



**Meeting of the  
Curriculum & Quality  
Committee**

**To be held on  
Thursday 21 May 2026 at  
1100hrs via MS Teams**

## CURRICULUM & QUALITY COMMITTEE

### NOTE OF MEETING

There will be a meeting of the Curriculum & Quality Committee of North East Scotland College on Thursday 21 May 2026 at 11am. **The meeting will be held in FRASERBURGH CAMPUS BOARDROOM with the option to join Via MS Teams also offered.**

### AGENDA

Agenda Item		Paper
35-25	<b>Apologies for Absence</b>	
36-25	<b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b>	
37-25	<b>Minute of Previous Meeting – 18 February 2026</b>	X
38-25	<b>Matters Arising from the Previous Meeting</b>	X
	<b>Reserved Performance Reporting Matters</b>	
39-25	Overview of Activity and Credits Position AY2025-26 (R Laird)	X
40-25	AY2026-27 Applications Update (P Smith)	
41-25	HMIE Inspection of Modern Apprenticeships Feedback (R McGregor)	
42-25	Performance Against Identified Risks (R McGregor)	X
43-25	UNCRC Plan (R McGregor)	X
	<b>Matters for Discussion</b>	
44-25	Students' Association Activity Report (K Pettitt) (pres)	
45-25	Quality Activity – interim update ( <b>late paper</b> )	X
46-25	Curriculum Planning Update (including ETSH forecast) (R McGregor)	X
47-25	Student Support - Trauma Informed Practice focus (A du Plessis) (pres)	
	<b>Matters For Information</b>	
48-25	Student Information System – EBS Verbal update (L Taylor) <b>** Note Linda to supply a comprehensive update on all student services early AY2026/27</b>	
49-25	Student Satisfaction and Engagement Survey AY2025/26 Results ( <b>late paper</b> )	
	<b>Showcase</b>	
50-25	Computing/animation (Z Anderson to present)	
51-25	<b>Any Other Business</b>	
52-25	<b>Summation of Actions and Date of Next Meeting</b> The date of the next meeting will be discussed at the Regional Board meeting in June 2026.	

## CURRICULUM & QUALITY COMMITTEE

### MINUTE OF MEETING

**DRAFT** Minute of Meeting of the Curriculum & Quality Committee of North East Scotland College held on Wednesday 18 February 2026 at 1000 via Microsoft Teams

**Present:**

Bryan Hutcheson (Chair)  
Duncan Cockburn  
Caroline Laurenson  
Ellie Zemani  
Emma MacIsaac  
Mark Fotheringham  
Neil Cowie  
Susan Elston  
Cindy Dempster  
Paul Butters

**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  
Robert Laird, Head of Planning and Academic Partnerships (Agenda Item 22-25)  
Paul Smith, Assistant Principal: Planning & Communications (Agenda Item 23-25)  
Kirsty Pettitt, Student Engagement & Wellbeing Manager (Agenda Item 27-25)  
Iain Cocker, Business Development Manager & Ian Runcie, Employer Engagement Manager (Agenda Item 32-25)  
Lorraine Garden, Minute Secretary

### AGENDA

Agenda Item		Paper
18-25	<b>Apologies for Absence</b> Apologies received in advance of the meeting from E Rattray and S Lawrance	
19-25	<b>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items</b> No items were declared however, B Hutcheon noted D Cockburn's potential conflict of interest by virtue of his position with RGU.	
20-25	<b>Minute of Previous Meeting – 27/11/25</b> The Minute was approved as a true and accurate record.	X
21-25	<b>Matters Arising from the Previous Meeting</b> Complete - with one ongoing item (Terms of Reference)	X
	<b>Reserved Performance Reporting Matters</b>	
22-25	<b>Overview of Activity and Credits Position AY2025-26 (R Laird)</b>	X

23-25	<b>AY2026-27 Applications Update</b> (P Smith)	X
24-25	<b>HMIE Inspection of Modern Apprenticeships</b> Verbal Feedback (R McGregor)	
25-25	<b>Performance Against Identified Risks</b> (R McGregor)	X

	<b>Matters for Discussion</b>	
26-25	<p><b>Spotlight Review Update</b> (R McGregor)</p> <p>R McGregor provided an update to highlight the progress made throughout the year and advised this review process has been used at the college for a few years now. This is a team based supported model of improvement by means of managers working together on action plans to diagnose problems and outcomes to implement robust processes to drive improvement. Review is carried out to ensure processes are fit for purpose and to use information to implement change and innovation.</p> <p>Discussion followed on the process and rationale followed and members noted the process is well received by staff. There are templates for each phase of the process with regular updates and monitoring ongoing with managers to assist teams to build action plans of the self-evaluation plan which is both trackable and auditable.</p>	X
27-25	<p><b>Students' Association Activity Report</b> (K Pettitt / E Maclsaac)</p> <p><b>K Pettitt joined at 1159</b></p> <p>An update on the SA Activity Report was provided by E Maclsaac providing highlights on key items including Class Ref Feedback, Executive Officer update, Cost of Living Initiatives update, Student Mental Health Agreement, Gender Affirming Fund, Elections and STEP.</p> <p>B Hutcheon thanked E Maclsaac for the update, noting the impressive amount of work undertaken. S Elston acknowledged the amount of ongoing work which highlights the need for additional support i.e., foodbank, soup project etc. and asked if there was anything else that would be a need/priority. Feedback suggested more staffing resource, with the change to the role of President. Members were informed of the high demand of the SA, of getting students involved and engaged and how to compensate them for their time.</p> <p><b>K Pettitt left at 1112</b></p>	X
28-25	<p><b>Quality Update TQEF (incl. overview of new ILQR process)</b> (R McGregor)</p> <p>R McGregor provided an update on the proposed approach to institute quality reviews as part of new tertiary enhancement programme arrangements. Details on enhancement, self-evaluation planning, ILQR requirements, process and structure were shared with a case study provided at a future meeting.</p> <p>Discussion followed on the reporting line to the Board and the role of the Committee in the future. Items, Members noted, will be presented back to the Committee at a future meeting when Members' feedback will be sought.</p>	X

	<p>Involvement of the SA was discussed, and it was confirmed that students will play an important part of the decision making. Student representation will be key and review of involvement will be considered.</p> <p>Members noted implementation of quality current mechanisms are reliant on self-evaluation participation and management discussion.</p>	
29-25	<p><b>Curriculum &amp; Quality Committee Evaluation</b> (S Lawrance)  In the absence of S Lawrance, B Hutcheon led this item.  The generally positive report was shared, with the Chair, Vice Chair and R McGregor happy to take comments out with the meeting.</p>	X
30-25	<p><b>Student Support Activity Report</b> (A du Plessis)  An update was provided by A du Plessis on the work of the Student Support and Engagement teams, the Equalities &amp; Wellbeing Committee and the Student Services teams with key highlights shared, noting a fuller update on Trauma Informed Practice will be provided at the next meeting.</p> <p>R McGregor provided an update on the Student Support Funds items, noting that previous updates did not include a comprehensive report on funding. L Taylor manages this as part of the wrap-around support for students and a more detailed update will be brought to a future meeting. <b>ACTION – L Taylor to provide a comprehensive update on Student Services at a future meeting</b></p> <p>Thanks were offered to the Student Support team for the great work they do.</p>	X
	<b>Matters For Information</b>	
31-25	<p><b>Student Information System – EBS Video Update</b> (L Taylor)  An overview on the functionality of the use of the new Student Information System is available for viewing on Teams noting L Taylor did not join the meeting due to time constraints.</p>	X
	<b>Showcase</b>	
32-25	<p><b>Employer Engagement</b> (D Abernethy)  <b>I Cocker and I Runcie joined at 1136</b>  D Abernethy welcoming both I Cocker and I Runcie to the meeting to provide an update on engagement with employers and re-skilling. The opportunity to share specific case studies with members post meeting was noted.</p> <p>I Runcie provided details of employer engagement relating to a wide range of activities including Foundation Apprenticeships; Modern Apprenticeships; upskilling/reskilling; sponsored initiatives; curriculum engagement and the Scottish Maritime Academy. Additional detailing of new starts, new assessors, income increases and the strategic move away from managing agents to increase growth was also shared.</p> <p>I Cocker provided details on the NESCol sub-brand, Workforce Development which is closely aligned to the overall college branding. Highlight was made of the current landscape challenges with work continuing to engage with employers. Reference was made to the dedicated resource now in place to manage employer bookings and support progression of connections. Venue hire, a newly developed area, is being advanced.</p> <p>Upskilling and reskilling case study information was shared, including The Street Knowledge Course, developed on behalf of Uber. Future opportunities were highlighted, including increased engagement with ASET. Sponsored initiatives were also spotlighted as a potential growth area. Recognition was given to other areas within the College that engage with employers beyond the BCD team and outside the apprenticeship remit.</p>	X

	<p>In response to a query regarding potential impact should employer numbers decline, reassurance was provided on the diverse approach to draw funding from a range of avenues which is continually monitored. Various curriculum engagement was discussed including esports and digital media, featuring dedicated facilities and a presence on streaming platforms like Twitch for tournaments and student projects.</p> <p>I Cocker and I Runcie left at 1201</p>	
33-25	<p><b>Any Other Business</b> No additional items.</p>	
34-25	<p><b>Summation of Actions and Date of Next Meeting</b> The next meeting will take place on Thursday 21 May 2026</p>	



## Agenda Item 38-25

### CURRICULUM & QUALITY COMMITTEE

An update on matters arising from the meeting of the Curriculum & Quality Committee held on 18 February 2026

Agenda Item	
25-25	<b>Action: Performance Against Identified Risks:</b>
	<b>Status:</b>
30-25	<b>Action: Student Support Activity Report:</b> L Taylor to provide a comprehensive update on Student Services at a future meeting.
	<b>Status:</b> In hand. Noted to be actioned early AY2026/27.



