

**NORTH EAST
SCOTLAND
COLLEGE**



CURRICULUM & QUALITY COMMITTEE

Meeting of 24 January 2018



CURRICULUM & QUALITY COMMITTEE

NOTICE

There will be a meeting of the Curriculum & Quality Committee on Wednesday 24 January 2018 at 1000 hours in the Boardroom, G10, at Aberdeen City Campus.

AGENDA

Agenda Item		Paper
01-18	Apologies for Absence	
02-18	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
03-18	Minute of Previous Meeting – 08 November 2017	X
04-18	Matters Arising from the Previous Meeting	X
05-18	Presentation - School of Engineering, Science & Technology	
	Performance Reporting	
06-18	Curriculum Activity Report	X
	Matter for Decision	
07-18	Course Fee Policy	X
	Matters for Discussion	
08-18	College Level Review AY2016-17 & Enhancement Plan AY2017-18	X
09-18	Learner Engagement Report AY2017-18	X
10-18	Students' Association Activity Report	X
	Matter for Information	
11-18	SQA Systems Verification Audit	X
12-18	Any Other Business	
13-18	Summation of Business and Date of Next Meeting	



CURRICULUM & QUALITY COMMITTEE

Draft Minute of the meeting of the Curriculum & Quality Committee held on 8 November 2017 at 1000 hours in G10, Aberdeen City Campus.

Agenda Item	
	<p>Present: Martin Dear Doug Duthie Josh Gall John Harper Robin McGregor Abby Miah Anne Simpson - Chair</p> <p>In attendance: Neil Cowie, Vice Principal Access & Partnerships John Davidson, Vice Principal Curriculum & Quality Ken Milroy, Regional Chair Pauline May, Secretary to the Board Zoe Burn, Minute Secretary Susan Betty, Director of Curriculum (Agenda Item 19-17 only)</p>
15-17	<p>Apologies: Andrew Russell – Vice Chair Liz McIntyre</p>
16-17	<p>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items Mr McGregor declared a conflict of interest in regard to agenda items 25-17, Digital Futures Project Update and 28-17, Internal Review AY2016-17 – Timetabling. Mr Duthie declared a potential conflict of interest in regard to his role as a Director of ASET.</p>
17-17	<p>Minutes of Previous Meeting – 29 September 2017 The minutes were approved as a true and accurate record.</p>
18-17	<p>Matters Arising from the Previous Meeting Members noted the matters arising report, and no further matters were noted.</p>
19-17	<p>Presentation - School of Creative Industries, Computing, ESOL & Business Enterprise Ms Betty, Director of Curriculum for Creative Industries, Computing, ESOL and Business Enterprises gave a presentation providing an overview of the School's activity.</p> <p>The presentation covered the following key areas:</p> <ul style="list-style-type: none"> • 3 year trend data for full-time applications and enrolments • An overview of the School's provision • Staff numbers and staff utilisation • Employer and community engagement

	<ul style="list-style-type: none"> • Areas for strength and good practice • Identified areas for improvement • School success stories. <p>Members thanked Ms Betty for her detailed and enthusiastic presentation. Members requested that the presentation be made available on the Committee's Collaborative Space.</p>
	<i>Professor Harper and Ms Betty left the meeting at this time.</i>
	Performance Reporting
20-17	<p>Curriculum Activity Report Members considered the Curriculum Activity Report providing information on the level of student enrolments for AY2017-18 as part of the monitoring of key information and performance indicators.</p> <p>Mr Davidson reported that enrolments had increased by 2% since figures were considered at the Committee's previous meeting in September 2017. It was noted that although the School of Engineering, Science and Technology had not achieved its recruitment target, the shortfall would be rectified by due to the School of Creative Industries, Computing, ESOL & Business Enterprise exceeding its recruitment target. Members were advised that a number of January start courses would also operate, contributing to the achievement of recruitment and credits targets for AY2017-18.</p> <p>Mr Davidson confirmed that the College is expected to achieve its SFC-funded activity target for AY2017-18.</p> <p>Members were advised that a high level review of the curriculum would be undertaken during AY2017-18 to identify areas of increasing demand and those in decline. It was noted that review would also consider related funding and resource implications of changing the College's curriculum offer.</p>
21-17	<p>Summary of KPI Achievement AY2016-17 Members considered a paper providing KPI summary information to enable the Committee to consider the College's effectiveness at providing high quality learning.</p> <p>Mr Davidson advised Members that the national benchmarking KPIs would be published in the New Year.</p> <p>It was noted that it was important for the College to understand the factors that lead to students withdrawing from their courses. Mr Davidson advised that feedback on this was sought and recorded whenever possible to enable issues to be addressed if required.</p> <p>Mr Davidson thanked Mr McGregor for his contribution in the creation of the report.</p>
22-17	<p>Courses for Concern & Most Improved Report AY2016-17 Members considered the Report providing information on programmes that are of concern for FE and HE full-time and those programmes where significant improvements have been made as part of the monitoring of key information and performance indicators.</p>

	<p>Mr Davidson advised that the Directors of Curriculum are currently working with relevant members of academic staff to identify and implement actions to address the courses for concern. The Committee were advised that they would be updated on progress in due course.</p> <p>Mr Davidson reported that actions taken by those courses which have significantly improved will be reflected upon and shared with other curriculum areas as appropriate.</p> <p>Members commented that the Report would be a very useful management tool, and that it was appropriate for the Committee to be informed of the work being undertaken by the College in this area. The Committee thanked the Principal for the introduction of the new Report.</p>
	<p>Matters for Discussion</p>
23-17	<p>College Level Review AY2016-17 & Enhancement Plan AY2017-18 The Chair advised that consideration of the College Level Review AY2016-17 & Enhancement Plan AY2017-18 had been postponed until the Committee's meeting scheduled for January 2018. Members acknowledge an email recently sent by the Principal to explain the delay with the document.</p>
24-17	<p>Transitions Annual Report Members considered the Report providing an update of the current status of the College's partnerships with universities and schools.</p> <p>Mr Davidson recorded his thanks to Ms Griffin and Ms McKenzie for their contributions to the Report.</p> <p>It was noted that AY2016-17 figures for the majority of universities noted were outstanding, and Mr Davidson advised that Members would be updated once this information had been received.</p> <p>The Committee noted the significant increase in Foundation Apprenticeship enrolments and the increase in the number of pupils from Aberdeen City schools participating in College programmes. Two upcoming Stakeholder Events with Aberdeen City and Aberdeenshire Headteachers were noted.</p> <p>It was noted that sector discussions were being held in relation to the SCQF level of Foundation Apprenticeships.</p> <p>Members commented that it was good to see the significant number of universities with which the College has articulation agreements in place.</p>
25-17	<p>Digital Futures Project Update Members considered a paper providing an update on recent work undertaken as part of the Digital Futures Project. The Committee was advised that the Project had been introduced to all staff at the beginning of AY2017-18 as part of the Principal's 'Welcome Back' presentations.</p> <p>Mr McGregor summarised significant developments that have occurred to date, including the successful recruitment of three Digital Learning Advisors, and the holding of the first meeting of the Project Steering Board.</p> <p>Mr McGregor summarised the key aspirations for the Project, noting proposed targets for mandatory staff CPD, and the planned formal launch of the Project as part of the All Staff Conference scheduled for 23 January 2018.</p>

	<p>Members were advised that by the end of AY2017-18 all College staff will have commenced on a pathway to an agreed benchmarked level of digital skills competency.</p>
26-17	<p>Students' Association Activity Report Members considered the Report providing information on the Association's activities undertaken during the period 01 September to 23 October 2017.</p> <p>Mr Cowie thanked Mr Gall and Ms Miah for their work this academic year to raise the Association's profile.</p> <p>Mr Gall advised that the Partnership Agreement was progressing well, noting that the Agreement was expected to be presented to the Regional Board at its meeting scheduled for December 2017.</p> <p>Ms Miah provided Members with further information on the Association's participation in the Scottish Government's Period Poverty Campaign and the recent Torch Parade held in Aberdeen.</p> <p>The Committee agreed that the new reporting template provided by the Association was appropriate and helpful.</p> <p>It was that a presentation from the Association had been included as part of the Agenda for the Board's upcoming Strategy Event.</p>
	<p>Matters for Information</p>
27-17	<p>Internal Review AY2016-17 – Admissions Members noted a paper providing information on progress of the College's Admissions Review.</p> <p>Mr Cowie provided Members with information relating to the implementation of Phase 1 of the Admissions Review Action Plan, including the development of an external communications strategy regarding changes to NESCol admissions processes.</p> <p>Members agreed that the Action Plan in place was suitable, and Mr Cowie advised that the Committee would be updated on progress in due course.</p>
28-17	<p>Internal Review AY2016-17 - Timetabling Members noted a paper providing information on progress of the College's Timetabling Review.</p> <p>Mr Davidson summarised some of the key challenges currently experienced in relation to timetabling and the implementation of timetabling rules, and actions which are already being implemented to address them.</p> <p>Members were advised that Mr McGregor had visited other colleges to investigate approaches to timetabling and the use of different timetabling systems. It was noted that, in due course, consideration may be given to short-term and longer-term changes to the IT system the College currently utilises for timetabling purposes.</p>
29-17	<p>Internal Reviews AY2017-18 Members were provided with information regarding the planned Internal Reviews which will be conducted during AY2017-18.</p>

	<p>There will be two cross-College reviews, expected to be completed by March 2018:</p> <ul style="list-style-type: none"> • Student Support • Learning Development <p>There will also be one curriculum area review - Care courses – which is expected to be completed by mid-January 2018.</p> <p>Mr Cowie advised of the key staff who are expected to be involved in undertaking the three planned Internal Reviews in AY2017-18.</p>
30-17	<p>Demonstration – MyNESCol Members received a demonstration from Mr McGregor, in his role as Director of Learning Enhancement, on the new MyNESCol website and related app.</p> <p>Mr McGregor advised that the website had been developed with input from NESCol computing students who helped to define its scope.</p> <p>Members were advised that the new website had been developed with easy of navigation and functionality in mind. Mr McGregor explained the key information which can be accessed through MyNESCol (attendance and punctuality, print balance, timetables, College email account), noting that the website will continue to be developed as required and to reflect feedback received from users.</p> <p>Members were advised that the introduction of My NESCol had increased the proportion of students now accessing their NESCol account on a daily basis, from 12% to 80%.</p> <p>Positive feedback received from both students and staff on the website and app was noted.</p> <p>Mr McGregor advised Members on where the app was available to download from, and that staff could also log in. Members requested for a link to the website to be sent.</p>
31-17	<p>Any Other Business There were no further items of business raised.</p>
32-17	<p>Summation of Business and Date of Next Meeting The Secretary gave a summation of the business conducted. The next meeting of the Curriculum & Quality Committee is scheduled to take place on 24 January 2018 at 1000 hours at the Aberdeen City Campus.</p>
	Meeting ended 1205 hours

Agenda Item	Actions from Curriculum & Quality Committee - 08/11/17	Responsibility	Deadline
19-17	Publish CICEBE presentation on Committee Collaborative Space	P May	As soon as possible
23-17	Consider College Level Review AY2016-17 & Enhancement Plan AY2017-18 at January meeting of Committee	J Davidson	17 January 2018
24-17	Provide Members with outstanding articulation figures	J Davidson	Once information is available from the relevant universities
30-17	Send Members link to MyNESCol website	P May	As soon as possible

Signed:.....

Date:



CURRICULUM & QUALITY COMMITTEE

An update on matters arising from the meeting of the Curriculum & Quality Committee held on Wednesday 08 November 2017.

Agenda Item	
19-17	Action: Publish CICBE presentation on Committee Collaborative Space.
	Status – Complete – presentation is available on COLIN - https://nescol.interactgo.com/Interact/Pages/Content/Document.aspx?id=4809
21-17	Update: National benchmarking KPIs to be made available in the new year.
	Status: This information has not yet been published by the SFC.
23-17	Action: College Level Review AY2016-17 and Enhancement Plan AY2017-18 to be considered at meeting of 24 January 2018.
	Status: See Agenda Item 08-18.
24-17	Action: Provide Members with outstanding articulation figures.
	Status: Articulation figures for universities with which NESCol has articulation agreements have not yet been received, with the exception of RGU, the University of Aberdeen, and UHI which were shared with the Committee at its last meeting.
26-17	Action: Partnership Agreement to be presented to Regional Board at its meeting scheduled for December 2017.
	Status: The Partnership Agreement is now expected to be presented to the Regional Board at its meeting scheduled for February 2018. At its meeting in December 2017 the Board received presentations from spargs and the College's Student Engagement Co-ordinator on the purpose of Partnership Agreements and on the development of the NESCol Agreement.
30-17	Action: Send Members link to MyNESCol website.
	Status: Complete – a hyperlink to the website along with links for downloading the MyNESCol App and accessing a video on the website were sent to Members on 27 November 2017.



