NORTH EAST SCOTLAND COLLEGE

CURRICULUM AND QUALITY COMMITTEE

Meeting of 30 November 2023

NOTICE
There will be a meeting of the Curriculum & Quality Committee on THURSDAY 30 November 2023 at 1000 hours through the use of Microsoft Teams.

AGENDA		
Agenda Item		**Paper**
01-23	Apologies for Absence	
02-23	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
03-23	Minutes of Previous Meeting – May 2023	x
04-23	Matters Arising from the Previous Meeting – May 2023	x
	Reserved Matters	
	Performance Reporting	
05-23	Overview of Activity and Credits position AY2023-24 (Robert Laird to present)	x
06-23	Business and Community Development Update (Presentation)	
	Matters for Decision	
07-23	Committee Terms of Reference	x
08-23	Programme of Business AY2023-24	x
	Matters for Discussion	
09-23	Student Support – Activity Report (Alesia Du Plessis)	x
10-23	Students' Association – Activity Report	x
11-23	First impressions Survey (ahead of presentation to Dec Board)	x
	Matters for Information	
12-23	Annual Quality Assurance Report (G Griffin)	x
13-23	SA Partnership Agreement (ahead of presentation to Dec Board)	
14-23	SA Budget (AY2023/24) update	x
15-23	Committee Evaluation Feedback	x
16-23	Draft KPI results from AY2022/23	x
17-23	Block 1 Curriculum update (presentation)	
18-23	**Any Other Business**	
19-23	**Summation of Actions and Date of Next Meeting** The next meeting will take place on 14 February 2024	

Draft Minute of the Curriculum & Quality Committee held on Wednesday 24 May 2023 at 1000 hours through the use of Microsoft Teams.

MINUTE OF MEETING	
Agenda Item	
	Present: Andrew Russell (Chair) Neil Cowie David Blackhall Nicole Matthews Andy Rodden Cindy Dempster Bryan Hutcheson Duncan Cockburn **In attendance:** Robin McGregor, Vice Principal, Curriculum and Quality Susan Grant, Associate Vice Principal Alesia du Plessis, Associate Vice Principal Gill Griffin, Director of Quality Susan Lawrance, Secretary to the Board Lorraine Garden, Minute Secretary
26-22	**Apologies for Absence** Apologies for absence were received in advance of the meeting from L McDermid, S Elston and D Abernethy
27-22	**Declaration of any Potential Conflicts of Interest in relation to any Agenda Items** No declarations of potential conflict of interest received.
28-22	**Minutes of Previous Meeting – 22 February 2023** The Minute of the previous meeting was approved as a true and accurate record
29-22	**Matters Arising from the Previous Meeting – 22 February 2023** The Committee noted the Matters Arising Report with no additional comments made. The Board Secretary informed Members introductory meetings with the Committee Chair as part of new members' induction are complete.
	Reserved Matters
	Performance Reporting
30-22	Credits Forecast AY2022-23 (Robert$_3$Laird to present)

31-22	Applications Update (AY2023/24) (Robin McGregor)
	Reserved Matters
	Matters for discussion
32-22	Business & Community Development Update (R McGregor)

	Matters for Decision
	No matters for decision for this meeting
	Matters for Discussion
33-22	**Student Support – Activity Report** (Alesia Du Plessis) A du Plessis shared the Student Support Activity Report updated presentation and highlighted some key facts. Members noted the successful employability events with positive engagement across all campuses. A Du Plessis highlighted the two new student wellbeing advisors who will be on post for a contracted period, through the use of SFC funding, noting the positions will be used as a benchmark to embed a new approach when the funding for the ACIS Counselling provider ceases (after next session). The huge increase (up 29% of student support referrals was noted by Committee. Awareness of an increase in referrals was shared, noting the increase in support referrals, which may, in part be linked to the re-introduction of closed book assessments. R McGregor advised re-designing of summative assessments is ongoing alongside data analysis of referrals, including safeguarding referrals which have also increased. N Cowie highlighted the sector wide impact shrinking funding will have on student support.
34-22	**Students' Association – Activity Report & Enhancement Plan** (Nicole Matthew) N Matthew shared the Student's Association Activity Report and provided a comprehensive update of activity, (past and present), initiatives and upcoming events, including many wellbeing initiatives including the introduction of the Student Pantry and the Breakfast Club, both of which have been positively welcomed by students. **Action: SA Strategy for 2023/26 (currently being reviewed) to be presented to June Regional Board (once approved by SRC).** The increased level of engagement with regard to elections was highlighted by N Matthews as extremely positive with C Beaton (current Vice President) being elected as President for the next AY. The increased class rep engagement across all campuses was also highlighted. The upcoming SA AGM to be held on 23 June, open to staff and students to attend was noted. A du Plessis assured Committee that Active Campus Co-ordinators will play a key role with the work undertaken by the Student Engagement and Wellbeing Co-ordinator. A Russell thanked N Matthew for the excellent work carried out over the past academic year. N Cowie re-iterated A Russell's thanks to N Matthew (and the rest of the SA executive) for the improved awareness raising and considerable achievements of the SA over the academic year.
	Matters for Information
35-22	**Student Satisfaction & Engagement Survey** (Gill Griffin) G Griffin provided Committee with the key points from the Student Satisfaction and Engagement Survey, which h⁵ad a significant engagement increase on

	last year. Overall satisfaction levels, Committee noted, have increased. R McGregor highlighted the good news story the Survey represents. The few areas for improvement noted were also highlighted, all of which are under review. Members noted this information will be shared with staff via the College's Intranet.
36-22	**Any Other Business** No other business was noted.
37-22	**Summation of Actions and Date of Next Meeting** A summation of the identified actions was provided by the Board Secretary, who also reminded Members of the date for their diary for the Joint Tri-partite Meeting of the Board of NESCol, RGU and UoA on 21 June which the single agenda item will be Student and Staff Wellbeing and Welfare with NESCol presentation being led by A Du Plessis. The next Curriculum and Quality Committee meeting date will be set at the June Regional Board Meeting when the Draft Programme of Meetings will be circulated for discussion.

Agenda Item	Agreed Actions from the Curriculum and Quality Committee Meeting of 24.05.23	Responsibility	Deadline
34-22	**Action: SA Strategy for 2023/26 (currently being reviewed) to be presented to June Regional Board (once approved by SRC).**	N Matthews	June 2023

CURRICULUM & QUALITY COMMITTEE

An update on matters arising from the meeting of the Curriculum & Quality Committee held on 24 May 2023.

Agenda Item	
34-22	**Action:** Students' Association Strategy for 2023/26 to be presented to June Regional Board Meeting.
	Status: Complete – presented to Regional Board.

CURRICULUM & QUALITY COMMITTEE **Meeting of 30 November 2023**	

Title: Committee Terms of Reference

Author: Susan Lawrance, Secretary to the Board	**Contributor(s):**

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Committee to review its Terms of Reference.

Linked to Strategic Theme:
1. Being responsive and agile.

Executive Summary:
Attached to this paper is the Committee's current Terms of Reference. The Terms were last considered by the Committee in December 2022.

Members are asked to review the attached and consider if the Committee's Specific Duties accurately reflect its main areas of focus, noting the amendment for Committee to consider and recommend the SA Budget for inclusion in the College Draft Budget.

Recommendation:
It is recommended that the Committee review its Terms of Reference.

Previous Committee Recommendation/Approval (if applicable)**:**
None

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

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

General

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

Specific Duties

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

- Provide critical strategic direction and support for the College's improvement agenda
- Maintain oversight of the College's approach to curriculum planning, review and development
- Ensure that the College undertakes effective external engagement with key stakeholders to support evidence based approaches to curriculum and quality related developments
- Monitor key College student activity, student outcome and quality related performance indicators, including the consideration of national benchmarking data where available
- Ensure that appropriate mechanisms are in place for the effective oversight of the quality and inclusivity of the learning experience in the College
- Monitor progress against the College's Enhancement Plan
- Support meaningful ongoing engagement and dialogue with students, the Students' Association and, as appropriate, staff in relation to the quality of the student experience
- Consider the results of key student surveys and monitor related action plans that impact on the quality of learners' experience
- Ensure that learners are effectively supported to achieve the best possible outcomes
- Support and monitor the implementation of the Partnership Agreement between the College and the Students' Association
- Consider ~~and approve~~ and recommend the Students' Association annual budget proposal ahead of its inclusion in the College's draft annual budget
- Review, approve and monitor the implementation of the College's Business Development, Learning & Teaching, and Marketing & Communication Strategies
- Receive, as appropriate, reports from the Curriculum, Quality and Student Support Committee, Student Engagement Action Group, and Equalities Committee
- Ensure that, on behalf of the Regional Board, the College is addressing relevant national and regional economic, education, and skills related strategies, policies and priorities, including those local to College Campuses.

1.4	**Meetings** The Curriculum & Quality Committee will normally meet at least three times per year.
1.5	**Management Support** The following members of the Executive and Leadership Teams provide objective, specialist advice to support the Committee to discharge its remit: • Vice Principal – Curriculum & Quality • Associate Vice Principals • Director of Business Development • Director of Quality

CURRICULUM & QUALITY COMMITTEE
Meeting of 29 November 2023

Title: Programme of Business AY2023-24

Author: Susan Lawrance, Secretary to the Board	**Contributor(s):** Robin McGregor, Vice Principal Curriculum and Quality

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Committee to consider its Programme of Business for AY2023-24.

Linked to Strategic Theme:

1. Being responsive and agile

Executive Summary: The Programme of Business attached as Appendix 1 details the proposed schedule of key items of Committee Business throughout AY2023-24. It should however be noted that the Programme is not 'complete' and will be added to during the Academic Year. Committee are also asked to note that a number of Agenda Items have been deferred from December meeting to February meeting.

Recommendation:
It is recommended that the Committee set the Programme of Business for AY2022-23, noting that it will be added to as appropriate during the Academic Year.

Previous Committee Recommendation/Approval (if applicable)**:**
None

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

CURRICULUM & QUALITY COMMITTEE – PROGRAMME OF BUSINESS AY2023-24

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

30 NOVEMBER 2023
Performance Reporting
Credits Forecast AY2023-24 (Standing Item)/Overview of Activity and Credits Position
Business & Community Development Update (Presentation)
For Decision
Committee Terms of Reference
Programme of Business AY2023-24
For Discussion
Students' Association – Activity Report (Standing Item)
First Impressions Survey (to be presented to full Regional December Board)
Student Support – Activity Report (Alesia)
For Information
Annual Quality Assurance Report
Committee Evaluation Feedback
Draft KPI results for AY 2022/32
Block 1 Curriculum update (presentation)

14 FEBRUARY 2024
Performance Reporting
Credits Forecast AY2023-24 (Standing Item) (Robert)
AY2024-25 Applications Update
Curriculum Planning Update
SFC Pathfinder Update
Key Happening (national)
For Discussion
Student Support – Activity Report (Standing Item)
Students' Association – Activity Report (Standing Item)
Quality Enhancement Initiatives– spotlight review and self evaluation
Update on national reform agenda incl national quality framework

22 MAY 2024
Performance Reporting
Credits Forecast AY2023-24 (Standing Item)
AY2024-25- Applications Update
For Decision
For Discussion
Business & Community Development Update
Student Support – Activity Report (Standing Item)
Students' Association - Activity Report (Standing Item)
Business and Community Development Update
Curriculum Planning – to be covered in June 2023 Board meeting
For Information
Student Satisfaction & Engagement Survey AY2023-24- Results

REGIONAL BOARD: Curriculum and Quality Committee Meeting of 30 November 2023	
Title: Student Support Update	
Author: Alesia du Plessis (Associate Vice Principal Curriculum and Student Experience)	**Contributor(s):** Gwen Watt (Head of Student Support and Engagement)

Type of Agenda Item:

For Decision   ☐

For Discussion   ☐

For Information   ☒

Reserved Item of Business ☐

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

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s):

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

Executive Summary:
The Student Advice and Support Team continue to deliver support services as part of the whole-college support model. Events and initiatives to tie in with campaigns such as Respect continue, with successful engagement from both staff and students. Support referrals continue to increase and work is ongoing to prepare and plan for next year.

Recommendation: It is recommended that the Committee notes this report for information.

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

Equality Impact Assessment:

Positive   Impact   ☒

Negative   Impact   ☐

No Impact   ☐

Evidence: See full EIAs for Student Advice and Support Team policies

Strategic Document Updates

Access and Inclusion Plan

Still awaiting an update from the Scottish Funding Council (SFC) on requirements.

Corporate Parenting Plan

A draft was reviewed by the Students' Association to ensure representation of student voice, and approved by the Curriculum, Quality and Student Support Committee (CQASS). In addition to the main plan, a student version will also be created in partnership with the Students' Association. The updated plan will be launched in January 2024.

Wellbeing Strategy

Final updates are being made to the draft and once complete there will be consultation with both staff and students as well as presentations at key NESCol groups/committees. The updated strategy will be available early 2024.

Work of the Wellbeing Matters group has been incorporated into the re-titled Equalities and Wellbeing Committee which is now chaired by Gwen Watt, Head of Student Support and Engagement.

Resourcing of wellbeing and working towards a sustainable, embedded approach continues. The SFC recently announced the allocation of transition funding and an update on plans for this funding will be provided at the next meeting.

