REGIONAL BOARD MEETING

11 December 2024

Room M102, Altens

Campus, Aberdeen

REGIONAL BOARD

NOTICE OF MEETING
There will be a meeting of the Regional Board of North East Scotland College on Wednesday 11 December 2024 at 1000 hours in room **M102, ALTENS CAMPUS**, Aberdeen

AGENDA		
Agenda Item		**Paper**
23-24	Apologies for Absence	
24-24	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
25-24	**Reserved Matter for Decision** Annual Audited Financial Statements 2023-24 (as presented to Joint A&R/F&R Committees)	x
26-24	Annual Audit Report prepared by Audit Scotland (as presented to Joint A&R/F&R Committees)	x
27-24	Minute of Previous Meeting (09 October 2024)	x
28-24	Matters Arising from the Previous Meeting (09 October 2024)	x
	Matters for Decision	
29-24	SA Partnership Agreement AY2024/25 (as presented to C&Q Committee)	
	Matters for Discussion	
30-24	SFC KPI Publication – NESCol Report AY2022/23 (re-presented from October Meeting)	x
31-24	KPI Position for AY2023/24 (re-presented from October Meeting)	x
32-24	SFC Outcome Framework and Assurance Model (re-presented from October Meeting)	x
33-24	Scottish Government Budget update – verbal	
34-24	AY2024/25 Budget position/financial planning (as presented to F&R Committee)	x
35-24	Opportunities Register (as presented to F& R Committee)	x
	Reserved Matters for Discussion	
36-24	ETSH Update	x
37-24	ASET (John Reid to join the meeting) - presentation	
	Reports to the Board	
38-24	Report by the Regional Chair (Susan E)	x
39-24	Report by the Principal (N Cowie)	x
40-24	Report by Committee Chairs	x
	Matters for Information	
41-24	First Impressions Survey Results AY2024/25 (as presented to C&Q Committee)	x
42-24	Strategic Risk Register (as presented to A&R Committee)	x
43-24	Credit Activity Update and Forecast (R Laird to present via MS Teams)	x
	Any Other Business	

	STAFF AND TRADE UNION MEMBERS WILL BE ASKED TO LEAVE THE ROOM AT THIS POINT.	
	Private Reserved Matters for Decision	
44-24	Principal's Performance Management Objectives for AY2024/25	x
	Summation of Actions and date of next meeting Next meeting of the Regional Board will take place on TUESDAY 25TH MARCH 2025 AT FRASERBURGH CAMPUS.	

	REGIONAL BOARD

NOTE OF MEETING
DRAFT Minute of the Meeting of the Regional Board of North East Scotland College, held on Wednesday 09 October 2024 at 1000hrs in the Boardroom of City Campus.

Agenda Item	**Present:** Susan Elston, Regional Chair Jim Gifford, Vice Chair Bryan Hutcheson Sheena Ross Caroline Laurenson Iain Watt Mark Fotheringham David Blackhall Dave Anderson Cindy Dempster Neil Cowie Duncan Cockburn Ellie Zemani Gerry Lawrie Ewan Rattray Viktorija Nikitina Emma MacIsaac Emily Bell **Present via Teams:** Leona McDermid (from Agenda Item 08-24 to end) **In Attendance:** Robin McGregor, Vice Principal, Curriculum & Quality Stuart Thompson, Vice Principal, Finance & Resources Susan Lawrance, Secretary to the Board Karen Fraser, Minute Secretary **In Attendance via Teams:** Averil Watt, TU Observer, EIS **Guest Attendees:** Joe Mulholland, Lead HMI, Education Scotland (for Agenda Item 00-24) Susan Grant, Strategic Lead, Energy Transitions (for Agenda Item 05-24) Robert Laird, Head of Planning and Academic Partnerships (for Agenda Item 07-24) Regional Chair S Elston welcomed all in-person and virtual attendees and acknowledged the presence of new Members.

00-24	**Education Scotland Annual Engagement Visit (J Mulholland)** Guest attendee J Mulholland referenced the Outcome Report, summarising key areas of positive practice and 3 areas for development but emphasised that no main points for action had been identified. The Leadership Team were congratulated for the ownership of the curriculum and understanding of KPIs portrayed by curriculum staff. The SA's relationship with students was also praised. [1]Meeting the complex needs of learners was

	also highlighted as extremely positive with the acknowledgement of staff speaking highly of College Leadership Programmes generating future leaders. A discussion on partial success took place with R McGregor providing assurance to the Board of the improvement journey/trajectory the College is on. The qualitative language contained within the Report's narrative was queried, with J Mulholland concurring that Education Scotland left, following their visit, very assured of the continuing improvement journey of the College, continuing to point to the 14% above average response to the Student Satisfaction Report. S Elston added her congratulations to the Team for their work; and thanked J Mulholland for his feedback.
01-24	**Apologies for Absence** Apologies were received in advance from N McLennan.
02-24	**Declaration of any Potential Conflicts of Interest in relation to any Agenda Items** J Gifford declared a potential conflict of interest by virtue of his position with Aberdeenshire Council, specifically Agenda Item 07-24. D Cockburn declared a potential conflict of interest by virtue of his position with RGU, specifically Agenda Item 07-24. L McDermid declared a potential conflict of interest by virtue of her position with Aberdeen Foyer.
03-24	**Minutes of Previous Meeting (19/06/24)** The Minute was approved as a true and accurate record.
04-24	**Matters Arising from the Previous Meeting (19/06/24)** Members noted that the 6 matters arising had been addressed, with 5 marked as complete and one in hand, for which S Thompson provided updated information, confirming the Report will be made available via MS Regional Board Team space.
	Reserved Matters for Decision
	No reserved matters were presented for decision.
	Reserved Matters for Discussion
05-24	**ETSH Update (S Grant)**

06-24	**ASET Update (S Thompson)**
07-24	**Start of year position, incl enrolments and projected credit activity (R Laird)**
08-24	**AY2023/24 Annual Accounts Update (Late Paper)**
09-24	**AY2024/25 Budget Position/Financial Planning**

		Matters for Decision
10-24		**Regional Board Terms of Reference** Members reviewed the shared Terms of Reference. The addition of an environmental focus statement to the Remit section 1.3 was recommended. **Decision = Approved** **Action: Inclusion of additional environmental focus statement to be included in Terms of Reference.**
11-24		**Regional Board Programme of Business** Members were asked to give consideration to the proposed Programme of Business for the upcoming AY. Flexibility in terms of Meeting scheduling and Meeting agendas was requested. **Decision = Approved.**
12-24		**Policy For Approval:** **Equality and Diversity Policy** Following its presentation to the HR Committee on 02/10/24, the Policy was proffered for final review. **Decision = Approved, subject to the suggested inclusion noted by the HR Committee.**
		Reports to the Board
13-24		**Report by the Regional Chair (S Elston)** S Elston summarised the key messages.
14-24		**Report by the Principal (N Cowie)** N Cowie highlighted the key takeaways from his submitted Report. Members noted the welcomed engagement between the College and Graham Dey and the opportunity this provides to highlight the funding model inequity. Appreciation was expressed for N Cowie's visibility on all Campuses.
15-24		**Report by Committee Chairs** Members noted the Report by the Committee Chairs, with Chairs from the A&R, the F&R and the HR Committees invited to highlight the salient points from Meetings held. Regarding the Corporate Planning Internal Audit, the value of the process review was emphasised. The extension of the timeline associated with the People Services Enhancement Plan was noted. Thanks were expressed to all Committee Members for their demonstrated commitment and undertakings.
		Matters for Discussion
16-24		**Strategic Risk Register (S Thompson)**
17-24		**SFC KPI Publication (R McGregor)**
18-24		**KPI Position for AY2023/24 (R McGregor)**
19-24		**SFC Outcomes Framework and Assurance Model (R McGregor)** Owing to time constraints, this Item was not discussed.