CURRICULUM & QUALITY COMMITTEE	
Meeting of 24 January 2018	
Title: Performance Reporting – Curriculum Activity	
Author: John Davidson	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input checked="" type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To provide the Committee with information on the level of student enrolments for AY2017-18 as part of the monitoring of key information and performance indicators.	
Linked to Strategic Aim:	
1 To create personal and business growth through learning	
Linked to Annual Priority:	
1 To conduct a high level review of the curriculum offer in line with the strategic positioning of each campus within its regional location and economic environment	
Executive Summary:	
<p>The Curriculum & Quality Committee are presented with a wide range of data throughout the academic year to support their governance role.</p> <p>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.</p> <p>If NESCol falls short of its target, the SFC would require part of grant-in-aid for the year to be re-paid.</p> <p>The report, attached as Appendix 1, outlines NESCol’s current position in relation to enrolments and credits, and the actions being taken to address any shortfall.</p> <p>The table provided 1 gives a breakdown of full-time and part-time enrolments to date along with the status of credit activity against target.</p>	

It should be noted that the College is currently short of its enrolment and credits target, and will find it challenging in meeting the targets agreed with the SFC.

Recommendation:

It is recommended that the Committee consider the information provided.

Previous Committee Recommendation/Approval (if applicable):

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Performance Reporting – Curriculum Activity Update

Current

At the time of writing, the College has enrolled 6,757 full-time students against a target of 6,820. A difference of -59 enrolments or 99% of target as agreed with the Scottish Funding Council [SFC].

The continued uncertainty in the Oil and Gas sector has affected recruitment for Engineering. The School of Engineering, Science and Technology has enrolled 1,303 full-time students against a target of 1,496. A difference of -193. As a result, the School of Engineering, Science and Technology will not meet its enrolment target for AY2017-18. Mechanical Engineering and Automotive Engineering are the two areas where recruitment has declined, while Electrical Engineering and Construction continue to be areas of high demand.

The School of Computing, Creative Industries and Business continues to grow with 3,111 full-time enrolments against a target of 2,990 – an increase of 121. Additional resource space was created to meet the high demand in Creative Industries and Computing.

The School of Service Industries has recruited 2,331 students against a target of 2,346 – a difference of -15, however, the School will meet target due to a planned February programme. Areas of high demand are in Childcare, Beauty Therapy, Sport and Social Sciences who have all exceeded their targets.

Business and Community Development have recruited 3,114 part-time students to date however, this changes from week to week but has a long way to go to reach its revised target.

As of 08 January 2018, the College was sitting at 122,154 credits compared to 130,810 credits in January 2017. A difference of -8,656 credits. The College faces a challenging 6 months in trying to achieve its target. This is being monitored on a fortnightly basis.

Planned Action

To help address any potential shortfall in enrolments and credits, the following are short-term measures that will be in place for remainder of AY2017-18;

- Full-time programmes in Health Care and Engineering will be offered in February 2018.
- The Directors of Curriculum have identified additional units to be delivered in Block 2 that could generate an additional 1,100 credits as part of the 1+ activity. SFC guidelines state that colleges are allowed an additional 2% of activity - NESCol is currently sitting at 1%.
- In previous academic years, Business and Community Development (BCD) has carried forward (spanned) enrolment/credits into the following academic year to avoid the College submitting too many credits beyond its agreed targets with SFC. BCD will make up any shortfall this academic year to ensure the College meets target.

Full Time Enrolments:-			
	Target	Actual to-date	Difference
School of Creative Industries, Computing and Business Enterprise	2,966	3,111	+145
School of Engineering, Science and Technology	1,496	1,303	-193
School of Service Industries	2,346	2,331	-15
Business and Community Development	12	12	0
Total	6,820	6,757	-63

Full Time Withdrawal / Retention to-date:-			
	Enrolled	Withdrawal	Retention Rate %
School of Creative Industries, Computing and Business Enterprise	3,111	149	96%
School of Engineering, Science and Technology	1,303	85	94%
School of Service Industries	2,331	186	92%
Business and Community Development	12	0	100%
Total	6,757	420	94%

Part Time Withdrawal / Retention to-date:-			
	Enrolled	Withdrawal	Retention Rate %
School of Creative Industries, Computing and Business Enterprise	399	12	97%
School of Engineering, Science and Technology	1,361	22	98%
School of Service Industries	803	43	95%
Business and Community Development	3,114	30	99%
Professional Development			
Total	5,677	107	98%

Withdrawal / Retention (All):-			
	Enrolled	Withdrawal	% Rate
School of Creative Industries, Computing and Business Enterprise	3,510	161	95%
School of Engineering, Science and Technology	2,664	107	96%
School of Service Industries	3,134	229	93%
Business and Community Development	3,126	30	99%
Professional Development			
Total	12,434	527	96%

Key Performance Indicators	Students Enrolled(Actual)				Early Student Withdrawal (withdrawn students as a % of enrolled students)			
	2014	2015	2016	2017	2014	2015	2016	2017
Full Time Enrolments	6,245	6,820	6,844	6,761	6.11%	5.50%	6.01%	6%
Part Time Enrolments	11,863	6,371	9,533	6,638	3.25%	3.70%	2.01%	2%

Credits:-				
	Target Credits	Actual to-date	Planned Provision	Projected Outcome
School of Creative Industries, Computing and Business Enterprise	47,453	48,067	769	48,836
School of Engineering, Science and Technology	33,490	27,846	2,026	29,872
School of Service Industries	41,787	39,954	847	40,801
Business and Community Development	14,318	6,256	11,330	17,586
Professional Development	68	31	37	68
Total	137,116	122,154	15,009	137,163
Projected Outrun	137,163			
Total SFC Target (incl. 3,035 ESF)	137,153			

The table below gives you a comparison of credits as of 08 January 2018 compared to the position on 08 January 2017. As things stand, a difference of 8,656 credits.

	Credits as of 08 January 2018	Credits as of 08 January 2017	Diff	Reasons/Action
ASET	72	126	-54	N/A
BCD	6,184	8,800	-2,616	Director of BD working on PT recruitment
CCB	48,067	48,311	-244	1,000 credits moved to Additional Funded Places
EST	27,846	32,383	-4,537	Downturn due to declining industry
PD	31	62	-31	N/A
SI	39,954	41,128	-1,174	January/February programmes planned
Total	122,154	130,810	-8,656	Challenging

Action

1. Vice Principal Curriculum & Quality and Directors of Curriculum have met with Publicity & Marketing to discuss a campaign for programmes starting in February 2018.
2. Directors of Curriculum completed working on the 1+ activity.
3. Work-based activity information gathered and shared with Principal.
Please note that reaching SFC target will be challenging and is reliant on Business and Community Development delivering additional credits previously agreed.



CURRICULUM & QUALITY COMMITTEE	
Meeting of 24 January 2018	
Title: Course Fee Policy	
Author: Neil Cowie	Contributor(s): Linda Taylor, Director of Student Access & Support
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To assist the Committee when considering the approval and adoption of a reviewed and revised version of North East Scotland College's (NESCol) Course Fee Policy.	
Linked to Strategic Aim:	
Linked to Annual Priority:	
<p>Executive Summary: The existing NESCol Course Fee Policy was last approved by the Regional Board in February 2017 and is now due for review.</p> <p>After recent review and evaluation some minor changes have been made to the Policy, attached as Appendix 1, in order to improve the policy, processes and information pertaining to course fees. These changes are noted below:</p> <ul style="list-style-type: none"> • 10.5 - Removal of reference to Personal Learning and Support Plan. • 11.6 - Addition of reference to Individual Training Accounts. • 12.0 - Clarification that Policy relates to all types of courses. • Updating of roles responsible for the Policy. 	
Recommendation: It is recommended that the Committee consider and, if so minded, approve the College's policy on course fees.	
Previous Committee Recommendation/Approval (if applicable):	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input checked="" type="checkbox"/>

No Impact

Evidence: See Equality Impact Assessment.



Course Fee Policy

Ref: FA1.1

Course Fee Policy

Review Date: January 2018

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. If a non-advanced student withdraws on or before 1 November and is eligible for fee waiver then no charge will be made to the student. If a non-advanced

student has indicated that they should be eligible for a fee waiver but has failed to provide the relevant documentation then the College will take all reasonable steps to confirm whether or not the student is eligible for fee waiver. Unless confirmation is held to confirm that the student is not eligible for fee waiver then no charge will be made to the student.

- 3.3. The course fees are paid by SAAS for advanced students subject to the student physically attending a class on or after 1 December. If the student withdraws from the course without attending after this date then the College will charge a pro-rata amount of the course fee to the student.
- 3.4. 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.
- 3.5. The College will not make a charge against any full-time student who withdraws within the first 4 weeks of the course.

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. 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.
- 11.6. Where payment of any course fee is made up of an Individual Training Account, refunds will only be made in line with College Policy and the Operational Rules issued by Skills Development Scotland (SDS).

12.0 Circumstances of Refunds

The following section refers to all courses, including full-time, part-time and evening classes. See 12.2.3 for distance learning courses. All requests for a refund must be received by the end of the Academic Year which the course applied for ends in e.g. if the course is due to finish in April 2018, then any refund request must be received by 31 July 2018.

12.1. Refunds because of cancellation of a course by the College

- 12.1.1. Where the College decides to cancel a course, fees paid for the course will be refunded automatically and in their entirety.
- 12.1.2. 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.

12.2. Refunds because of other circumstances

12.2.1. 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 12.2.2 or the course is a distance learning provision – for which see paragraph 12.2.3

- 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.

12.2.2. 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 (e.g. 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 entirety 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.

12.2.3. 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.
- c) 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

- 13.1. 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.

14.0 Effective Date

- 14.1. This policy is effective for the Academic Year 2016-17 and subsequent years.

Status:	Awaiting approval
Approved By:	Curriculum & Quality Committee
Date of Version:	January 2018
Responsibility for Policy:	Vice Principal, Access and Partnerships
Responsibility for Implementation:	Vice Principal, Access and Partnerships, Director of Student Access and Support, Admissions and Funding Manager, Administration and Examinations Manager, Credit Control Manager, Director of Business Development, Directors of Curriculum, Information and Advice Manager, Assistant Accountant
Responsibility for Review:	Director of Student Access and Support
Review Date:	January 2020
EIA Date:	January 2018

Equality Impact Assessment (EIA) Form

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

Title of Policy or Procedure. Details of Relevant Practice:	Course Fee Policy FA1.1
Person(s) Responsible.	Vice Principal – Access and Partnership
Date of Assessment:	22 December 2017
What are the aims of the policy, procedure or practice being considered?	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.
Who will this policy, procedure or practice impact upon?	This will impact on applicants, students, employers, sponsors and schools.

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.)

Need	Impact	Evidence
<ul style="list-style-type: none"> Eliminating unlawful discrimination, harassment and victimisation. 	<p>Potentially negative</p> <p>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.</p>	<p>SFC and Government Guidance documents and National Policies.</p>
<ul style="list-style-type: none"> Advancing Equality of Opportunity 	<p>Potentially negative</p> <p>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.</p>	<p>SFC and Government Guidance documents and National Policies</p> <p>Student Services application assessments.</p>

<ul style="list-style-type: none"> • Promoting Good relations 	<p>Positive</p> <p>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 out with Scotland has to leave the area, or is no longer able to remain in the area due to legal restrictions.</p>	<p>RR2s.</p>
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Part 3. Action & Outcome (Following initial assessment, describe any action that will be taken to address impact detected)

No action taken as negative impacts as they are attributable to SFC National Policy and Scottish Government Policy.