Events and Initiatives

World Suicide Prevention Day (8th September)

The Wellbeing Team hosted stalls on each campus, raising awareness of "hope through action" for World Suicide Prevention Day. The response on each campus was phenomenal with lots of encouraging messages that are now on display in our Students' Association Offices.

World Mental Health Day (10th October)

There was a great turnout for World Mental Health Day. The Wellbeing Team were encouraging positive wellbeing and mental health and hosted a number of challenges included the Press-Up and Plank challenge. The competition was fierce! It was great to see everyone getting involved and raising awareness. Winners included 75 press ups in one minute and the plank champ managed 4 minutes 30 seconds!

Movember

The Student Support and Engagement Teams are participating in and promoting Movember at NESCol. **60 lives are lost to male suicide globally every hour**. 10.8 million men globally are living with or beyond prostate cancer and testicular cancer is the most common cancer in males aged 15-39.

Activities include weekly promotion stalls to raise awareness, a 60km challenge competition and the team are working with NHS Grampian to normalise mental health conversations, promoting good mental health and wellbeing and providing information on recognising the signs and symptoms of prostate and testicular cancer.

In the first 2 weeks there have been **over 200 engagements** with staff and students and to date Team NESCol have raised £340 for Movember.

**UCAS & Transitions Week** (6th – 10th **November**)

UCAS and Transitions Week is a week-long event designed to support the transitions from College to University. Working with partners at RGU, University of Aberdeen, University of Abertay, Score Group, the Armed Forces and SDS. Most of the activity took place week beginning 6th November across all 3 main campuses but there are sessions throughout the whole of November to support students to submit their UCAS Application ahead of the January deadline date. There has been a large increase in participation of the event with **536 engagements** to date with drop-ins, class and employer sessions.

**Enabling success through enhanced Trauma-Informed Approaches**

NESCol have been chosen as one of the colleges to take part in the CDN Pilot Trauma-Informed College Programme. This programme aims to change the culture at each college to enable success for learners who have experienced trauma. The programme stems from CDN's research into the Pathways from Poverty Report. Three members of staff are undertaking the SQCF Level 5 Mental Wellbeing and Health course. Further all staff training will be released soon to enable a whole college approach to supporting staff and students who have experienced trauma. NESCol will work with CDN to realise our ambitions of becoming a Trauma Informed Organisation.

Student Support Referrals
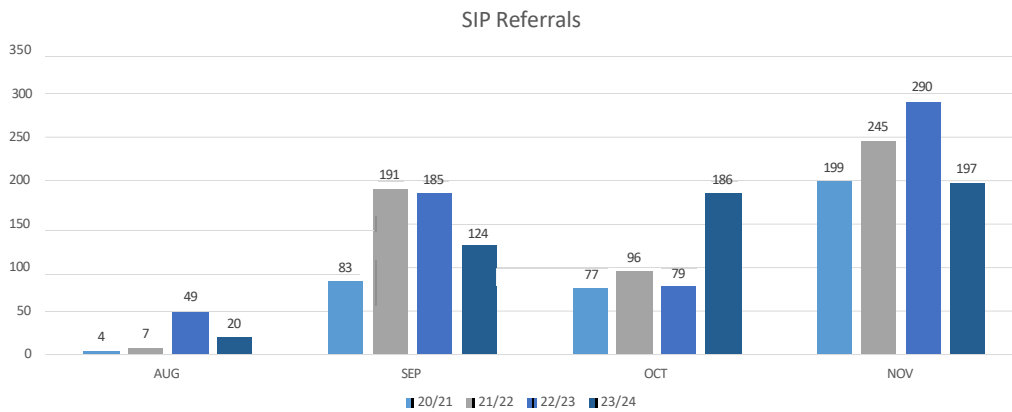
Student Support Referrals as at 20 November 2023

The increased demand in October aligns with the earlier retention date for this session. Overall referrals are slightly down from 603 to 527 this year, noting that this data is as at 20th November so will still increase some by the end of the month.
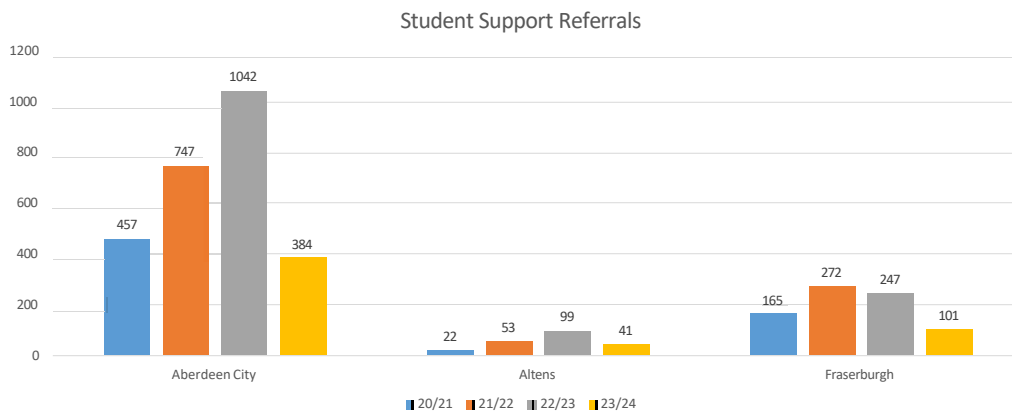
*Student Support Referrals by campus, full year and AY23/24 to date*

Curriculum teams have worked hard to manage front-line support requirements to reduce the need for specialist referral as much as possible. Aberdeen City Campus has reached 37% of total referrals from last year with Altens and Fraserburgh Campus both reaching 41% of total referrals from last year. The Head of Student Support and Engagement continues to monitor referral data to manage the service.

Safeguarding and PREVENT

Report+Support is very well established and referrals are increasing. To date there have been 60 reports submitted, an increase of 46% on the same period last year. *Mental Health and Wellbeing* remained the highest referral category representing 38% of referrals.

Thirteen, which is 62% of the Mental Health and Wellbeing referrals, were not safeguarding referrals but instead required internal support interventions or no further action. Work is ongoing with some curriculum teams to support their confidence in adopting the whole-college support model. There are also plans for bespoke refresher training using case studies to demonstrate the options available when dealing with these incidents.

What are people reporting?
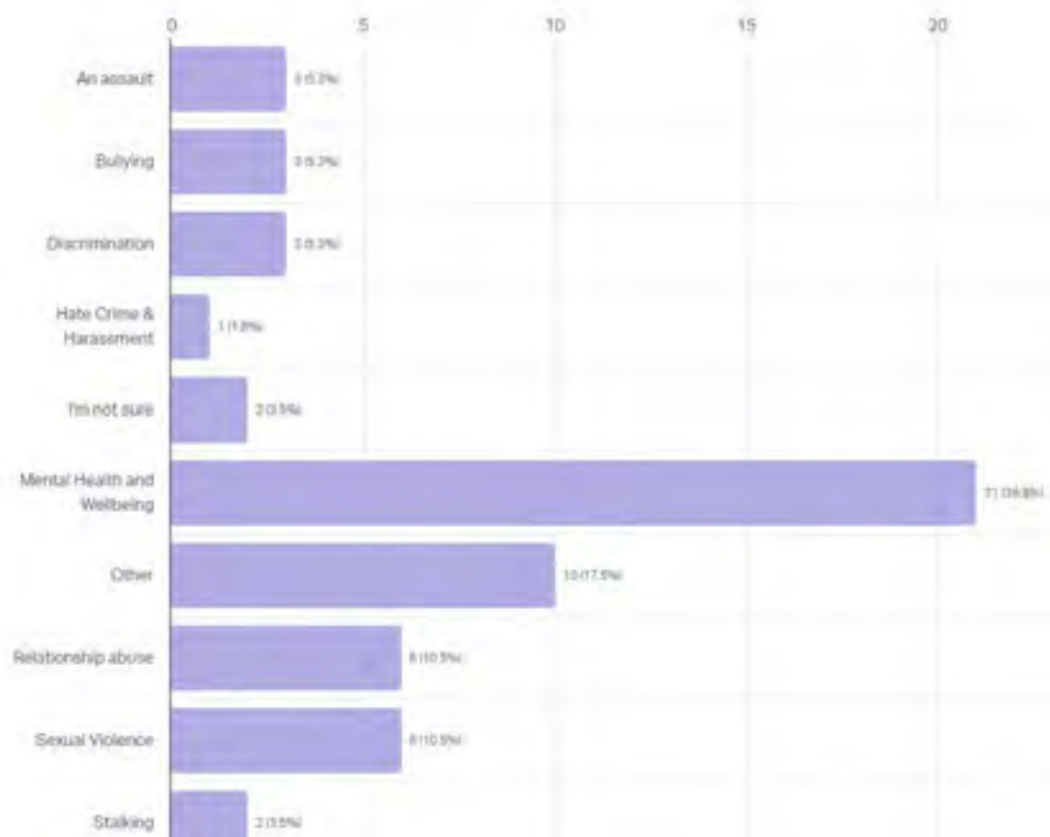
Report+Support Analytics, 28 August – 20 November

There have been no PREVENT cases this academic session.

Alesia du Plessis
Associate Vice Principal Curriculum and Student Experience
21 November 2023

CURRICULUM AND QUALITY COMMITTEE
Meeting of 30 November 2023

Title: NESCol Students' Association Activity Report	
Author: Carrie Beaton (Depute President), Kirsty Pettitt (Student Engagement and Wellbeing Manager)	**Contributor(s):** NESCol SA Staff

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Committee to be updated on the work of the Students' Association.

Linked to Strategic Theme:

Choose an item.

Linked to Strategic Risk(s):

Executive Summary:

This the first Activity Report from the 2023/2024 team, which outlines the key projects and activity of the Students' Associations activity during the 2023/24 year.

Recommendation: Please note the information provided and provide feedback.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

Freshers' and Intro Talks

NESCol Students Association had a very busy Freshers' spanning four weeks. We had external visits from 28 different groups including; NUS, 4 Pillars, Shelter and Charlie House who were offering support, volunteering opportunities and hosting fun activities on campus.

Altens Campus had a visit from Little Miss Whippy providing free ice cream, Fraserburgh had the Lego walk challenge and City Campus had a visit from Northern Frights and Alice, her dragon. We also had an incredibly popular free pizza giveaway at each campus, students are unsurprisingly asking for this to happen again soon.

From the start of the AY year we have delivered over 90 class intro talks which has received overall great feedback from lecturers.

SPA Priority Projects

The Student Partnership Agreement has been drafted and highlights the key projects from each of our Presidents. This year we have selected 3 areas to focus on; Cost of Living, Wellbeing and Community. Our actions and intended impact include the introduction of new projects and initiatives, but also the development and evaluation of existing provision. Please see the Student Partnership Agreement Paper for further detail.

Class Reps

This year we have a total of **274** primary class reps from a possible **302** Academic Tutoring classes and an additional 250 reserve class reps.

City Campus: 199 of a possible 201 (additional 111 reserve reps)

Fraserburgh: 58 of a possible 71 (additional 33 reserve reps)

Altens: 18 from a possible 33 (additional 6 reserve reps)

We have had our first Class Rep meetings with excellent engagement from students. Fraserburgh had 26 attendees, Altens Campus had 4 attendees and City Campus had 55 attendees.

We discussed the Lapsafe Lockers, Induction and had an open forum for reps to share their experiences and opinions. Students were really positive about the majority of induction whereas issues such as funding access and transport received criticism. We'll continue to feedback specific issues and questions in various committees and with key staff members so we can keep the feedback loop going with our reps. Students this year are particularly keen to get involved in volunteering and are more interested in activism and making changes. This became apparent particularly round the topic of bullying and accessibility, we had some great discussions, debates and brainstorming which we hope to continue.

Executive Officers

11 Executive Officers have now been selected after our new application and interview process. We had 24 applications and those who were unsuccessful have been encouraged to volunteer with us, start a society or join one of our newly made committees that is relevant to their interests.

The roles are as follows:

- Altens Executive Officer - Laurence
- International Student Officer - Viktorija
- Sexual Health Officer - Rachel
- Sustainability Officer - Angela
- Equality Officer - Vishnumaya
- Cost of Living Officer - Samantha
- LGBTQ+ Officer - Zoey
- Fundraising Officer - Emma
- Society Officer - Aaron
- Estranged Students - Alyssa
- Health and Wellbeing - David

All Executive Officers have been invited to sit on the Student Representative Committee which will be held on the 23rd of November. During our first meeting they will be making decisions on the NESCol SA Budget and Student Partnership Agreement. They have also all been invited to attend the Student Engagement Action Group where they will be able to meet with key NESCol partners. We will also be offering our Executive Officers the opportunity to sit in other key meetings such as Sustainability, Equality and Wellbeing and Campus Futures.

This year we have allocated more of our budget to support our Executive Officers with their own projects which we are very excited to see. This will include re-running the very successful Gender Affirming Fund with our LGBQ+ Executive Officer, Zoey.

Breakfast Club

Breakfast Club has been available to all students from the beginning of this Academic Year. It was promoted widely during induction and with additional posters on campus. We have seen a large increase it usage from last year we were spending an average of £227 on a month (roughly 310 breakfasts) to currently an average of £669 a month (roughly 916 breakfasts). We have also received an increased amount of complaints about the service due to of long wait times and food not being available. After discussing this with Grant and Inspire, we made the decision to provide cereal and porridge which puts less pressure on Inspire staff capacity and availability. However, the cereal that is available is a higher cost than the toast.

