## CURRICULUM & QUALITY COMMITTEE

| NOTICE |
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| There will be a meeting of the Curriculum & Quality Committee on Thursday 27 November 2025 at 1000 hours through the use of Microsoft Teams |

| AGENDA | | |
|---|---|---|
| **Agenda Item** | | **Paper** |
| 01-25 | Apologies for Absence | |
| 02-25 | Declaration of any Potential Conflicts of Interest in relation to any Agenda Items | |
| 03-25 | Minutes of Previous Meeting – May 2025 | X |
| 04-25 | Matters Arising from the Previous Meeting – May 2025 | X |
| | | |
| | **Reserved Matters** | |
| | **Performance Reporting** | |
| 05-25 | Overview of Activity and Credits position AY2025-26 (Robert Laird to present) | X |
| 06-25 | Business and Community Development Update (Report) (Duncan Abernethy) | X |
| | | |
| | **Matters for Decision** | |
| 07-25 | Committee Terms of Reference – proposed changes (Chair/Robin McGregor) | X |
| 08-25 | Programme of Business AY2025-26 (Draft) | X |
| 09-25 | SA Budget (AY2025/26)  (Kirsty Pettitt) | X |
| | | |
| | **Matters for Discussion** | |
| 10-25 | Students' Association Activity Report & SA Partnership Agreement verbal update (Emma MacIssac & Kirsty Pettitt) Presentation | X |
| 11-25 | First impressions Survey (ahead of presentation to Dec Board) (Robin McGregor) | X |
| 12-25 | Draft KPI Results for AY2024/25 (Report Robin McGregor) | X |
| | | |
| | **Matters for Information** | |
| 13-25 | Student Support Activity Report & Equalities and Wellbeing Update (to include Equalities Outcomes) (Alesia du Plessis) Paper & Presentation | X |
| 14-25 | Annual Quality Assurance Report  + MA Inspection Update (Robin McGregor) | X |
| 15-25 | Student Information System Project Update – how will this enhance staff and student support (Linda Taylor) | X |
| | | |
| | **Showcase** | |
| 16-25 | Social Science and Learning Opportunities (Head of Sector: Brian Dunn) Paper & Presentation | X |
| | | |
| | **Any Other Business** | |
| | | |
| 17-25 | **Summation of Actions and Date of Next Meeting** <br> The next meeting will take place on Wednesday 19 February 2025 at 1000 hrs via MS Teams. | |

## CURRICULUM & QUALITY COMMITTEE

## NOTE OF MEETING

**DRAFT** Note of the Meeting of the Curriculum & Quality Committee held on Wednesday 21 May 2025 at 1015 hours via Microsoft Teams

**Present**:
Bryan Hutcheson (Chair)
Caroline Laurenson
Cindy Dempster
Duncan Cockburn
Ellie Zemani
Viktorija Nikitina

**In attendance**:
Robin McGregor, Vice Principal, Curriculum and Quality
Alesia du Plessis, Assistant Principal: Curriculum and Student Experience
Kevin Bruce, Assistant Principal: Curriculum, STEM and Energy Transitions
Duncan Abernethy, Assistant Principal: Curriculum & Commercial Development
Tony Young, Head of Sector (Agenda item 40-24)
Robert Laird, Head of Planning and Academic Partnerships (for Agenda Item 41-24 and 43-24)
Paul Smith, Assistant Principal, Planning and Communication (for Agenda Item 42-24)
Kirsty Pettitt, Student Engagement & Wellbeing Manager (Agenda Item 45-24)
Lorraine Garden, Acting Secretary to the Board & Minute Secretary

| AGENDA | | |
|---|---|---|
| **Agenda Item** | | **Paper** |
| 36-24 | **Apologies for Absence**<br>Apologies were received from N Cowie, E Rattray, D Blackhall, S Elston and S Lawrance | |
| 37-24 | **Declaration of any Potential Conflicts of Interest in relation to any Agenda Items**<br>D Cockburn declared a potential conflict of interest by virtue of his position with RGU.<br><br>C Laurenson declared a potential conflict of interest by virtue of her involvement with Code The City (Education for Young People). | |
| 38-24 | **Minutes of Previous Meeting – February 2025**<br>The Minute was approved as a true and accurate record. | X |
| | | |
| | **Curriculum Showcase** | |
| 40-24 | **Curriculum Showcase – Creative Industries** (T Young)<br>T Young joined the meeting at 1018<br>T Young joined the meeting to share an update presentation on Creative Industries. | *Presentation* |

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| | | |
|---|---|---|
| | The presentation provided key updates including:<br>• Refresh and production of new learner courses to enhance the engaging experience for students, noting the economic impact of creative industries in NE area<br>• Capital Investment in region<br>• Important partner relationship with TECA<br>• Aberdeenshire Capital Investment including the Peterhead Cultural Quarter recognising the stimulate in economic growth and regional price. NESCol forms part of the landscape for NE creative industries.<br>• Festival Culture opportunities shared, noting creative students form part of these events<br>• Planning North Atlantic Fiddle Convention planned in June 2026 providing opportunities for live music, dance and cultural celebration<br>• Progression pathways with RGU highlighted<br>• Key features include integration of metaskills including co-creation assessment pathways<br>• Learner engagement and resilience – Widen Access Category at the upcoming Herald Education Awards<br>• Invitational Rogue key highlights shared<br><br>B Hutcheson thanked T Young for attending and sharing an update on the Creative Industries sector.<br><br>E Zimani thanked T Young observing the positive innovation and participation.<br>T Young left the meeting at 1030 | |
| | | |
| | **Reserved Matters** | |
| | **Performance Reporting** | |
| 41-24 | **Overview of Activity and Credits position AY2024-25** (R Laird) | X |
| 42-24 | **Applications Update AY2025/26** (P Smith) | *Presentation* |

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| | | |
| 43-24 | Update on Altens Investigation (R McGregor) verbal | |
| | | |
| | **Matters for Decision** | |
| | There are no matters for decision | |
| | | |
| | **Matters for Discussion** | |
| 44-24 | **Curriculum Planning Update** (R Laird)<br>R Laird shared a presentation to update Members on the current<br>Curriculum Planning position, this update included an introduction of the | *Presentation* |

planning process, curriculum review, planning factors, market insight analysis and the plan for AY2025-26.

The following key points were advised:
- Curriculum Planning team remit and composition
- Planning timeline
- Planning Factors and Challenges – funding allocation, credits guidance etc
- Curriculum Review summary
- Curriculum Change Proposal advised of process in place
- Quality Assurance processes key points shared
- Market Insight Analysis – works to date and future plans
- Planning for AY2025-26 noting the course provision and credits forecast, enrolments etc. Tribal EBS will be used going forward to provide data towards the planning model rather than rely on spreadsheets.

Further development of the curriculum road map and provision of market insight data to enhance decision making will be undertake throughout the summer period.

Discussion with members followed on the change of approach each year based on guidance changes. The funding model price groups are more important now than previous years as different subjects are in different price groups and this need to be considered in relation to delivery.
Further information on the Spotlight Review was shared advising of the interaction with teams for successful outcomes.
Query was raised on the Regional Economic Strategy with creative industries not being in the strategy and it was acknowledged these subjects are important for the area and the importance to provide pathways in place and offer a broad portfolio.

*R Laird left at 1128*

| 45-24 | **Student Support – Activity Report** (A du Plessis) | X |
|---|---|---|
| | A du Plessis shared key points from the paper available on Teams noting the excellent engagement with teams in curriculum and with external partners. Updates included: | |

Updates included:
- Mental health awareness in May
- Student support referral data with Wellbeing still being the highest type of referral with workshops planned to share expectations for the next academic year noting the funding challenges and need to embed a sustainable offer on what the team can provide.
- Ongoing works with the Students' Association and the Active Campus Co-ordinator to have plans in place for the next year

The issue around counselling across the college sector problems were noted and the need for this to be assessed. Conversations are ongoing with Government and the provision of services is a complex situation.

| 46-24 | **Students' Association – Activity Report** (V Nikitini) *K Pettitt joined meeting at 1134* | X<br>*Presentation* |
|---|---|---|

A Powerpoint presentation provided an update overview of SA Activity. A paper is also available for viewing on Teams.
Key highlights included:
- Student President election results and data on voters and sector figures shared
- Gender Affirming Fund advised of application data noting future funding to include clearer eligibility information
- Information on the Student Partnership Agreement: Wellbeing was shared advising of key themes identified and the launch date in September 2025
- Class Rep attendance noted a small improvement in attendance
- Lecturer & Support Staff of the Year Awards shared an update on

| | | |
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| | nominations and this Award will be presented at the upcoming Go Celebrate event<br>• Scotland Tertiary Enhancement Programme update included project representation, chosen projects, participation and the next steps. | |
| 47-24 | **Business & Community Development Update** (D Abernethy)<br>D Abernethy provided a presentation sharing an update on Business & Community Development.<br><br>D Abernethy's update advised of:<br>• Income and credits generated to date<br>• Part-time Learning progress updated including enrolments, contracts and income<br>• The update on Scottish Maritime Academy advised of full teaching capacity, courses and growth areas<br>• Business Development activity included information on secured bids to be delivered over the next 12 months, collaboration with ASET, support with the ETSH team and a new bid writer post has been filled within the team<br>• Modern Apprenticeship activity informed of the increase on last year, the upcoming contract, the increase in income and the number of new apprentices.<br>• The update on Sponsored initiatives included continued growth with Shell and the projects involved. Bluefloat sponsorship was noted. Benefactor funding of a further £200k was highlighted and the plans for this year's projects was shared<br><br>B Hutcheson thanked D Abernethy for the comprehensive updated. | *Presentation* |
| 48-24 | **TQEF Update Presentation (to include STEP)** (R McGregor)<br>R McGregor shared an update on TQEF and SEAP by way of a Presentation to inform Members of the current position.<br><br>Key highlights informed of 'how do we delivery quality assurance and enhancement' and this noted the process, engagement, quality activity, programme and data evidenced reporting.<br><br>The current work to roll out TQEF was shared advising of processes in place. SFC Self Evaluation and Action Plan (SEAP) feedback informed of the sector themes being positive and happy with the standard and impressed with the strong student support.<br><br>B Hutcheson thanked R McGregor for the update. | *Presentation* |
| 49-24 | **SEAP Feedback Presentation** (R McGregor)<br>As item above | |
| | | |
| | **Matters for Information** | |
| 50-24 | **Student Satisfaction & Engagement Survey AY2024-25 Results** (S Anderson)<br><br>**ACTION – Student Satisfaction & Engagement Survey update to be presented at Regional Board June meeting.** | X |
| | | |
| 51-24 | **Any Other Business**<br>No items were identified. | |
| | | |
| 52-24 | **Summation of Actions and Date of Next Meeting**<br>Only one Action was identified under item 50-24<br><br>This is the last meeting scheduled for AY24-25 and the schedule of | |

| | meetings for AY25-26 will be issued during the summer period. | |
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## CURRICULUM & QUALITY COMMITTEE

An update on matters arising from the meeting of the Curriculum & Quality Committee held in May 2025

| Agenda Item | |
|---|---|
| 50-24 | **Action:** Student Satisfaction & Engagement Survey AY2024-25 Results update to be presented at Regional Board June meeting. |
| | **Status:** Complete |

| CURRICULUM & QUALITY COMMITTEE<br><br>Meeting of 27 November 2025 | |
|---|---|
| **Title: Curriculum and Quality Committee – Terms of Reference** | |
| **Author: R McGregor/S Lawrance** | **Contributor(s): B Hutchison/D Cockburn** |
| **Type of Agenda Item:**<br><br>**For Decision**　　　□<br><br>**For Discussion**　　☒<br><br>**For Information**　　□<br><br>**Reserved Item of Business**　□ | |
| **Purpose:** To enable the Committee to review and discuss, and if so minded, decide to forward the revised Terms of Reference to the Regional Board for approval. | |
| **Linked to Strategic Theme:**<br><br>Choose an item. | |
| **Linked to Strategic Risk(s):**<br><br>*Insert relevant risk reference number* | |
| **Executive Summary:**  As members may be aware under item 3.88 of the Governance Manual, each Committee is charged with reviewing its remit annually and shall submit any proposed changes to the Regional Board for approval.<br><br>The Governance manual also states, under Delegation to Committee (item 4.6) that each committee shall have a clearly defined remit which shall set out the duties and responsibilities delegated.  The remit must be approved by the Board. The committee may suggest amendments to the remit, but any amendments must be approved by the Board before they are implemented.<br><br>The Committee Chair, Vice Chair and the Vice Principal met recently to explore potential development direction of the Committee.  The following report details the result of the review and the areas of proposed enhancement to be considered by the Committee. | |
| **Recommendation:** It is recommended that the Committee discuss and consider the below report and if so minded, recommend the revised Terms of Reference be put forward for approval by the Regional Board. | |

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

**Equality Impact Assessment:**

**Positive Impact** ☒

**Negative Impact** ☐

**No Impact** ☐

**Evidence:**

**C&Q Committee Programme of Business Potential Development Direction**

In October 2025 the Vice Principal: Curriculum and Quality met with the Curriculum and Quality Committee Chair Bryan Hutcheson and Co-Chair Duncan Cockburn to review the format and composition of recent committee meetings. The discussion also covered the Terms of Reference and Programme of Business for academic year 25-26.

As a result of this review the following areas of enhancement are proposed:

**Aligning Committee Work with Strategic Priorities**

Future meeting agendas could be reformatted to map directly against the new strategic plan and its sub-strategies. This alignment would strengthen the connection between strategic decision-making and operational implementation by ensuring agenda items are explicitly linked to priority areas.

**Embedding Risk Management**

Risk management could become a more prominent feature of Committee discussions, focusing on risks that the Committee can help mitigate. These include failure to address changing student needs, adequacy of additional support, continued relevance of the curriculum, and recruitment challenges, particularly in higher education, beyond enrolment numbers.

**Reviewing Committee Structure and Format**

Further review and discussion with the Committee and wider-Board could explore whether the current schedule of meetings is optimal, evaluate whether agendas provide sufficient scope for scrutiny of key quality themes, and identify opportunities to streamline topics. Further review could also consider the expertise required for effective oversight, and help refine the Committee's business to eliminate duplication or overlap with the work of the full Regional Board.

**Enhancing Agenda Design**

Management will reduce reliance on presentations as the primary means of delivering information to the committee, reverting to a more report-based format supplemented by select presentations where they enhance engagement. Greater emphasis will be placed on understanding the "core product", our curriculum offer, and its continued relevance, supported by granular insights into underpinning data and strategic drivers. Additional time and opportunities will be created for members to develop deeper, more nuanced knowledge of curriculum planning and quality assurance activities.

**Improving Reporting and Transparency**

Clear, concise reporting on key quality processes, including ILQR and SEAP, will be provided, with opportunities for members to explore these processes in greater depth. To address the perceived complexity of the Committee's work, accessible and contextual information will be shared with non-specialist board members, enabling them to engage confidently and challenge information presented.

**Strengthening the Curriculum Showcase**

Building on the success of the recently introduced curriculum showcase, its impact will be enhanced through the addition of a pre-read document. This will include essential facts and figures about the team or service, a high-level summary of staff and student profiles, an overview of the curriculum portfolio composition, including FE/HE and FT/PT profiles, courses offered, and awarding bodies, historic KPI performance, and other relevant information.

| | | CURRICULUM AND QUALITY COMMITTEE |
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| 1.1 | Membership | A minimum of 5 Members, one of whom shall be appointed as Committee Chair<br>Principal<br>Up to two Staff and up to two Student Board Members |
|---|---|---|
| 1.2 | Quorum | No less than one half of the members entitled to vote. |
| 1.3 | Remit | |

**General**

The Committee shall make its recommendations to the Regional Board as appropriate. The Committee shall make its decisions and report these to the Regional Board. The Committee shall observe the Standing Orders in all its business.

**Specific Duties**

The Committee has overall responsibility for maintaining a strategic overview of the College's curriculum offer and its development, and monitoring the quality of the student experience. The Curriculum & Quality Committee shall:

- Provide critical strategic direction and support for the College's improvement agenda
- Maintain oversight of the College's approach to curriculum planning, review and development
- Ensure that the College undertakes effective external engagement with key stakeholders to support evidence based approaches to curriculum and quality related developments
- Monitor key College student activity, student outcome and quality related performance indicators, including the consideration of national benchmarking data where available
- Ensure that appropriate mechanisms are in place for the effective oversight of the quality and inclusivity of the learning experience in the College
- Monitor progress and strategic direction against the College's Self Evaluation and Action Plan.
- Support meaningful ongoing engagement and dialogue with students, the Students' Association and, as appropriate, staff in relation to the quality of the student experience
- Consider the results of key student surveys and monitor related action plans that impact on the quality of learners' experience
- Ensure that learners are effectively supported to achieve the best possible outcomes
- Support and monitor the implementation of the Partnership Agreement between the College and the Students' Association
- Consider and recommend the Students' Association annual budget proposal ahead of its inclusion in the College's draft annual budget
- Review, approve and monitor the implementation and relative aspects of the College's new sub-strategies, especially as they relate to Curriculum and Quality.

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| | • Receive, as appropriate, reports from the Curriculum, Quality and Student Support Committee, , and Equalities and Wellbeing Committee<br>• Ensure that, on behalf of the Regional Board, the College is addressing relevant national and regional economic, education, and skills related strategies, policies and priorities, including those local to College Campuses. |
| 1.4 | **Meetings**<br>The Curriculum & Quality Committee will normally meet at least three times per year. (With one such meeting being held in person). |
| 1.5 | **Management Support**<br>The following members of the Executive and Leadership Teams provide objective, specialist advice to support the Committee to discharge its remit:<br>• Vice Principal – Curriculum & Quality<br>• ~~Associate Vice Principals~~ Assistant Principal for Curriculum, STEM, Engineering, Science and Technology<br>• Assistant Principal for Curriculum, Creative Industries, Computing. Business Enterprises and ESOL<br>• ~~Director of Business Development~~ Assistant Principal for Curriculum and Commercial Development<br>• Director of Quality |

| CURRICULUM & QUALITY COMMITTEE |
|---|
| **Meeting of 27 November 2025** |

| Title: Programme of Business AY2025-26 |
|---|

| Author: Robin McGregor, Vice Principal: Curriculum & Quality | Contributor(s): |
|---|---|

**Type of Agenda Item:**

**For Decision** ☒

**For Discussion** ☐

**For Information** ☐

**Reserved Item of Business** ☐

**Purpose:** To enable the Committee to review proposed changes to the Programme of Business

**Linked to Strategic Theme:**

Choose an item.

**Linked to Strategic Risk(s):**

*Insert relevant risk reference number*

**Executive Summary:**

**Recommendation:** It is recommended that the Committee review the revised Programme of Business and agree the change for the academic year

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

**Equality Impact Assessment:**

**Positive Impact** ☒

**Negative Impact** ☐

**No Impact** ☐

**Evidence:**

*Template Version: August 2021*

## CURRICULUM & QUALITY COMMITTEE – PROGRAMME OF BUSINESS AY2025/26

*Please note that the Programme of Business will be amended as required to include agenda items that arise throughout the academic year.*

| 27 November 2025 |
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| |
| **Performance Reporting (reserved)** |
| Overview of Activity and Credits Position |
| Business & Community Development Update |
| **For Decision** |
| Committee Terms of Reference |
| Programme of Business AY2025-26 |
| Students' Association Budget 25/26 |
| **For Discussion** |
| Students' Association Activity Report & SA Partnership Agreement |
| First Impressions Survey (to be presented to full Regional December Board) |
| |
| Draft KPI Results for AY2024/25 |
| Equalities and Wellbeing update (to include Equalities Outcomes & SMH Agreement) |
| SA Partnership Agreement AY2025/26 |
| **For Information** |
| Student Support Activity Report & Equalities & Wellbeing Update |
| Annual Quality Assurance Report & MA Inspection Update |
| New Student Information System Update |
| Committee Evaluation Feedback |
| **Showcase** |
| Social Science and Learning Opportunities Curriculum Showcase |

| 18 February 2026 |
|---|
| **Performance Reporting** |
| Overview of Activity & Credits Position (Robert) |
| AY2026/27 - Applications Update |
| SEAP Feedback |
| Feedback from HMIE Inspection of Modern Apprenticeships |
| Performance against identified risks |
| **For Decision** |
| Strategic Enhancement Plan |
| Sub-strategegy implementation plan |
| **For Discussion** |
| Student Support – Activity Report (Standing Item) |
| Students' Association – Activity Report (Standing Item) |
| Quality update (TQEF) to include overview of new ILQR Process |
| Curriculum Planning deep dive |
| Spotlight Review Update |
| **Showcase** |
| Curriculum Showcase – Employer Engagement (carried forward from last AY) |

| 21 May 2026 |
|---|
| **Performance Reporting** |
| Overview of Activity & Credits Position (Robert) |
| AY2026/27- Applications Update |
| Business & Community Development Update |
| **For Decision** |

| For Discussion |
|---|
| Student Support – Activity Report (Standing Item) |
| Students' Association - Activity Report (Standing Item) |
| Energy Transition Skills Hub Update |
| ETSH Curriculum Update |
| Quality Activity – Interim update |
| **For Information** |
| Student Satisfaction & Engagement Survey AY2025/26 Results |
| **Showcase** |
| **tbc** |

**C&Q Committee Programme of Business Potential Development Direction**

In October 2025 the Vice Principal: Curriculum and Quality met with the Curriculum and Quality Committee Chair Bryan Hutcheson and Co-Chair Duncan Cockburn to review the format and composition of recent committee meetings. The discussion also covered the Terms of Reference and Programme of Business for academic year 25-26.

As a result of this review the following areas of enhancement are proposed:

**Aligning Committee Work with Strategic Priorities**

Future meeting agendas could be reformatted to map directly against the new strategic plan and its sub-strategies. This alignment would strengthen the connection between strategic decision-making and operational implementation by ensuring agenda items are explicitly linked to priority areas.

**Embedding Risk Management**

Risk management could become a more prominent feature of Committee discussions, focusing on risks that the Committee can help mitigate. These include failure to address changing student needs, adequacy of additional support, continued relevance of the curriculum, and recruitment challenges, particularly in higher education, beyond enrolment numbers.

**Reviewing Committee Structure and Format**

Further review and discussion with the Committee and wider-Board could explore whether the current schedule of meetings is optimal, evaluate whether agendas provide sufficient scope for scrutiny of key quality themes, and identify opportunities to streamline topics. Further review could also consider the expertise required for effective oversight, and help refine the Committee's business to eliminate duplication or overlap with the work of the full Regional Board.

**Enhancing Agenda Design**

Management will reduce reliance on presentations as the primary means of delivering information to the committee, reverting to a more report-based format supplemented by select presentations where they enhance engagement. Greater emphasis will be placed on understanding the "core product", our curriculum offer, and its continued relevance, supported by granular insights into underpinning data and strategic drivers. Additional time and opportunities will be created for members to develop deeper, more nuanced knowledge of curriculum planning and quality assurance activities.

**Improving Reporting and Transparency**

Clear, concise reporting on key quality processes, including ILQR and SEAP, will be provided, with opportunities for members to explore these processes in greater depth. To address the perceived complexity of the Committee's work, accessible and contextual information will be shared with non-specialist board members, enabling them to engage confidently and challenge information presented.

**Strengthening the Curriculum Showcase**

Building on the success of the recently introduced curriculum showcase, its impact will be enhanced through the addition of a pre-read document. This will include essential facts and figures about the team or service, a high-level summary of staff and student profiles, an overview of the curriculum portfolio composition, including FE/HE and FT/PT profiles, courses offered, and awarding bodies, historic KPI performance, and other relevant information.

| Curriculum and Quality Committee |
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| **Title:** NESCol Students' Association Budget Proposal |
|---|

| **Author:** Kirsty Pettitt (Student Engagement and Wellbeing Manager) | **Contributor(s):** |
|---|---|

**Type of Agenda Item:**

**For Decision** ☒

**For Discussion** ☐

**For Information** ☐

**Reserved Item of Business** ☐

**Purpose:** To enable the Committee to review the current financial position of NESCol Students' Association and to approve the budget spend/proposal for AY2025/26.

**Linked to Strategic Theme:**

**4. Delivering Excellence and Innovation**

**Linked to Strategic Risk(s):**

*2.7 IF students do not engage with formal representation processes and activities THEN the learner voice will not be considered as part of the College's quality improvement agenda.*

*2.8 IF the Students Association (SA) does not continue to be pro-active in engaging with the College, THEN the learner experience will likely be diminished.*

**Executive Summary:**

To outline the current financial position and expected spend of the AY25/26 budget in line with ongoing activities and initiatives by the Student's Association.

**Recommendation:** To approve the proposed budget spend for AY25/26.

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

**Equality Impact Assessment:**

**Positive Impact** ☒

**Negative Impact** ☐

**No Impact** ☐

**Evidence:**

**Students' Association Budget Proposal AY2025/26**

**Supplies and Services AY2025/26 (Current allocation and spend as of November 2025)**

| Supplies & Services Budget Allocation AY2025/26 | YE Budget | Balance |
|---|---|---|
| Materials/Equipment - 301001 | 5670 | 5281.46 |
| Office Stationery – 301007 | 200 | 200 |
| Membership Fees – 304002 | 700 | 319.57 |
| College Hospitality – 508001 | 4000 | 2639.93 |
| Misc Expenditure – 509001 | 200 | -681.48 |
| Value Added Tax – 590140 | 1174 | 1053.25 |
| Photocopying - 301009 | 356 | 356 |
| Admin Travel and Subsistence - 306010 | 1000 | 1000 |
| Admin Mileage - 306050 | 100 | 200 |
| Materials – Food and Drink - 301010 | 100 | 100 |
| Mandatory Training and Assoc Costs - 306004 | 1100 | 1100 |
| Prizes | 300 | 300 |
| | | |
| **TOTALS** | **15,000** | **11868.73** |

**Anticipated Spend to the End of the Financial Year**

Below is an anticipated breakdown of budget per project that the Student Presidents have allocated. This is awaiting approval from the Student Council which will take place in December. Please note that in the table below, we have also allocated additional funding through the Students Association Reserves.

| | Allocated Budget | Reserve Funds |
|---|---|---|
| Free Student Soup | 3000 | 1640 |
| The Student Pantry | | |
| Student Activity Support | 1250 | |
| Class Reps | 1000 | |
| Executive Officers | | 1800 |
| National Event Days/Weeks | 500 | |
| Elections | 1300 | |
| LSOTYA | 300 | |
| Freshers/Events | 2820 | |
| Gender Affirming Fund | | 850 |
| Outside of project spending* | 4830 | |
| **Total** | **15000** | **4290** |
| **Grand Total** | | **19290** |

*The table below shows the breakdown of Out with Project Spend, this is budget allocated to day to day costs that are not associated to one particular project.

| Stationary | 200 |
|---|---|
| Photocopying and Printing | 356 |
| Membership Fees & Subscriptions | 700 |
| Training and Associated Costs | 1100 |
| Admin Fares and Subsistence | 1000 |
| Admin Mileage | 200 |
| Value Added Tax | 1174 |
| **Total** | **4830** |

**Cost of Living Projects**

The Students' Association launched the Free Student Breakfast initiative in December 2022. Since then, we have had consistent feedback that having access to free breakfast has improved the student experience for many NESCol students. Towards the end of the 2024/2025 it was agreed that NESCol would take over the ongoing costs of the Free Student Breakfast, which was utilising a large percentage of the Student Association budget. This has allowed us to offer additional support for students who are facing food insecurity, by supporting Emma MacIsaac' (Regional President) manifesto project – Free Student Soup.

We piloted Free Student Soup in City Campus from the end of September. Each Tuesday and Thursday we offer a total of 100 portions of soup to our student community for no cost.

After the success of the pilot at City Campus we are now in the early days of offering this project in Fraserburgh with 50 portions being offered each week. Additionally, we will also be offering Free Soup Vouchers in Altens in the coming weeks.

We are working closely with Inspire to be able to offer this, with Inspire providing soup at cost price. We estimate that the total cost of the Free Soup for the 25/26 AY will be approximately £4640 for City Campus, Altens and Fraserburgh.

**Student Activities Fund**

The Student Activity Fund, is a new offering which provides financial support for events and activities organised by Student-Led Clubs and Staff-Mentored Activity Groups. Groups can apply for up to £50 in each application. The fund is designed to enhance the student experience by enabling groups to access resources for one-off events, equipment, materials, prizes, transport, room hire, admission costs, and other reasonable expenses, subject to the discretion of the Students' Association. All applications must demonstrate a clear benefit to the wider activity or group and comply with NESCol's procurement policies. Student Activity Groups may apply multiple times throughout the academic year, with applications encouraged at least two weeks prior to when funds or items are required. Groups will also be supported to consider fundraising opportunities through out the year.

**Executive Officers**

To recognise the time, effort, and dedication contributed by our Executive Officers, we are introducing a thank you payment of up to £150 per block. The amount awarded will reflect each officer's level of engagement to their role throughout the year. This aims to acknowledge the contribution of the Executive Officers, encourage consistency and participation, and provide a token of appreciation for their work in what is otherwise a voluntary position. Recognising that many students are both time-poor and cash-poor, this

thank-you payment offers support while reinforcing the importance of their role in representing and enhancing the student experience. This year we have a team of six Executive Officers.

**Students' Association Reserves**

The balance at the time of writing this report is £16,786. The reserves comes from a time where the SA managed their own finances.

In 2024/2025 AY we used £805 from reserves to support the payments made via the Gender Affirming Fund where we supported 23 students. We will be proposing to the Student Council, that the Gender Affirming Fund will return in early 2026, and we will be proposing to allocate £850 of funding for this project from our reserves to meet student demand.

**Additional Income**

In addition to our allocated budget and reserve fund, we have further funds that have been generated through fundraising for the Student Pantry during Sparkle 2025. This fund currently sits at £2315, which we anticipate to use fully this academic year to support the on-going costs of the Student Pantry.

Appendix 1: TSA Budget

| North East Scotland College | Ledger | A | B | | A | B | | B | |
|---|---|---|---|---|---|---|---|---|---|
| Management Accounts Report | Period | PA-1 | PA-1 | | YA-1 | YA-1 | | YK 0 0 | |
| For the 3 Months to 31st October 2025 | | Period | | | Year to date | | | Year End | |
| | | Actual | Budget | Variance | Actual | Budget | Variance | Budget | Balance |
| TSA | | £ | £ | £ | £ | £ | £ | £ | £ |
| | | | | | | | | | |
| **SUPPLIES & SERVICES** | | | | | | | | | |
| 301001 Materials/Equipment/Maintenance/Rentals | | 168.75 | 400.00 | 231.25 | 388.54 | 2,170.00 | 1,781.46 | 5,670.00 | 5,281.46 |
| 301007 Office Stationery | | 0.00 | | 0.00 | 0.00 | 50.00 | 50.00 | 200.00 | 200.00 |
| 304002 Membership Fees & Subscription | | 380.43 | | -380.43 | 380.43 | 450.00 | 69.57 | 700.00 | 319.57 |
| 508001 College Hospitality | | 670.05 | 650.00 | -20.05 | 1,360.07 | 650.00 | -710.07 | 4,000.00 | 2,639.93 |
| 509001 Miscellaneous Expenditure | | -168.75 | | 168.75 | 881.48 | 100.00 | -781.48 | 200.00 | -681.48 |
| 590140 Value Added Tax | | 51.23 | 80.00 | 28.77 | 120.75 | 444.00 | 323.25 | 1,174.00 | 1,053.25 |
| 301009 Photocopying-Charges & Rental | | | 25.00 | 25.00 | | 65.00 | 65.00 | 356.00 | 356.00 |
| 306010 Admin Travel & Subsistence - Non Training | | | | 0.00 | | 60.00 | 60.00 | 1,000.00 | 1,000.00 |
| 306050 Admin Mileage | | | | 0.00 | | 80.00 | 80.00 | 200.00 | 200.00 |
| 301010 Materials - Food and Drink | | | | 0.00 | | | 0.00 | 100.00 | 100.00 |
| 306004 Mandatory Training & Associated Costs | | | | 0.00 | | | 0.00 | 1,100.00 | 1,100.00 |
| 507008 Prizes | | | | 0.00 | | | 0.00 | 300.00 | 300.00 |
| | | 1,101.71 | 1,155.00 | 53.29 | 3,131.27 | 4,069.00 | 937.73 | 15,000.00 | 11,868.73 |
| | | | | | | | | | |
| | | | | | | | | | |
| **TOTAL (SURPLUS) / DEFICIT** | | 1,101.71 | 1,155.00 | 53.29 | 3,131.27 | 4,069.00 | 937.73 | 15,000.00 | 11,868.73 |

| CURRICULUM AND QUALITY COMMITTEE |
|---|
| **Title:** NESCol Students' Association Activity Report |

| **Author:** Kirsty Pettitt (Student Engagement and Wellbeing Manager) | **Contributor(s):** Emma MacIsaac, Regional President, Mickey Dugan, Depute President |
|---|---|

| **Type of Agenda Item:** |
|---|
| **For Decision** ☐ |
| **For Discussion** ☒ |
| **For Information** ☐ |
| **Reserved Item of Business** ☐ |
| **Purpose:** To enable the Committee to be updated on the work of the Students' Association. |
| **Linked to Strategic Theme:**<br><br>**3. Advancing Partnership Working** |
| **Linked to Strategic Risk(s):** |
| **Executive Summary:**<br><br>The first Activity Report from the 2025/2026 team, which outlines the key projects and activity of the Students' Associations activity during the 2025/26 year. |
| **Recommendation:** Please note the information provided and provide feedback. |
| **Previous Committee Recommendation/Approval** (if applicable)**:** |
| **Equality Impact Assessment:**<br><br>**Positive Impact** ☒<br><br>**Negative Impact** ☐<br><br>**No Impact** ☐<br><br>**Evidence:** |

**Class Reps**

Class Rep recruitment for 2025/26 has been the most successful to date with 491 Class Reps signed up, compared to 456 in 2024/25 and 391 in 2023/24.

City Campus: 378 Reps
Altens Campus: 37 Reps
Fraserburgh & Scottish Maritime Academy: 76 Reps

Of those 491, 210 have self-enrolled in our Class Rep space on myNESCol and 121 have completed their online training module. At the end of the 24/25 AY 167 Class Reps had completed their training so we are looking forward to promoting the training further in the coming weeks and expect to see an increase in our total trained Class Reps.

The first round of meetings in October focused on Community and Belonging, gathering feedback on Freshers', WellFest, student activities, and early experiences. Attendance was consistent with last year, with particularly strong turnout at City and Fraserburgh meetings.

Follow-up Feedback Reports containing detailed feedback and proposed actions have been shared with relevant Heads of Sector and staff teams to action with updates being due before the next Class Rep Meetings in December. Class Rep Drop In sessions are running monthly across all campuses and online to maintain ongoing engagement.

**Executive Officers**

Following discussion with the 2024/25 Student Representative Committee, it was agreed that we would recruit for six Executive Officer roles for this academic year.
To strengthen responsiveness to campus based issues we decided to define by campus area rather than by interest, enabling Executive Officers to be more responsive and adaptable to the specific needs of their campus communities.

During the application process, candidates were still asked to share which aspects of the Student Learning Experience they were most passionate about. This approach has resulted in a well-balanced team of Executive Officers with a diverse range of interests and strengths.

We received 19 applications for the 6 available positions and invited 10 candidates to interview. We were also particularly excited to see an increase in interest from our Altens students for these roles, where we have previously struggled to find representation. We are delighted to welcome the below students into their new roles.

- Bethany Leigh, City Campus
- Valerie Ustariz Rodriguez, City Campus
- Iryna Kuznietsove, City Campus
- Jan Sawicki, Altens
- Weronika Kozlowska, Altens
- Karina Duthie, Fraserburgh

This year we have also introduced Executive Officer Thank You scheme of up to £150 per block. The amount awarded will reflect each officer's level of engagement to their role throughout the year. This aims to acknowledge the contribution of the Executive Officers, encourage consistency and participation, and provide a token of appreciation for their work in what is otherwise a voluntary position. Recognising that many students are both time-poor and cash-poor, this thank-you payment offers support while reinforcing the importance of their role in representing and enhancing the student experience.

**Student Activities**

During our Student Mental Health Agreement (SMHA) consultation, students expressed a strong interest in taking part in a wider range of activities and highlighted the value of staff supported opportunities, to meet new people and try new things.

In response, we have developed our Student Activities offer to include both student led and staff led opportunities. Working closely with Student Support and the Wellbeing Advisers, we now offer weekly sessions designed to promote connection and wellbeing. These include the Stress Less Club, which features planetarium sessions at City Campus, board games sessions at Fraserburgh, and a newly launched Neurodiversity Group available on both campuses.

Additional staff led groups at City Campus include the LGBTQIA+ Club, Knitting and Crochet Group, Language Café, and Board and Card Games. At Fraserburgh, staff have facilitated a range of sessions such as Football, Badminton, and Basketball.

At City Campus, several student-led clubs have launched and are successfully running, including Basketball, Sip and Paint, Tabletop and Roleplay Gaming, and the Music Society.

To further support our student leaders, Kirsten Koss recently delivered a Student Leader Training Session, attended by five students. The session covered key areas such as engagement strategies, health and safety, wellbeing support, and fundraising helping equip our leaders with the confidence and skills to develop their groups successfully.

With the development of Student Activities, we have also introduced the Student Activity Fund. This fund offers financial support for events and activities organised by student led clubs and staff mentored activity groups. Each group can apply for up to £50 per application, with funding available for one-off events, materials, equipment, prizes, transport, room hire, and other reasonable expenses, subject to Students' Association approval and in line with NESCol procurement policies. Applications must clearly show the benefit to the wider group or activity, and multiple applications can be made throughout the academic year. Groups are also supported to explore fundraising opportunities to further develop their activities.

**Cost of Living**

The Student Pantry

The Pantry continues to be very well used across all campuses, with a noticeable increase in demand during the first months of Block 1. Managing stock levels to balance high usage with the need for efficient resource management has presented some challenges at times, however we feel we are now managing this well with the recent addition of our Students' Association Intern.

At City Campus, the Pantry located in the Library was being emptied almost daily, creating difficulties in maintaining consistent availability. With the support of the Library team, we have now implemented a more effective restocking process to ensure items remain accessible to students throughout the week.

At Fraserburgh Campus, usage of the Pantry has also increased, reflecting growing student awareness and need for with this initiative. We have also been receiving support from the Student Support team to ensure there is food available throughout the week.

Student Kitchens

The Student Kitchens continue to be well utilised across all campuses, particularly at Altens, where feedback highlighted long waiting times, up to 40 minutes, to use the microwave facilities during peak periods. Following a meeting with Vice Principal Stuart Thomson, approval has been granted for the purchase of an additional microwave to address this issue and improve the wait times for students.
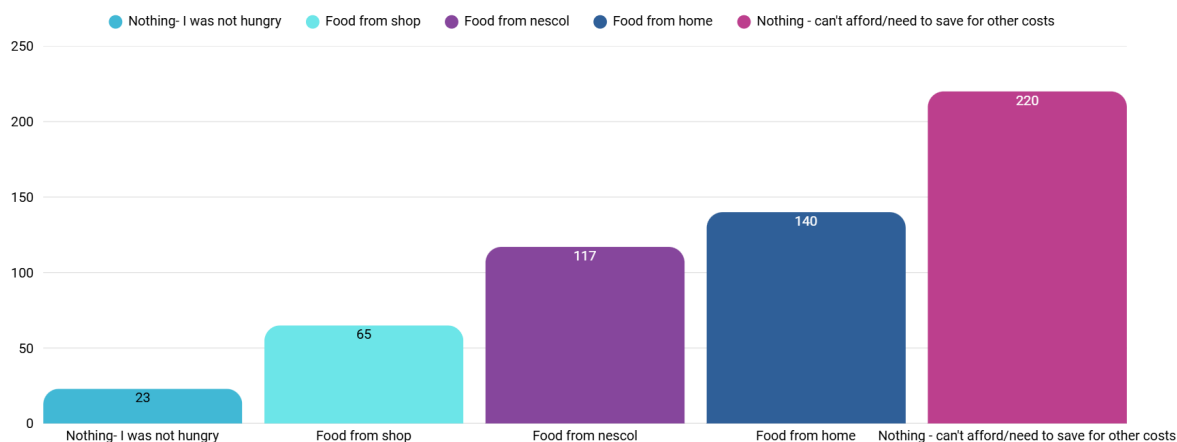
Free Breakfast and Free Soup

The Students' Association launched the Free Student Breakfast initiative in December 2022, and since its introduction, we have received consistent feedback from students highlighting the positive impact it has had on their overall college experience. Access to a free breakfast continues to play an important role in supporting attendance, engagement, and wellbeing across all campuses.

Towards the end of the 2024/25 academic year, it was agreed that NESCol would for the ongoing costs of the Free Student Breakfast. This change has freed up a significant portion of the Students' Association budget, allowing us to expand our support for students experiencing food insecurity through the delivery of Regional President Emma MacIsaac's manifesto project, Free Student Soup.
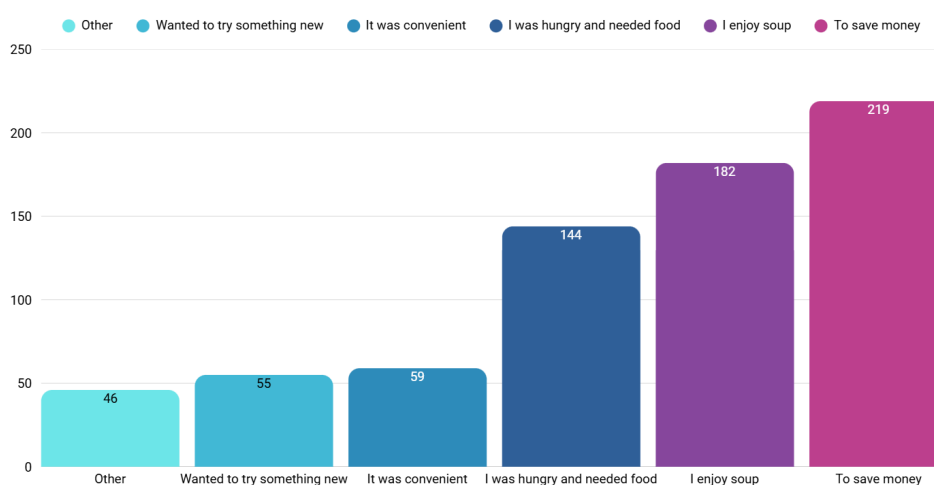
The Free Student Soup initiative was piloted at City Campus in late September, offering 50 portions of soup twice a week at no cost to students. Following the success of the pilot, the project has now been extended to Fraserburgh Campus, where 50 portions are offered weekly. In addition, Altens Campus will soon benefit from the scheme through the introduction of Free Soup Vouchers.

Survey feedback shows the initiative is making a meaningful difference, with many students reporting they would otherwise have gone without food or relied on more expensive alternatives.

# What would you have had if you didn't have free soup?

Legend: ● Nothing- I was not hungry ● Food from shop ● Food from nescol ● Food from home ● Nothing - can't afford/need to save for other costs

- Nothing- I was not hungry: 23
- Food from shop: 65
- Food from nescol: 117
- Food from home: 140
- Nothing - can't afford/need to save for other costs: 220

# Why did students choose to take the free soup

Legend: ● Other ● Wanted to try something new ● It was convenient ● I was hungry and needed food ● I enjoy soup ● To save money

- Other: 46
- Wanted to try something new: 55
- It was convenient: 59
- I was hungry and needed food: 144
- I enjoy soup: 182
- To save money: 219

**Student Mental Health Agreement**

The Student Mental Health Agreement (SMHA) is part of NUS Scotland's *Think Positive* initiative, which aims to improve how colleges and universities support student mental health and wellbeing. Each institution develops its own agreement through collaboration between the college and its Students' Association. The SMHA sets out shared commitments, practical actions, and measurable goals to create a positive, supportive environment for all students. It is reviewed regularly to ensure progress and to keep student voices central in shaping mental health support and awareness across the college community.

During the 24/25AY Emma MacIsaac and Aimee Ridgeway reviewed the current Student Mental Health Agreement and began our consultation to update this document ready for the 25/26AY. We used opportunities through out the year such as WellFEST, Freshers, Care Experience Day, Class Rep Meetings to ask students 3 questions;

- What does NESCol do that is helpful for your mental health and wellbeing?
- What does NESCol do that is not helpful for your mental health and wellbeing?
- What should we be doing to improve student mental health and wellbeing?

After reviewing our findings we worked closely with students and Senior Leadership to create our updated Student Mental Health Agreement. Students identified 3 key areas where they wanted us to focus our attention, Events and Activities, Inclusivity and Support. Each area has it's own actions which are owned by the Students' Association and Senior Leadership. The work of the Student Mental Health Agreement will be reviewed and monitored through the Equalities and Wellbeing Committee.

We will be holding our launch event on the 25th of November in City Campus where we will be sharing the updated document, poster with students and also offering cake to celebrate the new agreement.

**Student Partnership Agreement and STEP**

Normally at this time of year, the Students' Association would update its annual Student Partnership Agreement (SPA) and share this with the committee for approval. However, due to the introduction of new quality arrangements, there are ongoing national discussions involving Sparqs and quality assurance agencies regarding the future of Student Partnership Agreements and whether they will continue to be a required element. In light of this, we have decided to focus this year on a broader review of student engagement activity across the college in partnership with Alesia Du Plessis as part of the ongoing STEP project work, where she is joined by Emma MacIsaac as the College Student Lead.

The STEP project will be focusing on reviewing and enhancing student voice and representation structures across the sector to make them more accessible and meaningful, particularly for cash poor, time poor students. The approach includes developing and piloting a self-evaluation workshop to help students' associations and institutions assess their current practice, identify key actions, and implement strategies to encourage wider participation in student voice and representative activities. The project aims to deliver approximately six pilot workshops (including NESCol), develop guidance and good practice resources based on workshop outcomes and evaluate the impact of workshops and gather feedback for refinement.

# Students' Association Activity Update



NESCol Students' Association

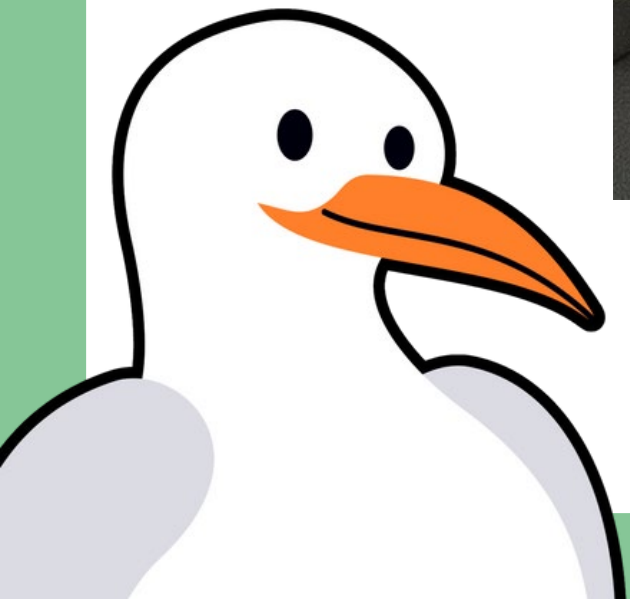Real Voices. Real Choices. Real Change.
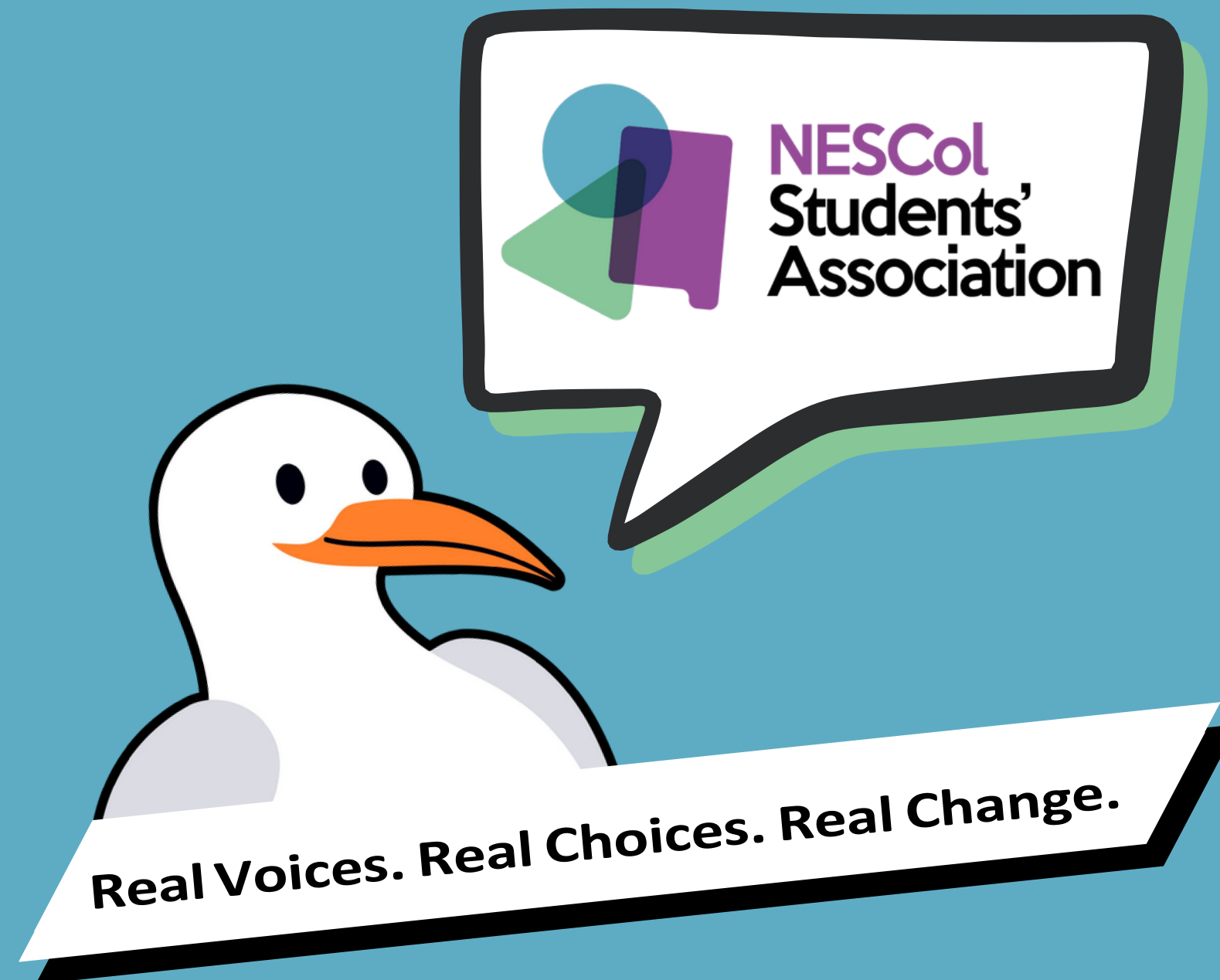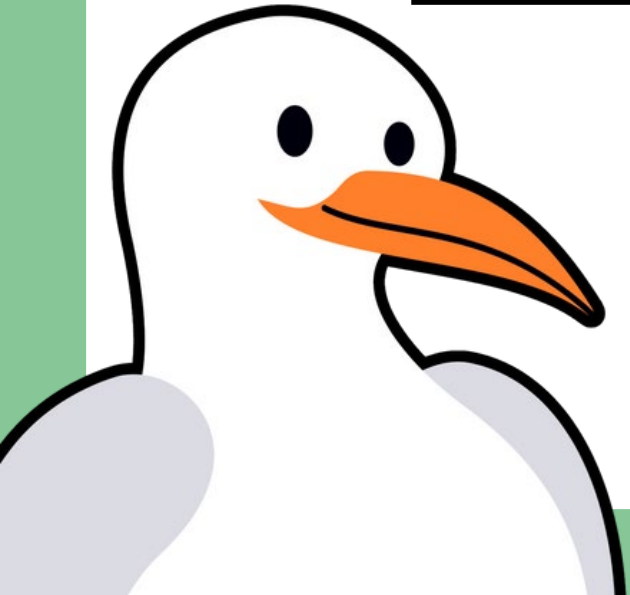
# Class Reps

# Class Reps

- First meeting of the year focused on the community and belonging

- Gathered feedback on Freshers, WellFest, Student Activities and Events

# Executive Officers

- **6 Executive Officer roles available**

- **Campus and interest based remits**

- **Introduction of £150 thank you payments**

- **Increased interest from Altens**

- **Bethany Leigh, City Campus**

- **Valerie Ustariz Rodriguez, City Campus**

- **Iryna Kuznietsove, City Campus**

- **Jan Sawicki, Altens**

- **Weronika Kozlowska, Altens**

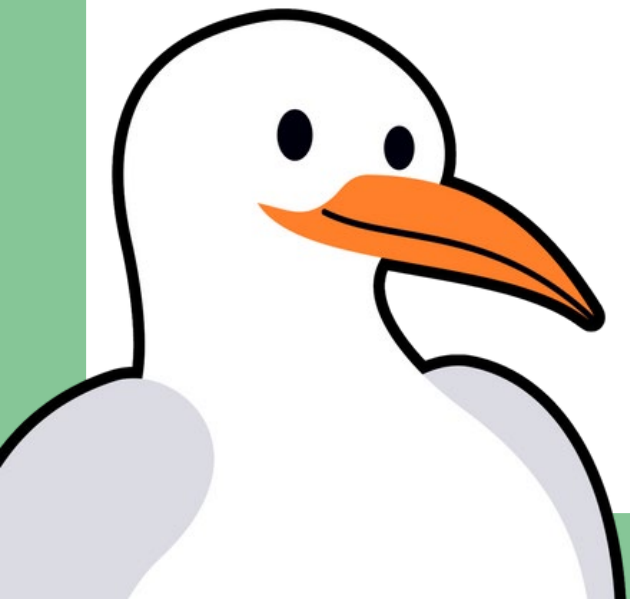- **Karina Duthie, Fraserburgh**



Executive Officer Guide 2025/26

# Student Activites

- SMHA highlighted student interest in a wider range of activities and staff-supported opportunities.

- Student Leader Training delivered by Kirsten Koss:

- Covered engagement, health & safety, wellbeing support, fundraising

- Introduction of Student Activity Fund
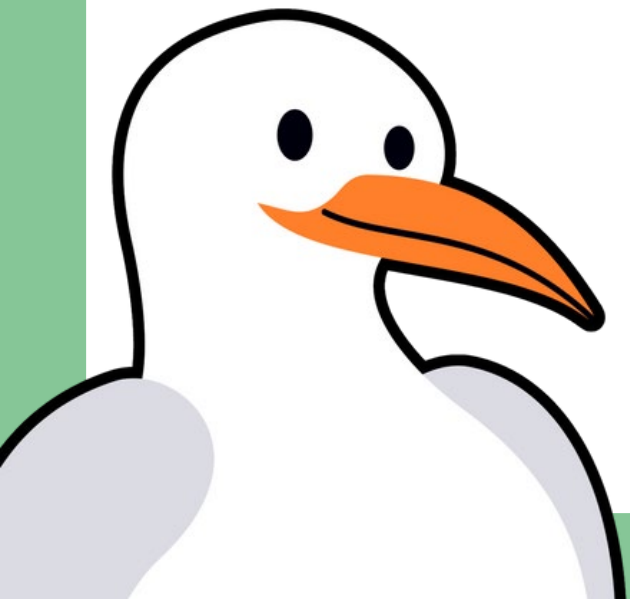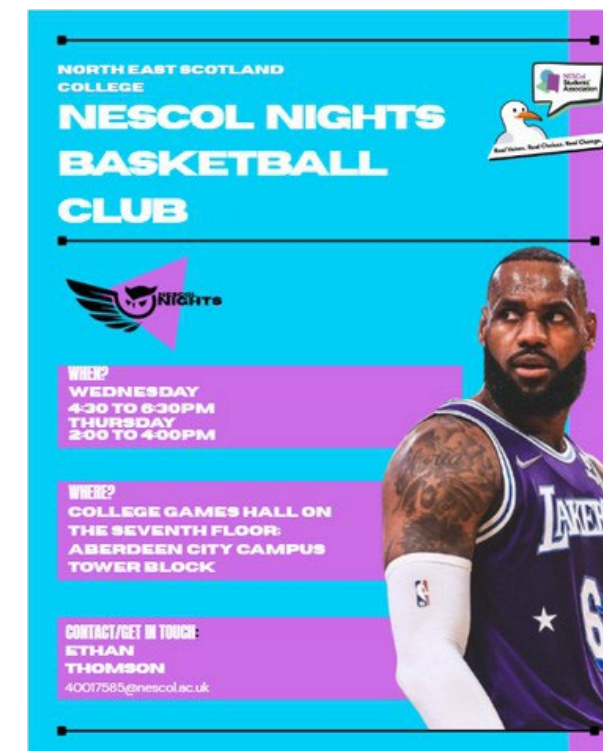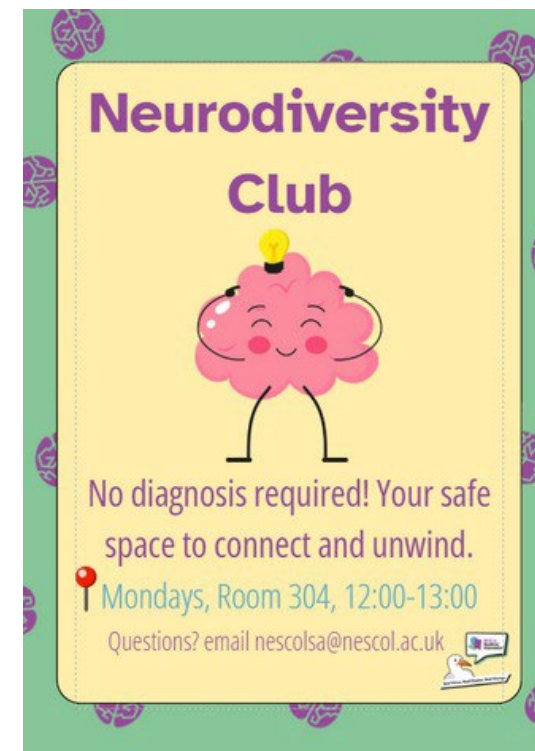
# Free Student Soup

- Successful pilot in City Campus - 100 soups per week
- Newly launched in Fraserburgh - 50 soups per week
- Altens to benefit from a voucher system

# What would you have had if you didn't have free soup?

Legend:
- Nothing- I was not hungry
- Food from shop
- Food from nescol
- Food from home
- Nothing - can't afford/need to save for other costs

| Category | Value |
|---|---|
| Nothing- I was not hungry | 23 |
| Food from shop | 65 |
| Food from nescol | 117 |
| Food from home | 140 |
| Nothing - can't afford/need to save for other costs | 220 |

NESCol Students' Association

# Why did students choose to take the free soup

Legend: Other · Wanted to try something new · It was convenient · I was hungry and needed food · I enjoy soup · To save money

| Other | Wanted to try something new | It was convenient | I was hungry and needed food | I enjoy soup | To save money |
|-------|-----------------------------|-------------------|------------------------------|--------------|---------------|
| 46 | 55 | 59 | 144 | 182 | 219 |

NESCol Students' Association
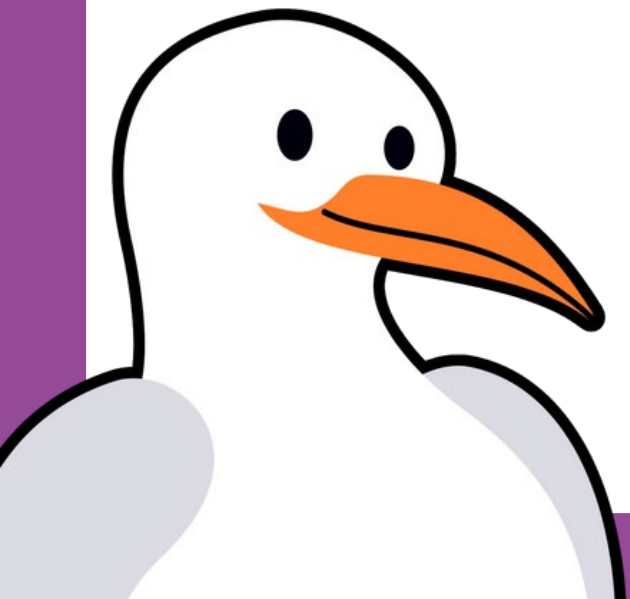
# Student Mental Health Agreement

- **Consulted with students in AY24/25**

- **Identified 3 main themes**

- **Reviewed and monitored by Equalities and Wellbeing Committee**

- **Actions owned by Students' Association and SLT members**

- **Launch event on 25th of November**

- **Full agreement available on myNESCol**



Student Mental Health Agreement 2025-2027

We worked with students to identify key themes to guide how we will work to ensure we continue to strengthen and evolve our mental health support for NESCol students.

**Events & Activities** — Students feel included and connected by having opportunities to attend a variety of events and activities throughout the year.

**Support** — Students will be aware and have access to a wide range of support services which can support them to overcome barriers to achieve their full potential.

**Inclusivity** — Foster an inclusive campus environment by providing safe spaces, promoting student voice and celebrating cultural diversity

View the document or check in with our progress by scanning the QR code.
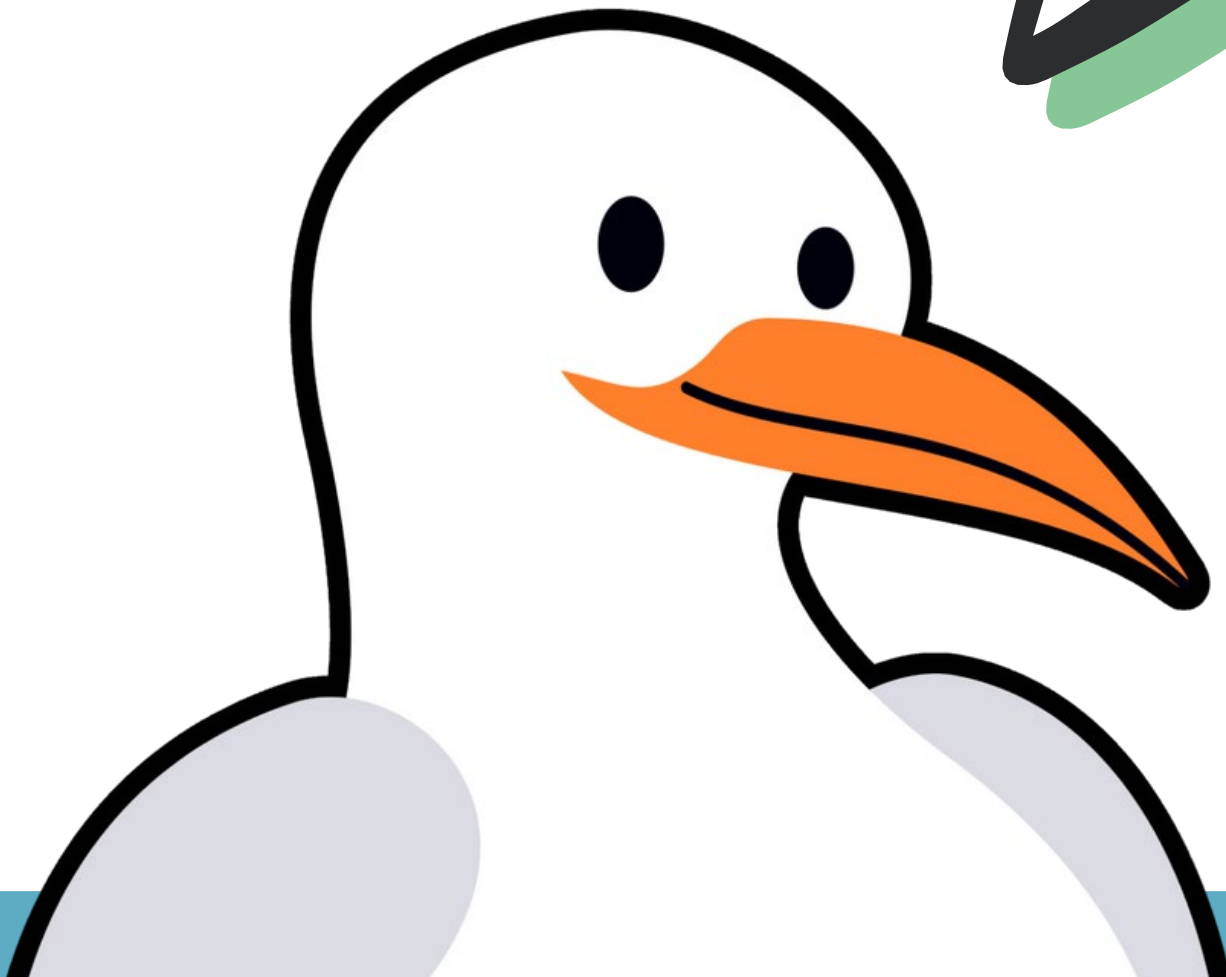
# SPA & STEP

- **Emma was recently appointed the College Sector Student STEP Lead in addition to being NESCol student lead**

- **Future of Student Partnership Agreements being reviewed**

- **SA will focus on engagement in STEP project to review overall student engagement and representation structures**



Emma MacIsaac
Appointed as
College Student
Topic Lead for
STEP

NESCol Students' Association

| CURRICULUM & QUALITY COMMITTEE |
|---|
| **Meeting of 27 November 2025** |

**Title:** First Impression Survey Report AY 2025-26

| **Author:** Acting 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 2025-26, a key quality improvement tool used to measure levels of student satisfaction.