	Action: SL to add to RB Agenda for 11/12/24.	
20-24	**Strategic Plan and Strategy Day Update (verbal update)** R McGregor directed attendees to a brief PowerPoint Presentation containing updates on the Plan, including anticipated timeline.	
	Matters for Information	
21-24	**Health and Safety Annual Report** Members were asked to provide feedback if desired at the next RB Meeting.	
22-24	**Any Other Business** A good news story pertaining to the Apprentice of the Year Award was shared.	
	Private Reserved Matters for Information	
	No private reserved matters were presented for information.	
	Executive Team and Staff Members D Blackhall and C Dempster left the Meeting at 12:58pm **SA Members and Trade Union Representatives left the Meeting by 1:12pm**	
	Private Reserved Matters for Decision	

23-24	**Principal's Performance Management Objectives for AY2024/25**	
24-24	**Summation of Actions and Date of Next Meeting** A summation of actions and next Meeting date confirmation was not requested.	
	Meeting ended at 1:39pm	

Actions from the Regional Board Meeting of 9 October 2024			
Agenda Item	**Action**	**Responsible Person**	**Deadline**
05-24			

08-24			
09-24			
10-24	Inclusion of additional Environmental focus statement to be made to RB Terms of Reference.	Board Secretary	asap
17, 18, 19			

REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 9 October 2024

Agenda Item	
05-24	**Action:**
	Status:
08-24	**Action:**
	Status:
09-24	**Action:**
	Status:
10-24	**Action:** Regional Board Terms of Reference: Inclusion of Environmental focus statement.
	Status – Complete. Regional Board (Oct 24) - Approved.pdf
17, 18 19-24	**Action:**
	Status:

REGIONAL BOARD
Meeting of 11 December 2024

Title: Student Partnership Agreement 2024/25

Author: Kirsty Pettitt (Student Engagement and Wellbeing Manager)	**Contributor(s):** Viktorija Nikitina, Regional President. Emma MacIsaac, Depute President

Type of Agenda Item:

For Decision   x☐

For Discussion   ☐

For Information

Reserved Item of Business   ☐

Purpose: To enable the Committee to review the updated Student Partnership Agreement which sets out the priority projects for AY2024/25

Linked to Strategic Theme:

3. Advancing Partnership Working

Linked to Strategic Risk(s):

2.8

Executive Summary: The Student Partnership Agreement (SPA) is a document in which SAs and institutions can promote ways in which students can interact with staff at their institution to improve the quality of their student experience.

Part A of the document describes the purpose of the agreement, what student engagement is and what does this mean in context of NESCol. It also details the various opportunities for student engagement across all college areas.

The Part B SPA sets out priority projects which align with the sabbatical officers' manifestos and has both a college and SA lead in order demonstrate the true partnership approach.

In AY23/24 the priority projects were:

1. Cost of Living – Complete

Key actions completed included the implementation of Student Kitchens in City Campus, Altens and Fraserburgh campuses and reviewing the impact of Student Pantries and Free Student Breakfasts.

Student Kitchens were successfully introduced in City Campus, Altens and Fraserburgh in February 2024 after receiving support from the Executive Team. The Student Kitchens have proved to be very popular and well used on all campuses. We receive continuous good feedback from students on their introduction.

We have also made changes to the Breakfast Club in collaboration with Inspire based on student feedback to ensure good availability and accessibility of items while also offering significant cost savings.

2. Wellbeing – Ongoing

Key actions included supporting the NESCol Wellbeing Strategy, additional wellbeing provision for NESCol students and improved communication regarding wellbeing for NESCol students.

The SA and Student Advice and Support Team continue to work in partnership to offer variety of opportunities for students to improve their wellbeing as outlined in the Wellbeing Strategy. This has included collaborating on events such as 'Brew Monday' and International Suicide Prevention Day. In addition, we introduced WellFEST as a result of student feedback collected in the AY 23/24 which provided a unique opportunity to engage with students about their mental health and wellbeing.

Due to the Wellbeing Strategy being relaunched we postponed the updating of the Student Mental Health Agreement to ensure it reflects and supports the outcomes of the updated strategy. This is now a named action for 24/25 and we have began our consultation with students and NUS Think Positive.

3. Community – Ongoing

Key actions included increased opportunities for student to engage with NESCol and the NESCol SA through extra curricular activity.

We have been working closely with the Active Campus Co-ordinator to offer a range of additional extra curricular activities for students including the development of our Club and Society support and planning.

Due to the named SA lead of this outcome resigning from post in 2023 we have carried these actions into the Student Partnership Agreement 24/25.

The attached document is the revised SPA for AY24/25 which sets out the following projects in detail:

- Community
- Student Engagement
- Wellbeing

Recommendation: It is recommended that the Committee approves the revised Student Partnership Agreement for AY24/25.

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

The SPA document was presented to the Student Engagement Action Group for feedback and the Student Representation Committee for approval on Friday the 22nd of November and received full approval from all Executive Officers.

Equality Impact Assessment:

Positive   Impact   ☒

Negative   Impact   ☐

No Impact   ☐

Evidence: Outputs and evaluation of SPA, feedback through Student Engagement Action Group.

Student Partnership Agreement 2024/2025

Part B

Project	SA Lead	College Lead	Intended Impact	Key Actions	Measures
Community	Viktorija Nikitina (Regional President)	Faye Webster (Active Campus Co-Ordinator)	To have a variety of opportunities for student to engage with the NESCol SA and NESCol through extracurricular activity Enhance sense of belonging the NESCol community Improved support and engagement from Club and Society Leaders	Develop Volunteering Procedure Introduce gaming corners in Altens, Fraserburgh and City Campus	Increased participation in extra curricular activity Completed Volunteering Procedure Student Satisfaction Data
Student Engagement	Kirsty Pettitt (Student Engagement and Wellbeing Manager)	Hayley Ewen (Senior Quality Co-Ordinator)	Raise awareness of the impact of the Students' Association in NESCol Improved communication of actions taken based on student feedback	Development of a Student Feedback Hub Development of Communication Plan for Student Feedback	Student Feedback Hub accessible to all students Student Satisfaction Data
Wellbeing	Emma MacIsaac (Depute President)	Aimee Ridgeway (Student Support Manager)	Improve student wellbeing by supporting NESCol's Wellbeing Strategy Improve retention and engagement of Executive Officers	Update Student Mental Health Agreement Develop Executive Officer Training Package	Student Mental Health Agreement launched Increased Executive Officer retention

REGIONAL BOARD Meeting of 11 December 2024 (as presented on 09 October 2024
Title: KPI Update – 23-24 Key Performance Indicators

Author: Robin McGregor	**Contributor(s):**

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To provide the Regional Board with an overview of the 23-24 Key Performance Update

Linked to Strategic Theme: ALL

Choose an item.

Linked to Strategic Risk(s):

Executive Summary:
The paper provides an initial summary of academic performance against key performance indicators for academic year 23-24. A full paper will be presented to the Board at the December meeting.

