



CURRICULUM AND QUALITY COMMITTEE

Meeting of 22 May 2024

CURRICULUM & QUALITY COMMITTEE

NOTICE

There will be a meeting of the Curriculum & Quality Committee on Wednesday 22 May 2024 at 1000 hours through the use of Microsoft Teams.

AGENDA

Agenda Item		Paper
32-23	Apologies for Absence	
33-23	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
34-23	Minutes of Previous Meeting – February 2024	x
35-23	Matters Arising from the Previous Meeting – February 2024	x
	Reserved Matters	
	Performance Reporting	
36-23	Overview of Activity and Credits position AY2023-24 (R Laird)	x
37-23	AY204/25 Applications update/presentation (P Smith)	
	Matters for Decision	
	There are no matters for decision	
	Matters for Discussion	
38-23	Business and Community Development Update Presentation (D Abernethy)	
39-23	Student Support Activity Report (A Du Plessis)	x
40-23	Students' Association – Activity Report, including SA Elections Update Presentation (G Watt on behalf of Students' Association)	
41-23	Quality Activity Interim Report (G Griffin)	x
	Matters for Information	
42-23	Student Satisfaction & Engagement Survey AY2023/24 Results (G Griffin)	x
43-23	Any Other Business	
	Summation of Actions and Date of Next Meeting	
	The meeting schedule for AY2024/25 will be presented to the Regional Board at their June Meeting for discussion/approval.	



CURRICULUM & QUALITY COMMITTEE

NOTE OF MEETING

Draft Minute of Meeting of the Curriculum & Quality Committee held on Wednesday 14 February 2024 at 1000 hours through the use of Microsoft Teams.

Agenda Item	
	<p>Present: Bryan Hutcheson (Chair) David Blackhall Carrie Beaton Duncan Cockburn Neil Cowie Cindy Dempster Susan Elston Mark Fotheringham Caroline Laurenson</p> <p>In attendance: Robin McGregor, Vice Principal, Curriculum and Quality Alesia du Plessis, Associate Vice Principal Kevin Bruce, Associate Vice Principal Duncan Abernethy, Director of Business Development Gill Griffin, Director of Quality Susan Lawrance, Secretary to the Board Lorraine Garden, Minute Secretary</p>
20-23	<p>Apologies for Absence No apologies received, full Committee in attendance.</p>
21-23	<p>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items D Cockburn flagged to Committee his position with RGU in relation to the Agenda item with regard to Credits Update, particularly in view of shared data on RGU articulated places.</p>
22-23	<p>Minutes of Previous Meeting – November 2023 The Minute of the previous meeting was approved.</p>
23-23	<p>Matters Arising from the Previous Meeting – November 2023 The Committee noted the Report with no additional comments made.</p>
	<p>Reserved Matters</p>
	<p>Performance Reporting</p>
24-23	<p>Overview of Activity and Credits position AY2023-24</p>

25-23	AY204/25 Applications update/presentation
26-23	SFC Pathfinder Update (presentation)

	Matters for Decision
	There are no matters for decision at this meeting
	Matters for Discussion
27-23	<p>Student Support Activity presentation – including Active Campus Coordinator Update and Mental health Transitions Funding Proposals (Alesia Du Plessis/Gwen Watt) G Watt joined the meeting)</p> <p>The Student Support & Wellbeing Update presentation was shared to provide Members with high level details of the whole College, data driven, support offer and engagement, Details of support available through academic tutors, NESCol groups and Committees, and the safeguard platform and Spectrum Life was shared.</p> <p>Members noted the Wellbeing Strategy 2024-2027 is currently being updated, with broader consultation with staff and students being gathered. Members also noted an Active Campus Steering Group is to be set up to drive and collaborate the active campus plan driven by the Wellbeing Strategy. G Watt also provided an update on the BSL Support plan (currently taken up by 3 students) which is due for renewal this year.</p> <p>The commitment to continue with Spectrum Life and its costs were shared with members. The positive Student Outcome and Experience summary information was provided by A du Plessis.</p> <p>M Fotheringham commented on the fantastic amount of work and support provided noting this is commendable.</p> <p>N Cowie echoed M Fotheringham sentiment advising this area is the unsung hero around support and adapting services to assist learners to stay on track. Both G Watt and A du Plessis were commended for the success.</p> <p>G Watt left the meeting.</p>
28-23	<p>Students' Association – Activity Report</p> <p>C Beaton provided an update on the Students' Association and highlighted some key points available in the Report, including:</p> <ul style="list-style-type: none"> • Student kitchens are now available at City, Altens and Fraserburgh campuses • Mature Student network proposal being progressed • Student Pantry continues to be busy at all campus locations • Breakfast clubs are continuing to be popular with increased usage • Elections for President and Depute Presidents arranged for early March. • Education Scotland Thematic Review involvement • New working relationship with sabbatical officers at RGU and UoA <p>B Hutcheson noted the strong relationship and thanked C Beaton for the positive update and the continuing strength of NESCol's Students' Association.</p>
29-23	<p>Quality Enhancement Initiatives (Presentation) (Robin McGregor)</p> <ul style="list-style-type: none"> • Education Scotland Thematic Review <p>R McGregor shared a presentation providing updates on key items including the recent thematic review carried out by Education Scotland.</p>

	<p>Current quality arrangements were shared including expectations and college sector requirements lead by Education Scotland.</p> <p>The positive Education Scotland Thematic Review carried out last month in relation to meeting the additional needs of learners gave an opportunity to meet and talk with both students and staff. Education Scotland highlighted the successful and effective framework in place, and identified only one area for development which is being considered.</p> <p>A discussion on potential duplication and awarding bodies took place, with Members noting the collective ambition to streamline this. The development of Scotland's Tertiary Quality Enhancement Framework (TQFE), key future meeting dates and how this will be delivered, including engagement activity and evidence reporting were noted.</p> <p>When available, further information will be brought back to Committee/Regional Board.</p>
	Matters for Information
	There are no matters for information
30-23	Any Other Business
31-23	<p>Summation of Actions and Date of Next Meeting</p> <p>The next meeting will take place on 22 May 2024, held at 1000 hrs via MS Teams</p> <p>The next Regional Board meeting will take place at Fraserburgh Campus on Wednesday 20 March 2024</p>

Actions from Curriculum and Quality Committee Meeting – 14.02.24			
Agenda Item	Action	Responsible Person	Deadline
25-23	AY204/25 Applications update/presentation		
25-23	AY204/25 Applications update/presentation		

CURRICULUM & QUALITY COMMITTEE

An update on matters arising from the meeting of the Curriculum & Quality Committee held on 14.02.24

Agenda Item	
25-23	Action:
	Status: Complete
25-23	Action:
	Status: Complete

REGIONAL BOARD: Curriculum and Quality Committee	
Meeting of 22 May 2024	
Title: Student Support Update	
Author: Alesia du Plessis (Associate Vice Principal Curriculum and Student Experience)	Contributor(s): Gwen Watt (Head of Student Support and Engagement)
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Committee to be updated on the work of the Student Support and Engagement teams.	
Linked to Strategic Theme:	
4. Delivering Excellence and Innovation	
Linked to Strategic Risk(s):	
<i>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.</i>	
Executive Summary:	
The Student Advice and Support Team continue to deliver support services as part of the whole-college support model. Events and initiatives to tie in with campaigns such as Respect continue, with successful engagement from both staff and students. Support referrals have decreased overall with improved utilisation of the Academic Tutor role and signposting to Spectrum Life for wellbeing support.	
Recommendation: It is recommended that the Committee notes this report for information.	
Previous Committee Recommendation/Approval (if applicable):	
Equality Impact Assessment:	
Positive Impact	<input checked="" type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>
Evidence: See full EIAs for Student Advice and Support Team policies	

Strategic Document Updates

Corporate Parenting Plan

Updated plan now available on main website - <https://www.nescol.ac.uk/wp-content/uploads/2024/01/Corporate-Parenting-Plan.pdf>

Wellbeing Strategy

Updated strategy now available on main website - <https://www.nescol.ac.uk/wp-content/uploads/2024/05/NESCol-Wellbeing-Strategy-24-27.pdf>

British Sign Language Plan

Updated plan now available on main website - <https://www.nescol.ac.uk/college-services/accessibility/british-sign-language/>

Future Planning

The Equalities and Wellbeing Committee will have oversight of the delivery of these strategies and plans. Following attendance at the SFC National Equality Outcomes event in May, a mapping exercise was done to review common aims and objectives across these documents and the allocation of some actions to existing groups as well as how the committee will take forward the remaining actions. Discussions will be tabled at the last committee meeting of this year to share proposals and set up the meeting/group structures to facilitate this work.