Sign-off, authorisation and publishing *	
Name:	Linda Taylor
Position:	Director of Student Access and Support
Date of original EIA	12/12/16
Date EIA last reviewed	15/01/18

**Please note that an electronic sign-off is sufficient*



CURRICULUM & QUALITY COMMITTEE	
Meeting of 24 January 2018	
Title: College Level Review AY2016-17 & Enhancement Plan AY2017-18	
Author: John Davidson	Contributor(s): Senior Management Team
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input checked="" type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To provide the Committee with an opportunity to consider the College Level Review AY2016-17 & Enhancement Plan AY2017-18.	
Linked to Strategic Aim:	
3 To achieve maximum impact from the available resources	
Linked to Annual Priority:	
3 To fully implement and embed the new College Quality Arrangements, driving improvement in learner outcomes and student experience	
Executive Summary:	
<p>Following the publication of 'How Good is our College?' in December 2016, the College reviewed its approach to self-evaluation. New templates for Evaluative and Enhancement Plans, based on the new quality framework and focused around relevant quality indicators, were produced:</p> <ul style="list-style-type: none"> - College level [Senior Management Team] - School level [Directors of Curriculum] - Faculty level [Faculty Managers] - Course level [Curriculum & Quality Managers in liaison with their respective teaching teams] - Support teams [Heads of Departments in liaison with their teams]. <p>A review of performance is carried out throughout the academic year followed by the development of enhancement plans detailing improvement actions and how these relate to College annual priorities.</p> <p>The refreshed approach detailed above ensures that the College's process for self-evaluation and improvement planning is undertaken at all levels of the organisation.</p>	

The College Level Review for AY2016-17 & Enhancement Plan for AY2017-18 was completed by the Senior Management Team following reflection of the reviews undertaken at the various levels of the College as detailed above. A copy of the document will be circulated to Members under separate cover by 19 January 2018.

The Committee will receive a progress update on the implementation of the Enhancement Plan for AY2017-18 at its meeting scheduled for 16 May 2018.

Recommendation:

It is recommended that the Committee consider the information provided.

Previous Committee Recommendation/Approval (if applicable):

None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:



College Level Review 2016/17 & Enhancement Plan 2017/18

Author: Senior Management Team

Date: January 2018

SELF-EVALUATION AND REVIEW 2016/17

Evaluative Report

1: LEADERSHIP AND QUALITY CULTURE - HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

1.1 Governance and leadership of change

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement. It considers how the college responds to influences both external and internal. This includes Section B on the *Quality of the Student Experience in Code of Good Governance for Scotland's Colleges* and the *Framework for Developing Strong and Effective College Students' Associations*. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Leaders should ensure that the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Theme 1	Challenge Questions	
<p>Governance and Leadership</p>	<ul style="list-style-type: none"> • How well does the Regional Board provide strategic support and challenge to secure high quality provision and ongoing improvement? • How well does the Regional Board assure itself that evaluation and enhancement reports are accurate and balanced? • How well does the Regional Board engage with staff, the Students' Association and stakeholders to improve outcomes for learners? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The Regional Board provides strategic support and challenge through clearly identified committee structures and terms of reference. • The Regional Board is responsible for the approval of the College Level evaluation and enhancement report and monitors progress through the Curriculum and Quality Committee. • The 2016/17 Learning and Teaching and Student Services Committee of the Regional Board undertook regular monitoring of data reports on student performance and activity. • The Regional Board has undertaken training and development in relation to the new quality framework. • The Regional Board monitors its own effectiveness through an established system of internal and external effectiveness review • The Regional Board monitors its effectiveness on a regular basis through the Governance Steering Group. • The Regional Board engages well with the Students' Association and student members of the Regional Board. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Board Papers and Minutes • Plans and outputs of Board Strategy Days • Strategic Plan 2015-2018 • ALP Development Plan 2015/2016 • Internal Audit Reports • Board Minutes • Steering Group Minutes • Students' Association Joint Review Meetings • Minutes of LTSS Committee • Record of Strategy Events 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The Regional Board should improve regular monitoring of progress against strategic objectives and enhancement through the new quality framework. • The Regional Board should review the operation of committees and board meetings to improve the overall effectiveness of the Board in the pursuit of moving good practice to excellent practice. • The Regional Board should improve engagement with staff and external stakeholders. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Board Papers and Minutes 	

Theme 2	Challenge Questions	
<p>Developing a shared vision, values and aims</p>	<ul style="list-style-type: none"> • How well do college managers engage staff and the Students' Association in the ongoing development of college vision, aim and values? • How well do managers reflect local, regional and national priorities when developing college strategies? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • Leadership and Management across all areas is strong and effective and through its Leadership Team, provides an excellent vehicle for communicating the College's Vision & Values. • The Leadership Team monitors its own progress on a regular basis relating to Strategic Development, Collaboration and Scrutiny of performance against targets. • The College has strong, collaborative relationships with partners through its on-going activities within Community Planning Aberdeen, Aberdeenshire Community Planning Partnership and the Regional Economic Strategy Group. • Key College staff members attend regular local, regional and national meetings and events with external stakeholders including those hosted by national, governing and awarding bodies. • The Director of Learner Enhancement is a member of the College's Board of Management and the College's Leadership Team. This has assisted with improved communication flow between support teams, curriculum teams, the Leadership Team and the Regional Board. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • CPA, CPP Aberdeenshire and RESG minutes • RSS • Website • Attendance lists from information sessions. • Team meetings and minutes • Regional Board meetings and minutes • SQA events • CDN meetings • Departmental procedures • Staff information hosted on COLIN • Regional Board minutes • Community Planning Aberdeen LOIP 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Curriculum teams should review the effectiveness of relationships with employers that will help facilitate greater opportunities for employers to influence curriculum content and delivery. • College teams should improve the understanding of the College's Vision & Values for non-promoted staff. • College managers should provide more CLPL opportunities for extending digital capacity for staff as part of the Digital Futures project. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Industry input in the co-creation of curriculum content • Team Meetings • Staff Conference 	

Theme 3	Challenge Questions	
Planning for continuous improvement	<ul style="list-style-type: none"> • How well are staff and the Students' Association involved in the process of change and planning for continuous improvement? • How well does the college utilise the diversity of learner voices in planning for continuous improvement? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • College teams engage in planning for continuous improvement through Activity and Budgetary targets, and Course Performance is discussed as part of the planning process. • EMSI software is used to inform curriculum-planning intentions and such discussions are further augmented with customer feedback from surveys and face-to-face discussions. • The College has in place very effective quality assurance and improvement processes including supporting the College's Student Association in undertaking Peer-led reviews. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Employer Surveys/ Employer feedback • Student surveys • Minutes of CCM meetings • Peer-led Reviews 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should consider a more effective collaboration between the College and Student's Association to ensure the new Quality Arrangements and the Framework for the Development of Strong and Effective College Student's Associations in Scotland are fully aligned. • College teams should undertake a more consistent approach to carrying out a robust analysis of intelligence and data sharing by curriculum teams with learner representatives for continuous improvement. • The College should, in partnership with the Student's Association and learner representatives, further develop existing processes in taking into account the views of learners to inform improvement. • The College should deliver a revised Admissions Policy and Procedure in line with the Internal Review to further support continuous improvement. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Improvement in Retention rates • Satisfaction Survey's • Learner Engagement Group • Updated College Policy 	

1.2 Leadership of learning and teaching

This indicator relates to leadership for improving learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to CLPL including collegiate working. It focuses on leadership which improves the learning experience and outcomes for learners through enabling them to lead their own learning. It identifies the importance of effective engagement with the Students' Association (where appropriate) and learner representatives.

Theme 1	Challenge Questions	
Leadership for improvement of learning and teaching	<ul style="list-style-type: none"> • How effective are strategies for improving learning and teaching and how well are these communicated and understood by staff? • How effective is planning for delivery of high quality learning provision? • How well do managers involve staff and stakeholders, including employers to influence strategies for the development of learning and teaching? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has in place effective arrangements for improving learning and teaching and College staff are focussed on delivering a high quality learner experience • The College's Curriculum Performance Reviews provide a mechanism for Senior Management to engage with curriculum teams that enables professional discussion on learner experience and outcomes • The College's Learning and Teaching Strategy and its associated sub-strategies provide appropriate guidance for teaching staff • The College has a well-established Curriculum Planning Group that ensures the College's curriculum is effectively planned and monitored, and aligned with regional needs • The College's Curriculum Area Development Planning exercise ensures the curriculum offering is up-to-date and relevant to industry needs • The College's Programme Delivery Guidelines supports staff in the delivery of learning and teaching and this ensures a consistent approach in classroom management 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • EV reports • SDS Audits / Compliance visits, etc. • Focus Groups • Staff and student surveys • Internal Audit reports • Self-evaluation reports • VLE tracking data • Regular team meetings with managers 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should consider a more consistent and meaningful approach to developing better employer engagement in curriculum design for all teams. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Industry meetings/representation 	

Theme 2	Challenge Questions	
Leadership of staff	<ul style="list-style-type: none"> • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve learning and teaching? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has strong arrangements in place for the induction and development of staff through its well-structured approach to the delivery of professional teaching and assessing/verification qualifications • The College has in place a dedicated team of professional development tutors who provide support in the in the delivery of effective learning and teaching • A strong and well-established formal system of Lesson Observations and Feedback is in place which enables professional dialogue, reflective practice and planning for improvement of learner experience and outcomes • College Managers work collaboratively within and across teams to bring about improvement and enhancement of its services and provision. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Meeting minutes • PM Reviews • CPD • Quality Reports • Student Satisfaction Surveys 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College has in place effective arrangements for improving learning and teaching in some areas, however these arrangements have yet to deliver the improvement in learner outcomes required by the College 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student surveys • KPI data 	

Theme 3	Challenge Questions	
Career-long professional learning (CLPL)	<ul style="list-style-type: none"> • How well do CLPL arrangements support curriculum teams and individual staff to deliver improvements to learning and teaching? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • Programmes are in place to ensure staff have the essential skills, knowledge and where appropriate, qualifications, needed for their roles • College staff undertake an agreed number of CLPL hours as part of their own continuous development 		<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Training programmes, staff qualifications, performance indicators and HR committee reports. • Training records.
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should improve the development of advanced skills beyond the basic training. • The College should develop digital capacity and capability to enable lecturers to meet the needs of learners • The College should review and further develop leadership and management training for Curriculum and Quality Managers 		<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Beyond TQFE • Digital Futures Project. • Performance Review Feedback

Theme 4	Challenge Questions	
Learners leading learning	<ul style="list-style-type: none"> • How well do managers involve learners, including learner representatives to influence strategies for the development of learning and teaching? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College’s Student President and Vice President play an active role in the Curriculum & Quality Action Group and Student Engagement group where students and staff work in equal partnership to effect change and enhance the College community • Course Committee meetings take place at least twice a year and are attended by Class Representatives as part of the Learner Voice • The College’s Student Association undertake a number of Peer-led reviews and feedback is given to curriculum teams to help inform developments of learning and teaching 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student Engagement Group • Minutes of meeting • Peer-led Review feedback • Student Focus Groups 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Further engagement between curriculum teams and learners is required to help drive forward partnership working in the co-creation of learning and teaching 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Learner Voice • Minutes of meetings 	

1.3 Leadership of services to support learning

This indicator focuses on the leadership of services to support learning. It recognises the importance of effective planning and provision of support services. It highlights the importance of curriculum and support teams working collaboratively together. It acknowledges the need for tailored partnership working arrangements with external stakeholders which inform improvement. It identifies the importance of effective engagement with the Students' Association and learner representatives.