To combat this we are supporting Alina (City Campus and Altens Depute President) with her proposal for Student Kitchens to be implemented on each campus. Where students would be able to access free hot water and microwaves. Proposals are currently being written and meetings are being scheduled with key members of staff from facilitates and health and safety so that possible spaces can be identified and appropriate equipment. This comes from continued student ask last year and a very successful survey which confirmed that having access to free hot water and microwaves would improve their Student Experience at NESCol.

Student Pantry

The Student Pantry is a continuing project for the SA this year, although it has had challenges particularly on City Campus, due to how popular it has been. On City Campus keeping our Student Pantry stocked is very difficult mostly due to a lack of manpower and space, we're connecting with other college teams to share ideas and best practice so we can hopefully find some solutions. We are also considering changing the availability of the Pantry to tackle this. We still have a fantastic partnership with C-Fine, they deliver fresh or short date food every week, and the NHS who supply condoms, toothbrushes and other hygiene products. However, CFINE have asked that we obtain a Food Business Certificate through Aberdeen City Council in order to continue supplying us with products. Kirsty is working on this currently and hopes to have all procedures in place as soon as possible. We've continuing to offer food parcels and have had great support from student support, lecturers and our wellbeing advisors to help students in need.

Clubs and Societies

This year we have introduced an updated application process for our Clubs and Societies as well as a Clubs and Societies Agreement. We currently have 8 societies actively meeting in person or online, with another 14 in process of meeting with officers and making plans.

LGBTQ+ Society	Dungeons and Dragons (Fraserburgh)
Badminton Society	Christian Society
Miniature Mayhem Society	Online Gaming Society
International Society	Dungeons and Dragons (City)

One of our biggest challenges is space. City Campus especially has proven difficult as many societies would like to meet during the day and on campus (some also needing access to sinks). In particular we are finding it difficult to offer space for any sports based societies so are working alongside the Active Campus Co-Ordinator to address this. Some, like our new International Society, would love to put on regular events as an aside to their weekly meetings as a follow up to their incredibly popular Halloween Disco.

Dan (Fraserburgh Depute) is currently working on a new funding model for our Clubs and Societies to streamline this process and make it more accessible for our leaders.

Events

We also held a Halloween Spooktacular Food Drive to help the Student Pantry and give students a fun welcome back on campus after the October holidays. We had face painting, trick of treat and a costume contest with lots of really great engagement. We were also very kindly invited to take part in the NESCol birthday celebrations by giving out cake to students, which was very much appreciated and was very successful.

We are currently planning our offer for Sparkle where we hope to out engaging with students and highlighting support that they can access during the winter break.

CURRICULUM & QUALITY COMMITTEE
Meeting of 30 November 2023

Title: First Impressions Survey Results AY 2023-24

Author: Gill Griffin, Director of Quality	**Contributor(s): Hayley Ewen, Quality Administrator**

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Committee to note the results of the First Impressions Survey AY 2023-24, a key quality improvement tool used to measure levels of student satisfaction.

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s):

Executive Summary:

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

The First Impressions survey is a measurement tool to allow the College to determine the levels of satisfaction from our full-time students. The First Impressions survey was carried out over a four-week period between 18 September and 13 October 2023. The survey captured student feedback relating to, college induction, curriculum and support services and the overall first impression of college experience.

The AY 2023-24 First Impressions Survey recorded an 88% participation rate, an increase of 2% in comparison to the previous year and a 9% increase in comparison to AY 2021-22. Overall, 94% of students are satisfied with the College, and although a decrease of 1% on the previous academic year, still demonstrates exceptionally high levels of overall satisfaction across the three-year period presented.

The First Impressions Survey report highlights the overall College results for the last 3 years and demonstrates a consistently high level of satisfaction on first impressions of college experience. The College maintained a very high level of student satisfaction across the

majority of the 28 statements, with the exception being the Wi-Fi connectivity which has decreased in satisfaction by 12%. This will be reviewed to establish improvements that can be implemented to ensure improvements in student satisfaction is achieved for the remainder of the academic session.

A breakdown at Sector level has been provided in appendices 3.1. - 3.6. Team and course level can be accessed from the College's Power BI Report Server which is accessible for all college staff.

Recommendation:
It is recommended that the Committee note the content of the report.

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

Equality Impact Assessment:

Positive Impact   ☒

Negative Impact   ☐

No Impact   ☐

Evidence:

First Impressions Survey Report

AY 2023-24

Table of Contents

1. Overview

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

The First Impressions Survey is a measurement tool to allow the College to determine the levels of satisfaction from our full-time students. The First Impressions survey was carried out over a four-week period between 18 September and 13 October 2023. The survey captured student feedback relating to, college induction, curriculum and support services and the overall first impression of college experience.

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

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

Participation Figures

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

Academic Year	2021	2022	2023
Number of Full-time Participants	4,673 (+324 or +7%)	5,120 (+447 or +10%)	5,024 (-96 or -2%)
% Participation of FT Students	79% (of 5,907)	86% (of 5,984)	88% (of 5,734)

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

Sector Response Figures
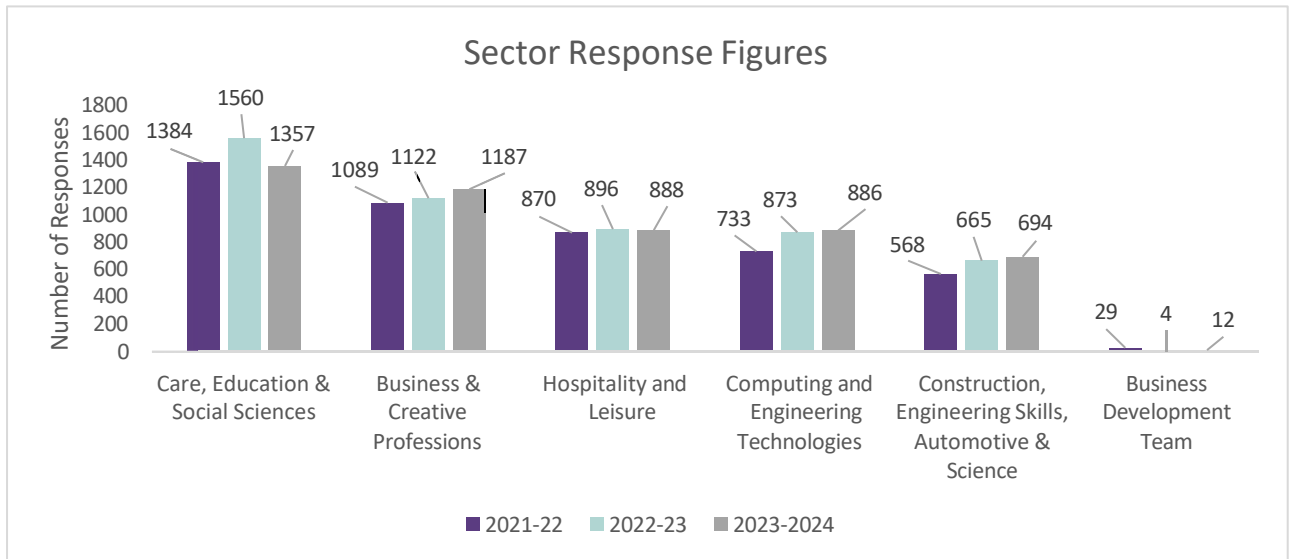
Sector	2021-22		2022-23		2023-24	
	Eligible No. Participants	Actual No. Participants	Eligible No. Participants	Actual No. Participants	Eligible No. Participants	Actual No. Participants
Care, Education & Social Sciences	1,791	1384 (77%)	1,869	1,560 (83%)	1,564	1,357 (87%)
Business & Creative Professions	1,429	1089 (76%)	1,325	1,122 (85%)	1,346	1,187 (88%)
Hospitality and Leisure	1104	870 (79%)	983	896 (91%)	964	888 (92%)
Computing and Engineering Technologies	904	733 (81%)	1,040	873 (84%)	1,049	886 (84%)
Construction, Engineering Skills, Automotive & Science	648	568 (88%)	763	665 (87%)	798	694 (87%)
Business Development Team	31	29 (94%)	4	4 (100%)	13	12 (92%)

Understanding the Data

The survey results table in section two provides details on the number of students who answered each multiple choice statement and the % positive satisfaction for each one. The % positive satisfaction results have been colour coded according to their RAG status. The conditions of the RAG status are as follows:

RAG Colour	Status
	% positive of 85.1% or higher
	% positive between 75.1%-85%
	% positive of 75% or lower

2. Survey Results

Quantitative Data

The overall positive satisfaction percentage for the survey data AY 2023-24 is 94%. Although the full-time student satisfaction has decreased by 1% in comparison to the previous year, it remains consistently high over the last three-year period.

Academic Year	2021-22	2022-23	2023-24
Overall satisfaction	94%	95%	94%

The College continues to maintain a very high level of student satisfaction across the majority of the 28 statements, demonstrated in the three-year trend table below. The percentage of positive satisfaction relating to the College Wi-Fi connectivity will be reviewed at Leadership and service level to establish improvements that can be implemented to ensure improvements in student satisfaction is achieved for the remainder of the academic session.

Overall College Satisfaction Results			
Application Process	**2021-22**	**2022-23**	**2023-24**
Applying for my course was an easy and straightforward process	96%	96%	96%
The College website was easy to use	94%	95%	94%
The College information on social media was helpful	91%	91%	90%
The College prospectus was informative	94%	95%	94%
The College took account of my qualifications and experience when I applied for the course	97%	97%	97%
Induction/Introduction to College	**2021-22**	**2022-23**	**2023-24**
My first day at College was welcoming and informative	97%	98%	98%
My online induction course was welcoming and informative	93%	92%	92%
I am aware of the range of support available to me from the Student Advice and Support team	95%	96%	97%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	90%	90%	91%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	93%	95%	96%
I am clear about the expected standards of work	98%	98%	98%
I am clear about the expected standards of attendance (if required), punctuality and engagement	99%	99%	99%

	2021-22	2022-23	2023-24
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	97%	92%	96%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	95%	95%	95%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	87%	88%	88%
I can access my Microsoft 365 account including Email and OneDrive	97%	98%	96%
I have been able to access the relevant software for my course	97%	97%	97%
I know how to access support via the Student IT Helpdesk	91%	94%	95%
I was informed about the Students' Association either at my induction or in the first few weeks at college	91%	93%	94%
I am aware of how the Students' Association can support me during my time at college	89%	90%	91%
When on campus I have been able to connect to the College Wi-Fi easily	85%	85%	73%
My Course	**2021-22**	**2022-23**	**2023-24**
I have enjoyed the teaching on the course so far	97%	97%	97%
Since starting, my course has run smoothly	95%	95%	93%
My timetable was clearly explained to me	91%	95%	94%
I think I have chosen the right course	98%	97%	98%
I believe I am treated fairly	99%	99%	98%
I enjoy attending College on campus and remotely	95%	96%	96%
Overall, I am satisfied with the College	98%	98%	97%

3. Qualitative Feedback – Full Time Students

Overview of Qualitative Response Rates

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

Of the 5,024 survey participants, 747 (15%) opted to write a comment about their experience.

Positive Qualitative Feedback Wakelet

Wakelet is a content curation platform that the College has used to collate and present feedback in an effective visual display. This Wakelet displays instances of positive qualitative feedback provided by students in the AY 2023-24 First Impressions survey. The feedback is presented by sector, which hosts the positive feedback provided by full-time students across all services.

Student Feedback First Impressions Survey 2023-24

Appendices 3.1 – 3.6 provide Sector and Business Development breakdown.