This work will help us to realise our ambitions of becoming a Trauma Informed Organisation as well as driving positive improvements to ensure we meet our Public Sector Equality Duty.

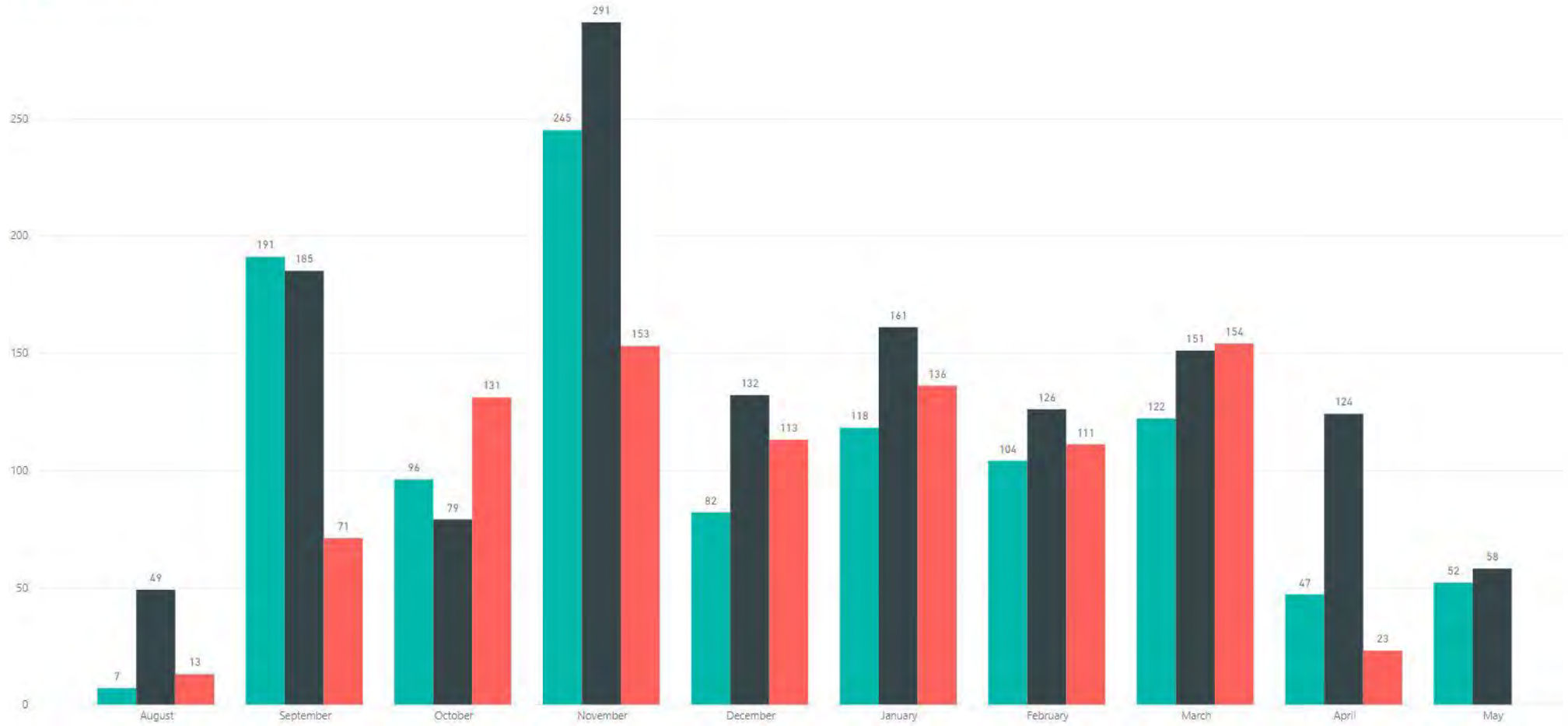
Student Support Referrals

Thanks to the close partnership working between support and curriculum, student support referrals have decreased for the first time in three years, falling by 33% to date from 1356 to 905.

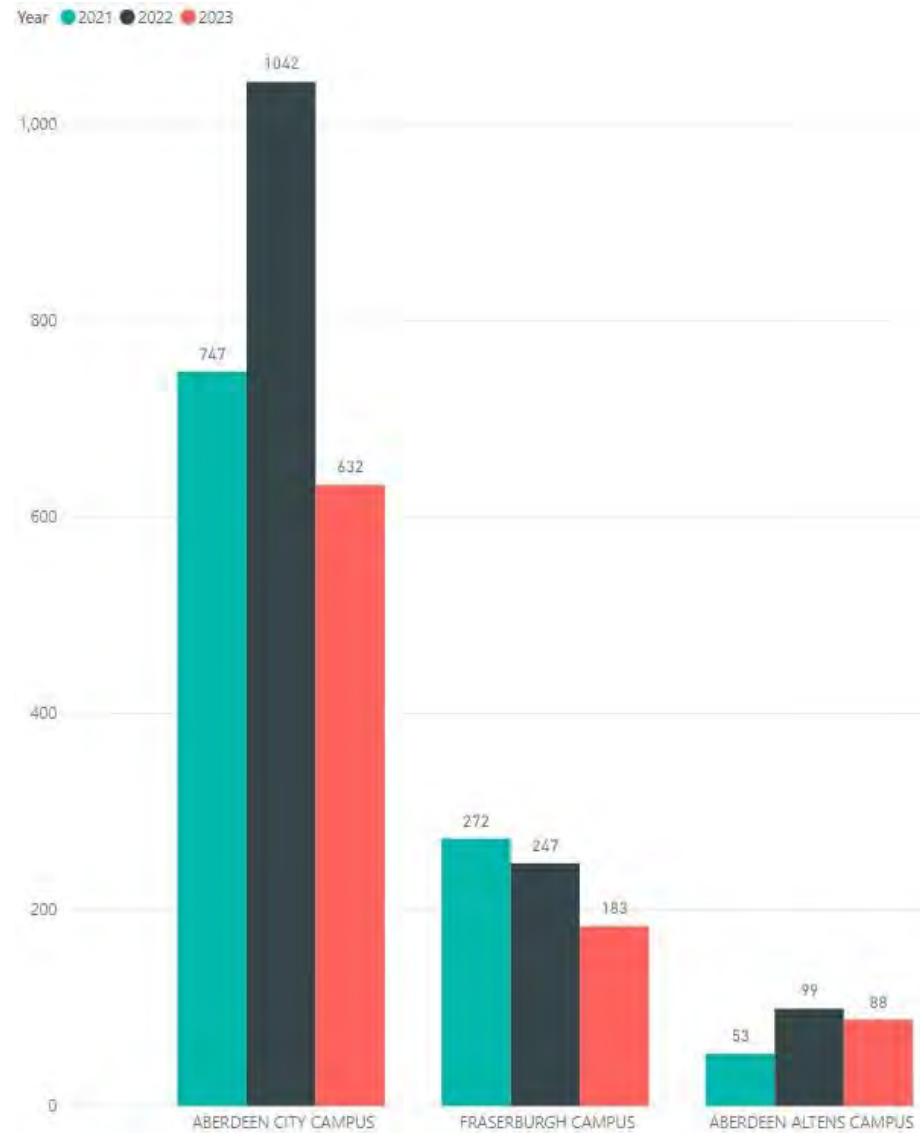
The decrease is due in part to pausing Study Skills referrals for a few months to manage demand for Alternative Assessment Arrangements and Needs Assessment referrals. There has also been an increase in students booking appointments directly with the team as well as a focus on events and activities to support preventative measures, for example a focus on men's mental health at the Altens Campus. More proactive initial signposting to Spectrum Life, our online wellbeing platform has also proven successful.

There is work ongoing on data reporting and analysis in order to correlate referrals and bookings and a fuller review will take place at an end of year workshop in June.