Recommendation: It is recommended that the Board notes the content of this paper

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

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23-24 Key Performance Indicators

This paper provides an initial summary of academic performance against key performance indicators in academic year 2023- 2024. A full paper comprising detailed analysis of performance at individual sector and team level, and across priority cohorts will be presented to the Board at the December meeting

Full Time Student Success

	AY21-22	AY22-23	AY23-24	3 Year change
FT FE	**56.88%**	**63.30%**	**69.16%**	**+12.28%**
FT HE	**64.68%**	**67.18%**	**72.20%**	**+7.52%**
Overall FT	**59.77%**	**64.56%**	**70.19%**	**+10.42%**

Part Time Student Success

	AY21-22	AY22-23	AY23-24	3 Year change
PT FE	89.94%	89.07%	92.72%	+2.78%
PT HE	83.29%	74.90%	80.16%	-3.13%
Overall PT	89.65%	88.72%	92.42%	+2.77%

Overall College Student Success

	AY21-22	AY22-23	AY23-24	3 Year change
FE	83.34%	84.56%	88.10%	4.76%
HE	69.10%	68.70%	73.49%	4.39%
Overall	81.44%	83.04%	86.53%	+5.09%

Student Enrolments

	AY21-22	AY22-23	AY23-24	3 Year change
FT FE	3850	4174	3849	-1
FT HE	2268	2026	1982	-286
PT FE	15445	19677	16180	-735
PT HE	706	498	383	-323
Total	22269	26375	22011	-258

REGIONAL BOARD
Meeting of 11 December 2024
(as presented on 09 October 2024)

Title: SFC Outcomes Framework & Assurance Model	
Author: Robin McGregor	**Contributor(s):**

Type of Agenda Item:

For Decision	☐
For Discussion	☒
For Information	☐
Reserved Item of Business	☐

Purpose: To provide the Regional Board with an overview of the SFC Outcomes Framework and Assurance Model approach

Linked to Strategic Theme: ALL

Choose an item.

Linked to Strategic Risk(s):

Executive Summary:
The paper provides an overview of the newly published SFC Outcomes Framework and Assurance Model outlining the revised approach to assurance and accountability

Recommendation: It is recommended that the Board notes the content of this paper

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

Template Version: August 2021

Update for the Regional Board

The SFC has recently published its new Outcomes Framework (OF) and Assurance Model (AM) which outlines their revised approach to assurance and accountability. This new approach has been developed in response to the recommendations in the SFC's 2021 Review of Coherence and Sustainability and replaces the current assurance and accountability arrangements (including Outcome Agreements) from the academic year 2024-25.

The Outcomes Framework sets out SFC's expectations of colleges and universities in return for the funding that they receive but does not specify targets or bespoke expectations for each institution. Outcomes are instead expressed more generally across the broad range of areas that matter to students, employers, the Scottish Government and other key stakeholders. These include, but are not limited to, high quality learning and teaching, good governance, high quality research, and financial viability and sustainability of colleges and universities.

The Assurance Model comprises the mechanisms by which SFC engages with colleges and universities and monitors their delivery of the outcomes. This includes how SFC intervenes with colleges and universities to gain assurance and to support them in addressing challenges and issues that may arise.

The full Outcomes Framework (OF) and Assurance Model (AM) can be accessed by clicking this link but a high-level summary of the key features and changes are outlined below:

Key differences from previous approach

- The Outcomes Framework (OF) and Assurance Model (AM) is a shared approach for the whole tertiary (universities and colleges) sector.
- The SFC are no longer required to agree in advance with colleges and universities bespoke outcomes and activities that they will specifically deliver in the following AY.
- Instead, colleges and universities will develop their own strategic and operational plans, which will be forward focused and aligned to the Scottish Governments "Purpose and Principles" for post-school education and other key national and regional drivers.
- The outcomes are not expected to change year-on-year, nor will SFC be asking colleges and universities to submit written information in advance about how they will deliver these outcomes.
- No longer a requirement for the Regional Outcome Agreement to be agreed in advance and key self-evaluation or action planning to be signed off by the Regional Board.
- As part of the OF & AM there is a brand-new framework for assuring and enhancing the quality of learning and teaching in Scotland's colleges and universities. The Tertiary Quality Enhancement Framework (TQEF) comprises a shared set of Principles, delivery mechanisms, and outputs will provide assurance on academic standards, the quality of the student learning experience and ensure accountability for public investment in learning and teaching.

Key Outcomes

There are seven outcomes in the Outcomes Framework that apply to both colleges and universities, with an additional two outcomes that only apply to universities. In addition, there are two further outcomes that are cross-cutting and apply across each of the other applicable outcomes for both colleges and universities.

The key outcomes include:

- Funding regularity
- Good governance
- Financial viability and sustainability
- Estates and infrastructure
- High quality learning and teaching
- Student interests, access and success
- Skills and work-based learning
- Research excellence (universities only)
- Knowledge exchange and innovation (universities only)
- Net zero
- Equalities, diversity and inclusion

A detailed overview of each outcome is provided in the attached SFC document.

The Assurance Model

The Assurance Model is the mechanism that enables the SFC to guarantee that the Outcomes in the Framework are being delivered appropriately, thus ensuring that those things that are most important to students, employers, Scottish Government and other stakeholders are being implemented correctly.

The two key elements of the Assurance Model are engagement and monitoring.

Engagement

Engagement covers a broad range of interactions that SFC has with colleges and universities as well as with students and other key stakeholders of colleges and universities. This comprises:

- Regular meetings that SFC has with colleges and universities.
- Dialogue between the senior leadership of SFC and the senior leadership and students of colleges and universities.
- SFC Board engagements with funded bodies.
- Dialogue with representative bodies of colleges and universities and of their student bodies.
- Engagement between relevant officers from SFC and colleges and universities that are risk-based and support the bespoke intervention activity.

- Intervention activity that SFC undertakes both to understand and to gain assurance over areas of risk, challenge and issue for colleges and universities.

SFC's interventions may relate directly to funding or to their quasi-regulatory role that arises in connection to their funding. SFC's current interventions are summarised in the attached SFC document on page 10.

Monitoring

Many aspects of the new approach to monitoring and data collection are carried over from the existing arrangements but for some outcomes, e.g. High-quality learning and teaching, there are significant changes, particularly for the college sector. The revised approach to monitoring comprises:

- Data and information returns, that may be regular or ad hoc, as needed to understand emerging issues.
- Thematic reviews into particular areas to gain assurance and identify good practice for wider dissemination.
- Contextual commentary in which each institution sets out its narrative account of how it has delivered against the outcomes in the Outcomes Framework – this will supplement the data and information returns and support the institutions in placing context around these.

There is still ambiguity regarding just how these thematic reviews and contextual commentary will be delivered and how they will complement other quality assurance and enhancement activities (outlined below). A key driver for implementing the changes to assurance and accountability was to improve coherence and efficiency in the system by reducing duplication and bureaucratic burden for institutions. SFC are aware of this and are working closely with the sector to implement roll out of this new approach. There will likely be some revision and modification to the specifics of the monitoring requirements as a result.

The Tertiary Quality Enhancement Framework (TQEF)

As referenced above, for the Outcome related to high quality learning and teaching there has been development work between SFC, key partners and the sector(s) to co-create a completely new approach to assurance and accountability that has run in tandem with the development of the Outcomes Framework and Assurance Model.

This new approach is called the Tertiary Quality Enhancement Framework (TQEF) and this forms a core part of the guidance for quality in Scotland's Colleges and Universities (which can be accessed by clicking this link). A detailed overview outlining the key characteristics of the TQEF will be brought to the Regional Board and Curriculum and Quality Committee in December but for the purposes of this paper a brief outline of the key characteristics is provided below:

- The TQEF comprises a shared set of principles, delivery mechanisms, and outputs that can be applied to the different contexts of our colleges and universities to give assurance on

academic standards and the quality of the student learning experience and ensure accountability for public investment in learning and teaching.

- The TQEF replaces the "How Good is our College" (HGIOC) Framework and the key principles of the TQEF include:
    - Excellence in learning, teaching and assessment
    - Supporting student success
    - Enhancement and quality culture
    - Student engagement and partnership
    - Externality
    - Data and evidence

- The TQEF will be delivered via five key mechanisms:
    - Tertiary Quality Enhancement Review (TQER) – replaces Education Scotland review with a peer-led model.
    - Annual Quality Engagement (AQE).
    - Institution-led quality activity.
    - Scotland's Tertiary Enhancement Programme (STEP) – new national sector-led initiative.
    - Use of data and evidence for reporting.

- There will be four key outputs that will demonstrate how well principles are being delivered:
    - Quality agency reporting on review activity.
    - Self Evaluation and Action Plan (SEAP).
    - Impact reporting of enhancement activity.
    - Effectiveness in responding to concerns.