**Linked to Strategic Theme:**

5. Striving to deliver excellence and growth

Choose an item.

**Linked to Strategic Risk(s):** *N/A*

**Executive Summary:**
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 15 September and 10 October 2025. The survey captured student feedback relating to, college induction, curriculum and support services and the overall first impression of college experience.

The AY 2025-26 First Impressions Survey achieve a 79% participation rate, representing a 10% decrease from the previous year and a 9% decrease compared to 2023. Nevertheless, 4,744 students completed the survey, providing a robust sample that supports confidence in the feedback received. Overall, 93% of students are satisfied with the College, a slight decrease of 2% 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

*Template Version: August 2021*

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 2025-26

## 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 15 September and 10 October 2025. 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 | 2023 | 2024 | 2025 |
|---|---|---|---|
| **Number of Full-time Participants** | 5,024 (+351 or +7%) | 5,322 (+298 or +6%) | 4744 (-578 or -10%) |
| **% Participation of FT Students** | 88% (of 5,721) | 89% (of 5,996) | 79% (of 5983) |

The chart below shows the figures of student engagement by sector.


Sector Response Figures
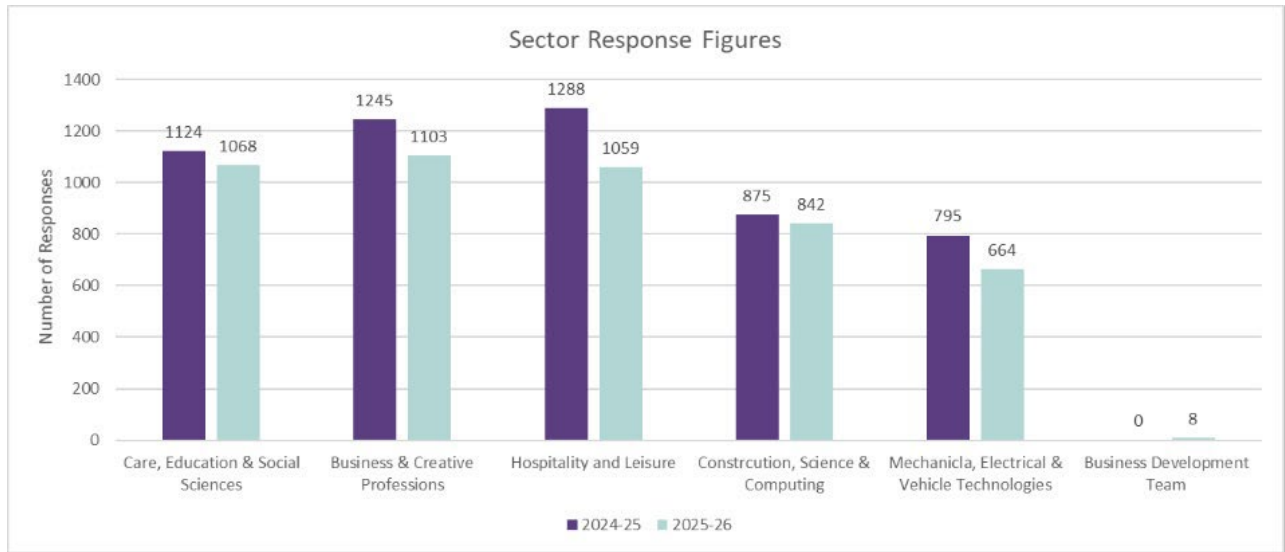
| Sector | 2024-25 | | 2025-26 | |
|---|---|---|---|---|
| | Eligible No. Participants | Actual No. Participants | Eligible No. Participants | Actual No. Participants |
| Care, Education & Social Sciences | 1379 | 1122 (81%) | 1353 | 1068 (79%) |
| Business & Creative Professions | 1400 | 1243 (89%) | 1375 | 1103 (80%) |
| Hospitality & Leisure | 1311 | 1288 (98%) | 1349 | 1059 (79%) |
| Construction, Science & Computing | 1020 | 874 (86%) | 1055 | 842 (80%) |
| Mechanical, Electrical & Vehicle Technologies | 885 | 795 (90%) | 842 | 664 (79%) |

## 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 2025-26 is 93.32%. Delivering a quality service to students remains a key priority, however, the full-time student satisfaction has slightly decreased by 1.27% from AY 2024-25.

| Academic Year | 2023 | 2024 | 2025 |
|---|---|---|---|
| Overall satisfaction | 94% | 95% | **93%** |

The College continues to maintain a very high level of student satisfaction, as demonstrated in the three-year trend table below. All 28 statements show positive satisfaction levels, ranging from a minimum of 83% for one question to many questions achieving satisfaction levels in the high 90s percentile.

| Overall College Satisfaction Results | | | |
|---|---|---|---|
| **Application Process** | **2023** | **2024** | **2025** |
| Applying for my course was an easy and straightforward process | 96% | 96% | 95% |
| The College website was easy to use | 94% | 93% | 89% |
| The College information on social media was helpful | 90% | 88% | 85% |
| The College prospectus was informative | 94% | 93% | 92% |
| The College took account of my qualifications and experience when I applied for the course | 97% | 97% | 97% |
| **Induction/Introduction to College** | **2023** | **2024** | **2025** |
| My first day at college was welcoming and informative | 98% | 98% | 97% |
| My online induction course was welcoming and informative | 92% | 92% | 90% |
| I am aware of the range of support available to me from the Student Support Team | 97% | 95% | 93% |
| I know how to access advice about student funding (e.g. bursaries, childcare) if I need it | 91% | 89% | 88% |
| 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 | 96% | 95% | 93% |
| 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.) | 96% | 95% | 94% |

| | 2023 | 2024 | 2025 |
|---|---|---|---|
| I received an introduction to MyNESCol (the College's Virtual Learning Environment) and MyInfo (Student Information System) | 95% | 95% | 94% |
| I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol | 88% | 87% | 83% |
| I can access my Microsoft 365 account including Email and OneDrive | 96% | 98% | 97% |
| 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 | 95% | 95% | 95% |
| I was informed about the Students' Association either at my induction or in the first few weeks at College | 94% | 94% | 94% |
| I am aware of how the Students' Association can support me during my time at College | 91% | 91% | 90% |
| When on campus I have been able to connect to the College Wifi easily | 73% | 88% | 84% |
| **My Course** | **2023** | **2024** | **2025** |
| I have enjoyed the teaching on the course so far | 97% | 97% | 97% |
| Since starting, my course has run smoothly | 93% | 96% | 94% |
| My timetable was clearly explained to me | 94% | 94% | 91% |
| I think I have chosen the right course | 98% | 97% | 97% |
| I believe I am treated fairly | 98% | 98% | 98% |
| I enjoy attending College on campus and remotely | 96% | 96% | 96% |
| Overall, I am satisfied with the College | 97% | 98% | 97% |

## 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 4,744 full-time survey participants, 573 (12%) 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 2025-26 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 | 93.29% | | | | | | |
|---|---|---|---|---|---|---|---|
| **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 | 489 | 487 | 66 | 17 | 0 | 0 | 92.16% |
| The College website was easy to use | 346 | 580 | 111 | 22 | 0 | 0 | 87.44% |
| The College information on social media was helpful | 335 | 585 | 125 | 14 | 0 | 0 | 86.87% |
| The College prospectus was informative | 361 | 628 | 64 | 6 | 0 | 0 | 93.39% |
| The College took account of my qualifications and experience when I applied for the course | 598 | 418 | 34 | 9 | 0 | 0 | 95.94% |
| **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 | 739 | 283 | 31 | 6 | 0 | 0 | 96.51% |
| My online induction course was welcoming and informative | 543 | 437 | 65 | 14 | 0 | 0 | 92.54% |
| I am aware of the range of support available to me from the Student Support Team | 541 | 439 | 67 | 12 | 0 | 0 | 92.54% |
| I know how to access advice about student funding (e.g. bursaries, childcare) if I need it | 500 | 402 | 124 | 33 | 0 | 0 | 85.17% |
| 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 | 633 | 360 | 44 | 22 | 0 | 0 | 93.77% |
| I am clear about the expected standards of work | 705 | 329 | 21 | 4 | 0 | 0 | 97.64% |
| I am clear about the expected standards of attendance (if required), punctuality and engagement | 770 | 269 | 16 | 4 | 0 | 0 | 98.11% |
| I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.) | 634 | 357 | 55 | 13 | 0 | 0 | 93.58% |
| I received an introduction to MyNESCol (the College's Virtual Learning Environment) and MyInfo (Student Information System) | 628 | 377 | 42 | 12 | 0 | 0 | 94.90% |
| I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol | 454 | 428 | 146 | 31 | 0 | 0 | 83.29% |
| I can access my Microsoft 365 account including Email and OneDrive | 693 | 321 | 37 | 8 | 0 | 0 | 95.75% |
| I have been able to access the relevant software for my course | 618 | 391 | 45 | 5 | 0 | 0 | 95.28% |
| I know how to access support via the Student IT Helpdesk | 617 | 379 | 56 | 7 | 0 | 0 | 94.05% |
| I was informed about the Students' Association either at my induction or in the first few weeks at College | 600 | 390 | 56 | 13 | 0 | 0 | 93.48% |
| I am aware of how the Students' Association can support me during my time at College | 530 | 425 | 87 | 17 | 0 | 0 | 90.18% |
| When on campus I have been able to connect to the College Wifi easily | 576 | 335 | 95 | 53 | 0 | 0 | 86.02% |
| **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 | 662 | 363 | 29 | 5 | 0 | 0 | 96.79% |
| Since starting, my course has run smoothly | 615 | 396 | 40 | 8 | 0 | 0 | 95.47% |
| My timetable was clearly explained to me | 673 | 310 | 59 | 17 | 0 | 0 | 92.82% |
| I think I have chosen the right course | 723 | 306 | 27 | 3 | 0 | 0 | 97.17% |
| I believe I am treated fairly | 740 | 291 | 24 | 4 | 0 | 0 | 97.36% |
| I enjoy attending College on campus and remotely | 698 | 324 | 30 | 7 | 0 | 0 | 96.51% |
| Overall, I am satisfied with the College | 712 | 318 | 24 | 5 | 0 | 0 | 97.26% |

### 3.2 Sector Data – Construction, Science & Computing

| Overall Sector Satisfaction | 97.36% | | | | | | |
|---|---|---|---|---|---|---|---|
| **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 | 476 | 326 | 34 | 6 | 0 | 0 | 95.25% |
| The College website was easy to use | 318 | 417 | 83 | 24 | 0 | 0 | 87.29% |
| The College information on social media was helpful | 214 | 464 | 129 | 35 | 0 | 0 | 80.52% |
| The College prospectus was informative | 302 | 451 | 73 | 16 | 0 | 0 | 89.43% |
| The College took account of my qualifications and experience when I applied for the course | 512 | 297 | 23 | 10 | 0 | 0 | 96.08% |
| **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 | 617 | 202 | 18 | 5 | 0 | 0 | 97.27% |
| My online induction course was welcoming and informative | 389 | 353 | 70 | 30 | 0 | 0 | 88.12% |
| I am aware of the range of support available to me from the Student Support Team | 455 | 320 | 53 | 14 | 0 | 0 | 92.04% |
| I know how to access advice about student funding (e.g. bursaries, childcare) if I need it | 420 | 330 | 63 | 29 | 0 | 0 | 89.07% |
| 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 | 541 | 243 | 49 | 9 | 0 | 0 | 93.11% |
| I am clear about the expected standards of work | 613 | 206 | 14 | 9 | 0 | 0 | 97.27% |
| I am clear about the expected standards of attendance (if required), punctuality and engagement | 676 | 155 | 10 | 1 | 0 | 0 | 98.69% |
| I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.) | 544 | 238 | 40 | 20 | 0 | 0 | 92.87% |
| I received an introduction to MyNESCol (the College's Virtual Learning Environment) and MyInfo (Student Information System) | 513 | 256 | 58 | 15 | 0 | 0 | 91.33% |
| I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol | 410 | 270 | 118 | 44 | 0 | 0 | 80.76% |
| I can access my Microsoft 365 account including Email and OneDrive | 628 | 188 | 22 | 4 | 0 | 0 | 96.91% |
| I have been able to access the relevant software for my course | 577 | 227 | 29 | 9 | 0 | 0 | 95.49% |
| I know how to access support via the Student IT Helpdesk | 533 | 252 | 47 | 10 | 0 | 0 | 93.23% |
| I was informed about the Students' Association either at my induction or in the first few weeks at College | 543 | 244 | 39 | 16 | 0 | 0 | 93.47% |
| I am aware of how the Students' Association can support me during my time at College | 459 | 282 | 78 | 23 | 0 | 0 | 88.00% |
| When on campus I have been able to connect to the College Wifi easily | 443 | 227 | 96 | 76 | 0 | 0 | 79.57% |
| **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 | 578 | 236 | 22 | 6 | 0 | 0 | 96.67% |
| Since starting, my course has run smoothly | 521 | 281 | 33 | 7 | 0 | 0 | 95.25% |
| My timetable was clearly explained to me | 533 | 231 | 56 | 22 | 0 | 0 | 90.74% |
| I think I have chosen the right course | 615 | 202 | 18 | 7 | 0 | 0 | 97.03% |
| I believe I am treated fairly | 675 | 151 | 14 | 2 | 0 | 0 | 98.10% |
| I enjoy attending College on campus and remotely | 590 | 212 | 33 | 7 | 0 | 0 | 95.25% |
| Overall, I am satisfied with the College | 595 | 223 | 21 | 3 | 0 | 0 | 97.15% |

## 3.3 Sector Data – Mechanical, Electrical and Vehicle Technologies

| Overall Sector Satisfaction | 91.10% | | | | | | |
|---|---|---|---|---|---|---|---|
| **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 | 301 | 323 | 37 | 3 | 0 | 0 | 93.98% |
| The College website was easy to use | 192 | 386 | 78 | 8 | 0 | 0 | 87.05% |
| The College information on social media was helpful | 148 | 395 | 104 | 17 | 0 | 0 | 81.78% |
| The College prospectus was informative | 177 | 413 | 59 | 15 | 0 | 0 | 88.86% |
| The College took account of my qualifications and experience when I applied for the course | 314 | 319 | 24 | 7 | 0 | 0 | 95.33% |
| **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 | 381 | 249 | 23 | 11 | 0 | 0 | 94.88% |
| My online induction course was welcoming and informative | 223 | 348 | 64 | 29 | 0 | 0 | 85.99% |
| I am aware of the range of support available to me from the Student Support Team | 303 | 307 | 43 | 11 | 0 | 0 | 91.87% |
| I know how to access advice about student funding (e.g. bursaries, childcare) if I need it | 252 | 317 | 70 | 25 | 0 | 0 | 85.69% |
| 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 | 330 | 274 | 43 | 17 | 0 | 0 | 90.96% |
| I am clear about the expected standards of work | 417 | 234 | 12 | 1 | 0 | 0 | 98.04% |
| I am clear about the expected standards of attendance (if required), punctuality and engagement | 449 | 206 | 7 | 2 | 0 | 0 | 98.64% |
| I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.) | 374 | 261 | 27 | 2 | 0 | 0 | 95.63% |
| I received an introduction to MyNESCol (the College's Virtual Learning Environment) and MyInfo (Student Information System) | 314 | 281 | 55 | 14 | 0 | 0 | 89.61% |
| I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol | 228 | 302 | 97 | 37 | 0 | 0 | 79.82% |
| I can access my Microsoft 365 account including Email and OneDrive | 387 | 254 | 19 | 4 | 0 | 0 | 96.54% |
| I have been able to access the relevant software for my course | 348 | 286 | 28 | 2 | 0 | 0 | 95.48% |
| I know how to access support via the Student IT Helpdesk | 313 | 305 | 42 | 4 | 0 | 0 | 93.07% |
| I was informed about the Students' Association either at my induction or in the first few weeks at College | 266 | 321 | 60 | 17 | 0 | 0 | 88.40% |
| I am aware of how the Students' Association can support me during my time at College | 249 | 312 | 87 | 16 | 0 | 0 | 84.49% |
| When on campus I have been able to connect to the College Wifi easily | 277 | 274 | 56 | 57 | 0 | 0 | 82.98% |
| **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 | 355 | 266 | 36 | 7 | 0 | 0 | 93.52% |
| Since starting, my course has run smoothly | 297 | 274 | 74 | 19 | 0 | 0 | 85.99% |
| My timetable was clearly explained to me | 313 | 253 | 78 | 20 | 0 | 0 | 85.24% |
| I think I have chosen the right course | 439 | 212 | 10 | 3 | 0 | 0 | 98.04% |
| I believe I am treated fairly | 433 | 219 | 10 | 2 | 0 | 0 | 98.19% |
| I enjoy attending College on campus and remotely | 376 | 254 | 24 | 10 | 0 | 0 | 94.88% |
| Overall, I am satisfied with the College | 365 | 271 | 26 | 2 | 0 | 0 | 95.78% |

## 3.4 Sector Data - Business and Creative Professions

| Overall Sector Satisfaction | 94.19% | | | | | | |
|---|---|---|---|---|---|---|---|
| **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 | 626 | 427 | 41 | 9 | 0 | 0 | 95.47% |
| The College website was easy to use | 417 | 560 | 106 | 20 | 0 | 0 | 88.58% |
| The College information on social media was helpful | 321 | 644 | 114 | 24 | 0 | 0 | 87.49% |
| The College prospectus was informative | 400 | 625 | 66 | 12 | 0 | 0 | 92.93% |
| The College took account of my qualifications and experience when I applied for the course | 735 | 340 | 20 | 8 | 0 | 0 | 97.46% |
| **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 | 824 | 252 | 19 | 8 | 0 | 0 | 97.55% |
| My online induction course was welcoming and informative | 568 | 444 | 60 | 31 | 0 | 0 | 91.75% |
| I am aware of the range of support available to me from the Student Support Team | 569 | 406 | 102 | 26 | 0 | 0 | 88.40% |
| I know how to access advice about student funding (e.g. bursaries, childcare) if I need it | 620 | 410 | 50 | 23 | 0 | 0 | 93.38% |
| 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 | 771 | 267 | 50 | 15 | 0 | 0 | 94.11% |
| I am clear about the expected standards of work | 807 | 276 | 11 | 9 | 0 | 0 | 98.19% |
| I am clear about the expected standards of attendance (if required), punctuality and engagement | 877 | 216 | 3 | 7 | 0 | 0 | 99.09% |
| I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.) | 673 | 361 | 53 | 16 | 0 | 0 | 93.74% |
| I received an introduction to MyNESCol (the College's Virtual Learning Environment) and MyInfo (Student Information System) | 714 | 334 | 37 | 18 | 0 | 0 | 95.01% |
| I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol | 532 | 391 | 135 | 45 | 0 | 0 | 83.68% |
| I can access my Microsoft 365 account including Email and OneDrive | 874 | 210 | 9 | 10 | 0 | 0 | 98.28% |
| I have been able to access the relevant software for my course | 805 | 278 | 10 | 10 | 0 | 0 | 98.19% |
| I know how to access support via the Student IT Helpdesk | 732 | 319 | 42 | 10 | 0 | 0 | 95.29% |
| I was informed about the Students' Association either at my induction or in the first few weeks at College | 738 | 314 | 32 | 19 | 0 | 0 | 95.38% |
| I am aware of how the Students' Association can support me during my time at College | 633 | 376 | 78 | 16 | 0 | 0 | 91.48% |
| When on campus I have been able to connect to the College Wifi easily | 597 | 319 | 103 | 84 | 0 | 0 | 83.05% |
| **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 | 725 | 349 | 23 | 6 | 0 | 0 | 97.37% |
| Since starting, my course has run smoothly | 682 | 380 | 35 | 6 | 0 | 0 | 96.28% |
| My timetable was clearly explained to me | 726 | 308 | 55 | 14 | 0 | 0 | 93.74% |
| I think I have chosen the right course | 813 | 264 | 21 | 5 | 0 | 0 | 97.64% |
| I believe I am treated fairly | 872 | 218 | 9 | 4 | 0 | 0 | 98.82% |
| I enjoy attending College on campus and remotely | 755 | 312 | 24 | 12 | 0 | 0 | 96.74% |
| Overall, I am satisfied with the College | 785 | 299 | 13 | 6 | 0 | 0 | 98.28% |

## 3.5 Sector Data - Care, Education and Social Sciences

| Overall Sector Satisfaction | 94.63% | | | | | | |
|---|---|---|---|---|---|---|---|
| **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 | 573 | 455 | 32 | 8 | 0 | 0 | 96.25% |
| The College website was easy to use | 451 | 527 | 75 | 15 | 0 | 0 | 91.57% |
| The College information on social media was helpful | 351 | 583 | 107 | 27 | 0 | 0 | 87.45% |
| The College prospectus was informative | 411 | 581 | 55 | 21 | 0 | 0 | 92.88% |
| The College took account of my qualifications and experience when I applied for the course | 716 | 324 | 24 | 4 | 0 | 0 | 97.38% |
| **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 | 760 | 274 | 25 | 9 | 0 | 0 | 96.82% |
| My online induction course was welcoming and informative | 524 | 433 | 56 | 55 | 0 | 0 | 89.61% |
| I am aware of the range of support available to me from the Student Support Team | 629 | 384 | 48 | 7 | 0 | 0 | 94.85% |
| I know how to access advice about student funding (e.g. bursaries, childcare) if I need it | 572 | 390 | 86 | 20 | 0 | 0 | 90.07% |
| 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 | 719 | 287 | 53 | 9 | 0 | 0 | 94.19% |
| I am clear about the expected standards of work | 798 | 253 | 17 | 0 | 0 | 0 | 98.41% |
| I am clear about the expected standards of attendance (if required), punctuality and engagement | 859 | 198 | 9 | 2 | 0 | 0 | 98.97% |
| I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.) | 728 | 291 | 43 | 6 | 0 | 0 | 95.41% |
| I received an introduction to MyNESCol (the College's Virtual Learning Environment) and MyInfo (Student Information System) | 733 | 290 | 38 | 7 | 0 | 0 | 95.79% |
| I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol | 572 | 355 | 109 | 32 | 0 | 0 | 86.80% |
| I can access my Microsoft 365 account including Email and OneDrive | 837 | 216 | 13 | 2 | 0 | 0 | 98.60% |
| I have been able to access the relevant software for my course | 757 | 300 | 11 | 0 | 0 | 0 | 98.97% |
| I know how to access support via the Student IT Helpdesk | 746 | 293 | 26 | 3 | 0 | 0 | 97.28% |
| I was informed about the Students' Association either at my induction or in the first few weeks at College | 748 | 279 | 31 | 10 | 0 | 0 | 96.16% |
| I am aware of how the Students' Association can support me during my time at College | 661 | 335 | 61 | 11 | 0 | 0 | 93.26% |
| When on campus I have been able to connect to the College Wifi easily | 629 | 306 | 90 | 43 | 0 | 0 | 87.55% |
| **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 | 685 | 363 | 15 | 5 | 0 | 0 | 98.13% |
| Since starting, my course has run smoothly | 632 | 359 | 54 | 23 | 0 | 0 | 92.79% |
| My timetable was clearly explained to me | 659 | 317 | 72 | 20 | 0 | 0 | 91.39% |
| I think I have chosen the right course | 774 | 265 | 24 | 5 | 0 | 0 | 97.28% |
| I believe I am treated fairly | 829 | 218 | 15 | 6 | 0 | 0 | 98.03% |
| I enjoy attending College on campus and remotely | 723 | 304 | 32 | 9 | 0 | 0 | 96.16% |
| Overall, I am satisfied with the College | 733 | 310 | 21 | 4 | 0 | 0 | 97.66% |

| CURRICULUM & QUALITY COMMITTEE<br><br>Meeting of 27 November 2025 |
|---|

**Title:** College KPI Data (Full-time) AY2024-25

| **Author:** Acting 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 review and discuss the College Full-Time KPI Data for AY2024-25

**Linked to Strategic Theme:**

5. Striving to deliver excellence and growth

Choose an item.

**Linked to Strategic Risk(s):** N/A

**Executive Summary:**
The report presents the College KPI data for Academic Year 2024–25, focusing on full-time student attainment. This enables a comparative analysis across a three-year period, highlighting areas of sustained strength and giving us opportunities to focus on for further enhancement. At present, part-time student data remains incomplete and has therefore been excluded from this overview.

It is worth noting that full-time attainment has once again improved, rising by 0.6 percentage points—from 71.7% in AY2023–24 to 72.3% in AY2024–25.

**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 ☐

*Template Version: August 2021*

**Evidence:**

# Full-Time Courses – Overall College Performance

Total College Full-Time

| | FT Outcomes | | |
|---|---|---|---|
| | **% Overall FT** | **% FT FE** | **% FT HE** |
| **22-23** | 68.8% | 68.1% | 70.2% |
| **23-24** | 71.7% | 71.2% | 72.7% |
| **24-25** | 72.3% | 70.2% | 76.3% |
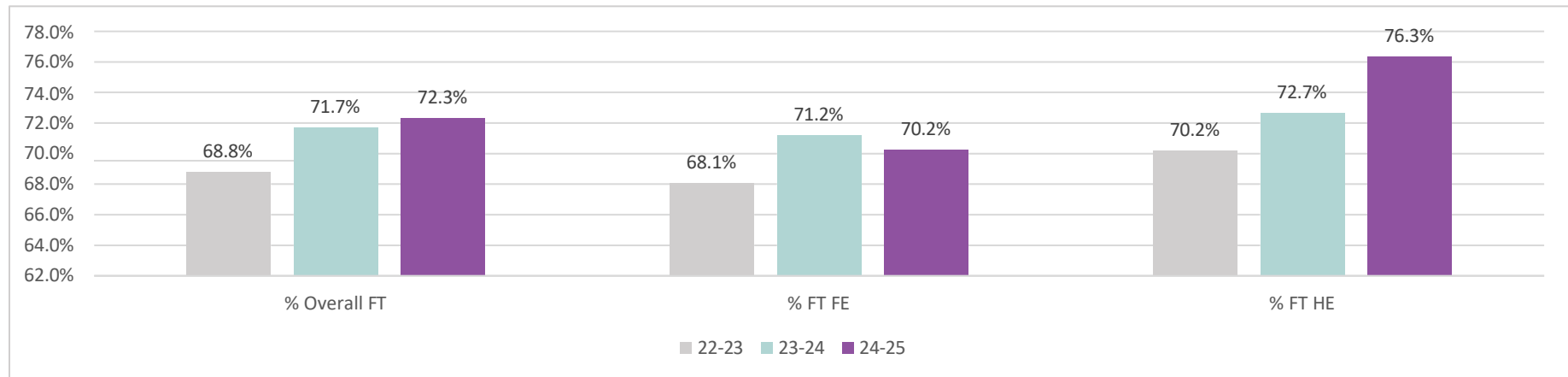
# Full-time Courses – Sector Performance for 2024-2025

| | Full Time Sector Outcomes | | | | | |
|---|---|---|---|---|---|---|
| | Hospitality & Leisure | Care, Education & Social Sciences | Mechanical, Electrical & Vehicle Technologies | Business & Creative Professions | Construction, Science and Computing | Business & Community Development |
| 22-23 | 73.2% | 61.9% | 71.5% | 68.9% | 68.5% | 89.4% |
| 23-24 | 74.2% | 68.6% | 71.4% | 71.4% | 72.7% | 100.0% |
| 24-25 | 71.9% | 69.5% | 75.9% | 74.1% | 71.2% | N/A |
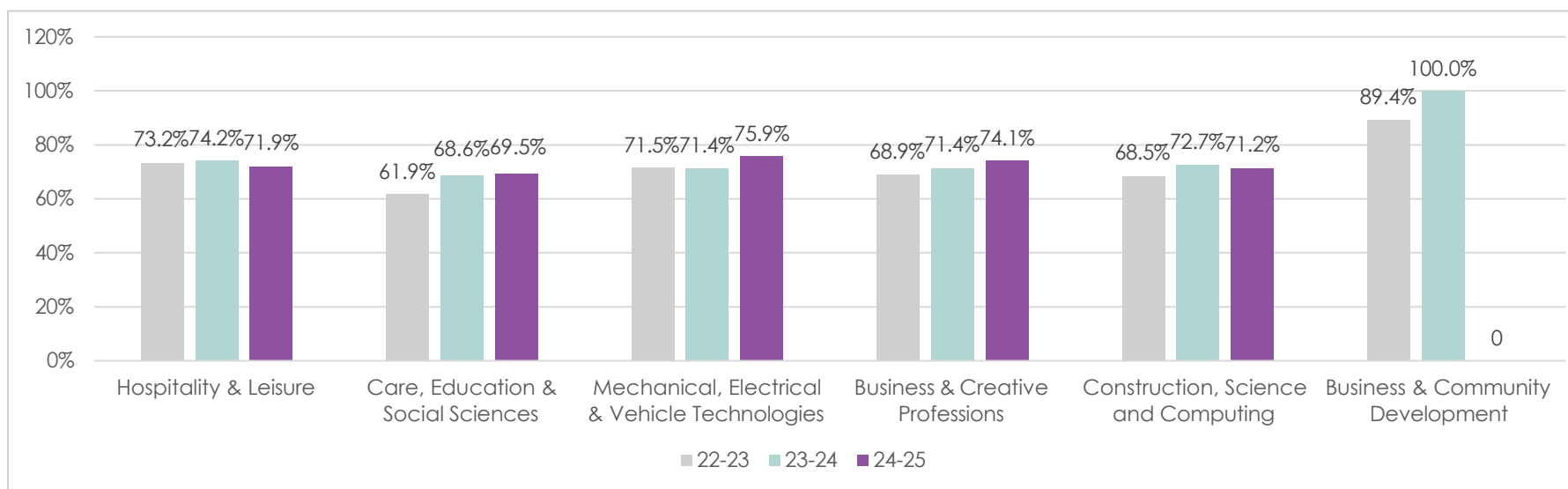
Total College Full Time

| | Further Withdrawal | Partial Success | Complete Success |
|---|---|---|---|
| 2023-24 | 15.90% | 12.36% | 71.72% |
| 2024-25 | 15.34% | 12.34% | 72.32% |
| Change | | | 0.60% |

Higher Education Full Time

| | Further Withdrawal | Partial Success | Complete Success |
|---|---|---|---|
| 2023-24 | 13.38% | 13.94% | 72.67% |
| 2024-25 | 11.26% | 12.40% | 76.34% |
| Change | | | 3.67% |

Further Education Full Time

| | Further Withdrawal | Partial Success | Complete Success |
|---|---|---|---|
| 2023-24 | 17.25% | 11.52% | 71.21% |
| 2024-25 | 17.47% | 12.31% | 70.23% |
| Change | | | -0.98% |

Full Time Courses - Sector Performance for 2024-25

| Sector | Further Withdrawal | Partial Success | Completed Successfully | CS Change from 2024-25 |
|---|---|---|---|---|
| HL Hospitality & Leisure | 16.51% | 11.64% | 71.85% | -2.36% |
| CESS Care, Education and Social Sciences | 18.93% | 11.59% | 69.47% | 0.87% |
| MEV - Mechanical, Electrical and Vehicle Technologies | 9.58% | 14.55% | 75.88% | 4.51% |
| CSC - Construction, Science and Computing | 16.33% | 12.44% | 71.23% | -0.98% |
| BCP – Business & Creative Professions | 17.95% | 12.31% | 70.23% | -1.14% |
| BCD | - | - | - | - |

# Curriculum and Quality Committee

November 2025

# Student Satisfaction and Engagement Survey: NESCol vs college sector comparison

- A few important points...

  - *I believe all students at the college are treated equally and fairly by staff*
    - FT FE **89.49%** vs 89.3%
    - FT HE **92.24%** vs 88.7%

  - *I feel that I am part of the college community*
    - FT FE **89.33%** vs 88.7%
    - FT HE **83.35%** vs 83.1%

  - *The college Students' Association influences change for the better*
    - FT FE **94.67%** vs 93.1%
    - FT HE **90.96%** vs 89.0%

  https://www.sfc.ac.uk/publications/student-satisfaction-and-engagement-survey-2024-25/

60

GIVE · GET · GROW

RESPECT

# MEN'S MENTAL HEALTH

GIVE · GET · GROW
RESPECT

INCREASE AWARENESS, ACCESSIBILITY, AND ENGAGEMENT WITH MENTAL HEALTH SUPPORT FOR MEN (STAFF AND STUDENTS) AT NESCOL BY ADDRESSING STIGMA, PROMOTING INCLUSIVE SERVICES, AND ENSURING INTERSECTIONAL APPROACHES TO WELLBEING.

# SUCCESS
## OF STUDENTS
WHO DECLARE A MENTAL HEALTH CONDITION

GIVE · GET · GROW
RESPECT

ENHANCE SUPPORT MECHANISMS, INCLUSIVE TEACHING PRACTICES, AND TARGETED INTERVENTIONS TO REDUCE THE ATTAINMENT GAP OF STUDENTS WHO DECLARE A MENTAL HEALTH CONDITION.

63

75

# ANTI-RACISM

ENSURE THAT ATTAINMENT LEVELS BY ETHNICITY ARE MONITORED AND ADDRESSED WHILE EMBEDDING A DIVERSE, ANTI-RACIST CURRICULUM AND WORKPLACE CULTURE THAT REFLECTS, SUPPORTS, AND VALUES THE EXPERIENCES OF ALL STUDENTS AND STAFF.

GIVE · GET · GROW
RESPECT

GIVE · GET · GROW
RESPECT

# SUCCESS OF STUDENTS
## WHO ARE CARE-EXPERIENCED

ENHANCE SUPPORT MECHANISMS, INCLUSIVE TEACHING PRACTICES, AND TARGETED INTERVENTIONS TO REDUCE THE ATTAINMENT GAP OF STUDENTS WHO DECLARE CARE-EXPERIENCE.

# Equality Outcomes Workshop

- On 20 August 2025 an Equality Outcomes Workshop was held with members of the Equalities and Wellbeing Committee

- Formed basis for master action plan with mix of short-, medium- and long-term objectives

- Excellent discussions – big focus on data and how we share this more widely to help staff and students understand what is presenting within our community and on our campuses

# Equalities and Wellbeing Committee action plan oversight

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Equality Outcomes | Student Mental Health Agreement | Wellbeing Plan (previously strategy) | Corporate Parenting Plan | British Sign Language (BSL) Plan |

# Next steps

Establish Equalities Data Dashboard to establish baseline data in AY25/26

Further analyse existing data to help shape actions and activities

Use upcoming Student Support and Curriculum KPI meetings in November to gather insights and feedback

Work with Equality Champions on lived-experience sessions to gather insights and feedback

| REGIONAL BOARD: Curriculum and Quality Committee<br><br>Meeting of 27 November 2025 |
|---|

| **Title:** Student Support Activity Update | |
|---|---|
| **Author:** Alesia du Plessis (Assistant Principal Curriculum and Student Experience) | **Contributor(s):** Gwen Watt (Head of Student Support and Engagement) |

**Type of Agenda Item:**

**For Decision** ☐

**For Discussion** ☐

**For Information** ☒

**Reserved Item of Business** ☐

**Purpose:** To enable the Committee to be updated on the work of the Student Support and Engagement teams and the Equalities and Wellbeing Committee.

**Linked to Strategic Theme:**

Choose an item.

**Linked to Strategic Risk(s):**

*4.1 If the SFC fails to provide adequate funding for counsellors and other targeted health and wellbeing support then student outcomes and experiences will decline.*

*6.1 IF staff do not adhere to key statutory obligations and legislative requirements THEN the College may face significant financial penalties and/or reputational damage may occur.*

**Executive Summary:**
The Student Support Team continue to deliver support services as part of the whole-college support model. This year is the final year of both Spectrum Life and Student Counselling provision and the counselling offer has reduced to one counsellor only. Students continue to proactively seek support by booking appointments directly, and Student Wellbeing Advisers are focused on supporting student activities in partnership with the Students' Association, so as to reach larger numbers of students who may require support.

The daily safeguarding reports continue to place a big time requirement on the safeguarding team. Work continues to upskill back-up safeguarders through the safeguarding forum and additional training.

Demand for appointments remain high with student counselling waiting times 4-6 weeks, although an initial appointment should take place within 1 week of referral. For Student Support appointments, City Campus has a 1 week waiting time with Fraserburgh and Altens 1-3 days.

The re-launch of the Respect campaign has been very successful with positive feedback regarding the updated promotional materials and a clear link to the

equality outcomes. There will be a monthly focus to maximise impact and focus of each team, with events and awareness day promotion coordinated by the Equalities and Wellbeing Committee.

**Recommendation:** It is recommended that the Committee notes this report and the associated presentation for information.

**Previous Committee Recommendation/Approval** (if applicable)**:** Presented to Curriculum, Quality and Student Support Committee.

**Equality Impact Assessment:**

**Positive    Impact**    ☒

**Negative   Impact**   ☐

**No Impact**            ☐

**Evidence:** Staff and student feedback, staff and student equalities data.

**Student Support**

Following the implementation of the new student information system, work is still ongoing to set up relevant PowerBI reports, and the team are working to create a student support dashboard which will allow for clear presentation of data for AY25/26.

Start of session promotion of services and support has worked well with the Assistant Principal Curriculum and Student Experience and the Head of Student Support and Engagement presenting as part of Sector Briefs which were delivered to all curriculum teams in August. The Student Support team have also actively supported start of session student activities and events, working in partnership with the Students' Association. These included Freshers and Wellfest at all four campuses.









Appointment demand remains high, with a one week waiting list at City Campus, and one to three days at Fraserburgh and Altens Campuses. With Student Counselling in its final year and only one counsellor available, as of the beginning of November the waiting list is 4-6 weeks, although initial appointments are still being facilitated within one week of referral. Student Wellbeing Advisers continue to play a key role in triaging referrals to the counselling service.

The team continues to work with external partners to raise awareness of other support available for both staff and students. The biggest progress with such arrangements is in line with the Men's Mental Health equality outcome, with numerous groups/charities committing to regular on campus presence, including Andy's Man Club and Men in Mind.

## Safeguarding

This session, from the beginning of August to the end of October, there has been a 15% drop in the number of reports submitted through Report+Support, and a slight increase of 2% in the number of named reports which allow for follow up and action. Whilst the number of reports has declined, the severity and urgency of safeguarding cases are much higher and more time consuming than last session.

Mental Health and Wellbeing remains the highest reporting category as shown in the chart below, and there are increases in the reports related to sexual misconduct, relationship abuse and stalking.

**What are people reporting?**

| Category | Count |
|---|---|
| An assault | 4 |
| Bullying | 7 |
| Hate Crime & Harassment | 4 |
| I'm not sure | 1 |
| Mental Health and Wellbeing | 19 |
| Other | 15 |
| Relationship abuse | 5 |
| Sexual Misconduct | 5 |
| Sexual Violence | 3 |
| Stalking | 5 |
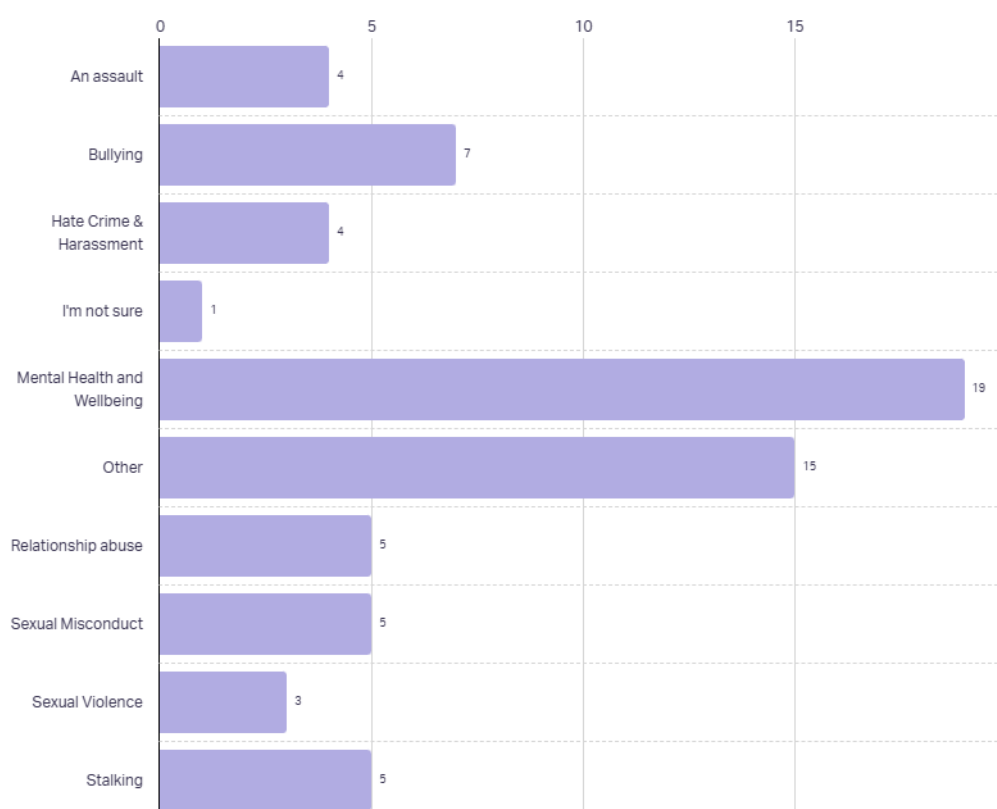
## Equalities and Wellbeing

The associated presentation sets out the core promotion materials as part of the re-launch of the Respect campaign. There was excellent participation from Equality Champions and other staff to update the Respect campaign video which has been shared via COLin, the website (https://www.nescol.ac.uk/respect/) and social media platforms.

Linked to the equality outcomes as set out in the Equalities Mainstreaming Report, the Respect campaign and associated events and awareness days will place the spotlight on a theme each month. This launched in October with Anti-Racism and a programme for Black History Month. November's focus is Men's Mental Health and our Movember campaign.

| CURRICULUM & QUALITY COMMITTEE<br><br>Meeting of 27 November 2025 |
| --- |

**Title:** Quality Annual Activity Report AY2024-25

| **Author:** Acting 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 summary of activities completed by the Quality team during AY2024-25.

**Linked to Strategic Theme:**

5. Striving to deliver excellence and growth

Choose an item.

**Linked to Strategic Risk(s):** N/A

**Executive Summary:**
This report provides an overview of the main quality activities delivered during the 2024-25 academic session. Continuous bespoke support is also provided by the team to curriculum and support staff across the academic session.

**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:**

*Template Version: August 2021*

Quality Activity Annual Summary Report

Annual Year 2024-25

## Table of Contents

## 1.    Focus Groups

**Activity Planning 2024-25**

| | Themes | Target | Completed |
|---|---|---|---|
| **Focus Groups** | Induction | 24 | 24 |
| | Respect | 10 | 10 |
| | Learning & Teaching | 29 | 29 |
| | Student Support | 12 | 12 |
| | Students' Association | 6 | 6 |
| | Well-being | 8 | 8 |
| | **Total** | **89** | **89** |

**Progress Summary**

The Senior Lecturers Enhancement (SLEs) completed 100% of the scheduled focus groups for the 2024-25 academic year

**Campus Breakdown of Focus Groups**
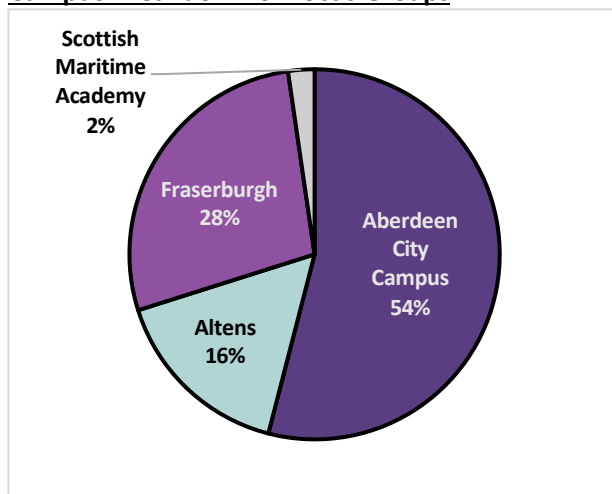


**Sector Breakdown of Focus Groups**
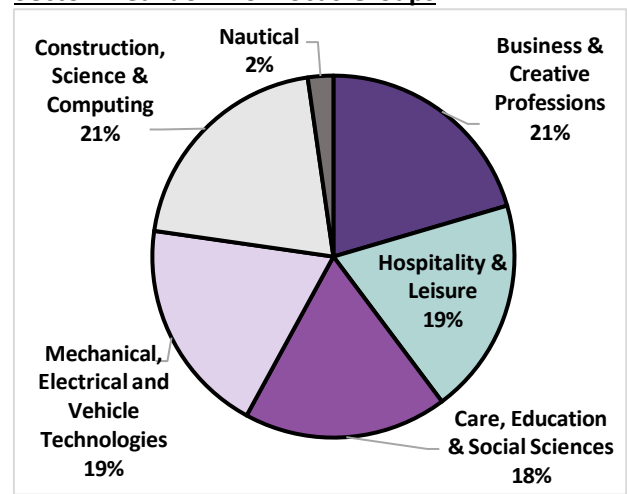


**Focus Group Actions**

In total, 90 actions were identified and allocated to appropriate staff for review and response. The responses were also issued to the student cohort via Blackboard announcement by the Quality Administrator (QA). Fifteen instances of good practice were also identified. All actions identified in 2024-25 have been addressed.

## 2.   Stakeholder Feedback

**Complaints Received**

The complexity of a complaint will determine the category it is assigned and the timescale the college has to respond. The categories are as follows:

Frontline: the college has five working days to respond from the date the college receives the complaint. A five day extension can also be applied if more time is required.

Investigation: the college has 20 working days to respond from the date the college receives the complaint. This includes complaints that have been escalated from a frontline to an investigation, as well as investigations which have required an extension.

| Frontline (including extension and escalations) | | Investigation (including extended investigations) | |
| --- | --- | --- | --- |
| No. received | 66 | No. received | 12 |
| No. open | 2 | No. open | 2 |
| No. closed | 64 | No. closed | 10 |
| Deadline met + % | 98.5% | Deadline met + % | 100% |
| Deadline missed + % | 1.5% | Deadline missed + % | 0% |

**Total % Complaints Received by Campus**
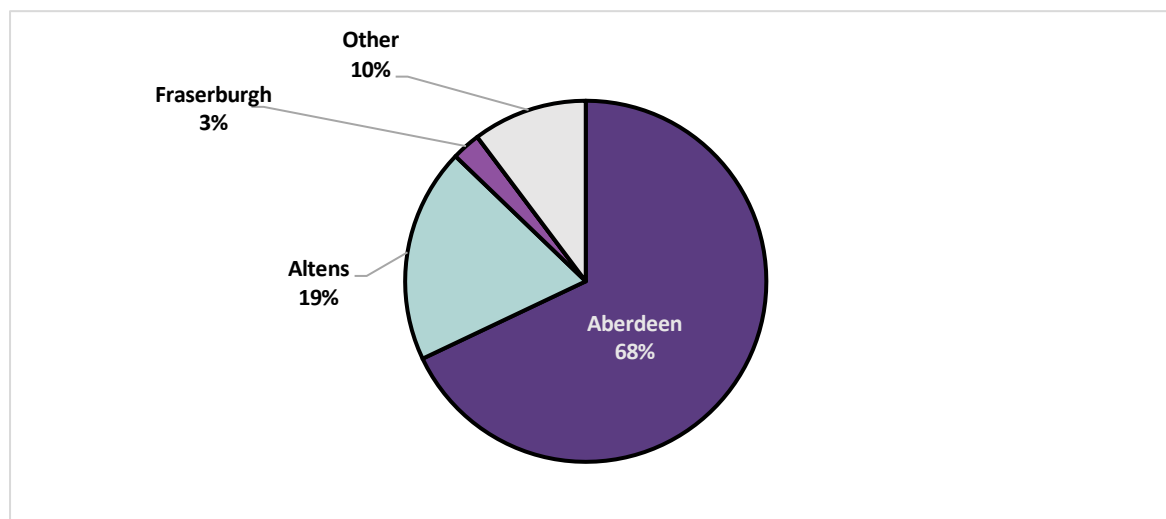


The Aberdeen City Campus (ACC) received the highest number of complaints (53) in academic year 2024-25. This coincides with the high stakeholder population at this campus. In comparison, the Altens campus received 15 and the Fraserburgh campus received two.

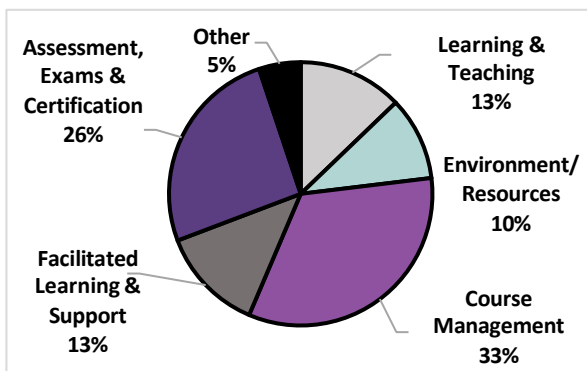A total of eight complaint were processed as as other college locations.

Each complaint is logged against the Scottish Public Services Ombudsman (SPSO) category, or categories, according to its content. A summary of the categories logged for AY2024-25 is displayed below:
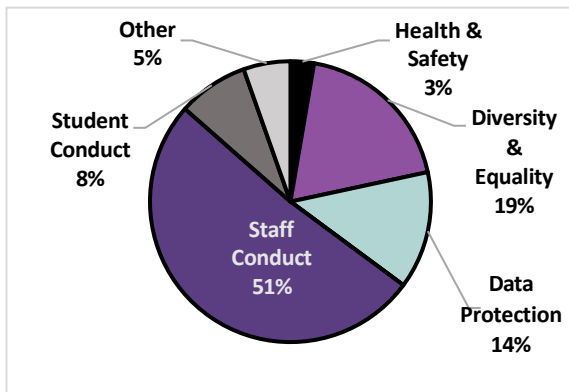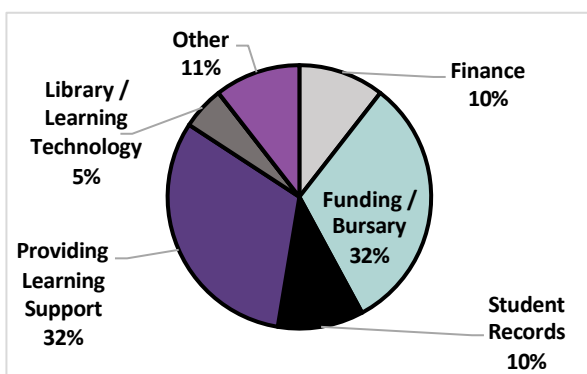
| C1: Customer Care | |
|---|---|
| Health & Safety | 1 |
| Security | 0 |
| Diversity & Equality | 7 |
| Data Protection | 5 |
| Environmental | 0 |
| Staff Conduct | 19 |
| Student Conduct | 3 |
| Other | 2 |



| C2: Applications to Progression | |
|---|---|
| Marketing | 3 |
| Application, Admission, Interview, Enrolment, Induction | 8 |
| Progression, Articulation, Withdrawal | 2 |
| Other | 0 |



| C3: Course Related | |
|---|---|
| Learning & Teaching | 5 |
| Environment / Resources | 4 |
| Course Management | 13 |
| Facilitated Learning & Support | 5 |
| Assessment, Exams & Certification | 10 |
| Other | 2 |



| C4: Services | |
|---|---|
| Finance | 2 |
| Funding / Bursary | 6 |
| Student Records | 2 |
| Providing Learning Support | 6 |
| Library / Learning Technology | 1 |
| Quality etc. | 0 |
| Other | 2 |

| C5: Facilities | |
|---|---|
| Catering | 0 |
| Student Accommodation | 0 |
| Maintenance, Lifts, Car Parking | 0 |
| Other | 2 |
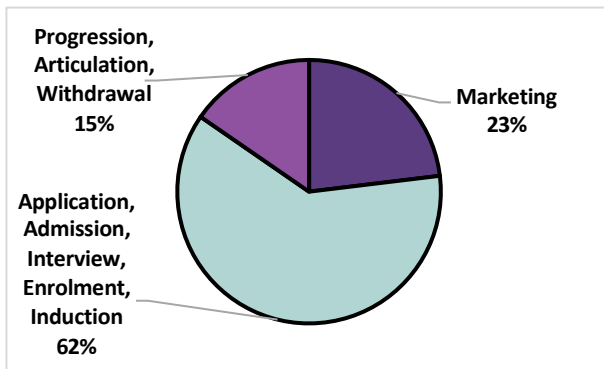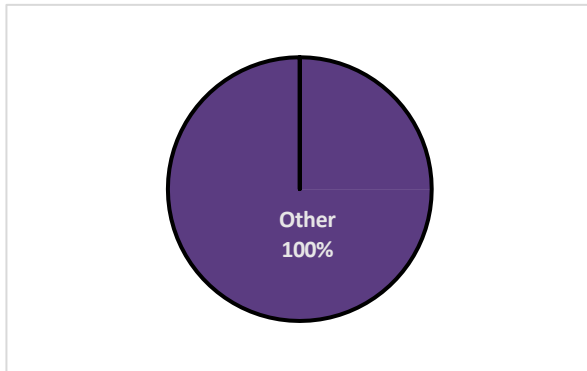
## Complaint Outcomes

The response to a complaint includes a decision about whether the different aspects of each complaint has been upheld, partially upheld or not upheld.

In line with the SPSO amendments to the further education complaints handling model, a new 'resolved' outcome has now formed part of the reporting requirements. A complaint can also be considered 'resolved' when initial actions rectify the complaint, without an investigation of the details taking place.

A breakdown of complaint outcomes is presented in the table below.

| Complaint | Upheld | Partially Upheld | Not Upheld | Resolved |
|---|---|---|---|---|
| Frontline | 27 | 23 | 15 | 0 |
| Investigation | 2 | 4 | 4 | 0 |
| Totals* | 29 | 27 | 19 | 0 |

*Totals as of 1st August 2025 with 4 complaints open.

## Compliments/Thank You's

During the 2024-25 academic year, the quality department were notified of 30 compliments via the NESCol online staff compliments form and e-mails.

The compliments and thank you's were made in relation to various teams across the college, highlighting support provided by staff in curriculum and support areas, good teaching experiences and participation at external events.
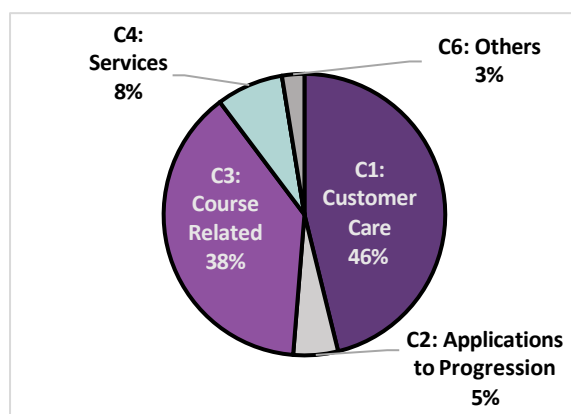
### 3. Staff Feedback

#### Feedback Received

The online staff feedback form has continued to be popular throughout 2024-25. The form has the option to be completed anonymously and can be found with the link on COLin and via the QR codes located in the staff rooms at all campuses.

The Quality team monitor these submissions and issue any feedback to the revant member of staff within five working days of receipt and then log responses and date of implementation of any actions from the outcome.

The table below shows the campus that the feedback relates to.

**Total % Feedback Received by Campus**
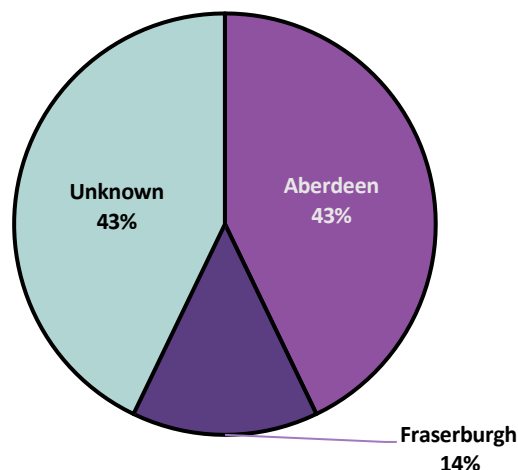


The Aberdeen City Campus has received the highest number of feedback (six) this year. This coincides with the high stakeholder population at this campus. In comparison, the Fraserburgh campus has received two, and none have been submitted from the Altens campus.

The "unknown" category is assigned to feedback where it is not clear which campus it relates to or if it is not direcly relevant to the feedback received. There were six "unknown" campus feeback forms received this year.

All feedback received is logged against the theme according to its content. Feedback can be logged as more than one theme. A summary of the themes logged to date is displayed below:
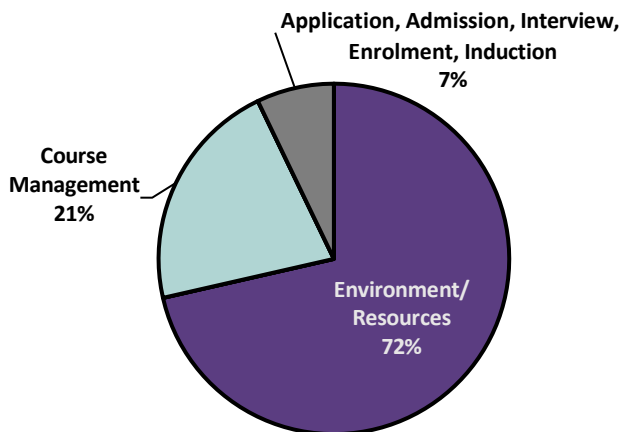
| Themes | Totals |
|---|---|
| Environment/Resources | 10 |
| Facilitated Learning & Support | 0 |
| IT | 0 |
| Course Management | 3 |
| People Services | 0 |
| Application, Admission, Interview, Enrolment, Induction | 1 |

Once logged the feedback is reviewed by the Director of Quality who will confirm the appropriate member of the leadership team for distribution.  Actions identified will be monitored  by the Quality Administrator and a summary will be provided in the monthly Staff Bulletin.

## 4.  Lesson Observations

There are a number of lesson observations undertaken by the Quality department across the academic year ranging from those required for teaching qualifications such as Teaching in Further Education (TQFE) and Teaching in Colleges Today (TiCT), others to confirm the contractual requirement for the six month employment probationary period and the standard quality lesson observations which are on a three year cycle across all teaching staff at NESCol.

This year 30 standard quality lesson observations took place and 14 Developmental (6-month probationary) lesson obervations.  A further 16 lesson observations were undertaken for staff on a teaching qualification, Teaching in Colleges Today (SCQF L7).  All of these observations were arranged with the teaching staff member directly or by alert of the week in which the observation were scheduled to take place.  A major part of a lesson observation process is the professional discussion between the observer and the observee which takes place after the observed lesson.  This discussion time provides an opportunity to reflect on strengths of the lesson, areas for improvement, and on the embedding of the Professional Standards for lecturers within their teaching practice. A full report and reflective account were then produced at the end of the process.

## 5.  Internal Audit

Two audits were conducted this academic year: one on Alternative Assessment Arrangements and another in the subject area of Engineering at the Altens Campus. The larger audit, based at the Altens Campus, focused on assessment, verification, and resulting practices within the Engineering teams. It resulted in a comprehensive report highlighting both strengths and areas for improvement, leading to

the development of an action plan now being actively implemented by staff and management throughout 2025/26. The second audit was the annual Alternative Assessment Arrangements audit, conducted to ensure compliance with SQA awarding body guidance. It reviewed the full student journey through the NESCol Student Support process—from initial referral by the Student or Academic Tutor to the final agreed outcome—ensuring all requirements were accurately recorded and appropriately shared. Completed successfully over two days, the audit enabled the support team to evaluate findings and further strengthen the effectiveness of the student support process.

## 6.      Staff Training

### Workplace Assessor Award (L&D9Di)

There were 12 candidates undertaking the qualification this academic session, three candidates have been taken on in an additional late-start cohort to support the Modern Apprentice programmes, as they are employed as workplace assessors.  Three candidates have completed and we are expecting six others to complete by June 2025 and the later cohort of three to complete in September 2025.

| Academic Year | No. candidates | No. unable to complete | Remaining no. | No. complete | % complete |
|---|---|---|---|---|---|
| 24-25 Candidates | 12 | 0 | 12 | 10 | 83% |

### Workplace Internal Verifier Award (L&D11)

There were eight candidates enrolled in this academic year and all eight candidates have successfully completed.

| Academic Year | No. candidates | No. unable to complete | Remaining no. | No. complete | % complete |
|---|---|---|---|---|---|
| 24-25 Candidates | 8 | 0 | 8 | 8 | 100% |

### HN Assessor Award

There were nine candidates enrolled to undertake their qualification this academic year, 3 were withdrawn by CPD. The remaining six candidates completed successfully.

| Academic Year | No. candidates | No. unable to complete | Remaining no. | No. complete | % complete |
|---|---|---|---|---|---|
| 24-25 Candidates | 9 | 3 | 6 | 6 | 100% |

### HN Verifier Award

Nine candidates were undertaking their qualification this academic year. One was deferred due to long term health issues and another in discussion with their Curriculum Manager.  The continuing seven candidates all successfully completed their course.

| Academic Year | No. candidates | No. unable to complete | Remaining no. | No. complete | % complete |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 24-25 Candidates | 9 | 2 | 7 | 7 | 100% |

## Introduction to Quality Assurance 101

As part of the re-invigorated induction program for new staff at NESCol, the decision was made to discontinue the previous six-week, in-person Prepare to Teach induction course. In its place, a streamlined Introduction to Quality Assurance 101 session has been introduced. We had 21 candidates complete the course.

This concise, three-hour induction covers the following key elements:

- Overview of the QA department
- SLE support, Lesson Observations & Focus Groups
- Role of the assessor
- Standardisation and Internal Verification
- Internal Verification
- Roles and Responsibilities
- External Verification
- Curriculum & Quality Essentials, including the Quality Hub resources.

The purpose of the session is to provide new staff with a core understanding of quality assurance principles and practices at NESCol, equipping them with the essential knowledge and tools to uphold and contribute to the college's standards of excellence.

| Academic Year | No. candidates | No. unable to complete | Remaining no. | No. complete | % complete |
|---|---|---|---|---|---|
| 24-25 Candidates | 21 | 0 | 21 | 21 | 100% |

## Teaching in Colleges Today Award

19 candidates enrolled to complete the qualification, one resigned and one was withdrawn from the award due to long-term illness. The remaining 17 have completed the course.

| Academic Year | No. candidates | No. unable to complete | Remaining no. | No. complete | % complete |
|---|---|---|---|---|---|
| 23-24 Candidates | 19 | 2 | 17 | 17 | 100% |

## 7. Curriculum Approval & Validation

## Academic Year 2024-25 Submissions

A summary of the submissions for this session to date is presented below. Full details of the associated qualifications can be viewed in Appendix 1.

| Group Award Programmes | | |
|---|---|---|
| Awarding Body | Qualifications | Status |
| Scottish Qualifications Authority (SQA) | 6 | All Developed |

| | | |
|---|---|---|
| NCFE/NESCol (CDU) | 2 | All Developed |
| SQA/NESCol (CDU) | 3 | All Developed |
| SQA/ Fife College/ NESCol | 1 | All Developed |
| CIPD | 1 | All Developed |

| Group Award Modifications | | |
|---|---|---|
| Awarding Body | Modifications | Status |
| Scottish Qualifications Authority (SQA) | 18 | All Developed |
| City & Guilds (C&G) | 2 | All Developed |
| SQA/NESCol (CDU) | 10 | All Developed |
| NESCol (CDU) | 2 | All Developed |
| NCFE | 1 | All Developed |
| SQA/ City & Guilds/ NESCol | 1 | All Developed |

### 8. External Verification Activity

External verification is the process that awarding bodies use to assure the quality of internal assessment and verification of the qualifications centres deliver. The Quality department manage the overall annual planning of external verification activity with each awarding body in conjunction with the curriculum teams.

### Schedule of External Verification Visits

| Awarding Body | Scheduled Visits | Completed Visits |
|---|---|---|
| Scottish Qualifications Authority (SQA) | 45 | 45 |
| City & Guilds (C&G) | 16 | 13 |
| International Leadership Management (ILM) | 2 | 2 |
| Northern Council for Further Education (NCFE) | 2 | 2 |
| Excellence, Achievement and Learning (EAL) | 2 | 2 |
| King's Trust | 2 | 2 |
| Institue of the Motor Industry (IMI) | 1 | 1 |
| Teaching in Colleges Today (TiCT) | 1 | 1 |
| OPITO | 1 | 1 |
| **Total** | **72** | **69** |

### Outcome Summary for Completed External Verification Visits

| Awarding Body | Actions | Good Practice | Recommendation / Improvement |
|---|---|---|---|
| Scottish Qualifications Authority (SQA) | 22 | 52 | 34 |
| City & Guilds (C&G) | 7 | 6 | 2 |
| International Leadership Management (ILM) | 0 | 0 | 5 |
| Excellence, Achievement and Learning (EAL) | 0 | 20 | 0 |
| King's Trust | 0 | 4 | 0 |

| | | | |
|---|---|---|---|
| Institue of the Motor Industry (IMI) | 3 | 0 | 0 |
| Teaching in Colleges Today | 0 | 6 | 0 |
| **Total** | | | |

Actions and recommendations are tracked by the Director of Quality. The Heads of Sector, Business Development Managers and Curriculum Managers monitor required responses to ensure they align with awarding body deadline dates for implementation. All identified actions have been address and completed apart from one which has been carried forward to the new academic session.

## 9.    Curriculum Approval & Validation

A summary of the submissions for this session to date is presented below:

| Group Award Programme (Fast Track) | | |
|---|---|---|
| **Awarding Body** | **Qualification** | **Status** |
| CIPD | CIPD L5 Associate Diploma in People Management | Developed |
| NESCol/SQA | Entry to Construction L5 | Developed |
| **Group Award Modification (Code or Name Change Only)** | | |
| **Awarding Body** | **Qualification** | **Status** |
| SQA | HNC Computing NextGen:HN | Developed |
| City & Guilds | Design and Installation of Domestic and Small commercial electric vehicle charging installations | Developed |
| NESCol | Musicianship – Proposed Level 6 | Developed |
| **Group Award Modifications** | | |
| **Awarding Body** | **Qualification** | **Status** |
| SQA | HNC Petroleum Process Operations and Control Technology | Developed |
| SQA | HND Media and Communications | Developed |
| SQA | HND Sports Coaching | Developed |
| SQA/NESCol | ESOL - Level 3 | Developed |
| NCFE | Certificate for Entry to the Uniformed Services - Level 3 | Developed |
| SQA | Enterprise Skills - Level 4 | Developed |
| SQA/NESCol | Healthcare - Level 5 (City Campus) Social Care - Level 5 (City Campus) Health & Social Care - Level 5 (Fraserburgh Campus) | Developed |
| SQA/NESCol | Social Science: 21st Perspectives on Society and Culture | Developed |
| City & Guilds | Level 3 Award in the Requirements for the Design and Installation of Domestic and Small Commercial Electric Vehicle Charging Installations | Developed |
| SQA | HNC Fashion Business | Developed |
| SQA | HND Contemporary Arts Practice | Developed |
| SQA | Access to Software Development Level 6 | Developed |
| SQA | Introduction to Computing Technologies | Developed |

| Awarding Body | Qualification | Status |
|---|---|---|
| SQA/ City & Guilds/ NESCol | Enterprise Skills Level 4 | Developed |
| SQA | Business, Accounting and Administration Level 5/6 | Developed |
| SQA | NC Applied Science – Level 5 | Developed |
| SQA | NC Applied Science – Level 6 | Developed |
| NESCol | Forensic Science & Biotechnology – Level 6 | Developed |
| SQA | NPA Maritime Studies | Developed |
| SQA | NPA Musical Theatre | Developed |
| SQA/ NESCol | Access to Software Decelopment – Level 6 | Developed |
| SQA/ NESCol | Advanced Health & Social Care – Level 6 | Developed |
| SQA/ NESCol | Advanced Social Care – Level 6 | Developed |
| City & Guilds | SVQ Diploma in Beatuy Therapy – Level 6 | Developed |
| SQA/ NESCol | Business, Accounting & Administration – Level 5/6 | Developed |
| SQA/ NESCol | Creative Graphic Art & Design (School Links) | Developed |
| SQA/ NESCol | Advanced Healthcare – Level 6 | Developed |
| SQA | HND Business (year 1) | Developed |
| SQA | HND Legal Services (year 2) | Developed |
| SQA | HND Media & Communication | Developed |
| SQA | HND Travel & Tourism | Developed |
| SQA/NESCol | Photography Portfolio Builder – Level 6 | Developed |
| **Group Award Proposals** | | |
| **Awarding Body** | **Qualification** | **Status** |
| SQA | NPA Events Level 6 | Developed |
| NESCol / SQA | International Travel and Toursim (units Level 6) | Developed |
| SQA | NPA Engineering L5 | Developed |
| SQA | HNC Sport & Coaching Development | Developed |
| NCFE/NESCol | Level 1 Certificate in Food & Cookery Skills | Developed |
| NCFE/NESCol | Level 2 Certificate in Food & Cookery Skills | Developed |
| SQA/NESCol | Introduction to Care Professions | Developed |
| SQA | HNC Social Science with Criminology | Developed |
| SQA | NPA Psychology | Developed |
| SQA/Fife College/NESCol | Level 5 Health & Social Care | Developed |
| **College Devised (CDDP)** | | |
| **Awarding Body** | **Qualification** | **Status** |
| NESCol | Fashion Range Planning (Unit) | QA checks complete |
| NESCol | Music & Sound Course | Developed |

**Quality Update for the Regional Board – HMIE Inspection**

**Context for Inspection**

For several years, the college sector has worked in partnership with the Scottish Funding Council (SFC), sparqs, Education Scotland, QAA Scotland, CDN, and the Scottish Government to establish a new approach to quality assurance and enhancement for Scotland's tertiary education sector. The outcome of this work was the Tertiary Quality Enhancement Framework (TQEF), which the Board has previously been briefed on, and which we are well on our way to fully embedding across the college.

This reform was initiated following the SFC's Review of Coherence and Sustainability in 2021. As part of the proposed changes, the national approach to college review and inspection, and the agency responsible for oversight of this process was significantly revised. Education Scotland was replaced by QAA Scotland, and the previous model of Annual Engagement Visits (AEV) and Progress Visits (PV) was replaced by key components of the TQEF:

- **Tertiary Quality Enhancement Review (TQER)** - A peer-led, enhancement-focused review method for both colleges and universities. Co-created with staff and students across Scotland's tertiary institutions, TQER requires all institutions to undergo review once within a six-year cycle.

- **Institution-Led Quality Review** - Internal processes designed and managed by each institution to meet the expectations set out in SFC quality guidance.

One of the main drivers for moving away from the Education Scotland-led *How Good is Our College* and AEV/PV framework was the widespread perception that this process offered limited value, lacked meaningful impact, were inspector-led and overly prescriptive, and provided feedback that was often superficial. Additionally, Education Scotland's support for quality enhancement across the sector was seen as sporadic and unhelpful, with thematic reviews lacking strategic direction and poor sharing of good practice.

**Modern Apprenticeships (MA)**

Throughout the TQEF design process, uncertainty remained about how quality assurance and enhancement for Modern Apprenticeship (MA) provision would align with the new framework. Currently, funding for MAs is managed by Skills Development Scotland (SDS), not the SFC, although SFC credits support delivery.

Following the publication of the Withers Review (*Fit for the Future: Developing a Post-School Learning System to Fuel Economic Transformation*) in 2023, the Tertiary Education and Training (Funding and Governance) (Scotland) Bill was introduced. This legislation aims to simplify funding for learners across colleges, universities, and apprenticeships. If enacted, the Bill will:

- Transfer responsibility for funding national training programmes and apprenticeships from SDS to the SFC.

- Consolidate oversight of tertiary education and training within a redesigned SFC.

- Strengthen SFC's governance powers to improve financial sustainability and better meet learners' needs.

Progress on this legislation has been slower than anticipated. As a result, His Majesty's Inspectorate of Education (HMIE), recently separated from Education Scotland as part of wider education reform, has retained responsibility for external inspection of MA provision.

This means that, for now, the sector faces a fragmented approach: two separate quality bodies applying different frameworks, with fundamentally opposing methodologies, operating in isolation. This lack of coherence is difficult to justify, particularly in terms of efficiency and value for the public purse. We continue to raise this with Colleges Scotland and SFC although there does not seem to be much appetite for doing anything before the bill passes.

**Our Inspection**

The college has been notified that our MA provision will be inspected during the week of the 12th of January 2025. We expect approximately 9 inspectors (6 HMIE and 6 Associate Assessors from industry), with significant time spent in workplace settings. Inspectors will visit the College campuses, employers and workplaces.

Preparations are underway, and a detailed update will be shared at the December Board meeting. For your information, a copy of the quality arrangements framework used by HMIE is included. This framework, and the associated inspection approach, was recently updated seemingly without sector input and appears to have overlooked the College commitments set out in the SFC's Outcome Framework and Assurance Model (OF&AM).

| CURRICULUM & QUALITY COMMITTEE |
|---|
| **Meeting of 27 November 2025** |

| Title: Student Information System Project Update | |
|---|---|
| **Author: Linda Taylor** | **Contributor(s):** |

**Type of Agenda Item:**

**For Decision** ☐

**For Discussion** ☐

**For Information** ☒

**Reserved Item of Business** ☐

**Purpose:** To enable the Committee to have oversight of the progress of implementing the new Student Information System, the benefits gained and planned, and future developments

**Linked to Strategic Theme: New Strategic Themes – 4 Building a stronger and more sustainable College, 5 Striving to deliver excellence and growth**

**4. Delivering Excellence and Innovation**

**Linked to Strategic Risk(s):**

**Executive Summary:** The new Student Information System, ebs, has been in use since Sep 2024 with full-time applications launched at the end Nov 2024, and all staff using ebs from 1 Aug 2025. Several NESCol built applications have been retired and the relevant processes moved to ebs.

We are in the process of populating the modules relating to registrations, entries and results. Registrations and entries are in progress with training for resulting planned for Dec 2025.

We are reviewing our admissions process for full-time courses so that we can streamline this further.

We are also reviewing all of the entry routes to enrol on a course at NESCol to integrate these with ebs, to improve our efficiency, improve the student experience and remove duplication.

*Template Version: August 2021*

We are also taking heed of feedback received from staff and students relating to the timetable view and content, and a review of how we timetable is being undertaken.

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

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

**Equality Impact Assessment:**

**Positive Impact**   ☒

**Negative Impact**   ☐

**No Impact**   ☐

**Evidence:**

# Student Information System Project

## Background

NESCol took the decision to review alternative Student Information Systems as UNIT-e and the associated college systems were deemed no longer fit for purpose. We wanted a new solution which would provide a one-stop shop. The aims of implementing a new system were to improve efficiency by integrating services and processes, improve the customer experience and to reduce costs.

After looking at the available products on the market, the decision was taken to recommend that the college moved to Tribal ebs, a solution which had not yet been implemented by any other Scottish college, but which showed great potential.

Implementation of the new system, ebs, commenced in September 2024; applications opened for 2025/26 at end of November 2024. Further modules and processes have been added and all staff now use ebs to view student related information and to process student data.

## Implementation

Our licence with UNIT-e expired on 31 July 2025.

The Applications module was developed and students applied for a place on a full-time course for 2025/26 from end November 2024 using ebs. Offers were made to students using ebs, and online enrolment went live in August 2025.

All staff now view student information which has been processed using ebs and is held within the ebs system.

The system comes with a web-based staff portal which we have named MyHub, a web-based student portal, which we named MyInfo and a client server-based system accessed and used by support staff.

Timetables have been designed, built and viewed via ebs, and registers are also produced by ebs.

We are still in the process of implementing modules of the new system such as resulting. We are about to send registrations for Group Awards to SQA, with training roll-out for all staff on processing results planned for December 2025.

## Benefits

We are already seeing the benefit for staff of having a centralised, integrated student record. MyHub has various sections e.g. Applications, Enrolments, Support. All staff can access student contact details, their timetable, application details, enrolment details in one place. Previously staff would have needed to access 4 different systems to gather this information.

New processes or changes to processes have made staff and student experiences better. Here are a few examples.

1. Timetables are built in ebs, with registers automatically being produced in the same system, the relevant students enrolled on the course area automatically added to the register. Previously timetables would have been built in CELCAT, a separate system from where course and staff records were held which meant details had to be imported in to CELCAT. The timetabling information then had to be manually input to UNIT-e to produce a register for each class.
Photos which have been uploaded by students are seen on registers making it easier for staff to recognise and get to know their students quickly.

2. Notifications are being built into the system, for example

- When a PLSP has been uploaded to the system, a notification is sent to the relevant members of staff, so that they can view the document in MyHub and make any required adjustments. The student can also view the PLSP in MyInfo. Previously this would have been held in a separate system.
- A notification is sent to the member/s of staff and students affected when a change to their timetable has been made. Previously, the timetabling team would email the staff and ask the team to notify the students.

These changes have improved efficiency as there is no need to log in to several systems to access or input the information required, and it has also improved accuracy as data is already in one integrated system and the need for moving it around systems has been removed.

Students now have access to more of their information using MyInfo. They can now view their contact information. A copy of any communication sent using ebs is held in their student record. This makes it much easier to look back at an email. Also, because it is held on the student records, it means that if the student contacts the college, staff can see any messages sent to them and put them in contact with the relevant member of staff, or give advice accordingly. This means their queries can be dealt with more effectively.

## Future developments

Now that we have been working with the system for over a year, staff are putting forward suggestions of where improvements can be made.

We are currently reviewing the full-time application form to make it more user friendly, and the process of managing offers to streamline this.

We are also looking at other areas to integrate these processes into ebs, for example work-based learning as we currently use 3 different systems. We are also reviewing the process for onboarding part-time students who follow a different entry route from those booking a place through our website.

We are working to improve the link between the student information system and our accounting software so that the production of invoices can be streamlined, improving efficiency.

## Conclusion

We are seeing the benefits of an integrated system, and these will continue to grow as we become more confident in the use of the system, and more functions are carried out using the system

We are realising the benefits of replacing our legacy systems with one integrated system. This has improved the security of our data, and has reduced overheads incurred in managing disparate systems.

The whole process of implementing the system has meant that staff have reviewed their procedures and working practices, and have questioned if tasks can be done more effectively. Staff are also more aware of how their practices and processes impact on other teams, and how collaborative working can improve the student experience.

| REGIONAL BOARD: Curriculum and Quality Committee |
|---|
| **Meeting of 27 November 2025** |

**Title:** Curriculum Showcase: Social Science

| **Author:** Brian Dunn (Head of Sector) | **Contributor(s):** |
|---|---|

**Type of Agenda Item:**

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

**Purpose:** To enable the Committee to be updated on the impact of Curriculum Spotlight Reviews

**Linked to Strategic Theme:**

Choose an item.

**Linked to Strategic Risk(s):**

*1.1* Failure to deliver future skills needs of the region & contributing to regional and national economic growth

**Executive Summary:**

The Social Science curriculum across City and Fraserburgh campuses has experienced notable developments and challenges over recent academic years. Following a period of instability caused by staff turnover and maternity leave, the team has achieved relative stability in the last three sessions.

Social science provision spans SCQF Levels 5–8, including HNC/HND Social Science, Access to Arts, Education & Social Science, and a range of FE courses such as Perspectives on 21C Society & Culture and Understanding Human Behaviour & Society. Additional part-time and school-link offerings include Counselling Skills, NPA Psychology, and Criminology.

The learner demographic is predominantly young (64% aged 16–19 in AY25/26) and female (74%). Care-experienced students represent 7%, while declared disabilities account for 30%, with mental health conditions comprising the majority.

Key Performance Indicators show significant improvement post-pandemic, rising from 45.12% overall achievement in AY22/23 to 76.96% in AY24/25. This recovery reflects targeted interventions following the 2022/23 Spotlight Review, which addressed pandemic-related challenges such as heightened anxiety and reduced resilience but also provided an opportunity for teams to examine a number of enhancement themes, facilitating collaboration and a renewed focus to improve student outcomes and the learner experience.

Priorities include, maintaining curriculum stability, ensuring subject coverage across campuses, embedding the principles of Universal Design for Learning and an Anti-racist curriculum, and continuing to support a whole college model of student support to meet learner needs. The upward trend in student outcomes signals a positive impact from recent quality improvement measures, positioning the curriculum for sustained success.

On the next page is a Curriculum Insight Summary with key facts regarding the composition of the Social Sciences curriculum team and offer. The associated presentation provides a more detailed insight to the developments in the Social Sciences curriculum at NESCol.

**Recommendation:** It is recommended that the Committee notes this report and the associated presentation for information.

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

**Equality Impact Assessment:**

**Positive Impact** ☒

**Negative Impact** ☐

**No Impact** ☐

**Evidence:** Student and staff feedback, student and staff equalities data

**Social Science – Curriculum Insight Summary**

### 1. Staff Establishment

**City Campus**

| Role | No. | FTE |
|---|---|---|
| Curriculum Manager | 1 | 0.94 FTE |
| Academic Improvement Lead (Cross Campus) | 1 | 1.0 FTE |
| Lecturers | 7 | 4.68 FTE |

**Fraserburgh Campus**

| Role | No. | FTE |
|---|---|---|
| Curriculum Manager | 1 | 0.6 FTE |
| Lecturers | 3 | 2.0 FTE |

Staff Complexities have included a period of instability around the management of the curriculum as a consequence of periods of maternity leave, in addition staff turnover due to VSA, and retiral. A relative period of stability has followed the last 3 academic sessions. A continuing challenge involves the balance of part time FTEs and subject specialisms cross campus. Protocol is therefore used to ensure coverage of subject expertise.

**Protocol** Weekly Hours – City Campus =  31     **Protocol** Weekly Hours – Fraserburgh Campus = 4

### 2. Curriculum Portfolio (FT) (Awarding Body – SQA)

| Course | Campus | HE/FE | SCQF Level |
|---|---|---|---|
| HND Social Science | City | HE | 8 |
| HNC Social Science (with Criminology) | City & Fraserburgh | HE | 7 |
| Access to Arts, Education & Social Science (SWAP) | City | FE | 6 |
| Social Science: Perspectives on 21C Society & Culture | City & Fraserburgh | FE | 6 |
| Social Science: Understanding Human Behaviour & Society | City & Fraserburgh | FE | 5 |

### 3. Curriculum Portfolio (School Links & PT) (Awarding Body – SQA)

| Course | Campus | School Links/PT | HE/FE | SCQF Level |
|---|---|---|---|---|
| Introduction to Counselling | City | PT | FE | 5 |
| Counselling Skills | City | PT | FE | 6 |
| NPA Psychology | City & Fraserburgh | School Links | FE | 6 |
| NPA Criminology | City | School Links & PT | FE | 6 |
| National Psychology | City | School Links | FE | 5 |
| Introduction to Social Science & Criminology | City | School Links | FE | 5 |

### 4. Student Profile (AY24/25)

| Characteristic | AY 24/25 | AY 25/26 |
|---|---|---|
| Age Group 16-19 | 55.93% | 64.37% |
| Age Group 20-24 | 27.60% | 18.52% |
| Age Group 30 + | 12.30% | 10.92% |
| Age Group 25-29 | 5.81% | 3.56% |
| Age Group under 16 | - | 3.08% |
| Gender Female | 74.33% | 74.34% |
| Gender Male | 24.69% | 24.70% |
| Gender P | 2.66% | 1.42% |

Student profile reflects high percentage of young students in the 16-24 age group and predominantly female.