Year ● 2021 ● 2022 ● 2023



Student Support Referrals as at 13 May 2024



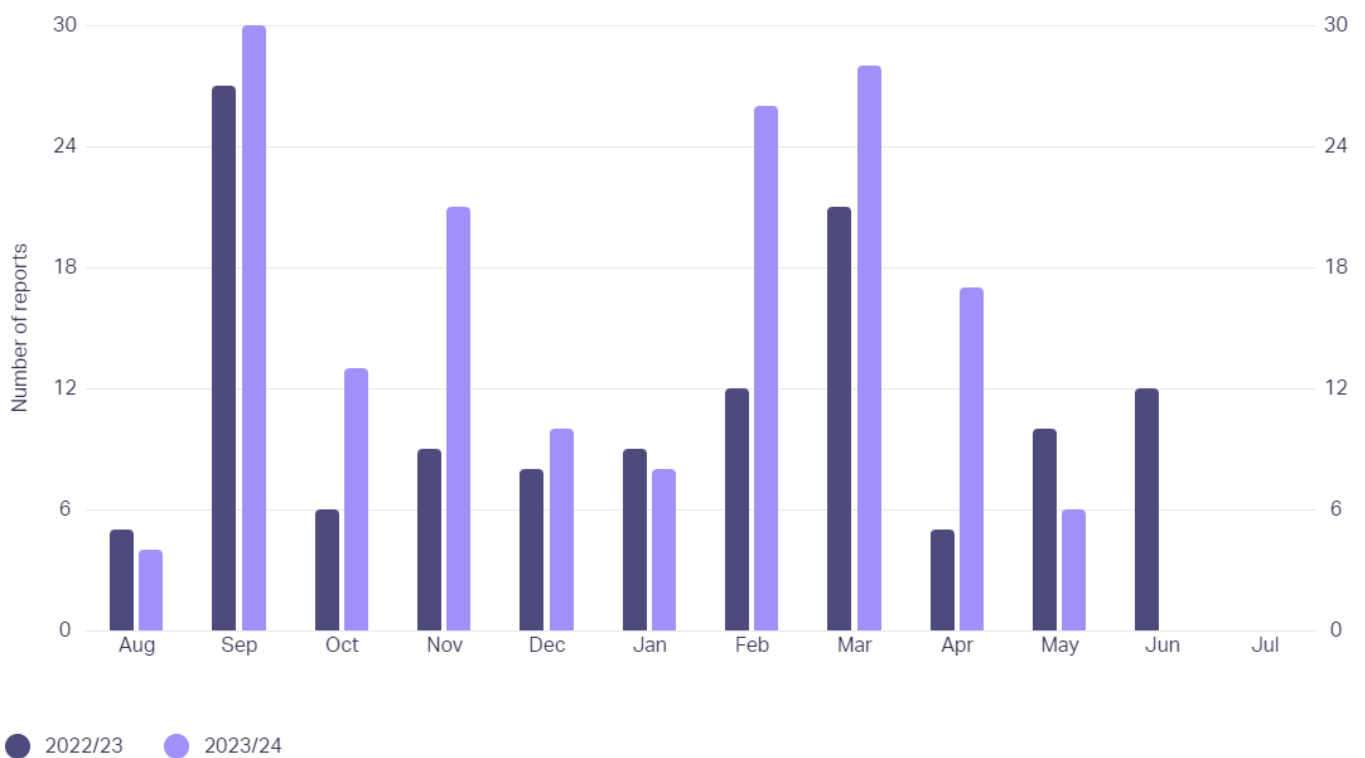
Student Support Referrals by campus, full year and AY23/24 to date

Safeguarding and PREVENT

Report+Support is very well established and referrals are increasing. To date this academic session there have been 163 reports submitted, an increase of 52% on the same period last year. Whilst the number of reports have increased, the incident types remain comparable with last year. *Mental Health and Wellbeing* remains the highest referral category representing 36% of referrals.

Bespoke refresher training using case studies is currently being delivered to Heads of Sector and Curriculum Managers. Heads of Sector act as back-up safeguarders should none of the safeguarding team be available, and for Curriculum Managers it is important to clarify expectations and process of safeguarding versus student disciplinary processes. The majority of these sessions will be completed by June 2024 with remaining sessions scheduled for August 2024.

All reports



Report+Support Analytics (as of 13 May 2024)

There have been no PREVENT cases this academic session.

Alesia du Plessis
 Associate Vice Principal Curriculum and Student Experience
 13 May 2024



CURRICULUM & QUALITY COMMITTEE	
Meeting of 22 May 2024	
Title: Quality Activity Interim Report AY 2023-24	
Author: Gill Griffin, Director of Quality	Contributor(s): Quality Enhancement Manager and Senior Quality Co-ordinator
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input checked="" type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Committee to note the interim report provided covering the formal activity undertaken by the Quality department. A full annual activity report will be presented at the first committee meeting of the annual session 2024-25.	
Linked to Strategic Theme: 4. Delivering Excellence and Innovation	
Linked to Strategic Risk(s): N/A	
Executive Summary: The team remain on track to complete targeted activity for this academic session. There have been no complaint deadlines missed to date, verifying the robust internal processes in place. The following report provides a full outline of formal activity completed up to April 2024.	
Recommendations: It is recommended that the committee members note the information provided.	
Previous Committee Recommendation/Approval (if applicable): N/A	
Equality Impact Assessment:	
Positive Impact	<input checked="" type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>

Evidence:



Curriculum & Quality Committee

22 May 2024

Interim Quality Activity Report AY 2023-24

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1. Focus Groups

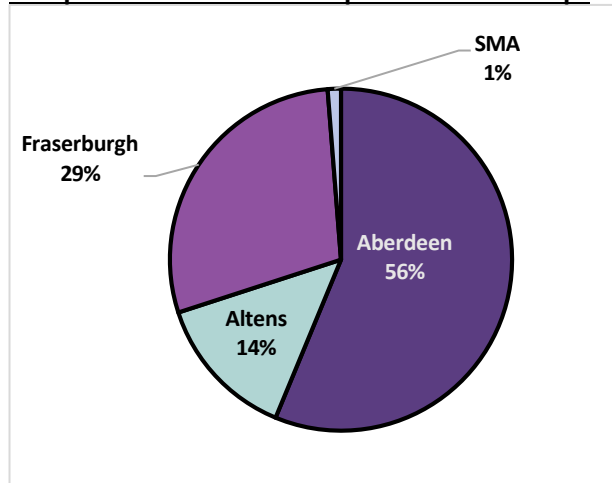
Schedule 20232-24

Focus Groups	Themes	Target	Completed
	Induction	24	24
	Respect	9	8
	Learning & Teaching	29	28
	Student Support	13	11
	Students' Association	6	6
	Well-being	8	6
	Total	89	81

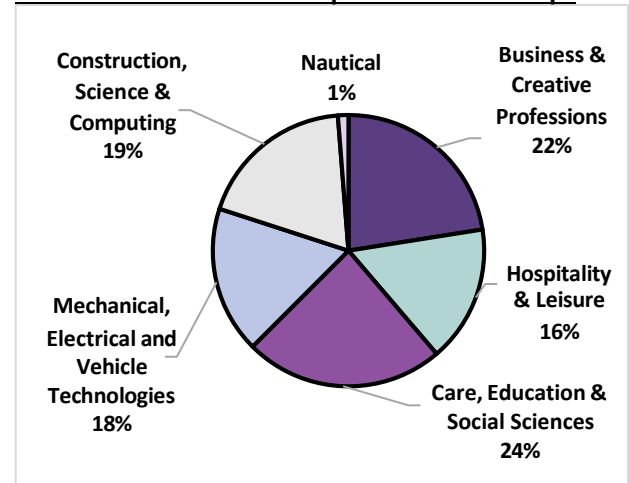
Progress Summary

As of the 9 April 2024, the Senior Lecturers Enhancement (SLEs) completed 91% of the scheduled focus groups for the year. The well-being focus groups commenced in block two of the academic session.

Campus Breakdown of Completed Focus Groups



Sector Breakdown of Completed Focus Groups



Focus Group Actions

In total, 84 actions were identified and allocated to appropriate staff for review and response. The responses are issued to the student cohort via Blackboard announcement by the Quality Administrator (QA). To date there has been 12 instances of good practice identified.

Examples of good practice identified, very good level of information given; good use of ice-breaker activities to help classroom interaction and communication among students; very good links made by the lecturer to employment and career opportunities; improved engagement from student support services and Students' Association and sector-specific speakers were greatly appreciated.