- QAA Scotland have replaced Education Scotland as the lead quality agency with responsibility for colleges and HMI will no longer have any authority for reviewing college SFC-funded provision.

The TQEF will take responsibility for monitoring all issues affecting learning and teaching in the Assurance Model and where this can contribute assurance for other outcomes through the Assurance Model, SFC will use it to do so rather than duplicate their asks of colleges and universities.

Next Steps

- Close off Outcome Agreements for AY2023-24 by submitting a short (6 page) self-evaluation against the commitments made. To be submitted and signed off by the Principal by 02 Dec 2024 and report will not be published publicly.
- Learning and Teaching outcomes do not need to be included in this self-evaluation as they will be included as part of the new TQEF Self Evaluation and Action Plan (SEAP) process which is being rolled out.
- The SEAP is also to be submitted in December.
- First TQER being piloted in one college and university in new calendar year.

- NESCol continues to be well represented in national steering groups associated with new approaches and will report back to the Regional Board as changes become embedded and rolled out.

REGIONAL BOARD
Meeting of 11 December 2024
REPORT BY THE REGIONAL CHAIR
The purpose of this report is to update the Regional Board on recent developments in the College sector and at the College and a summary of the Chair's attendance at meetings out with scheduled meetings of the Board and Committees.

1	**Colleges Scotland**
	Budget update
	## COMMENT FROM COLLEGES SCOTLAND - DRAFT BUDGET FAILS TO RECOGNISE THE VITAL ROLE OF COLLEGES
	WRITTEN ON 04 DECEMBER 2024.
	The Scottish Government has been criticised failing to allocate sufficient funding to colleges in the draft Budget unveiled today. Ministers have pledged less than half of the £25 million required to address rising inflationary costs, leaving Scotland's 24 colleges struggling with a persistent 17% real-terms funding cut since 2021/22.
	Alarmingly, the Budget neglects critical issues, such as replacing crumbling RAAC concrete in seven colleges, reinstating a vital employer training scheme, and investing in improved classrooms and digital resources for students.
	The draft Budget proposes a 1.8% increase in college funding - falling well short of the 3.2% inflation rate.
	Dr Graeme Jackson, Interim CEO of Colleges Scotland, expressed his deep concern: "This draft Budget fails to recognise the vital role colleges play in driving economic growth, reducing poverty, and strengthening communities. While additional resources for the NHS and commitments to a greener economy are welcome, these ambitions hinge on the capacity of colleges to upskill and support the workforce - capacity this Budget undermines.
	"Leaving colleges millions of pounds short is unacceptable. Leaders across Scotland's 24 colleges have already been forced to make painful

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	cuts to jobs, classrooms, and infrastructure. The Scottish Government's continued disinvestment in such a cornerstone of the education and skills sector is deeply troubling. "Colleges Scotland will keep fighting for increased funding before the Budget is finalised in the Scottish Parliament. "College students, employers, and communities deserve better
2	**College Employers Scotland (NJNC)** Participated in first stage Negotiation training for NJC members as part of the wider strategic review of the CES approach to negotiations.
3	**CDN** **CPA** The meeting focussed on a self evaluation of the effectiveness of the Board and the LOIP (Local Outcome Improvement Plan. There was general concencus on the need to identify and focus on priorities as well as eek opportunities for better collaboration. For NEscol the need to identify support for Apprenticeships and identify opportunities for collaboration within the partnership. https://communityplanningaberdeen.org.uk/wp-content/uploads/2024/04/LOIP-16-26-April-2024.pdf
6	**Attendance at Meetings – Regional Chair** The Regional Chair has attended various meetings since the last Board Meeting, including: - Panel member for the UHI Moray and Inverness Chair appointments - CDN Board catch up review - CES Bi-Annual days 1 and 2 - CS Board Meeting - RGU Board - RGU Audit Committee - CS College Chairs - CDN Board Induction - CDN Awards Glasgow - Update with K Milroy - Nescol Board Strategy - Joint Cttee (F&R/A&R) / C&Q - Community Planning Aberdeen - ASET Chair - NJNC Lecturing - CES Central Committee

REGIONAL BOARD
Meeting of 11 December 2024

REPORT BY THE PRINCIPAL
The purpose of this report is to provide the Regional Board with information relating to the period immediately prior to the Board Meeting; information which may have relevance, significance, priority or challenge for future College activity.

1	**GB Energy Partnership Meeting** On 17th October, Invest Aberdeen hosted an introductory meeting for regional partners with the Chairman of GB Energy, Jurgen Maier. The meeting was attended by representatives from local authorities, port authorities, tertiary education providers and industry. Mr Maier sought to explain the purpose of GB Energy, and in doing so highlighted the following key points: - GB Energy is a new, publicly-owned company to invest in clean, home-grown energy, headquartered primarily in Aberdeen. - The UK faces high energy bills and climate crisis challenges. GB Energy hopes to address such issues. - The UK Government aims to make Britain a clean energy superpower by 2030. GB Energy will help lead the way on this ambition. - GB Energy seeks to drive innovation and investment in clean energy technologies. - It will focus activities on community-owned energy generation and collaboration with industry. - Through public ownership, GB Energy aims to boost energy independence, create jobs, and ensure benefits for UK taxpayers and communities. - It is backed by £8.3 billion over the lifetime of this UK Parliament. - GB Energy seeks to fully decarbonise the power sector by 2030. - It also aims to create energy independence, boost the development of skilled jobs in the clean energy sector and protect billpayers from future energy shocks. This initial meeting went well and it was evident that Mr Maier believes that the College and the broader college sector would be instrumental in providing the skills required for the work that GB Energy would be leading on. It was suggested that little should be expected from GB Energy over the next year as it sought to establish its base, infrastructure, and workforce. This said, further updates on its progress will be provided to the Regional Board, as and when available. A link to the Great British Energy's Founding Statement has been provided below:

	https://www.gov.uk/government/publications/introducing-great-british-energy/great-british-energy-founding-statement
2	**Meeting with Interim CEO College Scotland (27.11.24)** The Executive Team (ET) recently hosted a meeting at City Campus with Dr Graeme Jackson, the new interim Chief Executive of Colleges Scotland. The lengthy meeting allowed ET members and Graeme to discuss a variety of perspectives on the state and future of the college sector. Whilst there was some degree of common understanding and agreement on certain topics, there was clearly some significant difference of opinion on many others. Some of the conversation centred on the development of a 'strategic narrative' document that Graeme and his team had previously drafted but had had to redraft after concerns were raised by some college principals, myself included. Having previously discussed said concerns directly with CS's Head of Communications and Public Affairs, Jen Johnston, assurances were given that the redrafted document would be circulated to principals for approval before being sent to Scottish Government and published more widely. This did not occur and the revised document, a somewhat benign and worryingly unimpressive document, was published on Friday 29th November without the courtesy of consultation or prior notice. A link to it is provided below: https://collegesscotland.ac.uk/news/latest/609-colleges-scotland-unveils-vision-for-the-future-of-the-college-sector Further details will be provided to Regional Board members at the December Board meeting. However, it is worth noting that at this juncture I, and others within the College, are somewhat concerned about the approaches adopted by CS and our relationship with them since the new Interim Chief Executive has been appointed.
3	**North East Investment Zone (NESIZ) Steering Group (27.11.24.)** The latest meeting of the NESIZ Steering Group took place on Wednesday 27th November. A summary of the key messages from it is documented below: - The UK Government has confirmed that it remains committed to the Investment Zone policy and will honour commitments made by the previous UK Government. This means that the project will see UK and Scottish Governments invest £160m over the next 10 years in Aberdeen and Aberdeenshire. - UK and Scottish Government officials have now returned to meeting formally with representatives of the NESIZ Steering Group. - The NESIZ's Gateway 2 submission (an initial outline of its proposal) is to be resubmitted following feedback received from Government. In addition, the proposed programme plan needs to revisited in light of the remaining gateways and possible changes to timelines. This said, it would appear that the work associated with this is not unduly onerous.

