

**NORTH EAST  
SCOTLAND  
COLLEGE**



**Board of Management  
Learning & Teaching and Student Services Committee  
Meeting of 15 November 2016**





## **NOTICE OF MEETING**

There will be a meeting of the Learning & Teaching and Student Services Committee on Tuesday 15 November 2016 at 1400 hours in G10, Aberdeen City Campus.

### **MEMBERS OF THE BOARD OF MANAGEMENT**

Ms. S Cormack  
Mr. D Duthie  
Mr. J Gall  
Prof. J Harper  
Ms. S Masson  
Mr. R McGregor  
Mr. D Russell  
Ms. A Simpson (Chair)  
Mr. R Wallen  
Ms. K Wetherall

### **IN ATTENDANCE**

Mr. N Cowie, Vice Principal Business Services  
Mr. J Davidson, Vice Principal Learning & Quality  
Ms. E Hart, Vice Principal Human Resources  
Ms. P May, Secretary to the Board of Management  
Ms. P Kesson, Minute Secretary



## **Agenda Meeting of 15 November 2016**

- 1. Apologies for Absence**
- 2. Minute of Previous Meeting**
  - 2.1. Meeting of 13 September 2016 (paper enclosed)
- 3. Matters Arising from the Minute of the Previous Meeting (paper enclosed)**
- 4. Report by the Principal (paper enclosed)**
- 5. Matter for Decision**
  - 5.1 Social Media Policy (paper enclosed)
- 6. Matters for Discussion**
  - 6.1. Full-time Student Applications and Enrolments 2016-17 Update (paper enclosed)
  - 6.2. Quality Assurance Arrangements for North East Scotland College (paper enclosed)
  - 6.3. Equality Outcomes (paper enclosed)
  - 6.4. Student Support Funds (paper enclosed)
  - 6.5. Students' Association Joint Review Group (oral update)
  - 6.6. Future Reports from the Students' Association (oral update)
- 7. Papers for Information**
  - 7.1. Student Survey – First Impressions (paper enclosed)
  - 7.2. Key Quality Performance Indicators (paper enclosed)
- 8. Summation of Business and Date and Time of Next Meeting**



## **Draft Minute of Meeting of 13 September 2016**

The meeting commenced at 1415 hours.

**PRESENT** – S Cormack, D Duthie, J Gall, J Harper, R McGregor, D Russell, A Simpson (Chair), R Wallen, K Wetherall

**IN ATTENDANCE** – N Cowie, J Davidson, E Hart, P May, P Kesson

**OBSERVER** – S Matthew

Ms Simpson welcomed Mr Matthew to the meeting in his capacity as observer.

Mr Duthie thanked Committee Members for their contribution during his time as Chair.

### **1. Apologies for Absence**

Apologies were received from S Masson.

### **2. Minute of previous Meeting**

The Minute of Meeting held on 19 July 2016 was approved.

### **3. Matters arising from previous Meeting**

The Committee noted a report providing information on matters arising from the meeting held on 19 July 2016.

### **4. Report by the Principal**

The Committee noted a report providing information on: Bridge2Business Entrepreneurial Award; Beacon Award; Business Enterprise Partnership; Visit by MSPs; Visit by Minister for Further Education, Higher Education and Science; change to College Link HMI; Formula Student Competition; and CDN Annual Awards 2016.

Mr Wallen provided additional information on a number of the items. Members noted that they would receive an update in due course on the new sector-wide quality arrangements.

The Committee Chair congratulated staff and students involved in the awards gained by the College.

### **5. Matter for Decision**

#### **5.1 Committee Terms of Reference**

The Committee considered the Terms of Reference for the Learning & Teaching and Student Services Committee.

Members approved the suggested revisions to the document, subject to the quorum being amended to 5 Members, and the inclusion of a reference to the Students' Association in the statement relating to the Committee's overall responsibility. Members noted that the Terms of Reference would be considered by the Board of Management at its October meeting, as part of a review of the Governance Manual.

### **6. Matters for Discussion**

#### **6.1 Full-time Student Applications and Enrolments 2016-17**

The Committee considered a paper providing information on the level of full-time student applications and enrolments for the academic year 2016-17.

Mr Davidson provided an update on full-time enrolments for 2016-17 and said that, to date, 6,786 students have been enrolled against a target of 6,654. Members were advised that this is 343 above the number enrolled at the time last year. Members congratulated staff on this excellent achievement.

The impact of the ongoing downturn in the oil and gas industry was noted. Mr Davidson reported that the enrolments for engineering have now risen during the month, but still fall short of target.

Members were informed that enrolments for full-time courses will cease at the end of the current week and attention will then focus on retaining the full-time student numbers, together with the ongoing enrolment of part-time students.

The Committee noted the information provided in the paper and also noted that the Finance and General Purposes Committee at its meeting earlier in the day had requested for student recruitment patterns and any changes to be explored.

### **6.2 Foundation Apprenticeships**

The Committee considered a paper providing information on the Foundation Apprenticeship (FA) Programme for the academic year 2015-16.

It was noted that, to date, 26 pupils had joined the Programme against a target of 50.

Members noted that discussions have taken place with Skills Development Scotland (SDS) to identify and focus on priority areas, and to promote these accordingly.

The requirement to tender for the delivery of SDS and Transition Fund activity was noted and it was agreed that opportunities to highlight, at appropriate forums, the possible reconsideration of this requirement should be taken where possible.

Mr Cowie reported that a 'Lunch and Learn' event will take place in early October 2016 to increase industry awareness of the FA Programme.

### **6.3 North East Scotland College Curriculum**

The Committee considered a report providing information on key curriculum developments for 2016-17 and on progress with the 2017-18 curriculum.

Information was provided on the full-time Curriculum 2016-17; new provision for 2016-17; positioning the College Curriculum for the future; and College curriculum for 2017-18.

Members noted that efforts continue to try to attract students into mechanical and electrical engineering.

Following a request, Mr Davidson provided an explanation of the Heart of Worcestershire Consortia approach.

### **6.4 Non-SFC Income Opportunities through Business and Community Development**

The Committee considered a report providing information relating to the industry engagement and non-SFC income generated by the Business & Community Development (BCD) Team.

Information was provided on: Skills Development Scotland Funding; Sponsored Initiatives; other non-SFC Funded Activity/Commercial Opportunities; Employer Engagement; other Opportunities; and areas to consider in order to generate further activity.

Members noted the information provided and were advised that the College may request additional Modern Apprenticeship places for this academic year (2016-17).

It was noted that a decision had not yet been taken on the future of the temporary post of Employer Engagement Manager.

Mr Duthie declared an interest in this item by virtue of his role as a Director of ASET.



### 6.5 Internationalisation

The Committee considered a paper providing information relating to international activity.

Information was provided on the current position in NESCol; the current position in ASET; and options for the College.

In noting the information Members were informed that it is becoming increasingly more difficult to recruit non-EU students.

Mr Duthie declared an interest in this item by virtue of his role as a Director of ASET.

### 6.6 Students' Association

The Committee considered a report prepared by the Students' Association.

Additional information was provided on Freshers' Week activities.

## 7. Papers for Information

### 7.1 Student Activity AY2015-16 – Final Count

The Committee noted a paper providing information on the final status of student activity for the academic year 2015-16.

Members noted that the final figure was 1.5% over target.

### 7.2 Key Quality Performance Indicators

The Committee considered a paper providing information on the final information on key performance indicators relating to the Quality Data for Ay2015-16.

Information was provided on: Lesson Observation; External Verification Visits; Student Engagement; Complaints; Compliments and Thanks.

It was agreed that it would be helpful to identify the number of complaints which were upheld against those which were not. Mr Wallen said that this information would be provided for the next meeting of the Committee.

### 7.3 Student Support Funds

The Committee considered a paper providing information on amounts allocated for various student support funds for AY2015-16 and AY2014-15, together with allocation of funds for AY2016-17.

Information was provided on the range of student support funds received; student support fund allocations for AY2015-16 and 2016-17; bursary fund allocations for AY2015-16 and 2016-17; discretionary and childcare fund allocations for AY2015-16 and AY2016-17; and disbursement of funds in AY2016-17.

A discussion was held on ongoing issues in relation to further reductions in the College's student support funds allocation from the SFC. Mr Cowie summarised further measures which will be considered in order to help mitigate the impact of the reduced allocation.

The Committee noted the information provided.

## 8. Summation of Business and date and time of next Meeting

The Secretary gave a summation of the business conducted. The next meeting of the Learning & Teaching and Student Services Committee is scheduled to take place on Tuesday 15 November 2016 at 1400 hours.

The meeting concluded at 1525 hours



## **Matters Arising from the Minute of the Previous Meeting**

### **1 Introduction**

- 1.1 This paper is to update the Committee on matters arising from the minute of the meeting of 13 September.

### **2 Matters Arising**

- 2.1 The following provides an update on matters discussed at the last meeting of the Committee:

#### **5.1 Committee Terms of Reference**

The Terms of Reference were amended as agreed and subsequently approved as part of the updated Governance Manual by the Board of Management at its meeting on 03 October 2016.

#### **6.2 Foundation Apprenticeships**

Information on the recent 'Lunch and Learn' event has been included in Agenda Item 4.

#### **7.2 Key Quality Performance Indicators**

Information on the number of complaints received to date in this academic year, categorised by upheld, partially upheld or not upheld, has been included as the appendix to Agenda Item 7.2.

### **3 Recommendation**

- 3.1 It is recommended that the Committee note the contents of this paper.

**Rob Wallen**  
Principal

**Pauline May**  
Secretary to the Board of Management



## Report by the Principal

### 1. Introduction

1.1. The purpose of this report is to inform members of the Committee about significant developments.

### 2. Care Experienced Student Awards

2.1. A small awards ceremony was held in Gate 63 at the Aberdeen City Campus to celebrate the achievement of two NESCol students. Frances Cheyne, Diploma in Veterinary Nursing (small animals) Level 3, received the Award for Academic Achievement and Holly Chapman, NC in Music received the Award for Wider Achievement.

### 3. Foundation Apprenticeships 'Lunch and Learn' Event

3.1. The College hosted a joint 'Lunch and Learn' event for invited Industry guests to promote Foundation Apprenticeships. Presentations were given by the Vice Principal Learning & Quality, Schools Liaison Manager and also colleagues from DYW North East Scotland and Skills Development Scotland.

### 4. Visit of Red Note Ensemble

4.1. Red Note Ensemble is Scotland's leading contemporary music ensemble. The performing ensemble is drawn from the talent pool of Scottish new music expertise and counts amongst its players, some of the very finest performers working in the UK today. Red Note visited the Music Department and a group of our HND Music students were set the task of composing a new piece of music in 10 minutes. The Ensemble then performed the new composition and provided insightful feedback covering both musical and technical issues.

### 5. Student Success

5.1. HND Photography graduate, Jenny Anderson has been named runner up in a national photography competition (British Institute of Professional Photography).