2. Complaints

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:

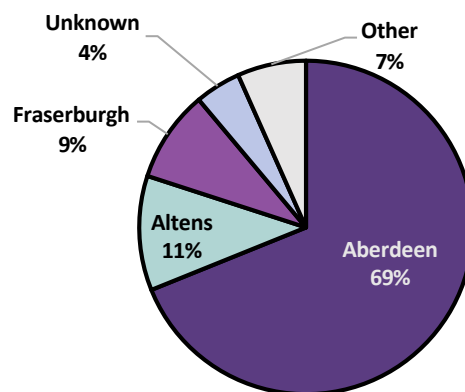
Frontline: the college has five working days to respond from the date the college receives the complaint. A five day extension can also be applied if more time is required.

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	41	No. received	5
No. open	0	No. open	1
No. closed	41	No. closed	4
Deadline met + %	100%	Deadline met + %	100%
Deadline missed + %	0%	Deadline missed + %	0%

* 5 Frontline extensions have been approved to ensure a full and comprehensive response and discussion with relevant members of staff.

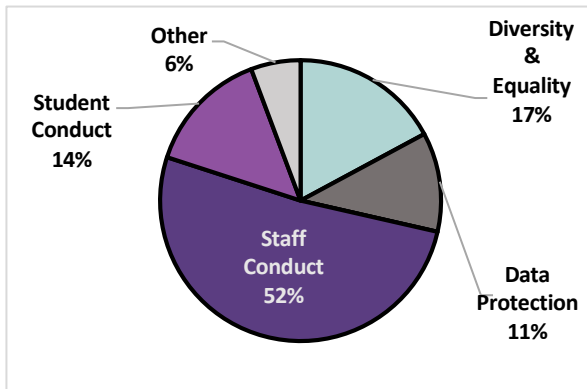
Total % Complaints Received by Campus



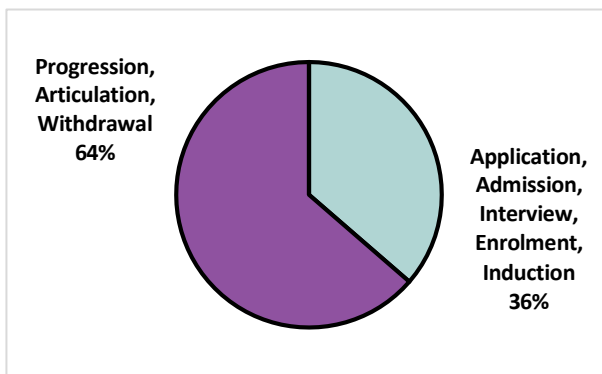
As of the 16 April 2024 the Aberdeen City Campus received the highest number of complaints (31) so far in academic year 2023-24. This coincides with the high stakeholder population at this campus. In comparison, the Altens campus received five and the Fraserburgh campus received four.

A total of three complaints were processed as Other, relating to general college issues. Two were processed as Unknown as there was no indication in the complaint as to what campus the complaint related to.

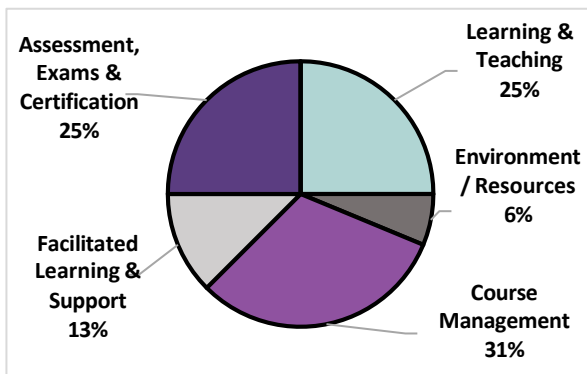
Each complaint is logged against the relevant category or categories according to its content. A summary of the categories logged so far is displayed below:



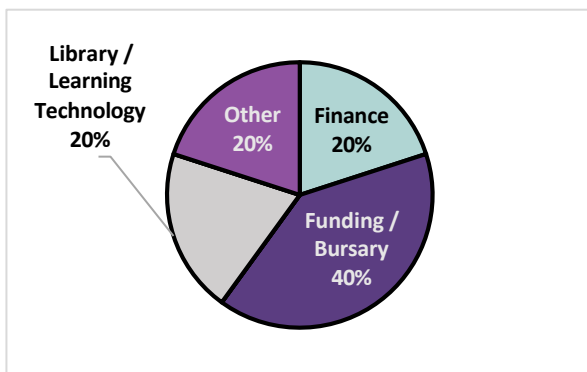
C1: Customer Care	
Health & Safety	0
Security	0
Diversity & Equality	6
Data Protection	4
Environmental	0
Staff Conduct	18
Student Conduct	5
Other	2



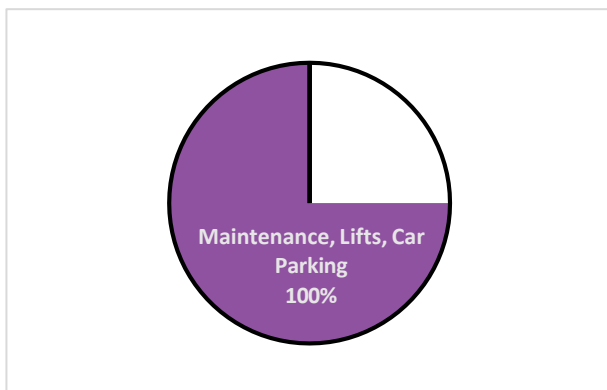
C2: Applications to Progression	
Marketing	0
Application, Admission, Interview, Enrolment, Induction	4
Progression, Articulation, Withdrawal	7
Other	0



C3: Course Related	
Learning & Teaching	4
Environment / Resources	1
Course Management	5
Facilitated Learning & Support	2
Assessment, Exams & Certification	4
Other	0



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



C5: Facilities	
Catering	0
Student Accommodation	0
Maintenance, Lifts, Car Parking	2
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	18	12	11	0
Investigation	1	3	0	0
Totals	19	15	11	0

Compliments/Thank You's

During the academic year to date, the quality department have been notified of seven 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. Examples of compliments received were, prompt consideration of the originators request; efficiency, professionalism and dedication in the application process within the team; the course and how much was picked up from it and how it was presented; advice and support during course and the encouragement received.

3. Staff Feedback

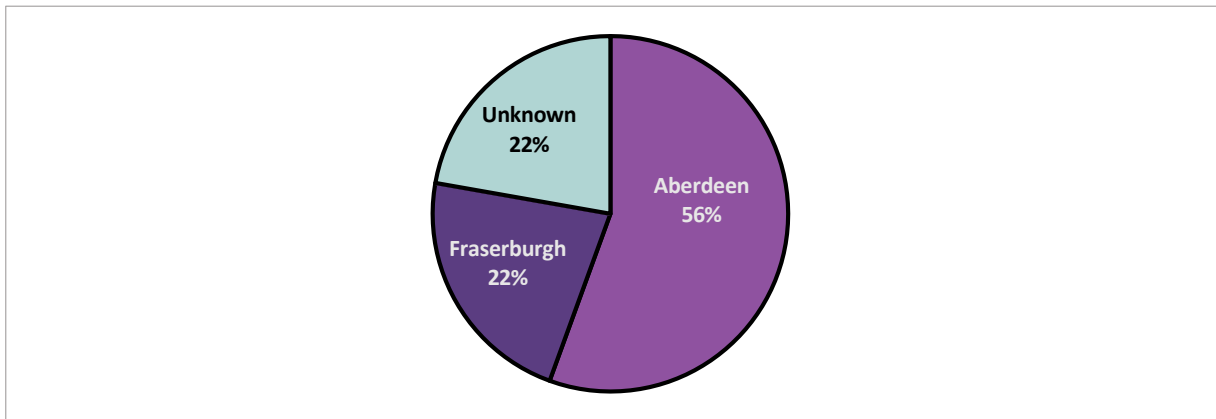
Feedback Received

A new online form has been created to allow staff to provide feedback. This 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 campus'.

The Quality team monitor these submissions and issue any feedback to the relevant 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.

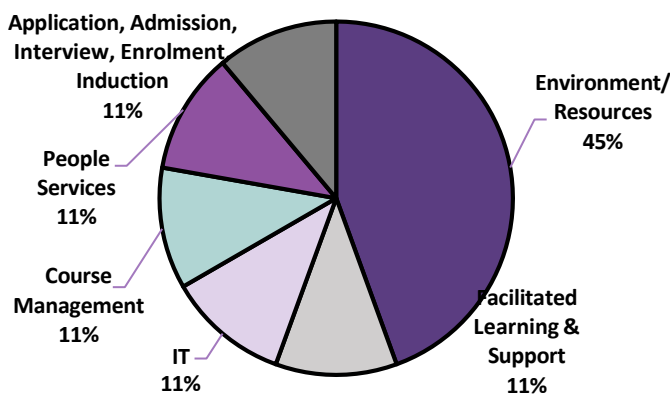
Total % Feedback Received by Campus



The Aberdeen City Campus has received the highest number of feedback (5) to date since the form went live in early March 2024. 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 directly relevant to the feedback received.