	- It is anticipated that the release of some funds to start of some of the projects could happen by July 2025. - Discussions are taking with officials leading the Glasgow Investment Zone project and it would appear that they are progressing their work in a similar but less advanced manner to NESIZ. - Feedback on the proposed tax sites (ETZ Ltd – South Aberdeen/Altens and Peterhead) has been encouraging and will likely lead to the progressing of both sites in accordance with NESIZ's plans. - A revised Gateway 2 submission is due to be submitted on Friday 29th November with strengthened narrative re. digital technology. It was suggested that NESIZ officials see that the Digital Tech industry within the region is likely to double in size in years. - To date there has been 52 potential Gateway 4 Interventions (projects) submitted. - These projects have requested £362m from NESIZ with £757m match funding aligned to the proposals. - EY is currently assessing the interventions in line with the agreed criteria. It is planned to submit to the NESIZ Steering Group a prioritised list of interventions soon. Further progress updates will be provided to the Regional Board in due course.
4	**New SFC Chief Executive – Francesca Osowska** The Scottish Funding Council (SFC) has appointed a new Chief Executive. Francesca Osowska OBE FRSE who will take up the role in mid-January 2025. Ms Osowska has joined the SFC from NatureScot where, as Chief Executive, she facilitated a major change programme which included better aligning the organisation's strategic priorities to those of Scottish Government. According to SFC's Chairman, Mike Cantlay, Ms Osowska brings with her 'a strong track record of strategic leadership, team and relationship building, and the successful delivery of major projects'. Prior to her role at NatureScot, she was a Director of the Scotland Office within UK Government. Prior to that, she was a Scottish Government Director for the Commonwealth Games and Sport. In communicating the appointment to the College and University Sectors, SFC's Chief Executive indicated that Ms Osowska is 'an established strategic leader with strong insight into the workings of government at Scotland, UK and international levels'. He also indicated that she joins us the SFC at 'an important time' and SFC will be in touch to arrange introductory meetings with key stakeholders.
5	**External engagements, selected key meetings and events attended since the previous Regional Board meeting:** - Partnership Meeting with GB Energy Chair and CEO (17.10.24.) - College Employers Scotland (CES) (30.10.24.) - Seven Incorporated Trades Convenor Court Election Dinner (02.11.24.) - College Principals Group (CPG) (05.11.24.) - Meeting with Colleges Scotland Interim CEO (06.11.24.)

- CES Business Meeting (06.11.24.)
- DYW Future – Next Steps Meeting (11.11.24.)
- Meeting with Parminder Kohli (Shell UK Country Chair) (11.11.24.)
- Meet the Principal Staff Induction Session (12.11.24.)
- LJNC Meeting (12.12.24.)
- Meeting with Tom Hall and Andy Witty (Colleges Scotland) (13.11.24.)
- Meeting with Student Association (20.11.24.)
- Regional Board Strategy Event (21.11.24.)
- Open Staff Information Session (Fraserburgh Campus) (25.11.24.)
- Open Staff Information Session (City Campus) (26.11.24.)
- Energy Transition Skills Hub Promotional Event (26.11.24.)
- NESIZ Steering Group Meeting (27.11.24.)
- Meeting with Graeme Jackson, CEO Colleges Scotland (27.11.24.)
- DYW NE Board Meeting (29.11.24.)
- College Open Day (30.11.24.)
- Ministerial Visit (Fraserburgh Campus) (02.12.24.)
- College Alliance International Conference (Belfast) (03/04.12.24.)
- Glasgow Kelvin College – Principal Recruitment Panel (06.12.24.)
- Open Staff Information Session (SMA) (09.12.24.)
- Open Staff Information Session (City) (10.12.24.)
- Open Staff Information Session (Altens) (11.12.24.)

REGIONAL BOARD
Meeting of 11 December 2024

REPORT BY COMMITTEE CHAIRS

The purpose of this report is to provide the Regional Board with information relating to business conducted at the most recent meetings of its Committees.

Committee Chairs will be provided with an opportunity to bring matters considered at these meetings to the attention of Members. Members will also be provided with an opportunity to seek further information on business that has been transacted.

Members are asked to note the new Channel No. 8 within Regional Board Team space – Board and Committee Action Log where actions from all Board and Committee meetings, along with Action updates can be found.

1	The following meetings have been held since the last meeting of the Regional Board:

Audit and Risk Committee	27 November 2024
Finance and Resource Committee (met partly in conjunction with Audit and Risk Committee)	27 November 2024
C&Q Committee	28 November 2024

2	**Audit and Risk Committee- 27 November 2024** **Summary of key business:** • Interim Audit Plan AY2024/25 • Audit Certifications Student Activity & Support Fund Year end results • Internal Audit Report – Student Activity Data • Annual Audit Report AY2023/24 • Strategic Risk Register • Committee Evaluation Feedback • Data Protection Report AY2023/24 • National Fraud Initiative AY2024/25 Update • Draft Audited Financial Statements (in conjunction with F&R Comm)* • External Audit Report AY2023/24 (in conjunction with F&R Comm)* **Agreed Actions:** • Draft 3 year Internal Audit plan to be presented to Committee in Feb. • Suggested amendments to formatting of ASET Risk Register to be fed back to ASET Board • ASET Risk Register to be added as standing item to Committee
3	**Finance and Resource Committee – 27 November 2024** **Summary of key business:** • Draft Audited Financial Statements (in conjunction with A&R Comm)* • External Audit Report AY2023/24 (in conjunction with A&R Comm)* • Annual Procurement Report • 2024/25 Budget Update

	- Estates Update - ETSH Financial Update - ASET Update - Opportunities Register - Committee Evaluation Feedback - Credits and activity planning overview **Agreed Actions:** - Recommend Financial Statement be presented to Regional Board (with further information circulated when available) - Audit Scotland to progress Auditor General view regarding accounting adjustments position.
4	**Curriculum and Quality Committee – 28 November 2024** **Summary of Key Business:** - Overview of activity and credits position - Business and Community Development Update - Committee Terms of Reference - Programme of Business AY2024/25 - Student Support Activity - Students' Association Activity Report & SA Partnership Agreement - First Impressions Survey - Draft KPI Results for AY2023/24 - Annual Quality Assurance Report - Overview of new Quality Arrangements - RGU Transition and Degree Link presentation - Block 1 curriculum update - Committee Evaluation Feedback **Agreed Actions:** - Future BCD Reviews to be presentation AND paper based. - Applications to be added as regular item to ToR - Review of PoB and ToR formatting to be undertaken - Evidencing of amber items in first impressions survey to be discussed - Review of need for Block Curriculum update to be undertaken - SA Budget to be presented via email as soon as possible

Agenda Item 41-24

REGIONAL BOARD
Meeting of 11 December 2024

Title: First Impressions Survey Results AY 2024/25	
Author: Director of Quality	**Contributor(s):** Senior Quality co-ordinator

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to discuss the results of the First Impressions Survey for AY2024/25, a key quality improvement toll used to measure levels of student satisfaction.

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s): n/a

Executive Summary:
The details of the Student Survey participation rate, and overall student satisfaction percentage increases are detailed in the attached Report.

Recommendation: It is recommended that the Regional Board note the report as shared in November with the Curriculum and Quality Committee.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

CURRICULUM & QUALITY COMMITTEE
Meeting of 28 November 2024

Title: First Impressions Survey Results AY 2024-25

Author: Director of Quality	**Contributor(s): Senior Quality Co-ordinator**

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose:
To enable the Committee to note the results of the First Impressions Survey AY 2024-25, a key quality improvement tool used to measure levels of student satisfaction.