**Student profile: Care Experienced and Declared Disability**

|  | AY 24/25 | AY 25/26 |
|---|---|---|
| Care Experienced | 7.26% | 7.12% |
| Declared Disability | 29.70% | 30.16% |
| Declared Disability: Mental Health | 69.10% | 58.26% |

## 5. KPI Trends (City & Fraserburgh combined)

| Academic Year | Social Science HE/FE | Social Science HE | Social Science FE |
|---|---|---|---|
| AY24/25 | 76.96% | 77.01% | 76.92% |
| AY23/24 | 71.00% | 71.68% | 67.16% |
| AY22/23 | 45.12% | 53.84% | 38.00% |
| AY21/22 | 53.26% | 63.75% | 44.28% |

The impact of the Covid-19 pandemic on learners is well documented (CDN Changing Learner 2024). In the years immediately following, its effects were evident in reduced academic performance and delays in the development of both academic and social skills. A pre-existing trend of heightened anxiety and diminished resilience was significantly amplified, shaping the experience of many learners during this period. In Academic Year 2022/23, the social science curriculum sought to address these challenges through a comprehensive 'Spotlight Review,' undertaking a deep dive into delivery and learner experience with the aim of improving student outcomes and enhancing the overall learning journey.

# Social Science: Curriculum Showcase

**Curriculum and Quality Committee
27 November 2025**

# Social Science: Economic Value

Employers prize social science graduates for their critical analysis, communication, and organizational abilities, as well as their capacity to work with data and interpret societal trends—skills that are increasingly vital across sectors.

- Education

- Health & Social Care

- Public Services

- Retail & Commercial Enterprise

- Arts, Media & Publishing

- Business

# Social Science: Economic & Social Value

- Truth and Trust: The Vital Role of Social Science in a Divided World

- Ideas for change based on social science evidence

- Empowering citizens and communities

- Life, health and wellbeing: the transformative potential of interdisciplinary social science

- Addressing inequalities as part of 'good growth'

- Research and innovation: contribution to world-leading and future-focused UK research.

# Social Science 5 year enrolment trend by HE and FE

HE/FE 5-year Enrolment Trend (Aberdeen City and Fraserburgh)
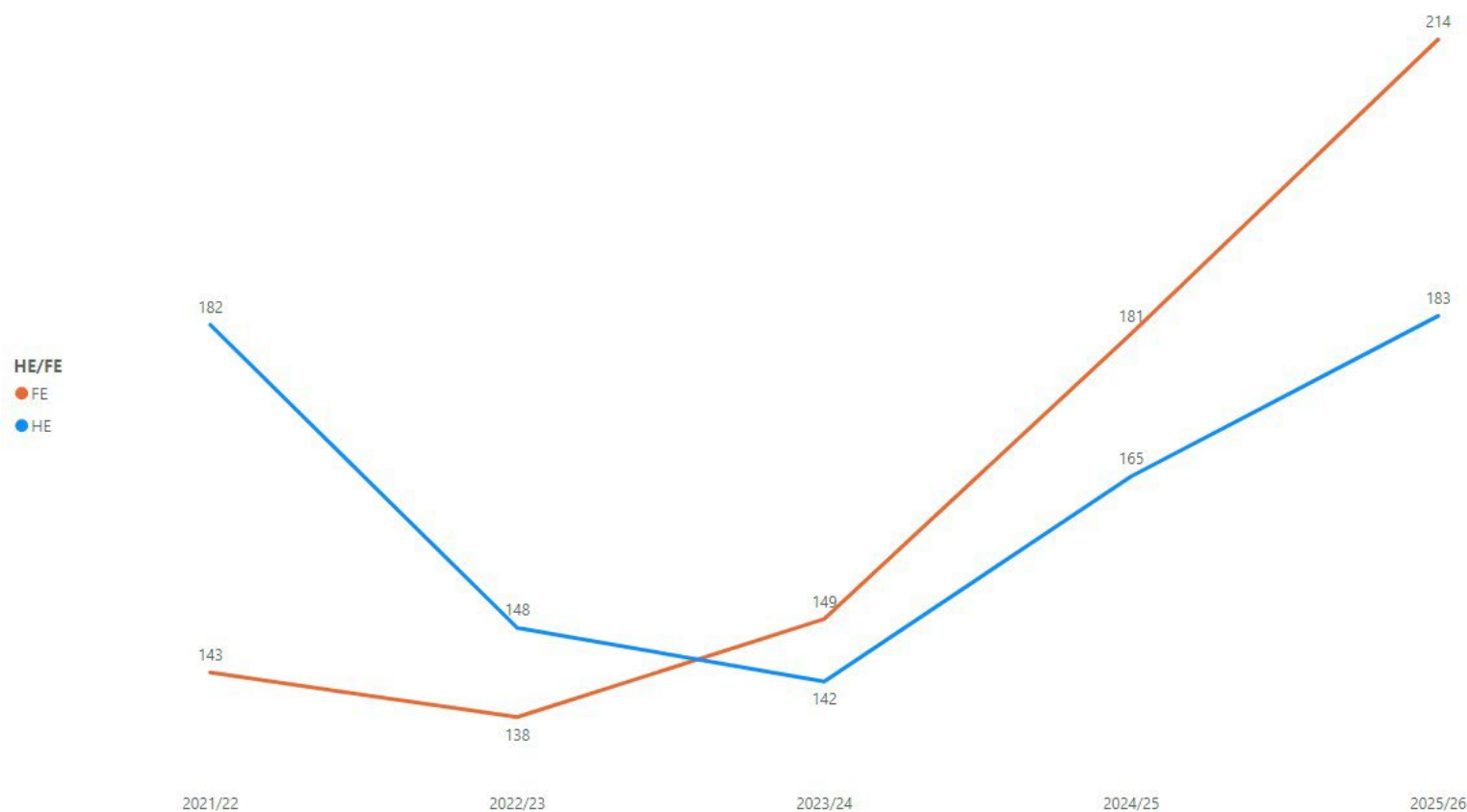


- Since 2023/24 HE and FE enrolment have continuously increased.
- Both HE and FE enrolments have reached a high point in the five years reviewed.

*\* 2025/26 Enrolments correct as of November 2025/26.*
*\* 2021/22 - 2024/25 enrolments correct as of year end.*
*\* 2025/26 can further decrease.*

100

# 5 year enrolment trend by Course

5-year Enrolment Trend by Course (Aberdeen City and Fraserburgh)



**Course (groups)**
- Access to Social Sciences, Arts and Education (SWAP)
- HNC Social Sciences with Criminology & …
- HND Social Sciences Year 2
- Social Sciences (Units) SCQF Level 5 & …
- Social Sciences (Units) SCQF Level 6 & …
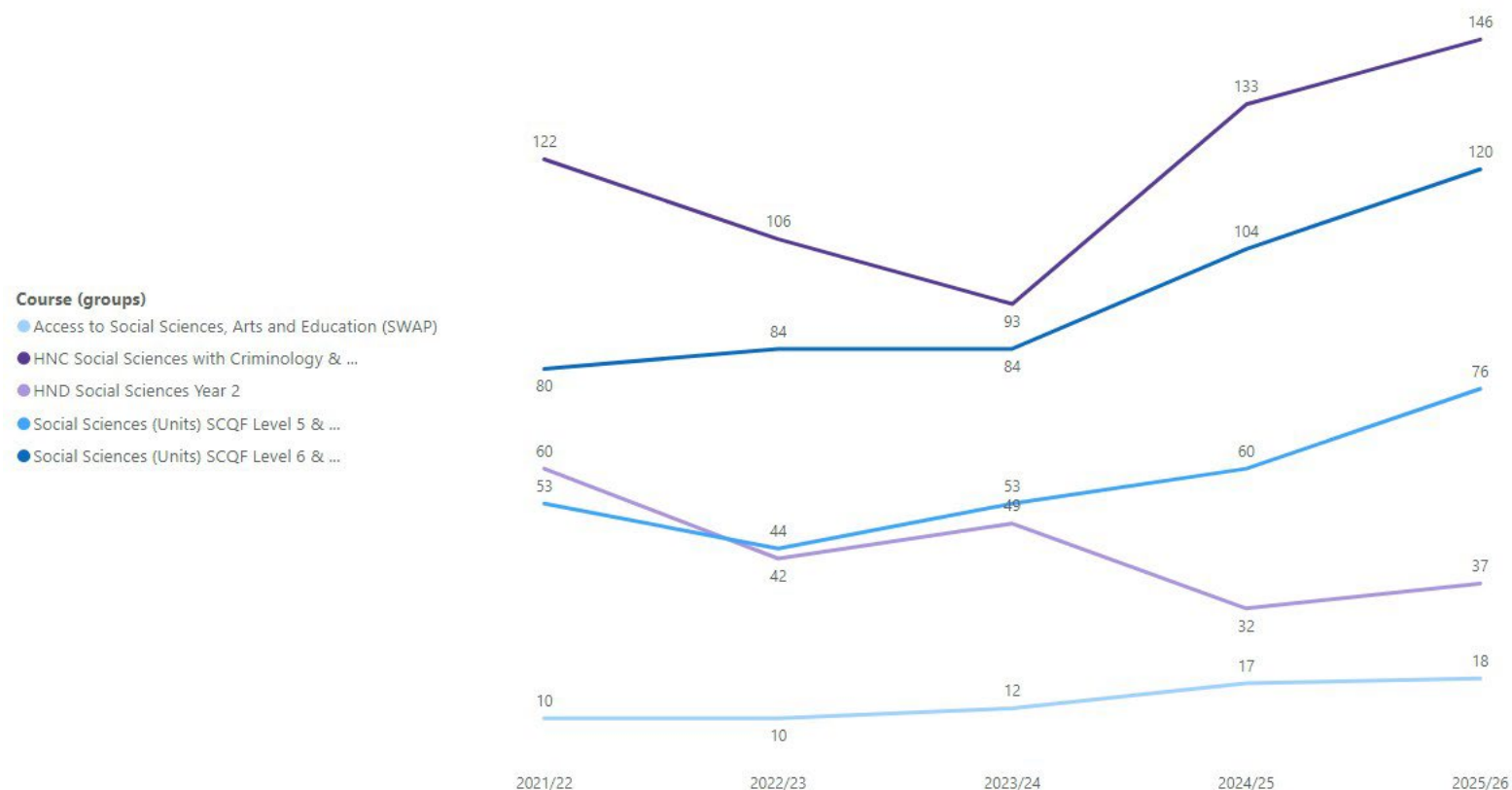
- Since 2023/24 the HNC has seen the largest increase in enrolments (+57%, 2023/24 – 2025/26)
- The number of enrolments continuing to the HND has decreased by 24% since 2023/24.

*\* 2025/26 Enrolments correct as of November 2025/26.*
*\* 2021/22 - 2024/25 enrolments correct as of year end.*
*\* 2025/26 can further decrease.*

101

# 5 year articulation trend



TOP 5 COLLEGE COURSES SHOWING HIGHEST ARTICULATION NUMBERS (AS+AP+P)
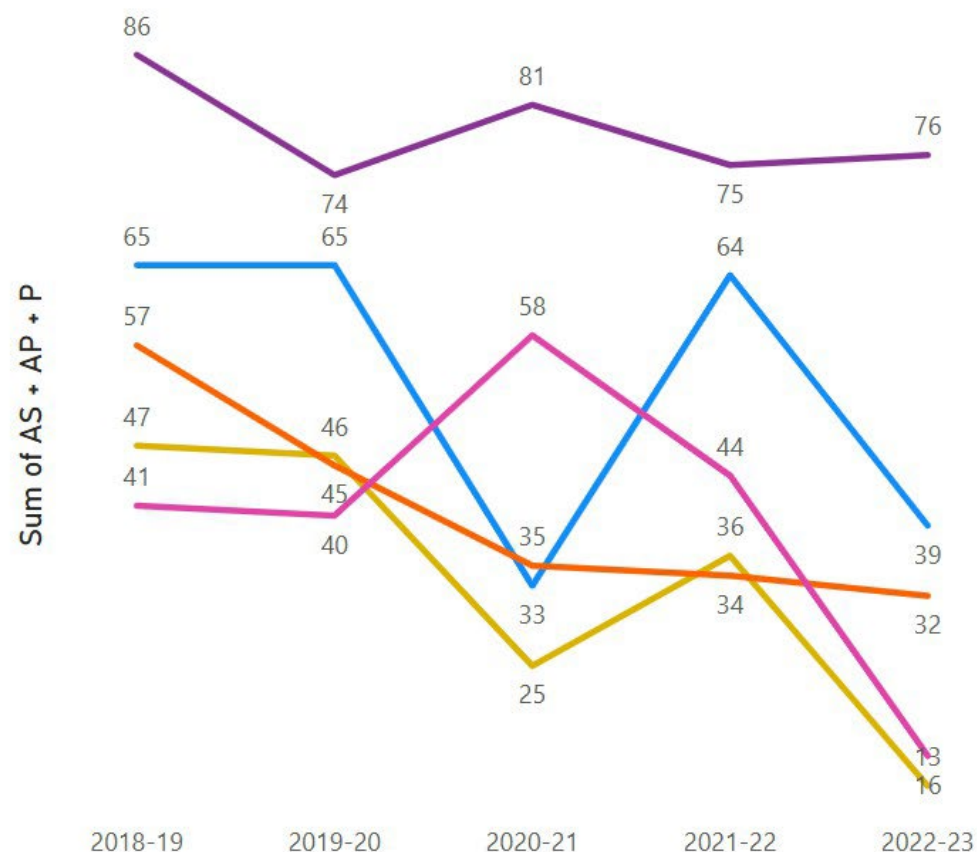
- Analysing 5 years of data available, Social Science makes up for the largest number of students articulating to university.

# Social Science: Student Profile

- Student profile reflects high percentage of young students in the 16-24 age group and predominantly female.

- A key aspect of the student profile is the percentage of students declaring a disability.

- Declared Disability dropped significantly from AY 23/24 to AY 24/25 and remained stable in AY 25/26.

- Mental Health saw an increase in AY 24/25 before dropping in AY25/26.

- Mental health consistently represents a higher proportion compared to overall declared disability.
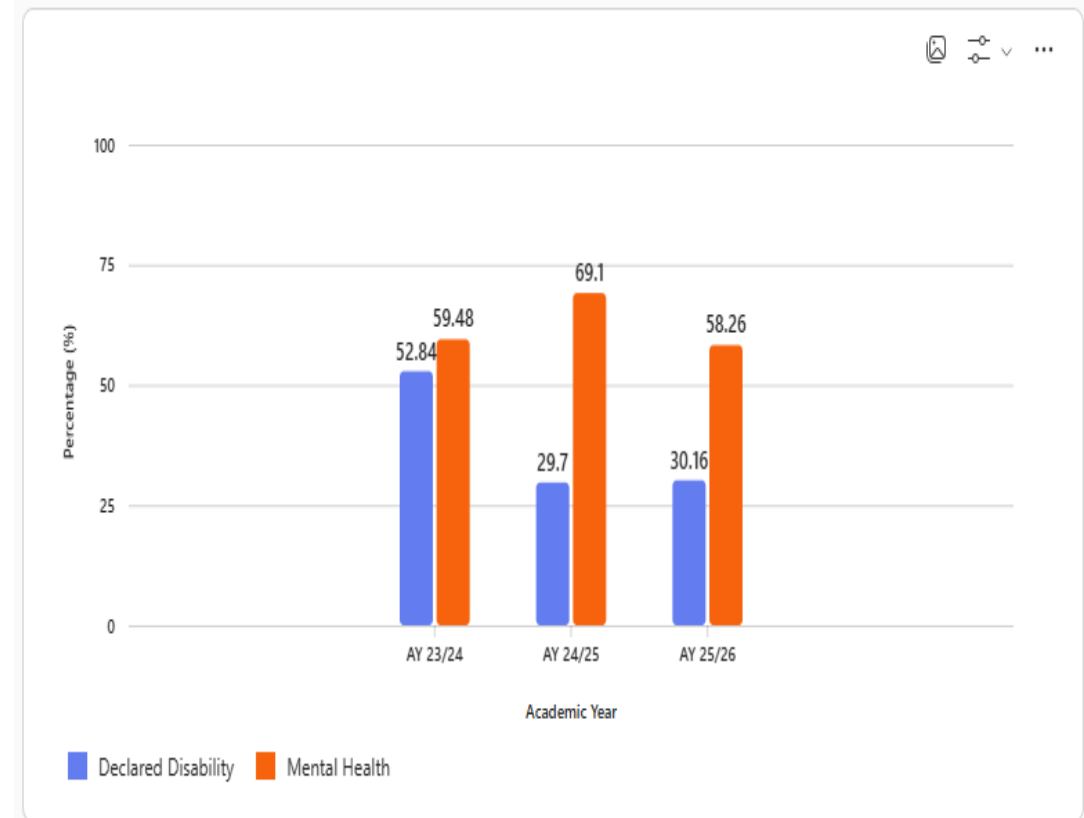
# Social Science: Student success outcomes
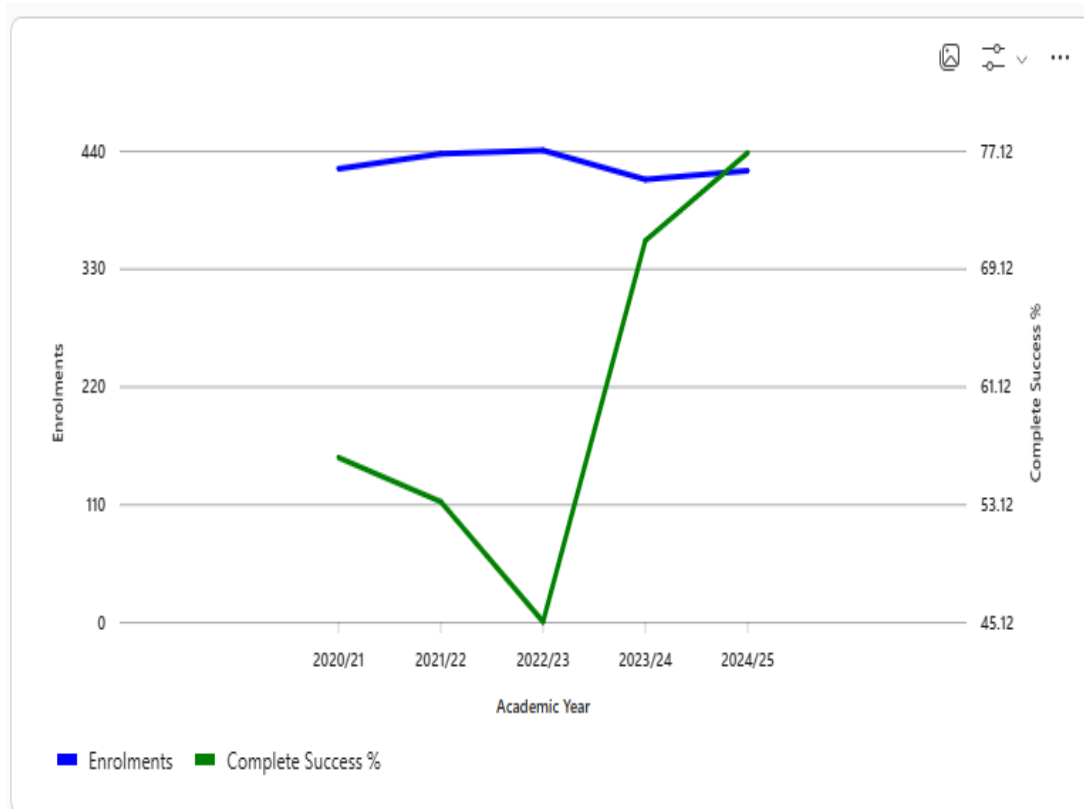


- Enrolments remain relatively stable, with a slight dip in 2023/24 and recovery in 2024/25.Complete success percentage shows a strong upward trend after 2022/23, reaching 76.96% in 2024/25.

# Social Science: Spotlight Review

## Phase 1 – AY22/23

- *Leadership and management within the team*

- *Quality of teaching provided*

- *Use of assessment and feedback*

- *Design and alignment of the curriculum*

- *Expertise, ability and motivation of teaching staff*

- *Health and wellbeing*

- *Whole-college support model*

## Phase 2 – AY23/24

- *Use of assessment and feedback*

- *Health and wellbeing*

- *Whole-college support model*

# Social Science: Review Impact

- Improved stability and stronger curriculum management at both campuses and across campus.
- Improved decision-making and accountability.
- Enhanced team cohesion and communication.
- Improved collaboration cross campus and higher staff morale.
- Greater alignment between assessment and learning objectives.
- More innovative and effective teaching practices.
- Positive impact on overall learning environment.
- More integrated and consistent support for learners, strong focus – onboarding/induction
- Easier access to resources and guidance.
- High levels of student satisfaction
- Improved learner success outcomes.

# Social Science: Good Practice

Strong focus on improving student experience through community engagement – e.g; Poverty seminar, Working with Communities seminar, Mental Health & Wellbeing seminar- grassroots / voluntary organisation seminars, guest speakers, visits.

The Learning Technologies team performed Brightspace (VLE) course reviews of all curriculum teams during the summer.

Social Science earned the Silver Standard score – after only one year of Brightspace use.

Key Strengths



- Logical course structure
- Effective communication and engagement
- Transparent assessment and feedback
- Interactive, varied learning activities & innovative use of digital tools - Go to this Sway

# Social Science: Continuous improvement

- Build on improvements and successes – relationships, whole college support model, community engagement and learner experience

- Maintain positive KPIs

- Move to HNC Next Generation (AY26/27)

- Continue to review course design (FE) – keeping in step with current developments in a changing world

- Make progress in student co-design

- Awareness of the changing learner - make further progress on accessibility and embedding the principles and practice of Universal Design for Learning

- Progress a trauma informed, an anti-racist, gender respectful, curriculum

- Create safe spaces for conversation and healthy debate