Appendices

3.1 Sector Data – Hospitality and Leisure

Overall Sector Satisfaction	95.29%					
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	474	374	31	9	0	95.50%
The College website was easy to use	413	433	31	6	5	95.81%
The College information on social media was helpful	304	420	54	9	101	91.99%
The College prospectus was informative	311	432	41	3	101	94.41%
The College took account of my qualifications and experience when I applied for the course	591	273	22	2	0	97.30%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
My first day at College was welcoming and informative	623	255	8	2	0	98.87%
My online induction course was welcoming and informative	436	387	45	20	0	92.68%
I am aware of the range of support available to me from the Student Advice and Support team	576	297	13	2	0	98.31%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	502	312	63	11	0	91.67%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	651	211	23	3	0	97.07%
I am clear about the expected standards of work	671	207	10	0	0	98.87%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	708	175	4	1	0	99.44%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	571	284	27	6	0	96.28%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	628	228	27	5	0	96.40%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	488	303	80	17	0	89.08%
I can access my Microsoft 365 account including Email and OneDrive	636	227	21	4	0	97.18%
I have been able to access the relevant software for my course	611	255	20	2	0	97.52%
I know how to access support via the Student IT Helpdesk	599	268	19	2	0	97.64%
I was informed about the Students' Association either at my induction or in the first few weeks at college	560	278	39	11	0	94.37%
I am aware of how the Students' Association can support me during my time at college	535	289	57	7	0	92.79%
When on campus I have been able to connect to the College Wi-Fi easily	286	384	119	92	7	76.05%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	570	296	21	1	0	97.52%
Since starting, my course has run smoothly	512	334	35	7	0	95.27%
My timetable was clearly explained to me	578	260	45	5	0	94.37%
I think I have chosen the right course	639	235	13	1	0	98.42%
I believe I am treated fairly	675	201	10	2	0	98.65%
I enjoy attending College on campus and remotely	572	279	32	5	0	95.83%
Overall, I am satisfied with the College	611	262	15	0	0	98.31%

3.2 Sector Data – Construction, Engineering Skills, Automotive and Science

Overall Sector Satisfaction	93.60%					
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	395	273	20	6	0	96.25%
The College website was easy to use	310	330	43	9	2	92.49%
The College information on social media was helpful	228	319	60	10	77	88.65%
The College prospectus was informative	261	328	36	6	63	93.34%
The College took account of my qualifications and experience when I applied for the course	415	253	18	8	0	96.25%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
My first day at College was welcoming and informative	475	203	12	4	0	97.69%
My online induction course was welcoming and informative	313	315	47	19	0	90.49%
I am aware of the range of support available to me from the Student Advice and Support team	447	219	24	4	0	95.97%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	387	244	52	11	0	90.92%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	448	190	46	10	0	91.93%
I am clear about the expected standards of work	539	147	7	1	0	98.85%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	541	143	9	1	0	98.56%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	476	188	27	3	0	95.68%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	464	194	24	12	0	94.81%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	403	199	72	20	0	86.74%
I can access my Microsoft 365 account including Email and OneDrive	459	188	37	10	0	93.23%
I have been able to access the relevant software for my course	445	222	24	3	0	96.11%
I know how to access support via the Student IT Helpdesk	410	234	44	6	0	92.80%
I was informed about the Students' Association either at my induction or in the first few weeks at college	406	233	43	12	0	92.07%
I am aware of how the Students' Association can support me during my time at college	394	233	50	17	0	90.35%
When on campus I have been able to connect to the College Wi-Fi easily	204	226	103	98	63	68.15%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	468	208	16	2	0	97.41%
Since starting, my course has run smoothly	434	228	28	4	0	95.39%
My timetable was clearly explained to me	445	201	37	11	0	93.08%
I think I have chosen the right course	495	183	14	2	0	97.69%
I believe I am treated fairly	532	148	12	2	0	97.98%
I enjoy attending College on campus and remotely	472	202	13	7	0	97.12%
Overall, I am satisfied with the College	497	183	12	2	0	97.98%

3.3 Sector Data - Computing and Engineering Technologies

Overall Sector Satisfaction			93.07%			
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	510	348	23	5	0	96.84%
The College website was easy to use	429	383	53	11	10	92.69%
The College information on social media was helpful	289	342	73	14	168	87.88%
The College prospectus was informative	352	384	44	7	99	93.52%
The College took account of my qualifications and experience when I applied for the course	562	296	24	4	0	96.84%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
My first day at College was welcoming and informative	591	272	14	9	0	97.40%
My online induction course was welcoming and informative	435	356	57	38	0	89.28%
I am aware of the range of support available to me from the Student Advice and Support team	519	323	39	5	0	95.03%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	474	309	82	21	0	88.37%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	621	230	27	8	0	96.05%
I am clear about the expected standards of work	653	221	10	2	0	98.65%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	719	158	9	0	0	98.98%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	576	264	41	5	0	94.81%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	596	230	45	15	0	93.23%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	470	290	98	28	0	85.78%
I can access my Microsoft 365 account including Email and OneDrive	674	183	19	10	0	96.73%
I have been able to access the relevant software for my course	640	221	24	1	0	97.18%
I know how to access support via the Student IT Helpdesk	546	269	64	7	0	91.99%
I was informed about the Students' Association either at my induction or in the first few weeks at college	526	277	55	28	0	90.63%
I am aware of how the Students' Association can support me during my time at college	485	281	91	29	0	86.46%
When on campus I have been able to connect to the College Wi-Fi easily	324	298	77	79	108	79.95%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	517	329	32	8	0	95.49%
Since starting, my course has run smoothly	461	293	90	42	0	85.10%
My timetable was clearly explained to me	543	243	66	34	0	88.71%
I think I have chosen the right course	635	235	13	3	0	98.19%
I believe I am treated fairly	682	178	17	9	0	97.07%
I enjoy attending College on campus and remotely	551	298	27	10	0	95.82%
Overall, I am satisfied with the College	565	274	35	12	0	94.70%

3.4 Sector Data - Business and Creative Professions

Overall Sector Satisfaction						93.61%
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	705	433	36	13	0	95.87%
The College website was easy to use	538	538	68	19	24	92.52%
The College information on social media was helpful	382	527	99	18	161	88.60%
The College prospectus was informative	437	541	65	11	133	92.79%
The College took account of my qualifications and experience when I applied for the course	828	335	13	11	0	97.98%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
My first day at College was welcoming and informative	887	270	16	14	0	97.47%
My online induction course was welcoming and informative	644	453	53	37	0	92.42%
I am aware of the range of support available to me from the Student Advice and Support team	745	389	45	8	0	95.53%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	669	398	97	23	0	89.89%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	869	260	37	21	0	95.11%
I am clear about the expected standards of work	886	274	20	7	0	97.73%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	967	203	8	9	0	98.57%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	773	346	52	16	0	94.27%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	847	274	46	20	0	94.44%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	650	368	142	27	0	85.76%
I can access my Microsoft 365 account including Email and OneDrive	915	217	41	14	0	95.37%
I have been able to access the relevant software for my course	879	277	24	7	0	97.39%
I know how to access support via the Student IT Helpdesk	757	373	43	14	0	95.20%
I was informed about the Students' Association either at my induction or in the first few weeks at college	783	326	54	24	0	93.43%
I am aware of how the Students' Association can support me during my time at college	713	366	80	28	0	90.90%
When on campus I have been able to connect to the College Wi-Fi easily	302	451	237	158	39	65.59%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	776	362	43	6	0	95.87%
Since starting, my course has run smoothly	681	425	64	17	0	93.18%
My timetable was clearly explained to me	837	305	36	9	0	96.21%
I think I have chosen the right course	868	290	20	9	0	97.56%
I believe I am treated fairly	948	212	17	10	0	97.73%
I enjoy attending College on campus and remotely	777	346	46	18	0	94.61%
Overall, I am satisfied with the College	814	343	20	10	0	97.47%

3.5 Sector Data - Care, Education and Social Sciences

Overall Sector Satisfaction						95.82%
Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Overall Satisfaction
Applying for my course was an easy and straightforward process	909	591	46	14	0	96.32%
The College website was easy to use	750	526	51	9	21	95.51%
The College information on social media was helpful	595	510	67	17	168	92.94%
The College prospectus was informative	628	533	38	8	150	96.19%
The College took account of my qualifications and experience when I applied for the course	1009	312	29	7	0	97.35%
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Overall Satisfaction
My first day at College was welcoming and informative	1080	255	19	3	0	98.38%
My online induction course was welcoming and informative	807	450	73	27	0	92.63%
I am aware of the range of support available to me from the Student Advice and Support team	1016	314	24	3	0	98.01%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	920	342	75	20	0	93.00%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	1111	217	25	4	0	97.86%
I am clear about the expected standards of work	1072	266	16	3	0	98.60%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	1141	203	11	2	0	99.04%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	1004	310	34	9	0	96.83%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	1084	236	28	9	0	97.27%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	895	350	88	24	0	91.75%
I can access my Microsoft 365 account including Email and OneDrive	1086	219	46	6	0	96.17%
I have been able to access the relevant software for my course	1043	281	25	8	0	97.57%
I know how to access support via the Student IT Helpdesk	1057	261	33	6	0	97.13%
I was informed about the Students' Association either at my induction or in the first few weeks at college	1023	285	42	7	0	96.39%
I am aware of how the Students' Association can support me during my time at college	945	337	59	16	0	94.47%
When on campus I have been able to connect to the College Wi-Fi easily	440	566	219	115	17	75.07%
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Overall Satisfaction
I have enjoyed the teaching on the course so far	974	365	14	4	0	98.67%
Since starting, my course has run smoothly	923	383	46	5	0	96.24%
My timetable was clearly explained to me	1049	267	35	6	0	96.98%
I think I have chosen the right course	1078	259	15	5	0	98.53%
I believe I am treated fairly	1108	227	18	4	0	98.38%
I enjoy attending College on campus and remotely	1005	309	34	9	0	96.83%
Overall, I am satisfied with the College	1055	279	19	4	0	98.31%

3.6 Sector Data – Business Development

Overall Sector Satisfaction	90.82%					
Application Process	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
Applying for my course was an easy and straightforward process	4	7	1	0	0	91.67%
The College website was easy to use	6	0	3	0	3	66.67%
The College information on social media was helpful	3	2	0	0	7	100.00%
The College prospectus was informative	2	3	2	0	5	71.43%
The College took account of my qualifications and experience when I applied for the course	4	7	1	0	0	91.67%
Induction/Introduction to College	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
My first day at College was welcoming and informative	8	3	1	0	0	91.67%
My online induction course was welcoming and informative	4	6	0	2	0	83.33%
I am aware of the range of support available to me from the Student Advice and Support team	5	7	0	0	0	100.00%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	6	2	3	1	0	66.67%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	6	6	0	0	0	100.00%
I am clear about the expected standards of work	7	5	0	0	0	100.00%
I am clear about the expected standards of attendance, (if required) punctuality and engagement	9	3	0	0	0	100.00%
I know about the College's health and safety arrangements (fire alarms, evacuation procedures, safety online etc.)	8	4	0	0	0	100.00%
I received an introduction to MyNESCol and Blackboard (the College's Virtual Learning Environment)	7	4	0	1	0	91.67%
I know how to access the online Library e-resources (ebooks, journals etc.) via MyNESCol	3	5	3	1	0	66.67%
I can access my Microsoft 365 account including Email and OneDrive	7	5	0	0	0	100.00%
I have been able to access the relevant software for my course	6	6	0	0	0	100.00%
I know how to access support via the Student IT Helpdesk	6	4	2	0	0	83.33%
I was informed about the Students' Association either at my induction or in the first few weeks at college	6	5	0	1	0	91.67%
I am aware of how the Students' Association can support me during my time at college	5	6	0	1	0	91.67%
When on campus I have been able to connect to the College Wi-Fi easily	5	2	0	0	5	100.00%
My Course	**Completely Agree**	**Mostly Agree**	**Mostly Disagree**	**Completely Disagree**	**Not Applicable**	**Overall Satisfaction**
I have enjoyed the teaching on the course so far	4	7	1	0	0	91.67%
Since starting, my course has run smoothly	4	5	2	1	0	75.00%
My timetable was clearly explained to me	6	6	0	0	0	100.00%
I think I have chosen the right course	5	6	1	0	0	91.67%
I believe I am treated fairly	7	5	0	0	0	100.00%
I enjoy attending College on campus and remotely	5	6	0	1	0	91.67%
Overall, I am satisfied with the College	6	6	0	0	0	100.00%

CURRICULUM & QUALITY COMMITTEE
Meeting of 30 November 2023

Title: Quality Annual Activity Report AY 2022-23	
Author: Director of Quality	**Contributor(s): Quality Enhancement Manager**

Type of Agenda Item:

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

Purpose:
To enable the Committee to note the summary of activities completed by the Quality team during AY 2022-23.

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s):

Executive Summary:
The report provides an overview of the main quality activities delivered during the 2022-23 academic session. Continuous bespoke support is also provided by the team to curriculum and support staff across the academic session.

Recommendation:
It is recommended that the Committee note the content of the report.

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

Equality Impact Assessment:

Positive Impact	☒
Negative Impact	☐
No Impact	☐

Evidence:

Quality Activity Annual Summary Report

Annual Year 2022-23

Table of Contents

1. Focus Groups

Activity Planning 2022-23

	Themes	Target	Completed
Focus Groups	Induction	16	16
	Respect	12	5
	Learning & Teaching	21	9
	Student Support	14	7
	Students' Association	14	7
	Well-being	16	0
	Total	**93**	**44**

Progress Summary

The Senior Lecturers Enhancement (SLEs) completed 47% of the scheduled focus groups for the 2022-23 academic year

The focus group schedule was amended to reflect the quality assurance activities which supported the Curriculum Spotlight Reviews, which included 42 focus groups focussing on the criteria specified by the review panels.

