NOTICE OF MEETING

There will be a meeting of the Learning & Teaching and Student Services Committee on Tuesday 24 January 2017 at 1430 hours in G10, Aberdeen City Campus.

MEMBERS OF THE BOARD OF MANAGEMENT
Ms. S Cormack
Mr. D Duthie
Mr. J Gall
Prof. J Harper
Ms. S Masson
Mr. R McGregor
Ms. L McIntyre
Mr. D Russell
Ms. A Simpson (Chair)
Ms. K Wetherall

IN ATTENDANCE
Mr. N Cowie, Vice Principal Business Services
Mr. J Davidson, Vice Principal Learning & Quality
Ms. E Hart, Vice Principal Human Resources
Ms. P May, Secretary to the Board of Management
Ms. C Mackie, Minute Secretary
Agenda
Meeting of 24 January 2017

1. Apologies for Absence

2. Minute of Previous Meeting
   2.1. Meeting of 15 November 2016 (paper enclosed)

3. Matters Arising from the Minute of the Previous Meeting (paper enclosed)

4. Report by the Principal (paper enclosed)

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

6. Matters for Discussion
   6.2. Student Activity and Retention AY2016-17 (paper enclosed)
   6.3. Enrolment Data by Age and Gender AY2015-16 (paper enclosed)

7. Papers for Information
   7.1. Key Quality Performance Indicators (paper enclosed)
   7.2. Student Support Funds (paper enclosed)
   7.3. Students’ Association Joint Review Group Update (oral update)
   7.4. Students’ Association – Learner Engagement Initiatives (paper enclosed)

8. Summation of Business and Date and Time of Next Meeting
Draft Minute of Meeting of 15 November 2016

The meeting commenced at 1400 hours.

PRESENT – S Cormack, D Duthie, J Gall, J Harper, S Masson, R McGregor, D Russell, A Simpson (Chair), R Wallen, K Wetherall
IN ATTENDANCE – K Milroy, N Cowie, J Davidson, E Hart, P May, P Kesson
OBSERVER – J Kirkwood

Prior to the business of the meeting the Chair and Committee thanked both the Principal and Mrs Kesson for their work over the years in relation to the Committee and wished them both well for the future.

Mr Wallen was also congratulated on his recent award of a Fellowship from the Scottish Qualifications Authority (SQA).

1. Apologies for Absence
There were no apologies for absence.

2. Minute of previous Meeting
The Minute of Meeting held on 13 September 2016 was approved.

3. Matters arising from previous Meeting
The Committee noted a report providing information on matters arising from the meeting held on 13 September 2016.

4. Report by the Principal
The Committee noted a report providing information on: Care Experienced Student Awards; Foundation Apprenticeships ‘Lunch and Learn’ event; Visit of Red Note Ensemble; Student Success; Scottish Institute for Enterprise (SIE); ESOL at Ellon Learning Centre; Learning Opportunities Fund-raising; and Social Sciences Student Projects.

5. Matter for Decision
5.1 Social Media Policy
The Committee considered the College’s Social Media Policy.

Members noted the minor amendments which had been made to the Policy since it was first approved in 2014.

The Committee approved the College’s Social Media Policy subject to the inclusion of a statement to clarify that the Policy is for staff (including Protocol staff), but not for students. It was noted that other College policies on this matter exist in relation to students, and that a shorter quick guide was also available for staff.
6. Matters for Discussion

6.1 Full-time Student Applications and Enrolments 2016-17 Update
The Committee considered a paper providing information on the level of full-time student applications and enrolments for the academic year 2016-17.

Members noted that the College has started recruiting for full-time courses in academic year 2017-18.

It was agreed that it would be beneficial to explore and gain a better understanding of application conversion rates, unmet demand and students placed on second choice courses.

Members were informed that the Head of Organisational Services would be undertaking a review of the applications process in relation to access and inclusion and the results of this review would be available in Spring 2017.

6.2 Quality Assurance Arrangements for North East Scotland College
The Committee considered and noted a paper providing an update on the College’s quality assurance arrangements.

Information was provided on the work undertaken by the Quality Improvement and Assurance Committee (QIAC); Outcomes of Quality Improvement and Assurance Arrangements; and College Quality Arrangements from AY2016-17.

6.3 Equality Outcomes
The Committee considered a paper providing an update on progress with the College’s Equality Outcomes Action Plan 2015-17.

Members noted that excellent progress was being made in progressing actions and outcomes.

It was noted that Ms Bell, the Board’s newly appointed Equality and Diversity Champion will be attending relevant meetings of the Equality and Diversity Strategy Group and will participate in discussions regarding the setting of new outcomes.

6.4 Student Support Funds
The Committee considered a paper providing information on amounts allocated for various support funds as well as the comparative spend on student support funds for AY2016-17 and AY2015-16.

Information was provided on the range of Student Support Funds available: Student Support Fund Allocations for AY2015-16 and AY2016-17; Bursary Fund Allocations for AY2016-17; Discretionary and Childcare Funds; Busy Bs Nursery at Fraserburgh Campus; and Disbursement of Funds in AY2016-17.

Members noted that the student retention rate has risen and the College will be faced with challenges if the Scottish Funding Council does not provide additional funding.

It was agreed that the College should approach the two local authorities to discuss any underspend of Scottish Government childcare funding allocations. It was also agreed that it would be useful to maintain an ongoing dialogue with the DWP.

6.5 Students’ Association Joint Review Group
Ms Simpson summarised the membership of the Students’ Association Joint Review Group. The Committee were advised that the Group had held one meeting to date, with the next meeting scheduled for January 2017. Ms Simpson informed Members that as part of its work, the Group would be considering the recent NUS Scotland Review of the Association and information on Association models across Scotland.
6.6 Future Reports from the Students’ Association
The President and Depute President of the Students’ Association provided an oral update on recent activities with the Association including training provided to class representatives; peer led reviews; elections; and forthcoming events.

Ms Wetherall commented that the focus for the Association was currently on peer led reviews, noting that the number planned to be undertaken this year has significantly increased in comparison to the number undertaken during the previous year.

Mr McGregor offered to assist the Association with on-line training for class representatives who are unable to attend face-to-face training sessions.

Ms Simpson advised of recent discussions held regarding the provision of written reports by the Students’ Association. Members were informed that it had been agreed that going forward the Association would not provide written reports unless there were any matters of a strategic nature.

Mr Duthie commented that he would prefer to continue to receive written reports. A discussion followed and it was also agreed that periodic reports developed from discussions and activities regarding the self-evaluation of the Association should be considered by the Committee.

7. Papers for Information
7.1 Student Survey – First Impressions
The Committee noted a report of the results of the Student Satisfaction Survey – First Impressions, which was carried out at the start of academic year 2016-17.

Members noted that it was pleasing to see that satisfaction levels amongst students remained high. Mr Davidson advised that a detailed breakdown of the Survey was currently in progress.

Members were informed that a review to investigate low satisfaction rates to the question relating to the College wifi network would be carried out in relevant curriculum areas and that required actions would subsequently be implemented.

7.2 Key Quality Performance Indicators
The Committee noted a report providing information on key performance indicators relating to the quality date to date in academic year 2016-17.

Information was provided on Lesson Observation; External Verification Visits; Student Engagement; Complaints; and Compliments and Thanks.

Members commented that the additional analysis of complaints was very helpful and it was agreed that a breakdown would again be provided later in the academic year.

8. Summation of Business and date and time of next Meeting
The Secretary gave a summation of the business conducted. The next meeting of the Learning & Teaching and Student Services Committee is scheduled to take place on Tuesday 24 January 2016.

The meeting concluded at 1520 hours.
Matters Arising from the Minute of the Previous Meeting

1 Introduction
1.1 This paper is to update the Committee on matters arising from the minute of the meeting of 15 November.

2 Matters Arising
2.1 The following provides an update on matters discussed at the last meeting of the Committee:

5.1 Social Media Policy
The Social Media Policy has been amended as agreed at the last meeting of the Committee. The Policy is now explicitly clear that it applies to staff and also advises that a separate policy and guide exists for students.

6.2 Quality Assurance Arrangements for North East Scotland College
The new arrangements for quality assurance across the College sector in Scotland were published on 20 December 2016. The following two key documents are available online:

Arrangements for assuring and improving the quality of provision and services in Scotland’s colleges:
http://www.sfc.ac.uk/web/FILES/ReportsandPublications/SFC_Education_Scotland_ Quality_Arrangements_in_colleges.pdf

How good is our college:
https://education.gov.scot/improvement/Pages/frwk18-hgiocollege.aspx

Margaret Rose Livingstone, the College’s HMI, will attend the Board of Management Meeting scheduled for February 2017 to provide Board Members with a presentation on the new arrangements.

6.5 Students’ Association Joint Review Group
The second meeting of the Group was held on 10 January 2017. An oral update on the business of the meeting will be provided under Agenda Item 7.3.

7.1 Student Survey – First Impression:
At the last meeting it was reported that a review to investigate low satisfaction rates to the question relating to the College wifi network would be carried out in relevant curriculum areas.

Ten separate focus groups comprising students representing all Schools and Campuses have been facilitated. The following summaries issues raised by the groups:

1. The need to set up devices to work on the College network was not communicated effectively
2. The initial set-up/connection process is too complicated for most students to undertake independently
3. Even when set up correctly the web filter and firewall solution can still cause issues
4. Resetting Passwords can result in the whole wifi connection having to be redone
5. Many mobile aps do not work on the College Network, even when the device is set up correctly
6. Fraserburgh students do not have as good a wifi experience as those students at other campuses
7. There are network “black spots” at Aberdeen City Campus.

At the time of writing, a report on the findings, which also proposes nine key actions has been prepared for consideration by the Senior Management Team.

In addition, the College’s Head of IT and Technical Services has advised that work to help resolve some of the issues is already underway, including discussions with the College’s network partner, and work to improve the access to mobile aps and the wifi network.

3 Recommendation
3.1 It is recommended that the Committee note the contents of this paper.
Report by the Principal

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

2. **College Quality Arrangements**
   2.1. The Scottish Funding Council [SFC] with Education Scotland [ES] is introducing new arrangements for assuring and improving the quality of provision delivered by Scotland’s colleges in academic year 2016-17.

   2.2. The new arrangements were finalised in December 2016 and the aim is to integrate the new requirements through developing regional approaches with the ownership and responsibility for evaluation and planning for improvement passed to colleges. The College is well placed to deliver the arrangements given the successful outcome of the Action Learning Project. A pre-analysis meeting is planned for 31 January 2017.

3. **Further and Higher Engagement in the Senior Phase of Curriculum for Excellence**
   3.1. Within the region, North East Scotland College, University of Aberdeen, and Robert Gordon University have developed strong partnerships with local authorities to the benefit of young people who can access additional learning opportunities whilst still at school. A Concept Paper was presented to the Committee in May 2016 outlining whether there should be a review of how learning at SCQF Level 7 is delivered.

   3.2. At the time of writing, a meeting is planned for 19 January 2017 between the three institutions to discuss whether a North East Academy/joint regional approach is worth exploring without losing the very successful HE provision offered at the College or strong articulation links that currently exist.

4. **Foundation Apprenticeships**
   4.1. The College has been successful in its bid to deliver Foundation Apprenticeships in the period 2017-19. The frameworks are Business Skills, ICT, Engineering, Health & Care, Children & Young People and two new frameworks in Laboratory Skills and Digital Media.

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

Liz McIntyre
Principal
Course Fee Policy

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

2. **Background**
   2.1. The existing Course Fee Policy was approved by the Learning & Teaching and Student Services Committee in January 2016 and is subject to annual review.

   2.2. The changes to the Policy last year have helped clarify, improve and consolidate processes pertaining to course fees. However, after recent review and evaluation some minor changes have been made to the draft Policy in order to enhance the Policy, processes and information pertaining to course fees. These are noted below.

3. **Changes to the Course Fee Policy**
   3.1. An additional paragraph (para 3.2 in the draft Policy) has been added to clarify that where a student is withdrawn from a course, and ceases to attend classes on or before specific dates, then a pro-rata charge for course fees will be made.

   3.2. A closing date for refund requests has been added to the Policy. i.e. the end of the Academic Year in which the related course has been undertaken (para 12.1).

   3.3. Additional roles have been added to the final section of the Policy in order to provide further clarification on those responsible for its implementation.

4. **Recommendation**
   4.1. It is recommended that the Committee considers and approves the College’s Course Fee Policy, if so minded.

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**Liz McIntyre**
Principal

**Neil Cowie**
Vice Principal – Business Services
Ref: FA1.1

Course Fee Policy

Review Date: January 2018

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1.0 Introduction

1.1. This document sets out the Board of Management's policy on course fees. It does not apply to provision of ASET, the College's training company which is subject to separate arrangements.

1.2. Where the policy refers to individuals entering into a contract with the College it is understood where an employer or sponsor undertakes the responsibility for the fee the contractual responsibility relating to the fee equally applies.

2.0 Course Fee Structure

2.1. The course fee is a single payment which is normally the full price of the course. The course fee (if chargeable) will be paid on booking, or prior to enrolment. Some courses involve other payments in excess of the course fee for example students who have the option of entering for an additional external examination, or on occasion for course materials.

2.2. The course fee typically comprises fees for tuition, assessment/examination, registration, remediation, re-assessment and in most, but not all courses, course materials. For some courses, students are required to bring their own materials.

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

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

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

3.2. The course fees are paid by SFC (for non-advanced students) subject to the student physically attending a class after 1 November; and paid by SAAS (for advanced students) subject to the student physically attending a class after 1 December. If the student is withdrawn from the course and ceases to attend classes on or before these relevant dates then the College will charge a pro-rata amount of the course fee to the student.
3.3. In the case of other students entitled to pay the “home” fee (i.e. who fulfil residential and other requirements) but not entitled to have the fee paid on their behalf, the College adopts the same fee rate as paid by the agencies.

4.0 Full-Time Course Fees (Overseas Students)

4.1. The Board of Management will consider any guidance from the SFC in setting fee rates to be charged to overseas students.

5.0 Full Time Course Fees (Rest of the UK (RUK) Students)

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

6.0 Fees for Part-time Courses

6.1. Each year the Board shall establish base tuition fee rates for vocational and non-vocational provision which is within the level of activity funded by SFC, and also for non-commercial activity not funded by SFC.

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

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

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

7.0 Employer Related Fees

7.1. The Board of Management sets fees, on an annual basis, for employer related activity. However, College Senior Management may have the discretion to vary the fees to employers as the volume of proposed activity or commercial pressures dictate.

8.0 Provision for School Pupils

8.1. Within the funding limits set by the Scottish Funding Council groups of pupils from schools will have course fees waived in the following circumstances:

8.1.1 pupils from a school taught in College for part of their programme on a regular basis (e.g. on a school-link programme), within the parameters of the agreement in place at the time with the Local Authority
8.1.2 pupils taught by a College member of staff delivering a College course in a school; and in accordance with and within the parameters detailed within the agreement in place at the time with the Local Authority

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

8.1.4 pupils undertaking an open learning course

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

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

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

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

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

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

8.5 The College does not normally accept applications from individuals aged under-16 for any activity out with the agreed School / College Link programme.

9.0 Provision for College Students

9.1. Subject to approval by the relevant Director of Curriculum where full-time students of the College undertake additional part-time, twilight, evening or distance learning courses as an integral or pre-planned part of the mainstream programme agreed by the College, no additional fee will be charged. However, if a full-time
student undertakes an additional non full time course because of personal preference, the student will normally be required to pay the relevant fee for the course. In specific curriculum areas and subject to the approval of the relevant Director of Curriculum, however, the fee may be waived, and credits only claimed.

9.2 Subject to the approval of the relevant Director of Curriculum in the case of students whose native language is not English and who have achieved the required IELTS level for the course but who still require some language support to assist them with academic discourse in order to be successful in their Programme of Study, an element of language support may be provided without additional fee (although the student may require to complete additional enrolment documentation). This additional support will not take the form of an entire language programme but will be targeted support for identified areas of difficulty which may be provided through open or online learning, through attending drop-in sessions or on occasions through attending a timetabled class arranged to meet this need.

10.0 Remission of Fees

10.1 Entitlement to remission of fees is governed by the SFC Fee Waiver and Grant Policy and reference should be made to that where feasible in considering fee remission.

10.2 The Principal has discretion to designate certain dedicated programmes aimed at hard-to-reach categories of students, as fee exempt.

10.3 Fee waiver normally covers tuition, registration, examination/assessment and course materials, however where the cost of delivery outweighs the income expected from fee waiver then the Principal has the right not to offer fee remission for these courses.

10.4 A limit be imposed on the amount of provision on which an individual is entitled to fee waiver in any one Academic Year. This limit will reflect the grant-in-aid funding rules set by SFC and reference should be made to those in operation at the time of considering fee waiver.

10.5 Where a course is run exclusively for those with a recognized learning difficulty (Dominant Programme Group 18 courses), and into which additional support is integrated, all the participants are normally entitled to fee remission without the need for any evidence (apart from the existence of an Individual Learning and Support Plan). However, where a sponsoring group routinely receives or has acquired funds for the purpose of payment for
training, a fee may be levied, especially where the cost of making the provision exceeds the income that will be generated.

11.0 Refund of Course Fees

11.1 In booking onto a College course, an individual enters into a contract. On the College’s side, the contractual obligation is to provide the training as described – with the overriding caveat that this is subject to availability of resources and acceptable student numbers. On the individual’s side, booking onto a course, or accepting a place on a full-time course, is making a commitment to undertake the education or training programme.

11.2 Any individual booking onto a College course in effect reserves a place. This may, in the situation of restricted numbers result in a place being denied to another. If the individual subsequently does not enroll on the course then this will lead to a reduction in income.

11.3 As such, the College will not normally automatically refund a fee paid where the reason is a change of mind of the individual who has accepted/booked a place.

11.4 For the purposes of fee refunds, the College does not differentiate between students on the basis of national origin and does not automatically differentiate between those from the European Union (or European Economic Area) and those from other locations. However, the College is bound to recognise the public policy issues relating to the issue of visas to individuals for the sole purpose of studying in the UK and, where relevant, this recognition is reflected in the specific circumstances of refunds.

11.5 In circumstances where a refund of course fees is to be made in respect of a student, unless authorised otherwise, the College will normally pay the refund directly to the entity or individual who made the payment of the fee to the College.

12.0 Circumstances of Refunds

12.1 All requests for a refund must be received by the end of the Academic Year in which the relevant course of study has been undertaken.

12.2 Refunds because of cancellation of a course by the College

12.2.1 Where the College decides to cancel a course, fees paid for the course will be refunded automatically and in their entirety.
12.2.2 Where the College cancels a course which is a mandatory component of a Group Award and no alternative is provided by the College thereby preventing the student achieving the Group Award the College will refund the fees for the other elements of the Group Award where the student has already booked and paid the fee and has elected not to undertake these elements of the course.

12.3 Refunds because of other circumstances

12.3.1 For all cases, except where payment of the fee was part of a process that enabled the student to gain entry to the UK for the purpose of study – for which see paragraph 12.3.2 or the course is a distance learning provision – for which see paragraph 12.3.3

a) Up to fourteen calendar days before the commencement of the course the fee paid will be refunded in its entirety on request to the College by submission of form Student Refund Request Form RR2, enclosing proof of payment with supporting written evidence where appropriate.

b) If the refund request is received less than fourteen days before the commencement of the course, up to 25% through the course, or 1 November in the case of a fulltime FE course, or 1 December in the case of a fulltime HNC or HND, the refund of the fee will be reduced proportionately subject to a minimum of 10% of the fee being retained.

c) This is only available for the following circumstances

- The individual was unable to attend because of medically certificated illness

- The individual had to move away from the area to a distance which made the completion of the course impossible (e.g. because of job relocation)

- The individual was unable to commence or complete attendance at College because of legal constraints, for example inability to obtain/maintain/renew a visa; imprisonment; requirement to undertake jury or military service.

d) For reasons other than those stated above, no refund will be made other than in exceptional circumstances and at the discretion of the Vice Principal, Business Services on the basis of supporting written evidence supplied by the Student.
12.3.2 Where payment of the fee was part of a process to gain entry to the UK for the purpose of study refunds will only be considered in following circumstances

- The individual was required to remain in or return to her/his country of origin because of medically certificated illness

- The individual had to move away from the UK making completion of the course impossible (eg because of job or partner/spouse’s relocation)

- The individual was able to commence or complete attendance at College because of legal constraints, for example inability to obtain/maintain/renew a visa: imprisonment; requirement to undertake jury or military service

a) Up to fourteen days before commencement of the course the fee will be refunded in its entirely on request by submitting form RR2.

b) Less than fourteen days before the commencement of the course, up to 25% through the course, or 1 November in the case of a fulltime FE course, or 1 December in the case of a fulltime HNC or HND, the refund of the fee will be reduced proportionately subject to a minimum of 10% of the fee being retained.

12.3.3 To suit the circumstances of distance learning provision, the following arrangements have been adopted:

a) Up to the point at which the process of appointing a tutor is completed the fee will be refunded in its entirety on request to the College by submission of Form RR2 (Student Refund Request Form) enclosing Proof of Payment with supporting written evidence where appropriate, conditional on any materials already supplied being returned in their entirety and in an unused condition.

b) Once the process of appointing a tutor is complete, a percentage of the course fee proportional to the amount of the course not completed at the time of the claim for refund, subject to a limit of 90% of the course fee, will be refunded in the following circumstances:

- the individual was unable to undertake the course because of medically certificated illness which prevented study
- the individual was unable to undertake study because of legal constraints.
For reasons other than those stated above, no refund will be made other than in exceptional circumstances and at the discretion of the Vice Principal – Business Services on the basis of supporting written evidence supplied by the student.

### 13.0 Appeals Process

An appeal may be made to the Principal in writing within 10 days of the refund decision being made. All appeals must include supporting written evidence supplied by the student.

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**Status:** Draft for consideration  
**Approved By:** Learning and Teaching and Student Services Committee  
**Date of Version:** January 2017  
**Responsibility for Policy:** Vice Principal, Business Services  
**Responsibility for Implementation:** Vice Principal, Business Services, Head of Organisational Services, Student Information and Funding Manager, Administration and Examinations Manager, Credit Control Manager, Directors of Curriculum, Information and Advice Manager, Assistant Accountant  
**Responsibility for Review:** Head of Organisational Services  
**Review Date:** January 2017  
**EIA Date:** January 2017
Equality Impact Assessment (EIA) Form

Part 1. Background Information. (Please enter relevant information as specified.)

<table>
<thead>
<tr>
<th>Title of Policy or Procedure. Details of Relevant Practice:</th>
<th>Course Fee Policy FA1.1</th>
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<tbody>
<tr>
<td>Person(s) Responsible.</td>
<td>Vice Principal – Business Services</td>
</tr>
<tr>
<td>Date of Assessment:</td>
<td>12 December 2016</td>
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<tr>
<td>What are the aims of the policy, procedure or practice being considered?</td>
<td>The aim of the policy is to set out where course fees apply, where a refund is applicable and where fee waiver can be applied for.</td>
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<tr>
<td>Who will this policy, procedure or practice impact upon?</td>
<td>This will impact on applicants, students, employers, sponsors and schools.</td>
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Part 2. Public Sector Equality Duty comparison (Consider the proposed action against each element of the PSED and describe potential impact, which may be positive, neutral or negative. Provide details of evidence.)

<table>
<thead>
<tr>
<th>Need</th>
<th>Impact</th>
<th>Evidence</th>
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<tr>
<td>• Eliminating unlawful discrimination, harassment and victimisation.</td>
<td>Negative Course fees are applied in accordance with SFC national policy and Government policy. This means that students who do not meet the residency requirements will pay a higher rate of fee compared to those who do. Refer to SFC Guidance</td>
<td>SFC and Government Guidance documents and National Policies.</td>
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<tr>
<th>Need</th>
<th>Impact</th>
<th>Evidence</th>
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<tr>
<td>• Advancing Equality of Opportunity</td>
<td>Negative Course fees are applied in accordance with SFC national policy. This means that students who do not meet the residency requirements will pay a higher rate of fee compared to those who do.</td>
<td>SFC and Government Guidance documents and National Policies Student Services application assessments.</td>
</tr>
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</table>
• Promoting Good relations

Positive

Course fee refunds are considered where a student has to leave a course due to medical reasons. Course fee refunds are also considered where a student resident outwith Scotland has to leave the area, or is no longer able to remain in the area due to legal restrictions.

RR2s.

Part 3. Action & Outcome (Following initial assessment, describe any action that will be taken to address impact detected)

No action taken as negative impacts attributable to SFC National Policy and Government policy.

Sign-off, authorisation and publishing *

<table>
<thead>
<tr>
<th>Name:</th>
<th>Linda Taylor</th>
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<tbody>
<tr>
<td>Position:</td>
<td>Head of Organisational Services</td>
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<tr>
<td>Date:</td>
<td>12 December 2016</td>
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*Please note that an electronic sign-off is sufficient
Learning & Teaching and Student Services Committee
Meeting of 24 January 2017
Agenda Item 6.1

Report on the Work of the Academic Board and its Sub-committees

1. Introduction
   1.1. The purpose of this report is to provide the Committee with information on progress with the work of the Academic Board of North East Scotland College.

2. The Academic Board of North East Scotland College
   2.1. The first meeting of The Academic Board for Academic Year 2016-17 was held on 10 November 2016 at the Aberdeen City Campus.

   2.2. Subsequent meetings for academic year 2016-17 are scheduled for 9 March 2017 and 15 June 2017.

   2.3. The reports from each of the four Sub-committees were discussed, the progress of each was monitored and actions agreed in relation to their work.

3. Summary of the Work of the Sub-committees
   3.1. The following Sub-committees report to the Academic Board:

   • Learning and Teaching Development Committee
   • Quality Improvement and Assurance Committee
   • Curriculum Approval Panel
   • Inclusiveness Committee.

4. The Learning and Teaching Development Committee
   4.1. The Learning and Teaching Development Committee brings together the priority areas for learning and teaching and curriculum management, including:

   • Enterprise and employability skills development
   • School/College Links, with the emphasis currently on Developing Scotland’s Young Workforce
   • University Articulation Links and key partnerships with Universities
   • Core and Essential Skills development
   • ICT in the Curriculum
   • Good and Innovative Practice in learning and teaching
   • Contribution of the Students’ Association to the development of learning and teaching.

   4.2 The Academic Board noted the work of the Schools Liaison Team and it was noted that for academic year 2016-17 a total of 1,375 places were offered on 75 courses. Over 1,300 online applications were processed with 1,350 places offered, including pupils on supported learning courses.

   4.3. It was reported to the Learning and Teaching Development Committee that a series of meetings with consortia groups from both City and Shire schools have been taking place to commence negotiations relating to the 2017-18 School Links curriculum. The aim of these meetings will be to provide a curriculum more suited to local needs and employment progression routes.

   4.4. It was also reported that three groups of Foundation Apprentices have started their programmes. The current Foundation Apprenticeships running are Mechanical Engineering; Health and Social Care; and Children and Young People.
4.5. Learning Technologist reports were provided at the Learning and Teaching Development Committee meeting which highlighted just over 4,000 students are now involved in the Bring Your Own Device (BYOD) initiative with 72% of BYOD students successfully completing their course. Feedback from students was very positive.

4.6. A series of Good Practice Dissemination Events, chaired by the Vice Principal Learning & Quality, are held throughout the year. Approaches to the dissemination of Good Practice in the curriculum across all College campuses are shared at these events.

4.6.1. The recent Internal Audit Quality Report had identified a number of good practices and these will be disseminated to staff through various good practice forums and information sharing formats.

4.6.2. The first Curriculum and Quality Managers’ Good Practice event for AY2016-17 was held on 07 December where the agenda focussed on the new arrangements for assuring and improving the quality of provision and services in Scotland’s colleges. A further event is scheduled for April 2017.

4.6.3. A Good Practice Dissemination Event for Faculty Managers was held on 11 January 2017, with a further event scheduled for May 2017.

4.6.4. Good Practice Events with staff and students are held across all College campuses throughout the academic year. A staff training event during the College’s Resulting Week is planned.

4.6.5. A Students’ Good Practice Forum operates throughout the year. Meetings will be held in Fraserburgh, Altens and Aberdeen City Campuses during 2016-17.

4.7. Reports were provided on University Articulation. It was noted that 35 HNC/D programmes will articulate to 166 degree programmes in 2017-18. There was a total of 452 students who had articulated to university programmes including the new BA Hons, in Popular Music Performance and the Bsc Hons, in Audio Engineering which is being delivered in partnership with Perth UHI.

4.8. A further 88 students enrolled onto Open University degree programmes.

4.9. The Students’ Association President provided the Learning and Teaching Development Committee with an update on the work of the Association. The Committee were advised that a Learner Engagement Group had been set up to promote a closer working relationship between the Students’ Association and the College. It was noted that the peer-led reviews for Block 1 were underway.

5. The Quality Improvement and Assurance Committee

5.1. The Academic Board was advised of the progress of the Quality Improvement and Assurance Committee.

5.2. It was reported that the Committee’s approaches to maintaining student retention, learner engagement and equality and diversity were all in place for academic year 2016-17 and these will continue to be reported to the Committee monthly.

5.3. It was reported that the final Action Learning Project Report for 2015-16 had been considered and approved by the Board of Management at its Planning Event in November 2016. The Arrangements for assuring and improving the quality of provision and services in Scotland’s colleges will be the focus for the remainder of academic year 2016-17.
6. The Curriculum Approval Panel
   6.1. The Academic Board noted the work of the Curriculum Approval Panel and that the College is following correct procedures/processes to fully comply with Awarding Body requirements.

   6.2. The Academic Board acknowledged the number of approvals that had taken place to date and to the academic teams for evaluating the provision of accommodation, equipment, ICT systems and staffing as well as industry input when proposing any new awards.

7. Inclusiveness Committee
   7.1. The Academic Board were advised that cross-campus support work was carried out by the Information and Advice team including 96 Funding Summer Workshops to support pre-entry guidance and 2,900 international student assessments. In addition, the board were advised that the Learning Development Team had set up regular meetings with Guidance Tutors to monitor attendance and progress of Care Experienced students.

   7.2. It was reported that a meeting took place at the University of Aberdeen attended by relevant staff together with the Presidents/Vice Presidents of NESCol, Aberdeen University and RGU Students’ Associations to raise awareness of the issues/barriers to college/university for care experienced students which may impact on their education and learning experience.

   7.3. The Board were advised that all College staff have been briefed on the Corporate Parenting Action Plan and training is now incorporated into the induction process for new staff. It was also noted that a new corporate parenting area has been set up on AbNet.

   7.4. It was reported that Induction Support including over 100 hours of drop-in workshops cross-campus had been offered to students and that 531 appointment slots had been provided.

8 Recommendation
   8.1. It is recommended that the Committee note the contents of this paper in relation to the work of the Academic Board.

   8.2. The Committee is asked to note the minor amendment to the Inclusiveness and Guidance Committee which is now the Inclusiveness Committee as detailed in Appendix 1.
The Academic Board of North East Scotland College
and its Sub-committees

**Academic Board**

**Purpose**
The Academic Board of North East Scotland College will be:

“to provide strategic direction on matters relating to the academic activities of the College”.

**Membership**
The membership of the Board will include people with specific cross-College roles relating to the delivery of the curriculum and related services (who are ‘ex officio’ members of the committee by virtue of their posts) together with elected representatives.

**Membership of Academic Board**
Vice Principal Learning and Quality (Chair)
Vice Principal Business Services
Senior staff from the following areas:-
Learning Resources
Planning
Quality
Business and Community Development
Student Services
Student representative nominated by the Students ‘Association Committee.

**Elected Members**
Elected members of the Board:

- 2 representatives from each teaching school
- 3 managers responsible for the academic activities of the College.

**Meetings**
The Academic Board will meet 3 times per year in November, March and June.

**Records**
The records of the meetings of the Academic Board will be submitted to the Principal and members of Senior Management Team. The records will be made available on the College intranet.
Sub-committees of The Academic Board

The Academic Board of North East Scotland College is supported by four Sub-committees with specific remits.

The Sub-committees would report directly to the full Academic Board which will also from time to time consider specific reports on a range of issues such as curriculum development and the College calendar and timetable.

The following applies to all 4 Sub-committees:

- **Quorum**
  The Sub-committee operates with a 40 percent quorum.

- **Papers**
  The notice of meeting and agenda will be distributed to members of the sub-committee not less than five working days before the meeting.

  A full report on the work of each Sub-committee will be submitted to each meeting of the Academic Board.

- **Records**
  Records of Sub-committee meetings will be distributed to all members.

- **Sub Committees**
  The proposed Sub-committees are as follows:

  1. Learning and Teaching Development Committee
  2. Quality Improvement and Assurance Committee
  3. Curriculum Approval Panel
  4. Inclusiveness Committee.
1. Learning and Teaching Development Committee

Rationale
The aim of the Learning and Teaching Development Committee is to bring together a range of groups responsible for key aspects of learning and teaching and curriculum management, including Schools/College Links, Articulation and Progression, Curriculum for Excellence, Essential Skills, Employability and Good Practice Dissemination.

Purpose
The Learning and Teaching Development Committee will be responsible for ensuring that all students across the College experience learning and teaching of the highest quality.

This group will oversee developments in the delivery of the curriculum to effect continuous quality improvement, taking full account of government policy and pedagogical innovation including:

- Dissemination of good practice
- Essential Skills Development
- Curriculum for Excellence
- IT in the Curriculum
- Employability skills
- Schools/College links
- Articulation and progression
- Other current policies and priorities affecting the curriculum, as required.

Membership
Vice Principal Learning and Quality (Chair)
Vice Principal Business Services
Head of Student Services
Head of Planning and Corporate Governance*
Quality Compliance Manager
3 Directors responsible for learning and teaching
Curriculum & Quality Manager responsible for Essential Skills.

Elected Members *
- One Faculty Manager (or equivalent) from each teaching School
- One Curriculum & Quality Manager (or equivalent) from each teaching School
- Staff member responsible for Learning Resources
- Staff member responsible for Articulation Links
- Staff member responsible for Schools/College Links
- Staff member representing Lecturing staff
- Representative of the Students' Association.

* Attendance being dependent on agenda of each meeting

Meetings
The Learning and Teaching Development Sub-committee of the Academic Board will meet 3 times a year in October, February and May.
2. **Quality Improvement and Assurance Committee**

**Background**
Following changes to the Quality Processes and embedding Quality into both Academic and Support teams, a review of the work of the Quality Assurance Sub Committee (QIAC) was carried out by the Vice Principal (Learning & Quality) at the start of AY2015-16.

**Purpose**
The Quality Improvement and Assurance Committee is responsible for the annual review of all College provision and key aspects of quality assurance of College programmes and the services that support them.

Each College curriculum team and each support team must carry out a rigorous and full self-evaluation of each Programme and function each year.

For curriculum teams this process involves detailed analysis of each course using a range of performance criteria and other key information.

The QIAC will ensure that this process is complete and accurate and that robust action plans with deadline dates for completion are in place and being closely monitored.

Courses which are considered not fit for purpose may need to be redesigned or have delivery arrangements altered. Courses may be deleted on the advice of the QIAC.

An integral part of the work of the Committee is also to identify good and innovative practice in relation to course delivery, support services or the quality and effectiveness of the self-evaluation reports and to disseminate this widely across the College.

**Membership**
Vice Principal Learning and Quality (Chair)
Vice Principal Business Services
Head of Planning and Corporate Governance
Quality Compliance Manager
3 x Senior Lecturers (Quality Development)
Senior Lecturer (Quality Improvement)
3 x Directors of Curriculum
Faculty Manager representing the Schools
Business and Community Development Manager
Head of Learning Resources
Head of IT and Technical Services
Head of Student Services
Human Resources Manager (Organisational Development)
Head of Organisational Services
Students Association representative

**Meetings**
As required to fulfil the functions of the Committee.
3. **Curriculum Approval Panel**

**Purpose**
The Curriculum Approval Panel (CAP) is responsible for considering and approving or otherwise all new course approvals and amendments to existing approved programmes.

All full-time and many part-time programmes must be sanctioned by the CAP before they can be developed and offered by the College.

In each case the appropriate Faculty Manager or Curriculum & Quality Manager has to provide the rationale for the programme and demonstrate that it is financially viable and that it can be developed and delivered to a high quality standard. Input from industry and evidence to support this involvement must also be incorporated in any submissions.

**Membership**
Chair – Quality Compliance Manager
Vice Principal Learning and Quality
Vice Principal Business Services
Head of Student Services
Senior member of staff responsible for Quality
Curriculum and Quality Manager responsible for Essential and Core Skills
Member of staff responsible for University Links.

**Elected Members**
4 Curriculum & Quality Managers (or equivalent) and 2 attending as observers.

**Meetings**
As required to fulfil the functions of the Committee.
4. **Inclusiveness Committee**

**Purpose**
The Inclusiveness Committee monitors the arrangements in place to meet the needs of the student body. It also identifies areas for improvement and disseminates good practice approaches to inclusiveness.

The committee will identify and develop inclusive practices across the College that foster wider access and participation of learners to include:

- Access to College provision (to include internal progression)
- External progression from College
- Relevant partnership links
- Support for learning
- Issues related to physical access, accommodation, facilities and resources
- Implementation of the College’s arrangements for guidance and advice
- Ensuring the College responsibilities in supporting the delivery of Corporate Parenting are carried out and creating an inclusiveness and supportive environment.

**Membership**
Vice Principal Learning and Quality (Chair)
Head of Student Services
1 x Director of Curriculum
2 x Faculty Manager
2 x Curriculum and Quality Manager
Member of staff responsible for Learning Support
Inclusiveness representative
Representative from each teaching School/Campus
Business Solutions and Part Time Learning representative
Guidance Tutor from each Campus
Member of Health and Safety Team
President of Students’ Association.

**Meetings**
Meetings will be held as necessary to fulfil the functions of the Committee.
Student Activity and Retention AY2016-17

1. Introduction
1.1 The purpose of this report is to provide the Committee with information on the current status of student activity and early student withdrawal rates for academic year 2016-17.

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

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

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

3. Current Activity Levels AY2016-17
3.1 The figures noted in Appendix 1 should only be read as an approximation of the current position. The final calculation of Credits can only be made at the end of the academic year and is dependent on: the final tally of enrolments for all types of activity across the whole year and student retention rates.

3.2 The Regional Outcome Agreement established with the SFC for AY2016-17 sets the College’s target for student activity at 137,153 Credits.

3.3 The total current figures for Credits for each of the key College areas are detailed in Table 1 of this report. The total of student activity for the College is currently sitting at 130,211 Credits. The total planned activity for these areas is 8,352. This leaves a difference of 1,410 Credits.

3.4 Business and Community Development enrolments should generate most of the planned activity needed to meet target.

3.5 Included within the SFC target is 3,035 Credits relating to European Social Fund [ESF] as part of Developing Scotland’s Workforce. These credits are reflected in the College’s Regional Outcome Agreement for AY2016-17.

4. Early Retention/Withdrawal Levels
4.1 For AY2016-17 there has been a total of 6,857 students recruited to date to North East Scotland College full-time courses. This compares to a total of 6,820 students for the same period last year.

4.2 Early indications suggest that students who have secured places on both full and part-time College courses this year are attending and progressing well with their studies.
4.3 Table 2 shows that of the 6,857 students enrolled on a full-time course this year only 5% have withdrawn. Of the 5,989 students enrolled on part-time courses this year to date only 2% have withdrawn. The combined total of all full-time and part-time enrolments at the time of writing this report is 12,846. The combined total of students who have withdrawn is 3%.

4.4 These figures (Table 3) suggest that continuing improvements are having a positive impact on maintaining and reducing student withdrawals in the early stages of the academic year.

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

**Liz McIntyre**  
Principal

**John Davidson**  
Vice Principal Learning & Quality
### Table 1 – Credits Activity 2016-17 (06 January 2017)

<table>
<thead>
<tr>
<th>Credits:-</th>
<th>Target Credits</th>
<th>Actual To-date</th>
<th>Planned Provision</th>
<th>Projected Outturn</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Creative Industries, Computing and Business Enterprise</td>
<td>46,495</td>
<td>48,579</td>
<td>100</td>
<td>48,679</td>
</tr>
<tr>
<td>School of Engineering, Science and Technology</td>
<td>37,276</td>
<td>32,453</td>
<td>1,400</td>
<td>33,853</td>
</tr>
<tr>
<td>School of Service Industries</td>
<td>39,433</td>
<td>41,910</td>
<td>0</td>
<td>41,910</td>
</tr>
<tr>
<td>Business and Community Development</td>
<td>14,026</td>
<td>7,269</td>
<td>6,757</td>
<td>14,026</td>
</tr>
<tr>
<td>Professional Development</td>
<td>95</td>
<td>0</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>137,325</strong></td>
<td><strong>130,211</strong></td>
<td><strong>8,352</strong></td>
<td><strong>138,563</strong></td>
</tr>
</tbody>
</table>

**Final Projected Outturn** 137,958

**Total SFC Target [incl. 3,035 ESF]** 137,153

### Table 2 – Actual Student Enrolments and Early Withdrawals AY 2016-17 (06 January 2017)

#### Full Time Retention to-date:-

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>Early withdrawal</th>
<th>% Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Creative Industries, Computing and Business Enterprise</td>
<td>3,019</td>
<td>117</td>
<td>96%</td>
</tr>
<tr>
<td>School of Engineering, Science and Technology</td>
<td>1,467</td>
<td>72</td>
<td>95%</td>
</tr>
<tr>
<td>School of Service Industries</td>
<td>2,359</td>
<td>143</td>
<td>94%</td>
</tr>
<tr>
<td>Business and Community Development</td>
<td>12</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,857</strong></td>
<td><strong>332</strong></td>
<td><strong>95%</strong></td>
</tr>
</tbody>
</table>

#### Part Time Retention to-date:-

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>Early withdrawal</th>
<th>% Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Creative Industries, Computing and Business Enterprise</td>
<td>499</td>
<td>6</td>
<td>99%</td>
</tr>
<tr>
<td>School of Engineering, Science and Technology</td>
<td>1,480</td>
<td>18</td>
<td>99%</td>
</tr>
<tr>
<td>School of Service Industries</td>
<td>732</td>
<td>37</td>
<td>95%</td>
</tr>
<tr>
<td>Business and Community Development</td>
<td>3,266</td>
<td>39</td>
<td>99%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>12</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,989</strong></td>
<td><strong>100</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>
### Early Retention (ALL) :

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolled</th>
<th>Early withdrawal</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Creative Industries, Computing and Business Enterprise</td>
<td>3,518</td>
<td>123</td>
<td>97%</td>
</tr>
<tr>
<td>School of Engineering, Science and Technology</td>
<td>2,947</td>
<td>57</td>
<td>97%</td>
</tr>
<tr>
<td>School of Service Industries</td>
<td>3,091</td>
<td>180</td>
<td>94%</td>
</tr>
<tr>
<td>Business and Community Development</td>
<td>3,278</td>
<td>39</td>
<td>99%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>12</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12,846</strong></td>
<td><strong>399</strong></td>
<td><strong>97%</strong></td>
</tr>
</tbody>
</table>

Table 3 – Student Enrolment and Early Withdrawal Trend Data (06 January 2017)

<table>
<thead>
<tr>
<th>Key Performance Indicators</th>
<th>Students Enrolled (Actual)</th>
<th>Early student withdrawal (withdrawn students as a % of enrolled students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Enrolments</td>
<td>6,872</td>
<td>6,245</td>
</tr>
<tr>
<td>Part Time Enrolments</td>
<td>11,863</td>
<td>6,371</td>
</tr>
</tbody>
</table>
Enrolment Data by Protected Characteristic AY2015-16

1. Introduction
1.1 The purpose of this report is to provide the Committee with information about the protected characteristics of the student body in academic year 2015-16.

2. Background
2.1 The College has legal obligations under the Equality Act 2010 to ensure the organisation is free from unlawful discrimination and to comply with the Public-Sector Equality Duty.

2.2 The College also takes steps to ensure that it actively advances equality, diversity and inclusion for students as part of curriculum delivery, through learning and teaching approaches as well as guidance and support.

2.3 The protected characteristics are: age, disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation, marriage and civil partnership.

2.4 Appendix 1 provides a detailed breakdown of a number of protected characteristics – sex, disability, age, sexual orientation, ethnicity – for academic year 2015-16 for each of the Schools.

3. Commentary
3.1 Number of enrolments, withdrawals, successful and partially successful completions were reviewed based on a selection of protected characteristics for full time students in academic year 2015-16.

3.2 Only one characteristic was considered at each stage of the analysis, e.g. age or sex but no analysis has been conducted on combined data considering both characteristics.

3.3 Overall College data is presented, along with a breakdown by School. Data is also available at team and course level [not included in this report] and this will be used to furnish more detailed analysis at that level.

4. Recommendation
4.1 It is recommended that the Committee notes the information provided on enrolment data by protected characteristic.

Liz McIntyre
Principal

John Davidson
Vice Principal Learning & Quality
Number of enrolments, withdrawals, successful and partially successful completions were reviewed based on a selection of protected characteristics for full time students in 2015-16.

Only one characteristic was considered at each stage of the analysis e.g. age or sex but no analysis has been conducted on combined data taking into account both characteristics.

Overall College data is presented, along with a breakdown by School. Data is also available at team and course level (not included in this report) and this will be used to furnish more detailed analysis at that level.

Data is presented for the following characteristics:

1. Sex
2. Disability
3. Age
4. Sexual Orientation
5. Ethnicity
SEX

Data was broken down by male, female or “other” but there were no returns for “other” so only data for male and female are presented.

ALL SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>No of Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3265</td>
<td>47%</td>
<td>5.5%</td>
<td>14.9%</td>
<td>11.1%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Female</td>
<td>3620</td>
<td>53%</td>
<td>5.5%</td>
<td>12.9%</td>
<td>8.0%</td>
<td>73.7%</td>
</tr>
</tbody>
</table>

CICB

<table>
<thead>
<tr>
<th></th>
<th>No of Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1251</td>
<td>43%</td>
<td>5.7%</td>
<td>15.1%</td>
<td>10.5%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Female</td>
<td>1633</td>
<td>57%</td>
<td>4.0%</td>
<td>11.0%</td>
<td>7.0%</td>
<td>78.2%</td>
</tr>
</tbody>
</table>

EST

<table>
<thead>
<tr>
<th></th>
<th>No of Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1399</td>
<td>86%</td>
<td>5.5%</td>
<td>13.7%</td>
<td>12.0%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Female</td>
<td>234</td>
<td>14%</td>
<td>4.7%</td>
<td>14.5%</td>
<td>8.1%</td>
<td>72.6%</td>
</tr>
</tbody>
</table>

SI

<table>
<thead>
<tr>
<th></th>
<th>No of Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>606</td>
<td>26%</td>
<td>5.4%</td>
<td>17.7%</td>
<td>10.7%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Female</td>
<td>1749</td>
<td>74%</td>
<td>7.0%</td>
<td>14.6%</td>
<td>9.0%</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

GENERAL OBSERVATIONS

1. Sex distribution is relatively even across the college (47% male to 53% female) but this masks significant imbalance in the Schools and individual courses. EST is heavily male dominated, whilst SI is heavily female dominated. CICB has a less extreme predominance of females.
2. Females are more likely to be completely successful than males in all schools.
3. Males are more likely to be partially successful in all schools.
4. Early withdrawal rates are slightly higher for males in CICB and EST but females are more likely to withdraw early in SI.
5. Females are less likely to be further withdrawals in CICB and SI but are rates are similar for males and females in EST.
DISABILITY

Data was broken down by whether or not students had self-declared a disability at enrolment. The type and number of disabilities are not accounted for in the data.

### ALL SCHOOLS

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>No disability</td>
<td>5846</td>
<td>84%</td>
<td>5.1%</td>
<td>13.2%</td>
<td>9.0%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Declared Disability</td>
<td>1098</td>
<td>16%</td>
<td>7.6%</td>
<td>17.9%</td>
<td>12.3%</td>
<td>62.4%</td>
</tr>
</tbody>
</table>

### CICB

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>No disability</td>
<td>2518</td>
<td>87%</td>
<td>4.5%</td>
<td>12.0%</td>
<td>8.0%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Declared Disability</td>
<td>387</td>
<td>13%</td>
<td>6.5%</td>
<td>17.8%</td>
<td>11.9%</td>
<td>64.1%</td>
</tr>
</tbody>
</table>

### EST

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>No disability</td>
<td>1427</td>
<td>87%</td>
<td>5.1%</td>
<td>13.1%</td>
<td>11.6%</td>
<td>70.2%</td>
</tr>
<tr>
<td>Declared Disability</td>
<td>216</td>
<td>13%</td>
<td>8.3%</td>
<td>19.0%</td>
<td>10.2%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

### SI

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>No disability</td>
<td>1896</td>
<td>80%</td>
<td>6.1%</td>
<td>14.9%</td>
<td>8.6%</td>
<td>70.7%</td>
</tr>
<tr>
<td>Declared Disability</td>
<td>487</td>
<td>20%</td>
<td>8.2%</td>
<td>17.7%</td>
<td>13.8%</td>
<td>60.4%</td>
</tr>
</tbody>
</table>
GENERAL OBSERVATIONS

1. In all schools students with a declared disability are less likely to complete successfully than those without.
2. In all schools withdrawal rates are higher for students with a declared disability.
3. In most curriculum areas students with a disability are more likely to be partially successful but in EST partial success rates are slightly lower than those without a declared disability.
4. Distribution of students with a disability is not even across curriculum areas.
DISABILITY - SI FULL TIME

No disability  Declared Disability

Early W'drawal  Further W'drawal  Partial Success

0.0%  20.0%  40.0%  60.0%  80.0%
AGE

Data was broken down into 4 age groups: under 16; 16-19; 20-24 and over 24 years old.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ENROLS</th>
<th>% ENROLS</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>33</td>
<td>0%</td>
<td>6%</td>
<td>21%</td>
<td>15%</td>
<td>58%</td>
</tr>
<tr>
<td>16-19</td>
<td>3137</td>
<td>57%</td>
<td>5%</td>
<td>14%</td>
<td>11%</td>
<td>70%</td>
</tr>
<tr>
<td>20-24</td>
<td>1506</td>
<td>22%</td>
<td>6%</td>
<td>14%</td>
<td>9%</td>
<td>71%</td>
</tr>
<tr>
<td>&gt;24</td>
<td>1409</td>
<td>20%</td>
<td>7%</td>
<td>12%</td>
<td>6%</td>
<td>74%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ENROLS</th>
<th>% ENROLS</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>16-19</td>
<td>1432</td>
<td>50%</td>
<td>4%</td>
<td>13%</td>
<td>9%</td>
<td>74%</td>
</tr>
<tr>
<td>20-24</td>
<td>734</td>
<td>25%</td>
<td>5%</td>
<td>14%</td>
<td>9%</td>
<td>72%</td>
</tr>
<tr>
<td>&gt;24</td>
<td>713</td>
<td>25%</td>
<td>7%</td>
<td>11%</td>
<td>6%</td>
<td>77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ENROLS</th>
<th>% ENROLS</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>7</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>14%</td>
<td>71%</td>
</tr>
<tr>
<td>16-19</td>
<td>1097</td>
<td>67%</td>
<td>4%</td>
<td>15%</td>
<td>12%</td>
<td>69%</td>
</tr>
<tr>
<td>20-24</td>
<td>334</td>
<td>20%</td>
<td>6%</td>
<td>13%</td>
<td>11%</td>
<td>69%</td>
</tr>
<tr>
<td>&gt;24</td>
<td>195</td>
<td>12%</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP</th>
<th>ENROLS</th>
<th>% ENROLS</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;16</td>
<td>21</td>
<td>1%</td>
<td>10%</td>
<td>24%</td>
<td>10%</td>
<td>57%</td>
</tr>
<tr>
<td>16-19</td>
<td>1400</td>
<td>59%</td>
<td>6%</td>
<td>15%</td>
<td>12%</td>
<td>68%</td>
</tr>
<tr>
<td>20-24</td>
<td>436</td>
<td>19%</td>
<td>9%</td>
<td>16%</td>
<td>7%</td>
<td>68%</td>
</tr>
<tr>
<td>&gt;24</td>
<td>498</td>
<td>21%</td>
<td>7%</td>
<td>15%</td>
<td>6%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**General observations**
1. Complete success rates rise with age group overall and in most curriculum areas but is relatively consistent across all age groups in EST.
2. Older students are more likely to withdraw early in EST and CICB but this is less likely in SI.
3. Older students are less likely to be partially successful than younger students in all schools.
4. There are very small numbers of students under 16 so data is unreliable but suggests they are more likely to be further withdrawals in CICB and SI, though rates are not higher than other age groups in EST.
SEXUAL ORIENTATION

Data was broken down into 6 groups; heterosexual, gay man, gay woman, bisexual, other and prefer not to say.

ALL SCHOOLS

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>5537</td>
<td>80.4%</td>
<td>5%</td>
<td>13%</td>
<td>9%</td>
<td>72%</td>
</tr>
<tr>
<td>Gay Man</td>
<td>72</td>
<td>1.0%</td>
<td>7%</td>
<td>17%</td>
<td>1%</td>
<td>75%</td>
</tr>
<tr>
<td>Gay Woman</td>
<td>56</td>
<td>0.8%</td>
<td>9%</td>
<td>18%</td>
<td>4%</td>
<td>70%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>126</td>
<td>1.8%</td>
<td>7%</td>
<td>21%</td>
<td>12%</td>
<td>60%</td>
</tr>
<tr>
<td>Other</td>
<td>140</td>
<td>2.0%</td>
<td>6%</td>
<td>21%</td>
<td>11%</td>
<td>63%</td>
</tr>
<tr>
<td>PNTS</td>
<td>951</td>
<td>13.8%</td>
<td>7%</td>
<td>15%</td>
<td>11%</td>
<td>68%</td>
</tr>
</tbody>
</table>

CICB

<table>
<thead>
<tr>
<th>Group</th>
<th>Enrols</th>
<th>% Enrols</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>2319</td>
<td>80.4%</td>
<td>5%</td>
<td>12%</td>
<td>8%</td>
<td>75%</td>
</tr>
<tr>
<td>Gay Man</td>
<td>43</td>
<td>1.5%</td>
<td>5%</td>
<td>19%</td>
<td>2%</td>
<td>74%</td>
</tr>
<tr>
<td>Gay Woman</td>
<td>23</td>
<td>0.8%</td>
<td>13%</td>
<td>22%</td>
<td>4%</td>
<td>61%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>59</td>
<td>2.0%</td>
<td>5%</td>
<td>19%</td>
<td>17%</td>
<td>59%</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>1.7%</td>
<td>0%</td>
<td>17%</td>
<td>17%</td>
<td>67%</td>
</tr>
<tr>
<td>PNTS</td>
<td>392</td>
<td>13.6%</td>
<td>5%</td>
<td>13%</td>
<td>8%</td>
<td>74%</td>
</tr>
</tbody>
</table>

EST
### General Observations

1. A significant proportion of students (14%) prefer not to state their sexual orientation. This is true across all schools. These students also have lower success rates in EST and SI but not CICB.

2. Although numbers are relatively low across all schools, there are proportionately fewer gay men, gay women and bisexual students in EST.

3. Students who are bisexual have lower success rates than other groups except in EST, where success is comparable.

4. Gay men and gay women are less likely to complete with partial success.

5. All other groups are more likely than heterosexuals to withdraw from courses.
SEXUAL ORIENTATION - ALL FULL TIME

- Heterosexual
- Gay Man
- Gay Woman
- Bisexual
- Other
- PNTS

- Early Withdrawal
- Further Withdrawal
- Partial Success
- Success
ETRNICITY

Data was broken down into 20 ethnic groups as follows: Scottish; British; English; Welsh; Northern Irish; Irish; Polish; Other white background; Any other Asian Background; Any other background; Any mixed background; Any other black background; African/AfricanScottish/British; Indian/Indian Scottish/British; Chinese/Chinese Scottish/British; Pakistani/Pakistani Scottish/British; Bangladeshi/Bangladeshi Scottish/British; Caribbean/Caribbean Scottish/British; Arab; Gypsy/Traveller; refused.

For the School level data, ethnic groups with small numbers represented were merged to make statistically significant numbers.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. Enrolled</th>
<th>No. Enrolled %</th>
<th>Early W'drawal</th>
<th>Further W'drawal</th>
<th>Partial Success</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scottish</td>
<td>4905</td>
<td>71%</td>
<td>6%</td>
<td>15%</td>
<td>10%</td>
<td>69%</td>
</tr>
<tr>
<td>British</td>
<td>292</td>
<td>4%</td>
<td>5%</td>
<td>8%</td>
<td>12%</td>
<td>75%</td>
</tr>
<tr>
<td>English</td>
<td>232</td>
<td>3%</td>
<td>6%</td>
<td>12%</td>
<td>10%</td>
<td>73%</td>
</tr>
<tr>
<td>Northern Irish</td>
<td>8</td>
<td>0%</td>
<td>13%</td>
<td>0%</td>
<td>25%</td>
<td>63%</td>
</tr>
<tr>
<td>Welsh</td>
<td>15</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td>Irish</td>
<td>12</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
<td>92%</td>
</tr>
<tr>
<td>Polish</td>
<td>473</td>
<td>7%</td>
<td>3%</td>
<td>11%</td>
<td>7%</td>
<td>80%</td>
</tr>
<tr>
<td>Any other White</td>
<td>633</td>
<td>9%</td>
<td>5%</td>
<td>9%</td>
<td>7%</td>
<td>79%</td>
</tr>
<tr>
<td>Any other background</td>
<td>34</td>
<td>0%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
<td>79%</td>
</tr>
<tr>
<td>Any other Asian</td>
<td>64</td>
<td>1%</td>
<td>3%</td>
<td>13%</td>
<td>6%</td>
<td>78%</td>
</tr>
<tr>
<td>Any mixed</td>
<td>52</td>
<td>1%</td>
<td>2%</td>
<td>17%</td>
<td>12%</td>
<td>69%</td>
</tr>
<tr>
<td>Other Black</td>
<td>12</td>
<td>0%</td>
<td>17%</td>
<td>8%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>African/AfricanScottish/British</td>
<td>53</td>
<td>1%</td>
<td>2%</td>
<td>13%</td>
<td>9%</td>
<td>75%</td>
</tr>
<tr>
<td>Indian/Indian Scottish/British</td>
<td>15</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>20%</td>
<td>73%</td>
</tr>
<tr>
<td>Chinese/Chinese Scottish/British</td>
<td>32</td>
<td>0%</td>
<td>6%</td>
<td>6%</td>
<td>3%</td>
<td>84%</td>
</tr>
<tr>
<td>Pakistani/Pakistani Scottish/British</td>
<td>21</td>
<td>0%</td>
<td>5%</td>
<td>14%</td>
<td>19%</td>
<td>62%</td>
</tr>
<tr>
<td>Bangladeshi/Bangladeshi Scottish/British</td>
<td>11</td>
<td>0%</td>
<td>9%</td>
<td>27%</td>
<td>9%</td>
<td>55%</td>
</tr>
<tr>
<td>Caribbean/Caribbean Scottish/British</td>
<td>13</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>23%</td>
<td>62%</td>
</tr>
<tr>
<td>Arab</td>
<td>6</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td>67%</td>
</tr>
<tr>
<td>Gypsy/Traveller</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Refused</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### General Observations

1. Of the 20 groups represented, only 5 have enrolments greater than 1%, with 78% Scottish, English or British and a further 16% Polish or other white background.
2. Some groups have numbers too low to be statistically significant for analysis.
3. In general, success rates for Scottish students are slightly lower than those in other groups. This is true across all schools.
4. Withdrawal rates for Polish students in EST are higher than in other schools, leading to reduced success for this group.
5. Representation of Polish and “other white background” students is higher in CICB but this is exaggerated as a result of the ESOL courses in this school.
Key Quality Performance Indicators

1. Introduction
   1.1 The purpose of this report is to provide the Committee with the information on key performance indicators relating to quality data to date in academic year 2016-2017.

2. Lesson Observation
   2.1 In the period 01 September 2016 to the 06 January 2017 47 lesson observations took place on College staff.

   2.2 Lesson observations are also carried out on agency teaching staff and remain distinct from that of permanent staff. To date there have been 9 such lesson observations with all being graded ‘acceptable’. Previous years’ figures are noted below.

<table>
<thead>
<tr>
<th>Protocol National Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ratings</strong></td>
</tr>
<tr>
<td>Acceptable</td>
</tr>
<tr>
<td>Action Required</td>
</tr>
</tbody>
</table>

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

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

   3.3 The following table shows the number of external verification visits carried out in academic year 2016-17 so far:

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>Number of Verification Checks</th>
<th>Number of Sanctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SQA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CILT</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IMI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EAL</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>MCA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BTEC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>City and Guilds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NCFE</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>NOCN</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CIPD</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>VTCT</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College Development Network</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ILM</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

   3.4 The one sanction relates to Assessor Qualification and staff not qualified at the appropriate level. This has since been addressed.
4. Student Engagement
   4.1 College managers and Quality Team staff regularly meet students to discuss their learning experience with a view to identifying improvements.

   4.2 Student Focus Groups are run by Quality Assurance and Improvement staff and concentrate on identified topics. 9 Student Focus Groups have been conducted in AY2016-17 as noted in 4.3 below.

   4.3 The programme of Student Focus Groups in AY2016-17 is covering the topics below. Numbers completed to date are also noted:

   • Application and Induction process – 4
   • Learning and Teaching – 0
   • Learning Spaces – 0
   • Student Services – 5
   • Equality and Diversity – 0.

   Further Student Focus Groups will be conducted as the year progresses.

   4.4 Curriculum staff also work closely with the Students’ Association and through discussions that have taken place at the Learner Engagement Group meetings, Peer-led reviews will take place throughout the year, facilitated by members of the Students’ Association.

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

   5.2 The College received 41 complaints in the period 01 September 2016 to 06 January 2017. For the same period last academic year, the College had received 62 complaints. The following table gives details of the complaints with comparisons for the previous two whole years.
### Category of Complaint

<table>
<thead>
<tr>
<th>Category of Complaint</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP1 Timetabling arrangements/course cancellations/change of lecturer</td>
<td>13</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>CP2 Delivery of Courses/ Learning and Teaching</td>
<td>14</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>CP3 Standards of equipment or accommodation</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP4 Information provided about, or communication relating to courses</td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>CP5 Course content</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CP6 Assessment and/or certification arrangements or outcomes</td>
<td>8</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>CP7 Booking/enrolment administration by sectors</td>
<td>17</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>CP8 Arrangements relating to interviews/appointments</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CP9 Behaviour of student within the College</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CP10 Libraries/Information Technology Centre (Open Learning incorporated in Flexible Learning from 09-10)</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CP11 Discrimination – protected characteristics</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CP12 Behaviour of staff</td>
<td>22</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>CP13 Arrangements relating to work placement/experience</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS1 Equipment/rooms</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS2 Provision of general college information</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SS3 Financial matters – invoices/refunds/payments</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>SS4 Bursary administration</td>
<td>19</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>SS5 Health and Safety Issues</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SS6 College events</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS7 Services for Disabled</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SS8 Guidance/Student Support</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>COS1 Catering</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>COS2 Security</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COS4 Transport</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>COS5 Janitorial provision</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS6 Facilities</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>COS7 Cleaning Services</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>COS8 Delivery by Contracted Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS10 IT Services</td>
<td>19</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>COS11 Car Parking</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>167</strong></td>
<td><strong>121</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

5.3. Attached as Appendix 1 is an analysis of whether complaints are responded to within deadline and whether complaints are upheld.
6. Compliments and Thanks
6.1 The College receives many expressions of thanks from students, employers and visitors.

6.2 The following table gives details of those received in the period 01 September 2016 to 06 January 2017 compared with previous two years.

<table>
<thead>
<tr>
<th>Category of Compliment</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP1</td>
<td>Timetabling arrangements/course cancellations/ change of lecturer</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP2</td>
<td>Delivery of Courses</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>CP3</td>
<td>Standards of equipment or accommodation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP4</td>
<td>Information provided about, or communication relating to courses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP5</td>
<td>Course content</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP6</td>
<td>Assessment and/or certification arrangements or outcomes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP7</td>
<td>Booking/enrolment administration by sectors</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CP8</td>
<td>Arrangements relating to interviews/appointments</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP9</td>
<td>Behaviour of student within the College</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>CP10</td>
<td>Libraries/Information Technology Centre</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP11</td>
<td>Discrimination - Sex/race/disability/religion or belief/ sexual orientation/age</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CP12</td>
<td>Behaviour of staff</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>CP13</td>
<td>Arrangements relating to work placement/experience</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SS1</td>
<td>Equipment/rooms – non course related</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS2</td>
<td>Provision of general college information</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS3</td>
<td>Financial matters – invoices/refunds/payments</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS4</td>
<td>Bursary administration</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>SS5</td>
<td>Health and Safety issues</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SS6</td>
<td>College Events</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>SS8</td>
<td>Guidance/Student Support</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>COS1</td>
<td>Catering</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>COS2</td>
<td>Security</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS4</td>
<td>Transport</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS5</td>
<td>Janitorial provision</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS6</td>
<td>Facilities and cleaning services</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>COS10</td>
<td>IT Services</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COS11</td>
<td>Car Parking</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student -provided services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>26</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

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

Liz McIntyre
Principal

John Davidson
Vice Principal Learning & Quality
COMPLAINTS REPORT

1st September 2016 to 6th January 2017

Introduction

During this period 41 complaints have been received of which 37 complaints have been finalised. The details for completed complaints are below.

Number, Category and Response Rates

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Frontline complaints received</th>
<th>Number of Investigation complaints received</th>
<th>Number of Frontline responses within deadline</th>
<th>Number of Investigation responses within deadline</th>
<th>Number of Frontline responses missing deadline</th>
<th>Number of Investigation responses missing deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG-OCT</td>
<td>21</td>
<td>4</td>
<td>18 (86%)</td>
<td>4 (100%)</td>
<td>3 (14%)</td>
<td>N/A</td>
</tr>
<tr>
<td>NOV-6th JAN</td>
<td>9</td>
<td>3</td>
<td>8 (89%)</td>
<td>2 (67%)</td>
<td>1 (11%)</td>
<td>1 (33%)</td>
</tr>
<tr>
<td>7th JAN-APR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY-JUL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complaints Upheld

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of complaints</th>
<th>Number uphold</th>
<th>Number partially uphold</th>
<th>Number not upheld</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUG-OCT</td>
<td>25</td>
<td>8 (32%)</td>
<td>4 (16%)</td>
<td>13 (52%)</td>
</tr>
<tr>
<td>NOV-6th JAN</td>
<td>12</td>
<td>2 (17%)</td>
<td>4 (33%)</td>
<td>6 (50%)</td>
</tr>
<tr>
<td>7th JAN-APR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY-JUL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Support Funds

1. Introduction
1.1 The purpose of this report is to provide the Committee with information on amounts allocated for various support funds as well as the comparative spend on student support funds for AY2016-17 and AY2015-16.

1.2 This report also provides an update on the College’s recent bid for additional funds from the Scottish Funding Council’s (SFC) In-year Redistribution Exercise for Student Support Funds.

2. Student Support Funds
2.1 The College receives a range of student support funds mainly from the Scottish Funding Council (SFC) but also from the Student Awards Agency for Scotland (SAAS). These funds can be grouped as follows:

• bursary funds to support eligible Further Education (FE) students;
• discretionary funds to support both eligible FE and Higher Education (HE) students;
• childcare funds, incorporating Lone Parent Childcare Grant, to support both eligible FE and HE students.

3.1 Table A below shows the College’s support fund allocations for both AY2015-16 and AY2016-17.

<table>
<thead>
<tr>
<th></th>
<th>AY2015-16</th>
<th>AY2016-17</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursary (including ESF)</td>
<td>£6,813,550</td>
<td>£6,200,995</td>
<td>-£612,555</td>
</tr>
<tr>
<td>Childcare (FE &amp; HE)</td>
<td>£657,000</td>
<td>£618,240</td>
<td>-£38,760</td>
</tr>
<tr>
<td>ESF Childcare (HE)</td>
<td>£0</td>
<td>£44,468</td>
<td>£44,468</td>
</tr>
<tr>
<td>Discretionary (FE)</td>
<td>£497,769</td>
<td>£468,403</td>
<td>-£29,366</td>
</tr>
<tr>
<td>Discretionary (HE)</td>
<td>£209,794</td>
<td>£179,432</td>
<td>-£30,362</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>£8,178,113</strong></td>
<td><strong>£7,511,538</strong></td>
<td><strong>-£666,575</strong></td>
</tr>
</tbody>
</table>

3.2 It can be seen from this table that the allocation across all support funds has, between the two years, reduced by over £660k.

3.3 Information to date (Appendix 1, Table 3) would suggest that the College, for AY2016-17, has already processed greater volumes of applications for support funds in comparison to the same period last year.

3.4 The end-of-year audit for student support funds has now been completed. The final spend of Student Support Funds for AY2015-16 was £8,473,350. This final figure means that the College was overspent by around £295,237 on student support funds and had to subsidise this amount by using other College funds.

3.5 In November 2016 the College received confirmation from the SFC that it would be receiving an additional allocation of ESF funding amounting to £196,659 which could be used to reduce the final overspend student support fund figure for AY2015-16. At the time of writing this report the College awaits payment of this additional allocation which is likely to be forthcoming sometime after the end of January 2017.
4. **Bursary Fund Allocations - AY2016-17**

4.1. In previous years the College has advertised a closing date for bursary fund applications but has been able to extend this date to allow late applicants to be supported. However this practice cannot be maintained within the constraints of a significantly reduced level of funding. Accordingly, an absolute and final closing date of 30 November 2016 for all full-time bursary applications was imposed.

4.2. Further measures to mitigate the possible impact of the reduced support fund allocation include:

- Ensuring all relevant staff demonstrate firm and consistent practice when applying student attendance criteria;
- Reducing the annual College teaching time from 37 to 36 weeks;
- Ensuring, where necessary, the prompt withdrawal of students in receipt of support funds.

4.3. Within the students’ bursary payments an allocation of funds is made for study expenses based on information derived from, and requirements of, curriculum teams. For AY2016-17 the amount allocation for student study expenses across the College amounts to approximately 11 per cent of total bursary allocation.

4.4. As colleges have been instructed by SFC to reduce these study expenses to 6 to 7 per cent (the sector average) of the total bursary allocation there remains further work for curriculum teams to undertake in-year and for AY2017-18 in order to reduce down the total study expenses spend.

4.5. A review, is currently underway by the College’s Student Funding and Admissions Manager, involving curriculum managers in order to determine how best to deliver these required reductions. In addition, a further review of the College’s Bring Your Own Device (BYOD) initiative, which is supported through student support funds, has been initiated in order to fully consider just how financially sustainable this model is for future years.

5. **Discretionary and Childcare Funds**

5.1. The College’s allocations for childcare and discretionary funds has reduced by approximately £54,000 between AY2015-16 and AY2016-17 (Table A).

5.2. The College’s total spend on childcare costs for AY2015-16 amounted to £867,964 against an allocation of £657,000. The shortfall of approximately £210,000 was subsidised via other College funds.

5.3. The College closed applications on the 30 November 2016 to the childcare fund as the funds received had been fully committed. This was done to ensure that the College can maintain payments to students who had applied before the closing date.

5.4. Work continues on the review of the childcare provision offered through the Busy Bs Nursery at the Fraserburgh Campus and it is anticipated that a report detailing the findings of this review will be presented to Committee members by February 2017 and in advance of any re-tendering of the contract to provide childcare services at the Fraserburgh Campus.
6. In-Year Redistribution (IYR) of Student Support Funds (AY2016-17)

6.1 As indicated in a previous report to the Committee an application was made, in November 2016, to the SFC as part of its AY2016-17 sector-wide, in-year redistribution exercise for student support funds. In order to maintain the anticipated level of financial support to students the College requested a further allocation of £1,149,821 from the SFC.

6.2 Immediately prior to the Christmas break College staff received confidential notification indicating SFC’s intent to meet the College’s request for additional funds in full. The SFC has indicated that it will formally confirm to the entire college sector the outcome of the IYR by 27 January 2017.

6.3 Further, SFC has intimated that it will likely allocate £874k before the end of March 2017, with the remainder of the monies sought being allocated between April and July 2017.

6.4 In light of this development College staff are now reviewing existing student funding arrangements to ensure the effective, efficient and responsible management and distribution of additional funds. Business Services staff are, at the time of writing this report, developing an internal communication strategy which will be implemented once formal confirmation of the additional funds is received from the SFC.

7. Recommendation

7.1 It is recommended that the Committee note the information provided in this paper.

Liz McIntyre    Neil Cowie
Principal    Vice Principal - Business Service
Table 1 – Funds Available

<table>
<thead>
<tr>
<th>Support Funds</th>
<th>Funds Available AY2016-17 £000</th>
<th>Funds Available AY2015-16 £000</th>
<th>Difference £000</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary (Inc. ESF)</td>
<td>6,201</td>
<td>6,813</td>
<td>-612</td>
</tr>
<tr>
<td>FE Discretionary</td>
<td>468</td>
<td>497</td>
<td>-29</td>
</tr>
<tr>
<td>FE / HE Childcare (Inc. LPCG)</td>
<td>618</td>
<td>657</td>
<td>-39</td>
</tr>
<tr>
<td>HE Childcare</td>
<td>44</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,331</strong></td>
<td><strong>7,967</strong></td>
<td><strong>-680</strong></td>
</tr>
</tbody>
</table>

| HE Discretionary                             | 179                             | 209                             | -30             |
| **Totals**                                    | **7,510**                       | **8,176**                       | **-446**        |

Table 2 – Committed Funds

<table>
<thead>
<tr>
<th>Support Funds</th>
<th>Funds Available AY2016-17</th>
<th>Funds Committed AY2016-17</th>
<th>Funds available not yet committed AY2016-17</th>
<th>Funds Available AY2015-16</th>
<th>Funds Committed AY2015-16</th>
<th>Funds available not yet committed AY2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary (Inc. ESF)</td>
<td>6,201</td>
<td>7,158</td>
<td>-957</td>
<td>6,813</td>
<td>6,852</td>
<td>-39</td>
</tr>
<tr>
<td>FE Discretionary</td>
<td>468</td>
<td>168</td>
<td>300</td>
<td>497</td>
<td>426</td>
<td>71</td>
</tr>
<tr>
<td>FE / HE Childcare (Inc. LPCG)</td>
<td>618</td>
<td>911</td>
<td>-293</td>
<td>657</td>
<td>893</td>
<td>-236</td>
</tr>
<tr>
<td>HE Childcare ESF</td>
<td>44</td>
<td>17</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,331</strong></td>
<td><strong>8,254</strong></td>
<td><strong>-923</strong></td>
<td><strong>7,967</strong></td>
<td><strong>8,171</strong></td>
<td><strong>-204</strong></td>
</tr>
</tbody>
</table>

| HE Discretionary                             | 179                       | 36                        | 143                                         | 200                       | 143                       | 57                                          |
| **Totals**                                    | **7,510**                 | **8,290**                 | **-780**                                     | **8,167**                 | **8,314**                 | **-147**                                    |

Table 3 – Supported Students

<table>
<thead>
<tr>
<th>Support Fund</th>
<th>AY2016-17 (at 06/01/17)</th>
<th>AY2015-16 (at 25/01/16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE Bursary + Fee Waiver</td>
<td>3,903</td>
<td>3,796</td>
</tr>
<tr>
<td>FE Discretionary + Loans</td>
<td>252</td>
<td>418</td>
</tr>
<tr>
<td>FE Childcare</td>
<td>121</td>
<td>154</td>
</tr>
<tr>
<td>FE / HE LPCG</td>
<td>131</td>
<td>270</td>
</tr>
<tr>
<td>HE Discretionary + Loans</td>
<td>65</td>
<td>138</td>
</tr>
<tr>
<td>HE Childcare</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>EMA Programme</td>
<td>466</td>
<td>430</td>
</tr>
</tbody>
</table>
Students’ Association – Learner Engagement Initiatives

1. Introduction
   1.1. The purpose of this paper is to provide the Committee with an opportunity to consider a report from the Students’ Association.

2. Report from the Students’ Association
   2.1. Attached as Appendix 1 to this paper is a report prepared by Karena Wetherall (Regional President) and Josh Gall (Depute President) regarding the North East Scotland College Students’ Association.

3. Recommendation
   3.1. It is recommended that the Committee note the information presented.

Liz McIntyre
Principal

Elaine Hart
Vice Principal – Human Resources
Agenda Item 7.4
Appendix 1

Students’ Association: Summary of engagement activity

A verbal report will be given on the undernoted topics.

1. Class Rep Training
   a. A copy of the report that has been put together has been emailed in advance of the meeting, we will speak to this. See Appendix 2.

2. Peer Led Reviews
   a. We have engaged with 21 different course groups between Monday 14th November 2016 and Wednesday 14th December 2016. Curriculum staff identified these course cohorts, and the sessions lasted from 60 to 90 minutes depending on the class size. Sessions were facilitated by both Sabbatical officers and some Faculty Reps.

   b. The sessions had two main parts: Post It note and Group discussion. It is within the Post It note session that the students get to write individually about their positive experiences and help identify areas that they thought required improvement within their Student Learning Experience.

   c. The Students Learning Experience has 7 Key areas: Curriculum, Learning Resources, Learning and Teaching Process, Assessment and feedback, Student Progression and Achievement, Guidance and Support, and Quality Enhancement and Assurance. Prompts were used to help students engage in this exercise.

   d. Participation varied with group size and dynamic. While students were engaged in the Post It session, there were occasions when students were less willing to participate in-group discussions, which encourages students to share ideas and look at solutions.

   e. Feedback from all these sessions (template attached) will be collated and will reflect both the Post it content and a summary of the group discussion. It will also contain Observations of the session from the Facilitators.

   f. Once the summaries are written up they will be shared with the Class Rep of that class to ensure that the information captured is a true reflection of the Peer Led Review session. Once the Class Reps have confirmed that the summary is accurate, then the reports will be sent to Senior Management for the Curriculum before it gets dispersed to the schools via the Directors of Curriculum (DoC)

3. Work Experience
   a. City Campus has a student that comes in weekly for Work Experience and Fraserburgh Campus has a learning Opportunities student who volunteers weekly.
4. Officer Elections

   a. We have held our Officer Elections with voting taking place over three days across all campuses (1st-3rd November).
   
   b. 91 students voted, which is down from last year.
   
   c. 10 students applied for a position in total (Aberdeen City/Altens = 8, Fraserburgh = 2).
   
   d. 6 Officer Positions were filled across the college (Aberdeen City/Altens = 6, Fraserburgh = 2).
   
   e. 5 positions remain unfilled to date (Aberdeen City/Altens = 2, Fraserburgh = 3), Regional Executive to look at a possible By-election.

5. We are now moving to focus more on being representative and democratic through holding Class Representative Councils and our Campus and Regional Executive Committees to direct the Students’ Association. We are also moving into an evaluative phase, where we will look at how students are engaging within the college and with the Students’ Association. We are also moving to evaluate how the Students’ Association is functioning against the ‘Strong and Effective Students’ Association Framework Self-Evaluation tool.

Karena Wetherall Regional President

Josh Gall Depute President

December 2016
Appendix 1

Date:
Lecturer group:
Participants:

Methodology
The Student Association Sabbatical Officers and Faculty Reps conducted a post it notes exercise using the following headings relating to the Sparqs Student Learner Experience schematic as used in the Class Rep training programme: Curriculum; Learning Resources, Learning and Teaching Process; Assessment and Feedback, Student Progression and Achievement, Guidance and Support, Quality Enhancement and Assurance. A set of prompts were provided under each heading to provoke thought and discussion and to enable feedback.

Students were asked to write positive things about their course/college experience on coloured post it notes and place them on the headed notices. The same exercise was repeated, asking students to note any issues relating to their course/college experience on a different coloured post it note. Discussions were held with the group around the issues posted and the students were asked to suggest solutions to the issues identified. The full set of questions is included as appendix 1.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Positive Elements</td>
<td>Issues</td>
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Discussion/Suggestions for Improvement

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Discussion/Suggestions for Improvement

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Discussion/Suggestions for Improvement

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<td>Issues</td>
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Discussion/Suggestions for Improvement
### Student Progression and Achievement

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#### Discussion/Suggestions for Improvement

### Guidance and Support (including Staff relationships)

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#### Discussion/Suggestions for Improvement

### Quality Enhancement and Assurance

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</tr>
</tbody>
</table>

#### Discussion/Suggestions for Improvement

**Additional Comments:**

**Facilitators Observations:**
Appendix 1.

Curriculum
Does the information in the prospectus match your course?
Is the course what you expected it to be?
Are handouts effective?
Is there a balance between theory and practical?
Is the course material challenging?
Does your timetable change at short notice?
Are timetable changes communicated to you effectively?

Learning Resources
Do you have access to appropriate equipment and materials to complete your course?
Are the textbooks you need for your course available at college?
Does the College provide you with adequate resources for your course?
Are rooms suitable for study/class needs?
Is the timetable suitable for everyone?
Do you have access to high quality resources and equipment?

Learning and Teaching Process
Did the Lecturer make the aims and objectives of each lesson clear at the beginning of the lesson?
Do Lecturers review the previous lesson before beginning the next lesson?
Do lecturers use a variety of teaching methods?
Did lecturers use a variety of technology to enhance your learning?
Did lecturers help motivate you through the course?
Did you feel comfortable with the pace of the course?
Did classes begin on time?
Did lecturers encourage you to develop your own learning and study skills; for example, essay and report writing, research and exam skills, your learning style?
Are there opportunities to plan and prioritise your own learning?

Assessment and Feedback
Are you warned in advance of assessment?
Were assessment tasks clearly explained?
Were assessments on your course reasonably spaced or did you have to cram?
Did your lessons prepare you well for assessment?
Do the assessments use the skills you have learned for that unit?
Were you given timely feedback that allowed you to improve your work?
Were you given adequate time for reassessment?
Were assessments carried out fairly and accurately?
Did you know what to do if you didn’t agree with your assessment results?

**Student Progression and Achievement**
Do you feel you have improved by completing this course?
Are their opportunities to develop skills for employability?
Is it clear how you move from one level to the next?
Are you aware of the next steps in term so progression?
Are you aware of the options open to you at the end of your course?

**Guidance and Support (including Staff relationships)**
Did you have review meetings with your lecturer to discuss your progress?
Were the review meetings helpful?
Has your confidence improved as a result of your learning?
Did you gain a better understanding of yourself as a person as a result of your course?
Do staff treat all learners with respect?
Can you approach staff with issues?
Did you learn to value different learner’s viewpoints offered in your course?
Did you develop positive relationships with staff?
Did you develop positive relationships with other students on your course?
Do you have access to guidance and Learner Support?
Are you getting enough support with your work?
Do you receive support to progress to other courses/higher education?
Was your induction helpful?
Is the College well enough equipped to give access to disabled students?

**Quality Assurance and Improvement**
Did you have the opportunity to make decisions regarding your own learning?
Do you have the opportunity to raise issues with your lecturer?
Are Course Committee meeting held; are these effective?
Do you receive feedback from your lecturer/staff on any issues raised by the class?
Are your views heard by the college and do they result in action being taken?
Do what extent do you feel that you are a partner in your learning?
How well do staff involve learner representatives in evaluating learning and planning for improvement?
Class Representative Training
2016
Class Rep Training 2016

Class Rep Landscape

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>City</th>
<th>Fraserburgh</th>
<th>Altens</th>
<th>Total</th>
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<tr>
<td>Creative Industries, Computing and Business Enterprise</td>
<td>263</td>
<td>39</td>
<td>0</td>
<td>302</td>
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<td>Service Industries</td>
<td>167</td>
<td>44</td>
<td>0</td>
<td>211</td>
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<tr>
<td>Engineering, Science and Technology</td>
<td>36</td>
<td>29</td>
<td>40</td>
<td>105</td>
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<td><strong>Totals</strong></td>
<td>466</td>
<td>112</td>
<td>40</td>
<td>618</td>
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A summary of Activity

We offered 45 sessions between the 14th Oct and 18th November with a capacity of 20 per session

- Fraserburgh Campus: 14
- Altens Campus: 03
- Aberdeen City campus: 28

146 Reps were trained on City campus and of these:

- Engineering, Science and Technology: 16
- Service Industries: 54
- Creative Industries, Computing and Business Enterprise: 76

35 Reps were trained on Fraserburgh Campus:

- Engineering, Science and Technology: 04
- Service Industries: 16
- Creative Industries, Computing and Business Enterprise: 14

**Total trained 181**

Sessions were promoted via

- Guidance Staff
- CQMs
- On Blackboard Welcome Pages
- On some Blackboard Course Pages

Sessions were delivered across a range of days and times, including evenings, to facilitate access.

Sessions were delivered by Josh Gall and Karena Wetherall - Sabbatical Officers, Chris Mackie and Shirley Ann Keith - Faculty Reps and Allison Lamont - Student Association Manager. Although capacity for each session was a maximum of 20 and a preferred minimum of 5, in practice, sessions were delivered to individuals and the largest group was of 12. Of the 256 who signed up only 181 attended despite SignUp Genius sending out automatic reminders 2 days before the events.

The sessions were participant interactive, offering Reps the opportunity, where numbers allowed, to work in small groups. The sessions were timetabled to run for 2 hours and generally did not run for
less than the allocated time and, in some cases, overran either as a result of participants arriving late or where time was given to allow for discussion when it was felt that participants were benefitting from this.

The feedback from the sessions has been extremely positive with the majority of those who completed a feedback questionnaire rating the sessions Very Good or Outstanding. No respondents rated the sessions less than Good.

The feedback from those who responded (City 143 of 146 trained; Fraserburgh 32 of 35 trained) is summarised in the pages that follow.

Conclusions:

Preference would have been for the exercise to have started earlier as the later sessions coincided with Course Committee meetings and it is recommended that Reps are trained in preparation for Course Committee meetings.

It may have facilitated the process had Rep mailings lists been in place so that Reps could have been emailed directly to encourage attendance. The mailings lists are not yet set up.

Attendance figures may have increased if curriculum staff had been in a position to release students from class for this particular exercise.

Feedback suggests that attendees benefitted from the training.

Feedback suggests that attendees particularly enjoyed the interactive elements of the training.
Class Representative Training

What I liked about today’s training session:

- “it was quick but effective”
- “I really liked the presentation because it was so easy to understand, I got a better idea of what I should and shouldn’t do”
- “The diagrams, clarification on what we should be receiving – i.e. personal learning plans”
- “the chance to talk to other reps about their classes and experiences”
- “it was quite a friendly environment and the different concepts were interesting”

What will you do differently as a result:

- “Have small meetings and chats with classmates”
- “I will be more helpful to students”
- “network more with my class and try to talk to everyone”
- “I am now planning to use a comments box in order to get feedback from class”
- “approach – more things than I thought so was good to get other methods and information”
- “make my classmates aware exactly what I am able to do for them with any problems they have”

Class Representative Training

In terms of content and delivery, what would you change if anything:

- “None all covered”
- “I would make the training sessions longer”
- “More interactive learning”
- “two hours is slightly long – however I do appreciate that it is condensed from a 3 day course and if it’s a larger class that’s the time you need”
- “I wouldn’t change anything as it allows you to follow it whilst still learning”
- “Roleplays – dealing with situations and feedback on how to improve”
Class Representative Training Statistics – 2016: Aberdeen City/Altens Campus

![Course Status Chart](chart1.png)

- **Full Time**: 140
- **Part Time**: 0
- **Other**: 0

![Times Being a class Rep Chart](chart2.png)

- **Never**: 0
- **Once**: 10
- **Twice**: 20
- **Three Times**: 30
- **Four Times**: 40
- **Other**: 50

![How did you become a class rep? Chart](chart3.png)

- **Elected**: 60
- **Selected**: 70
- **Volunteered**: 80
- **Don’t know**: 90
- **Other**: 100

![Rate per level of understanding Chart](chart4.png)

- **The role of a class rep**: 1
- **How the SA and class reps work together**: 2
- **Level of understanding**: 3
- **Other**: 4

---

**Legend**:
- Never
- Once
- Twice
- Three Times
- Four Times
- Other
- Elected
- Selected
- Volunteered
- Don’t know
- Other
Would you recommend this training to other class reps?

- Yes
- No

Attendees Per School

- EST
- SI
- CCBE
# TALLY SHEET FOR INTRODUCTORY LEVEL COURSE REP TRAINING 2014-15

**College / University name:** North East Scotland College – Aberdeen City Campus

## 1. Is your course

<table>
<thead>
<tr>
<th></th>
<th>Full time</th>
<th>Part Time</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>143</td>
<td></td>
<td></td>
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</tbody>
</table>

## 2A If you have been a course representative before how many times?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>Three x</th>
<th>Four x</th>
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## 2B How did you become a course representative?

<table>
<thead>
<tr>
<th></th>
<th>Elected</th>
<th>Selected</th>
<th>Volunteered</th>
<th>Don't Know</th>
<th>Other</th>
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<tr>
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<td>77</td>
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<td>40</td>
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## 3 Rating per level of understanding

<table>
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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>The role of a course representative</td>
<td>5</td>
<td>15</td>
<td>46</td>
<td>63</td>
<td>15</td>
</tr>
<tr>
<td>How the Association and Class Reps work together in college</td>
<td>19</td>
<td>32</td>
<td>60</td>
<td>26</td>
<td>8</td>
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</tbody>
</table>

## 4 Did you feel able to participate fully in today’s training?

<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td>141</td>
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## 5. Understanding after completing training

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<th>4</th>
<th>5</th>
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<td>6</td>
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## How would you rate your trainer?

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<th>Fair</th>
<th>Good</th>
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## Overall, how valuable do you consider today’s training

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## Would you recommend training to another representative?

<table>
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<tr>
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<td>16</td>
<td>54</td>
<td>76</td>
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</table>
Class Representative Training Statistics – 2016: Fraserburgh Campus

Course Status

Times Being a class Rep

How did you become a class rep?

Rate per level of understanding

The role of a class rep

How the SA and class reps work together
Class Representative Training Statistics – 2016: Fraserburgh Campus

Did you feel able to participate fully in the training?

Rate per level of understanding after the training

How would you rate your trainer?

Overall, how valuable do you consider the training?
Class Representative Training Statistics – 2016: Fraserburgh Campus

Would you recommend this training to other class reps?

- Yes
- No

Attendees Per School

- EST
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<thead>
<tr>
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### 3 Rating per level of understanding

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<tr>
<td>32</td>
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### 5. Understanding after completing training

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<td>0</td>
<td>0</td>
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<td>22</td>
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### Overall, how valuable do you consider today’s training

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