Theme 1	Challenge Questions	
Leadership for improvement of services to support learning	<ul style="list-style-type: none"> • How effective are strategies for improving services to support learning and how well are these communicated and understood by staff? • How effective is planning for delivery of high quality services to support learning? 	
<u>What do we do well?</u> <ul style="list-style-type: none"> • Effective leadership and management arrangements for services are in place that support learning including application and funding advice, support and guidance, and pre-enrolment interviews and pre-exit advice • The College's Support Teams carry out annual surveys of the service provided to students and this helps inform improvements that may be required • The College has in place a dedicated Learner Resource team who engage with curriculum teams in supporting students throughout the academic year 		<u>Evidence</u> <ul style="list-style-type: none"> • Team minutes • Student Induction • Support records
<u>What should we improve?</u> <ul style="list-style-type: none"> • The College should ensure that long-term cross-college planning should be more robust to enable improvement in service delivery. • Use of more qualitative forms of feedback would enhance service delivery to both students and internal customers. 		<u>Evidence</u> <ul style="list-style-type: none"> • Support feedback • Student surveys

Theme 2	Challenge Questions	
Leadership of staff	<ul style="list-style-type: none"> • How effectively do managers communicate and collaborate to bring about improvement and enhancement? • How well do managers provide effective leadership of staff to improve service delivery? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has clear and effective communication channels between the Senior Management Team, Directors and Heads of Service through its Leadership Team, and this ensures there is a strong collaboration between support and curriculum teams in allowing for information to be shared and disseminated effectively • Support Team managers meet regularly with their teams to discuss ways of improving and enhancing their services for students, stakeholders and internal customers. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student feedback • Internal customer satisfaction surveys 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Further cross-college collaboration between academic and support teams is required to ensure a high quality service is being delivered to all students at all times • The College should take steps to ensure the support and service provision offered for part-time students is similar to that of full-time students. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Team minutes • Design of Student Services • Student feedback 	

Theme 3	Challenge Questions	
<p>Account of current and projected needs of learners</p>	<ul style="list-style-type: none"> • How well do managers take account of current and projected needs of learners to plan services to support learning? • How well do managers support and engage with learner representatives to improve services to support learning? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • Support teams liaise with curriculum teams to ensure that the range of resources provided by the teams meets the needs of students and to plan future needs. • Feedback from student-facing support teams is gathered through the College's well-established internal quality audit process and the end of year staff and student survey and this helps inform improvements to services. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student feedback • Staff and student surveys • Internal quality audits • SAC project information and minutes • Response to complaints 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should look to extending learner support and guidance to include part-time learners and commercial clients. • The College's partnership arrangements with the Students Association is limited at times to curriculum teams and this should be extended to include a deeper and more meaningful partnership with Support teams and Student Association 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Internal audit report • Student feedback 	

Theme 4	Challenge Questions	
Internal arrangements for delivery of services to support learning	<ul style="list-style-type: none"> • How well do managers of curriculum and support service areas jointly plan and deliver services to support learning? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has in place a well-established Bring Your Own Device [BYOD] scheme that has allowed learners to make use of technology as part of their programme of study • Support managers work closely with curriculum teams across all campuses in support of Core Skills, Study Skills and Information Technology • The College’s Student Service project brought together curriculum and support areas, and students in the co-design and creation of a new Student Portal • The College’s Internal Review on Admissions, Applications and Funding has brought together support and curriculum teams to find more efficient ways of delivering services to students 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • One stop shop approach for learners. • Induction process • Student surveys • Core Skills profiling • Internal Review 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • In order to improve communication and collaboration all service managers should meet with all academic teams at least once a year to enable a more holistic and collaborative approach to service delivery between curriculum and support teams • Curriculum planning meetings do not encompass activity relating to commercial delivery and should be considered in order that the College’s ambitions for business development are fully realised. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Feedback from Admissions review • Planning meetings • Commercial targets 	

Theme 5	Challenge Questions	
Career-long professional learning (CLPL)	<ul style="list-style-type: none"> • How effective are CLPL arrangements in supporting staff to develop skills and approaches to meet the needs of all learners? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • Regular programmes are made available to staff linked to identified need • College staff attend external training events that enhances their skills and knowledge to help support the needs of learners 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Training programmes staff qualifications • HR Records 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College's development programmes should be linked to strategic objectives and priorities • Performance Review System should be revised to provide better links with individual training needs. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Low levels of participation • Performance Review Outcomes 	

Theme 6	Challenge Questions	
Partnerships with other agencies	<ul style="list-style-type: none"> • How well do managers engage with external stakeholders to review and plan services to support learning? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • Support Team managers and staff engage routinely with key local and national partners to help inform strategic and operational planning. Team members routinely visit partner institutions to help identify good practice and inform future decision making and service delivery • The College's regional working arrangements with the two universities ensures that the North East Services [NESS] IT Group brings together senior leaders of all three institutions to enhance IT service delivery to staff and students • Members of the Learning Resources Team represent the College on a range of local and national committees including RGU's Learning, Teaching and Assessment Committee, the SQA's E-Assessment Group and Partnership Matters. • The College engages with a number of key commercial partners and this helps inform its services to support learning 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • RGU meetings and minutes • SQA meetings and minutes • JISC meetings • User feedback • Audit reports • NESS Meetings 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should consider enhancing its engagement with key partners in its planning and review processes through participation in relevant college committees and groups 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Minutes of meetings 	

1.4 Evaluation leading to improvement

This indicator focuses on the effectiveness of leadership of evaluation arrangements and how they bring about improvement. It highlights the importance of partnership working. It emphasises the need for strong leadership and robust analysis of intelligence and data as essential features of effective continuous self-improvement.

Theme 1	Challenge Questions	
Analysis and evaluation	<ul style="list-style-type: none"> • How well do managers engage learner representatives in evaluating programmes and provision to influence and contribute to improvement? • How well do managers lead the evaluation of provision and services? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has effective leadership arrangements in place for evaluation and all college teams are involved in the self-evaluation process. This ensures effective feedback is disseminated so that actions can be implemented • The College has a well-established process for electing Class Representatives who, in turn, actively engage with curriculum teams at Course Committee Meetings to ensure that the views of learners are captured. Any actions are incorporated into the Annual Programme Review • The College’s Student Association undertakes peer-led reviews in evaluating programmes and feedback, and actions are agreed in partnership with academic teams • The College has a well-established formal Lesson Observation process, where student feedback is gathered and shared with the relevant staff observed 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Course Committee minutes • End of year student survey • Self-evaluation reports • Lesson Observations 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should give consideration to those students studying part time programmes and short courses in gathering their views and evaluation of provision being offered • Through the new Student Portal, the College should explore the gathering of feedback throughout the academic year rather than rely on feedback at the end of the academic year. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student feedback 	

Theme 2	Challenge Questions	
Collaborative approaches to evaluation and data sharing	<ul style="list-style-type: none"> • How effectively do managers maintain successful strategic partnerships which inform evaluation and lead to improvement? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • College Managers have strong links with industry and this contributes to a more collaborative and effective relationships with partners through its on-going activities within Community Planning Aberdeen, Aberdeenshire Community Planning Partnership and the Regional Economic Strategy Group. • The College is the lead partner in CPA's Local Outcome Improvement Plan and SDS-initiated Regional Skills Strategy • Curriculum Managers engage well with industry and this supports students when working with client-led projects as part of their programme • The College makes good use of stakeholder relationships to provide feedback on College services. This is demonstrated through the use of an external validation panel as part of the current evaluation process 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Minutes of meetings • HMI feedback • Student project work • Partnership frameworks 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should further develop its strategic partnerships in developing a shared data service that will lead to improvement 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Meetings with key stakeholders 	

Theme 3	Challenge Questions	
Impact on learners' success and achievements	<ul style="list-style-type: none"> • To what extent do evaluative activities improve outcomes for learners? • How well do managers use past, current and projected outcomes for learners to plan for improvement? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College makes good use of data, including trend analysis of KPI data to evaluate outcomes and progress, and to plan for improvement. KPI data and feedback is considered in the context of previous performance. • Regular self-evaluation is carried out through the end of year self-evaluation reports capturing student survey data, feedback from focus groups, observations and peer-led reviews. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student surveys • PI data 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • A more consistent and robust approach to the review of qualitative and ad-hoc student feedback should be explored from all support areas. • Further, improved formal recording of actions taken in response to both formal and informal feedback and KPIs should be considered in a more consistent fashion. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Support team self-evaluation 	

**2: DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING
HOW GOOD IS THE QUALITY OF THE PROVISION AND SERVICES WE DELIVER?**

2.1 Safeguarding and child protection

This indicator focuses on colleges' range of legislative duties and responsibilities in relation to safeguarding and child protection. It examines how well these arrangements are understood, communicated, implemented and reviewed including contributions made by learners.

Theme	Challenge Questions	
<p>Arrangements for safeguarding and child protection</p>	<ul style="list-style-type: none"> • How well does the college adhere to national guidelines and legislation? • How well are arrangements for safeguarding and child protection known and understood by staff and key stakeholders? • How well are arrangements for safeguarding and child protection developed, communicated, implemented, and reviewed to all staff and key stakeholders, including learners? • How well staff take account of the views and experiences of learners in developing approaches to safeguarding and child protection? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has very effective and legislatively compliant arrangements in place for safeguarding and child protection, and this is well communicated and understood by staff, students and other stakeholders • College Managers with specific responsibility for safeguarding and child protection meet routinely to discuss disclosure action plans, and this ensures collective agreement is reached between managers on the appropriateness of progress for disclosure cases • The College has a well-established mandatory online safeguarding training programme for all staff and is reviewed and updated every three years • The College has designated safeguarding areas on the College's intranet and Virtual Learning Environment [VLE] • The Regional Board has designated a Senior Manager to lead on Prevent as part of its Prevent Duty. • The College has implemented awareness-raising sessions for all senior managers and front-line staff in respect of the College's duty under the government's Prevent strategy • The College plays an active role in sharing best practice through its membership of 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Safeguarding register • CPD records • Publicity materials • COLIN • VLE 	

<p>Grampian area CONTEST Group whereby College-developed Prevent materials and processes are made available via Police Scotland to other key partners including NHS Grampian, Local Authorities, University partners and Third Sector organisations</p>	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Further work is required to ensure the engagement of students in awareness raising, and development of approaches to safeguarding • The College should further enhance its engagement with Police Scotland-initiated approach to dealing with Weapons Incidents involving Young People Under 18 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • VLE • Committee meetings • Student Association • CONTEST meetings

2.2 Curriculum

This indicator relates to the curriculum delivered by colleges. It explores how the curriculum takes account of strategic drivers to meet the needs of all learners and stakeholders including employers. It examines how curriculum teams work together, promote equity and develop positive learning attitudes. It reflects how well skills for learning, life and work are planned and delivered across learning programmes. It examines the provision of progression routes within and beyond college from all programmes.

Theme 1	Challenge Questions	
<p>Rationale, design and Development</p>	<ul style="list-style-type: none"> • To what extent do staff take account of local and national policy and key strategic drivers including Labour Market Information (LMI) when designing the curriculum? • How well do curriculum teams implement curriculum priorities? • How well do curriculum teams gather and use the views of external stakeholders to develop and improve the curriculum? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has effective arrangements for the design and development of its curriculum, and takes good account of Government priorities while matching closely with the workforce requirements of local employers • The College has in place an extensive and appropriate range of programmes that support academic progression through SCQF levels 2 to 8, across its three campuses and outreach centres • The College gathers feedback from local employers on curriculum frameworks and this enables continuous improvement to programme delivery. It also engages regularly with DWP / SDS / Third Sector organisations to ensure that course offer aligns with stakeholder requirements. • The College makes good use of Economic Modelling Software [EMSI] data to inform decisions during programme planning phase. This information augments the data available through SDS Regional Skills Assessments and other labour-market intelligence. • The College’s extensive Distance Learning portfolio meets the needs of those who require a more flexible approach to their study. Courses on offer range from short, 3-hour online courses, up to HND level qualifications. • The College’s Business Community Development Team operates a ‘Register an Interest’ facility and this allows BCD to react to ad-hoc requests for employer-related courses throughout the year. • The College’s Scottish Maritime Academy [SMA] designs its portfolio in response to industry needs and economic change 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • EMSI Data and reports • Part time and distance learning guide • College open days • Minutes of meetings • Feedback from stakeholders • Case studies from employers • Partnership working • Completion of Annual Programme Reviews. • Student/employer surveys • Scottish Maritime Academy 	

<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should develop and Implement its Business Development Strategy • A few programmes do not take sufficient account of the needs of employers and relevant data sources when considering curriculum design 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Industry engagement • Meetings
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<p>Theme 2</p>	<p>Challenge Questions</p>
<p>Effectiveness and appropriateness of the curriculum</p>	<ul style="list-style-type: none"> • How well do curriculum teams provide learners with opportunities to plan and personalise their own learning? • How well do curriculum teams incorporate activities which promote equality and diversity? • How well do curriculum teams ensure all learners gain relevant and appropriate levels of knowledge and skills? • How well do curriculum teams incorporate the views of learners to plan and improve the curriculum?