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s):

N/A

Key Elements:
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 First Impressions survey is a measurement tool to allow the College to determine the levels of satisfaction from our full-time students. The First Impressions survey was carried out over a four-week period between 16 September and 13 October 2024. The survey captured student feedback relating to, college induction, curriculum and support services and the overall first impression of college experience.

The AY 2024-25 First Impressions Survey recorded an 89% participation rate, an increase of 1% in comparison to the previous year and a 3% increase in comparison to 2022. Overall, 95% of students are satisfied with the College, an increase of 1% on the previous academic year.

The First Impressions Survey report highlights the overall College results for the last three years and demonstrates a consistently high level of satisfaction on first impressions of college experience. The College maintained a very high level of student satisfaction across all of the 28 statements. A breakdown at Sector level has been provided in appendices 3.1. - 3.5. Team and

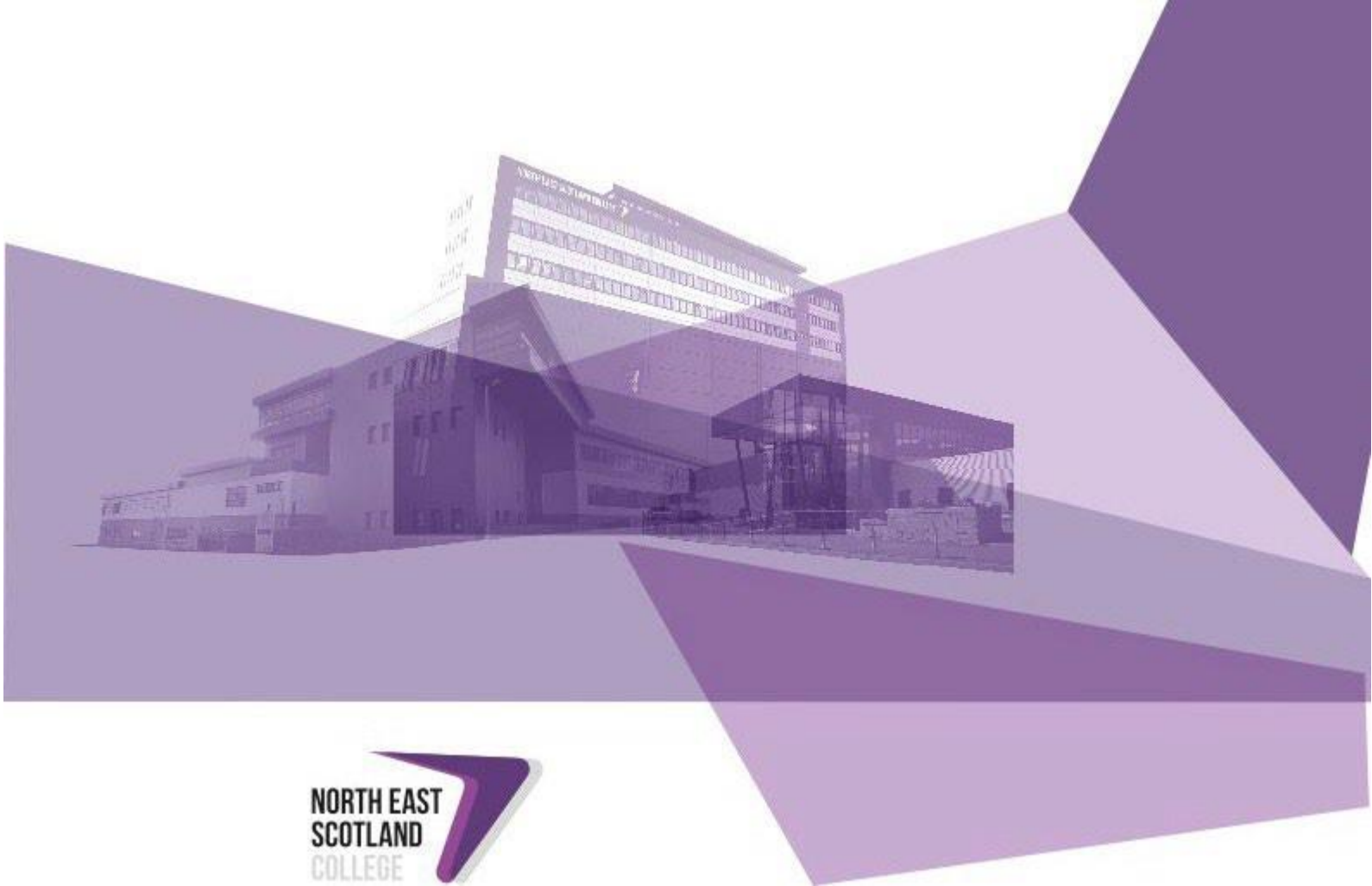| |
|---|
| course level can be accessed from the College's Power BI Report Server which is accessible for all college staff. |
| **Recommendation:**
It is recommended that the Committee note the content of the report. |
| **Previous Committee Recommendation/Approval** (if applicable)**:**
N/A |
| **Equality Impact Assessment:**

Positive Impact   ☒

Negative Impact   ☐

No Impact   ☐

Evidence: |

First Impressions Survey Report

AY 2024-25

Table of Contents

1. Overview

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

The First Impressions Survey is a measurement tool to allow the College to determine the levels of satisfaction from our full-time students. The First Impressions survey was carried out over a four-week period between 16 September and 13 October 2024. The survey captured student feedback relating to, college induction, curriculum and support services and the overall first impression of college experience.

The collection of student feedback allows for early identification of trends which may present a challenge to student success. The curriculum teams and support departments are provided with all qualitative data received and use this to address issues raised and update future practice to improve service delivery.

The Heads of Sector and Curriculum Managers are also issued with quantitative data action reports at course level. The action report identifies survey statements where satisfaction levels were 85% or lower, and this allows teams to investigate with individual class groups. The information is also used to support the completion of self-evaluation activities.

Participation Figures

Engagement with the survey is key to gathering data which offers an accurate representation of the student experience. Engagement is monitored across the four-week period the survey is live and this information is made available to managerial staff on a weekly basis. This provides an effective support mechanism to target student groups where engagement is low. North East Scotland College (NESCol) achieved the following participation rates:

Academic Year	2022	2023	2024
Number of Full-time Participants	5,120 (+447 or +9%)	5,024 (+351 or +7%)	5,322 (+298 or 6%)
% Participation of FT Students	86% (of 5,984)	88% (of 5,721)	89% (of 5,996)

The chart below shows the figures of student engagement by sector.
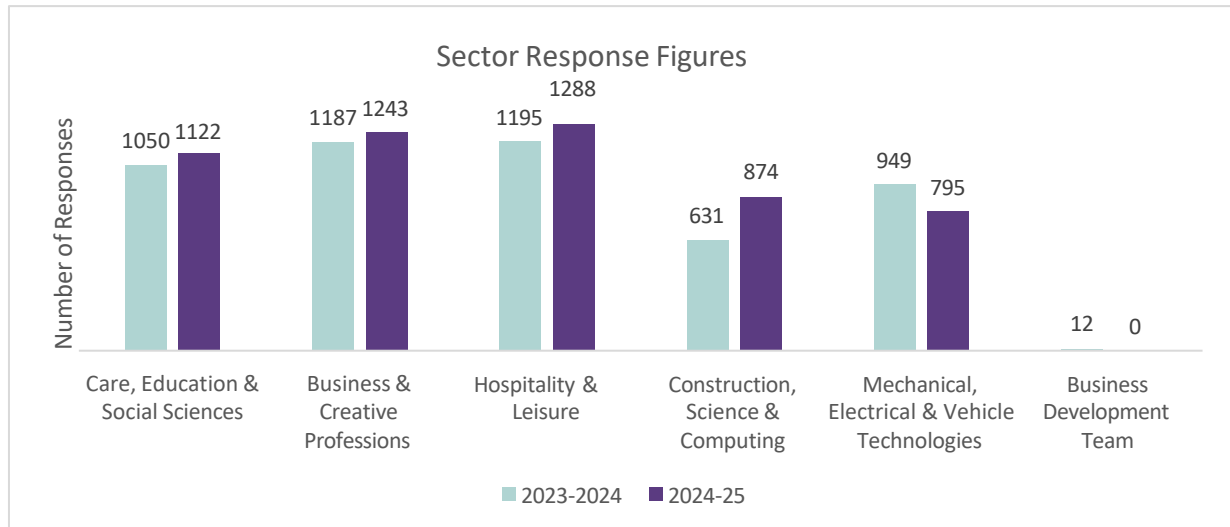
Sector	2023-24		2024-25	
	Eligible No. Participants	Actual No. Participants	Eligible No. Participants	Actual No. Participants
Care, Education & Social Sciences	1294	1050	1379	1122 (81%)
Business & Creative Professions	1346	1187	1400	1243 (89%)
Hospitality & Leisure	1234	1195	1311	1288 (98%)
Construction, Science & Computing	985	631	1020	874 (86%)
Mechanical, Electrical & Vehicle Technologies	862	949	885	795 (90%)