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	4
Facilitated Learning & Support	1
IT	1
Course Management	1
People Services	1
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 Notes from the Principal’s Office.

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 Qualification in Further Education (TQFE) and Teaching in Colleges Today (TiCT), others are 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 to March, 32 quality and seven probationary lesson observations took place, these will continue until June 2024. Regarding the other lesson observations 11 TQFE observations and 18 TiCT 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 (probationary/quality). In addition, a professional discussion takes place with the observee following the lesson 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 at the end of the process and includes student feedback.

5. Training sessions with Academic Improvement Leads and Curriculum Managers

Academic Improvement Leads (AILs)

The Quality department was engaged to collaborate on the upskilling and development of the Academic Improvement Leads (AILs) so that they would be better skilled to impact academic improvement through research, review, and implementation, thus more effectively supporting the Curriculum Managers.

The original training sessions, listed below, took place across November and December 2023, with a further cohort of three new to post AILs undertaking the same sessions, March and April 2024.

- Conducting Impactful Meetings: Fostering inclusive communication and managing expectations
- Fundamentals of Curriculum Approval and Validation Process;
- Management and submission of Prior Verification materials;
- Enhancing the Student Experience: Leveraging feedback and data for lasting improvements.

Feedback from participants has been positive on the benefits of the sessions.

Curriculum Managers (CMs)

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 training sessions are listed below:-

- Curriculum Team Quality review with SLE - a snapshot for the new Curriculum Manager as to where their teams are with internal verification, compliance, etc. and how to manage this process;
- Curriculum Approval and Validation Process (CAVP) Part 1 – why, when, what, who;

- Self Evaluation, Enhancement Plans, OurEvaluation, Stop and Reviews;
- Focus Groups and 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.

6. Staff Training

Prepare to Teach / Online QA induction course

The delivery of this six-week induction course, which covered the mandatory information required by the awarding bodies and preparation for the Teaching in Colleges Today (TiCT) course, was changed in October 2023 to support the review of the staff induction programme. The mandatory quality assurance element has been moved to an online course, created by the Quality department, called The Role of the Assessor and Quality Assurance Process. Completion of this mandatory element is managed by People Services, CPD, as part of the induction process. There has been a total of 23 candidates between both courses and 19 have completed successfully and two candidates have still to complete. The table below is for the Prepare to Teach 6-week induction course which had 11 candidates enrolled, two were withdrawn by the Curriculum Manager for teaching cover and one left the employment of the college.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
23-24 Candidates	11	3	8	8	100%

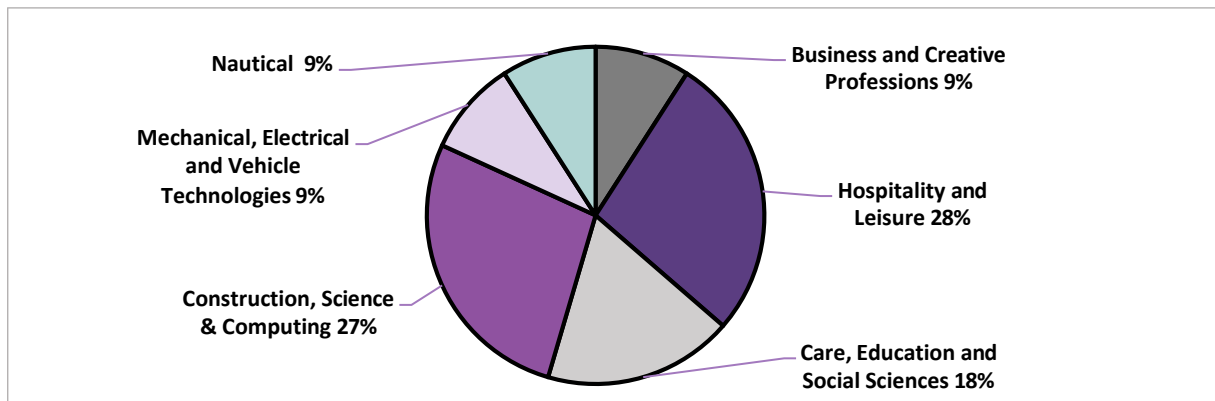
Teaching in Colleges Today Award (TiCT)

This is a rolling programme across the academic year. Due to the changes to the induction programme the training sessions for TiCT has changed to two focussed sessions and 1:1 support meetings for candidates, which will be reviewed at the end of the academic year and include candidate feedback to check if this is sufficient. To date, 22 candidates have been signed up since September with two being removed due to leaving the college and two more removed by their line managers and CPD. These four candidates have completed the quality assurance mandatory elements of the induction to ensure compliance with awarding bodies. The course is for new teaching staff who do not have any professional teaching qualifications.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
23-24 Candidates	22	4	18	13	72%

TQFE Observation

There were 12 candidates scheduled to undertake the TQFE course this academic session, one was withdrawn by the Curriculum Manager. The pie chart shows the sector breakdown of the live candidates.



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 took place early in November 2023 with the second tranche in March 2024, all observations for AY 2023-24 have been completed and full reports are with the University of Aberdeen.

L&D9Di Award (Assess Workplace Competence Using Direct and Indirect Methods)

There were initially seven L&D9Di candidates proposed for the qualification this academic session, two had been deferred from the 2022-23 academic year and this number has since dropped to five candidates as one candidate, who had been deferred, was withdrawn by their line manager and CPD, and another left the college employment. The other deferred candidate continues to struggle to produce the evidence due to staffing problems within their teaching area, however, progress is continuing with an expectation that all will complete this academic year.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
23-24 Candidates	7	2	5	0	0%

L&D11 Award (Internally Monitor and Maintain the Quality of Workplace Assessment)

There are four candidates enrolled in this academic year, one of whom was deferred from AY 2022-23. It is anticipated that all candidates will complete by the end of June 2024.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
23-24 Candidates	4	0	4	1	25%

HN Assessor Award

There were 12 candidates scheduled to undertake their qualification this academic session; three candidates have since been withdrawn from the course by their line managers and CPD. One candidate has completed but then left the college employment. It is anticipated that the remaining eight candidates will complete successfully by June 2024.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
23-24 Candidates	12	3	9	1	11%

HN Verifier Award

Five candidates are undertaking their qualifications this academic year. One has been deferred until next academic year due to personal issues and in discussion with their Curriculum Manager.

It is anticipated that all remaining candidates will complete by the end of June 2024.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
23-24 Candidates	5	1	4	0	0%

7. Credit Rating

NESCOL is actively engaged in SCQF credit rating activities across four curriculum areas in the current academic year. A total of 14 units are undergoing the credit rating process, with notable progress made in the Music and Sound Level 5 course, which was developed and has undergone successful credit rating by the Performing Arts and Animation curriculum team. Five units from this course are now available on the SCQF database.

Unit	SCQF Level	SCQF Credits	Approval Date	Review Date
Exploring Sound	5	14	21.03.24	21.03.29
Exploring Performance	5	19	21.03.24	21.03.29
Exploring Music	5	14	21.03.24	21.03.29
Music & Sound - Individual Project	5	15	21.03.24	21.03.29
Producing a Digital Creative Portfolio	6	7	21.03.24	21.03.29

The remaining curriculum teams in Construction and ESOL are aiming to finalise their credit rating processes by the end of April 2024, while the Health and Social Care team is targeting completion by the end of May 2024. These efforts demonstrate the College's dedication to improving the recognition and ensuring the quality of its academic programs.