### 6. Scottish Institute for Enterprise (SIE)

6.1. Roy Patindol, an HNC Computing student has been nominated as the Scottish Institute for Enterprise student intern for NESCol. He will be running events and activities on the Campuses, and will manage the SIE Facebook group for their institution where students can keep up-to-date with local activities.

### 7. ESOL at Ellon Learning Centre

7.1. The launch of ESOL at the Ellon Learning Centre has proved a success with two good sized groups now running.

### 8. Learning Opportunities Fund-raising

8.1. Students from Learning Opportunities recently had a Denim stall in Dinos for the "Jeans for Genes" charity and raised £55.

8.2. Macmillan Coffee Mornings/Lunches have also been held and have raised over £300 to date. The College's Charity Box Shop has raised over £400 so far this academic year.

### 9. Social Sciences Student Projects

9.1. Level 5 students have been working with Shelter and Bridge to Business with a view to taking over a charity shop during December 2016. In the run up to this event, the students have organised themselves into appropriate roles based on past experience and preference. Bridge to Business will be delivering workshops on sales, management and marketing to the students.

9.2. Level 6 students are taking part in a 'Homelessness and Hunger' project as part of their volunteering award. Part of the project will involve setting up a food collection social enterprise on College premises. So far they have created a homelessness awareness exhibit and some have taken part in a sponsored sleep out in aid of Cyrenians.

**10. Recommendation**

10.1. It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

## **Social Media Policy**

### **1. Introduction**

1.1. The purpose of this paper is to provide the Committee with an opportunity to consider the College's Social Media Policy.

### **2. Updated Policy**

2.1. Attached as Appendix 1 to this paper is an updated version of the College's Social Media Policy.

2.2. The Policy has been reviewed and updated by the Head of Learning Resources. Only minor amendments have been made to the Policy, which was first approved by the Committee in 2014, these are:

- A revised position statement on page 1 to include more current information;
- Reference to Microsoft Office 365 as an official College social media tool on page 2.

2.3. An Equality Impact Assessment has been carried out for the Policy and no issues have been identified that would have a negative impact in relation to any of the protected characteristics.

### **3. Recommendation**

3.1. It is recommended that the Committee consider, and if so minded, approve the Social Media Policy.

**Rob Wallen**  
Principal

**Neil Cowie**  
Vice Principal – Business Services





# Social Media Policy



Agenda Item 5.1  
Appendix 1

**Ref: QA40**

## **Social Media Policy**

**Review Date: October 2016**

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## 1. Position Statement

The term "Social Media" is used to define the collective of web-based platforms that enable users to generate and share digital content and facilitate online interactions with other users ([www.gov.uk](http://www.gov.uk), 2016).

In recent years, social media has grown and developed to such an extent that it is now regarded as ubiquitous. As of January 2016, 63% of the entire UK population use Social Media on a regular basis, and the average UK user spends 1hr 29mins per day on social media platforms such as Facebook, Twitter and Instagram ([www.iabuk.net](http://www.iabuk.net), 2016).

Consequently, North East Scotland College recognises that social media applications have the potential to become a valuable resource to enhance the student experience by supporting learning, teaching and assessment. Indeed, research shows that learners who engage with their course work through social media are more likely to remain on their course for the duration of the year and complete the course successfully ([www.jisc.ac.uk](http://www.jisc.ac.uk), 2014).

Furthermore, social media can provide an effective way to enable collaboration by facilitating communication between the academic and business communities. Social media networks allow prospective students, current students, staff and key stakeholders, such as employers and colleagues at partner institutions to interact in an easy and efficient manner, via any device, any time and from any place.

NESCol endeavours to support the use of social media to supplement the College's in house Virtual Learning Environment in helping to interact appropriately with learners in new and exciting ways, to enhance the College profile within the community and to engage with industry partners. As a result it is essential that the College provide a safe, clear and responsible policy relating to the use of such technology within the curriculum.

### 1.1 Blackboard Learn

North East Scotland College has invested heavily in its very own Learning Management System, Blackboard Learn, which incorporates a range of internal social media tools including:

- Journals
- Blogs
- Wikis
- Instant messaging
- Discussion boards

In addition, all students are issued with a Microsoft Office 365 account that provides access to a range of social media and productivity tools, such as Skype and Yammer, which can enable group collaboration and online synchronous and asynchronous communication.

These tools mirror many of the features of external web based social networks but have the added benefit of being more secure, as users are required to log in via the College network. In addition, College staff are

able to moderate and oversee all activity that is undertaken and remove any inappropriate material quickly.

Please see **Appendix 1** for detailed advice on using Blackboard social media tools.

For all teaching teams, Blackboard and MS Office 365 should form the integral communication hub of each course with all key course announcements, correspondence, hosting of teaching material, marking of online assessment and recording of student progress carried out within the relevant Blackboard module area for each course.

However, Staff are free to publish or comment via social media, and use social media resources as a teaching tool, on condition that the following policy is adhered to.

***Prior to deciding to use external social media within a course, all staff must carefully consider whether using an external resource is necessary or whether Blackboard may be the more appropriate tool to use.***

Staff are expected to refresh their knowledge of relevant NESCol policies which apply in this context, particularly the e-Safety Policy, Communications Policy, Acceptable Use Policy and Copyright Policy.

## 2. Authorisation and Review

The Academic Board recommended the Social Media Policy for approval in October 2014 and the Learning and Teaching Committee of the Board of Management approved the policy the following month.

Any questions relating to this policy should be addressed to the Head of Learning Resources.

The impact of this policy will be monitored regularly to reflect the changing online environment and technologies. The policy may also be amended where particular concerns are raised or where an incident has been recorded.

## 3. Scope of the Policy

For the purposes of this policy, social media is defined as any online interactive communication tool that encourages participation and collaboration. Common examples include; Twitter, Facebook, YouTube, Skype, Instagram, Pinterest, and LinkedIn.

This policy applies to all staff and to all communications which directly or indirectly, represent the College. It applies to online communications posted at any time and from anywhere, whether to an individual, a limited group or the world.

North East Scotland College respects privacy and understands that staff may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional

standards and/or the institution's reputation are within the scope of this policy.

Professional responsibilities apply regardless of the medium being used. All social media communications which might affect the College's reputation, whether made either in a private or professional capacity, must comply with relevant College policies which address staff conduct.

There is additional guidance on content hosted on institutional web pages available at: [NESCol Policies](#)

Professional communications are those made through official channels and/or using the college name. All professional communications are within the scope of this policy.

Personal communications are those made via a private social media account, such as a personal blog or wiki. In some (limited) circumstances these communications are subject to this policy. In all cases, where a private account is used which clearly identifies the College it must be made clear that the member of staff is not communicating on behalf of the College. An appropriate disclaimer should be included, such as:

"The views expressed here are my own and in no way reflect the views of North East Scotland College"

Private communications which do not impact upon the College are outside the scope of this policy.

Digital communications with learners are also considered. Staff must consider whether the use of social media (external to the college's own VLE) is appropriate and pedagogically beneficial to the learners. Teaching Staff must ensure that a rationale for using a particular external tool is provided in the course overview, that permission for its use is granted by the relevant faculty manager and that details of the college account being used are sent to the Head of Learning Resources.

Staff should not under any circumstances use their own personal logins or IDs to facilitate contact with students via external social media sites or facilities. It is important that staff and students keep their personal accounts separate from College activities. Separate accounts should be created solely for use with College courses. Staff should refrain from 'friend' requests from learners without line manager approval except where the member of staff has a connection with the learner beyond the context of the institution.

Only once authorisation to use a College social media account for teaching and learning purposes has been granted, can the tool be deployed with a group.

***When using social media tools for teaching purposes Staff in charge of the account should always "like", "Follow" or "Friend Request" the official NESCol account. This will allow the Publicity and Marketing Team to track and monitor any relevant news and events for dissemination throughout the College.***

#### 4. Roles and Responsibilities

There are clear lines of responsibility for social media use within North East Scotland College

The Head of Learning Resources is responsible for:

- Keeping up to date with technology developments through appropriate CPD;
- Reviewing and updating all relevant documentation;
- Providing access to training and guidance on social media;
- Taking a lead role in responding to and investigating any reported incidents;
- Making an initial assessment when an incident is reported and involving appropriate staff and external agencies as required; and
- Maintaining a directory of College social media accounts.

Staff are responsible for:

- Knowing the contents of the policy and its procedures;
- Ensuring that any use of social media is carried out in line with this and other relevant policies;
- Attending appropriate training;
- Informing their Faculty Manager where an institutional account is to be used;
- Seeking relevant authorisation for official postings prior to publication;
- Regularly monitoring, updating and managing content he/she has posted via the College account;
- Ensuring that all learners have read, understood and agreed to College's acceptable use and copyright policies, before accessing and posting content via College social media accounts;
- Adding an appropriate disclaimer to personal accounts when naming the institution; and
- Reporting any incidents in line with section 11 below.

Line Managers are responsible for:

- Informing the Head of Learning Resources where an institutional account is to be used;
- Addressing concerns or questions regarding posts or comments via official and personal accounts;
- Reporting outcomes to the Head of Learning Resources, or escalating the matter to involve appropriate agencies;
- Authorising posts, where designated; and
- Attending additional relevant training.

### 5. Behaviour

North East Scotland College requires that all staff using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.

Staff will not use social media for the purposes of recruitment selection. Staff will not use social media to infringe on the rights and privacy of colleagues or make ill-considered comments or judgments about staff.

Digital communications by staff must be professional and respectful at all times and in accordance with this policy. Where an incident is reported, refer to section 13 below.

Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the College and will be reported as soon as possible to the Head of Learning Resources, and escalated where appropriate to a relevant senior manager. The College will take appropriate action when necessary.

Where conduct is found to be unacceptable, the College will deal with the matter internally. Where conduct is considered illegal, the College will report the matter to the Police and other relevant external agencies, and may take disciplinary action.

The use of social media by staff while at work may be monitored, in line with the North East Scotland Quality Audit policy <http://www.abcol.ac.uk/abnet/policy/files/2924.pdf>

North East Scotland College permits reasonable and appropriate access to private social media sites. However, where we suspect excessive use, and consider this use to be interfering with relevant duties, we may take disciplinary action.

The following general guidelines apply to staff posting content via social media:

#### The **Do's**

- Check with a line manager before publishing content that may have controversial implications for the institution;
- Use a disclaimer when expressing personal views;
- Make it clear who is posting content;
- Use an appropriate and professional tone;
- Be respectful to all parties;
- Ensure you have permission to 'share' other peoples' materials and acknowledge the author;
- Express opinions but do so in a balanced and measured manner;
- Manage your social media presence on behalf of North East Scotland College;

- Think before responding to comments and, when in doubt, get a second opinion;
- Set up a shadow system i.e. a colleague who can edit, authorise & access posts; and
- Seek advice and report any mistakes to your line manager.