<b>CURRICULUM &amp; QUALITY COMMITTEE</b>	
<b>Meeting of 21 May 2026</b>	
<b>Title:</b> Quality Activity Interim Report	
<b>Author:</b> Acting Director of Quality	<b>Contributor(s):</b> Quality Enhancement Manager & Senior Quality Co-ordinator
<b>Type of Agenda Item:</b>	
<b>For Decision</b>	<input type="checkbox"/>
<b>For Discussion</b>	<input type="checkbox"/>
<b>For Information</b>	<input checked="" type="checkbox"/>
<b>Reserved Item of Business</b>	<input type="checkbox"/>
<b>Purpose:</b> To enable the Committee to note the interim report provided covering the formal activity undertaken by the Quality department.	
<b>Linked to Strategic Theme:</b>	
<b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b>	
N/A	
<b>Executive Summary:</b>	
<p>The team are progressing towards targeted activity for this academic session, everything planned is on schedule and there have been no complaint deadlines missed to date verifying the robust internal processes in place.</p> <p>The following report provides a full outline of formal activity completed up to the end of April 2026.</p>	
<b>Recommendation:</b> It is recommended that the Committee members note the content of the paper.	
<b>Previous Committee Recommendation/Approval (if applicable):</b> n/a	
<b>Equality Impact Assessment:</b>	
<b>Positive Impact</b>	<input checked="" type="checkbox"/>
<b>Negative Impact</b>	<input type="checkbox"/>
<b>No Impact</b>	<input type="checkbox"/>

**Evidence:**



## Our Student Experience Committee

Quality Activity Report AY 2025-26

30<sup>th</sup> April 2026

## Table of Contents

1. Focus Groups .....	2
Schedule 2025-26 .....	2
Progress Summary .....	2
Focus Group Actions .....	2
2. Stakeholder Feedback .....	3
Complaints Received .....	3
Complaint Outcomes .....	5
Compliments/Thank You's .....	5
3. Lesson Observations .....	6
4. Training sessions with Academic Improvement Leads and Curriculum Managers .....	6
5. Staff Training .....	7
Introduction to Quality Assurance 101 .....	7
Teaching in Colleges Today Award .....	8
Teaching Qualification in Further Education (TQFE) .....	8
L&D9Di Award .....	8
L&D11 Award .....	9
HN Assessor Award .....	9
HN Verifier Award .....	9
6. Curriculum Approval & Validation .....	9
Academic Year 2025-26 Submissions .....	9
7. External Verification Visits .....	11
Schedule of External Verification Visits .....	11
Outcome Summary for Completed External Verification Visits .....	11

## 1. Focus Groups

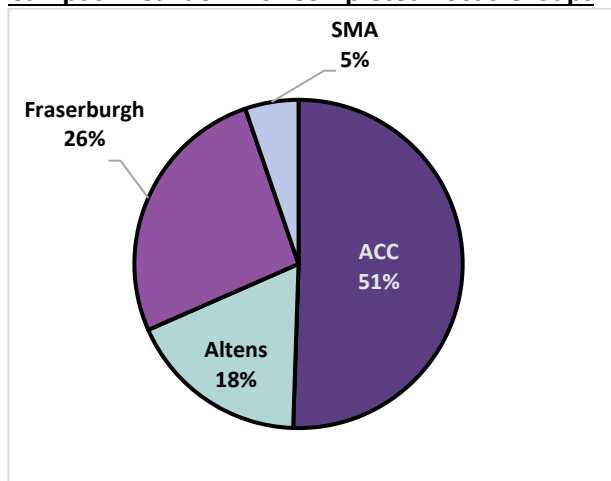
### Schedule 2025-26

Focus Groups	Themes	Target	Completed
	Induction	24	24
	Learning & Teaching	38	38
	Student Support	10	9
	Students' Association	6	5
	Equalities, RESPECT & Wellbeing	10	9
	Academic Tutor	8	8
	<b>Total</b>	<b>96</b>	<b>93</b>

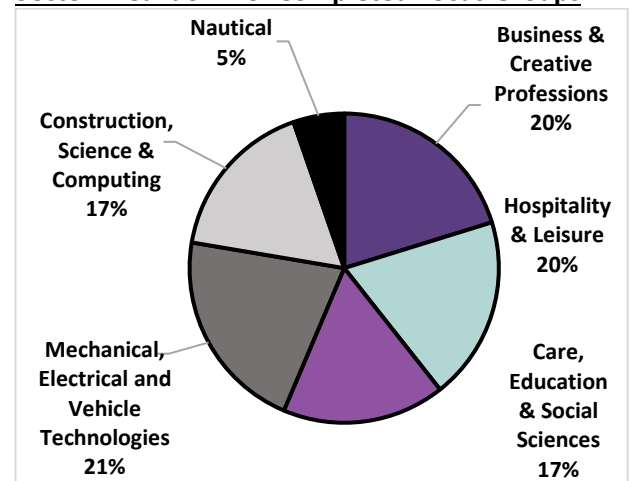
### Progress Summary

As of the 30<sup>th</sup> April 2026, the Senior Lecturers Enhancement (SLEs) have completed 96% of the scheduled focus groups for the year.

#### Campus Breakdown of Completed Focus Groups



#### Sector Breakdown of Completed Focus Groups



### Focus Group Actions

In total, 97 actions have been identified and allocated to appropriate staff for review and response. The report and the responses are issued to the student cohort via MyNescol announcement. To date there has been 10 instances of good practice identified.

Examples of good practice identified were, opportunities for external visits which keep course exciting for learners, the chance to spend time in the college restaurant enhanced the learning experience, very good level of information given; Excellent support offered by Student Support.

## 2. Stakeholder Feedback

### Complaints Received

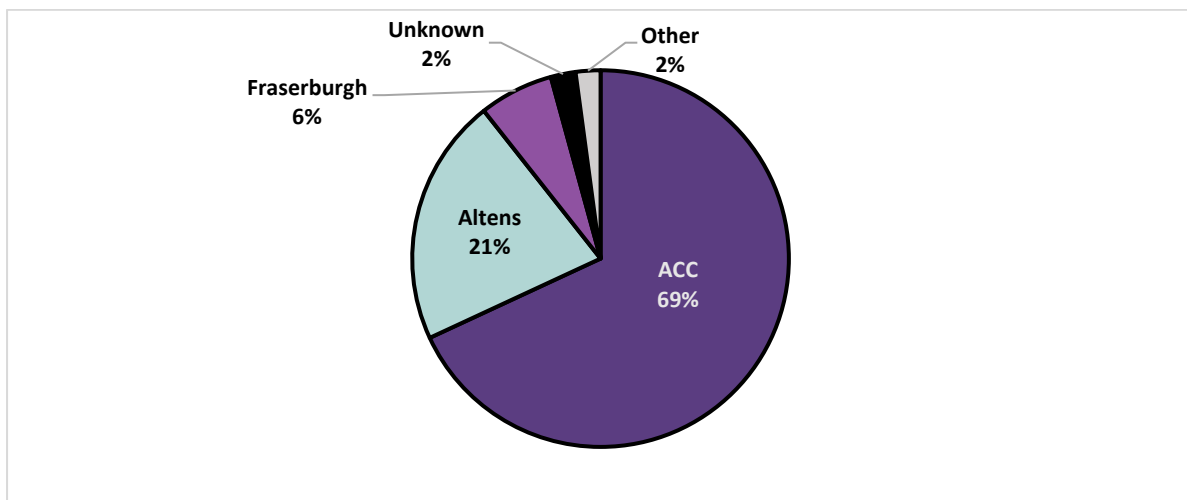
The complexity of a complaint will determine the category it is assigned and the timescale the college has to respond. The categories are as follows:

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)		Investigation (including extended investigations and escalations)	
No. received	42	No. received	7
No. open	1	No. open	1
No. closed	41	No. closed	6
Deadline met + %	100%	Deadline met + %	100%
Deadline missed + %	0%	Deadline missed + %	0%

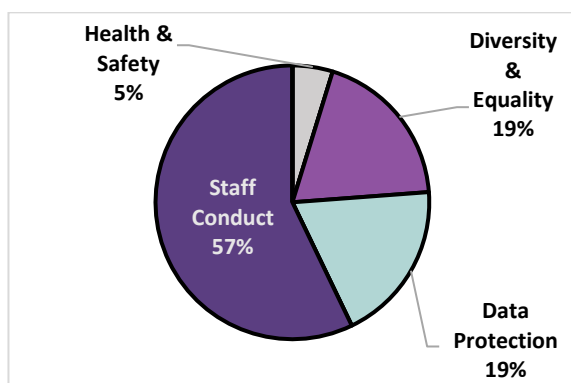
### Total % Complaints Received by Campus



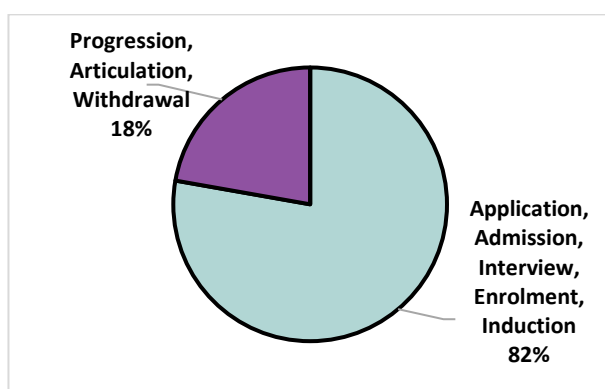
The Aberdeen City Campus has received the highest number of complaints (34) so far in academic year 2025-26. This coincides with the high stakeholder population at this campus. In comparison, the Altens campus has received 10 and the Fraserburgh campus has received three.

There has been one complaint received to be processed as Other, relating to general college issues. There has been one complaints processed as Unknown.