Understanding the Data

The survey results table in section two provides details on the number of students who answered each multiple choice statement and the % positive satisfaction for each one.

The % positive satisfaction results have been colour coded according to their RAG status. The thresholds have been increased this academic session to ensure we consistently strive to achieve continuous improvement across all services for our students.

RAG Colour	Status
	% positive of 90.1% or higher
	% positive between 80.1%-90%
	% positive of 80% or lower

2. Survey Results

Quantitative Data

The overall positive satisfaction percentage for the survey data AY 2024-25 is 94.59%. Delivering a quality service to students remains a key priority and the continued challenges presented by COVID-19 have not had a detrimental impact on the student experience; full-time student satisfaction has increased by 0.19% from AY 2023-24.

Academic Year	2022	2023	2024
Overall satisfaction	95%	94%	95%

The College continues to maintain a high level of student satisfaction as demonstrated in the three-year trend table below. The percentage of positive satisfaction for four of the 28 statements has increased in comparison to the 2023 results.

Overall College Satisfaction Results			
Application Process	**2022**	**2023**	**2024**
Applying for my course was an easy and straightforward process	96%	96%	96%
The College website was easy to use	95%	94%	93%
The College information on social media was helpful	91%	90%	88%
The College prospectus was informative	95%	94%	93%
The College took account of my qualifications and experience when I applied for the course	97%	97%	97%
Induction/Introduction to College	**2022**	**2023**	**2024**
My first day at College was welcoming and informative	98%	98%	98%
My online induction course was welcoming and informative	92%	92%	92%
I am aware of the range of support available to me from the Student Advice and Support team	96%	97%	95%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	90%	91%	89%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	95%	96%	95%
I am clear about the expected standards of work	98%	98%	98%
I am clear about the expected standards of attendance (if required), punctuality and engagement	99%	99%	99%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	92%	96%	95%

	2022	2023	2024
I received an introduction to MyNESCol and Brightspace (the College's Virtual Learning Environment)	95%	95%	95%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	88%	88%	87%
I can access my Microsoft 365 account including Email and OneDrive	98%	96%	98%
I have been able to access the relevant software for my course	97%	97%	97%
I know how to access support via the Student IT Helpdesk	94%	95%	95%
I was informed about the Students' Association either at my induction or in the first few weeks at college	93%	94%	94%
I am aware of how the Students' Association can support me during my time at college	90%	91%	91%
When on campus I have been able to connect to the College Wi-Fi easily	85%	73%	88%
My Course	**2022**	**2023**	**2024**
I have enjoyed the teaching on the course so far	97%	97%	97%
Since starting, my course has run smoothly	95%	93%	96%
My timetable was clearly explained to me	95%	94%	94%
I think I have chosen the right course	97%	98%	97%
I believe I am treated fairly	99%	98%	98%
I enjoy attending College on campus and remotely	96%	96%	96%
Overall, I am satisfied with the College	98%	97%	98%

3. Qualitative Feedback – Full Time Students

Overview of Qualitative Response Rates

A free text comment box is included in the First Impressions survey. This allows students to provide qualitative comments to which supports their qualitative feedback.

Of the 5,322 full-time survey participants, 725 (14%) opted to write a comment about their experience.

Positive Qualitative Feedback Wakelet

Wakelet is a content curation platform that the College has used to collate and present feedback in an effective visual display. This Wakelet displays instances of positive qualitative feedback provided by students in the AY 2024-25 First Impressions survey. The feedback is presented by sector, which hosts the positive feedback provided by full-time students across all services.

Student Feedback First Impressions Survey

Appendices 3.1 – 3.5 provide Sector breakdown.

Appendices

3.1 Sector Data – Hospitality and Leisure

Overall Sector Satisfaction	95.07%						
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	746	481	48	13	0	0	95.26%
The College website was easy to use	621	577	72	15	0	3	93.23%
The College information on social media was helpful	569	579	104	22	0	14	90.11%
The College prospectus was informative	592	598	76	10	0	12	93.26%
The College took account of my qualifications and experience when I applied for the course	831	417	24	10	0	6	97.35%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
My first day at college was welcoming and informative	972	283	22	10	0	1	97.51%
My online induction course was welcoming and informative	754	448	45	25	0	16	94.50%
I am aware of the range of support available to me from the Student Advice and Support team	837	381	49	14	0	7	95.08%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	742	421	87	34	0	4	90.58%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	946	293	33	11	0	5	96.57%
I am clear about the expected standards of work	976	289	12	6	0	5	98.60%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	1036	229	10	6	0	7	98.75%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	890	319	56	19	0	4	94.16%
I received an introduction to MyNESCol and Brightspace (the College's Virtual Learning Environment)	888	347	38	11	0	4	96.18%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	722	396	135	29	0	6	87.21%
I can access my Microsoft 365 account including Email and OneDrive	981	267	29	7	0	4	97.20%
I have been able to access the relevant software for my course	882	356	30	12	0	8	96.72%
I know how to access support via the Student IT Helpdesk	890	345	38	9	0	6	96.33%
I was informed about the Students' Association either at my induction or in the first few weeks at college	830	365	69	16	0	8	93.36%
I am aware of how the Students' Association can support me during my time at college	780	386	97	19	0	6	90.95%
When on campus I have been able to connect to the College Wi-Fi easily	869	287	73	53	0	6	90.17%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	924	329	26	7	0	2	97.43%
Since starting, my course has run smoothly	872	375	31	7	0	3	97.04%
My timetable was clearly explained to me	953	284	37	13	0	1	96.11%
I think I have chosen the right course	980	269	25	13	0	1	97.05%
I believe I am treated fairly	983	267	22	12	0	4	97.35%
I enjoy attending College on campus and remotely	932	307	33	14	0	2	96.35%
Overall, I am satisfied with the College	955	291	20	11	0	11	97.57%