Campus Breakdown of Completed Focus Groups
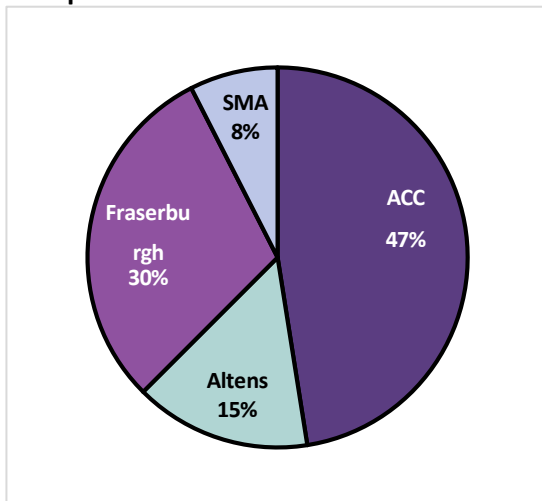
Sector Breakdown of Completed Focus Groups
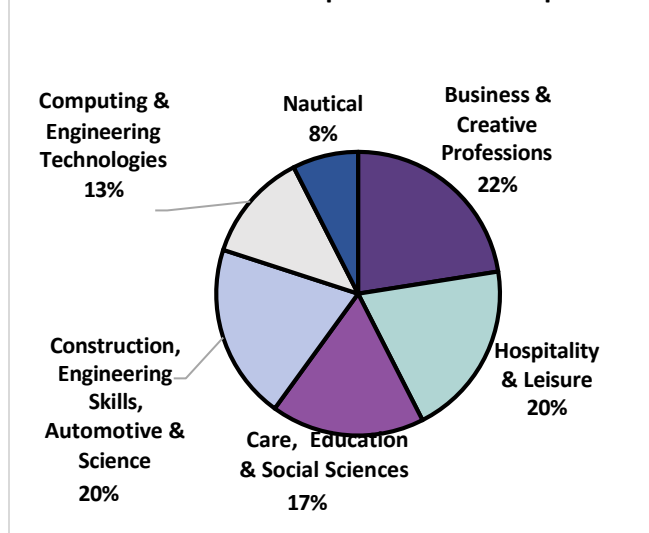
Focus Group Actions

In total, 13 actions were identified and allocated to appropriate staff for review and response. The responses were also issued to the student cohort via Blackboard announcement by the Quality Administrator (QA). Six instances of good practice were also identified and shared with the student cohort and staff. All actions identified in 2022-23 have been addressed.

2. Stakeholder Feedback

Complaints Received

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

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

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

Frontline (including extension and escalations)		Investigation (including extended investigations)	
No. received	49	No. received	8
No. open	0	No. open	0
No. closed	49	No. closed	8
Deadline met + %	100%	Deadline met + %	100%
Deadline missed + %	0%	Deadline missed + %	0%

Total % Complaints Received by Campus
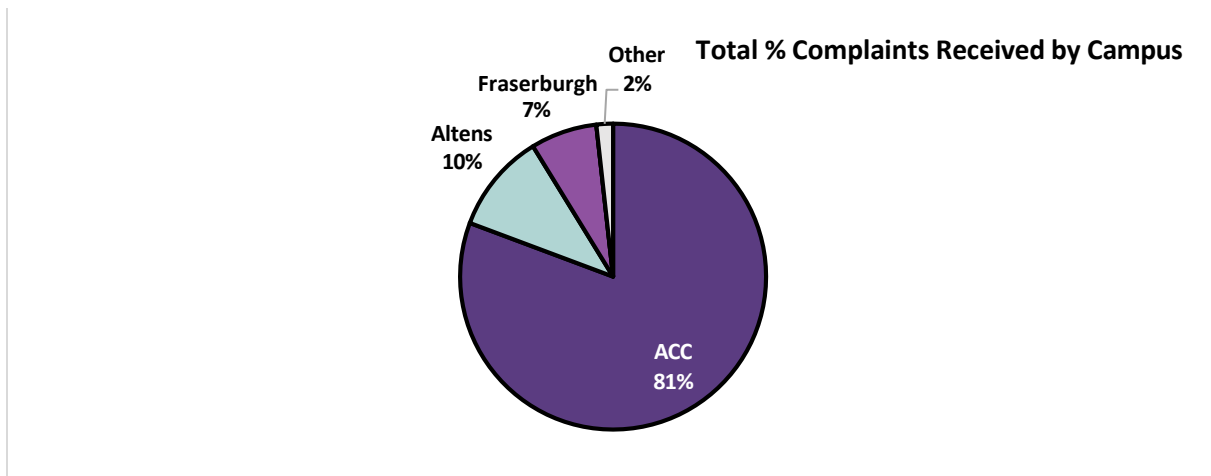
The Aberdeen City Campus (ACC) received the highest number of complaints (46) in academic year 2022-23. This coincides with the high stakeholder population at this campus. In comparison, the Altens campus received six and the Fraserburgh campus received four.

A total of one complaint was processed as other, related to distance learning provision.

Each complaint is logged against the Scottish Public Services Ombudsman (SPSO) category, or categories, according to its content. A summary of the categories logged for Y 2022-23 so is displayed below:
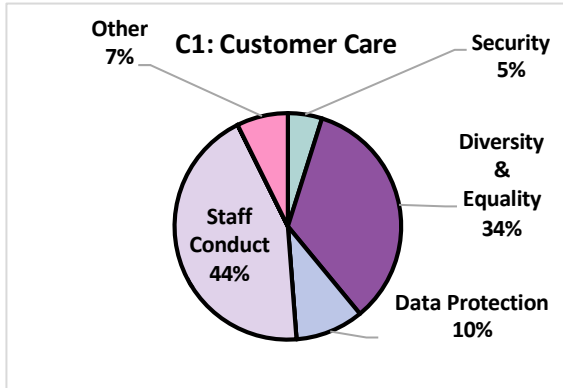
C1: Customer Care

C1: Customer Care	
Health & Safety	0
Security	2
Diversity & Equality	14
Data Protection	4
Environmental	0
Staff Conduct	18
Student Conduct	0
Other	3

C2: Applications to Progression
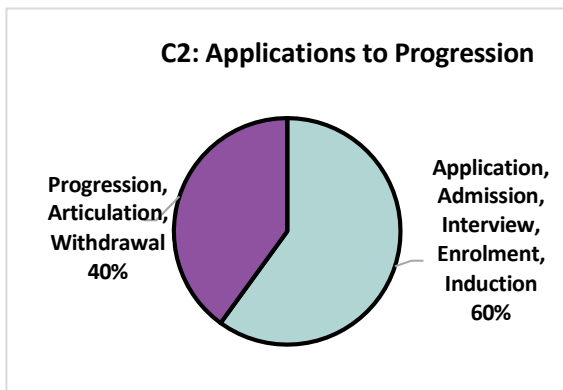
C2: Applications to Progression	
Marketing	0
Application, Admission, Interview, Enrolment, Induction	3
Progression, Articulation, Withdrawal	2
Other	0
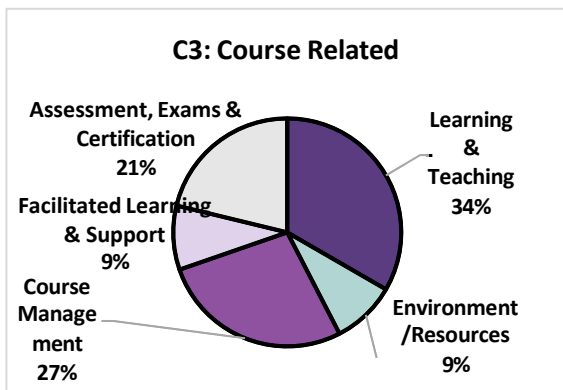
C3: Course Related

C3: Course Related	
Learning & Teaching	11
Environment / Resources	3
Course Management	9
Facilitated Learning & Support	3
Assessment, Exams & Certification	7
Other	0
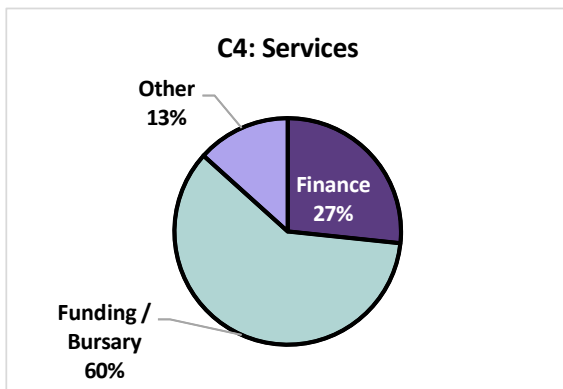
C4: Services

C4: Services	
Finance	4
Funding / Bursary	9
Student Records	0
Providing Learning Support	0
Library / Learning Technology	0
Quality etc.	0
Other	2
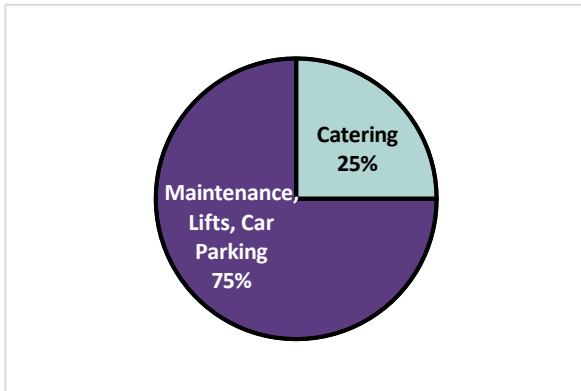
C5: Facilities	
Catering	1
Student Accommodation	0
Maintenance, Lifts, Car Parking	3
Other	0

Complaint Outcomes

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

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

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

Complaint	Upheld	Partially Upheld	Not Upheld	Resolved
Frontline	20	15	13	1
Investigation	3	4	1	0
Totals	**23**	**19**	**14**	**1**

Compliments/Thank You's

During the 2022-23 academic year, the quality department were notified of 20 compliments via the NESCol online staff compliments form and e-mails.

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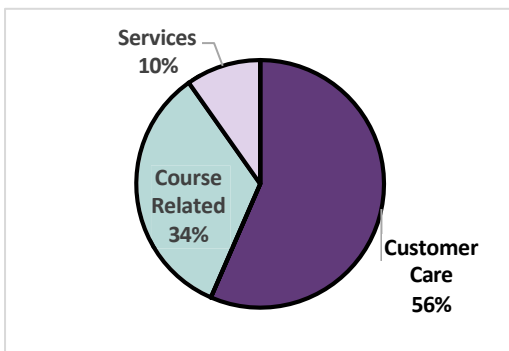
3. Lesson Observations

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

From October 2022 to February 2023, 14 standard quality lesson observations took place, these were then put on hold whilst the Spotlight Review activity was implemented from February – June 2023.

Fifteen TQFE observations and 17 TiCT lesson observations were completed during 2022-23. All of these observations were arranged with the teaching staff member directly or by alert of the week in which the observation was scheduled to take place. In addition, a professional discussion took place following the observation, this provided an opportunity to reflect on any strengths, areas for improvement and on the embedding of the Professional Standards for lecturers within their teaching practice. A full report and reflective account was then produced at the end of the process.

The TQFE is delivered by the University of Aberdeen. The NESCol quality team are responsible for completing one lesson observation for each candidate to gather evidence for the award. The completed reports are then sent to the candidates and the University.

4. Curriculum Spotlight Review Activity

The quality department was commissioned by some of the Curriculum Spotlight Review panels to undertake lesson observations, focus groups and internal audits. The panels identified the curriculum areas to receive a spotlight review based on analysis of:

1. KPI trend data;
2. Student satisfaction feedback;
3. Predicted capacity for teams to improve under their own initiative;
4. Quality Assurance metrics including complaints data;
5. Workforce planning issues;
6. Feedback from internal and external audit.

The quality department received a request from a total of four sectors, specifying nine curriculum areas which required the specialism of the Quality SLE team as part of their spotlight review.

The quality department were provided with an outline of the requirements in February, which consisted of 29 Lesson Observations, 42 Focus Groups and one internal audit.

Findings varied across the different specialist areas as would be expected but by far the majority of those observed provided lessons of a very good to an excellent standard. Students were engaged and participating whilst learning in an environment appropriate for the subject matter and one in which strived to ensure fairness, inclusiveness and equality at every turn. This was corroborated by the student questionnaires that each class completed as part of the observation process.

During the focus groups, the SLE team had been provided with specific focal points by the review panel for some areas, and various prompts were used to draw out on the learning and teaching experience, managing behaviour; motivating learners to engage and succeed, and others as requested. Reports were provided to the spotlight review panel with an area for actions provided to allow them to add in relevant actions following review of information provided.

There were some clear similarities across all of the focus groups undertaken which were that the students were enjoying their courses, they felt the teaching staff motivated them (whilst recognising they need to also motivate themselves), they understood progression routes and job opportunities and finally, all groups mentioned they particularly enjoyed industry speakers and visiting industry/organisations as part of their course and would like more.

The Quality department will participate where required in the Spotlight Review activity that will commence during the new academic session.

5. Staff Training

Workplace Assessor Award (L&D9Di)

Four members of staff enrolled for the L&D9Di award, two were deferred due to lack of practical assessment evidence and the remaining two candidates successfully completed the course. The Curriculum Manager has since withdrawn one of the candidates from the training and the remaining candidate will resume the training in AY 2023-24.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
22-23 Candidates	4	2	4	2	50

Workplace Internal Verifier Award (L&D11)

There was one candidates enrolled to complete their qualification this academic session however the candidate was working with another area of the college to secure the evidence which proved difficult, the decision was made to defer the candidate and they will resume the training in AY 2023-24.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
22-23 Candidates	1	0	1	0	0

HN Assessor Award

Ten candidates enrolled on the HN Assessor qualification, two candidates had to be withdrawn due to maternity leave. The remaining 8 candidates successfully achieved the award.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
22-23 Candidates	10	2	8	8	80

HN Verifier Award

Fourteen candidates enrolled on the HN Verifier qualification, one withdrew due to an internal promotion to a managerial role.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
22-23 Candidates	14	1	13	13	93

Prepare to Teach Update

Thirty-two candidates undertook the 6-week induction course, one candidate resigned before completing the course but all others completed.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
22-23 Candidates	32	1	31	31	97

Teaching in Colleges Today Award Update

Twenty-two candidates enrolled to complete the qualification, two resigned and were withdrawn from the award and one was withdrawn as she went on maternity leave.

