment' from 71 employers totalling £646,527 worth of activity.
  - £438,713 will be delivered by NESCol
  - £207,814 has been generated by BCD for delivery by ASET.
- ASET secured a further 8 employer proposals totalling £62,424.

In total, the training which has been secured for NESCol is £708,951 from 79 employers. £448,713 for NESCol delivery and £270,238 for ASET delivery.

It was noted that while some colleges used all of their allocation, these were typically smaller regions with less Levy payers. Glasgow, Edinburgh and to a lesser extent NESCol, had the largest underspends against budgets (but the biggest budgets). No formal publication of these figures has been made.

For 2018/19, the Scottish Government agreed to maintain the fund at 2017/18 levels (£1.1m for the North East Region), but has indicated that where funds appear to be under-utilised by January 2019, they will look to reallocate to areas where there is increased demand. Some regions have already used much of their 2018/19 allocation and are actively seeking additional funds. The onus is therefore on us to ensure that employers submit applications early and we enter into discussion with as many as possible to utilise the full £1.1m.

## Delivery of 2017/18 Programme

The FWDF rules required applications to be contractually committed by 30<sup>th</sup> June 2018 and training to have commenced by 30<sup>th</sup> September 2018.

	Volume	Commentary
Total training requests	353	This figure is the total number of training requests received from 79 proposals. Included within this sum are multiple deliveries for training requests i.e. 1 request could include 3 occurrence of Excel intermediate and/or multiple days for supervisory courses.
Completed	107	Majority of these are taught courses delivered by ASET and NESCol.
Commenced	112	The majority of these are distance learning courses but some ASET courses are also included which have started but are not yet complete.
Scheduled	40	These are courses where dates have been arranged for delivery.
To be arranged	73	These are courses where training has not commenced and has still to be arranged.
No longer proceeding	7	These are training requests dropped by employer due to staff member leaving etc.
Being arranged via ASET	12	These are training remains to be scheduled by ASET.
Expro application not proceeding	2	This is training originally requested but not arranged by Expro in time for the SFC deadline.

Training to be arranged (73)

Vehicle Maintenance	1	
Distance learning courses	22	there are 65 enrolments to be fulfilled from the 22 requests outstanding
IT Courses	17	
Project Management	3	
Worldhost	1	
Abrasive Wheels	7	
Safe Handling of power tools	2	
F-Gas	3	
Welding	3	
Supervisory	13	
British Sign Language	1	

## **2018/19 Programme Delivery**

The NESCol focus has been on completing the training for 2017/18, however we have been receiving applications since 1<sup>st</sup> August 2018 and are now actively marketing this year's fund. There are 3 significant differences to the current fund:

1. The allowance for each Levy paying employer has increased from £10k to £15k.
2. Employers are now permitted to 'offer' their allowance to up to two of their supply chain companies.
3. Employers can include any supply chain staff in their own training programmes.

To date, we have received 9 applications for this year's fund totalling £125,303

We have commenced marketing campaigns through social media and direct communication to those employers submitting applications in 2017/18.

SDS are supporting our activity and actively promoting the funds to their account managed companies.

Employers are allowed under the rules to submit bids until 30<sup>th</sup> July 2019. In the event that SFC decides to re-allocate funding based on activity at January 2019, there is a risk of employer complaint. We should therefore maximise activity in advance of the January deadline and categorise activity as 'in-discussion' in order to minimise the risk.

## **Resources**

Delivery to date has been through a combination of the College's Business and Community Development Team (BCD) staff managing the coordination of NESCol training with teaching staff directly employed and Protocol National (PN), delivering the training. ASET delivers using its existing training model.

The College's Business Development Manager has now delegated a proportion of his non-FWDF workload to other staff. This allows him to focus more on FWDF activity.

In addition, BCD has now received approval to recruit a training coordinator to support the recruitment of employers and delivery of training.

Approval in principle has also now been given for the use of room no G25 (formerly the Boardroom in the City campus) for commercial training along with the adjacent breakout room, office and toilet. This is particularly helpful where rooms have previously been at a premium and delivery has been at times, delayed. The room is also ideally positioned in terms of accessibility, toilet facilities, quality of finish, etc.

Training bottlenecks have gradually been addressed through the recruitment of Associate Trainers and additional PN staff. We have also been able to take advantage of underutilised college staff or granted them additional hours outwith normal teaching times.

Looking forwards, use of existing College staff is at greater risk with the introduction of Collective bargaining where teaching staff are restricted to 23 hours face to face delivery. Planning commercial programmes into the current activity plans will help to address the issue in the medium and longer term, supporting NESCol's Business Development Strategy which encourages greater commercial engagement across College (and not restricted to BCD).

CURRICULUM & QUALITY COMMITTEE	
Meeting of 21 November 2018	
<b>Title:</b> Independent Review of Student Support: 'A New Social Contract for Students'	
<b>Author:</b> Neil Cowie	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b> For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
<b>Purpose:</b> To inform the Committee of the outcome, recommendations and progress of the Scottish Government-initiated Independent Review of Student Support.	
<b>Linked to Strategic Goal:</b> 2. Develop the skills, talents and potential of all of the people who come to college either to learn or to work.	
<b>Linked to Annual Priority:</b> 15. Prioritise programme design and student support interventions to effect significant improvements in early retention for all courses.	
<b>Executive Summary:</b> The Appendix to this report provides Members with some background information pertaining to the Independent Review of Student Support conducted during 2017. The Appendix also provides a summary of the recommendations identified within the final review report; the Scottish Government's response to the recommendations; the possible changes to be implemented with the college sector, including some detail pertaining to the ongoing SFC consultation for implementing proposed changes.	
<b>Recommendation:</b> It is recommended that the Committee note the information provided.	
<b>Previous Committee Recommendation/Approval</b> (if applicable): None	

**Equality Impact Assessment:**

**Positive Impact** ☐

**Negative Impact** ☐

**No Impact** ☐

**Evidence:** As the recommendations identified within 'A New Social Contract for Students' have still to be fully considered and implemented it is difficult, at this time, to gauge fully the likely impact they could have.

## Introduction

1. The [final report](#) of the independent review of student support was published in November 2017. The report, 'A New Social Contract for Students' was published after a year-long review, instigated by the Scottish Government and led by the Independent Chair of the Scottish Student Support Review, Jayne-Anne Gadhia, Chief Executive of Virgin Money UK.
2. The fundamental purpose of the review was to 'consider how to support students fairly, whatever their circumstances and whatever their chosen educational path'.
3. Within the review report a series of recommendations were made. These are documented below in the following section of this report.

## Review recommendations: A summary

- **Fair funding**
  - There should be an entitlement to a Minimum Student Income of £8,100 in both further and higher education;
  - This should be delivered through a mix of bursaries and student loans, with means-testing of bursaries to target support for those from the poorest backgrounds;
  - Student loans should be available in further education;
  - Further education loans should be written off in full for those transitioning from further to higher education;
  - Student loan terms should be enhanced by:
    - Increasing the repayment threshold to £22,000;
    - The write-off period for student loans being shortened from 35 to 30 years;
    - A continuation of low interest rates (lowest of RPI or 1% above Bank of England base rate).
- **Parity**
  - There should be a common funding system across both further and higher education, with local face-to-face support available for students;
  - There should be a common data system and a central budget for student support;
  - Greater flexibility for students should be introduced around when they would receive financial support.
- **Clarity**
  - A single, centralised online portal should be created to provide information to all students;
  - Consistent guidance and communications should be available for prospective students of all ages, parents and carers;
  - There should be local support available to help students navigate the funding system, especially those with more specialist needs;
  - There should be a special support payment for students on benefits in further and higher education, similar to the approach already taken in England, Wales and Northern Ireland.
- **Costs to implement**
  - To support the introduction of student loans in further education, the Scottish Government should provide an equal split of bursaries and

loans for the poorest students in further education. This would provide an immediate and meaningful improvement in funding to students and would cost an additional £16m per year.

### The Scottish Government response to the Review

4. On 9<sup>th</sup> June 2018, the First Minister (Nicola Sturgeon) gave a broad indication of the Scottish Government response to the Review. This was followed up by a statement from the then Minister for Further Education, Higher Education and Science (Shirley-Anne Somerville) to the Parliament on 12<sup>th</sup> June 2018.
5. In these announcements, Ministers indicated a number of changes to be introduced in response to the review recommendations. The [Minister's statement](#) can be viewed on the Scottish Parliament website.
6. The Scottish Government stated that its priority for 2018-19 was to increase the rate of bursary funding for Care Experienced students to £8,100 per year, the Review's recommended minimum student income. £5.2 million was allocated to the Scottish Funding Council (SFC) to introduce this change in 2018-19.
7. [Details](#) of the implementation of the change for 2018-19 were sent to the College sector on 29<sup>th</sup> June 2018.

### Changes to be implemented in 2019-20: A summary

8. The Scottish Government has indicated that, in addition to the £5.2 million for Care Experienced students, a further £16 million (total £21.2 million) will be provided to SFC and SAAS in 2019-20. This funding will be used to implement the following changes to FE student support:
  - a. An increase in maximum FE bursary rate to £4,500 p.a.;
  - b. A guaranteed award of bursary for eligible FE students and a guarantee to bursary, rather than EMA, for eligible students aged 18 and over;
  - c. The development of an online portal to provide students with information, advice and guidance;
  - d. The continuation of the £8,100 rate for Care Experienced students;
  - e. The funding available will also be used to make the following changes to HE student support:
    - i. An increase in maximum HE bursary rate from £1,875 p.a. to £2,000 p.a.;
    - ii. An increase to the income thresholds for HE means testing;
    - iii. Improvements to the conditions for the repayment of student loans.

It is worth noting that as well as the additional £21.2 million SFC and SAAS are being allocated, the way in which changes are implemented will be influenced by SFC's overall budget settlement for 2019-20. At the time of writing this paper this settlement had still to be confirmed.

### SFC consultation

9. The SFC, through its Further Education Student Support Advisory Group (FESSAG), has now entered into a period of consultation on those elements which relate to possible student support changes for FE students. These include:
  - o An increase in **maximum FE bursary rate** i.e. an annual sum of £4,500 per year equating to a weekly maintenance award of £104.65;
  - o Further guidance and clarity on the Ministerial 'commitment' to a



#### **'Bursary Guarantee';**

- o The continuing status of the **Educational Maintenance Allowance (EMA)**;
- o Consideration of SFC not allocating bursary maintenance funding to colleges at the outset of the academic year, but **holding the funds centrally**; funds which could be drawn down by colleges on a month-to-month basis;
- o The development of an **online portal** to provide greater clarity on the funding that students are able to access;
- o The extension of the **Care Experienced bursary** which will be continued into 2019-20. At this stage it is anticipated that both the policy and the rate of Care Experienced Bursary (£8,100 per annum) will be the same as in 2018-19.

#### **Conclusion**

10. It is anticipated that, by the end of this academic year, there will be greater clarity of how the review recommendations shall be implemented for 2019-20 and what impacts there will be for colleges and their students, existing and prospective. Further updates will be provided to Members of the Curriculum & Quality Committee as information becomes available.