3.2 Sector Data – Construction, Science & Computing

Overall Sector Satisfaction							94.14%
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	519	321	30	4	0	1	96.11%
The College website was easy to use	414	383	60	13	0	5	91.61%
The College information on social media was helpful	291	435	101	26	0	22	85.11%
The College prospectus was informative	363	424	57	16	0	15	91.51%
The College took account of my qualifications and experience when I applied for the course	548	296	18	9	0	4	96.90%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
My first day at college was welcoming and informative	610	248	14	2	0	1	98.17%
My online induction course was welcoming and informative	428	353	55	27	0	12	90.50%
I am aware of the range of support available to me from the Student Advice and Support team	528	296	38	7	0	6	94.82%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	451	328	76	14	0	6	89.64%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	588	234	42	8	0	3	94.27%
I am clear about the expected standards of work	605	248	12	2	0	8	98.39%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	675	183	6	1	0	10	99.19%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	541	274	41	12	0	7	93.89%
I received an introduction to MyNESCol and Brightspace (the College's Virtual Learning Environment)	583	232	40	11	0	9	94.11%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	458	298	91	23	0	5	86.90%
I can access my Microsoft 365 account including Email and OneDrive	675	182	13	1	0	4	98.39%
I have been able to access the relevant software for my course	625	231	10	4	0	5	98.39%
I know how to access support via the Student IT Helpdesk	557	258	45	7	0	8	94.00%
I was informed about the Students' Association either at my induction or in the first few weeks at college	555	267	36	15	0	2	94.16%
I am aware of how the Students' Association can support me during my time at college	502	277	70	22	0	4	89.44%
When on campus I have been able to connect to the College Wi-Fi easily	505	230	74	61	0	5	84.48%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	560	283	21	10	0	1	96.45%
Since starting, my course has run smoothly	555	280	28	8	0	4	95.87%
My timetable was clearly explained to me	620	212	33	8	0	2	95.30%
I think I have chosen the right course	595	246	22	9	0	3	96.44%
I believe I am treated fairly	660	190	12	5	0	8	98.04%
I enjoy attending College on campus and remotely	577	257	23	15	0	3	95.64%
Overall, I am satisfied with the College	609	245	14	5	0	2	97.82%

3.3 Sector Data – Mechanical, Electrical and Vehicle Technologies

Overall Sector Satisfaction	92.44%						
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	407	349	29	10	0	0	95.09%
The College website was easy to use	305	414	56	18	0	2	90.67%
The College information on social media was helpful	242	428	95	30	0	0	84.28%
The College prospectus was informative	289	432	55	18	0	1	90.81%
The College took account of my qualifications and experience when I applied for the course	507	249	31	8	0	0	95.45%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
My first day at college was welcoming and informative	507	249	31	8	0	0	95.09%
My online induction course was welcoming and informative	325	366	63	35	0	6	87.58%
I am aware of the range of support available to me from the Student Advice and Support team	431	316	38	9	0	1	94.08%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	337	346	71	36	0	5	86.46%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	446	274	51	23	0	1	90.68%
I am clear about the expected standards of work	554	225	12	1	0	3	98.36%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	581	208	3	1	0	2	99.50%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	498	253	33	10	0	1	94.58%
I received an introduction to MyNESCol and Brightspace (the College's Virtual Learning Environment)	433	293	44	23	0	2	91.55%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	343	329	91	29	0	3	84.85%
I can access my Microsoft 365 account including Email and OneDrive	540	236	12	6	0	1	97.73%
I have been able to access the relevant software for my course	469	296	22	5	0	3	96.59%
I know how to access support via the Student IT Helpdesk	404	321	54	16	0	0	91.19%
I was informed about the Students' Association either at my induction or in the first few weeks at college	394	312	53	33	0	3	89.14%
I am aware of how the Students' Association can support me during my time at college	378	313	68	34	0	2	87.14%
When on campus I have been able to connect to the College Wi-Fi easily	405	261	63	64	0	2	83.98%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	475	283	28	9	0	0	95.35%
Since starting, my course has run smoothly	434	299	44	18	0	0	92.20%
My timetable was clearly explained to me	419	278	63	35	0	0	87.67%
I think I have chosen the right course	546	231	11	7	0	0	97.74%
I believe I am treated fairly	562	215	10	5	0	3	98.11%
I enjoy attending College on campus and remotely	455	303	22	14	0	1	95.47%
Overall, I am satisfied with the College	468	301	18	6	0	2	96.97%

3.4 Sector Data - Business and Creative Professions

Overall Sector Satisfaction							95.35%
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	793	409	32	9	0	2	96.70%
The College website was easy to use	609	547	75	10	0	4	93.15%
The College information on social media was helpful	457	624	134	17	0	13	87.74%
The College prospectus was informative	530	628	55	14	0	18	94.38%
The College took account of my qualifications and experience when I applied for the course	883	313	41	4	0	4	96.37%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
My first day at college was welcoming and informative	932	289	19	3	0	2	98.23%
My online induction course was welcoming and informative	683	435	67	34	0	26	91.71%
I am aware of the range of support available to me from the Student Advice and Support team	804	387	39	11	0	4	95.97%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	665	460	97	23	0	0	90.36%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	904	288	45	7	0	1	95.82%
I am clear about the expected standards of work	941	286	13	3	0	2	98.71%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	1015	216	8	2	0	4	99.19%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	781	400	54	9	0	1	94.94%
I received an introduction to MyNESCol and Brightspace (the College's Virtual Learning Environment)	843	337	51	8	0	6	95.24%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	673	417	127	25	0	3	87.76%
I can access my Microsoft 365 account including Email and OneDrive	1025	202	9	4	0	5	98.95%
I have been able to access the relevant software for my course	952	265	18	5	0	5	98.15%
I know how to access support via the Student IT Helpdesk	841	353	40	5	0	6	96.37%
I was informed about the Students' Association either at my induction or in the first few weeks at college	888	309	34	14	0	0	96.14%
I am aware of how the Students' Association can support me during my time at college	772	384	68	13	0	8	93.45%
When on campus I have been able to connect to the College Wi-Fi easily	778	330	78	58	0	1	89.07%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	835	386	18	4	0	2	98.23%
Since starting, my course has run smoothly	782	417	34	9	0	3	96.54%
My timetable was clearly explained to me	906	283	46	8	0	2	95.66%
I think I have chosen the right course	927	284	25	6	0	3	97.50%
I believe I am treated fairly	996	221	21	3	0	4	98.07%
I enjoy attending College on campus and remotely	872	340	23	9	0	1	97.43%
Overall, I am satisfied with the College	896	322	21	5	0	1	97.91%

3.5 Sector Data - Care, Education and Social Sciences

Overall Sector Satisfaction	95.08%						
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	614	460	41	7	0	2	95.72%
The College website was easy to use	538	503	63	8	0	12	93.62%
The College information on social media was helpful	393	599	91	14	0	27	90.43%
The College prospectus was informative	452	566	72	10	0	24	92.55%
The College took account of my qualifications and experience when I applied for the course	764	327	11	13	0	9	97.85%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
My first day at college was welcoming and informative	833	266	15	6	0	4	98.13%
My online induction course was welcoming and informative	606	435	45	16	0	22	94.46%
I am aware of the range of support available to me from the Student Advice and Support team	722	353	36	7	0	6	96.15%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	640	352	104	22	0	6	88.73%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	810	264	40	6	0	4	95.89%
I am clear about the expected standards of work	834	267	14	5	0	4	98.30%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	920	179	9	3	0	13	98.92%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	754	306	48	10	0	6	94.81%
I received an introduction to MyNESCol and Brightspace (the College's Virtual Learning Environment)	786	267	51	14	0	6	94.19%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	619	350	112	29	0	14	87.30%
I can access my Microsoft 365 account including Email and OneDrive	874	223	21	2	0	4	97.95%
I have been able to access the relevant software for my course	798	287	24	5	0	10	97.40%
I know how to access support via the Student IT Helpdesk	776	299	35	9	0	5	96.07%
I was informed about the Students' Association either at my induction or in the first few weeks at college	749	302	54	8	0	11	94.43%
I am aware of how the Students' Association can support me during my time at college	651	362	91	12	0	8	90.77%
When on campus I have been able to connect to the College Wi-Fi easily	672	319	82	44	0	7	88.72%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Blank**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	676	420	21	3	0	4	97.86%
Since starting, my course has run smoothly	644	427	38	9	0	6	95.80%
My timetable was clearly explained to me	760	306	43	10	0	5	95.26%
I think I have chosen the right course	817	282	13	7	0	5	98.21%
I believe I am treated fairly	862	234	18	8	0	2	97.68%
I enjoy attending College on campus and remotely	746	332	34	6	0	6	96.42%
Overall, I am satisfied with the College	809	294	15	3	0	3	98.39%