<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College portfolio ensures that opportunities exist for learners to personalise and plan their learning through lesson planning, assessment scheduling, feedback through focus groups and surveys, and this helps teams to make improvements to their curriculum • The College's Programme Delivery Guidelines incorporates curriculum activities when promoting Equality and Diversity • The College's annual Hair and Beauty Festival is attended by a number of College's and is used effectively by staff and learners to raise learner aspirations, improve confidence and develop industry standard skills for employment • The College's Course Committee Meetings capture the views of learners and is incorporated into the Annual Programme Reviews [APR's] when planning or improving the curriculum 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student surveys • Focus groups • Feedback from learners (end of course questionnaires) • Evaluation summaries and forms • MA reviews • Programme Delivery Guidelines • Course Committee Meetings • APR's
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<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Further develop the selection and training of learner representatives that will enhance the use of the learner voice 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student Association • Learner Engagement meetings
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Theme 3	Challenge Questions	
<p>Skills for learning, life and work</p>	<ul style="list-style-type: none"> • How well do curriculum teams plan delivery of skills for learning, life and work to enable learners to attain and achieve more widely? • How effectively do curriculum teams ensure work placement and work experience opportunities develop skills for employability? • To what extent do curriculum teams promote and embed career management skills within the curriculum? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has effective arrangements that enable learners to acquire knowledge, understanding and skills in all programmes, which help to prepare them for future progression to further education or sustained employment • The College’s portfolio allows the opportunity for students to enhance their learning through work placements, industry visits and voluntary work • The College has effective links with industry that provide learners with the opportunity to undertake project work and client-led briefs as part of their programme • A wide portfolio of courses is offered under distance learning provision, which give individuals the opportunity to demonstrate continuing professional development. • The College’s BCD programmes ensure that skills for learning, life and work elements are fully-embedded in all Foyer programmes 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Course content/feedback • Industry visits/projects • Guest speakers • Course frameworks • Apprentice Reviews • Project Search 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Curriculum teams should make full use of external data to plan and design curriculum programmes that will help deliver the right skills for leaning 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Data Analysis • Skills Audit • CAP 	

Theme 4	Challenge Questions	
Learning pathways	<ul style="list-style-type: none"> • How well does the curriculum provide opportunities for learners to incrementally develop skills and prepare for progression? • How well do curriculum teams provide suitable entry/exit points to meet learner needs? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College’s portfolio of programmes have clear progression routes to work or further learning with many learners progressing to degree programmes • The College has a well-developed Learner Pathways booklet that maps the appropriate entry and exit points as part of the Learner Journey, from senior school phase through to further and higher education and employment • The College has extensive links with secondary schools across the Region to offer opportunities for school pupils in the senior phase of Curriculum for Excellence to engage in vocational and work-based learning • The College has highly effective articulation arrangements with the two local universities, and takes a shared approach to curriculum planning and development in preparing learners for progression • The College’s Distance Learning portfolio has flexible entry points where students can commence their studies with a 3-hour short course and progress upwards to HND level. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Part time and distance learning guide • Feedback from learners • NESCOL Pathways • School/College links • College portfolio • College/University links 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Curriculum teams to further enhance the College’s provision with schools in the Region, and strengthen further its existing articulation links 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • School / College Liaison • RGU/NESCol Steering Group • NESCol/University of Aberdeen meetings 	

2.3 Learning, teaching and assessment

This indicator focuses on how well learners engage in learning activities. It highlights how teaching approaches meet learning needs and how use of resources, including digital technologies, impact on learning. It evaluates the use of assessment approaches and learner and stakeholder involvement in planning and evaluating learning. It includes how well teaching staff reflect on approaches to inform improved practice.

Theme 1	Challenge Questions	
Learning and engagement	<ul style="list-style-type: none"> • How well are learners motivated and engaged in enhancing their own learning? • How well do all learners make use of, high-quality resources and equipment, including digital technologies? • How well do learners develop the skills they need to help them attain, achieve and progress to a positive destination? • How well do learners influence their own learning and set goals to improve? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has a wide range of high-quality resources across all of its campuses and these are well utilised by all learners in developing the skills they need to further achieve their learning goals • The College’s Scottish Maritime Academy enables learners to benefit from access to sophisticated simulation equipment, which accurately replicates marine environments • The College’s Centre of Excellence in Creative Industries has state-of-the-art facilities in TV, Radio, Music and Performing Arts and feedback from learners and industry is very positive • Specialist production kitchens, training restaurants and industry standard hairdressing and beauty salons provide learners with excellent facilities in which to develop their vocational skills • Positive relationships exist between academic teams and learners and helps keep learners motivated and engaged • In most cases, the learners are well motivated and engaged in their learning experiences with many working collaboratively on multi-disciplinary project-based activities through the College’s Silver Note project, the annual Film Festival, and the Greater George Street Traders Association where learners were commissioned to help revitalise this area of the City 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student survey • Course KPI data • Showcase classrooms • KPIs • SDS success rates • College accommodation • Silver Note • Greater George Street Traders • Project Steering Groups 	

<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> The College should consider extending the use of Digital Technologies to part-time community classes where appropriate 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Student feedback
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<p>Theme 2</p>	<p>Challenge Questions</p>
<p>Teaching</p>	<ul style="list-style-type: none"> How well do staff use teaching approaches which meet individual learning needs? How effectively do staff use questioning strategies to enhance the learning experience and promote further learning? How effectively do staff use a range of appropriate resources including digital technologies to support and enhance learning and teaching?

<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> The College has well-established Lesson Plans and Schemes of Work in place for outlining the various teaching approaches that will be used in the delivery of programmes College staff plan lessons well and make use of a wide range of effective teaching approaches to ensure learners are engaged at all times College staff use their subject knowledge well to motivate and engage learners and link these subjects to their own experiences of working in industry The College has a considerable number of its own online videos and these are made available for all learners via its Virtual Learning Environment Most teaching staff who are skilled and confident in the use of information and communication technology make lessons relevant and interesting. The College survey data suggests that 96.4% of learners agreed completely or partly that 'a variety of methods were used to help me learn' 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> End of Course Questionnaires Lesson observation reports Increase of student access. Verifier Observation reports
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<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> The College should develop strategies that will support staff to use questioning techniques more effectively to enhance the learner experience 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Lesson Observations Student questionnaires
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Theme 3	Challenge Questions	
Assessment	<ul style="list-style-type: none"> • How well do assessment approaches meet the needs of all learners? • How well do staff use on-going and end-of-unit assessment to promote learning and affirm achievement? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • Most curriculum teams plan assessment schedules well and negotiate flexible timing of assessments • Learners make very good use of the College's Virtual Learning Environment to check assessment deadlines, upload completed assignments, and check for feedback and grades • The College's Lesson Observation reports highlight how teaching staff use ongoing assessment to check learners understanding, affirm achievement and further improve standard of work • Learner feedback demonstrates teaching staff provide helpful oral feedback on assessments and this helps learners to reflect on performance, remediation and re-assessment • The College's Learning Development Team have effective arrangements in place for learners with additional support needs 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • VLE • KPIs • SQA EV reports • Course material packs • Lesson observations • Assessment needs • Student feedback 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should further enhance the standardisation of assessments across campuses 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Internal audits 	

Theme 4	Challenge Questions	
Evaluation of the learning experience	<ul style="list-style-type: none"> • How effectively do staff use learner performance information to support learner improvement? • How well do staff involve learner representatives and stakeholders in evaluating the learning experience and planning for improvement? • How well do staff reflect on learning and teaching approaches to inform improvements in the learning experience? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has in place very effective arrangements that allow learners the opportunity to improve their course work • Learners make very good use of feedback opportunities with staff to set goals and improve their learning • Learners complete programme surveys during their studies and on completion, feedback is then shared with teaching staff to establish any areas for improvement or identify good practices. • College staff contextualise learning activities in almost all subject areas and this helps promote learner understanding 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student surveys • Internal verification reports • Lesson observation reports • Team meetings/self-evaluation • Focus group discussion/Apprentice Reviews 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should consider enhancing peer observations between teaching staff that would allow reflection on professional practice 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Classroom observations 	

2.4 Services to support learning

This indicator relates to the provision of support services. It includes information provided to applicants and services delivered to ensure learners benefit from appropriate support arrangements to ensure they remain on programme and succeed. It encompasses arrangements for staff to reflect on approaches and draw on learner feedback to improve provision. It includes working arrangements with external partners and use made of funds to deliver services.

Theme 1	Challenge Questions	
<p>Management of services to support learning</p>	<ul style="list-style-type: none"> • How well do staff capture and draw on feedback from learners and stakeholders to improve the quality of services to support learning? • How well do staff work with external agencies to enable learners to access additional services to support learning? • How well do staff involve learner representatives and stakeholders 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has effective arrangements for providing potential and current learners with information, advice and support to make informed decisions about their learning • College staff gather feedback from learners that help inform improvements in the services offered to support learning • The College’s Learning Resources Team work with a range of external partners to provide staff and students with access to a wide range of digital services to support learning • The College’s new Student Advice Centre brings together a number of key services under one place makes it easier for learners to access the services to support their learning • College staff engage effectively with learner representatives and external partners in evaluating additional services to support learning • The College has very effective arrangements in place to support learners with a range of personal issues and/or complex support needs. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • COLIN - library resources • Student surveys • Focus groups • Audits • Student Advice Centre • Meetings • External agencies • Local authorities 	

<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> The College should develop a closer partnership working with the Students Association to help support a better understanding of how best to deliver a high quality 'one-stop shop' student service to all students. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Partnership Framework Peer-led reviews Student surveys
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<p>Theme 2</p>	<p>Challenge Questions</p>
<p>Services which contribute to achievement, attainment and progression</p>	<ul style="list-style-type: none"> How effective are arrangements for providing potential and current learners with information, advice and support to make informed decisions about their learning? How effective are arrangements for identifying the needs of individual learners to provide support for learning? How effective are arrangements for disbursement of funds to support learning?

<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> The College has a comprehensive suite of information for prospectus learners through its full-time and part-time prospectus, employer guide and modern apprenticeship guide The College's Distant Learner Co-ordinators provide learners with a detailed course overview taking into consideration existing qualifications and desired employment outcome. Students are able to make an informed course choices based on research obtained The College has effective arrangements in place for supporting the development of digital skills as part of their learning across all campuses The College's Support teams have effective arrangements in place for identifying the needs of learners from the start of their programme and throughout the academic year The College's bursary application, communication and disbursement arrangements ensures that most learners are informed appropriately, and receive funds promptly 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> NESCol website Part time & distance Learning guide Timetables Feedback from students. Full Time Prospectus Part Time Guide Parent's Guide Facebook and Twitter College Open Days Enrolment forms
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<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> A recent College review on the admissions service has highlighted issues relating to student-facing function and further work is required in the areas of admissions policy, application, funding and communication. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Internal Review Student feedback Staff feedback
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Theme 3	Challenge Questions	
<p>Services which contribute to progression to a positive destination</p>	<ul style="list-style-type: none"> • How effective are arrangements for learners to reflect on and discuss their progress with staff? • How well do staff support learners to achieve a positive destination? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has effective arrangements in place that allow students to meet staff on a regular basis and this gives learners the opportunity to discuss progress with staff • College students are allocated a Guidance tutor at the start of the academic year and these tutors monitor attendance and offer pastoral guidance and support at all times • College staff monitor progression throughout the academic year and every student has the opportunity to discuss their progress at all times • Apprentice Reviews allow for learners undertaking MA provision to discuss their progress, and seek support, if required. • Students studying Core Skills receive frequent written and oral task-orientated feedback regarding their performance. • The Learning Resources Team provide learners with access to a wide range of digital services to support learning, teaching and assessment and to ensure that students have every opportunity to achieve a positive destination 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Student surveys • End of Course Questionnaires • Apprentice Reviews • Records of achievement • Progression pathways • Career Coach 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should consider enhancing its work in providing links on Blackboard to that of RGU resources 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • VLE developments 	

2.5 Transitions

This indicator focuses on transition arrangements and how these help and support learners make informed choices. It highlights the impact of partnership approaches and how well these are supporting transitions into and beyond college programmes.