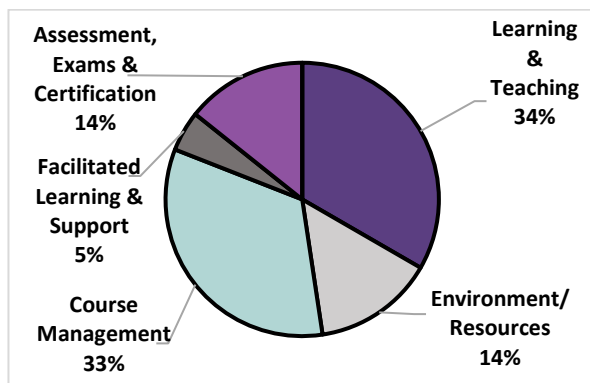
Each complaint is logged against the relevant category or categories according to its content. A summary of the categories logged so far is displayed below:



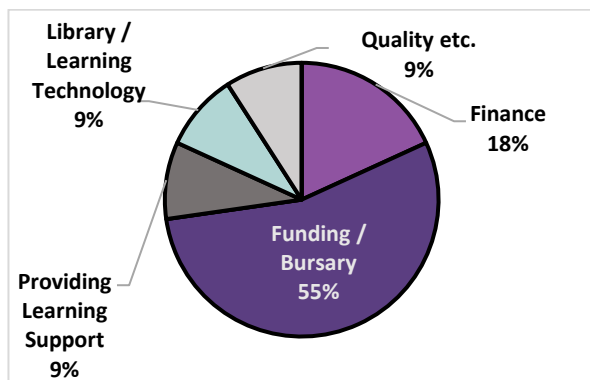
<b>C1: Customer Care</b>	
Health & Safety	1
Security	0
Diversity & Equality	4
Data Protection	4
Environmental	0
Staff Conduct	12
Student Conduct	0
Other	0



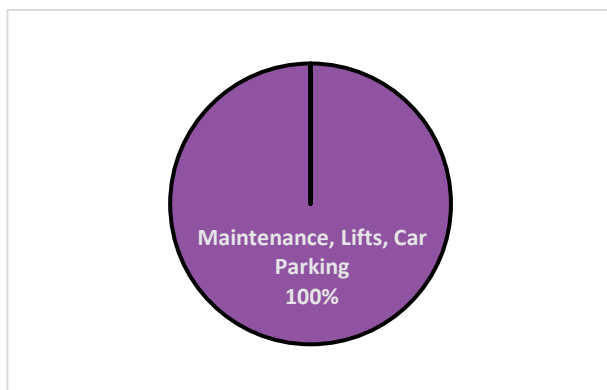
<b>C2: Applications to Progression</b>	
Marketing	0
Application, Admission, Interview, Enrolment, Induction	9
Progression, Articulation, Withdrawal	2
Other	0



<b>C3: Course Related</b>	
Learning & Teaching	8
Environment / Resources	4
Course Management	8
Facilitated Learning & Support	1
Assessment, Exams & Certification	3
Other	0



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



<b>C5: Facilities</b>	
Catering	0
Student Accommodation	0
Maintenance, Lifts, Car Parking	1
Other	0

### Complaint Outcomes

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

In line with the Scottish Public Services Ombudsman amendments to the further education complaints handling model, a 'resolved' outcome is now required to be reported. 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*	13	12	15	1
Investigation**	1	2	2	0

\*one frontline complaint remains open therefore no outcome available.

\*\*one investigation complaint remains open therefore no outcome available.

### Compliments/Thank You's

During the academic year to date, the quality department have been notified of eight compliments via the NESCol online staff compliments form and e-mails.

The compliments and thank you's were made, highlighting support provided by staff in curriculum and student support areas. Staff were credited to being supportive, kind, patient and very helpful. Learners praised the teaching styles and support of staff had enabled confidence to go to university.

All compliments are logged, acknowledged and passed on to staff members managers.

### 3. 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 Qualification in Further Education (TQFE) and Teaching in Colleges Today (TiCT), others to confirm the contractual requirement for the 6-month employment probationary period and the quality lesson observations which are on a three-year cycle across all teaching staff at NESCol.

From September until end of April, 50 quality and 12 probationary lesson observations took place, these will continue until June 2026. Regarding the other lesson observations, six TiCT observations and eight TQFE observations have been completed. All of these observations are arranged with the teaching staff member directly (qualifications) or by alert of the week in which the observation will take place (quality/probationary). In addition, a professional discussion takes place with the observee after the observation on the strengths, areas for improvement and on the embedding of the Professional Standards for lecturers within current teaching practice. A full report, and reflective account, is produced by the end of the process.

The Quality department surveyed teaching staff on how well they utilise and value the student feedback gathered at the time of the observation. A report has been produced and the key findings are as follows;

- 92% staff agreed that student feedback after lessons observations is a useful tool for them to use to reflect on and evaluate their practice with
- Where appropriate, the feedback encourages staff to make changes to their practice to benefit learners.

Staff were also asked to review the questions via this same survey and the student voice was also captured by involving student representatives from across all campuses.

Overall, the vast majority of students ( $\geq 85\%$  for each question) felt the questions were appropriate as they were however, there were some rewording suggestions and also alternative questions suggested.

This data has enabled us to reflect on the viability of the questions being asked to support reflective practice and development of teaching skills and the purpose and method of gathering the feedback to ensure it is a useful tool.

A new feedback questionnaire combining staff and student feedback on the questions posed has been developed thus providing a robust and fit for purpose questionnaire which will be distributed after lesson observations in the next academic session.

### 4. Training sessions with Academic Improvement Leads and Curriculum Managers

#### Academic Improvement Leads (AILs)

Building on the upskilling and development efforts from last academic year, the Quality department has continued its collaboration with the AIL team to foster continual improvement. As part of this initiative, we have continued to host quarterly QA Questions & Updates sessions, held during the AIL

Forum. These sessions are designed to promote open dialogue and teamwork, with the shared goal of driving quality enhancements through collective input and collaboration.

So far, three sessions have taken place this academic year. The first session covered internal verification and the management of this process. The second session involved sharing and collation of best practice around many issues including student engagement and support. The third session covered innovation in learning and teaching. The open discussions as part of the AIL forum are designed to allow good practice to be cascaded through teams across the college, promoting self-evaluation and feeding into enhancement planning. There is a fourth and final session to be undertaken which will involve self-reflection and annual round-up.

AILs seem to value the opportunity to discuss their experiences in their areas with colleagues in the wider college and also to have regular contact with an experienced member of the Quality Team in addition to their designated SLE.

### Curriculum Managers (CMs)

Newly promoted Curriculum Managers have a higher level of responsibility for Quality Assurance activities, and to support and develop those management skills the quality department run bespoke sessions with all newly promoted Curriculum Managers. The two most recent appointees have completed their training.

The training sessions listed below have been completed.

- Curriculum Team Quality site review with SLE - a snapshot for the new CM as to where their team are with IV etc. and how to manage this process
- Curriculum Approval and Validation Process (CAVP) Part 1 – why, when, what, who
- Self Evaluation, Enhancement Plans, Stop and Reviews
- Focus Groups, Lesson Observations
- Preparing for end-of-year Internal Verification & pre-delivery block 2
- CAVP Part 2 – understanding the quality assurance required on teaching materials before delivery to students.
- EV preparation support

## 5. Staff Training

### Introduction to Quality Assurance 101

As part of the re-invigorated induction program for new staff at NESCol starting in academic session 2024-25, 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 was introduced to complement the online offering. Between August 2025 and April 2026, we have had 26 staff members undertake this.

This concise 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.

### Teaching in Colleges Today Award

This is a rolling programme across the academic year and the final cohort began in February. There were 10 candidates originally enrolled – two were withdrawn by their Curriculum Manager. Of the eight remaining candidates, four have already completed. The course is for those new teaching staff who do not have any professional teaching qualifications.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
25-26 Candidates	10	2	8	4	50

### Teaching Qualification in Further Education (TQFE)

There are eight candidates scheduled to undertake the TQFE course this academic session. The course itself is delivered by the University of Aberdeen.

The Senior Lecturer Enhancement is responsible for completing one lesson observation per candidate to gather evidence for the award, and are available as co-tutors should candidates require additional support. The first tranche of observations by SLEs took place in October - December 2025 with the second tranche from March - May 2026 being undertaken by the University lead.

### L&D9Di Award

There were initially 12 L&D9Di candidates proposed for the qualification this academic session, one was withdrawn by their line manager and another had to withdraw due to the availability of appropriate units, candidates and internal verification support but the others are continuing and we are expecting them to complete by June 2026.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
25-26 Candidates	12	2	10	5	50

### L&D11 Award

There were five candidates enrolled in this academic year. One has now left college employ however we are expecting all others to complete by June 2026.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
25-26 Candidates	5	1	4	1	25

### HN Assessor Award

There are 10 candidates scheduled to undertake their qualification this academic session. One candidate has failed to meet the evidence requirements, however most are progressing well and we are expecting them to successfully complete by June 2026.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
25-26 Candidates	19	1	18	6	33

### HN Verifier Award

10 candidates are undertaking their qualifications this academic year and we are expecting them to successfully complete by June 2026.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
25-26 Candidates	10	0	10	6	60

## 6. Curriculum Approval & Validation

### Academic Year 2025-26 Submissions

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

Group Award Proposals		
Awarding Body	Qualification	Status
QS	NPA Construction Operations (L5)	Developed
QS	PDA Painting & Decorating (L7)	Developed
OPITO	OPITO CCUS (L6)	Developed
OPITO	OPITO Wind (L6)	Developed
City & Guilds	Certificate in Barbering (L2)	Developed
QS/NESCOl	Computing Technologies & Esports (L4)	In progress
QS/NESCOl	Computing Technologies & Esports (L5)	In progress
QS	NPA Esports (L5)	In progress
IMI	Diploma in Automotive Maintenance (L1)	In progress

Group Award Proposals		
Awarding Body	Qualification	Status
IMI	Diploma in Automotive Entry (L3)	In progress
QS	Pathway to Coaching and Fitness (L6)	In progress
QS	HNC NextGen Social Sciences	In progress
QS	NPA Beauty & Hairstyling (L4)	In progress
City & Guilds	Hydrocarbon Refrigeration, Air Conditioning and Heat Pump Installation Servicing & Maintenance (L2)	In progress
SIAS	Introduction to Hydrocarbon Safety (L2)	In progress
QS	HNC Social Services NextGen: HN	In progress
QS	Cert of Education in Nautical Science	In progress
QS	HNC Administration & IT Technology	In progress
QS/NESCol	Pre-Apprenticeship - Plumbing	In progress