8. Curriculum Approval & Validation

Academic Year 2023-24 Submissions

A summary of the new course programmes and modifications to current course provision for this session to date is presented below:

Group Award Programme (Fast Track)		
Awarding Body	Qualification	Status
IMI	Automotive Refrigerant Handling	Developed
SQA/NESCOL	Advanced Construction (Built Environment)	Developed
C&G	Design and Installation of Domestic and Small Commercial Electric Vehicle Charging Installations	Developed
Active IQ	Level 3 Diploma in Sports Massage Therapy	In Progress
Group Award Proposals		
Awarding Body	Qualification	Status
SQA	NextGen HND Networking and Cloud Infrastructure	In Progress
SQA	NextGen HND Software Development	In Progress
SQA	NextGen HND TV	In Progress
SQA/ NCFE & NESCOL	Advanced Sport Coaching, Fitness & Exercise (Award in Emergency First Aid at Work)	In Progress
EAL	EAL Diploma in Engineering at SCQF level 7	In Progress
SQA	NC Childhood Practice	In Progress
TQUK	Level 2 Certificate in the Principles of Warehousing	Developed
SQA	NC Shipping & Maritime Operations	In Progress
SQA	HND Business (Year 2)	In Progress
SQA	SVQ Hairdressing (L5)	In Progress
SQA	SVQ Hairdressing (L6)	In Progress
Group Award Modifications		
Awarding Body	Qualification	Status
SQA	National Certificate in Bakery (Code Change)	Developed
SQA/NESCOL	Discover Travel and Tourism - Sustainable Travel and Tourism	Developed
SQA	Ecology and Ecosystems (HNC/D Applied Science) (Code Change)	Developed
SQA	Business, Accounting & Administration Level 5/6	Developed
SQA/NESCOL	Advanced Health & Social Care	Developed
SQA/NESCOL	Discover Travel and Tourism - Web Apps Presentations	Developed
SQA	HNC/D Applied Science (chemistry/biology route)	Developed
SQA	HND Applied Science (chemistry/physics route)	Developed
C&G	Level 1 Diploma in an introduction to the hair and beauty industry (hair) route	Developed
SQA/NESCOL	Social Sciences: Perspectives of 21 st Century Society and Culture (level 6)	Developed
SQA/NESCOL	Social Sciences: Understanding Human Behaviour and Society	Developed

TQUK	Level 2 Certificate in Principles of Business Administration	Developed
NCFE/SQA	Level 2 Certificate in Sport, Exercise and Fitness (Introduction to Sport Coaching, Exercise and Fitness)	Developed
MCA	MCA Workshop Skills Training	In Progress
SQA/NESCol	Access to Software Development	In Progress
SQA	HND Applied Sciences (chemistry/physics route)	In Progress
NESCOL	Travel and Tourism with Aviation (Level 6)	In Progress
SQA	HNC Complementary Therapies (Level 7)	Developed
SQA	HND Photography	In Progress
SQA	Art & Design Level 5	In Progress
SQA	HND Business (L8) (code change only)	Developed
SQA	Advanced Healthcare (L6)	In Progress
SQA	Introduction to Health & Social Care (L4)	In Progress
SQA	Skills for Work Health Sector	In Progress
SQA	SWAP Access to Nursing SWAP Access to Allied Health Professions Level 6 Advanced Social Care	In Progress
SQA	Level 5 Social Care; Healthcare; Childcare and Development; Health and Social Care - one unit being replaced across all programmes	In Progress

9. External Verification Visits

Schedule of External Verification Visits

Awarding Body	Scheduled Visits	Completed Visits
Scottish Qualifications Authority (SQA)	43	7
City & Guilds (C&G)	6	2
International Leadership Management (ILM)	4	2
Northern Council for Further Education (NCFE)	3	3
Excellence, Achievement and Learning (EAL)	1	1
Training Qualifications UK (TQUK)	10	9
Prince's Trust	1	0
Total	68	24

Outcome Summary for Completed External Verification Visits

Awarding Body	Actions	Good Practice	Recommendation / Improvement
SQA	3	11	6
City & Guilds	1	1	3
ILM	0	1	3
NCFE	0	0	1
EAL	3	0	0
TQUK	0	1	3
Prince's Trust	0	0	0
Total	7	14	16

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.



Agenda Item 42-23

CURRICULUM & QUALITY COMMITTEE	
Meeting of 22 May 2024	
Title: Student Satisfaction & Engagement Survey AY 2023-24 Report	
Author: Gill Griffin, Director of Quality	Contributor(s): Senior Quality Co-ordinator
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Committee members to note the results of the Student Satisfaction & Engagement Survey for our AY2023-24 student cohorts, a key quality improvement tool used to measure levels of student satisfaction.	
Linked to Strategic Theme:	
4. Delivering Excellence and Innovation	
Linked to Strategic Risk(s):	
N/A	
Executive Summary:	
<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 Scottish Funding Council set a sector target of 50% participation rate for the Student Satisfaction & 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 AY 2023-24 Student Satisfaction & Engagement Survey for full-time students recorded 3,917 responses in comparison to 3,745 in AY2022-23. Overall, 89.4% of students are satisfied with the College, a very slight decrease of 0.6% in comparison to AY2022-23, and an impressive 95.3% of students would recommend the College to others.</p>	

The AY2023-24 Student Satisfaction & Engagement Survey for **part-time** students recorded 431 responses in comparison to 333 in AY2022-23. Overall, 92% of students are satisfied with the College, a slight decrease of 1.6% in comparison to AY2022-23, and 95.7% of students would recommend the College to others.

The AY2023-24 Student Satisfaction & Engagement Survey for **distance/flexible** learning students recorded 131 responses in comparison to 66 in AY2022-23. Overall, 84.4% of students are satisfied with the College, an increase of 3.5% in comparison to AY2022-23, and 99.2% of students would recommend the College to others.

The AY2023-24 Student Satisfaction & Engagement Survey for **school-link** students recorded 544 responses in comparison to 617 in AY2022-23. Overall, 90% of students are satisfied with the College, an increase of 1.3% in comparison to AY2022-23, and 97.2% 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.

Recommendations:

It is recommended that the committee members note the information provided.

Previous Committee Recommendation/Approval (if applicable):

N/A

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:



Student Satisfaction & Engagement Survey Report

AY 2023-24

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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 2023-24 survey:

- FT Further Education (FE) – 79.74% (AY22-23- 73.27%)
- FT Higher Education (HE) – 76.92% (AY22-23 – 69.19%)

The full-time response target was exceeded for both FE and HE students. Response rates increased by 6.47% for FT FE and by 7.73% for FT HE learners in comparison to AY2022-23.

- PT Further Education (FE) – 55.28% (AY22-23 – 59.51%)
- PT Higher Education (HE) – 72.22% (AY22-23– 44.02%)

The part-time response target was exceeded for both FE and HE learners. Although exceeding the PT FE target there was a 4.23% decrease in response rate in comparison to the previous year. The part-time HE student response rate increased this year by a significant 28.2%. 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 significant increase in participation rates is 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 13.85%, an 8.13% increase in comparison to the 5.72% response rate in the previous year. This mode of student is notoriously difficult to survey therefore the significant increase in engagement is worthy of note.

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 2023-24 remains high at 90%, consistent over the three-year trend data.

	2021-22	2022-23	2023-24
Overall positive satisfaction	89.6%	90.0%	89.6%

Full Time Student Satisfaction Outcomes

The College continues to maintain a very high level of student satisfaction across the majority of the SFC and college statements, demonstrated in the three-year trend table below.

	2021-22	2022-23	2023-24
Overall positive satisfaction	89.4%	90.0%	89.4%

The SFC's statement, The College Students' Association influences change for the better, potentially needs further review with the SFC to determine if this is in fact the most appropriate survey statement as just under a third of full-time students (1,345) this year responded that they 'don't know', as did 1, 254 in AY 2022-23 and 1,106 in AY 2021-22, however 0% of students responded 'don't know' to the college students' association survey statements.