Theme 1	Challenge Questions	
Collaborative planning and delivery	<ul style="list-style-type: none"> How well do staff work with external partners to ensure effective transition arrangements into and out of college programmes? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> The College has well-established and effective partnerships with many key stakeholders and College staff work well, in collaboration with others, to ensure that appropriate and effective transition arrangements exist for College learners The College has very effective membership of Local Employability Partnerships which has enabled the College to develop close and effective links with other stakeholders The College has a well-developed Degree-Link programme that ensures learner progression with advanced standing from College HN to RGU degree The College's strong links with both local authorities in Aberdeen City and Aberdeenshire ensures that many of its programmes and services are accessible to school-aged learners The College plays a lead and emerging role on the development and implementation of senior-phase vocational pathways and Foundation Apprenticeships The College's Modern Apprenticeship (MA) Team has effective arrangements in place with employers to ensure there are fully established progression routes 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Aspire North Local Authority partnerships Degree Link website & publication DYW Regional Collaborative Group SDS 	
<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> Not all College curriculum teams engage consistently and effectively with local employers 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Employer feedback 	

Theme 2	Challenge Questions	
Arrangements to support learners	<ul style="list-style-type: none"> • How effectively are learners supported to make informed choices about the next phase of their learning or employment? 	
<u>What do we do well?</u> <ul style="list-style-type: none"> • In many cases, College teams organise visits for learners to both local universities to explore the options available as part of their next phase of learning • College teams organise guest speakers from universities and employers to visit groups of learners and this helps learners to make informed choices on their next stage of the learner journey • The College’s Career Coach Website helps inform learners of job opportunities, salaries and employment rates. • The College’s partnership working with RGU ensures that learners are able to access RGU facilities prior to their start date at university 		<u>Evidence</u> <ul style="list-style-type: none"> • Guest speakers • Visits to university • NESCol website • End of Course Questionnaires. • Positive destination data
<u>What should we improve?</u> <ul style="list-style-type: none"> • The College should consider conducting exit reviews for learners completing their MA of the opportunities for progression. 		<u>Evidence</u> <ul style="list-style-type: none"> • MA feedback

2.6 Partnerships

This indicator identifies how well the college contributes to local and regional priorities. It encompasses engagement with employers to provide skilled workforce needs. It includes partnership working arrangements with key stakeholders and how those partners contribute to reviewing and evaluating college provision to bring about improvement.

Theme 1	Challenge Questions	
Collaborative arrangements	<ul style="list-style-type: none"> • How well do staff work with partners to improve outcomes for learners? • How effectively do staff work with key partners to meet community and regional priorities? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College has long-established relationships, and works very effectively with a range of partner organisations and these support the College in meeting the needs of learners, employers and other stakeholders • The College has formal articulation routes in place with 11 universities throughout Scotland including the two local universities. • The College has very strong and effective articulation agreements with RGU which and this has allowed for both institutions to create and deliver a shared approach to joint curriculum planning • The College has highly effective schools-link activities with both local authorities and has led to pupils from 40 schools across the Region gaining College input to their education whilst still attending school • The College is a strong lead partner within Community Planning Aberdeen and helps to promote greater cross-agency collaboration for improving outcomes for the people of Aberdeen City • The College’s partnership with Shell has led to increasing numbers of female school pupils enrolling onto the ‘Girls in Energy’ course as part of redressing gender imbalance within the energy sector • The College’s Business Community Development (BCD) team work closely with industry to develop bespoke programme content to meet specific industry • The College plays an active role as a lead partner in the Regional Economic Strategy Group and its role in the development and implementation of the Regional Skills Strategy • The College has effective relationships with NHS Grampian that will support the College in devising bespoke and targeted arrangements for NHS Grampian workforce planning 		<p><u>Evidence</u></p> <ul style="list-style-type: none"> • CPA and Aberdeenshire CP Evidence • Local Learning Partnerships • NHS Grampian notes • Articulation agreements • School/College programmes • Meetings with industry • Regional Economic Strategy meetings

<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • Not all curriculum managers and teams engage consistently with local employers to improve outcomes for learners 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Employer feedback
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<p>Theme 2</p>	<p>Challenge Questions</p>
<p>Responsiveness to the needs of external stakeholders</p>	<ul style="list-style-type: none"> • How well do staff engage with employers to meet industry needs?

<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College's Business Community Development team respond to requests for ad-hoc and bespoke training requests from organisations and employers • In many cases, curriculum teams engage effectively with industry and this ensures curriculum content is relevant and up-to-date • The College's Career events are well supported by industry participation and this gives staff and industry an opportunity to discuss the College's portfolio 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Career events • Employer meetings • Guest speakers
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<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> • The College should explore the possibility of industry attending course team meetings to ensure its curriculum is up-to-date and meets the needs of employers 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Employer feedback
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3: OUTCOMES AND IMPACT

HOW GOOD ARE WE AT ENSURING THE BEST OUTCOMES FOR ALL OUR LEARNERS?

3.1 Wellbeing, equality and inclusion

This indicator highlights how well the college complies with equalities legislation and how inclusion and equality arrangements improve outcomes for learners and stakeholders. Data analysis demonstrates improved attainment outcomes for learners and groups facing barriers to learning. Activities demonstrate a pro-active approach to celebrate an inclusive culture and ethos.

Theme 1	Challenge Questions	
Statutory duties	<ul style="list-style-type: none"> • How well does the college take account of equalities legislation? 	
<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> • The College’s Equality and Diversity Strategy Group has responsibility for the development and implementation of the College’s Equality and Diversity Strategy and brings together key managers with responsibility for ensuring the College remains an equal, diverse and inclusive environment • The Regional Board place a significant emphasis on equality-related matters and has, from within its membership, created the role of Equality Champion, a role which provides valuable linkage between the Regional Board, managers, staff and students on matters pertaining to equality, diversity and inclusion. • The College takes account of its responsibilities in relation to its statutory duties and has in place a comprehensive range of equality-related documents which are published on the College website. These assist in progressing the College’s responsibilities and ambitions in relation to the public sector equality duty • The College’s Vision and Values acts as key drivers for strategy, policy and practice and have been well communicated and promoted throughout the College • The College’s partnership working with its Students’ Association has helped to advance equality of opportunity through enhancement activities such as peer-led reviews and awareness-raising events • The College has in place mandatory equality training arrangements for all staff and a developed equality impact process for policies, procedures and key decisions. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Access and Inclusion Strategy • Equality Mainstream report • Equality Pay Gap report • Gender Action plans • Promotional materials • College website and hyperlinks • Vision and Values • CPD • Student Association framework • Equality and Diversity Strategy group meetings 	

<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> The College should develop a more consistent and targeted approach to meet the ambitions of the Scottish Funding Council's [SFC] and College's Gender Action Plan 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Equality and Strategy Group minutes SFC Targets
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Theme 2	Challenge Questions
Inclusion and equality	<ul style="list-style-type: none"> How well do inclusion and equality arrangements ease access and improve attainment for groups and individuals experiencing barriers to learning? How effectively do staff and learners promote and celebrate diversity and support an ethos and culture of inclusion?

<p><u>What do we do well?</u></p> <ul style="list-style-type: none"> The College has effective equality-related arrangements and approaches in place that provide opportunities to access further education for individuals and groups of learners who experience barriers to learning The College's inclusive culture and equality-related activities help promote, celebrate and support the ethos of inclusion within the College community The College is a founding member of the Gender Equality North East Scotland [GENES] Partnership which was established to develop and promote a regional response to gender imbalance in education and employment A revised approach to presenting and analysing equality data has led to a more consistent approach being taken by curriculum teams to understanding and improving outcomes for learners with protected characteristics. The College's strong and effective partnerships with industry enables collaborative, course-based activities to address gender imbalance within the energy sector. 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Internal audit reports Student survey Enrolment form analysis Girls into Energy KPI data Curriculum Performance Reviews Industry engagement
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<p><u>What should we improve?</u></p> <ul style="list-style-type: none"> Further work is required to ensure that outcomes improve for learners with disabilities 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> KPI data and trends
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PART FOUR - ENHANCEMENT PLAN

Guidance notes for part 4

Use the template provided to identify Areas for Development for the coming academic year. An Area for Development is identified from the following:

1. Activity to be undertaken to meet a College **Annual Priority**. Each year the College identifies priorities associated with the Strategic Plan Ambitions that drive forward action in the coming year.
2. To respond to an **Objective** within one of the College's supporting strategies associated with the Strategic Plan 2016-20.
3. To address an **Area for Improvement** from the self-evaluation exercise.
4. To re-establish a **Previous Strength** or as a **New Development**.
5. To manage a **Corporate Operational Risk**
6. To address an **Equality Outcome**

These are the six main types of **Developmental Drivers** for the College Enhancement Plan. They should be referenced within the Enhancement Plan using the reference from the source documents (the annual priorities, the three schools self-evaluation, the support areas self-evaluation, Areas for Improvement from the self-evaluation and the relevant college strategies). For example, an area for improvement from self-evaluation should be referenced back to the area for improvement (AI), an annual priority should be referenced back to the Corporate Plan ambitions and an objective should reference back to the associated college strategy.

For each Area for Development you must:

1. Provide a numerical reference code
2. Briefly describe the area for development,
3. Describe the impact this will have and how it will be measured,
4. Describe each activity you will undertake to have the desired impact. State by when and who will be leading the work
5. Link it to a developmental driver

You are required to evaluate progress and update the plan in <month> and September. Two columns are provided in the table below for this purpose.

Enhancement Plan 2016-17

The Enhancement Plan details actions, and their intended impact on College performance, to address the areas for development identified following the Evaluative Report. Please reference each Developmental Driver using the following coding:

Annual Priority – Reference to the codes within the Annual Priority Document (**AP**)

Area for Improvement (from the self-evaluation) – Reference back to the self-evaluation (**AI**) above

Objective (from a College Supporting Strategy) – See each strategy for reference code

Re-establishing a previous strength or as a new development – Reference back to Education Scotland Quality *How Good Is Our College? 2016* (HGIOC) **Corporate Operational Risk** – Reference back to the College Risk Register (**R**)

Equality Outcome – Reference to the Equality Outcomes and Action Plan (**E**)

Leadership and Quality Culture					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
The Regional Board should build on its existing Governance and Leadership in developing a shared vision for change and improvement	Improved effectiveness of the College and the way it meets its objectives	Further development on performance against a set of key strategic indicators and outcome agreement targets	July 2018	A1	March 2018
		Further develop strategies for engagement with staff and external stakeholders	July 2018	A1	March 2018
		Improve understanding of the College's Vision and Values for non-promoted staff	July 2018	A1	March 2018
Although effective arrangements are in place for improving learning and teaching, in some areas these arrangements have yet to deliver the improvement in learner outcomes required by the College	Strengthen links with employers to influence a more systematic approach to employer engagement and curriculum	Curriculum teams to review the effectiveness of relationships with employers that will facilitate greater opportunities for employers to influence curriculum content and delivery	July 2018	AP8	Review mid-term

		Provide more CLPL opportunities for extending digital capacity for staff as part of the Digital Futures project.	July 2018	AP8	Staff conference update in January 2018
		Deliver a revised Admissions Policy and Procedure in line with the Internal Review	July 2018	AP9	Review mid-term
Further engagement between support and curriculum teams is required to ensure that the College's ambitions for improving its services are extended to part-time learners and commercial clients	Improved quality of service to all learners regardless of mode of delivery	Review of processes for planning and improving services to support learners involving both support and curriculum areas	July 2018	AP9	Review mid-term
		Service teams to make more use of qualitative feedback that will enhance the service delivery to learners and internal customers	July 2018	AP9	Review mid-term
Some action plans for improvement are not yet impacting on improving outcomes for learners	Stronger partnership working that will have a positive impact on learners, success and achievements	More effective collaboration between the College and Students' Association to ensure the new quality arrangements and The Framework for the Development of Strong and Effective College Students' Associations in Scotland are fully aligned	July 2018	AP10	Review mid-term
		A more consistent approach to carrying out a robust analysis of intelligence and data sharing by curriculum teams with learner representatives for continuous improvement	July 2018	AP10	Review mid-term

		In partnership with the Students' Association and learner representatives, further develop existing processes in taking into account taken the views of learners to inform improvement	July 2018	AP10	Review mid-term
		Deliver a revised Admissions Policy and Procedure in line with the Internal Review	July 2018	AP9	Review mid-term

Delivery of Learning and Services to Support Learning					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
Further work is required to ensure the engagement of learners in awareness raising, and in the development of approaches, for safeguarding	Reduce risk of injury to staff, learners and other stakeholders	The College to further develop a variety of regional partnership initiatives relating to safeguarding	July 2018	A1	Regular updates throughout the academic year
		Greater engagement with the Police Scotland-initiated approach to dealing with 'Weapons Incidents involving Young People Under 18.	July 2018	A1	Regular updates throughout the academic year
A few programmes do not take sufficient account of the needs of employers and relevant data sources	Improved match between curriculum provision and industry needs	Improved input of employers to curriculum planning across all curriculum teams	July 2018	AP4	Review mid-term
		Development and implementation of the College's Business Development Strategy	May 2018	AP4	July 2018
		Curriculum teams to make full use of external data to plan and design curriculum programmes	July 2018	AP4	Review mid-term