Academic Year	No. candidates	No. unable to complete	Remaining no.	No. complete	% complete
22-23 Candidates	22	3	19	19	86

6. Curriculum Approval & Validation

Academic Year 2022-23 Submissions

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

Group Award Programmes		
Awarding Body	**Qualifications**	**Status**
Scottish Qualifications Authority (SQA)	10	7 Developed
City & Guilds (C&G)	3	Developed
Institute of the Motor Industry (IMI)	3	Developed
Training Qualifications UK (TQUK)	20	Developed
Excellence, Achievement and Learning (EAL)	1	Developed
SQA/NESCol (CDU)	1	Developed
C&G/NESCol (CDU)	1	Developed
Group Award Modifications		
Awarding Body	**Modifications**	**Status**
Scottish Qualifications Authority (SQA)	22	Developed
City & Guilds (C&G)	1	Developed
Northern Council for Further Education (NCFE)	2	Developed
SQA/NESCol (CDU)	4	Developed
NCFE/NESCol (CDU)	1	Developed
NESCol (CDU)	1	Developed

7. External Verification Activity

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

Schedule of External Verification Visits

Awarding Body	Scheduled Visits	Completed Visits
Scottish Qualifications Authority (SQA)	53	45
City & Guilds (C&G)	9	9
International Leadership Management (ILM)	3	3
Northern Council for Further Education (NCFE)	1	1
Maritime & Coastguard Agency (MCA)	1	1
Excellence, Achievement and Learning (EAL)	1	1
Institute of Motor Industry (IMI)	2	2
Training Qualifications UK (TQUK)	2	2
Prince's Trust	3	3
Association of Accounting Technicians (AAT)	1	1
Total	**67**	**20**

Outcome Summary for Completed External Verification Visits

Awarding Body	Actions	Good Practice	Recommendation / Improvement
SQA	1	55	12
City & Guilds	1	2	1
ILM	0	3	2
Institute of Motor Industry (IMI)	1	0	0
NCFE	0	1	0
Training Qualifications UK (TQUK)	0	1	0
Prince's Trust	0	1	1
Association of Accounting Technicians (AAT)	1	0	0
Total	**4**	**63**	**16**

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

8. Appendix 1

Curriculum Approval & Validation Panel 2022-23 Activity

Group Award Programme (Fast Track)		
Awarding Body	**Qualification**	**Status**
IMI	Diploma In Light Vehicle Maintenance & Repair Principles (SCQF L5)	Developed
IMI	Diploma In Light Vehicle Maintenance & Repair Principles (SCQF L7)	Developed
SQA	SVQ in Professional Cookery (SCQF L5)	Developed
TQUK	TQUK 20 Courses Various	Developed
EAL	SVQ Welding & Fabrication	Developed
SQA	Scottish Cert for Personal Licence Holders at SCQF (Level 6)	Developed
SQA	Scottish Cert for Personal Licence Holders (Refresher) (Level 6)	Developed
TQUK	Certificate in Understanding Distressed Behaviour in Children	Developed
SQA	SVQ Business and Administration (level 3) SCQF L6	Developed
C&G/NESCol	Introduction to Hair & Beauty Sector (Beauty Route)	Developed
NESCol	OPITO All Energy Course	Developed
IMI	IMI Level 1 award in Electric/Hybrid Awareness	Developed
Group Award Programme		
Awarding Body	**Qualification**	**Status**
NESCol	Passport to Hospitality (Broadly comparable to L4)	Developed
NESCol	Introduction to Music and Sound	Developed
SQA	HNC/D Business	Developed
SQA	NC Mechanical Maintenance Engineering(L5)	Developed
SQA	NextGen HND Networking and Cloud Infrastructure	In Progress
SQA	NextGen HND Software Development	In Progress
SQA	NextGen HND TV	In Progress
SQA	SVQ PEO Renewables & Energy (L2)	Developed
C&G	VRQ Diploma in Barbering (L2)	Developed
SQA/NESCol	Introduction to Health and Social Care (L4)	Developed
C&G	Diploma in Professional Cookery (Level 1) SCQF L4	Developed
C&G	Diploma in Professional Cookery (Level 2) SCQF L5	Developed
Group Award Modifications		
Awarding Body	**Qualification**	**Status**
SQA	HND Applied Science (Code Change Only)	Developed
NESCol	Discover Travel & Tourism (L5)	Developed
SQA/NESCol	Social Science: Perspectives on 21st Century Culture (L6)	Developed
SQA/NESCol	Social Science Modern Studies: Understanding Human Behaviour and Society (L5)	Developed
SQA/NESCol	Social Science Sociology: Understanding Human Behaviour and Society (L5)	Developed
SQA	Forensic Science and Biotechnology	Developed

NESCol	Business, Administration & Marketing (L5/6)	Developed
SQA	HNC Fashion Business	Developed
SQA	Introduction to Health and Social Care (L4)	Developed
NCFE/NESCol	Introductory Certificate in Sport and Physical Activity (level 3)	Developed
SQA	Fashion Business Units (L6)	Developed
SQA	Foundation Apprenticeship in Accountancy	Developed
SQA	SVQ Healthcare Support	Developed
C&G	Diploma in Women's Hairdressing (L2)	Developed
SQA	NC Engineering Systems (Level 6)	Developed
NCFE	NCFE Diploma for entry to Uniformed Services (Level 4/5)	Developed
NCFE	NCFE Certificate to entry to the Uniformed Services (Level 5/6)	Developed
SQA	HND Acting and Performance	Developed
SQA	HND Media & Communication Year 2 (Broadcast Production Route)	Developed
NESCol	Intermediate Computing - Software Development (equiv. L5)	Developed
NESCol	Intermediate Computing - Technical Support equiv. L5)	Developed
NESCol	Music and Sound (equiv. L5)	Developed
NESCol	Introduction to Photography (equiv. L5)	Developed
SQA	SVQ in Performing Engineering Operations (Level 2) SCQF L5	Developed
SQA	Carpentry and Joinery - Architectural Joinery Level 5	Developed
SQA	Carpentry and Joinery - Site Carpentry Level 5	Developed
NESCol	Computing Technologies – Introduction (Level 4/5)	Developed
SQA	HND Engineering Systems	Developed
SQA	HND Electrical Engineering	Developed
NESCol	Access to Software Development (Level 6)	Developed
SQA	HND in Sports Coaching and Development Year 1	Developed
SQA	HND in Sports Coaching and Development Year 2	Developed
SQA	Fitness, Health & Exercise Year 1	Developed
SQA	Fitness, Health & Exercise Year 2	Developed
SQA	HNC Mechanical Engineering	Developed
SQA	HNC Electrical Engineering	Developed
SQA	HNC Digital Design & Web Development	Developed
NESCol	Introduction to Hair & Beauty Sector (Hair Route)	Developed
NESCol	Travel & Tourism (L6)	Developed
SQA/NESCol	English for speakers of other languages	Developed

REGIONAL BOARD: Curriculum and Quality Committee
Meeting of 30 November 2023

Title: Student Partnership Agreement 2023/24	
Author: Kirsty Pettitt (Student Engagement and Wellbeing Manager)	**Contributor(s):** NESCol SA Staff

Type of Agenda Item:

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

Purpose: To enable the Committee to review the updated Student Partnership Agreement which sets out the priority projects for AY2023/24

Linked to Strategic Theme:

3. Advancing Partnership Working

Linked to Strategic Risk(s):

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

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

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

In AY22/23 the priority projects were:

1. Healthy Body, Healthy Mind. – Partial Complete - we were successful in completing "Training Towards" award in December 2022. We also made progress in obtaining the "Bronze" award. It was through Healthy Body Healthy Mind that we ran several events such as health walks and taking part in Brit Challenge which saw staff and students complete 23 different activities to promote wellbeing. Due to staff turnover both in SSS and in the Students' Association we found communication regarding Healthy Body Healthy Mind a challenge. It is now our understanding that with the introduction of the of the Active Campus Co-Ordinator (ACC) role there

are changes being made to the Healthy Body Healthy Mind scheme. We will work closely with the ACC to support their work going forward and revisit the Healthy Body Healthy Mind scheme when more information is available.

2. Students' Association Strategy – Complete - The Strategy was completed, presented and approved by the Student Representative Committee, Regional Board and as part of the Students' Association Annual General Meeting.

3. Wellbeing – Ongoing - Our wellbeing project led to the implementation and updating of City Campus and Fraserburgh Contemplation Rooms, we also hosted a number of "Cosy Conversation Sessions" on campus where students were encouraged to engage with the SA and Student Wellbeing Advisers to discuss wellbeing. In addition we had over 10 information events and online campaigns throughout the year on range of topics such as World Mental Health Day, National No Smoking Week and Time to Talk Day. Wellbeing will be staying in our Student Partnership Agreement in 23/24.

4. Response to Cost of Living Crisis – Ongoing - In this project area we saw the introduction of Free Student Breakfasts and the Student Pantry. In addition we also supported Student Support to share information about the Student Support Funds and promotional materials for discretionary funding. We will also continue this project into 23/24

The attached document is the revised SPA for AY23/24 which sets out the following projects in detail:

- Wellbeing
- Cost of living
- Community

The SPA document will be presented to the Student Representation Committee for approval on Thursday the 23rd of November.

Recommendation: It is recommended that the Committee approves the revised Student Partnership Agreement for AY23/24.
Previous Committee Recommendation/Approval (if applicable)**:**
Equality Impact Assessment: **Positive   Impact**   ☒ **Negative   Impact** ☐ **No Impact**   ☐ **Evidence:** Outputs and evaluation of SPA, feedback through Student Engagement Action Group.

Student Partnership Agreement

23/24

NESCol Students' Association

NORTH EAST SCOTLAND COLLEGE

THE AGREEMENT

What is a Student Partnership Agreement?

Student Partnership Agreements (SPA) are a way in which Students' Associations (SA) and institutions can promote ways in which students can interact with staff at their institution to improve the quality of their student experience. Although there is a large focus on improving the learning experience and enhancing student courses, SPAs are an opportunity for SAs and their institutions to look at how they can improve the overall student experience. They're also an opportunity to agree a set of three to five priority areas upon which the SA and institution will work together, in partnership.

What does this mean at NESCol?

North East Scotland College (NESCol) and the NESCol Students' Association (NESCol SA) agree to work in partnership to achieve shared priorities outlined in this document. Both parties will work collaboratively to ensure that all students can get involved in actively shaping and influencing their overarching student experiences.

This SPA has been developed through various discussions and workshop activities involving students, sabbatical officers, senior management, curriculum & support staff and the College's quality team with input from SPARQs. Students will be updated on progress of the SPA projects throughout the year through use of activities, events and regular communication.

Through progressing the priority projects outlined in this document, NESCol and NESCol SA are hoping to strengthen student engagement across the College. By doing so, students will have more opportunities for personal development as well as increased involvement in shaping the College and the SA to work for them.

What is student engagement?

Student engagement involves students being actively involved in shaping the direction of the College, the SA, and their student experience. This can be done through engaging with events and activities, taking part in campaigns, being involved in surveys and focus groups, etc.

Student engagement is about:

- **Delivering opportunities for students to take responsibility for their learning and contribute to a successful learning & teaching experience.**
- **Developing processes for students to feedback on their learning experience and for the College to hear what students are saying in relation this, so that students & staff can influence change.**
- **Providing students with responses to feedback so that they see their contribution is valued and is used to shape successful experiences for them, future learners & the College.**
- **Identifying and supporting opportunities for all students to be involved in wider College experiences.**
- **Encouraging personal and professional development opportunities for students & staff.**

What is included in the Student Partnership Agreement?

Part A of the SPA provides an overview of the opportunities the College and the Students' Association provide for students to engage in their learning and the wider student experience. The Student Engagement Action Group (SEAG), comprised of students, college staff and the Students' Association approved the map of opportunities for students.

Part B of the SPA outlines the priority projects the College and the SA will conduct to enhance overall student experience and student engagement. These projects include both a College staff and an SA staff lead to ensure true partnership working throughout. Staff and students will be kept updated on the progress of these projects through bi-annual progress reports.