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	2021-22		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	3125	93.5%	3745	94.8%	3917	93.1%
Staff regularly discuss my progress with me.	3116	86.0%	3741	88.3%	3907	87.4%
Staff encourage students to take responsibility for their learning.	3115	97.1%	3737	97.4%	3904	97.2%
I am able to influence learning on my course.	3105	90.8%	3724	91.6%	3894	90.3%
I receive useful feedback which informs my future learning.	3109	91.2%	3733	91.3%	3903	91.0%
The way I'm taught helps me learn.	3102	86.3%	3726	89.1%	3893	88.0%
My time at college has helped me develop knowledge and skills for the workplace.	3112	91.9%	3737	93.3%	3906	92.1%
I believe student suggestions are taken seriously.	3110	87.3%	3725	85.7%	3893	84.6%
I believe all students at the college are treated equally and fairly by staff.	3113	92.2%	3737	90.2%	3900	90.0%
Any change in my course or teaching has been communicated well.	3107	87.0%	3726	89.1%	3910	85.8%
The online learning materials for my course have helped me learn.	3108	87.4%	3728	89.0%	3904	90.3%
I feel that I am part of the college community.	3105	85.9%	3720	88.2%	3898	88.1%
The College Students' Association influences change for the better.	2868	56.8%	3449	58.2%	3647	57.8%
College Statements	2021-22		2022-23		2023-24	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	3122	95.5%	3740	95.9%	3913	95.8%
Staff help to motivate me with my learning.	3108	89.8%	3738	90.3%	3902	90.5%
The VLE (Blackboard) is helping my learning.	3114	88.3%	3729	90.3%	3897	89.9%
I am told in advance if there are any changes to my timetable.	3114	85.0%	3733	86.0%	3899	83.7%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	3113	91.2%	3734	92.3%	3900	90.9%

Assessment & Feedback	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	3113	92.9%	3735	93.8%	3880	93.0%
I am provided with opportunities to plan and personalise my own learning.	3106	90.4%	3727	89.7%	3894	89.6%
Assessment tasks are clearly explained.	3109	90.4%	3730	90.9%	3897	89.8%
I am informed where and when my assessments are taking place.	3111	96.3%	3724	96.1%	3889	96.0%
I know what to do if I don't agree with my assessment results.	3104	83.8%	3725	84.9%	3890	84.5%
The feedback that I receive following assessment is useful and helps me learn.	3107	92.9%	3729	93.4%	3896	92.4%
I receive feedback from assessments in a timely manner.	3104	87.9%	3728	89.2%	3896	87.3%
e-assessment (online assessment) was used as part of my course.	3077	90.7%	3689	85.0%	3844	85.5%
Quality Improvement	No.	%	No.	%	No.	%
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.	3087	89.4%	3705	90.0%	3866	88.9%
I receive feedback on issues I raise.	3036	86.8%	3657	86.4%	3824	85.0%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	3102	95.1%	3723	95.1%	3883	94.7%
The information/help/support I am given is useful.	3086	94.3%	3706	94.1%	3874	93.9%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	3096	91.1%	3719	91.4%	3880	90.6%
I am aware of extra-curricular opportunities within the College.	3092	79.6%	3718	80.6%	3885	79.8%
I am aware of events, activities and opportunities offered by the Students' Association.	3095	83.3%	3711	81.4%	3877	80.6%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	3114	97.2%	3733	97.2%	3902	97.0%
I have been able to access all necessary computer hardware and software for my course.	3107	95.8%	3729	95.7%	3888	95.4%
Once I am connected, the College Wi-Fi network is reliable.	2789	85.9%	3586	75.7%	3777	78.2%

Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective.	2870	95.1%	3676	94.3%	3855	94.6%
I feel safe and secure on college premises.	2906	97.1%	3681	96.0%	3863	95.9%
College libraries provide a suitable learning environment.	2620	96.6%	3564	96.5%	3737	96.0%
College facilities are clean, tidy and well decorated.	2901	96.1%	3688	93.9%	3865	93.2%
Equality & Diversity	No.	%	No.	%	No.	%
The College does enough to promote equality and diversity issues e.g. College events, literature.	3100	94.8%	3726	94.7%	3884	94.3%
I am aware of the College's Respect campaign.	3094	88.9%	3734	88.4%	3886	86.9%
I believe that College staff, students and contractors behave respectfully towards each other.	3099	96.2%	3732	95.0%	3891	94.5%
Recommendation	No.	%	No.	%	No.	%
I would recommend North East Scotland College to others.	3078	96.5%	3684	96.5%	3855	95.3%

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, 535 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 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 2023-24 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.

https://wakelet.com/@Student_Satisfaction_and_Engagement_Survey_202324

Appendix 1 Part Time Survey Satisfaction

Overall positive satisfaction	2021-22	2022-23	2023-24
		89.6%	93.6%

Mandatory SFC Statements	2021-22		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	232	93.1%	333	96.4%	431	96.1%
Staff regularly discuss my progress with me.	232	88.4%	332	94.9%	430	89.1%
Staff encourage students to take responsibility for their learning.	232	97.4%	332	99.7%	429	97.4%
I am able to influence learning on my course.	230	92.2%	331	96.1%	431	94.7%
I receive useful feedback which informs my future learning.	231	89.6%	331	97.0%	431	90.7%
The way I'm taught helps me learn.	231	87.9%	332	94.6%	427	89.9%
My time at college has helped me develop knowledge and skills for the workplace.	231	93.1%	331	95.7%	430	92.1%
I believe student suggestions are taken seriously.	231	85.7%	332	94.9%	430	92.3%
I believe all students at the college are treated equally and fairly by staff.	232	92.2%	332	96.4%	430	97.7%
Any change in my course or teaching has been communicated well.	232	89.2%	331	95.8%	429	90.2%
The online learning materials for my course have helped me learn.	231	85.7%	332	94.3%	427	94.9%
I feel that I am part of the college community.	232	87.5%	332	92.1%	431	90.7%
The College Students' Association influences change for the better.	210	58.6%	312	54.81%	401	66.3%
College Statements	2021-22		2022-23		2023-24	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	231	94.8%	333	96.1%	431	96.1%
Staff help to motivate me with my learning.	229	91.7%	333	97.0%	429	93.0%
The VLE (Blackboard) is helping my learning.	228	83.8%	331	92.2%	429	91.4%
I am told in advance if there are any changes to my timetable.	230	86.1%	333	89.2%	430	87.0%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	231	92.6%	332	91.6%	430	89.3%
Assessment & Feedback	No.	%	No.	%	No.	%

Lessons prepare me well for assessments.	231	93.9%	332	97.0%	431	96.1%
I am provided with opportunities to plan and personalise my own learning.	230	89.6%	329	93.9%	430	93.0%
Assessment tasks are clearly explained.	230	93.5%	330	97.3%	430	95.4%
I am informed where and when my assessments are taking place.	230	95.2%	331	97.9%	428	97.7%
I know what to do if I don't agree with my assessment results.	231	91.3%	332	94.6%	429	91.6%
The feedback that I receive following assessment is useful and helps me learn.	231	95.2%	332	96.4%	429	93.9%
I receive feedback from assessments in a timely manner.	232	93.5%	331	97.0%	430	95.1%
e-assessment (online assessment) was used as part of my course.	229	87.3%	329	84.2%	428	81.1%
Quality Improvement	No.	%	No.	%	No.	%
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.	227	86.8%	326	90.2%	426	86.2%
I receive feedback on issues I raise.	226	89.4%	322	93.2%	420	86.7%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	230	97.0%	332	98.2%	427	96.5%
The information/help/support I am given is useful.	229	96.1%	331	97.6%	427	95.6%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	229	90.8%	330	94.9%	425	95.8%
I am aware of extra-curricular opportunities within the College.	228	85.1%	332	88.0%	425	83.1%
I am aware of events, activities and opportunities offered by the Students' Association.	227	81.1%	330	88.2%	424	81.8%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	227	92.5%	332	97.9%	428	98.1%
I have been able to access all necessary computer hardware and software for my course.	228	93.4%	330	95.8%	428	98.1%
Once I am connected, the College Wi-Fi network is reliable	202	72.3%	301	83.1%	403	78.2%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	217	95.9%	320	96.6%	422	96.2%
I feel safe and secure on college premises	216	95.8%	323	96.6%	424	97.2%
College libraries provide a suitable learning environment	199	98.0%	314	98.1%	407	96.3%
College facilities are clean, tidy and well decorated	216	96.3%	321	93.4%	422	96.7%
Equality & Diversity	No.	%	No.	%	No.	%



The College does enough to promote equality and diversity issues e.g. College events, literature.	227	94.7%	332	97.9%	426	97.9%
I am aware of the College's Respect campaign.	226	87.6%	332	93.4%	426	91.1%
I believe that College staff, students and contractors behave respectfully towards each other.	227	96.0%	331	98.2%	428	98.4%
Recommendation	No.	%	No.	%	No.	%
I would recommend North East Scotland College to others.	229	96.1%	324	95.4%	421	95.7%