Group Award Modifications		
Awarding Body	Qualification	Status
QS	HND Media and Communications	Developed
QS/NESCol	Photography Portfolio Builder (L6)	Developed
QS/NESCol	Advanced Social Care (L6)	Developed
QS/NESCol	Computer Game Design (inc. Introduction to Esports) L5	Developed
QS	HND Applied Science (L8)	Developed
QS	HNC Applied Science (L7)	Developed
NCFE/QS/ NESCol	Introduction to the Hospitality Industry (L3/4)	Developed
QS	SVQ Retail Skills (L4)	Developed
NESCol	Preparation for Work	Developed
QS	SVQ Business and Administration (L3)	Developed
QS/NESCol	Fashion Business (L6)	Developed
QS/NESCol	Science Foundations (L5)	Developed
QS	HND Contemporary Art Practice	Developed
QS	NPA Scientific Technologies	In progress
QS	HNC Measurement and Control Engineering	In progress
QS	NPA Progression Award in Business Skills + workplacement unit	On Hold
QS	Business, Accounting & Administration (L5/6)	In progress
QS	HND Social Science (Yr 2)	Developed
QS	Mental Health and Wellbeing Award Level 6	Developed
QS	Introduction to Business & Administration Level 4	Developed

## 7. External Verification Visits

### Schedule of External Verification Visits

Awarding Body	Scheduled Visits	Completed Visits
Qualifications Scotland/Scottish Qualifications Authority (SQA)	41	10
City & Guilds (C&G)	14	6
International Leadership Management (ILM)	2	2
Northern Council for Further Education (NCFE)	2	1
Association of Accounting Technicians (AAT)	1	1
Excellence, Achievement and Learning (EAL)	2	2
Institute of the Motor Industry (IMI)	1	1
King's Trust	1	1
<b>Total</b>	<b>64</b>	<b>24</b>

### Outcome Summary for Completed External Verification Visits

Awarding Body	Actions	Good Practice	Recommendation / Improvement
Qualifications Scotland/Scottish Qualifications Authority (SQA)	3	20	10
City & Guilds (C&G)	7	0	1
Institute of the Motor Industry (IMI)	0	0	4
International Leadership Management (ILM)	3	0	1
Northern Council for Further Education (NCFE)	0	0	0
Association of Accounting Technicians (AAT)	2	0	0
Excellence, Achievement and Learning (EAL)	0	11	0
King's Trust	0	0	0
<b>Total</b>	<b>15</b>	<b>31</b>	<b>16</b>

Actions and recommendations are tracked by the Acting 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.



CURRICULUM & QUALITY COMMITTEE Meeting of 21 May 2026	
<b>Title:</b> AY2026-27 Curriculum Planning Update	
<b>Author:</b> Robert Laird Head of Planning and Academic Partnerships	<b>Contributor(s):</b>
<b>Type of Agenda Item:</b>	
<b>For Decision</b> <input type="checkbox"/> <b>For Discussion</b> <input checked="" type="checkbox"/> <b>For Information</b> <input type="checkbox"/> <b>Reserved Item of Business</b> <input type="checkbox"/>	
<b>Purpose:</b>	
To enable the Committee to consider the College's high-level overview of activity planning for AY2026-27.	
<b>Linked to Strategic Theme:</b>	
1. Being Agile and Responsive	
<b>Linked to Strategic Risk(s):</b>	
<b>Executive Summary:</b>	
This paper presents a high-level overview of curriculum planning activity for AY2026–27, set within the context of the key risks, assumptions and caveats. It also outlines Curriculum 2030, a central strand of the NESCol Strategic Plan 2025–30, which underpins the development of a modern, responsive and future-focused curriculum.	
<b>Recommendation:</b>	
It is recommended that the Committee consider and discuss the information provided.	
<b>Previous Committee Recommendation/Approval (if applicable):</b>	



**Agenda Item 46-25**

**Equality Impact Assessment:**

**Positive Impact**     

**Negative Impact**   

**No Impact**           

**Evidence:**

**CURRICULUM & QUALITY COMMITTEE**

**Meeting of 21 May 2026**

**AY2026-27 Curriculum Planning Update**

**1.0 Introduction – Context and Influences**

- 1.1 The attached spreadsheet (Appendix A) provides a high-level overview of activity planning for AY2026-27. It focuses on Scottish Funding Council (SFC) credit bearing activity. This planning has been undertaken in the context of a volatile external environment influenced by a number of international, national and regional influences.
- 1.2 At an international level, continuing economic uncertainty and the transition to low-carbon and sustainable economies are driving significant changes in skills demand. This is particularly relevant for the North East of Scotland, where the shift from traditional oil and gas industries to a broader energy transition economy is reshaping workforce requirements and requiring both reskilling and new entrant pipelines.
- 1.3 Nationally, curriculum planning is influenced by Scottish Government and Scottish Funding Council priorities, including the implementation of the Tertiary Quality Enhancement Framework (TQEF) and a continued focus on quality, outcomes and system-wide coherence. There is also an ongoing emphasis on addressing skills shortages in key sectors, supporting economic recovery and growth, and improving access, equality and learner success. These drivers require the College to ensure that provision remains relevant, high quality, and responsive to changing policy expectations.
- 1.4 At a regional level, the College operates within a dynamic economic environment shaped by local labour market demand, community planning priorities and employer engagement. Strong partnerships with industry bodies and regional stakeholders (such as the Regional Learning and Skills Partnership) are critical in informing curriculum development, particularly in priority areas such as energy, engineering and construction. The influence of regional strategies and programmes supports the alignment of curriculum with employment opportunities and pathways into work.
- 1.5 These external drivers are directly reflected in the College's Strategic Plan 2025–2030. The Plan emphasises a strong regional focus, a commitment to sustainability and innovation, and the need to align curriculum provision with labour market needs and future growth sectors. It also highlights cross-cutting priorities such as skills development, wellbeing and efficiency, alongside a focus on ensuring long-term sustainability and delivering positive outcomes for learners and the economy.
- 1.6 Activity planning for AY2026-27 takes into account the above influences and also current activity. Managers have also considered demand – enrolment and application trends – to determine their enrolment targets. In some areas capacity is also a significant factor – either through limitations on staffing or access to specialist facilities. Business cases have been considered where necessary to increase capacity for areas of high demand.



## Agenda Item 46-25

- 1.7 In addition to SFC-funded core provision, the curriculum planning process incorporates Skills Development Scotland (SDS) funded Modern Apprenticeships (MAs) and commercial training activity. These strands are treated as integral components of the overall curriculum model rather than discrete or standalone activity.

Planning is undertaken on a whole-portfolio basis, ensuring that:

- Resource coordination: Staffing, specialist facilities and equipment are deployed flexibly across full-time, part-time, MA and commercial delivery to maximise utilisation and responsiveness to demand.
- Curriculum coherence: Programme design aligns MA frameworks, HN provision and other accredited qualifications where appropriate, supporting progression pathways and avoiding duplication of delivery.
- Credit utilisation: Where eligible, SFC credits are applied to support relevant elements of MA and other provision, enabling more efficient use of the College's funded activity allocation while maintaining compliance with guidance.
- Financial sustainability: Commercial income and SDS contract activity are planned alongside core provision to support delivery viability and reinvestment in priority curriculum areas.

This approach provides assurance that the full breadth of activity is managed in a co-ordinated and sustainable way, with planning decisions informed by regional skills demand, employer engagement and funding conditions.

- 1.8 Curriculum 2030 is a key strand of the College's strategic ambition set out within the NESCol - Strategic Plan 2025-30, supporting the delivery of a modern, responsive and future-focused curriculum. It reflects the College's commitment to ensuring that learning remains relevant, high quality and closely aligned to the needs of students, employers and the wider regional economy.

At its core, Curriculum 2030 is about transforming learning and teaching to meet the demands of a rapidly changing world. This includes strengthening links with industry, responding to emerging skills needs, and embedding innovation and digital approaches within curriculum delivery. It aligns with the broader strategic aim of positioning the College as a leader in delivering education that supports both current workforce needs and future economic priorities.

The initiative also places a strong emphasis on the student experience, ensuring that learners benefit from clear pathways, supportive environments, and programmes that prepare them effectively for employment, further study, and lifelong learning. This includes creating more flexible and inclusive learning opportunities, and supporting students to develop both technical and broader skills required for success in a dynamic labour market.

More broadly, Curriculum 2030 contributes to the College's strategic themes of innovation, sustainability and regional impact, ensuring that the curriculum evolves in line with economic change, particularly in areas such as energy transition and new technologies.

Curriculum teams will embark on an evidence-led planning exercise for Curriculum 2030, drawing on demographic, economic and social intelligence about the North East of Scotland. Further information is given in 5.0.



## **2.0 Scottish Funding Council (SFC) Targets**

The College's activity planning is structured around the credit targets set by the SFC, which determine the level of funded teaching activity to be delivered in the academic year.

For AY2026–27, the College has been set an indicative core credit target of 115,931 credits. These credits represent the total volume of learning to be delivered, with one credit broadly equating to approximately 40 hours of learning and teaching activity.

The SFC target encompasses all core provision, including full-time, part-time, school-college programmes and Foundation Apprenticeships. The activity plan translates this overall credit target into planned enrolments across programme areas, applying assumptions around class sizes, delivery models and expected student retention to ensure that the target is achieved in practice.

The SFC applies a tolerance threshold to recognise that colleges may not deliver their credit target exactly as planned in an academic year.

Under current arrangements, colleges are allowed a small margin of under-delivery (typically up to 2% of their agreed credit target) before any funding recovery is considered.

In practice, this means that:

- If delivery remains within the tolerance level, the College retains full funding.
- If delivery falls beyond this threshold, the SFC may seek to recover a proportion of funding linked to the shortfall.

For activity planning purposes, the College monitors delivery closely against both the overall target and the tolerance threshold to ensure that funded activity levels are achieved and financial risk is minimised.

## **3.0 Assumptions, Caveats and Risks**

### **3.1 SFC Funding Eligibility Rules**

#### **3.1.1 Full-time**

The SFC has not yet issued credit guidance for AY2026–27; however, it is anticipated that there will be no significant changes to the current model. On this basis, the activity plan has been developed using existing assumptions, namely that full-time Further Education students will attract 16 credits, full-time Higher Education students will attract 15 credits, and that the overall average credit value per student will be 16.

#### **3.1.2 Additional Funded Places**

These places were designed to increase capacity for some priority subject areas at a time when credit activity was a limiting factor. They were offered in partnership with Robert Gordon University (RGU) and paid for through a separate funding mechanism. These full-time enrolments are therefore removed from the credit generating activity.



## Agenda Item 46-25

### 3.2 Retention

Under SFC guidance, an “early withdrawal” occurs when a student leaves their course before a defined funding qualifying date. This date determines whether the College can claim funding for that student.

- For full-time courses, early withdrawal is normally defined as leaving within the first five weeks of the course start date.
- For part-time courses, early withdrawal is defined as leaving before approximately 25% of the course has been completed.

Students who withdraw before this point are not counted for funding purposes, meaning the College cannot claim associated credits.

### 4.0 Comments on Planned Activity

#### 4.1 Full-Time HE/FE

The planned enrolments and planned credits were taken from a course-level planning exercise undertaken by Heads of Sectors and curriculum teams, based on previous enrolments and application trends. A predicted retention rate of 98.5% has been applied to HE and 96% to FE.

#### 4.2 Late Starts

Following the success of the late start programme in AY2025-26 (100 enrolments, generating 763 credits), a plan for late starts is being discussed with curriculum teams, with 115 planned enrolments to generate 1,100 credits. Some of this activity relates to the Energy Transition Skills Hub (ETSH). Early involvement with Skills Development Scotland (SDS), to identify potential students and occupational areas, will take place in August/September, and an offer will be created and advertised via partners (local authorities, SDS, DYW North East, and Community Planning Aberdeen). A predicted retention rate of 96.5% has been applied.

#### 4.3 Part-Time

For AY2026-27 part-time enrolments have been increased by just under 1,000 credits on the previous year, taking into account increased provision by the ETSH. A predicted retention rate of 98% has been applied.

#### 4.4 Business and Community Development (BCD)

There is no increase to the BCD credit target.

#### 4.5 Foundation Apprenticeships

Foundation Apprenticeship activity has been maintained to reflect the continuing demand. A predicted retention rate of 95% has been applied.

#### 4.6 Schools

Schools activity has been maintained to reflect continued interest, and a planned credit bearing induction in June 2027. A predicted retention rate of 96.5% has been applied.

#### 4.7 Additional Funded Places

Working in partnership with The Robert Gordon University, 150 places are planned for the Additional Funded Places Scheme, linked to joint offers. These places will be allocated to social sciences, business and sports.



## Agenda Item 46-25

### 4.8 Energy Transition Skills Hub

Credit-bearing activity for the Energy Transition Skills Hub (ETSH) is included within the College's core activity plan (Appendix A), with a more detailed overview of the Hub's wider programme set out in Appendix B.

The supporting plan is presented in a simple format, with each course listed alongside key details such as subject area, level, delivery method (full-time or part-time), expected learner numbers, and any notes on readiness or requirements.

Overall, the AY2026–27 programme represents a large and well-targeted offer to support skills for the energy transition, building on the offer for AY2025-26. This is an incremental increase and the curriculum will be developed further as the workshop equipment procurement and fit out is progressed. It is mainly focused on part-time courses, designed to help people already in work update their skills, with a smaller number of full-time courses providing entry routes into key sectors.

The curriculum is strongly centred on engineering and construction, particularly areas such as welding and mechanical engineering, which remain in high demand. Alongside this, there is clear growth in low-carbon and energy-related subjects, including renewables, electric vehicles, and low-carbon heating, reflecting changes in the regional economy.

Most planned courses are expected to run and are supported by existing experience and facilities, meaning overall delivery risk is low to moderate. Some newer courses, particularly in emerging technologies, carry higher risk due to factors such as staff training needs, specialist equipment, or uncertainty around demand, but these risks are understood and can be managed. Demand for upskilling is partly-dependent on employer confidence which may be mitigated by subsidising places which could come from funding from the NESA or the Skills Hub's bids to North East Scotland Investment Zone (NESIZ).

In summary, the Skills Hub programme offers a strong mix of in-work training and entry pathways, with good scale, clear alignment to regional priorities, and a realistic level of delivery confidence.

### 5.0 Curriculum 2030

Curriculum teams will embark on an evidence-led planning exercise for Curriculum 2030, drawing on demographic, economic and social intelligence about the North East of Scotland.

Each area will produce a plan, with pre-populated elements from the Market Insight Analyst.



## Agenda Item 46-25

The format of the plan will be as follows:

### College-Wide

#### **(a) Introduction (College-wide, prepared by Market Insight Analyst)**

This section sets the evidence-led context for Curriculum 2030, drawing on demographic, economic and social intelligence about the North East of Scotland. It should clearly articulate the external drivers shaping learner demand, skills need and delivery models. This is based on the whole College and not individual curriculum or subject areas.

Useful underpinning data includes:

- Population and Demographics
- Overall population trends (growth/decline) across Aberdeen City and Aberdeenshire
- Age profile projections (school-age, working-age, and 50+ populations)
- Migration patterns (inward/outward, international, student retention)
- SIMD profiles and areas of persistent deprivation
- Rurality and travel-to-learn considerations
- Schools and Young People
- Primary and secondary school roll projections
- Senior phase participation patterns
- Attainment data (including attainment gaps)
- Post-school destination data (HE, FE, employment, training, unemployment)
- ASN prevalence and trends
- Adult Learners and Communities
- Qualification levels within the adult population
- Participation in lifelong learning and reskilling
- Economically inactive groups

### Subject Area Specific

#### **(b) What We Know About the Region We Serve? (pre-populated by Market Insight Analyst)**

Environmental scan relating to the subject area:

- Employment and Economy
- Growth and decline sectors (eg energy transition, digital, care, construction)
- Replacement demand vs growth demand
- Employer skills shortages and vacancies
- Regional Skills Assessment (RSA) priorities
- Workforce upskilling and progression needs

There should be space, here, for intelligence gathered by the curriculum teams, eg specific employer intelligence.



## Agenda Item 46-25

### **(c) What We Currently Deliver? (pre-populated by Market Insight Analyst)**

This section provides a clear, baseline of NESCol's current curriculum offer and strengths, aligned to the current regional need and national policy expectations.

It should summarise:

- The breadth and level mix of provision (school–college, full-time, part-time, apprenticeships, HE pathways)
- Key curriculum strengths linked to regional priorities
- Modes of delivery (campus-based, blended, online, employer-led)
- Existing articulation, progression and partnership arrangements
- Participation patterns and learner outcomes
- Areas of sustained demand and pressures on capacity

### **(d) What We Will Change to Meet Regional Need by 2030? (Prepared by curriculum teams)**

This forward-looking section sets out strategic curriculum intent, showing how Curriculum 2030 responds to the evidence set out earlier.

It should focus on:

- Rebalancing provision to reflect demographic change and learner demand
- Growing curriculum areas aligned to regional economic transition
- Redesigning delivery models to improve access, flexibility and progression
- Strengthening employer-led and work-based learning
- Enhancing pathways for adult returners and under-represented groups
- Making better use of digital, modular and credit-based approaches

This will ultimately lead to a subject area and whole College curriculum roadmap.

Revision Date: 9 February 2026

SFC Targets	
	AY2026-27
Core Credits Target	115,931
<b>Total Credits Target</b>	<b>115,931</b>

Indicative funding announcement - 25 March 2026

	AY2025-26				AY2026-27					
	Enrolments		Credits		Enrolments	Credits				
	Planned	Forecast* (retention rate applied)	Planned	Forecast* (retention rate applied)	Planned	Planned	Predicted Retention	Predicted (Planned x Retention)		
Full-Time HE	2,112	2,059	31,680	29,962	2,085	31,275	0.985	30,806	Full-Time HE	Full-time planning spreadsheet
Full-Time FE	4,031	4,043	64,496	63,793	4,038	64,608	0.960	62,024	Full-Time FE	Full-time planning spreadsheet
Late Start Programmes	100	102	869	763	115	1,150	0.965	1,110	Late Start Programmes	
Part-Time	2,300	2,388	7,448	8,108	2,300	9,000	0.980	8,820	Part-Time	Based on AY2025-26 offer; increase for ETSH
Business and Community Development	3,700	6,314	8,544	7,683	3,700	8,630	0.990	8,544	Business and Community Development	
Foundation Apprenticeships	271	251	2,338	2,138	271	2,461	0.950	2,338	Foundation Apprenticeships	Based on AY2025-26 offer
Schools	6,000	1,427	5,501	4,728	6,000	6,400	0.965	6,176	Schools	Based on AY2025-26 offer
<b>Total Activity</b>	<b>18,514</b>	<b>16,584</b>	<b>120,875</b>	<b>117,175</b>	<b>18,509</b>	<b>123,524</b>		<b>119,817</b>	<b>Total Activity</b>	
Additional Funded Places	150	150	2,250	2,250	150	2,250	1.00	2,250	Additional Funded Places	
End of Year Cleansing				200				200	End of Year Cleansing	
<b>Reductions Total</b>	<b>150</b>	<b>150</b>	<b>2,250</b>	<b>2,450</b>	<b>150</b>	<b>2,250</b>		<b>2,450</b>	<b>Reductions Total</b>	
<b>TOTAL</b>	<b>18,364</b>	<b>16,434</b>	<b>118,625</b>	<b>114,725</b>	<b>18,359</b>	<b>121,274</b>		<b>117,367</b>	<b>TOTAL</b>	

\* Forecast position from monthly activity overview, as at 2 February 2026

Predicted Credits v Target	101.2%
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RAG RATING	COURSE TITLE	DISCIPLINE	SCQF LEVEL	LOCATION	FULL TIME	PT DAY	PT EV/WK	Blended	AWARDING BODY	TARGET MARKET	TARGET ENROL	NO OF GROUPS
First time ambition	CNC Programming	Advanced Manufacture		Skills Hub	N	N	Y	N	College	Upskilling	10	1
First time ambition	3D Printing and Scanning	Advanced Manufacture		Skills Hub	N	N	Y	N	College	Upskilling	10	1
First time ambition	Using PLCs	Advanced Manufacture		Skills Hub	N	N	Y	N	College	Upskilling	10	1
Developed and ready	OPITO Global Qualifications - Introduction to CCUS	CCU	6	Skills Hub	N	N	N	Y	OPITO	General	10	1
Should run	Solar Thermal	Domestic heating		Skills Hub	N	Y	Y	N	BPEC	Upskilling	10	1
First time ambition	PDA Advanced Manufacture	Advanced Manufacture	7	Skills Hub	N	N	Y	N	SQA	Upskilling	12	1
Should run	MA/NC Increase - electrical	Electrical engineering	6	Skills Hub	N	Y	N	N	SQA	MA	12	1
Should run	Girls in Energy	General Engineering	5	Skills Hub	N	Y	N	N	SQA	Schools	12	1
Should run	MA/NC Increase - mechanical	Mechanical	6	Skills Hub	N	Y	N	N	SQA	MA	12	1
Should run	PEO L2 Mechanical Maintenance	Mechanical	5	Skills Hub	N	Y	N	N	SQA	General	16	1
Should run	PEO L2 Welding	Welding	5	Skills Hub	N	Y	N	N	SQA	General	16	1
Should run	MA/NC Increase - welding	Welding	5	Skills Hub	N	Y	N	N	SQA	MA	16	1
Should run	Access to Welding - PEO L1 Welding	Welding	4	Skills Hub	N	N	Y	N	SQA	General	16	1
Should run	CECA	Civil/groundwork	5	Skills Hub	Y	N	N	N	SQA	General	16	1
Should run	PEO L2 Mechanical Maintenance	Mechanical	5	Skills Hub	Y	N	N	N	SQA	General	16	1
Should run	PEO L2 renewables	Renewables	5	Skills Hub	Y	N	N	N	SQA	General	16	1
Should run	Access to Welding - PEO L1 Welding (18 weeks)	Welding	4	Skills Hub	Y	N	N	N	SQA	General	16	1
Should run	NC Welding	Welding	5	Skills Hub	Y	N	N	N	SQA	General	16	1
Should run	Pre-app Fab & Weld	Welding	5	Skills Hub	Y	N	N	N	SQA	General	16	1
Developed and ready	OPITO Global Qualifications - Introduction to Hydrogen	Hydrogen	6	Skills Hub	N	N	N	Y	OPITO	General	20	1
Developed and ready	OPITO Global Qualifications - Introduction to Offshore Wind	Wind	6	Skills Hub	N	N	N	Y	OPITO	General	20	1
Should run	EV Awareness	Electric Vehicle		Altens Campus D	N	Y	Y	N	IMI	General	24	2
Should run	EV Maintenance L2	Electric Vehicle		Altens Campus D	N	Y	Y	N	IMI	Upskilling	24	2
Should run	EV Maintenance L3	Electric Vehicle		Altens Campus D	N	Y	Y	N	IMI	Upskilling	24	2
Should run	Water Regulations/Byelaws	Domestic heating		Skills Hub	N	Y	Y	N	BPEC	Upskilling	30	3
Should run	Invented hot water systems	Domestic heating		Skills Hub	N	Y	Y	N	BPEC	Upskilling	30	3
Should run	NC Mechanical Maintenance	Mechanical	5	Skills Hub	Y	N	N	N	SQA	General	30	2
Should run	TIG Welding (FSF12)	Welding	6	Skills Hub	N	N	Y	N	SQA	General	32	2
Should run	MIG Welding (FSF712)	Welding	6	Skills Hub	N	N	Y	N	SQA	General	32	2
Should run	ECITB Work ready	General Engineering	4	Skills Hub	Y	N	N	N	ECITB	General	32	2
Should run	PEO L2 Welding	Welding	5	Skills Hub	Y	N	N	N	SQA	General	32	2
Should run	18th Edition Electrical	Electrical engineering		Skills Hub	N	Y	Y	N	C&G	Upskilling	36	3
Should run	Air & Ground Source Heat Pump installation	Domestic heating		Skills Hub	N	Y	Y	N	BPEC	Upskilling	48	3
Should run	EV charging installation	EV Charging		Skills Hub	N	Y	Y	N	C&G	Upskilling	48	3
Should run	Ammonia Awareness	Engineering		Skills Hub	N	Y	N	N	College	Upskilling	TBC	TBC
Should run	Oxy-acetylene Brazing	Engineering		Skills Hub	N	Y	N	N	College	Upskilling	TBC	TBC
Should run	Gas Safety	Engineering		Skills Hub	N	Y	N	N	College	Upskilling	TBC	TBC
Should run	Thread Awareness	Mechanical		Skills Hub	N	Y	N	N	College	Upskilling	TBC	TBC
Should run	Safe use in Abrasive Wheels	Mechanical		Skills Hub	N	Y	N	N	College	Upskilling	TBC	TBC
Should run	Connected Competence	Mechanical		Skills Hub	N	Y	Y	N	ECITB	Upskilling	TBC	TBC



<b>CURRICULUM &amp; QUALITY COMMITTEE</b>	
<b>Meeting of 21 May 2026</b>	
<b>Title:</b> Student Satisfaction & Engagement Survey AY2025-26	
<b>Author:</b> Acting Director of Quality	<b>Contributor(s):</b> Senior Quality Co-ordinator
<b>Type of Agenda Item:</b>	
<b>For Decision</b>	<input type="checkbox"/>
<b>For Discussion</b>	<input type="checkbox"/>
<b>For Information</b>	<input checked="" type="checkbox"/>
<b>Reserved Item of Business</b>	<input type="checkbox"/>
<b>Purpose:</b> To enable the Committee to note the results of the Student Satisfaction & Engagement Survey for the AY2025-26 student cohorts, a key quality improvement tool used to measure levels of student satisfaction.	
<b>Linked to Strategic Theme:</b>	
<b>4. Delivering Excellence and Innovation</b>	
<b>Linked to Strategic Risk(s):</b>	
N/A	
<b>Executive Summary:</b>	
<p>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, which incorporates the Scottish Funding Councils (SFC) 13 mandatory national survey statements. The three-year trend data provided captures student survey outcomes for full-time, part-time, school link and distance/flexible students.</p> <p>The SFC set a sector target of 50% participation rate for the Student Satisfaction &amp; Engagement survey for full-time and part-time further and higher education students. There is no participation target set for the distance/flexible learning students. Overall the College once again achieved a high level of engagement in both student response rates and satisfaction levels.</p> <p>The AY2025-26 Student Satisfaction &amp; Engagement Survey for <b>full-time</b> students recorded 4,199 responses in comparison to 4050 in AY2024-25. Overall, 91.8% of students are satisfied with the College, a slight increase of 1% in comparison to AY2024-25, and an overall 96% of students would recommend the College to others.</p>	

The AY2025-26 Student Satisfaction & Engagement Survey for **part-time** students recorded 583 responses in comparison to 437 in AY2024-25. Overall, 91.9% of students are satisfied with the College, an increase of 2.1% in comparison to AY2024-25, and 94% of students would recommend the College to others.

The AY2025-26 Student Satisfaction & Engagement Survey for **distance/flexible learning** students recorded 22 responses in comparison to 58 in AY2024-25. Overall, 80.9% of students are satisfied with the College, an increase of 3.9% in comparison to AY2024-25, and 91% of students would recommend the College to others.

The AY2025-26 Student Satisfaction & Engagement Survey for **school-link** students recorded 670 responses in comparison to 430 in AY2024-25. Overall, 92.8% of students are satisfied with the College, an increase of 3.5% in comparison to AY2024-25, and an impressive 98% of students would recommend the College to others.

A breakdown at Sector, Team and course level can be accessed from the College's Power BI Report Server and is available for all college staff to access. The curriculum and support teams incorporate the data into self-evaluation activities, where it is reviewed, analysed and used as a tool to identifying areas for improvement and good practice.

**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 Satisfaction & Engagement Survey Report

## AY 2025-26

## Table of Contents

Overview .....	1
Participation Target Figures .....	1
Mandatory SFC Statements & NESCol Statements .....	1
Overall College Student Satisfaction Outcomes .....	2
Full Time Student Satisfaction Outcomes .....	2
Full Time Survey Results.....	3
SFC Comment Box .....	5
Positive Qualitative Feedback Wakelet.....	5
Appendix 1 Part Time Survey Satisfaction .....	6
Appendix 2 Distance/Flexible Satisfaction .....	9
Appendix 3 School Link Survey Satisfaction.....	12

## Overview

The Student Satisfaction & Engagement Survey (SS&ES) is a measure of satisfaction relating to college services and experiences issued near the end of the academic year. The Scottish Funding Council (SFC) use this national approach to monitor student satisfaction and engagement across all colleges in the sector. The College is required to submit the outcomes of the mandatory statements to the SFC which informs the full national sector-level satisfaction and response data report. The outcomes of the survey also supports colleges to evidence impact and improvement within outcome agreements.

## Participation Target Figures

The Scottish Funding Council set a Student Satisfaction & Engagement survey sector target response rate of at least 50% for full-time (FT) and part-time (PT) further and higher education students. North East Scotland College (NESCol) achieved the following response rates for the AY 2025-26 survey:

- FT Further Education (FE) – 77.20% (AY24-25 - 81.11%)
- FT Higher Education (HE) – 76.04% (AY24-25 – 76.45%)

The full-time response target from SFC was exceeded for both FE and HE students. NESCol response rates decreased by 3.91% for FT FE, and although exceeding the SFC target, there was also a 0.41% decrease in the NESCol response rate for FT HE learners in comparison to AY2024-25

- PT Further Education (FE) – 69.40% (AY24-25 – 57.58%)
- PT Higher Education (HE) – 65.77% (AY24-25 – 68.86%)

The SFC part-time response target was exceeded for both FE and HE learners. NESCol response rates increased by 11.82% for PT FE, and although exceeding the SFC target, there was a 3.09% decrease in the NESCol response rate for PT HE learners in comparison to AY2024-25. Please note for the purpose of internal reporting that the part-time and school link outcomes are presented separately, but are combined for the SFC data submission.

The high levels in NESCol participation rates are credited to the staff who work tirelessly to engage and motivate the students to complete the survey, informing them how important their feedback is for future college delivery.

Although there is no SFC response target set for the distance/flexible learning students the college achieved a response rate of 5.15%, unfortunately this is a 9.42% decrease in comparison to the 14.57% response rate in the previous year. This mode of student is notoriously difficult to survey and there is no clear reason to why the response rate fell this year.

## Mandatory SFC Statements & NESCol Statements

The Scottish Funding Council provide 13 mandatory statements that must be used in all college student satisfaction and engagement surveys. The data presented in this report has been broken down to display the SFC mandatory statements for each mode of qualification and also includes the statements set by the College, as they are combined into one student survey. The College set internal

levels of satisfaction to allow measures to be determined for improvements and to provide trend data of satisfaction which can be quantified across all service.

The results table show the number of full-time students who answered each of the SFC and college statements and the percentage of positive satisfaction results. Appendices 1-3 provide the satisfaction outcomes for part-time, school link and distance/flexible student results.

The overall positive satisfaction calculates the percentage of students who selected the *Agree* or *Strongly Agree* options in response to each question.

Any results that are below or equal to 85% positive satisfaction are highlighted in either Amber or Red. All satisfaction levels below 85% are addressed by the curriculum and service teams as part of their continuous self-evaluation activities.

College Measure of Satisfaction Level		85.01%+
		75.01-85.00%
		0-75.00%

### Overall College Student Satisfaction Outcomes

The overall college satisfaction for the Student Satisfaction & Engagement survey data AY 2025-26 remains high at 92% improving again on the three year trend.

	2023-24	2024-25	2025-26
Overall positive satisfaction	89.6%	90.3%	91.87%

### Full Time Student Satisfaction Outcomes

The College continues to maintain a consistently high level of student satisfaction across the majority of the SFC and college statements, as illustrated in the three-year trend table below, reaching a strong 92%.

	2023-24	2024-25	2025-26
Overall positive satisfaction	89.4%	90.8%	91.8%

The percentage of positive satisfaction achieving amber or red levels will be addressed by individual curriculum and support teams during their continuous self-evaluation activities.

## Full Time Survey Results

Mandatory SFC Statements	2023-24		2024-25		2025-26	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	3917	93.1%	4050	95.23%	4199	94.78%
Staff regularly discuss my progress with me.	3907	87.4%	4048	89.50%	4197	89.47%
Staff encourage students to take responsibility for their learning.	3904	97.2%	4049	97.88%	4183	97.97%
I am able to influence learning on my course.	3894	90.3%	4046	92.02%	4181	91.15%
I receive useful feedback which informs my future learning.	3903	91.0%	4048	92.02%	4182	92.40%
The way I'm taught helps me learn.	3893	88.0%	4045	90.19%	4189	89.50%
My time at college has helped me develop knowledge and skills for the workplace.	3906	92.1%	4048	93.40%	4190	93.27%
I believe student suggestions are taken seriously.	3893	84.6%	4043	86.54%	4187	87.56%
I believe all students at the college are treated equally and fairly by staff.	3900	90.0%	4049	90.44%	4183	90.10%
Any change in my course or teaching has been communicated well.	3910	85.8%	4046	88.58%	4193	88.79%
The online learning materials for my course have helped me learn.	3904	90.3%	4043	91.79%	4187	92.19%
I feel that I am part of the college community.	3898	88.1%	4049	87.26%	4186	88.89%
The College Students' Association influences change for the better.	3647	91.6%	4020	93.51%	4186	93.06%
<b>College Statements</b>	<b>2023-24</b>		<b>2024-25</b>		<b>2025-26</b>	
<b>Learning &amp; Teaching</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Teaching and learning materials are helping me learn.	3913	95.8%	4050	96.25%	4193	95.90%
Staff help to motivate me with my learning.	3902	90.5%	4049	91.68%	4182	91.63%
The VLE (MyNESCol) is helping my learning.	3897	89.9%	4048	87.48%	4169	90.29%
I am told in advance if there are any changes to my timetable.	3899	83.7%	4048	86.51%	4187	87.13%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	3900	90.9%	4047	91.75%	4182	91.49%

<b>Assessment &amp; Feedback</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Lessons prepare me well for assessments.	3880	93.0%	4048	93.85%	4190	93.99%
I am provided with opportunities to plan and personalise my own learning.	3894	89.6%	4045	90.88%	4182	91.06%
Assessment tasks are clearly explained.	3897	89.8%	4047	90.73%	4187	90.83%
I am informed where and when my assessments are taking place.	3889	96.0%	4044	96.51%	4184	96.73%
I know what to do if I don't agree with my assessment results.	3890	84.5%	4045	86.65%	4186	87.00%
The feedback that I receive following assessment is useful and helps me learn.	3896	92.4%	4044	93.77%	4182	93.83%
I receive feedback from assessments in a timely manner.	3896	87.3%	4046	88.80%	4176	87.31%
e-assessment (online assessment) was used as part of my course.	3844	85.5%	4045	85.54%	4156	85.23%
<b>Quality Improvement</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	3866	88.9%	4034	90.58%	4184	91.01%
I receive feedback on issues I raise.	3824	85.0%	4033	86.98%	4156	87.90%
<b>Guidance &amp; Support</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I am able to access additional support or advice when I need it.	3883	94.7%	4035	95.42%	4189	95.08%
The information/help/support I am given is useful.	3874	93.9%	4032	95.01%	4182	94.40%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	3880	90.6%	4037	91.85%	4178	90.59%
I am aware of extra-curricular opportunities within the College.	3885	79.8%	4034	84.21%	4185	84.78%
I am aware of events, activities and opportunities offered by the Students' Association.	3877	80.6%	4031	86.43%	4173	86.53%
<b>Equipment &amp; Facilities</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	3902	97.0%	4037	98.39%	4173	98.39%
I have been able to access all necessary computer hardware and software for my course.	3888	95.4%	4031	96.50%	4172	96.69%
Once I am connected, the College Wi-Fi network is reliable.	3777	78.2%	3888	85.44%	4186	85.69%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective.	3855	94.6%	3969	96.37%	4187	96.15%
I feel safe and secure on college premises.	3863	95.9%	4006	96.31%	4191	96.30%

College libraries provide a suitable learning environment.	3737	96.0%	3845	96.38%	4177	95.52%
College facilities are clean, tidy and well decorated.	3865	93.2%	4000	93.83%	4178	94.14%
<b>Equality &amp; Diversity</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
The College does enough to promote equality and diversity issues e.g. College events, literature.	3884	94.3%	4037	95.96%	4183	95.82%
I am aware of the College's Respect campaign.	3886	86.9%	4035	86.67%	4183	86.25%
I believe that College staff, students and contractors behave respectfully towards each other.	3891	94.5%	4035	95.76%	4180	95.29%
<b>Recommendation</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I would recommend North East Scotland College to others.	3855	95.3%	4030	95.26%	4193	96.02%

### SFC Comment Box

In addition to the SFC statements, students are provided with a free-text comment box at the end of the mandatory multiple choice statements. Students are instructed that *"If you have any other comments about learning and teaching at the college, please write them in the box"*. Responding to this question is optional.

In total, 470 students elected to make a comment in the free-text box. All comments have been disseminated to the relevant curriculum and support areas for review, reflection and potential action.

### Positive Qualitative Feedback

Padlet is a content curation platform that the College has used to collate and present feedback in an effective visual display. This Padlet displays instances of positive qualitative feedback provided by students in the AY 2025-26 Student Satisfaction & Engagement survey. The feedback is presented by sector, which hosts the positive feedback provided by full-time, part-time and distance/flexible learning students across all services and can be viewed in the link below.

[Positive Qualitative Feedback](#)

### Appendix 1 Part Time Survey Satisfaction

Overall positive satisfaction	2023-24	2024-25	2025-26
		92.0%	89.76%

Mandatory SFC Statements	2023-24		2024-25		2025-26	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	431	96.1%	437	92.91%	583	93.14%
Staff regularly discuss my progress with me.	430	89.1%	437	85.58%	582	87.80%
Staff encourage students to take responsibility for their learning.	429	97.4%	437	98.17%	582	97.94%
I am able to influence learning on my course.	431	94.7%	437	91.30%	577	92.37%
I receive useful feedback which informs my future learning.	431	90.7%	437	91.30%	579	91.19%
The way I'm taught helps me learn.	427	89.9%	436	88.53%	581	90.19%
My time at college has helped me develop knowledge and skills for the workplace.	430	92.1%	437	89.02%	583	91.25%
I believe student suggestions are taken seriously.	430	92.3%	437	88.10%	579	89.46%
I believe all students at the college are treated equally and fairly by staff.	430	97.7%	437	94.05%	582	95.70%
Any change in my course or teaching has been communicated well.	429	90.2%	437	89.70%	582	89.00%
The online learning materials for my course have helped me learn.	427	94.9%	437	92.45%	581	90.53%
I feel that I am part of the college community.	431	90.7%	437	84.67%	579	85.66%
The College Students' Association influences change for the better.	401	95.34%	434	95.62%	581	92.28%
College Statements	2023-24		2024-25		2025-26	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	431	96.1%	435	95.63%	581	95.35%
Staff help to motivate me with my learning.	429	93.0%	435	91.72%	581	92.94%
The VLE (MyNESCol) is helping my learning.	429	91.4%	435	86.67%	580	89.83%
I am told in advance if there are any changes to my timetable.	430	87.0%	435	87.13%	580	87.41%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	430	89.3%	435	88.74%	581	91.39%

<b>Assessment &amp; Feedback</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Lessons prepare me well for assessments.	431	96.1%	435	93.56%	582	95.02%
I am provided with opportunities to plan and personalise my own learning.	430	93.0%	435	87.36%	579	89.64%
Assessment tasks are clearly explained.	430	95.4%	435	94.94%	581	93.80%
I am informed where and when my assessments are taking place.	428	97.7%	435	97.47%	583	97.26%
I know what to do if I don't agree with my assessment results.	429	91.6%	435	90.11%	582	90.38%
The feedback that I receive following assessment is useful and helps me learn.	429	93.9%	435	94.48%	579	94.30%
I receive feedback from assessments in a timely manner.	430	95.1%	435	94.02%	579	93.09%
e-assessment (online assessment) was used as part of my course.	428	81.1%	435	77.93%	579	84.11%
<b>Quality Improvement</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	426	86.2%	432	84.95%	578	88.93%
I receive feedback on issues I raise.	420	86.7%	432	86.81%	573	89.70%
<b>Guidance &amp; Support</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I am able to access additional support or advice when I need it.	427	96.5%	433	93.30%	580	95.00%
The information/help/support I am given is useful.	427	95.6%	433	94.69%	581	94.84%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	425	95.8%	433	91.45%	579	93.09%
I am aware of extra-curricular opportunities within the College.	425	83.1%	433	85.91%	581	87.44%
I am aware of events, activities and opportunities offered by the Students' Association.	424	81.8%	433	84.53%	577	85.44%
<b>Equipment &amp; Facilities</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	428	98.1%	433	95.84%	580	95.69%
I have been able to access all necessary computer hardware and software for my course.	428	98.1%	433	95.61%	580	96.21%
Once I am connected, the College Wi-Fi network is reliable	403	78.2%	389	82.01%	581	80.38%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	422	96.2%	422	95.50%	580	95.00%
I feel safe and secure on college premises	424	97.2%	426	97.42%	579	96.55%
College libraries provide a suitable learning environment	407	96.3%	397	95.72%	577	94.97%
College facilities are clean, tidy and well decorated	422	96.7%	427	93.44%	578	94.98%

<b>Equality &amp; Diversity</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
The College does enough to promote equality and diversity issues e.g. College events, literature.	426	97.9%	432	95.83%	580	96.38%
I am aware of the College's Respect campaign.	426	91.1%	432	87.96%	575	87.83%
I believe that College staff, students and contractors behave respectfully towards each other.	428	98.4%	432	96.53%	580	96.90%
<b>Recommendation</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I would recommend North East Scotland College to others.	421	95.7%	433	92.61%	580	94.14%

## Appendix 2 Distance/Flexible Satisfaction

Overall positive satisfaction	2023-24	2024-25	2025-26
	84.4%	77.09%	80.99%

Mandatory SFC Statements	2023-24		2024-25		2025-26	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	131	97.7%	58	96.55%	22	90.91%
Staff regularly discuss my progress with me.	128	91.4%	58	89.66%	22	86.36%
Staff encourage students to take responsibility for their learning.	124	95.2%	58	93.10%	22	95.45%
I am able to influence learning on my course.	118	83.9%	58	79.31%	21	80.95%
I receive useful feedback which informs my future learning.	128	98.4%	58	93.10%	22	95.45%
The way I'm taught helps me learn.	123	94.3%	58	98.28%	21	85.71%
My time at college has helped me develop knowledge and skills for the workplace.	121	95.9%	58	96.55%	22	86.36%
I believe student suggestions are taken seriously.	103	92.2%	58	86.21%	21	76.19%
I believe all students at the college are treated equally and fairly by staff.	101	99.0%	58	96.55%	21	86.36%
Any change in my course or teaching has been communicated well.	113	94.7%	58	93.10%	22	86.36%
The online learning materials for my course have helped me learn.	130	95.4%	58	100.00%	22	90.91%
I feel that I am part of the college community.	104	70.2%	58	68.97%	21	61.90%
The College Students' Association influences change for the better.	112	100.00%	55	89.47%	21	92.31%
College Statements	2023-24		2024-25		2025-26	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	126	96.8%	89	95.51%	21	90.48%
Staff help to motivate me with my learning.	119	94.1%	89	84.27%	20	80.00%
The VLE (MyNESCOL) is helping my learning.	94	79.8%	89	79.78%	19	73.68%
I am told in advance if there are any changes to my timetable.	96	89.6%	89	87.64%	20	85.00%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	102	87.3%	89	85.39%	21	76.19%

<b>Assessment &amp; Feedback</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Lessons prepare me well for assessments.	117	96.6%	89	95.51%	21	90.48%
I am provided with opportunities to plan and personalise my own learning.	118	94.1%	89	94.38%	21	85.71%
Assessment tasks are clearly explained.	124	95.2%	89	93.26%	22	86.36%
I am informed where and when my assessments are taking place.	108	99.1%	89	94.38%	21	95.24%
I know what to do if I don't agree with my assessment results.	112	92.0%	89	77.53%	21	76.19%
The feedback that I receive following assessment is useful and helps me learn.	124	98.4%	89	92.13%	21	90.48%
I receive feedback from assessments in a timely manner.	127	97.6%	89	95.51%	22	86.36%
e-assessment (online assessment) was used as part of my course.	123	95.9%	89	89.89%	21	80.95%
<b>Quality Improvement</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	102	74.5%	88	63.64%	21	47.62%
I receive feedback on issues I raise.	87	89.7%	88	77.27%	18	72.22%
<b>Guidance &amp; Support</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I am able to access additional support or advice when I need it.	120	94.2%	89	94.38%	21	80.95%
The information/help/support I am given is useful.	115	96.5%	89	92.13%	21	85.71%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	109	86.2%	89	79.78%	21	71.43%
I am aware of extra-curricular opportunities within the College.	95	60.0%	89	50.56%	20	50.00%
I am aware of events, activities and opportunities offered by the Students' Association.	94	56.4%	89	48.31%	20	50.00%
<b>Equipment &amp; Facilities</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	88	76.1%	88	67.05%	20	90.00%
I have been able to access all necessary computer hardware and software for my course.	97	89.7%	88	85.23%	20	80.00%
Once I am connected, the College Wi-Fi network is reliable	44	95.5%	28	100.00%	18	77.78%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	35	85.7%	26	100.00%	18	77.78%
I feel safe and secure on college premises	38	86.8%	28	96.43%	18	83.33%
College libraries provide a suitable learning environment	32	84.4%	25	100.00%	17	82.35%
College facilities are clean, tidy and well decorated	38	86.8%	29	100.00%	17	82.35%

<b>Equality &amp; Diversity</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
The College does enough to promote equality and diversity issues e.g. College events, literature.	86	91.9%	87	83.91%	17	82.35%
I am aware of the College's Respect campaign.	85	64.7%	87	63.22%	19	57.89%
I believe that College staff, students and contractors behave respectfully towards each other.	84	97.6%	87	90.80%	17	82.35%
<b>Recommendation</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I would recommend North East Scotland College to others.	125	99.2%	89	96.63%	22	90.91%

### Appendix 3 School Link Survey Satisfaction

Overall positive satisfaction	2023-24	2024-25	2025-26
		90.0%	89.3%

Mandatory SFC Statements	2023-24		2024-25		2025-26	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	544	97.4%	430	98.60%	670	97.01%
Staff regularly discuss my progress with me.	544	91.9%	430	93.26%	669	95.07%
Staff encourage students to take responsibility for their learning.	543	99.3%	430	100.00%	668	98.35%
I am able to influence learning on my course.	538	95.7%	430	93.49%	665	95.34%
I receive useful feedback which informs my future learning.	544	95.2%	430	94.88%	668	95.66%
The way I'm taught helps me learn.	544	93.8%	430	93.95%	666	94.44%
My time at college has helped me develop knowledge and skills for the workplace.	542	95.6%	430	95.81%	667	96.70%
I believe student suggestions are taken seriously.	539	91.7%	430	93.02%	665	93.53%
I believe all students at the college are treated equally and fairly by staff.	541	93.9%	430	93.49%	669	95.22%
Any change in my course or teaching has been communicated well.	540	93.9%	430	94.19%	667	91.75%
The online learning materials for my course have helped me learn.	542	90.2%	430	91.63%	661	92.59%
I feel that I am part of the college community.	536	89.0%	430	85.58%	668	90.57%
The College Students' Association influences change for the better.	467	95.80%	427	96.01%	668	97.47%
College Statements	2023-24		2024-25		2025-26	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	543	97.1%	430	96.98%	664	97.74%
Staff help to motivate me with my learning.	541	93.7%	430	92.56%	662	94.86%
The VLE (MyNESCol) is helping my learning.	531	85.1%	430	83.26%	654	92.66%
I am told in advance if there are any changes to my timetable.	531	90.0%	430	90.00%	658	90.43%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	536	91.4%	430	89.53%	664	90.21%

<b>Assessment &amp; Feedback</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
Lessons prepare me well for assessments.	535	94.2%	430	96.05%	664	95.93%
I am provided with opportunities to plan and personalise my own learning.	537	90.1%	430	91.40%	663	93.82%
Assessment tasks are clearly explained.	536	93.8%	430	93.49%	664	93.67%
I am informed where and when my assessments are taking place.	533	95.1%	430	96.74%	662	95.92%
I know what to do if I don't agree with my assessment results.	531	84.9%	430	87.21%	661	87.75%
The feedback that I receive following assessment is useful and helps me learn.	532	95.1%	430	96.05%	659	96.66%
I receive feedback from assessments in a timely manner.	534	92.0%	430	94.88%	663	96.08%
e-assessment (online assessment) was used as part of my course.	521	87.1%	430	82.79%	651	85.10%
<b>Quality Improvement</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.657</b>	<b>%</b>
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	530	86.2%	428	86.68%	657	88.74%
I receive feedback on issues I raise.	523	89.5%	428	90.42%	656	92.53%
<b>Guidance &amp; Support</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I am able to access additional support or advice when I need it.	537	95.0%	430	94.42%	665	96.09%
The information/help/support I am given is useful.	535	95.9%	430	96.98%	664	97.29%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	537	92.6%	430	93.95%	664	94.13%
I am aware of extra-curricular opportunities within the College.	530	74.5%	430	74.65%	655	76.18%
I am aware of events, activities and opportunities offered by the Students' Association.	529	74.3%	430	74.65%	655	77.56%
<b>Equipment &amp; Facilities</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	529	92.4%	426	91.55%	655	93.44%
I have been able to access all necessary computer hardware and software for my course.	531	93.2%	426	94.84%	655	94.20%
Once I am connected, the College Wi-Fi network is reliable	464	83.6%	338	84.62%	655	80.31%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	490	96.5%	378	95.50%	660	95.15%
I feel safe and secure on college premises	483	96.5%	363	98.62%	659	96.21%
College libraries provide a suitable learning environment	440	96.4%	319	96.87%	649	94.30%
College facilities are clean, tidy and well decorated	475	96.8%	355	94.37%	659	94.84%

<b>Equality &amp; Diversity</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
The College does enough to promote equality and diversity issues e.g. College events, literature.	523	92.9%	429	95.10%	654	95.41%
I am aware of the College's Respect campaign.	522	78.9%	429	76.22%	656	79.42%
I believe that College staff, students and contractors behave respectfully towards each other.	527	96.2%	429	96.74%	659	97.57%
<b>Recommendation</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
I would recommend North East Scotland College to others.	527	97.2%	428	97.43%	662	97.73%