CURRICULUM & QUALITY

CLASS REPS

SURVEY

FOCUS GROUPS

COURSE COMMITTEE MEETINGS

CAMPUS SHOPS

SPORTS DEPARTMENT ACTIVITY

CLASS FEEDBACK

LIBRARY PLUS

LIBRARY EVENTS

FOCUS GROUPS

SURVEYS

VENUE

STUDENT SUPPORT

FOCUS GROUPS

SURVEYS

STUDENT EVENTS

STUDENT GROUPS

ACADEMIC TUTORS

INITIAL SUPPORT

REGULAR FEEDBACK

1 : 1 MEETINGS

STUDENTS' ASSOCIATION

SABBATICAL OFFICERS

EXECUTIVE OFFICERS

CLASS REPS

PEER-LED REVIEWS

SOCIETIES

CLUBS

FOCUS GROUPS

SURVEYS

REGIONAL BOARD MEETINGS

AWARDS

Part B
North East Scotland College and NESCol Students' Association Student Partnership Agreement 2023/2024
Priority Projects Action Plan

Project	SA Lead	College Lead	Intended Impact	Key Actions	Measures
Cost of Living	Alina Zaharia (Depute President, City Campus and Altens)	Elaine Makein (Head of Sector, Creative Industries)	‣ Support student retention and positive outcomes by raising awareness of appropriate services and support internally and externally ‣ Maximise the potential impact of the current Cost of Living initiatives and budget spend of the SA	‣ Implementation of Student Kitchens ‣ Review the impact of the Student Pantries and Free Breakfasts across campus ‣ Explore additional financial support and fundraising opportunities	‣ Student Kitchens are accessible to students in City Campus, Fraserburgh and Altens ‣ Student Survey Feedback ‣ Completed evaluation of Breakfast Club and Student Pantry ‣ Additional income secured and reported through the Student Engagement Action Group and Student Representative Committee
Wellbeing	Carrie Beaton (Regional President)	Tanya Sinclair (Student Wellbeing Advisor)	‣ Additional wellbeing provision for students at NESCol ‣ Improve student wellbeing by supporting NESCol's Wellbeing Strategy ‣ Improve communication regarding wellbeing for NESCol students	‣ Explore student led support opportunities in partnership with the Wellbeing Executive Officer and Student Wellbeing Advisers ‣ Update the Student Mental Health Agreement in partnership with NUS ‣ Work with the Student Wellbeing Advisers to improve student knowledge of external support options	‣ Reporting of activity through Student Engagement Action Group ‣ Updated document is approved by the Student Representative Committee and made available to NESCol students ‣ Student Survey Feedback
Community	Daniel Watson (Depute President, Fraserburgh)	Faye Webster (Active Campus Coordinator)	‣ To have a variety of opportunities for student to engage with NESCol and the NESCol SA through extra-curricular activity ‣ Enhance sense of belonging the NESCol community	‣ Work alongside the Active Campus Coordinator and Executive Officers to expand the current offer of extracurricular opportunities for NESCol students ‣ Develop volunteering opportunities for students across NESCol	‣ Monitor attendance and engagement of extra-curricular activities ‣ Completed SA volunteering policy ‣ Student Survey Feedback

Carrie Beaton
Student President

Neil Cowie
Principal & Chief Executive

Susan Elston
Regional Chair of Regional
Board

CURRICULUM AND QUALITY COMMITTEE
Meeting of 30 November 2023

Title: NESCol Students' Association Budget Proposal

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

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Committee to review the current financial position of NESCol Students' Association and to approve the budget spend/proposal for AY2023/24.

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s):

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

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

Executive Summary:

To outline the current financial position and expected spend of the AY23/24 budget in line with ongoing activities and initiatives by the Student's Association.

Recommendation: To approve the proposed budget spend for AY23/24.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

Students' Association Budget Proposal AY2023/24

Budget AY2023/24

Supplies and Services AY2023/24 (Current allocation and spend as of November 2023)

Supplies & Services Budget Allocation AY2022/23	YE Budget	Balance
Waste Disposal	300	300
Materials/Equipment/Maintenance/Rentals	1,000	899
Furniture		-291
Office Stationery	517	517
Photocopying-Charges & Rental	300	284
Membership Fees & Subscription	1,400	959
Admin Fares & Subsistence	1,500	911
Admin Mileage	700	619
Other Marketing Expenses	6,075	6,075
Prizes	600	600
College Hospitality	400	-1,142
Miscellaneous Expenditure	800	560
Value Added Tax	1,625	1,524
TOTALS	**15,217**	**11,815**

Proposed Changes to Supplies and Services AY2023/24 Allocations

The above allocations were based on the spending of the team in through 21/22. Due to the nature of the Students' Association these allocations no longer reflect the goals or spend of the current team. We would like to propose the allocation below for the remainder of AY of 23/24.

Supplies & Services Budget Allocation AY2022/23	YE Budget	Balance
Materials/Equipment/Maintenance/Rentals	3112	3,004
Furniture	291	0
Office Stationery	188	160
Photocopying-Charges & Rental	141	125
Membership Fees & Subscription	441	0
Admin Fares & Subsistence	1000	411
Admin Mileage	150	69
Prizes	492	492
College Hospitality	6132	4,590
Miscellaneous Expenditure	950	710
Course Fees	1040	0
VAT	1280	1179
TOTALS	**15,217**	**10,123**

Anticipated Spend to the End of the Financial Year

Below is an anticipated breakdown of budget per project that the Sabbatical Officers have allocated. This is awaiting approval from the Student Representative Committee which will take place on the 23rd of November 2023. Please note that in the table below, we have also allocated additional funding through the Students Association Reserves and Fundraising.

	Allocated Budget	Reserve Funds	Other Income
The Breakfast Club	5147	1600	
The Student Pantry		1000	1590
Clubs and Society Support	1523		
Sparkle	300		
Class Reps	500		
Executive Officer Projects	900		
Promo Items		1000	
National Event Days/Weeks	820		
Elections	500		
Stevens Birthday	1000		
LSOTYA	400		
Peer Support	400		
Student Kitchen		3000	
Gender Affirming Fund		700	
Outside of project spending*	3044		
Freshers'	983		
Total	**15517**	**7300**	**1590**
Grand Total	**24407**		

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

Outside of Project Spending		
Course Fees	540	
Admin Fares and Sustenance	1217	
Printing	141	
Furniture	363	
Mileage	150	
Stationary	192	
Subscriptions	441	
Total	3044	

Our largest outgoing is the ongoing cost of the Free Student Breakfasts. The total cost of the Student Breakfasts in 22/23 was £1592.11 which covered the costs from December through June on all campuses, averaging £227.42 per month. Our current spend for the months of August, September and October is £2007.26, averaging £669 a month and predicted total year spend £6690 of which shows how well utilised this Free Student Breakfasts are, however this project is not sustainable if this continues to be the regular ongoing cost to the NESCol Students' Association.

We hope to introduce Student Kitchens on each campus by the end of AY23/24. Once the kitchens are in place we hope to then use the Student Kitchens to offer free student breakfasts at a more sustainable cost however we are still in early planning stages of this project. We are also aware that many other institutions who offer free breakfasts in Scotland do this through the College budget so we would be keen to explore how this could be replicated in NESCol for future years.

Students' Association Reserves

The balance at the time of writing this report is £18,729. The reserves comes from a time where the SA managed their own finances.

As shown above, a total of £7300 the reserve has been allocated for this year. This includes allocation to support the introduction and ongoing costs of the Student Kitchen which would include the purchase and installation of equipment such as microwaves and hot taps. This would also include the ongoing cost of breakfast items such as cereal, milk and porridge which would eventually replace the current Breakfast Club. We have also dedicated a further £700 to support the return of the successful Gender Affirming Fund where students who are exploring their gender can apply for money to support the cost of gender affirming items or care.

We have also allocated a further £1000 of the reserve for the Student Pantry however, this is a tentative allocation as we hope to be able to cover the full cost of the Student Pantry through fundraising and through sponsorship opportunities and local business support.

Additional Income

In addition to our allocated budget and reserve fund, we have further funds that have been generated through Fundraising for the Student Pantry which includes Sparkle and the BRIT Challenge. Additional funds were also raised by the staff team via a Kiltwalk. This fund currently sits at £1590 which we anticipate to use fully this academic year to support the on-going costs of the Student Pantry.

Appendix 1: TSA Budget

| | | Management Accounts | TSA - STUDENTS ASSOCIATION | | | | 2023/003 | NORTH EAST SCOTLAND |

		Period			Year to Date			Year End	
		Actual	Budget	Variance	Actual	Budget	Variance	Budget	Balance
INCOME									
807601	Other Income			0		-1,000	-1,000	-1,000	-1,000
		0	0	0	0	-1,000	-1,000	-1,000	-1,000
STAFFING									
110101	Admin Salaries	7,101	6,997	-104	15,487	14,966	-521	77,935	62,448
110181	Admin Superannuation	1,434	1,632	197	3,016	3,608	592	18,295	15,278
110191	Admin National Insurance	490	490	0	809	809	0	5,215	4,406
		9,025	9,118	93	19,312	19,383	71	101,445	82,133
SUPPLIES & SERVICES									
209001	Waste Disposal			0		150	150	300	300
301001	Materials/Equipment/Maintenance/Rentals	101		-101	101	250	149	1,000	899
301006	Furniture	291		-291	291		-291		-291
301007	Office Stationery		172	172		345	345	517	517
301009	Photocopying-Charges & Rental	16		-16	16	80	64	300	284
304002	Membership Fees & Subscription			0	441		-441	1,400	959
306010	Admin Fares & Subsistence	17		-17	589	400	-189	1,500	911
306050	Admin Mileage			0	81	200	119	700	619
507003	Other Marketing Expenses			0		2,300	2,300	6,075	6,075
507008	Prizes			0		200	200	600	600
508001	College Hospitality			0	1,542	100	-1,442	400	-1,142
509001	Miscellaneous Expenditure			0	240		-240	800	560
590140	Value Added Tax	79	40	-39	101	628	527	1,625	1,524
		504	212	-292	3,403	4,653	1,250	15,217	11,815

CURRICULUM AND QUALITY COMMITTEE
Meeting of 30 November 2023

Title: Committee Evaluation Feedback	
Author: Susan Lawrance, Secretary to the Board	**Contributor(s):**

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To provide the Committee with an opportunity to consider Members' feedback relating to the Committee's performance.

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary:
Attached as Appendix 1 is feedback submitted by Committee Members on the performance of the Committee. The feedback was gathered through the use of an online anonymous questionnaire. Members are asked to note the change to reflect the additional meeting (HR Committee now meet three times a year).

Recommendation:
It is recommended that the Committee discuss the information provided and agree if any actions are required to strengthen the performance of the Committee.

Previous Committee Recommendation/Approval (if applicable)**:**
None

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

Curriculum & Quality Committee Annual Evaluation Survey

6	**03:25**	**Active**
Responses	Average time to complete	Status

1. How satisfied are you that the meeting arrangements are appropriate and support the overall effectiveness and remit of the Committee?

■ Very satisfied   ■ Somewhat satisifed   ■ Neither satisfied nor dissatisfied   ■ Somewhat dissatisfied
■ Very dissatisfied

Frequency

Timing

Structure

Agenda items

100%   0%   100%
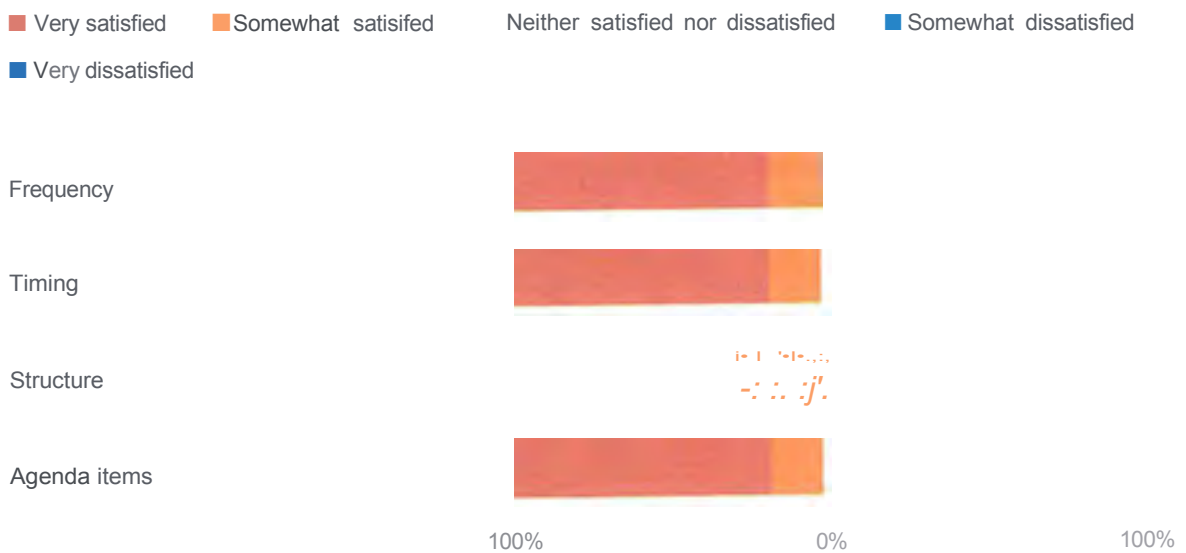
2. Please provide any additional supporting comments in relation to question 1, including any proposed agenda items/areas of focus for consideration.