Appendix 2 Distance/Flexible Satisfaction

Overall positive satisfaction	2021-22	2022-23	2023-24
		81.4%	80.9%

Mandatory SFC Statements	2021-22		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	84	96.4%	66	96.7%	131	97.7%
Staff regularly discuss my progress with me.	82	91.5%	60	90.0%	128	91.4%
Staff encourage students to take responsibility for their learning.	82	95.1%	58	98.3%	124	95.2%
I am able to influence learning on my course.	78	82.1%	55	74.6%	118	83.9%
I receive useful feedback which informs my future learning.	83	95.2%	62	95.2%	128	98.4%
The way I'm taught helps me learn.	82	90.2%	58	88.9%	123	94.3%
My time at college has helped me develop knowledge and skills for the workplace.	74	93.2%	55	90.9%	121	95.9%
I believe student suggestions are taken seriously.	67	88.1%	47	91.5%	103	92.2%
I believe all students at the college are treated equally and fairly by staff.	66	98.5%	48	100.0%	101	99.0%
Any change in my course or teaching has been communicated well.	66	100.0%	50	100.0%	113	94.7%
The online learning materials for my course have helped me learn.	83	96.4%	63	92.06%	130	95.4%
I feel that I am part of the college community.	72	65.3%	53	49.1%	104	70.2%
The College Students' Association influences change for the better.	73	37.0%	57	31.6%	112	37.5%
College Statements	2021-22		2022-23		2023-24	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	85	97.7%	64	96.9%	126	96.8%
Staff help to motivate me with my learning.	74	93.2%	52	80.8%	119	94.1%
The VLE (Blackboard) is helping my learning.	58	72.4%	44	56.8%	94	79.8%
I am told in advance if there are any changes to my timetable.	61	98.4%	46	89.1%	96	89.6%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	60	83.3%	48	83.3%	102	87.3%

Assessment & Feedback	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	73	95.9%	56	89.3%	117	96.6%
I am provided with opportunities to plan and personalise my own learning.	74	90.5%	49	93.9%	118	94.1%
Assessment tasks are clearly explained.	76	96.1%	60	90.0%	124	95.2%
I am informed where and when my assessments are taking place.	72	100.0%	54	98.2%	108	99.1%
I know what to do if I don't agree with my assessment results.	72	80.6%	53	83.0%	112	92.0%
The feedback that I receive following assessment is useful and helps me learn.	79	98.7%	60	96.7%	124	98.4%
I receive feedback from assessments in a timely manner.	79	94.9%	63	93.7%	127	97.6%
e-assessment (online assessment) was used as part of my course.	76	98.7%	63	100.0%	123	95.9%
Quality Improvement	No.	%	No.	%	No.	%
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.	59	69.5%	53	69.8%	102	74.5%
I receive feedback on issues I raise.	55	81.8%	44	88.6%	87	89.7%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	77	93.5%	58	94.8%	120	94.2%
The information/help/support I am given is useful.	72	95.8%	56	96.4%	115	96.5%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	69	75.4%	47	83.0%	109	86.2%
I am aware of extra-curricular opportunities within the College.	59	55.9%	44	52.3%	95	60.0%
I am aware of events, activities and opportunities offered by the Students' Association.	57	52.6%	43	46.5%	94	56.4%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	53	60.4%	41	68.3%	88	76.1%
I have been able to access all necessary computer hardware and software for my course.	68	97.1%	49	91.8%	97	89.7%
Once I am connected, the College Wi-Fi network is reliable	21	100.0%	14	92.9%	44	95.5%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	12	91.7%	14	92.9%	35	85.7%
I feel safe and secure on college premises	12	91.7%	14	92.9%	38	86.8%
College libraries provide a suitable learning environment	12	91.7%	13	100.0%	32	84.4%
College facilities are clean, tidy and well decorated	11	90.9%	15	100.0%	38	86.8%



Equality & Diversity	No.	%	No.	%	No.	%
The College does enough to promote equality and diversity issues e.g. College events, literature.	51	84.3%	38	94.7%	86	91.9%
I am aware of the College's Respect campaign.	54	51.9%	40	65.0%	85	64.7%
I believe that College staff, students and contractors behave respectfully towards each other.	44	95.5%	39	97.4%	84	97.6%
Recommendation	No.	%	No.	%	No.	%
I would recommend North East Scotland College to others.	84	96.4%	64	98.4%	125	99.2%

Appendix 3 School Link Survey Satisfaction

Overall positive satisfaction	2021-22	2022-23	2023-24
		88.5%	88.7%

Mandatory SFC Statements	2021-20		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	547	94.9%	616	97.4%	544	97.4%
Staff regularly discuss my progress with me.	545	88.3%	617	88.6%	544	91.9%
Staff encourage students to take responsibility for their learning.	544	97.2%	615	97.3%	543	99.3%
I am able to influence learning on my course.	540	94.4%	611	94.4%	538	95.7%
I receive useful feedback which informs my future learning.	546	92.5%	612	89.5%	544	95.2%
The way I'm taught helps me learn.	543	90.2%	617	90.3%	544	93.8%
My time at college has helped me develop knowledge and skills for the workplace.	545	94.3%	617	94.7%	542	95.6%
I believe student suggestions are taken seriously.	539	93.0%	613	91.2%	539	91.7%
I believe all students at the college are treated equally and fairly by staff.	545	95.8%	611	95.7%	541	93.9%
Any change in my course or teaching has been communicated well.	541	95.2%	615	92.5%	540	93.9%
The online learning materials for my course have helped me learn.	544	87.0%	613	89.6%	542	90.2%
I feel that I am part of the college community.	545	85.0%	614	84.5%	536	89.0%
The College Students' Association influences change for the better.	467	56.5%	537	57.5%	467	58.7%
College Statements	2021-20		2022-23		2023-24	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	543	96.7%	615	95.6%	543	97.1%
Staff help to motivate me with my learning.	540	91.3%	614	91.4%	541	93.7%
The VLE (Blackboard) is helping my learning.	526	81.0%	610	83.0%	531	85.1%
I am told in advance if there are any changes to my timetable.	537	92.7%	614	89.6%	531	90.0%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	541	92.2%	613	90.9%	536	91.4%

Assessment & Feedback	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	537	95.0%	614	94.0%	535	94.2%
I am provided with opportunities to plan and personalise my own learning.	534	90.6%	613	91.0%	537	90.1%
Assessment tasks are clearly explained.	538	92.4%	615	93.2%	536	93.8%
I am informed where and when my assessments are taking place.	534	95.1%	610	95.1%	533	95.1%
I know what to do if I don't agree with my assessment results.	529	83.7%	610	83.3%	531	84.9%
The feedback that I receive following assessment is useful and helps me learn.	533	92.3%	611	94.3%	532	95.1%
I receive feedback from assessments in a timely manner.	534	92.0%	610	92.3%	534	92.0%
e-assessment (online assessment) was used as part of my course.	514	83.9%	606	84.3%	521	87.1%
Quality Improvement	No.	%	No.	%	No.	%
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.	520	85.0%	605	85.5%	530	86.2%
I receive feedback on issues I raise.	513	89.9%	592	87.5%	523	89.5%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	527	95.8%	605	93.7%	537	95.0%
The information/help/support I am given is useful.	527	94.7%	606	94.7%	535	95.9%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	523	92.4%	607	91.1%	537	92.6%
I am aware of extra-curricular opportunities within the College.	519	72.5%	602	71.3%	530	74.5%
I am aware of events, activities and opportunities offered by the Students' Association.	518	74.3%	604	71.5%	529	74.3%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	537	94.2%	606	90.6%	529	92.4%
I have been able to access all necessary computer hardware and software for my course.	537	93.5%	607	94.2%	531	93.2%
Once I am connected, the College Wi-Fi network is reliable	422	83.7%	516	83.7%	464	83.6%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	445	94.4%	550	95.1%	490	96.5%
I feel safe and secure on college premises	446	96.9%	547	96.2%	483	96.5%
College libraries provide a suitable learning environment	349	95.1%	483	95.5%	440	96.4%
College facilities are clean, tidy and well decorated	439	96.6%	537	95.2%	475	96.8%



Equality & Diversity	No.	%	No.	%	No.	%
The College does enough to promote equality and diversity issues e.g. College events, literature.	524	92.8%	606	93.7%	523	92.9%
I am aware of the College's Respect campaign.	520	76.7%	605	76.9%	522	78.9%
I believe that College staff, students and contractors behave respectfully towards each other.	525	96.4%	607	96.1%	527	96.2%
Recommendation	No.	%	No.	%	No.	%
I would recommend North East Scotland College to others.	525	96.4%	609	97.2%	527	97.2%