Further develop strategies to involve learners more effectively in evaluation of learning and teaching and ensure that, where learners express concerns about aspects of their programmes, staff consistently respond well to deal with the issues	Improved learner experience and outcomes	Further develop the selection and training of learner representatives that will enhance the use of the learner voice	February 2018	A1	Review end of Bock 1
		Development of digital skills for staff to ensure all learners have access to high quality enhanced learning	July 2018	A1	Review mid-term
		Gather information through Lesson Observations effectively to share good practice and drive wider achievement	July 2018	A1	Review mid-term
Further work is required in the areas of admissions policy, application, funding and communication	Improved admissions process	Implementation of the internal review on Admissions, Funding and Applications	June 2018	AP9	March 2018
		Significantly reduces the waiting times of students awaiting funding	July 2018	AP9	May 2018
		A phased three approach to identify any duplication of services	July 2018	AP9	April 2018
Initial course KPIs for Foundation Apprenticeship (FA) programmes suggest that improvements to outcomes for both retention and attainment are required	Improved outcomes for retention and attainment	Review of the FA frameworks to determine whether correct content is on offer	July 2018	AP9	April 2018
		Review of strategies that will support pupils on their chosen framework	July 2018	AP9	April 2018
		Further work with SDS, employers and schools to	July 2018	AP9	April 2018

		encourage pupils to continue with framework			
Not all College curriculum managers and teams engage consistently and effectively with local employers	Stronger partnerships that will help raise College profile	Curriculum and Business Community Development working together to further develop partnerships with employers	July 2018	AP4	Review mid-term
		Further develop the role of the College as a lead partner within Aberdeenshire Community Planning	July 2018	AP4	Review mid-term

Outcomes and Impact					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
Further work is required to ensure that outcomes improve for learners with disabilities	Closing of attainment gap for learners with declared disabilities that will assist in the improvement of outcomes for learners	Review of strategies to target learner support more effectively that will support all learning regardless of their disability	July 2018	AP5	Review mid-term
		A detailed analysis of equality data to be carried out by all curriculum teams and address areas where outcomes are below targets	July 2018	AP5	February 2018
A more consistent and targeted approach is required to meet the ambitions of the SFC and College's Gender Action Plan	Reduce Gender imbalance in Computing, Care, Engineering, Construction, and Hair & Beauty	Implement strategies as identified through the collaboration with the Equality Challenge Unit	July 2018	AP5	Included as part of the Equality Outcomes project
		A targeted marketing campaign to raise awareness of 'Women in IT', and 'Men into Care'	July 2018	AP5	February 2018

<p>Across some programmes, particularly SCQF level 4 provision, withdrawal rates are high and too few learners succeed and progress into further learning or employment</p>	<p>Incremental improvement in attainment across all three Schools</p>	<p>Special measures to be introduced to support subject areas where KPIs are challenging</p>	<p>December 2017</p>	<p>A1</p>	<p>Monitor through the College's Curriculum Performance Review process</p>
		<p>Review of curriculum design to identify units that are causing those areas to have lower KPIs</p>	<p>July 2018</p>	<p>A1</p>	<p>March 2018</p>
		<p>Curriculum teams to make better use of national benchmarking data in subject areas</p>	<p>July 2018</p>	<p>A1</p>	<p>Review mid-term</p>
		<p>A more focussed approach to support all learners achieving their core skills unit</p>	<p>July 2018</p>	<p>A1</p>	<p>End of Block 1</p>
		<p>Deliver a revised Admissions Policy and Procedure in line with the Internal Review</p>	<p>July 2018</p>	<p>AP9</p>	<p>Review mid-term</p>
<p>SIMD figures are not analysed efficiently to ensure learners from lower SIMD areas are achieving</p>	<p>Achieve Regional Outcome Agreement targets as agreed with SFC</p>	<p>A detailed analysis of SIMD to be carried out to identify areas of low attainment and ensure effective support measures are in place</p>	<p>July 2018</p>	<p>A1</p>	<p>March 2018</p>

The College will conduct an interim review of progress against the Enhancement Plan in January/February 2018. In addition, the Validation Panel will meet in February 2018 to provide an external review on the College's progress against the identified areas for development and actions for improvement.

Grading Outcomes

Principle	Grade	Justification
Leadership and Quality Culture	Very Good	The College is well-supported by its Regional Board, and has in place very effective arrangements and a long-established quality culture that is well-embedded. Self-evaluation has identified very few significant areas for improvement.
Delivery of Learning Provision	Very Good	The College has a well-designed curriculum with effective arrangements for transitions. The design and delivery is well supported by external partners. Whilst admission services and learning and teaching are working well for most learners, this is not consistent across all campuses.
Outcomes and Impact	Good	The College's KPI outcomes are equal or above the national average and most learners successfully achieve a relevant qualification. However, within a few subject areas, attainment levels at FE are low and learners with declared disabilities have lower success rates.

Capacity to Improve

The College has in place highly effective governance arrangements and has embedded a strong culture for improvement, which is shared by all staff. The Principal, Senior Management Team, and the College Leadership Team provide strong and effective leadership which focusses on improvement and learner outcomes. The College has identified a number of Annual Priorities for improvement which have been shared by all staff, and has also instigated a number of high-level review of key processes directly linked to the learner experience. The action following these reviews will lead to improved access to information and guidance, more inclusive matching of learners to programmes and better outcomes for all learners. All staff are involved in evidence-based self-evaluation and are enabled to implement actions for improvement. The College is enhancing the arrangements to develop the influence of the Students' Association and wider learner voice in evaluation activities. Teaching staff are well inducted into the College and are encouraged to adopt innovative and interactive approaches to learning, in particular digital technologies. Curriculum areas are well-resourced allowing learners access to industry standard equipment and processes. Improved access to equality data has allowed the College to identify evidence-based actions to address inequalities, which have been included in the Gender Action Planned Equality Outcomes. The College will further develop the use of target setting and data analysis to support planning for improvement and will improve the access to timely management information for all managers and staff. The College will continue to work with the Scottish Funding Council and Education Scotland in the development of meaningful outcome agreements, robust evaluative reports and effective enhancement plans.



CURRICULUM & QUALITY COMMITTEE	
Meeting of Wednesday 24 January 2018	
Title: Learner Engagement Report AY2017-18	
Author: John Davidson	Contributor(s): Quality Team
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To provide the Committee with an update on the College's engagement with learners since the start of AY2017-18.	
Linked to Strategic Aim:	
2 To provide accessible programmes of study that lead to positive outcomes for students	
Linked to Annual Priority:	
3 To fully implement and embed the new College Quality Arrangements, driving improvement in learner outcomes and student experience	
Executive Summary:	
<p>The Curriculum & Quality Committee are presented with regular updates on curriculum activity throughout the academic year to support their governance role.</p> <p>College staff regularly meet students to discuss their learning experience with a view to identifying improvements.</p> <p>The Learner Engagement Report is the first report in a new format that focusses on high-level curriculum activity that has taken place since the start of AY2017-18.</p> <p>The Report, attached as Appendix 1, highlights some of the engagement that has taken place during Block 1</p>	
Recommendation: It is recommended that the Committee note the contents of the Report.	

Previous Committee Recommendation/Approval (if applicable):

None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Learner Engagement Report

Since the start of AY2017-18, there has been a review of the College's Committees with a view to reducing the number of meetings that take place throughout the year. As a result, a merged group has been created for curriculum and quality and this group is will be supported by a Learner Engagement group.

The purpose of the Curriculum and Quality Action Team [COAT] is to ensure that all learners across the College experience learning & teaching of the highest quality and all aspects of quality to support them. The COAT will;

- *Consider and contribute to planning associated with major strategic curriculum issues;*
- *Monitor the achievement of strategic objectives in relation to Learning and Teaching, Learner Engagement and Quality Arrangements;*
- *Explore new innovative teaching methods that will enhance the curriculum.*

The purpose of the Learner Engagement Enhancement Group is to support the Students' Association, the student body and the College in their partnered work relating to engagement, participation, quality improvement and enhancement and is chaired by a Director of Curriculum. The first meeting of this group took place in January 2018 to agree the Terms of Reference and remit. This group aims to;

- *Increase cross-College awareness and understanding of the role, remit, activities and aspirations of the Students' Association (SA);*
- *Support the ambitions of both the SA and the College as documented within their shared partnership agreement;*
- *To devise and implement ways of involving all learners in decision-making processes at individual, programme and College levels;*
- *To develop a partnered cross College approach to student engagement where students and staff work in equal partnership to effect change and enhance the College community.*

Student Discussion Groups

In addition, College Managers and Quality Team staff regularly meet students to discuss their learning experience with a view to identifying improvements. These groups provide an opportunity for managers to meet groups of students in open agenda meetings to discuss their learning experience. Quality Assurance and Improvement staff carry out student focus groups. To date, 36 focus groups have taken place in AY2017-18 as noted below.

- Induction - 12
- Equality and Diversity – 2
- Learning and Teaching – 9
- Modern Apprenticeships – 8
- Student Funding – 5

Student Surveys

The College conducts two key Student Surveys during each academic year, the First Impressions Survey in September/October and the Student Satisfaction and Engagement Survey in March/April.

The AY2017-18 First Impressions Survey recorded 5,237 responses in comparison to 5,134 in AY2016-17. Overall, 96% of students are satisfied with the College – a 1% drop on the previous academic year, while 95% enjoy coming to College – no change from the previous academic year.

Recommendations from the Induction Review implemented at the start of the academic year resulted in 96% of students finding their first day at College welcoming and informative. This was a 1% increase from the previous academic year. The gender split of respondents showed that 46% of male students and 51% female students completed the Survey. The age band of respondents was as follows:

	2017/18	2016/17
Under 16	2%	2%
16 - 19	53%	56%
20 - 25	22%	21%
26 - 40	16%	15%
41 and over	6%	5%
Prefer not to say	1%	1%

The First Impression Survey - High Level Summary, attached as Appendix 2, highlights the overall College results for the last two years as well as the results for the three schools.

For AY2017-18, the College's Head of Quality Enhancement and Transitions has created a 'First Impressions Action Report' template and each team will be required to complete this based on the results of the Survey. A sample copy of the template is attached as Appendix 3.

Lesson Observations

Since the start of the new academic year, 36 lesson observations of College staff have been conducted. At the end of the observations, students are asked to complete a questionnaire on the teaching methods used, how they feel the lessons are delivered, and the materials used by the staff member. In almost all cases, the feedback from students has been very positive.

Where this has not been the case, a professional discussion takes place between the staff member and their line manager. Lesson observations are also carried out on agency teaching staff and remain distinct from that of permanent staff. To date there have been 5 such lesson observations with all being graded 'acceptable'.

Peer Led Reviews

Through the College's Students' Association, Peer-led Reviews are also carried out each academic year. These are facilitated the Faculty Representatives. As of 12 January 2018, five reviews have been carried out and feedback from the faculty reps to academic staff has been positive.

External Verification Visits

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). In many cases, the External Verifier will also meet with students during their visit.

If the external verifier is not satisfied with the internal assessment and moderation in college, he or she can recommend that the awarding body place 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.

Since the start of AY2017-18, 32 external verification visits have been carried out with no sanctions imposed on the College. A number of significant strengths have been identified in all visits.