2	Latest Responses
Responses	*"N/A"*

3. How satisfied are you that the support and information provided to the Committee by members of the Executive and Leadership team is:

■ Very satisfied   Somewhat satisfied   Neither satisfied nor dissatisfied   ■ Somewhat dissatisfied
■ Very dissatisfied

Well presented

thorough & inclusive

at the appropriate strategic level

100%   0%   100%
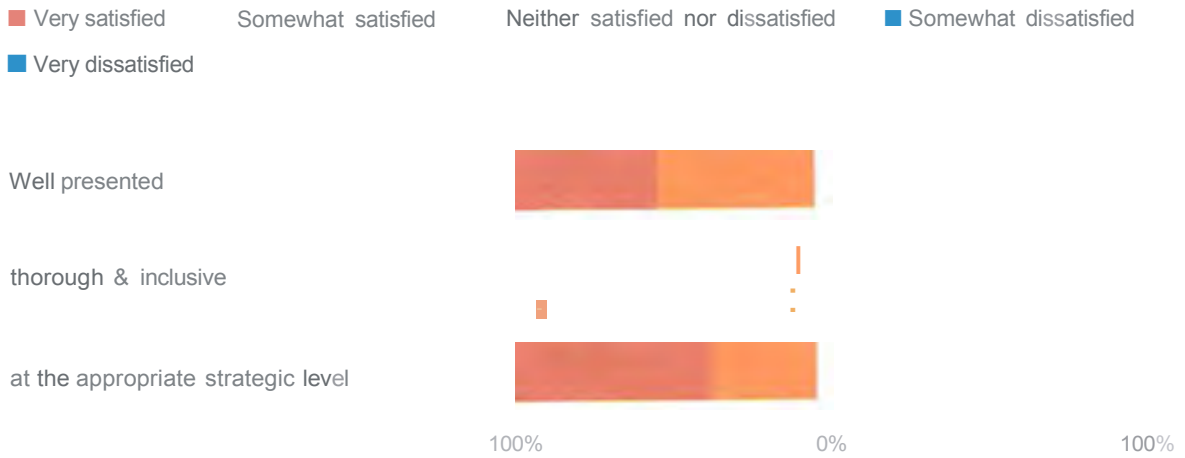
4. Please provide any additional supporting comments in relation to question 2, including any suggested improvements.

4
Responses

Latest Responses

"NIA"

"NIA"

5. Do you agree that Committee Members are fully engaged, ensuring there is a thorough discussion of Agenda items and constructive challenge is provided as appropriate.

•	Strongly **Agree**	4
	Agree	2
•	Disagree	0

6. Please provide any additional comments including suggestions to encourage further engagement

<div style="display:flex; justify-content:space-between;">

2

Responses

Latest Responses

"NIA"

"NIA"

</div>

7. Do you agree that the collective skills, knowledge and experience of Committee members allow the Committee to fulfill its governance role and remit?

•	Strongly Agree	3
	Agree	3
•	Disagree	0

8. Please provide any additional comments in relation to Committee Members collective skills, knowledge and experience.

<div style="display:flex; justify-content:space-between;">

3

Responses

Latest Responses

"NIA"

"NIA"

</div>

9. In considering your own skills, knowledge and experience, please comment on how well you believe you contribute to the work of the Committee, highlighting how this could be enhanced.

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4

Responses

Latest Responses

"I believe this to be a working progress for myself still."

</div>

10. Do you agree that the Chair provides strong leadership to ensure that the Committee's work effectively supports the College's strategic ambitions?

•	Strongly Agree	4
	Agree	2
•	Disagree	0

11. Do you agree the Chair effectively communicates with meeting attendees, encouraging equality of participation from all Members. This includes listening; explaining; questioning; influencing and challenging constructively.

•	Strongly Agree	5
	Agree	
•	**Disagree**	0

12. Do you agree the Chair provides attendees with sufficient time to debate and decide issues in an informed and rigorous manner ensuring issues are properly discussed, decisions are clear and Committee Members accept collective responsibility?

•	Strongly Agree	3
	Agree	3
•	Disagree	0

13. Please provide any additional comments you may wish to make on the Committee Chair's performance.

4

Responses

Latest Responses

•NIA"

•NIA"

Curriculum and Quality Committee Evaluation Feedback

Additional Comments

Qstn 2: Proposed agenda items/areas of focus for consideration:

- I have only attended one meeting this year which was well run but my opinion is based on a single meeting.

Qstn 4: Provide additional supporting comments, suggested improvements to proposed agenda items/areas of focus for consideration:

- Keep papers and presentations succinct and on-time is important in order to maintain engagement. I think there is some further work to be done on this

- Agenda items should have a time against them on the agenda agreed in advance with the presenter and all efforts made to stick to time

Qstn 8: Additional comments in relation to Committee Members' collective skills, knowledge and experience.

- Its important for board members to be consistently allocated to a committee for an extended period. Knowledge is developed through becoming familiar with committee matters over time

Qstn 9: In considering your own skills, knowledge and experience, comment on how well you believe you contribute to the work of the Committee.

- I am at an advantage because, as Principal, I am well-informed from ET and LT members of the issues at hand.
- My contribution and building of knowledge has been hampered this year by several changes of committee during the year. A bit more stability of committee membership will help this year.
- I believe this to be a working progress for myself still.

Qstn 13: Provide additional comments on Committee Chair's performance.

In response to Do you agree the Chair provides attendees with sufficient time to debate and decide issues in an informed and rigorous manner ensuring issues are properly discussed, decisions are clear and Committee Members accept collective responsibility (Qstn 12)

- this is usually the case but again if agenda items are lengthy, then there is less time and enthusiasm for discussing the issues raised.
- Well chaired during last year

CURRICULUM & QUALITY COMMITTEE
Meeting of 30th November 2023

Title: Draft Key Performance Indicator Summary 22-23

Author: Robin McGregor	Contributor(s):

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Committee to have early awareness of the College's draft KPI performance in academic year 22-23. These figures are draft and may be subject to slight change as official KPI figures will be published by the SFC in the New Year. This information may be delayed however, as a consequence of sector-wide ASOS industrial action which significantly delayed the processing of results in many colleges (but not NESCol).

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s):

4.2

Executive Summary:

The paper provides a summary of draft college and sector- level FE and HE KPI performance for academic year 22-23.

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

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

NORTH EAST
SCOTLAND
COLLEGE

DRAFT KEY
PERFORMANCE
INDICATOR
SUMMARY

Full-Time Courses - Overall College Performance for 2022 – 2023

Total College Full-Time

	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2021 - 2022	7.7%	14.5%	18.1%	59.8%
2022 - 2023	6.1%	15.4%	14.2%	64.4%
Change				+ 4.6%

Higher Education Full-Time

	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2021 - 2022	5.6%	14.7%	15.0%	64.7%
2022 - 2023	4.2%	13.6%	15.6%	66.6%
Change				+ 1.9%

Further Education Full-Time

	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2021 - 2022	8.9%	14.4%	19.9%	56.9%
2022 - 2023	7.0%	16.2%	13.5%	63.3%
Change				+ 6.4%

Full-Time Courses - Sector Performance for 2022 - 2023

Sector	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful	CS Change from 21-22
HL- Hospitality and Leisure	8.1%	17.6%	9.2%	65.1%	+ 11.0%
CET – Computing and Engineering Technologies	5.4%	10.5%	18.5%	65.7%	+ 2.5%
CESS – Care, Education and Social Sciences	7.0%	17.4%	14.0%	61.6%	+ 4.3%
CEAS – Construction, Engineering and Automotive Skills	3.4%	16.4%	12.9%	67.4%	+ 2.7%
BCP – Business and Creative Professions	5.8%	14.6%	15.7%	64.0%	+ 2.3%
BCD – Business and Community Development	0.0%	3.9%	9.8%	86.3%	- 3.7%

Part-Time Courses - Sector Performance for 2022 - 2023

Sector	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful	CS Change from 21-22
HL- Hospitality and Leisure	5.5%	4.0%	9.9%	80.5%	- 6.5%
CET – Computing and Engineering Technologies	2.6%	1.7%	16.3%	79.4%	- 5.1%
CESS – Care, Education and Social Sciences	4.6%	2.5%	16.3%	76.6%	- 7.2%
CEAS – Construction, Engineering and Automotive Skills	1.2%	1.7%	6.0%	91.1%	+ 1.1%
BCP – Business and Creative Professions	3.8%	3.2%	8.6%	84.4%	- 0.8%
BCD	0.6%	2.3%	6.9%	90.3%	+ 2.3%

HL - Hospitality and Leisure Full Time Courses

Team	Early Withdrawal		Further Withdrawal		Partial Success		Completed Successful		21-22 to 22-23 change	
	FE	HE	FE	HE	FE	HE	FE	HE	FE	HE
TQH - Tourism & Hospitality	6.4%	0.0%	21.1%	7.4%	12.3%	37.0%	60.2%	55.6%	+ 4.6%	- 1.9%
TPM - Hair & Beauty	13.0%	8.3%	23.0%	25.0%	9.2%	8.3%	54.8%	58.3%	+ 7.4%	+ 1.8%
TPN - Sport & Fitness	5.4%	4.1%	13.4%	11.5%	6.0%	6.0%	75.2%	78.4%	+ 17.3%	+ 8.7%
TRG - Sport, Hair & Beauty	9.3%	N/A	19.3%	N/A	9.3%	N/A	62.1%	N/A	+ 22.7%	N/A
TRK – Hospitality	36.7%	N/A	9.1%	N/A	0.0%	N/A	54.6%	N/A	+ 21.3%	N/A

CET - Computing and Engineering Technology Full Time Courses

Team	Early Withdrawal		Further Withdrawal		Partial Success		Completed Successful		21-22 to 22-23 change	
	FE	HE	FE	HE	FE	HE	FE	HE	FE	HE
TQN - Electrical Engineering	12.0%	0.0%	12.0%	12.5%	20.7%	43.8%	55.3%	43.8%	+ 11.5%	+ 8.1%
TQP - Mechanical Engineering Tech & OPITO	4.2%	0.0%	7.4%	6.6%	31.6%	14.8%	56.8%	78.7%	- 21.2%	+ 0.8%
TRC - Mechanical Engineering Tech, Electrical & Computing	2.9%	1.7%	7.1%	5.0%	10.0%	23.3%	80.0%	70.0%	+ 7.3%	- 1.9%
TQA Interactive Technologies & Core Skills IT	7.7%	3.0%	20.5%	9.1%	17.1%	14.4%	54.7%	73.5%	-5.3%	-0.8%
TQB - Computing Technologies	9.7%	3.6%	13.4%	8.3%	11.9%	20.2%	64.9%	67.9%	+ 5.2%	+ 8.5%

CESS - Care, Education and Social Sciences Full Time Courses

Team	Early Withdrawal		Further Withdrawal		Partial Success		Completed Successful		21-22 to 22-23 change	
	FE	HE	FE	HE	FE	HE	FE	HE	FE	HE
TPS - Childcare	8.7%	11.1%	14.8%	8.3%	22.6%	16.7%	53.9%	63.9%	+ 1.7%	+ 20.7%
TPT - Healthcare & Social Care	11.2%	8.2%	14.7%	13.1%	14.9%	4.9%	59.2%	73.8%	+ 10.3 %	+ 9.6%
TQG - Social Science	9.8%	5.9%	26.8%	27.3%	27.2%	13.2%	36.2%	53.7%	- 6.0%	- 10.2%
TQJ - Learning Opportunities	2.8%	N/A	9.9%	N/A	8.5%	N/A	78.7%	N/A	+ 9.3%	N/A
TPH - ESOL, Core Skills (not IT)	3.1%	N/A	13.9%	N/A	6.9%	N/A	76.1%	N/A	+ 7.5%	N/A
TRJ - Care, ESOL & Core Skills	5.5%	0.0%	18.4%	44.4%	13.5%	11.1%	62.6%	44.4%	- 5.8%	- 20.8%
TRM - Learning Ops & Social Science	5.7%	6.3%	14.3%	25.0%	14.3%	12.5%	65.7%	56.3%	+ 8.3%	-7.0%

CEAS - Construction, Automotive and Mechanical Skills FT Courses

Team	Early Withdrawal		Further Withdrawal		Partial Success		Completed Successful		21-22 to 22-23 change	
	FE	HE	FE	HE	FE	HE	FE	HE	FE	HE
TQR - Construction	3.3%	8.3%	12.3%	8.3%	22.1%%	41.7%	62.3%	41.7%	- 5.7%	- 11.2%
TRA - Construction, Energy and Maths	1.2%	N/A	18.8%	N/A	0.0%	N/A	80.0%	N/A	+ 0.6%	N/A
TQQ - Mechanical Engineering Skills & Automotive	1.2%	N/A	14.5%	N/A	14.0%	N/A	70.4%	N/A	+ 12.8%	N/A
TRB - Mechanical Engineering Skills & Automotive	1.2%	0.0%	16.8%	28.6%	3.6%	28.6%	78.4%	42.9%	+ 3.1%	- 12.7%
TQC - Science	6.6%	7.9%	23.2%	12.4%	15.2%	15.7%	55.0%	64.0%	+ 12.4%	- 9.1%

5

BCP - Business and Creative Professions Full Time Courses

Team	Early Withdrawal		Further Withdrawal		Partial Success		Completed Successful		21-22 to 22-23 change	
	FE	HE	FE	HE	FE	HE	FE	HE	FE	HE
TPA - Art, Design & Textiles	9.2%	3.6%	21.7%	14.9%	10.0%	10.6%	59.2%	70.9%	+ 7.9%	+ 7.7%
TPC - Media Professions (inc. Advertising & PR)	16.4%	4.1%	1.8%	12.3%	7.3%	10.5%	74.6%	73.1%	+ 0.9%	- 5.0%
TPB - Performing Arts & Animation	5.7%	1.7%	13.2%	9.4%	18.9%	13.3%	63.2%	75.6%	-3.8%	+ 6.5%
TPG - Business Professions	11.3%	5.8%	18.8%	17.3%	16.4%	22.4%	53.4%	54.5%	+ 13.4%	-1.4%
TRH - Art, Design & Business	4.3%	2.0%	15.7%	10.0%	20.0%	22.0%	60.0%	66.0%	-4.1%	+ 18.4%