### The **don'ts**:

- Don't make comments, post content or link to materials that will bring the College into disrepute;
- Don't assume students know how to use social media
- Don't use the College logo/branding on personal accounts;
- Don't publish confidential or commercially sensitive material;
- Don't breach copyright, data protection or other relevant legislation;
- Consider the appropriateness of content given the age and capacity of the learners, and don't link to, embed or add potentially inappropriate content;
- Don't post derogatory, defamatory, offensive, harassing or discriminatory content; and
- Don't use social media to air internal grievances.

## 6. Security

Staff are responsible for ensuring that passwords and other access controls for College social media accounts are of adequate strength and kept secure. Passwords should be regularly changed and under no circumstances, should passwords be shared. Staff should be familiar with privacy settings and ensure that these are appropriate for both content and intended audience.

Every effort will be made to keep security software up to date. Appropriate security measures will include the use of enhanced filtering and protection of firewalls, servers, routers, work stations etc. to prevent accidental or malicious access of IT systems and social media accounts. Digital communications, including via social media sites, over the college network, will be monitored in line with College policy.

Vulnerable groups and individuals, such as under-18s and vulnerable adults must not be asked to make use of any external social media site unless you are sure that the tools chosen are appropriate for them to use. Please contact the Learning Technologies (ILT) Manager for advice and further guidance.

## 7. e-Safety

North East Scotland College takes e-safety and its duty of care seriously. The College will do all that it reasonably can to ensure that learning and working environments, including online forums, are safe for staff and learners.

Whenever a new learning and teaching environment is being considered, staff must complete the relevant risk assessment form available in the e-Safety Policy. This is retained on file & checked by the e-Safety Officer.

Where staff are working with younger and/or more vulnerable learners, extra safeguards may be required such as a moderating content prior to publication. This aspect is addressed in the College's e-Safety guidelines for staff and students.

All staff should visit the e-safety area on Blackboard before being granted use of College social media accounts involving interaction with learners. Line managers should ensure that this occurs.

All staff must ensure that learners have read, understood and agreed to the e-safety rules/code of conduct and e-safety guidelines before permitting access to College social media accounts.

### **8. Student Knowledge**

It is dangerous to make the assumption that students properly understand how to use social media sites. Consider how to prepare a group for the work they will be undertaking and ensure that clear guidelines are established. It is essential to create a clear delineation between work which is College related (professional) and the student's social activities.

Opportunities should be taken to provide straightforward advice on safe internet usage. The SQA Digital Passport NPA provides good guidance for both staff and students. It is recommended that, wherever possible, students should undertake the SQA unit F0H510 Internet Safety as part of their studies.

### **9. External Social Media**

This Guide highlights the factors that staff must consider before embarking on the use of any externally hosted social media website as a learning tool with a class.

Each individual social media site has its own rules and terms of use. In order to check that the terms of any site are acceptable, you should refer to the advice given in Appendix 2.

If you are unsure in any way, please contact the Learning Technologies Team, who will provide further advice and guidance, if necessary. Details of common current social media tools are available in Appendix 2.

Students must be advised that they do not have to post any details about themselves on a social media site. If they elect to do so, then they alone are responsible.

Students should be told if the use of a social media site may involve data transfer out with the European Economic Area (being the European Union Member States, Norway, Liechtenstein and Iceland (EEA)) and, if it does,



they should be asked whether they wish to do this and their consent recorded in accordance with the procedures outlined in Appendix 3.

Staff and students must not post specific information about individual students or about staff on an external social media site unless they have explicit written, signed, dated authorisation from each student or staff member. In fact, this must be avoided in all but exceptional circumstances

College staff must not negotiate any special relationship with a service provider. Any negotiated arrangement may imply that the College absorbs some of the responsibilities which legitimately and legally rest with the provider.

### 10. Copyright - Use of Other Peoples' Materials

Sharing content such as images, photographs and video is extremely popular and easy to do via social media sites. While this may have value in an educational context, there is a real risk of breaching the rights of individuals who own the different media e.g. images rights, patents, copyright in a blog, or rights associated with collaborative outputs. All staff should ensure they have permission or other justification to share content in this way. Content is particularly risky where it is commercially valuable, confidential and/or sensitive.

Staff will not post any images, photographs, videos, text etc. via social media sites without appropriate permission from the rights holders. If unsure, staff are advised to check permissions attached to digital content prior to posting via social media.

The requirements of these policies apply to any use of College machines which provide access to social media.

The student policy can be read at  
<http://www.abcol.ac.uk/abnet/policy/files/450.pdf>

The staff policy can be read at  
<http://www.abcol.ac.uk/abnet/policy/files/449.pdf>

Further information and guidance is available from the Quality Compliance Manager.

### 11. Personal Information

Personal information is information about a particular living person. No personal information will be shared via social media sites without consent, unless it is in line with the College Data Protection Policy  
<http://www.abcol.ac.uk/abnet/policy/files/725.pdf>

Authorised staff posting content or setting up accounts are responsible for ensuring appropriate informed consents are in place. Members of staff should include their name, email and job title where possible. It is at their discretion whether they wish to post additional contact information.

Staff must keep learners' personal information safe and secure at all times. When using social media sites, staff should never publish learners' or staff members' personal information.

### 12. Education and Training

North East Scotland College wishes to make it clear to staff what our policy contains and the reasons behind it. The College will provide staff with additional guidelines and training on e-safety and effective practice, and the Head of Learning Resources will be available to answer any queries and address any comments.

Staff authorised to use College social media accounts, will have access to training materials on relevant safeguards and acceptable practice before access is granted. New, or temporary members of staff, will also receive this training as part of the induction process.

### 13. Incidents and Response

Any breach of this policy could lead to disciplinary action. Where a breach of this policy is reported to the college this matter will be dealt with seriously and in line with the College Disciplinary and Acceptable Use policies <http://www.abcol.ac.uk/abnet/policy/files/2904.pdf>

The College will act immediately to prevent, as far as reasonably possible, any damage to an individual, their rights or the institution's reputation. Any stakeholder or member of the public may report an incident to the institution. This should be directed immediately to the Head of Learning Resources and/or relevant line manager. Where it appears that a breach has taken place, the Head of Learning Resources and/or relevant line manager will review what has happened and decide on the most appropriate and proportionate course of action. Where the Head of Learning Resources considers the incident to be serious, this will also be reported to the Head of School.

Where staff are in receipt of offensive, unacceptable content via social media, this should be reported to a relevant line manager immediately. [Procedure 42: Removing identified unacceptable material from](#)

Where questionable content has been received by the institution, the Head of Learning Resources must be informed prior to any response being submitted.

### 14. Further Guidance

The list of tools in Appendix 1 & Appendix 2 represents a small sample of further guidance available. The information given on these tools was correct at the beginning of March 2012. Please contact the Learning Technologies (ILT) Manager for advice and further guidance

These disclaimers could be made available in Blackboard.

Status: for consideration by:	Learning & Teaching and Student Services Committee
Date of version:	October 2016
Responsibility for Policy:	Head of Learning Resources
Responsibility for Implementation:	Teaching Staff, CQMs, FM and Head of Learning Resources
Responsibility for Review:	Head of Learning Resources
Review date:	October 2018
Date of EIA :	November 2016

**Appendix 1 – Internal social media tools**

Social media	Description of what it does	Relevance to College work	Recommended Use
Journal	Provides a private "blog" for each student on a Blackboard course site. Can be viewed only by the student and course Instructors. Attachments and multi media can be used.	<ul style="list-style-type: none"> <li>• A very good tool for recording activity or evidence.</li> <li>• Very suitable for recording reflection on work in progress or completed</li> </ul>	In Blackboard course sites. Can be accessed in the College network or externally.
Blog	Provides a forum visible to all students and Instructors on a Blackboard course site. Entries are listed chronologically but can be filtered by different search terms. Attachments and multi media can be used.	<ul style="list-style-type: none"> <li>• A good tool to facilitate general discussion around a topic.</li> <li>• A good way to introduce students to blogs, before moving to an external tool.</li> <li>• Can be used as a whole class or group tool</li> </ul>	In Blackboard course sites. Can be accessed in the College network or externally.
Wiki	Provides an area which all students and Instructors can view and edit. Attachments and multi media can be used.	<ul style="list-style-type: none"> <li>• Provides an online space which facilitates cooperation and/or collaboration</li> <li>• Can be used as a whole class or group tool</li> <li>• Can be used to develop student created "websites" (individual or group)</li> </ul>	In Blackboard course sites, Can be accessed in the College network or externally.
Blackboard discussion boards	Provides a threaded discussion forum inside Blackboard course sites	<ul style="list-style-type: none"> <li>• A very good tool to facilitate structured discussion on specific topics</li> </ul>	In Blackboard course sites, Can be accessed in the College network or externally.

## Social Media Policy

### Appendix 2 - Examples of external social media – NB this list is not exhaustive.

Social media	Description of what it does	Relevance to College work	Possible Uses	Significant terms and conditions
Facebook	Users can communicate with friends and other users through private or public messages and a chat feature. They can also create and join interest groups and "like pages", some of which are maintained by organisations as a means of promotion/marketing.	<ul style="list-style-type: none"> <li>For many students, this is their main form of communication with friends. Use in College must be restricted to that which is essential for clearly defined educational purposes.</li> <li>Many industries now use Facebook for marketing and PR.</li> </ul>	<ul style="list-style-type: none"> <li>To provide real world examples of how industries use this tool.</li> <li>To practice using the tool for commercial / industrial purposes.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Full terms</a></li> <li>Governed by the laws of the state of Delaware, USA.</li> <li>Content is stored in USA.</li> <li>Age limit: 13+ only</li> <li>Content belongs to users and they can control who sees it by use of <a href="#">privacy</a> and <a href="#">application</a> settings</li> </ul>
Twitter	A microblogging site that enables users to send 'tweets' or messages of 140 characters or less.	<ul style="list-style-type: none"> <li>It acts as an informal channel to exchange views, news and questions on anything.</li> <li>Could be used as an informal collaborative tool.</li> </ul>	<ul style="list-style-type: none"> <li>To help develop a group identity in classes which do not meet face to face very often.</li> <li>Tool to allow students to ask questions and share information quickly– could build up FAQs.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Full terms</a></li> <li>Governed by the laws of the state of California, USA.</li> <li>Content is stored in USA.</li> <li>Age limit: 13+ only</li> <li>Tweets are completely public by default</li> <li>Content belongs to the user but Twitter can make your Tweets available to the rest of the world and to let others do the same.</li> </ul>

				<ul style="list-style-type: none"> <li>Advertising may appear alongside tweets</li> </ul>
YouTube	<p>A video sharing website where users can upload and share video content. It also provides social networking tools, such as commenting and subscription.</p> <p>Anyone can view content but you need to create a Google account to upload content.</p>	<ul style="list-style-type: none"> <li>For many young people, YouTube is used in preference to search engines, such as Google</li> <li>There is now a tool in Blackboard (mash up tool) which facilitates searching and deployment of YouTube resources from within Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>Could be used to share student work outside the College, if essential for educational purposes</li> <li>Could be used to facilitate group work, if the Blackboard tools are not appropriate.</li> <li>Could provide real life examples of many industrial activities.</li> </ul>	<ul style="list-style-type: none"> <li>YouTube - <a href="#">Full terms</a></li> <li>Google – <a href="#">Full Terms</a></li> <li>Governed by the laws of the state of California, USA.</li> <li>Content is stored in USA.</li> <li>Age limit: 13+ only</li> <li>Content belongs to the person who uploads it but YouTube can do pretty much what they like with it. See section 8 of the terms.</li> <li>Other users can make use of your content without further permission.</li> </ul>
Flickr	<p>An image and video hosting site where individuals can post and share content.</p> <p>Anyone can view unrestricted content but you need to create an account to upload media.</p>	<ul style="list-style-type: none"> <li>Useful as a digital asset management tool for sharing media across and outside the College.</li> <li>There is now a tool in Blackboard (mash up tool) which facilitates searching and deployment of Flickr resources from within Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>To showcase student work outside the College</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Full terms</a></li> <li>Governed by UK law.</li> <li>Content stored in Europe</li> <li>Age limit: 13+ only</li> <li>Content belongs to user but unrestricted content may be shared with other users</li> </ul>

## Social Media Policy

iTunes U	An Apple led initiative which allows for educational content to be shared across the academic world.	<ul style="list-style-type: none"> <li>The College have a presence on iTunes U and provide online content for students.</li> </ul>	<ul style="list-style-type: none"> <li>Content on iTunes U can be easily incorporated into teaching materials in Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Content can be downloaded without creating an iTunes account, as it is free.</li> </ul>
Blogger	<p>This is Google's blogging tool.</p> <p>You need to have a Google account to create a blog in Blogger.</p> <p>There are many other blogging tools available on the internet.</p>	<ul style="list-style-type: none"> <li>Allows students to create a blog, which can be seen throughout the internet</li> </ul>	<ul style="list-style-type: none"> <li>Could be used to facilitate contact with students in other institutions</li> <li>Could be used to facilitate discussion with industry professionals / experts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Full terms</a></li> <li>Governed by the laws of the state of California, USA.</li> <li>Content is stored in USA.</li> <li>Age limit: 13+ only</li> <li>Google claims no ownership or control over any content submitted, posted or displayed</li> </ul>
Wikispaces	<p>This is a well-known wiki tool. There are free and paid for versions.</p> <p>Individuals can create a free account, which is visible to all users.</p> <p>Paid for accounts can be hidden from other users.</p>	<ul style="list-style-type: none"> <li>Allows students to create a wiki, which can be seen throughout the internet</li> </ul>	<ul style="list-style-type: none"> <li>Could be used to facilitate collaboration with students in other institutions</li> <li>Could be used to facilitate discussion and collaboration with industry professionals / experts</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Full terms</a></li> <li>Governed by the laws of the state of California, USA.</li> <li>Content is stored in USA.</li> <li>Age limit: 13+ only</li> </ul>

### Appendix 3 – Wording for Student Disclaimers

#### **Social Media site with content stored inside the EEA.**

As part of our course, we will be using a social media site called **<name of site>**.

This is a site, which is not part of the College Virtual Learning Environment but it will be a good tool for the work we will be doing.

You should understand a few things about this site:

- You do not have to make use of this site.
- If you agree to use this site, you are responsible for the content you upload. Please remember that the College Acceptable Use Policy applies to any content you upload.
- You must not upload any personal information about fellow students or your lecturers.

#### **Social Media site with content stored outside the EEA.**

As part of our course, we will be using a social media site called <name of site>.

This is a site, which is not part of the College Virtual Learning Environment but it will be a good tool for the work we will be doing.

You should understand a few things about this site:

- You do not have to make use of this site.
- If you agree to use this site, you are responsible for the content you upload. Please remember that the College Acceptable Use Policy applies to any content you upload.
- You must not upload any personal information about fellow students or your lecturers.
- The information you upload will be stored outside of the European Economic Area (being the European Union Member States, Norway, Liechtenstein and Iceland). By using the site, you agree to storage and processing of the information you provide (which may include personal information) out with the European Economic Area. The countries processing personal information may not afford the same level of protection of privacy and data protection as provided in the European Economic Area.

These disclaimers are available in Blackboard in the BYOD toolkit



## Equality Impact Assessment (EIA) Form

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

<b>Title of Policy or Procedure. Details of Relevant Practice:</b>	Social Media Policy
<b>Person(s) Responsible.</b>	Robin McGregor
<b>Date of Assessment:</b>	01-11-16
<b>What are the aims of the policy, procedure or practice being considered?</b>	The primary aim of this policy is to inform staff of their responsibilities when implementing a social media tool within learning, teaching and assessment
<b>Who will this policy, procedure or practice impact upon?</b>	Teaching Staff, Students

### Part 2. Public Sector Equality Duty comparison (Consider the proposed action against each element of the PSED and describe potential impact, which may be positive, neutral or negative. Provide details of evidence.)

Need	Impact	Evidence
<ul style="list-style-type: none"> <li>Eliminating unlawful discrimination, harassment and victimisation.</li> </ul>	Positive	This policy assists staff to manage online interactions between students and provides guidance relating to any incidences of cyber bullying or inappropriate use of online tools
<ul style="list-style-type: none"> <li>Advancing Equality of Opportunity</li> </ul>	Positive	Embedding the use of social media tools within the curriculum is an excellent way to encourage those who are intimidated by the use of IT to become more confident and can enable access from any device.
<ul style="list-style-type: none"> <li>Promoting Good relations</li> </ul>	Positive	This policy instructs staff on how to ensure that online collaboration between staff and students is managed in a professional manner.

**Part 3. Action & Outcome** (Following initial assessment, describe any action that will be taken to address impact detected)

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<b>Sign-off, authorisation and publishing *</b>	
Name:	Robin McGregor
Position:	Head of Learning Resources
Date:	01-11-16

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

## **Full-time Student Applications and Enrolments 2016-17 Update**

### **1. Introduction**

- 1.1. The purpose of this report is to provide the Committee with information on the level of full-time student applications and enrolments for the academic year 2016-17.

### **2. Background**

- 2.1. Summary information on applications and on planned enrolments against actual enrolments made for the three College Academic Schools is given in Appendix 1 to this paper together with planned credits against actual credits. For AY2016-17 the College had received 15,921 applications for just under 7,000 proposed, full-time enrolments. The planned enrolments for AY2016-17 was 6,710 and the actual enrolments as of 24 October was 6,848.
- 2.2. Recruitment to the College's full-time provision is now complete for AY2016-17 with the schools achieving the targets that were set as part of the College's Regional Outcome Agreement. Recruitment to Part-time Programmes is ongoing and will continue through to Block 2.

### **3. Recommendation**

- 3.1. It is recommended that the Committee note the information provided in this paper.

**Rob Wallen**  
Principal

**John Davidson**  
Vice Principal Learning & Quality



**Full-time Student Applications and Enrolments - AY2016-17**

	<b>Total Applications</b>	<b>Planned Enrolments</b>	<b>Actual Enrolments</b>	<b>Planned Credits</b>	<b>Actual Credits</b>
<b>Academic Schools</b>					
School of Creative Industries, Computing, ESOL and Business Enterprise	6542	2830	3022	42,496	48,223
School of Engineering Science and Technology	3385	1501	1463	23,008	23107
School of Service Industries	5981	2379	2363	42,212	41263
<b>Total</b>	<b>15921</b>	<b>6710</b>	<b>6848</b>	<b>107716</b>	<b>112593</b>

	<b>Total Applications</b>	<b>Planned Enrolments</b>	<b>Actual Enrolments</b>	<b>Planned Credits</b>	<b>Actual Credits</b>
<b>Academic Teams</b>					
<b>School of Creative Industries, Computing and Business Enterprise</b>					
TCA – Art, Design and Textiles (Aberdeen City)	715	190	340	2967	5382
TCB – Visual Communication and Photography (Aberdeen City)	n/a	274	n/a	4072	n/a
TCC – Art, Design, Floristry and Tourism (Fraserburgh)	97	67	56	1117	957
ICD – Music, Drama and Media (Aberdeen City)	834	397	381	5976	5658
TCE – Core and Essential Skills and ESOL (Fraserburgh)	310	90	138	1490	2469
TCF – Essential and Core Skills (Aberdeen City)	179		94		1395
TCG – ESOL –(Aberdeen City)	689	200	256	3384	4750
TCH – Business, Enterprise and Administration (Aberdeen City)	1392	347	608	5240	9520
TCJ – Accounting and Law (Aberdeen City)	n/a	343	n/a	4836	n/a
TCK – Accounting, Travel and Tourism (Aberdeen City)	897	326	435	4388	6660
TCL – Computing Applications & Visual Communication(Aberdeen City)	560	168	302	2672	4812
TCM – Computing Networking (Aberdeen City)	573	228	277	3334	4461
TCN – Business (Fraserburgh)	296	200	135	3019	2159
<b>Total</b>	<b>6542</b>	<b>2830</b>	<b>3022</b>	<b>42,495</b>	<b>48,223</b>
<b>School of Engineering Science and Technology</b>					
TAA – Electrical Engineering (Altens)	427	200	170	3038	2770
TAB – Energy, Oil & Gas and Renewables	0	143	103	2042	1653
TAC – Science (Aberdeen City)	590	228	253	3419	3942
TAD – Mechanical Engineering (Altens)	336	144	117	2351	1884
TAE – Maths and Mechanical Engineering Technicians (Altens)	312	156	111	2176	1650
TAF – Construction (Altens)	313	112	150	1754	2408
TAG – Automotive Engineering(Altens)	365	68	93	1102	1386
TAH – Automotive Engineering and Construction (Fraserburgh)	274	148	111	1714	1410
TAJ – Mechanical Engineering Craft and Welding (Fraserburgh)	341	176	174	2870	2943
TAK – Mechanical Engineering Technicians and Maths (Fraserburgh)	182	38	68	558	1072
TAL – Electrical, Electronic and Measurement & Control (Fraserburgh)	232	88	105	1984	1870

Full-time Student Applications and Enrolments - AY2016-17

TAM- Science (Fraserburgh)		13		8				119
	Total	3385	1501	1463	23,008	23,107		
		<b>Total Applications</b>	<b>Planned Enrolments</b>	<b>Actual Enrolments</b>	<b>Planned Credits</b>	<b>Actual Credits</b>		
<b>School of Service Industries</b>								
TDA – Childcare, Health and Social Care (Fraserburgh)		421	132	136	2464	2395		
TDB – Childcare (Aberdeen City)		491	156	184	2853	3319		
TDC – Health Care (Aberdeen City)		759	330	259	6199	4790		
TDD – Hair, Beauty and Sport (Fraserburgh)		465	134	184	2583	3297		
TDE – Hairdressing (Aberdeen City)		336	158	129	2916	2314		
TDF – Beauty and Complementary Therapies (Aberdeen City)		528	220	211	4084	3842		
TDG – Hospitality (Aberdeen City)		284	122	114	2051	1998		
TDH – Sport (Aberdeen City)		789	270	336	4022	5406		
TDJ – Hospitality, Sport and Horticulture (Fraserburgh)		n/a	122	n/a	2084	n/a		
TDK – Animal Care and Horticulture (Craibstone)		n/a	201	n/a	3587	n/a		
TDL – Social Sciences (Aberdeen)		936	342	404	5668	6579		
TDM – Social Sciences & Learning Opportunities (Fraserburgh)		289	94	145	1706	2528		
TDN – Learning Opportunities (Aberdeen)		150	98	91	1995	1856		
TDP – Social Care		533		170		2939		
	Total	5981	2379	2363	42,212	41,263		

## Quality Assurance Arrangements for North East Scotland College

### 1. Introduction

- 1.1. The purpose of this paper is to provide an update to the Committee on the College's quality assurance arrangements of North East Scotland College (NESCol).

### 2. Background

- 2.1. The overall responsibility for leading, developing and implementing quality arrangements for NESCol resides with the College's Vice Principal – Learning & Quality.
- 2.2. Much work has been carried out in the last academic year to fully embed quality into the curriculum. The Quality Improvement and Assurance Committee (QIAC) is one of four sub-committees of the College's Academic Board.

### 3. Quality Improvement and Assurance Committee (QIAC)

- 3.1. Since its inception the QIAC has, through regular quality meetings, ensured that each College curriculum team and each support team carries out a rigorous and full self-evaluation of each programme and function each year. For curriculum teams this process involves detailed analysis of each course using a range of performance criteria and other key information.
- 3.2. QIAC members have sought to build on the best quality practice and these include:
- A course approval process;
  - A robust, self-evaluation process;
  - Themed quality audits;
  - Lesson observations;
  - Internal verification;
  - Student feedback mechanisms;
  - Complaints handling;
  - Enhanced PI analysis.
- 3.3. An integral part of the work of the Committee is also to identify good and innovative practice in relation to course delivery, support services or the quality and effectiveness of the self-evaluation reports and to disseminate this widely across the College.
- 3.4. Some of the QIAC's on-going quality projects are noted below:
- 3.4.1. **Student Retention and Progression** – As one of the colleges who successfully completed the Action Learning Project, one of the key areas of focus for AY2015-16 was student withdrawal and attainment.
- 3.4.2. **A Single PI Analysis/Prediction Process** – A rigorous approach to in-year PI analysis/prediction was carried out and this resulted in significant improvements in AY2015-16. Self-evaluations reports for both curriculum and support teams were updated routinely throughout the academic year and presented to those members of the Validation Panel involved in the Action Learning Project.
- 3.4.3. **Student-led Quality Reviews** – The QIAC explored how best to develop student engagement in the self-evaluation process with a specific focus on student-led peer reviews being carried out. Six peer-led reviews took place towards the end of AY2015-16. A Learner Engagement group has also been formed and one area of focus for the group is to develop this further.

3.4.4. **SQA Quality Framework** – SQA conducted a system visit during AY2014-15 and detailed feedback was given with some recommendations to take forward into AY2015-16. These recommendations were completed and signed off by SQA in February 2016. The next visit will take place in October 2017.

3.4.5. **Proposed Future QIAC Activity** – Whilst work continues on several quality assurance and improvement approaches, the QIAC has also identified additional quality-related projects for AY2016-17. These include:

- The development and implementation of a revised Quality Strategy that reflects the on-going changes to quality approaches including the new College Quality Arrangements being proposed by Scottish Funding Council [SFC] and Education Scotland [ES]. The College has played a key role in developing these new arrangements.
- The implementation of a revised approach to students' inclusiveness, equality and diversity through the College's newly-convened Equality and Diversity Strategy Group as part of the Equality Challenge Unit [ECU] outcomes project;
- A review of lesson observation practice;
- A review of digital practice to ensure Technology Enhanced Learning is fully embedded across all centres;
- The deployment of the Quality Team's Senior Lecturers (Quality Development) to better support quality improvement practice in curriculum teams.

3.5. The following section of this report documents some of the outcomes that have emanated from the quality approaches adopted and implemented over the previous year.

## **4. Quality Improvement and Assurance Arrangements – Outcomes**

### **4.1. Lesson Observation**

Lesson observations continue to play a key role in our quality assurance process. The model is designed around ES criteria and consisted of a mix of announced and non-announced observations [depending on the experience of the member of staff] which were not allocated an overall grade. All observations were followed by a professional discussion.

During AY2015-16 there were 77 observations carried out by staff from the Quality Team and lesson observations were carried out on 39 Protocol National (PN) visiting lecturers.

The results of observations undertaken this year indicate that the quality of learning and teaching remains high and that excellent relationships between staff and students exist.

### **4.2. Student Focus Groups**

34 scheduled student focus groups were carried out over AY2015-16. Focus groups were undertaken on the agreed themes of BYOD (Bring Your Own Device); Learning Technologies; Timetabling and General Course Quality. Individual actions were identified (53 instances) and allocated to appropriate individuals. No major cross-College issues were identified.

### **4.3. Themed Internal Quality Audits**

24 planned internal quality audits were completed. Revisions to internal verification (IV) documentation and tracking systems have improved the planning and recording of pre-delivery checks. The quality of the documentation was commented upon positively by a significant number of external verifiers.



**4.4. Student Satisfaction Surveys**

In order to improve student response rates the College delivers its Student Satisfaction Survey in two parts, part one in September/October and part two in March/April. A breakdown of survey results was provided for self-evaluation reporting at programme, team and school level in order that quality improvements could be identified and built into action plans. The high-level results of the First Impressions Survey for AY2016-17 are presented in Agenda Item 7.1. A more detailed analysis of the First Impressions Survey will be presented to the meeting of the Committee scheduled for January 2017.

**4.5. Complaints Management**

Responses to complaints carry specific deadlines of either 5 or 20 working days relating to their categorisation of seriousness.

**4.6. Self-evaluation Reports**

During the early stages of AY2015-16 self-evaluation reports were reviewed by the Directors of Curriculum and Head of Departments. Any weaknesses in the reports were identified and support given to assist authors to address these.

Through our continued participation in the Action Learning Project, a number of action points were identified and these were addressed in AY2015-16. A draft report will be presented to the College's Board of Management for consideration.

**4.7. Approval and Validation**

During AY2015-16 there were no instances of issues being raised by awarding bodies with regard to approvals. 66 programme/unit change submissions were considered by the College's Curriculum Approval Panel (CAP) throughout the year with almost all being satisfactorily concluded within the academic year. The CAP itself has begun to increase the depth of its work and some consideration has been given to the type of information required by the panel and how this could be connected to the work of other planning and quality activities.

**5. College Quality Arrangements from AY2016-17**

5.1. Following pilot work with three colleges in AY2014-15 and AY2015-16, SFC intends to introduce a new approach to evaluation and reporting for all colleges from AY2016-17. This is in recognition that colleges in Scotland are delivering in a different context and facing new demands as a result of regionalisation and outcome agreements.

5.2. The new arrangements will build on the following aims adopted in the pilot work:

**Integrate**

- Integrate performance monitoring of outcome agreements with the quality framework for colleges to reduce duplication of effort.

**Develop regional approaches**

- Establish evaluation and performance reporting which makes appropriate use of core national performance information and reflects the regional context.

**Ownership**

- Strengthen college ownership and responsibility for self-evaluation and improvement planning of outcomes and quality, as the route to real quality improvement;
- Establish regional approaches which take account of governance.

**Challenge**

- Ensure that appropriate challenge is built into college self-evaluation by embedding independent, external feedback into evaluation processes;
- Enable SFC, and other stakeholders to have annual, validated assurance that colleges are performing well on all aspects of their work, and that action is being taken on any areas for improvement.

5.3. The College is engaging with SFC and ES on these new arrangements and further updates will be given throughout the academic year.

**6. Recommendation**

6.1. It is recommended that the Committee note the information provided in this paper.

**Rob Wallen**  
Principal

**John Davidson**  
Vice Principal Learning & Quality

## Equality Outcomes

### 1. Introduction

- 1.1 The purpose of this paper is to provide the Committee with an update on progress with the College's Equality Outcomes Action Plan 2015-17.

### 2. Background

- 2.1 As approved by the Board of Management in February 2016, the College has published a set of Equality Outcomes and an Action Plan.
- 2.2 The Outcomes fall under the headings of Improving Data, Improving the Experience, Advancing Engagement and Advancing Knowledge and Awareness with a set of key actions under each heading. In total there are 14 actions.
- 2.3 The College has a legal obligation under the Public Sector Equality Duty to report every two years on progress against outcomes as part of a mainstreaming report. The next report is due in April 2017.

### 3. Progress Against Student Focussed Equality Outcomes

- 3.1 Attached as Appendix 1 to this paper is an update on the actions in the Equality Outcomes Action Plan as they pertain specifically to students.
- 3.2 These are the actions numbered 1, 2, 5, 6, 7, 12, 13 and 14.
- 3.3 Excellent progress has been made in progressing these actions and outcomes but there is more to be done.

### 4. Next Steps

- 4.1 The members of the Equality and Diversity Strategy Group have responsibility for delivering the Equality Outcomes and Action Plan.
- 4.2 A final mainstreaming and equality outcomes report needs to be published in April 2017, along with the gender pay gap. The Board of Management will receive these reports for review prior to publication in February/March 2017.

### 5. Recommendation

- 5.1 It is recommended that the Committee note the contents of this paper.

**Rob Wallen**  
Principal

**Elaine Hart**  
Vice Principal Human Resources



# EQUALITY OUTCOMES 2015-2017

## EQUALITY OUTCOME – IMPROVING DATA

To improve the collection, reporting and use of data across all protected characteristics for both staff and students, taking the relevant actions identified, to advance equality of opportunity and meet the requirements of the Public Sector Equality Duty

ACTIONS	SUCCESS MEASURES	EVIDENCE SOURCE	RESPONSIBLE	TIMESCALE	UPDATE
<p>1</p> <p><b>Participate in the “Attracting Diversity: Equality in student recruitment” project to fully embed E&amp;D into student recruitment processes</b></p>	<ul style="list-style-type: none"> <li>Data analysed, benchmarked and used to make identified improvements</li> <li>Targets will be set as the project progresses to improve retention and success</li> </ul>	<ul style="list-style-type: none"> <li>Data</li> <li>Performance Indicators</li> <li>Surveys</li> <li>Self-Assessment</li> <li>Equality Impact Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal Human Resources</li> <li>Vice Principal Learning &amp; Quality</li> <li>Head of Organisational Services</li> <li>Directors of Curriculum</li> <li>Head of Student Services</li> </ul>	<ul style="list-style-type: none"> <li>First review of data by start of Academic Year 16/17</li> <li>This is a 2.5 year project.</li> </ul>	<p>Progressing well with two key areas being focussed on to address gender imbalance these being “Women into Computing” and “Men into Care”. Action plans are being put in place to drive these initiatives forward and the Equality Challenge Unit is meeting with the Project Team in November to assess progress.</p>
<p>2</p> <p><b>Review and benchmark College student data to appropriately assess under - representation and set specific and achievable targets in relation to improving</b></p>	<ul style="list-style-type: none"> <li>The data collected on students for AY2015-16 will be used as a baseline against which progress can be measured with an</li> </ul>	<ul style="list-style-type: none"> <li>Performance Indicators</li> <li>Data</li> <li>Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal Learning &amp; Quality</li> <li>Directors of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>August 2016</li> </ul>	<p>Significant improvements have been made in the way Unit E can report on equalities and curriculum teams will be able to easily access</p>

<p><b>participation of under-represented groups including care experienced students.</b></p>	<p>action plan.</p> <ul style="list-style-type: none"> <li>Data analysed and used to improve identified outcomes for students</li> <li>Performance Indicators</li> <li>Improved retention and success</li> <li>Improved availability and reporting of data</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Implementation of an Action Plan based on data identified in AY2015-16</li> <li>Equality Impact Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Services</li> <li>Head of Organisational Services</li> </ul>	<p>relevant data.</p> <p>Data on enrolments split by protected characteristic are available although these have not been benchmarked to date.</p> <p>Full Equalities data for review of outcomes has not yet been made available for review but this should be available for AY2016-17.</p> <p>Opportunities to benchmark regional outcomes against national results are available for historic data.</p> <p>Targets to improve gender balance on courses with significant bias continues and initiatives are planned to work with younger school pupils in an attempt to break down gender stereotypes. Annual review has been</p>
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							completed on the care experienced student outcomes, focus groups have taken place and evaluations of service/ student feedback has all been reviewed. As yet no benchmarking has taken place only review against our own AY2014-15 baseline data.
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## EQUALITY OUTCOME – ADVANCING ENGAGEMENT

*To improve the way we involve staff, students and external partners in mainstreaming equality and diversity*

	<b>ACTION</b>	<b>SUCCESS MEASURES</b>	<b>EVIDENCE SOURCE</b>	<b>RESPONSIBLE</b>	<b>TIMESCALE</b>	<b>UPDATE</b>
5	<b>Co-ordinate a cross college approach to working with external partners/stakeholders representing those with protected characteristics by identifying where partnerships currently exist and identifying further organisations, partnerships or stakeholders where relationships can be developed</b>	<ul style="list-style-type: none"> <li>A co-ordinated approach to working with external partners and stakeholders</li> <li>Greater awareness and recognition of the work we already do and the impact that has on the student experience.</li> <li>New partnerships identified that have a measurable positive impact on the student experience.</li> <li>Consultations with a wider group of stakeholders on key equality initiatives and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>An updated central list of partner organisations</li> <li>Validation Panel through Action Learning Project</li> <li>Staff equality Survey</li> <li>Annual Staff Equality Surveys</li> <li>Equality Impact Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal – Learning and Quality</li> <li>Staff Equality Group</li> <li>Head of Student Services</li> <li>Directors of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>August 2016</li> </ul>	The Learning Development Team (LDT) work with a range of stakeholders to support students with learning difficulties and disabilities.  The College continues to develop working relationships with a range of organisations evidenced through the Partnership Matters Agreement.
6	<b>Work with the Student Association to identify new ways of involving students</b>	<ul style="list-style-type: none"> <li>A clear statement/strategy from the Students'</li> </ul>	<ul style="list-style-type: none"> <li>Student Surveys/Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal Human</li> </ul>	<ul style="list-style-type: none"> <li>September 2016</li> </ul>	We will be appointing in the

<p><b>with protected characteristics to improve the student experience.</b></p>	<p>Association on how the Association will work with the College to improve the experiences of students with protected characteristics</p> <ul style="list-style-type: none"> <li>Improved participation</li> </ul>	<ul style="list-style-type: none"> <li>Performance Indicators</li> <li>Self-Assessment</li> <li>Evaluations of events, good practice, promotional activities representing protected characteristics</li> <li>Course evaluation</li> <li>Action Learning Project</li> <li>Equality Impact Assessments</li> <li>Questionnaire</li> <li>SA Quality Framework</li> </ul>	<p>Resources</p> <ul style="list-style-type: none"> <li>Vice Principal Learning &amp; Quality</li> <li>Student Association Manager</li> <li>Head of Student Services</li> <li>Student Association Sabbatical Officers</li> <li>Directors of Curriculum</li> <li>Education Scotland Student Representative</li> </ul>	<p>forthcoming elections on Equality &amp; Diversity  Officer who will be responsible for Liberation Reps and they will have a strong role in representing students with protected characteristics and in capturing the issues that students in these groups face The more robust class reps system will allow for better communication on equality matters. Once the Officer is in place they will be tasked with organising a menu of events relating to and</p>
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							<p>promoting Equality and Diversity. Discussions have taken place with the SA Manager on how support available to the care experienced students can be promoted through the SA and in particular during care leaver's week.</p>
7	<p><b>Develop the integration between all College equality groups ensuring that the Equality and Diversity Strategy Group, Inclusiveness Committee, QIAC and Staff Equality Group work together effectively to ensure better outcomes for staff and students with protected characteristics</b></p>	<ul style="list-style-type: none"> <li>Evidence of collaborate working</li> <li>Better consultation</li> <li>Communication mechanisms established and embedded</li> </ul>	<ul style="list-style-type: none"> <li>Action Plan outcomes from the groups</li> <li>Minutes of Meetings</li> <li>Delivery of the Equality Outcomes</li> <li>Equality Impact Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Equality and Diversity Strategy Group</li> </ul>	<ul style="list-style-type: none"> <li>October 2016</li> </ul>	<p>This is progressing well with the Equality and Diversity Strategy Group monitoring the groups and working specifically with the Staff Equality Group.</p>	

## EQUALITY OUTCOME – IMPROVING THE EXPERIENCE

**To ensure that staff and students across all protected characteristics feel, valued, respected and supported.**

12	<p><b>Review the Learning and Teaching Strategy to ensure that NESCol has an accessible and inclusive curriculum design, delivery and assessment in place ensuring that all learners with protected characteristics are able to choose courses that match their aspirations</b></p>	<ul style="list-style-type: none"> <li>• Performance Indicators</li> <li>• Student Representatives across all protected characteristics</li> <li>• Positive comments/no negative comments relating to equalities on Master Pack Internal Audits</li> </ul>	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Student Feedback</li> <li>• Student Engagement</li> <li>• Course Overviews</li> <li>• Course Committee Feedback</li> <li>• Class Representation Internal Audits</li> </ul>	<ul style="list-style-type: none"> <li>• Directors of Curriculum</li> <li>• Head of Student Services</li> <li>• Student Association Manager</li> <li>• Vice Principal – Learning &amp; Quality</li> </ul>	<ul style="list-style-type: none"> <li>• August 2016</li> </ul>	<p>EIA completed on strategy which indicates it is appropriate.</p> <p>Reviews of surveys, feedback and audits are available which indicate good compliance and a lack of discrimination.</p> <p>Master pack audits revealed that diversity and inclusiveness were not fully promoted in some units.</p> <p>Actions/recommendations</p>
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							<p>have been made on individual reports to rectify.</p> <p>Whilst equality monitoring data is available for satisfaction surveys, this data has not yet analysed by protected characteristic.</p> <p>The LDT support the curriculum areas by carrying out needs assessments and advising on reasonable adjustments for students with protected characteristics.</p>
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13	<b>Improve the support and information available to students and staff with mental health issues</b>	<ul style="list-style-type: none"> <li>• Clear information and guidance available for students and staff</li> <li>• Programme of initiatives and training set up for staff and students.</li> <li>• Greater integration between staff and student mental health events.</li> <li>• Across college Mental Health Group set up</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and Student Surveys/Focus Groups</li> <li>• PI data</li> <li>• HR PI data</li> <li>• Student Services</li> <li>• Equality Impact Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Principal HR</li> <li>• Head of Student Services</li> </ul>	• June 2016	A cross-College mental health group has been set up. Information and guidance for students has been reviewed.
14	<b>Review of Student Services and Guidance to ensure accessibility for protected characteristics</b>	<ul style="list-style-type: none"> <li>• Annual Review of Student Services</li> <li>• Action Plan produced</li> <li>• Positive student feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Access and Inclusion Strategy</li> <li>• Action plan from Annual Review</li> <li>• Equality Impact Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Student Services</li> <li>• Directors of Curriculum</li> <li>• Vice Principal – Learning &amp; Quality</li> </ul>	• November 2016	An annual review of service has been completed for Student Services and evaluations of student feedback forms part of the action planning process.

## Student Support Funds

### 1. Introduction

- 1.1 The purpose of this report is to provide the Committee with information on amounts allocated for various support funds as well as the comparative spend on student support funds for AY2016-17 and AY2015-16.
- 1.2 The report also provides information relating to childcare funding, particularly in relation to the Busy Bs Nursery at the Fraserburgh Campus.

### 2. Student Support Funds

- 2.1 The College receives a range of student support funds mainly from the Scottish Funding Council (SFC) but also from the Student Awards Agency for Scotland (SAAS). These funds can be grouped as follows:
  - bursary funds to support eligible Further Education (FE) students;
  - discretionary funds to support both eligible FE and Higher Education (HE) students;
  - childcare funds, incorporating Lone Parent Childcare Grant, to support both eligible FE and HE students.

### 3. Student Support Fund Allocations – AY2015-16 and AY2016-17

- 3.1 Table A below shows the College's support fund allocations for both AY2015-16 and AY2016-17.

**Table A**  
**College Allocation for AY2015-16 and AY2016-17**

AY2015-16		AY2016-17		+/-
Bursary (including ESF)	£6,813,550	Bursary	£6,200,995	-£612,555
Childcare (FE & HE)	£657,000	Childcare (FE & HE)	£618,240	-38,760
ESF Childcare (HE)	0	ESF Childcare (HE)	44,468	44,468
Discretionary (FE)	£497,769	Discretionary (FE)	£468,403	-£29,366
Discretionary (HE)	£209,794	Discretionary (HE)	£179,432	-£30,362
<b>Total</b>	<b>£8,178,113</b>	<b>Total</b>	<b>£7,511,538</b>	<b>-£666,575</b>

- 3.2 It can be seen from this table that the allocation across all support funds has, between the two years, reduced by over £660k.
- 3.3 If it is assumed that support fund applications for this year amount to the same level as in AY2015-16 then the College will only be able to support, with the allocation given, a significantly reduced number of students.
- 3.4 Information to date (Appendix 1, Table 3) would suggest that the College has, for AY2016-17, already processed greater volumes of applications for support funds in comparison to the same period last year.
- 3.5 At the time of writing this report the end-of-year Audit for student support funds had not yet been completed. However, it is estimated that there will be a final spend of Student Support Funds for AY2015-16 of approximately £8.5m; an overspend of around £300k which was subsidised by other College funds.

#### 4. Bursary Fund Allocations - AY2016-17

- 4.1. In previous years the College has advertised a closing date for bursary fund applications but has been able to extend this date to allow late applicants to be supported. However this practice cannot be maintained within the constraints of a significantly reduced level of funding. Accordingly, an absolute and final closing date of 30 November 2016 for all full-time bursary applications will be imposed.
- 4.2. Within the students' bursary payments an allocation of funds is made for study expenses based on information derived from, and requirements of, curriculum teams. These expenses must not exceed 15 per cent of the bursary allocation.
- 4.3. Table B shows that for AY 2016-17 study expenses amount to approximately 11 per cent of total bursary allocation.

**Table B**  
**Study Expenses per School for AY2015-16 and AY2016-17**

AY2015-16		AY2016-17 (estimate at 19 October 2016)		% of Bursary Allocation AY2016-17
CCB	£317,945	CCB	£167,989.80	2.71
EST	£54,470	EST	£61,792.00	1.00
SI	£317,945	SI	£285,922.49	4.61
BCD	£1500	BCD	£675.00	0.01
CENTRALISED COSTS	£165,634	CENTRALISED COSTS	£158,620.00	2.67
<b>Total</b>	<b>£857,494</b>	<b>Total</b>	<b>£674,999.29</b>	<b>11%</b>

- 4.4. As colleges have been instructed by SFC to reduce these study expenses to 6 to 7 per cent (the sector average) of the total bursary allocation there remains further work for curriculum teams to undertake in-year and for AY2017-18 in order to reduce the total study expenses spend.
- 4.5. A review, led by the College's Student Funding and Admissions Manager and involving curriculum managers, is due to start in November 2016 in order to determine how best to deliver these required reductions.
- 4.6. The College will, simultaneously, undertake a review of its Bring Your Own Device (BYOD) initiative which is also supported through student support funds.
- 4.7. Further measures to mitigate the possible impact of the reduced support fund allocation include:
- Ensuring all relevant staff demonstrate firm and consistent practice when applying student attendance criteria;
  - Reducing the annual College teaching time from 37 to 36 weeks;
  - Ensuring, where necessary, the prompt withdrawal of students in receipt of support funds.



## 5. Discretionary and childcare funds

- 5.1. The range of discretionary and childcare funds is as follows:
- A. Further Education Discretionary Fund (FEDF) (SFC).
  - B. Further Education and Higher Education Childcare Fund (FE/HE CCF) (SFC) comprising two elements: the Lone Parents Childcare Grant (LPCG) element and the Discretionary Childcare Fund.
  - C. Higher Education Discretionary Fund (HEDF) (SAAS).
- 5.2 The College's allocations for childcare and discretionary funds has reduced by approximately £54,000 between AY2015-16 and AY2016-17 (Table A).
- 5.3 The College's total spend on childcare costs for AY2015-16 amounted to £867,964 against an allocation of £657,000. The shortfall of approximately £210,000 was subsidised via other College funds. Such funds will not be available in AY2016-17 and as such it is likely that fewer students will benefit from support funds for childcare.
- 5.4 It is already anticipated that there will be a shortfall in funding for childcare applications and it is likely that the College will need to vire funds allocated for other support funding purposes in order to meet the required childcare demands of students.
- 5.5 It is proposed that the College closes the childcare fund once funds have been fully committed and no later than 30 November, 2016.

## 6. Busy Bs Nursery – Fraserburgh Campus

- 6.1 This section of the report relates to the childcare financial support for those whose children attend the Busy Bs Nursery at the Fraserburgh Campus.
- 6.2 At North East Scotland College, where a student used an external childcare provider, the maximum childcare allocation in AY2015-16 was £5,160. For similar childcare arrangements in AY2016-17 the maximum amount to be allocated will be £5,400 per child.
- 6.3 However, Table C below shows - using AY2015-16 data and forecasts for AY2016-17 – that there are higher costs (approximately £6,200 per child) for supporting student childcare needs at Busy Bs in Fraserburgh.

**Table C**  
**Number of children placed in Busy Bs Nursery, Fraserburgh Campus and cost per child**

AY2015-16		AY2016-17	
Number of Children	40	Number of Children	*38
Cost per child	£5,941.45	Cost per child	*£6,851.39
<b>Total</b>	<b>£237,658.00</b>	<b>Total</b>	<b>*£246,650.00</b>

\*estimate

- 6.4 Students applying for childcare and using the Busy Bs Nursery are assessed differently to those students using different external childcare providers. As stated earlier the maximum the College pays for external childcare is £5,400 per child. However, if this threshold was applied to those utilising Busy Bs then the amounts that students would be asked to contribute towards childcare would significantly increase thus making childcare expensive and potentially unaffordable.

- 6.5 The College's total fund for childcare for AY2016-17 is £662,708 and the deduction of costs relating to the Busy Bs Nursery will be, for this year, £246,650. This will mean that the College is left with £416,058 to support all other students with children. On the basis of last year's figures this would amount to approximately 120 children.
- 6.6 Whilst further, more detailed analysis is required initial investigations would suggest that Busy Bs is a more expensive childcare option in comparison to other local childcare providers. The costs associated with running Busy Bs (i.e. contract costs and expenses allocated to the Nursery from central College costs) contribute to these aforementioned higher childcare costs and subsequently create a greater and disproportionate burden on student support funds.
- 6.7 As the contract for childcare provision at Busy Bs is due for renewal at the end of July 2017 it is proposed that a full and thorough review of the costs associated with the nursery is undertaken in advance of any tender preparation.
- 6.8 This review, which will involve staff from the Business Services, Finance and Student Support Teams, will allow managers to develop a clearer understanding of the costs associated with Busy Bs as well as the best approaches for childcare provision for students attending the Fraserburgh Campus.
- 6.9 It is proposed that a report detailing the findings of this review will be presented to Committee members by February 2017 and in advance of any re-tendering of the contract to provide childcare services at the Fraserburgh Campus.

## **7. Disbursement of Funds in AY2016-17**

- 7.1 Close monitoring and regular reporting of spend against allocation will be conducted throughout AY2016-17 and information on the disbursement of funds for AY2016-17 will be given, in this and future reports to the Committee, within the tables contained in the appendix to this report.
- 7.2 The College has been notified by the Scottish Funding Council that the 'In-year Redistribution Exercise for Student Support Funds' will commence at the beginning of November 2016 with colleges being asked to submit their claim by the end of that month.
- 7.3 Work is on-going within the College to anticipate the student support funding spend for the remainder of the year and the claim amount required to support students fully and to avoid creating a student support fund deficit.
- 7.4 The required paperwork will be submitted in time for the end of November deadline and Committee members will be informed in due course of the outcome of the 'In-year Redistribution Exercise'.

## **8. Recommendation**

- 8.1 It is recommended that the Committee note the information provided in this paper.

**Rob Wallen**  
Principal

**Neil Cowie**  
Vice Principal - Business Services

Table 1 – Funds Available

	Funds Available	Funds Available	+/-
	AY2016-17 £000	AY2015-16 £000	Difference £000
<b>Support Funds</b>			
FE Bursary (Inc. ESF)	6,201	6,813	-612
FE Discretionary	468	497	-29
FE / HE Childcare (Inc. LPCG)	618	657	-39
HE Childcare	44	0	44
<b>Total</b>	<b>7,331</b>	<b>7,967</b>	<b>-680</b>
HE Discretionary	179	209	-30
<b>Totals</b>	<b>7,510</b>	<b>8,176</b>	<b>-446</b>

Table 2 – Committed Funds

	AY2016-17			AY2015-16		
	Funds Available to date	Funds Committed to date	Funds available not yet committed to date	Funds Available	Funds Committed	Funds available not yet committed
<b>Support Funds</b>						
FE Bursary (Inc. ESF)	6,201	6,175	26	6,813	5,194	1,619
FE Discretionary	468	102	366	497	85	412
FE / HE Childcare (inc. LPCG)	618	762	-144	657	707	-50
<b>HE Childcare ESF</b>	44	0	44			
<b>Total</b>	<b>7,331</b>	<b>7,039</b>	<b>292</b>	<b>7,967</b>	<b>5,986</b>	<b>1,981</b>
HE Discretionary	179	17	162	209	17	192
<b>Totals</b>	<b>7,510</b>	<b>7,056</b>	<b>454</b>	<b>8,176</b>	<b>6,003</b>	<b>2,173</b>

Table 3 – Supported Students

	AY2016-17 (at 12/10/16)	AY2015-16 (at 14/10/15)
FE Bursary + Fee Waiver	3,248	2,961
FE Discretionary + Loans	137	228
FE Childcare	98	92
FE / HE LPCG	104	81
HE Discretionary + Loans	38	66
HE Childcare	23	22
EMA Programme	266	182



## Student Survey – First Impressions

### 1. Introduction

- 1.1 The purpose of this report is to provide the Committee with the results relating to the Student Satisfaction Survey – First Impressions which was carried out at the start of academic year 2016-17.

### 2. Background

- 2.1 The College delivers its Student Satisfaction Survey in two parts, part one in September/October and part two in March/April.
- 2.2 For AY2016-17 response rates were 5,591 for the First Impressions Survey. This represents a completion rate of 82% and an increase of 351 compared to the same period last year.
- 2.3 At the time of writing this report, a detailed breakdown of the Survey results is being produced at school/faculty/course level and will be discussed with curriculum colleagues and representatives of the Students' Association in due course. This breakdown will also inform our self-evaluation reporting in order that quality improvements can be identified and built into action plans.
- 2.4 Overall, 97% of students are satisfied with the College – an increase of 1% on the previous academic year while 95% enjoy coming to College – no change from 2015-16. The gender split from the survey showed that 46% of male students completed the survey and 51% female students completed. The age band of respondents is as follows;

Under 16	2%
16 - 19	56%
20 - 25	21%
26 - 40	15%
41 and over	5%
Prefer not to say	1%

2.5 The following table highlights the whole College figures for AY2016-17 and the comparison with AY2015-16.

Question	AY2016-17	AY2015-16
Overall, it was easy to choose and take up my college place	97%	96%
I found information on the College website helpful	94%	93%
I found information in the College prospectus helpful	94%	93%
The College took account of my qualifications and experience when I applied for the course	95%	94%
My first day at College was welcoming and informative	95%	95%
I am aware of the range of support available to me at Student Services (Information/Advice and the Learning Development Team)	91%	90%
I know how to access advice about student funding (eg. bursaries, childcare) if I need it	88%	No Comparison
I know who to contact if I am absent	95%	86%
I am clear about the expected standards of work	98%	94%
I am clear about the expected standards of attendance and punctuality	99%	98%
I know about the Course Health and Safety arrangements (fire alarms, evacuation procedures etc)	89%	94%
I received an introduction to StudentNet and Blackboard (the College's Virtual Learning Environment)	91%	94%
I know how to access the online Library e-resources (ebooks, journals etc) via Blackboard	80%	No Comparison
I am aware of how to access technical IT support via the Student IT Helpdesk	90%	No Comparison
I have been able to access my College email account	91%	91%
I have been able to access all necessary computer software for my course	94%	No Comparison
Once I am connected, the College wifi network is reliable	72%	No Comparison
I have enjoyed the teaching on the course so far	96%	95%
Since starting my course has run smoothly	93%	89%
My timetable was clearly explained to me	92%	No Comparison
I think I have chosen the right course	97%	96%
I believe I am treated fairly	97%	96%
I enjoy coming to College	95%	95%
Overall, I am satisfied with the College	97%	96%

### 3. Recommendation

3.1 It is recommended that the Committee note the contents of this report.

**Rob Wallen**  
Principal

**John Davidson**  
Vice Principal Learning & Quality

## Key Quality Performance Indicators

### 1. Introduction

- 1.1 The purpose of this report is to provide the Committee with the information on key performance indicators relating to the quality data to date in academic year 2016-17.

### 2. Lesson Observation

- 2.1 In the period 01 September 2016 to the 14 October 2016, 19 lesson observations took place.
- 2.2 Lesson observations are also carried out on agency teaching staff and remain distinct from that of permanent staff. As yet, however, there have not been any such lesson observations. These will start in the week commencing 24 October 2016. Previous years' figures are noted below.

#### Protocol National Lecturers

Ratings	2012-13	2013-14	2014-15	2015-16
Acceptable	100% (42)	96% (48)	100% (31)	100% (39)
Action Required	0%	4%(2)	0%	1% (1)

### 3. External Verification Visits

- 3.1 External verification is carried out by all awarding bodies. It is an important quality assurance function, the purpose of which is to ensure the integrity of College assessment decisions and internal moderation (internal mechanism for checking integrity of assessments).
- 3.2 If an external verifier is not satisfied with the internal assessment and moderation in a college, he or she can recommend that the awarding body places sanctions on the College. These can range from minor recommendations for improvement through to suspension of enrolment/certification of candidates or ultimately, withdrawal of approval to run courses.
- 3.3 The following table shows the number of external verification visits carried out in academic year 2016-17 so far:

Awarding Body	Number of Verification Checks	Number of Sanctions
SQA	0	0
CILT	0	0
IMI	0	0
EAL	1	0
MCA	0	0
BTEC	0	0
City and Guilds	0	0
NCFE	2	1
NOCN	0	0
CIPD	0	0
VTCT	0	0
College Development Network	0	0
<b>Total</b>	<b>3</b>	<b>1</b>

- 3.4 The one sanction relates to Assessor Qualification and staff not qualified at the appropriate level. This has since been addressed.
- 3.5 In addition to the above the College also had a systems audit carried out by City and Guilds at the end of August 2016 which resulted in a very positive report with only one action, a small wording change to a policy. This is now closed off.

#### 4. Student Engagement

- 4.1 College managers and Quality Team staff regularly meet students to discuss their learning experience with a view to identifying improvements.
- 4.2 Student focus groups provide an opportunity for managers to meet groups of students in open agenda meetings to discuss their learning experience. Student focus groups are run by Quality Assurance and Improvement staff and concentrate on identified topics. 4 focus groups have been conducted to date in AY2016-17 as noted in 4.3 below.
- 4.3 The programme of student focus groups in AY2016-17 is covering the topics below. Numbers completed to date are also noted:
  - Application and Induction process – 4
  - Learning and Teaching – 0
  - Learning Spaces – 0
  - Student Services – 0
  - Equality and Diversity – 0

Further focus groups will be conducted as the academic year progresses.

- 4.4 The curriculum staff work closely with the Students' Association and through discussions that have taken place at the Learner Engagement Group meetings, Peer-led reviews will take place throughout the academic year facilitated by members of the Students' Association. At the time of writing this report a meeting will take place at the end of October to finalise arrangements.

#### 5. Complaints

- 5.1 The College monitors all complaints. These are investigated internally and responses provided by appropriate departmental heads.
- 5.2 The College received 23 complaints in the period 01 September 2016 to 24 October 2016. For the same period last academic term, the College had received 35 complaints. The following table gives details of the complaints with comparisons for the previous two whole years.



	Category of Complaint	2014-15	2015-16	2016-17
CP1	Timetabling arrangements/course cancellations/ change of lecturer	13	12	1
CP2	Delivery of Courses/Learning and Teaching	14	21	2
CP3	Standards of equipment or accommodation	2	0	0
CP4	Information provided about, or communication relating to courses	8	6	0
CP5	Course content	0	0	1
CP6	Assessment and/or certification arrangements or outcomes	8	13	1
CP7	Booking/enrolment administration by sectors	17	8	3
CP8	Arrangements relating to interviews/appointments	1	3	0
CP9	Behaviour of student within the College	5	1	1
CP10	Libraries/Information Technology Centre (Open Learning incorporated in Flexible Learning from 09-10)	0	1	0
CP11	Discrimination – protected characteristics	2	2	1
CP12	Behaviour of staff	22	14	4
CP13	Arrangements relating to work placement/ experience	1	0	0
SS1	Equipment/rooms	6	0	0
SS2	Provision of general college information	1	1	0
SS3	Financial matters – invoices/refunds/payments	4	4	2
SS4	Bursary administration	19	12	0
SS5	Health and Safety Issues	2	4	1
SS6	College Events	2	0	0
SS7	Services for Disabled	0	1	0
SS8	Guidance/Student Support	5	1	3
COS1	Catering	6	5	0
COS2	Security	2	1	0
COS4	Transport	0	3	0
COS5	Janitorial Provision	0	0	0
COS6	Facilities	7	3	2
COS7	Cleaning Services	0	1	0
COS8	Delivery by Contracted Staff	0	0	0
COS10	IT Services	19	3	0
COS11	Car Parking	1	1	1
		<b>167</b>	<b>121</b>	<b>23</b>

5.3. Attached as Appendix 1 to this paper is an analysis of whether complaints are responded to within deadline and whether complaints are upheld.

## 6. Compliments and Thanks

6.1 The College receives many expressions of thanks from students, employers and visitors.

6.2 The following table gives details of those received in the period 01 September 2015 to end of term compared with previous two years.

	Category of Compliment	2014-15	2015-16	2016-17
CP1	Timetabling arrangements/course cancellations/change of lecturer	0	0	0
CP2	Delivery of Courses	9	14	3
CP3	Standards of equipment or accommodation	0	0	0
CP4	Information provided about, or communication relating to courses	0	0	1
CP5	Course content	0	0	0
CP6	Assessment and/or certification arrangements or outcomes	0	0	0
CP7	Booking/enrolment administration by sectors	1	0	0
CP8	Arrangements relating to interviews/appointments	0	0	0
CP9	Behaviour of student within the College	2	0	0
CP10	Libraries/Information Technology Centre	0	0	0
CP11	Discrimination - Sex/race/disability/religion or belief/sexual orientation/age	0	0	0
CP12	Behaviour of staff	13	7	1
CP13	Arrangements relating to work placement/experience	1	0	0
SS1	Equipment/rooms – non course related	0	0	0
SS2	Provision of general college information	0	0	0
SS3	Financial matters – invoices/refunds/payments	0	0	0
SS4	Bursary administration	1	3	0
SS5	Health and Safety Issues	0	0	0
SS6	College Events	2	0	0
SS8	Guidance/Student Support	8	0	0
COS1	Catering	0	1	0
COS2	Security	0	0	0
COS4	Transport	0	0	0
COS5	Janitorial provision	0	0	0
COS6	Facilities and cleaning services	0	1	0
COS10	IT Services	0	0	0
COS11	Car Parking	0	0	0
	Student -provided services	0	0	0
		<b>37</b>	<b>26</b>	<b>5</b>

## 7. Recommendation

7.1 It is recommended that the Committee notes the contents of this report.

**Rob Wallen**  
Principal

**John Davidson**  
Vice Principal Learning & Quality

## COMPLAINTS REPORT

As at 17<sup>th</sup> October 2016

### Introduction

This report shows the breakdown of complaints received between 1<sup>st</sup> August 2016 and 17<sup>th</sup> October 2016. The breakdown firstly splits the complaints into Frontline (5 working day response time) and Investigation (20 working day response time).

Complaints have then been categorised by length of response time (within deadline or not) and finally by outcome (Upheld; Partially upheld; Not upheld). As this report is a snapshot there are some complaints that have not yet been completed as work is still being done on these to determine the outcome. All complaints in this last category are within their deadline response times.

### Number, Category and Response Rates

Period	Number of Frontline complaints received	Number of Investigation complaints received	Number of Frontline responses within deadline	Number of Investigation responses within deadline	Number of Frontline responses missing deadline	Number of Investigation responses missing deadline
1 <sup>st</sup> AUG-17 <sup>th</sup> OCT	19	4	16 (84%) 2 responses (11%) not due yet	2 (50%) (2 responses (50%) not due yet)	1 (5%)	0

### Complaints Upheld

Period	Number of complaints	Number upheld	Number partially upheld	Number not upheld	Number not yet completed
1 <sup>st</sup> AUG-17 <sup>th</sup> OCT	23	5 (22%)	4 (17%)	10 (44%)	4 (17%)

### Complaints Not Upheld

In accordance with the Scottish Public Sector Ombudsman (SPSO) guidelines the College must respond to 'all expressions of dissatisfaction'. This inevitably means that the College receives complaints which result in a not upheld decision as student perceptions and expectations are not always in line with our Policies and Procedures.

Below are some examples of complaints that have not been upheld in the current period.

1. **Application and interview process:** A prospective student complained that, having applied during the summer for a course, they were interviewed and then placed on a waiting list as the course was currently full.  
Decision: This is normal procedure allowing the student details to be kept on file in case any withdrawals freed up a place.
2. **Student Support:** A student complained that they had not received additional learning support having declared a disability.  
Decision: Records showed that a wide range of support had been offered to the student but they had not taken up the opportunities made available.
3. **Fee payment:** A student who had lived abroad claimed that they should be given UK student fee status.  
Decision: As they had been born and had lived abroad for a number of years they did not qualify for UK fee status.
4. **Revolving entrance doors:** A student complained that they had got their foot stuck in the revolving entrance doors resulting in damage to clothing and footwear.  
Decision: Proper use of the entrance doors does not result in any damage or injury and the College would not pay compensation.

Colin Bowie  
Quality Compliance Manager  
17<sup>th</sup> October 2016