First Impressions Survey 2017												
Results for	College			CCB			EST			SI		
	Overall Satisfaction 2017 - 94%			Overall Satisfaction 2017 - 94%			Overall Satisfaction 2017 - 92%			Overall Satisfaction 2017 - 95%		
	Overall Satisfaction 2016 - 94%			Overall Satisfaction 2016 - 95%			Overall Satisfaction 2016 - 92%			Overall Satisfaction 2016 - 95%		
	Student Responses	2017 % Positive	2016 % Positive	Student Responses	2017 % Positive	2016 % Positive	Student Responses	2017 % Positive	2016 % Positive	Student Responses	2017 % Positive	2016 % Positive
I found applying for my course an easy and straightforward process	5237	96%	97%	2358	96%	98%	920	97%	95%	1959	96%	97%
I found information on the College website helpful	5237	94%	94%	2358	93%	94%	920	93%	90%	1959	94%	95%
I found information in the College prospectus helpful	5237	94%	94%	2358	94%	94%	920	93%	92%	1959	93%	94%
The College took account of my qualifications and experience when I applied for the course	5237	95%	95%	2358	95%	95%	920	95%	94%	1959	95%	95%
Induction/Introduction to College												
My first day at College was welcoming and informative	5083	96%	95%	2274	95%	96%	904	95%	91%	1905	96%	97%
I am aware of the range of support available to me from Student Advisers and the Learning Development team	5083	91%	91%	2274	90%	92%	904	88%	86%	1905	93%	93%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	5083	87%	88%	2274	87%	89%	904	84%	82%	1905	89%	89%
I know who to contact if I am absent	5083	94%	95%	2274	94%	96%	904	93%	91%	1905	95%	97%
I am clear about the expected standards of work	5083	98%	98%	2274	98%	97%	904	98%	98%	1905	98%	99%
I am clear about the expected standards of attendance and punctuality	5083	98%	99%	2274	98%	99%	904	99%	98%	1905	98%	99%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc)	5083	88%	89%	2274	86%	88%	904	92%	89%	1905	88%	90%
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	5083	92%	91%	2274	91%	92%	904	93%	89%	1905	93%	91%
I know how to access the online Library e-resources (ebooks, journals etc) via Blackboard	5083	81%	80%	2274	79%	82%	904	79%	75%	1905	84%	82%
I have connected to the College Wifi effectively	5083	79%	72%	2274	76%	74%	904	71%	60%	1905	86%	77%
I can access my Office 365 account including Email and OneDrive	5083	94%	91%	2274	94%	92%	904	91%	87%	1905	95%	92%
I have been able to access the relevant software for my course	5083	95%	94%	2274	94%	95%	904	94%	92%	1905	97%	94%
I know how to access support via the Student IT Helpdesk	5083	91%	90%	2274	93%	94%	904	84%	77%	1905	93%	94%
I was informed about the Students' Association either at my induction or in the first few weeks at college	5064	86%		2267	86%		901	84%		1896	88%	
I am aware of how the Students' Association can support me during my time at college	5073	78%		2272	78%		901	74%		1900	81%	
My Course												
I have enjoyed the teaching on the course so far	5018	95%	96%	2244	94%	96%	896	95%	94%	1878	95%	96%
Since starting, my course has run smoothly	5018	93%	93%	2244	93%	94%	896	92%	89%	1878	93%	94%
My timetable was clearly explained to me	5018	94%	92%	2244	95%	94%	896	91%	84%	1878	94%	94%
I think I have chosen the right course	5018	96%	97%	2244	96%	97%	896	97%	96%	1878	96%	97%
I believe I am treated fairly	5018	97%	97%	2244	97%	98%	896	96%	96%	1878	96%	98%
I enjoy coming to College	5018	95%	95%	2244	95%	96%	896	94%	93%	1878	95%	97%
Overall, I am satisfied with the College	5018	96%	97%	2244	97%	97%	896	95%	94%	1878	97%	97%



FIRST IMPRESSION SURVEY FEEDBACK AND ACTION REPORT 2017-18

TEAM	TDL	SOCIAL SCIENCES			
Student Group Code & Title	DLDS1 HND Social Sciences (Year 1)				
Survey Question	Student Satisfaction AY16-17	Student Satisfaction AY17-18	Feedback from Student Group	Improvement Action	
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc)	64%	82%			
I was informed about the Students' Association either at my induction or in the first few weeks at college	N/A	84%			
I am aware of how the Students' Association can support me during my time at college	N/A	72%			
Student Group Code & Title	DLDS2 HND Social Sciences (Year 2)				
Survey Question	Student Satisfaction AY16-17	Student Satisfaction AY17-18	Feedback from Student Group	Improvement Action	
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	87%	85%			
I know about the College's health and safety arrangements (fire	85%	76%			

alarms, evacuation procedures etc)				
I have connected to the College Wi-Fi effectively	71%	83%		
I was informed about the Students' Association either at my induction or in the first few weeks at college	N/A	74%		
I am aware of how the Students' Association can support me during my time at college	N/A	61%		
Student Group Code & Title	DLOSS NC in Social Sciences (SCQF Level 5)			
Survey Question	Student Satisfaction AY16-17	Student Satisfaction AY17-18	Feedback from Student Group	Improvement Action
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc)	81%	75%		
Student Group Code & Title	DLWH NC in Social Sciences (SCQF Level 6)			
Survey Question	Student Satisfaction AY16-17	Student Satisfaction AY17-18	Feedback from Student Group	Improvement Action
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc)	96%	75%		

I am aware of how the Students' Association can support me during my time at college	N/A	78%		
Student Group Code & Title	DLHA – F171A Routes to Higher Education Social Sciences)			
Survey Question	Student Satisfaction AY16-17	Student Satisfaction AY17-18	Feedback from Student Group	Improvement Action
I was informed about the Students' Association either at my induction or in the first few weeks at college	N/A	83%		
I am aware of how the Students' Association can support me during my time at college	N/A	82%		
OVERALL TEAM SATISFACTION – 97%				
Survey Question	Student Satisfaction AY16-17	Student Satisfaction AY17-18	Feedback from Student Group	Improvement Action
I know about the College's health and safety arrangements (fire alarms, evacuation procedures etc)	82%	80%		
I am aware of how the Students' Association can support me during my time at college	N/A	75%		



Curriculum & Quality Committee Meeting of 24 January 2018	
Title: Students' Association Activity Report	
Author: Neil Cowie	Contributor(s):
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Committee to consider the activities undertaken by the Students' Association (SA) for the period 09 November 2017 to 12 January 2018.	
Linked to Strategic Aim: 3 To achieve maximum impact from the available resources	
Linked to Annual Priority: 10 To develop and implement a meaningful partnership approach to working with the Students' Association	
Executive Summary: Attached as Appendix 1 is the latest Activity Report providing Members with information on key SA activities and developments during the reporting period.	
Recommendation: It is recommended that the Committee consider the information provided.	
Previous Committee Recommendation/Approval (if applicable): None	
Equality Impact Assessment: Positive Impact <input type="checkbox"/> Negative Impact <input type="checkbox"/> No Impact <input type="checkbox"/> Evidence:	

CURRICULUM & QUALITY COMMITTEE	
Meeting of 24 January 2018	
Title: Students' Association Activity Report	
Author: Josh Gall, Regional President Abby Miah, Depute President	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Committee to be updated on the work of the Students' Association.	
Reporting Period: 09 November 2017 to 12 January 2018	
Partnership Agreement:	
<ul style="list-style-type: none"> Regional Board received presentation on Partnership Agreement (PA) from SPAROS and an update on progress so far from the SA Student Engagement Coordinator. Student Engagement Enhancement Group (SEEG) met for the first time to discuss taking the final steps to completing the PA. The SEEG is to split into ad hoc sub groups to identify tasks for the three themes in part B. The finished PA will be presented to the February Regional Board. 	
Students' Association Strategic Plan 2017-18:	
<u>'We aim to be....'</u>	
<u>Representative:</u>	
<ul style="list-style-type: none"> Proactive in gathering student opinion – <i>Through Peer-Led Reviews, Class rep meetings, surveys.</i> Continue to develop and grow a robust class rep and faculty rep system – <i>By meeting with class reps, supporting and guiding them in developing their skills as representatives.</i> Ensuring equity across all campuses – <i>Providing where appropriate the same service, duplicating events in both the north and south of the region making them as accessible as possible to students.</i> Representing students at all levels – <i>Taking student views to the appropriate college committees, action groups, board committees, staff etc.</i> 	

Partnered:

Work closely with internal and external partners:

- **College Staff** – *Through Peer-Led Reviews, activities/events.*
- **NUS** – *contributing to national campaigns.*
- **SPARQS** – *attending training on representation/quality, sparqs training our faculty reps.*
- **Local Higher Education Institutions** – *This one area has not been as active, possibility to work jointly on more national campaigns.*
- **Community Partners** – *working with various organisations, promoting important information to students via events the SA holds, working with CFINE to deliver the Access to Sanitary Products scheme.*

Student Engagement Activities:

Elections:

- Student President Elections 2018 will take place in March.
- SA to be part of the 'Big Elections' – opted-in Associations/Unions hold their elections at the same time with more of a national/regional approach to the marketing of the elections.
- SA looking at ways to increase voter turnout – looking to curricular staff to support us in encouraging students to vote.

Health and Wellbeing Events:

- SA are holding a Health and Wellbeing event on Aberdeen City and Fraserburgh Campuses, and joining having a table at an occupational health event in Altens Campus.
- The events will focus on promoting positive mental, physical, emotional and sexual health with an addition of information on gambling addiction (an issue raised by a local MSP).

Class Representative Meeting:

- SA met with class reps to discuss key themes that had been identified from Course Committee Meetings.
- Issues raised included – Assessment scheduling, additional support needs wi-fi access etc.
- All feedback will be passed on to the appropriate committees/actions groups.

NUS Campaign:

Budget for Better

- SA will be taking part in and supporting an NUS Scotland Campaign to lobby the Scottish Government to invest more money into student support funds e.g. bursary.
- NESCol SA believes that this is a worthy campaign to support as many students have voiced their issues around money as a student.

Peer-Led Reviews:

- SA are currently undertaking the first phase of the peer-led review process.
- This is allowing students to feedback on their course in a peer-led environment. The SA also benefit from this as we can identify key themes we hear throughout the sessions we conduct.
- Once all 21 sessions are complete, we will meet with CQMs to identify action points to address any issues identified by the course groups.

NUS Gender Action Plan Project:

- NUS are holding a session at Strathclyde University on the 29th January on how students can be involved in the shaping of the institutions gender action planning.
- NESCol are one of 8 institutions taking part in this, sending three representatives: Student President, College Management Rep, and Student Engagement Rep.

Students' Association Participation at College Committees:

- I.T Steering Group – 16th November
- Student Support Action Team – 28th November
- Equality Action Team – 19th December
- Student Support Action Team – 20th December
- Student Engagement Enhancement Group – 12th January
- Various SA Team, Director/VP, Officer Volunteer meetings.

Students' Association Finances

- SA is investing in a variety of publicity/marketing materials e.g. signage, banners, tablecloths, pens, livery, etc.
- The hope is that having more of a professional branding the image of the SA will become more highly viewed by students and external agencies so that they will engage with us in a better capacity than in the past.

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



CURRICULUM & QUALITY COMMITTEE	
Meeting of 24 January 2018	
Title: SQA Systems Verification Audit	
Author: John Davidson	Contributor(s): Quality Team
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To provide the Committee with the outcome of a recent Systems Verification Audit which was carried out by the Scottish Qualifications Authority [SQA] in November 2017.	
Linked to Strategic Aim: 3 To achieve maximum impact from the available resources	
Linked to Annual Priority: 3 To fully implement and embed the new College Quality Arrangements, driving improvement in learner outcomes and student experience	
Executive Summary: Each academic year SQA undertakes a College-wide Systems Review to ensure that the College is managing its internal quality systems and resources to meet SQA's Quality Assurance Criteria. The areas of focus cover the Management of Centre Resources, Internal Assessment & Verification, External Assessment, Candidate Support and Data Management. In advance of the visit, a wide-range of evidence is gathered and sent to SQA together with a list of assessors and internal verifiers, and students who will be available for interview. The evidence and interviews give SQA a valuable insight into our processes and procedures. Verbal feedback is given at the end of the visit to the College's SQA Co-ordinator (Head of Quality Enhancement & Transitions) using a traffic light system of green (sufficient evidence), amber (insufficient evidence), and red (little or no evidence). The outcome was a very positive one with SQA having a high level of confidence in our internal systems and processes with significant strengths identified in all areas.	

There were two minor recommendations that the College was asked to address:

1. Role of SQA Coordinator to be included in job description for Head of Quality Enhancement & Transitions and to be publicised internally [JD updated and details of co-ordinator role now on college intranet
2. Candidate Appeals Against Internal Assessment Decisions Procedure to be amended to include paragraph clarifying the escalation process.

The full Audit Report and the Evidence Report showing the completion of the above two actions can be accessed in the Committee's Collaborative Space on [COLIN](#).

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

Previous Committee Recommendation/Approval (if applicable):

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence: