

**NORTH EAST
SCOTLAND
COLLEGE**



REGIONAL BOARD

Meeting of 13 March 2019



REGIONAL BOARD

NOTICE

There will be a meeting of the Regional Board of North East Scotland College on Wednesday 13 March 2019 at 1000 hours in F110, at Aberdeen Altens Campus.

AGENDA

Agenda Item		Paper
14-19	Apologies for Absence	
15-19	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
16-19	Minutes of Previous Meeting – 30 January 2019	X
17-19	Matters Arising from the Previous Meeting	X
	Discussion	
18-19	Education Scotland- Endorsement Statements	
	Reports to the Board	
19-19	Report by the Regional Chair	X
20-19	Report by the Principal	X
21-19	Report by Committee Chairs	X
	Matters for Decision	
22-19	Draft Outcome Agreement 2019-20	X
23-19	Combined Heat & Power Proposal	X
	Matters for Discussion	
24-19	KPIs 2017-18	
25-19	Annual Priorities 2018-19 – Progress Report	X
26-19	Environmental Sustainability Annual Report	X
27-19	Outcome Agreement Funding for Colleges – Indicative Allocations for 2019-20	X
	Matters for Information	
28-19	The Prevent Duty	X
29-19	Internal Auditor Contract	X
30-19	Summation of Business and Date of Next Meeting	
	Reserved Items of Business	
	Matters for Discussion	
31-19	SFC Credit Activity	
32-19	ASET Report by Nominated Officer	
33-19	Graduations 2019 – Fellows & Guest Speakers	
34-19	Any Other Business	
35-19	Summation of Reserved Items of Business	



REGIONAL BOARD

Draft Minutes of the meeting of the Regional Board held on 30 January 2019 at 1300 hours in G10, Aberdeen City Campus.

Agenda Item	
	<p>Present: David Anderson Ann Bell – Vice Chair (By VC) Martin Dear Abdul Elghedafi John Henderson – Vice Chair Abha Maheshwari Robin McGregor Liz McIntyre Neil McLennan Abby Miah Ken Milroy - Regional Chair Drew Russell Anne Simpson Adrian Smith</p> <p>In attendance: Neil Cowie, Vice Principal Access & Partnerships Peter Smith, Vice Principal Finance & Resources Susan Betty, Director of Learning Susan Grant, Director of Learning Pauline May, Secretary to the Board Susan Lawrance, Minute Secretary</p>
01-19	<p>Apologies: Apologies were presented from Susan Elston, Kirsty Godsman and Ian Gossip.</p>
02-19	<p>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items Mr Adrian Smith declared potential conflicts of interest by virtue of his role as a Director of ASET. Ms Bell and Mr Henderson declared a conflict of interest in Agenda Item 05-19 by virtue of their roles as Trustees of the NES FE Foundation. Mr McGregor declared potential conflicts of interest in relation to the reserved items of business. Mr McLennan declared potential conflicts of interest in relation to his position at the University of Aberdeen.</p>
03-19	<p>Minutes of Previous Meeting – 12 December 2018 The minutes were approved as a true and accurate record.</p>
04-19	<p>Matters Arising from the Previous Meeting Members noted the Matters Arising Report.</p> <p>The Principal provided Members with an update regarding the national day of industrial action held on 16 January 2019 and its minimal impact at NESCol. It was noted that the College would implement the same approach adopted on 16 January to a further strike day planned for the following week. An update</p>

	<p>was also provided on the ongoing negotiations regarding the teaching staff pay award.</p> <p>No further matters were raised.</p>
	<p>Matters for Decision</p>
<p>05-19</p>	<p>Outline Proposal – New College Website</p> <p>The Board considered a paper summarising a proposal to replace the College’s existing website and to apply to the NES FE Foundation for funding to cover the full costs associated with the project.</p> <p>The Vice Principal Access & Partnerships noted discussions at meeting of the Curriculum & Quality Committee held directly prior to the Board Meeting in relation to the implementation of the College’s new Marketing & Communications Strategy, including reference to and ambitions for the College’s website.</p> <p>The Vice Principal Access & Partnerships presented the proposal to Members.</p> <p>Limitations of the College’s current website were highlighted, including difficult navigation, and limited functionality relating to social media and use of videos</p> <p>The style and functionality of websites for a number of other Scottish colleges was noted.</p> <p>A number of key analytics regarding user behaviour were also noted, including:</p> <ul style="list-style-type: none"> • The homepage receives an average of 3 million hits per annum with only 2 million hits progressing further into the website • Abandonment rate with regard to incomplete applications is high • Average length of time spent on the website by an individual user is just over 1 minute. <p>Challenges that the College is currently facing were noted, including full-time student recruitment, the achievement of the credits target and regional competition. The proposed development process and associated timescales for the new website were summarised with anticipated benefits highlighted to Members.</p> <p>It was noted that the proposal would see the website being developed externally. The Vice Principal Access & Partnerships added that the proposal would allow the College to fully benefit from an agile platform that was user centric, customisable to users and fully compatible with mobile devices.</p> <p>Members were advised that the new website would improve the College’s digital presence whilst also providing improved accessibility to information and more responsive, personalised engagement with stakeholders, including applicants, potential and current students, and employers.</p> <p>A discussion was held around the projected cost of developing a new website with the Vice Principal Access & Partnerships confirming that costs had been calculated following consideration of information provided by CDN on the recent development of other college’s websites. Members were advised that £100K was the ceiling amount for the project and that if it should not require this amount, any unspent monies would be returned to the Foundation.</p>

	<p>Members noted that the Foundation would give consideration to the proposal's alignment to its purposes. A short discussion followed with the Principal and Vice Principal Access & Partnerships explaining how in their view the new website would support c) the delivery of courses.</p> <p>A discussion was also held in relation to potential approaches that could be taken if the bid to the Foundation was not successful, with Members noting that if other funding sources were to be explored the development of a new website would need to be agreed as of critical strategic importance to the College.</p> <p>Further discussion was held on the expected benefits of the new website especially in relation to improvements to the online application process that would help to remove barriers to those who may not have confidence in their digital skills.</p> <p>It was noted that the Board had been asked to consider the proposal at this meeting as, if approved, project timescales should enable a new website to be ready for AY2020-21 applications.</p> <p>Members agreed that an application should be submitted to the NES FE Foundation to apply for funding to cover the full costs associated with a project to develop a new website. It was noted that the appendix to the paper would form the basis of the bid but that costing information, data analytics and available benchmarking information would be added.</p> <p>It was agreed that if the bid to the Foundation was unsuccessful the Board would be asked to reconsider if the project should still proceed and to consider related procurement process decisions. The Principal advised that if the bid was unsuccessful it was highly likely that the College would not be able to launch a new website for the opening of AY2019-20 applications.</p>
06-19	<p>Appointment to ASET Board of Directors</p> <p>Members noted a paper asking the Board to consider the re-appointment of I Gossip to the Board of Directors of Aberdeen Skills and Enterprise Training Limited (ASET), following his retirement from the Regional Board at the end of February 2019.</p> <p>A Smith, in his role as Chair of the ASET Board of Directors, confirmed that the ASET Board had discussed the matter at their most recent meeting and had noted the importance of providing appropriate continuity and the benefits gained by the Board in relation to I Gossip's banking background. A Smith confirmed that the ASET Board unanimously wished for Mr Gossip to continue as a Director.</p> <p>A Smith advised that succession planning arrangements for the Board of Directors were being considered.</p> <p>Members supported Mr Gossip's continued role as a Director of ASET.</p>
	<p>Matter for Discussion</p>
07-19	<p>Brexit Action Log</p> <p>Members noted a paper advising the Regional Board as to considerations and actions being undertaken by the College in relation to the withdrawal of the United Kingdom from the European Union (Brexit).</p>

	<p>The Principal advised that the Action Log had been introduced to attendees of a recent joint Audit & Risk Committee Event with the two local universities.</p> <p>The Vice Principal Finance & Resources provided additional information relating to the new SFC Brexit Team, including an offer for them to provide regional briefings. J Henderson queried if there was any demand from students for information relating to Brexit and potential impacts. A short discussion followed and it was suggested that it would be helpful to consider if the College should provide EU national students with information regarding their future status, and it was agreed that the SFC should be approached to, if possible, signpost available resources.</p> <p>It was noted that the Action Log would be a working document that will be monitored by the Leadership Team. It was agreed that the Board and relevant Committees would be updated accordingly as Brexit developments occur.</p>
08-19	<p>AOB</p> <p>The upcoming departure of the College's Director of IT was noted with the risk of this staffing change questioned given the recent change to the College's IT Support moving 'in-house'. Members were advised of the approach to be adopted to recruit a successor, and interim and handover arrangements. It was agreed that the Board would be updated in due course on the recruitment process for this post.</p>
09-19	<p>Summation of Business and Date of Next Meeting</p> <p>The Secretary gave a summation of the business conducted. The next meeting of the Regional Board is scheduled to take place on Wednesday 13 March 2019 at 1000 hours at the Aberdeen Altens Campus.</p>
	<p>Reserved Items of Business Matters for Decision</p>
10-19	<p>Current & Future SFC Credit Activity</p>

11-19	2018-19 Revenue Budget Review
12-19	Reorganisation of Senior Staff Responsibilities

	<i>P May rejoined the meeting at this time.</i>
13-19	Summation of Reserved Items of Business The Secretary gave a summation of the reserved business conducted.
	Meeting ended 1520 hours

Agenda Item	Actions from Regional Board Meeting 30/01/19	Responsibility	Deadline
05-19	Submit bid to the NES FE Foundation to apply for funding to cover the full costs associated with a project to develop a new NESCol website	N. Cowie	
07-19	Contact SFC to request signposting to available resources which can be shared with EU students about their status following Brexit	P. Smith	
08-19	Provide update to Board on recruitment process for new Director of IT	P. Smith	In due course
10-19			
12-19			

Signed:.....

Date:



REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 30 January 2019.

Agenda Item	
05-19	<p>Action: Submit bid to the NES FE Foundation to apply for funding to cover the full costs associated with a project to develop a new NESCol website.</p>
	<p>Status: The Principal, Vice Principal Access, Outcomes & Partnerships, and Vice Principal Finance & Resources presented the bid to the Foundation at a meeting held on 25 February 2019.</p> <p>The College received confirmation from the Foundation on 06 March 2019 that the bid had been successful and that the requested amount of £100,000 would be paid to the College.</p>
07-19	<p>Action: Contact SFC to request signposting to available resources which can be shared with EU students about their status following Brexit.</p>
	<p>Status: The SFC has advised that the College should not be providing information regarding potential changes to the status of students. The College will however ensure it remains up-to-date with Brexit information released by the SFC and if advised to do so will make this available to students.</p>
07-19	<p>Update: The Leadership Team considered the Brexit Action Log at a meeting held on 19 February 2019. At this meeting, it was agreed that attendees would review the Action Log and advise the Vice Principal Finance & Resources of any required updates ahead of the next meeting of the Team scheduled for 12 March 2019.</p> <p>In addition, Members of the Leadership Team attended a briefing session with a member of the SFC's Brexit Team on 26 February 2019.</p>
08-19	<p>Update: Interviews for the post of Director of IT are scheduled to be held on 06 March 2019. The interview panel will consist of the Principal, Vice Principal Finance & Resources and an independent IT Consultant. From a total of 11 applications shared with the College following an initial screening by the recruitment agency, six applicants were shortlisted for interview.</p> <p>Members will be provided with a further update at the meeting scheduled for 13 March 2019.</p>

10-19	
12-19	



REGIONAL BOARD	
Meeting of 13 March 2019	
Title: Education Scotland - Endorsement Statements	
Author: Neil Cowie, Vice Principal Access, Outcomes & Partnerships	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To provide the Regional Board with information relating to the endorsement and publication of the College's Evaluative Report AY2017-18 & Enhancement Plan AY2018-19.	
Linked to Strategic Goal: This Agenda Item has a relevance to all five Strategic Goals.	
Linked to Annual Priority: This Agenda Item has a relevance to all twenty Priorities.	
Executive Summary: At its meeting on 29 October 2018, the Regional Board approved the College's Evaluative Report 2017-18 & Enhancement Plan 2018-21 (EREP). Under the "Arrangements for assuring and improving the quality of provision and services in Scotland's colleges" Education Scotland and the SFC are required to present the final endorsement statements to college boards. The College's HMI, Dr John Bowditch will therefore be in attendance at the Board Meeting on 13 March 2019. The College's Outcome Agreement Manager, Ken Rutherford, is unable to attend due to other commitments. For reference, a copy of NESCol's EREP can be found in the Regional Board's Collaborative Space in COLIN . At the end of February 2019, NESCol's EREP was published on Education Scotland's website alongside the EREPs from Scotland's other 26 colleges.	
Recommendation: It is recommended that the Board note the information provided.	
Previous Committee Recommendation/Approval (if applicable): None	

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence: The College's EREP identifies a number of areas of positive practice and areas for development in relation to equality & diversity and access & inclusion.



REGIONAL BOARD
Meeting of 13 March 2019

REPORT BY THE REGIONAL CHAIR

The purpose of this report is to update the Regional Board on recent developments in the FE sector and at the College.

1	<p>Taskforce Recommendations</p> <p>Richard Lochhead MSP, Minister for Further Education, Higher Education and Science, has written to the Convener of the Scottish Parliament’s Education and Skills Committee outlining his decisions following the Good College Governance Consultation which was published in April 2017.</p> <p>The fundamental changes are:</p> <ul style="list-style-type: none"> • The introduction of two trade union nominees to boards <i>in addition</i> to the existing staff representatives • Amendment of Ministerial Guidance for board appointments to: <ul style="list-style-type: none"> ○ strengthen the guidance on succession planning and multiple candidate appointments ○ require all board vacancies to be advertised on the CDN website • CDN to embed teamwork within the induction training of Board Members • Developing guidance for the SFC and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act • Introducing the ability for SFC to attend the board meetings of assigned colleges. • Investigating the Auditor General for Scotland having the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority • Bringing colleges into line with other Scottish public bodies where appointing bodies may suspend Board Members • Remunerating the incorporated, assigned college chairs at a rate to be determined by the Scottish Ministers. <p>The Good Governance Steering Group which is chaired by Ken Milroy, will be working closely with the Scottish Government to implement the above changes.</p>
3	<p>Scope of National Recognition and Procedures Agreement (NRPA)</p> <p>A working group of Chairs, established by the Employers’ Association Executive Group, is currently reviewing the NRPA. The Group is considering a number of areas, with a key areas of focus being the potential inclusion of Principals and other senior staff within the Agreement. The Regional Chair met with the Principal, Vice Principal</p>

	Access, Outcomes & Partnerships, and Vice Principal Finance & Resources to highlight this current proposal.
4	<p>Changing the Chemistry</p> <p>The Regional Chair has had a number of communications with the CEO of Changing the Chemistry, an organisation which aims to increase diversity on all types of Boards, regarding potential support that the organisation could provide the Regional Board in relation to its next Member recruitment and appointment process.</p>
5	<p>Audit & Risk Committee – Office Bearers</p> <p>The Board’s Selection & Appointments Committee has approved the appointment of a new Chair and Vice Chair following the conclusion of the term of office of the most recent Chair of the Committee at the end of February 2019.</p> <p>David Anderson, who was serving as Vice Chair, has been appointed as Chair. Drew Russell has been appointed as the new Vice Chair.</p>
6	<p>Support Staff Member – Nominations</p> <p>Following the resignation of R McGregor from the Regional Board nominations have been sought for a new Support Staff Member.</p> <p>A nominations notice was issued to staff on 25 February 2019 with a deadline of 08 March 2019 for the submission of completed forms. Where only one nomination is received, that nominee will automatically be elected to the Board. Where more than one nomination is received, an election by electronic secret ballot will take place and the nominee receiving the most votes shall become elected to the Board.</p> <p>Members will be provided with an update at the Board Meeting on 13 March 2019.</p>
7	<p>Attendance at Meetings – Regional Chair</p> <p>The Regional Chair has attended various meetings since the last Board Meeting, including:</p> <ul style="list-style-type: none"> • Good Governance Steering Group • Community Planning Aberdeen • Lewis Macdonald MSP • CPP Aberdeenshire Board • NRPA Working Group • Colleges Strategic Futures • Colleges Scotland – various.



REGIONAL BOARD
Meeting of 13 March 2019

REPORT BY THE PRINCIPAL	
<p>The purpose of this report is to provide the Regional Board with relevant information relating to the period immediately prior to the Board Meeting, to provide updates and to identify key priorities and challenges for the next period.</p>	
1	<p>National Collective Bargaining Update</p> <p>At the time of writing, the pay dispute between EIS-FELA and the Colleges Scotland Employers' Association is ongoing. Strikes were held on 16 January and again on 05 February and 06 March 2019. Support for the strike at NESCol has been limited with between 50 and 60 lecturers out of a total of 300 lecturers, on strike on each day. The majority of classes ran as normal and arrangements were put in place in each faculty to minimise disruption to learners where lecturers were on strike. Negotiations continue with the latest NJNC Lecturers Side Table Meeting being held on 07 March 2019. A further verbal update on any key developments will be provided at the Board Meeting on 13 March 2019.</p>
2	<p>Key Priorities and Potential Challenges</p> <p>The key priority for the College remains the achievement of the SFC Credit Activity Target for AY2018-19 and the achievement of enrolment targets for AY2019-20. To this end the following activity is currently underway:</p> <ul style="list-style-type: none"> • Additional activity for AY2018-19 is planned, targeting part-time learners who may wish to return to study and programmes designed to support entry into College or progression between levels. • All faculties are currently working towards the 50+Challenge which aims to create 50 additional places per faculty for learners over and above the number enrolled in AY2018-19 (Further information about this is contained in the SFC Credit Report). • The College is launching a refreshed "Choose College – Choose NESCol" marketing campaign which will run throughout the Spring to stimulate applications for full-time programmes. • A co-ordinated approach to schools liaison is being developed to increase the information available to potential school leavers about full-time College courses and to provide support for the completion of applications.
3	<p>Refreshed Local Outcome Improvement Plan 2016-26 – 'A place where all people can prosper'</p> <p>The Community Planning Aberdeen Board has endorsed a refreshed Local Outcome Improvement Plan (LOIP) 2016-26. This new plan has been developed over the course of six months following the Taking Stock event in September 2018, in partnership with colleagues from all partner organisations, including the College, across Community Planning Aberdeen. The outcome of the event was an agreement of a rationalised set of priorities for the Partnership going forward. This refreshed LOIP reflects the Partnership's</p>

renewed focus on these priority issues which have been identified from data available from the [Population Needs Assessment](#), [Partnership performance data](#), [City Voice](#) and data from [improvement work](#).

The CPA vision for Aberdeen remains as 'a place where all people can prosper'. This reflects the Partnership's desire to help all people, families, businesses and communities to do well, succeed and flourish in every aspect, regardless of their background or circumstances. To deliver this vision CPA has identified 15 stretch outcomes, under the themes of Economy, People and Place, which it aims to achieve by 2026. The stretch outcomes are noted in the Appendix to this Report.

The College's work in relation to these ambitions is primarily focused on the themes of Economy and People (Children and Young People) and will be developed through its membership on two key CPA groups, namely Aberdeen Prospers and the Integrated Children Services Board.

4 Curriculum Update

The following highlights a number of curriculum activities and developments:

Music, Drama & Media

- Media and Drama students were recently treated to a lively couple of evenings when producers of a new BBC 1 gameshow visited the Aberdeen City Campus to test out their ideas in the Basement Theatre. Comedian and broadcaster, Mark Dolan hosted the evening which saw a crew of industry professionals, including former students now working in the industry return to NESCol. The concept of the gameshow was developed by the creative director of B4 Films Jim Brown and actor and presenter Bradley Walsh. The next stage for the gameshow is to shoot a pilot episode in London with BBC executives. Then, the production returns to Scotland to shoot the first series at the BBC studios in Glasgow.
- Digital Media Foundation Apprentice Louise Forbes has recently featured in the Press and Journal encouraging young people to join the Apprenticeship Scheme. Louise, currently an S5 pupil at Lochside Academy attends the Digital Media Foundation Apprenticeship course at College every Monday and Wednesday afternoon. Recently, Louise achieved a lifelong dream to interview one of her Rugby heroes David Barnes. Louise decided to join the Foundation Apprenticeship course as has she has aspirations to become a Sports Journalist. Using the College Radio Studios, Louise interviewed Mr Barnes for a Foundation class Project and has since submitted articles for his website which have since been published. Louise has said "I'm really enjoying it and I've already had some big opportunities that I otherwise wouldn't have which have really boosted my confidence." She continues "I'd encourage anyone interested to try a Foundation Apprenticeship – it's really opened my eyes to what I want to do for a career." Click on here to read more <https://www.pressandjournal.co.uk/fp/sponsored-content/1672854/sponsored-louise-has-got-the-write-stuff/>

	<p><u>Childcare</u></p> <ul style="list-style-type: none"> • Three members of the Childcare Team have recently undertaken CPD through the PEEP Learning Together Programme to enable the College to deliver parent education programmes to local families. This development was initiated by the Intro to Childcare enterprise activity undertaken in AY2017-18 which saw students develop an idea to start a community nursery. These students are delighted to see their proposal come to fruition, with sessions now running every Friday morning to the end of this academic year. Current Intro to Childcare students will support College staff with the delivery of these sessions. <p><u>Health & Social Care and Performing Arts</u></p> <ul style="list-style-type: none"> • A workshop, facilitated by Performing Arts students, to support the assessment for Level 6 Social Care students saw the Social Care students dealing with injuries and conditions they might find in a first aid scenario. The realistic scenarios were based on the SQA guided injuries and conditions. Feedback from the students being assessed was that they enjoyed it as it showed how they would react to similar situations if they arose and provided opportunities to explore their own fears and anxieties in relation to the delivery of emergency first aid. Performing Arts students also agreed that it was beneficial. Each student who was assessed passed the required outcome and agreed that the workshop should be adopted as a regular assessment method. • Level 6 Social Care students visited the Dementia Design & Technology Suite at the University of Stirling as part of their studies for the 'Caring for People with Dementia' unit. The visit was a fantastic opportunity for the students to see at first-hand accommodation, equipment and the adjustments that are required to support and promote independence for as long as possible for those affected by Dementia. The visit enabled students to relate management of behaviours theory learned in the classroom to a realistic positive care environment. <p><u>Sport</u></p> <ul style="list-style-type: none"> • In conjunction with 'Sport Aberdeen', Sports students recently delivered sports coaching in ten primary schools across Aberdeen City. 'Love Sport Day', held on 12 February 2019, provided an opportunity for NESCoI Year 1 and 2 Coaches to work collaboratively in its successful delivery. Feedback from 'Sport Aberdeen' was that the students were well prepared, mature and engaging.
5	<p>External Engagements</p> <p>Since the start of 2019 the following key external engagements have been undertaken by the Principal. This list is not exhaustive but aims to provide the Board with a sense of the range of external liaison that has taken place.</p> <ul style="list-style-type: none"> • Joint Audit Committee Event with RGU and University of Aberdeen • Scheduled meetings with Principals of RGU and University of Aberdeen • Representing the College Sector as a member of the working group on Professional Registration for Lecturers • Attendance at meetings in connection with the Colleges Scotland Learner Journey Implementation Team • Meeting with the Robertson Trust

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| <ul style="list-style-type: none">• Representing the College Sector as a member of the Employers' Association Executive Group• Attending meetings of the newly formed Multi-Agency CEO Transformation Group at Aberdeen City Council• Meeting with Scottish Enterprise• Meeting of Aberdeen and Grampian Chamber of Commerce Board• Colleges Scotland Good Governance Steering Group• Colleges Scotland Board• Colleges Scotland Principals Group Meeting• Access Delivery Group (Widening Access National Steering Group)• Two-Plus Steering Group with RGU• DYW Regional Strategic Meeting with SFC and Education Scotland• Expanding Foundation Apprenticeships Meeting with SDS, Aberdeen City Council and Aberdeenshire Council• Meeting with Aberdeenshire Council regarding delivery of additional Foundation Apprenticeship places. |
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ECONOMY	PEOPLE (Children & young people)	PEOPLE (Adults)	PLACE
<p>1. 10% increase in employment across priority and volume growth sectors by 2026.</p> <p>2. 90% of working people in Living Wage employment by 2026.</p>	<p>3. 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p> <p>4. 90% of children and young people will report that they feel mentally well by 2026.</p> <p>5. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>6. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>7. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</p> <p>8. 25% fewer young people (under 18) charged with an offence by 2026.</p>	<p>9. 25% fewer people receiving a first ever Court conviction each year by 2026.</p> <p>10. 2% fewer people reconvicted within one year of receiving a community or custodial sentence by 2026.</p> <p>11. Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>12. Rate of harmful levels of alcohol consumption reduced by 4% and drug related deaths lower than Scotland by 2026.</p>	<p>13. No one in Aberdeen will go without food due to poverty by 2026.</p> <p>14. Addressing climate change by reducing Aberdeen's carbon emissions by 42.5% by 2026 by 2026 and adapting to the impacts of our changing climate.</p> <p>15. 38% of people walking and 5% of people cycling as main mode of travel by 2026.</p>



REGIONAL BOARD
Meeting of 13 March 2019

REPORT BY COMMITTEE CHAIRS

The purpose of this report is to provide the Regional Board with information relating to business conducted at the most recent meetings of its Committees.

At the meeting of 13 March 2019, Committee Chairs will be provided with an opportunity to bring matters considered at these meetings to the attention of Members. Members will also be provided with an opportunity to seek further information on business that has been transacted.

1	<p>The following meetings have been held since the last meeting of the Regional Board</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Committee</th> <th style="padding: 5px;">Meeting Date</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Curriculum & Quality</td> <td style="padding: 5px;">30 January 2019</td> </tr> <tr> <td style="padding: 5px;">Finance & Resources</td> <td style="padding: 5px;">30 January 2019</td> </tr> </tbody> </table> <p>Copies of the draft minutes from the above meetings have been made available in the Regional Board’s Collaborative Space on COLIN.</p>	Committee	Meeting Date	Curriculum & Quality	30 January 2019	Finance & Resources	30 January 2019
Committee	Meeting Date						
Curriculum & Quality	30 January 2019						
Finance & Resources	30 January 2019						
2	<p>Curriculum & Quality Committee – 30 January 2019</p> <p>The Committee held an in-depth discussion in relation to the implementation of the College’s new Marketing & Communications Strategy. The Vice Principal Access & Partnerships and the Director of Marketing & Communications provided Members with information on a ‘fresh look’ to the promotion of the College and its activities.</p> <p>In addition to the above, the following was also considered:</p> <ul style="list-style-type: none"> Students’ Association – Activity Report Curriculum Leadership Forum Update. <p>Agreed actions</p> <ul style="list-style-type: none"> Committee to be provided with report on outcome of sparqs Student Engagement Analysis Workshop. 						
3	<p>Finance & Resources Committee – 30 January 2019</p> <p>Summary of key business</p> <ul style="list-style-type: none"> Approval of the College’s new Finance Strategy Approval of revised Financial Regulations Setting of Course Fees for AY2019-20 Approach for the setting of Letting Charges for AY2019-20 Combined Heat and Power Proposal The College’s Annual Procurement Report 						

	<ul style="list-style-type: none"> • Performance Reporting -Student Funding. <p>Agreed actions</p> <ul style="list-style-type: none"> • Financial Regulations to be finalised – minor amendments and points of clarity • Committee to consider and set Letting Charges once current review of external lets is complete • More detailed proposal on Combined Hear and Power to be prepared for Regional Board to consider at meeting scheduled for March 2019. 										
5	<p>The Committees are scheduled to next meet as follows:</p> <table border="1" data-bbox="509 633 1230 822"> <thead> <tr> <th data-bbox="512 638 887 674">Committee</th> <th data-bbox="887 638 1227 674">Meeting Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 674 887 710">Audit & Risk</td> <td data-bbox="887 674 1227 710">17 April 2019</td> </tr> <tr> <td data-bbox="512 710 887 745">Human Resources</td> <td data-bbox="887 710 1227 745">17 April 2019</td> </tr> <tr> <td data-bbox="512 745 887 781">Curriculum & Quality</td> <td data-bbox="887 745 1227 781">15 May 2019</td> </tr> <tr> <td data-bbox="512 781 887 817">Finance & Resources</td> <td data-bbox="887 781 1227 817">15 May 2019</td> </tr> </tbody> </table>	Committee	Meeting Date	Audit & Risk	17 April 2019	Human Resources	17 April 2019	Curriculum & Quality	15 May 2019	Finance & Resources	15 May 2019
Committee	Meeting Date										
Audit & Risk	17 April 2019										
Human Resources	17 April 2019										
Curriculum & Quality	15 May 2019										
Finance & Resources	15 May 2019										



REGIONAL BOARD	
Meeting of 13 March 2019	
Title: Draft Outcome Agreement 2019-20	
Author: Pauline May	Contributor(s): Liz McIntyre Senior Management Team
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To provide the Regional Board with an update on the development of the College's Outcome Agreement for 2019-20.	
Linked to Strategic Goal: This Agenda Item has a relevance to all five Strategic Goals.	
Linked to Annual Priority:	
Executive Summary: The Regional Board considered the initial draft of the Outcome Agreement for 2019-20 at its meeting held in December 2018. At this time, it was reported that a further developed draft, reflecting upon SFC feedback, would be presented to the March Board Meeting. Feedback from the SFC on the initial draft has been received but due to a number of other time sensitive priorities it has not been possible to finalise the Outcome Agreement to enable it to be considered at the Board Meeting scheduled for 13 March 2019. The SFC provided positive comments on the draft, including: <ul style="list-style-type: none"> • The College's eight Priority Outcomes are really well aligned with SFC and Scottish Government priorities and are easy to read. • Good description of College's work related to enterprise. • Good level of detail and evidence of work the College is carrying out in relation to gender imbalance. • Excellent narrative in relation to sustainability including clear ambitions, commended targets and work to reduce waste, good to see mention of Sustainable Development Goals. No significant amendments to the draft were requested by the SFC. The College was however asked to consider including additional information: <ul style="list-style-type: none"> • DYW – include how the College works with partners to increase participation from disabled, care experienced and BME students, and helps to address inequalities in education and employment for these cohorts. 	

- Innovation – reference how the College will explore new opportunities relating to the College Innovation Fund, Innovation Vouchers, and Innovation Centres.
- Early Learning & Childcare – include information on how the College will work closely with partners to respond to the demand for additional high quality early years staff and to addressing gender imbalance and lack of diversity amongst ELC completers in line with Scottish Government commitments.
- Disabled learners – detail actions being implemented to increase successful outcomes for these learners.
- Equality & diversity – include details about the monitoring of the College’s Gender Action Plan and work being undertaken to prepare Mainstreaming information for publication in April 2019.

In addition to considering the feedback received, the Senior Executive Team (SET) has revisited a number of targets contained in the national measures table in line with actuals data published by the SFC. Work is also currently being undertaken to reconcile calculations for College Power Bi Reports in line with SFC criteria to ensure future in-year monitoring and data used to set initial Outcome Agreement national measure targets is based on the same outcomes.

As reported at the December meeting of the Regional Board, the Regional Context section of the Agreement is being reviewed and updated. At this meeting, Members requested that reference be made to potential impacts of Brexit at NESCol. As noted in the Matters Arising Report, a meeting was recently held at the College with a member of the SFC’s Brexit Team and this has provided useful information for inclusion in this section.

The SET and Director of Strategy & Planning are scheduled to next meet with the College’s Outcome Agreement Manager as part of the Outcome Agreement development process on 25 March 2019.

The deadline for the submission of the final Outcome Agreement for 2019-20 to the SFC is 30 April 2018. As in previous years, the Outcome Agreement requires to be signed off by the Regional Chair, on behalf of the Regional Board, and the Principal. It is therefore proposed that the final draft of the Outcome Agreement is now considered at the Board’s Strategy Event scheduled for 24 April 2019, ahead of its submission to the SFC.

Recommendation: It is recommended that the Board note the information provided.

Previous Committee Recommendation/Approval (if applicable):
First draft of Outcome Agreement 2019-20 considered at the meeting of the Regional Board held on 12 December 2018.

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence: The Outcome Agreement provides detailed information on the College's approach to equality & diversity and access & inclusion. The document also includes targets in relation to widening access,



REGIONAL BOARD	
Meeting of 13 March 2019	
Title: Combined Heat & Power Proposal	
Author: Peter D Smith, Vice Principal Finance & Resources	Contributor(s): Ian Davidson, Chief Executive, Aberdeen Heat and Power
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to approve that the College formally negotiate with Aberdeen Heat and Power to enter a long-term contract for the supply of combined heat and power at the Aberdeen City Campus.	
Linked to Strategic Goal:	
5. Optimise the use of our available resources to deliver financial and environmental sustainability.	
Linked to Annual Priority:	
16. Operate an academic year budget which utilises all available budget resources in line with fiscal year cash allocations.	
Executive Summary:	
Following consideration of a feasibility report at the meeting of the Board's Finance & Resources Committee held on 30 January 2019, the paper attached as Appendix 1 gives further details on the Combined Heat and Power Proposal and the stages necessary before approving a final contract in June 2019.	
Recommendation:	
It is recommended that the Board approve that the College enter formal negotiations to agree contract details for presentation at the Board Meeting scheduled for June 2019.	
Previous Committee Recommendation/Approval (if applicable):	
Finance & Resources Committee, January 2019.	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>

Negative Impact

No Impact

Evidence:

Combined Heat and Power Proposal for Aberdeen City Campus

1. Introduction

- 1.1. This paper proposes that the College proceed to contract stage for a combined heat and power system for Aberdeen City Campus.
- 1.2. The paper is for decision.

2. Background and Context

- 2.1 At its meeting of 30 January 2019, the Finance and Resources Committee received a report advising of the opportunity for Aberdeen City Campus to connect to the district heating scheme provided by Aberdeen Heat and Power (AHP). AHP had carried out an initial feasibility study showing that the College could reduce its Carbon Dioxide (CO₂) footprint by some 674 tonnes (84%) annually.
- 2.2 The Committee indicated its support for the principles of the proposals, with a further detailed report to be considered by the Regional Board.

3. AHP Proposal

- 3.1. AHP have now provided the College with draft legal agreements and, at the time of writing, we await a detailed project plan and technical specification.
- 3.2. In addition to a reduction in CO₂ footprint, the district heating scheme proposal will offer a long-term heat supply agreement, with starting prices set below the gas tariff, with future changes linked to variations in the gas tariff. The College would retain the current gas boilers as back-up
- 3.3. In the longer term, as part of the plan to meet the growth in Aberdeen City Council's domestic heat load upgrading in the Gallowgate area, AHP also propose to install in a 1MW Combined Heat and Power (CHP) generator in the College plant room to supply electricity to the Aberdeen City Campus at rates that will also guarantee an electricity cost saving.
- 3.4. AHP also propose to enter into a long-term lease arrangement with NESCol to take full responsibility for the operation and maintenance, repair and replacement of the Aberdeen City Campus boiler house to be used in a heating standby/back-up role.
- 3.5. The reduction in carbon dioxide emissions by connection to the district heating system when compared to gas heating is estimated at 84% or approximately

674 tonnes per annum for the supply of heating. This will ensure the College exceeds all Carbon Footprint targets set.

- 3.6. The connection to district heating and boiler house adaptation to CHP operation can be carried out without disruption to normal College activities. The timescale for heating connection implementation is 6 months from an agreement to proceed.

4. Financial Implications

- 4.1. AHP will bear the full capital outlay of the installation, together with any running costs. The College will simply pay for heat used, whether that heat is generated via the district heating scheme, or the gas boilers. This will generate a saving over current gas purchase costs, and also a saving in boiler maintenance and replacement costs.

5. Risk Commentary

- 5.1. There is a risk that the district heating scheme is unable to supply the heat load of the College at peak times. This will be addressed via the technical specification. Redundancy in the system created by retaining the gas boilers will ensure continuity of supply.
- 5.2. Any risk to service continuity as a result of the failure of AHP will be addressed via the contract detail, in ensuring gas continues to be supplied to the site.
- 5.3. Any contract of this value is subject to European and domestic procurement regulations and we will ensure appropriate advice is considered before bring a final recommendation to the Board for approval. It is likely that the College will have to publish a Voluntary Ex Ante Transparency (VEAT) notice at the point of contracting with AHP.
- 5.4. In addition to the contract for the supply of heat and power, we will grant AHP a License to Occupy our plant room to enable them to manage the energy supply.

6. Summary

- 6.1. The proposal has the potential to create CO₂ and cash savings for the College, with a level of price certainty.

7. Recommendation

- 7.1. I recommend that the Regional Board approve: -
 - (a) that the College notify AHP of our intention to proceed to contract;

- (b) that the College instruct our legal advisors to provide support in negotiating contract details;
- (c) that the College consider appropriate legal advice as regards procurement regulations; and
- (d) that any further, final recommendation to contract with AHP be made to the Board in June 2019.

PETER D SMITH
Vice Principal Finance and Resources

11 March 2019



REGIONAL BOARD	
Meeting of 13 March 2019	
Title: KPIs 2017-18	
Author: Pauline May, Director of Strategy & Planning	Contributor(s): Gill Griffin, Director of Quality
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Regional Board to consider key performance indicators (KPIs) detailing the College’s performance in academic year 2017-18..	
Linked to Strategic Goal: 4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.	
Linked to Annual Priority:	
Executive Summary: The SFC requires all colleges to publish annual key performance indicator (KPI) data on their websites. This data is issued to colleges by the SFC in table and chart format, and provides comparative data for the previous five years for a number of indicators. NESCol published its latest KPI data on its website as required on 29 January 2019. In addition to the data issued by the SFC the College has produced a publication, which will also be made available on the College website, that aims to present the KPI information with supporting commentary in an easy to understand format. In addition to NESCol KPI data, the publication highlights where the College has performed above the sector average in order to provide context and to highlight areas where NESCol’s performs well. A copy of this publication is attached as Appendix 1 to this paper. The College is also preparing an internal version of this document which will contain additional sector benchmarking information for subject groups where NESCol’s performance is below the sector average. This information will be shared with Teams as part of the College’s quality improvement process. Attached as Appendix 2 to this paper is a summary document which provides Members with information on NESCol’s performance against the sector average	

and other Scottish colleges for learner success indicators relating to level, protected characteristic and other key groups. Sector performance against Credit targets is also included.

Recommendation:

It is recommended that the Board discuss the information provided.

Previous Committee Recommendation/Approval (if applicable):

None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence: The analysis of KPI data, both internal and sector benchmarking, is a key aspect of the College's quality improvement process for ensuring that the College delivers an excellent experience leading to successful outcomes for all learners.



**NORTH EAST
SCOTLAND
COLLEGE**



**KEY
PERFORMANCE
INDICATORS
2017-2018**

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Executive Summary

North East Scotland College (NESCol) will, through the delivery of high quality education and training:

- drive and support innovation and economic prosperity,
- raise aspiration,
- create success, and
- promote diversity, fairness and opportunity for all

providing individuals, businesses and communities in the North East of Scotland with 21st century skills.

The College recognises that in order to achieve the above Vision, the quality of its provision and the success of its students is of crucial importance. Robust quality improvement processes are embedded across the College, including regular review of the courses offered to ensure that they remain relevant to both students and employers. A key aspect of this review is consideration of a number of Key Performance Indicators (KPIs).

The College has produced this publication to inform potential applicants, its students, the communities it serves, and its key stakeholders about its performance in relation to students completing their courses and gaining their qualification.

The following pages provide detail of the College's performance in Academic Year 2017-18 against three nationally recognised KPIs:

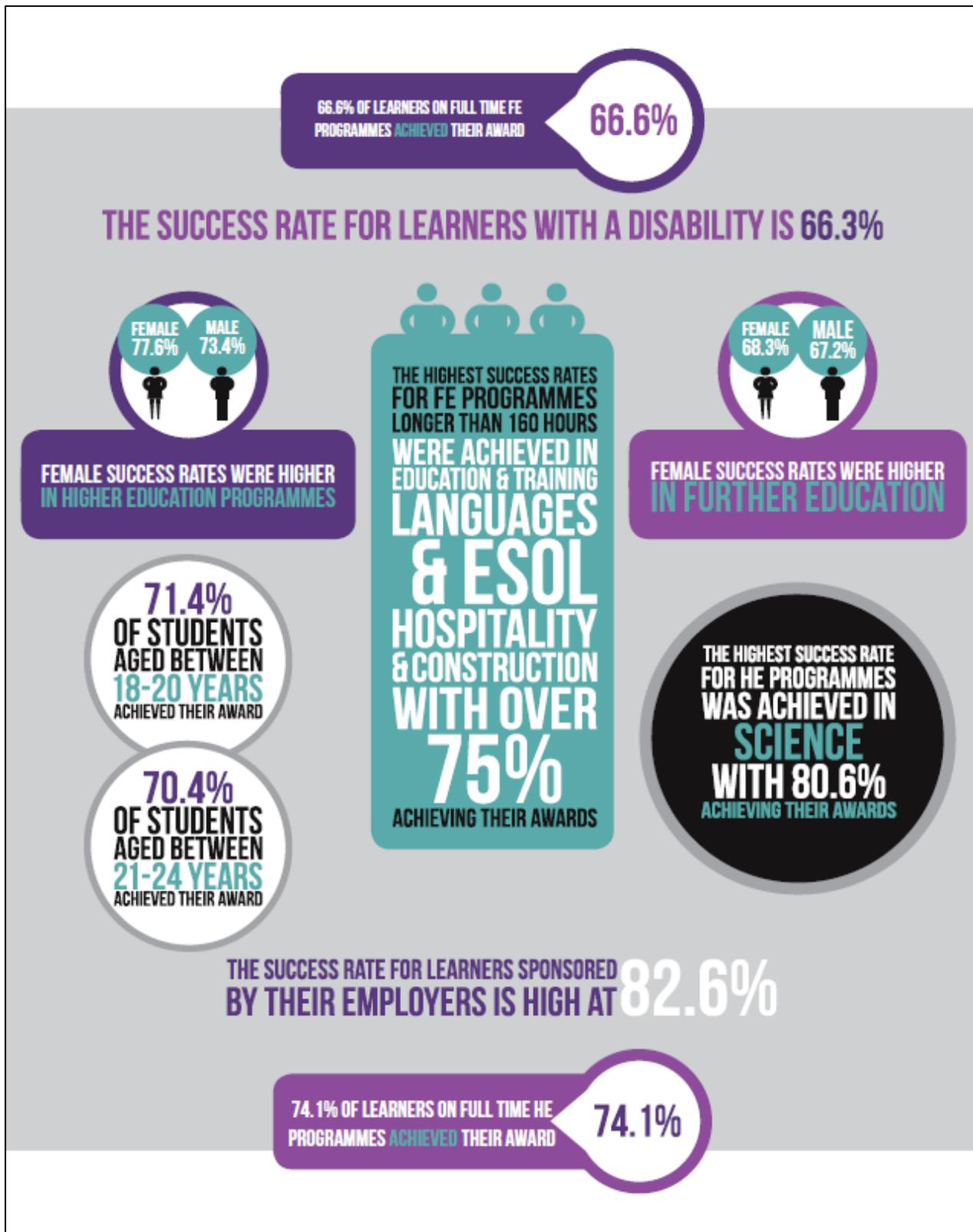
1. Completed Successful
2. Partial Success
3. Early Withdrawal

(An explanation of each of the above indicators is provided in the Glossary on page 18.)

Information has been provided against a number of key categories including, level of course (Further Education (FE), Higher Education (HE)), mode of delivery (Full-time, Part-time), subject area, and student characteristics such as age, disability, and gender. Unless stated otherwise, the information provided relates to NESCol courses of 160 hours or more. For some KPIs, comparative information has been provided for the previous two Academic Years - 2015-16 and 2016-17.

The Scottish Funding Council (SFC) publishes information on the performance of all Scottish colleges on its [website](#). NESCol recognises the importance of benchmarking its performance in comparison to others in the college sector to help inform quality improvement process and to seek and share good practice approaches. A number of the indicators on the following pages provide sector averages for comparison purposes.

The following highlights a number of NESCol's outcomes for Academic Year 2017-18:



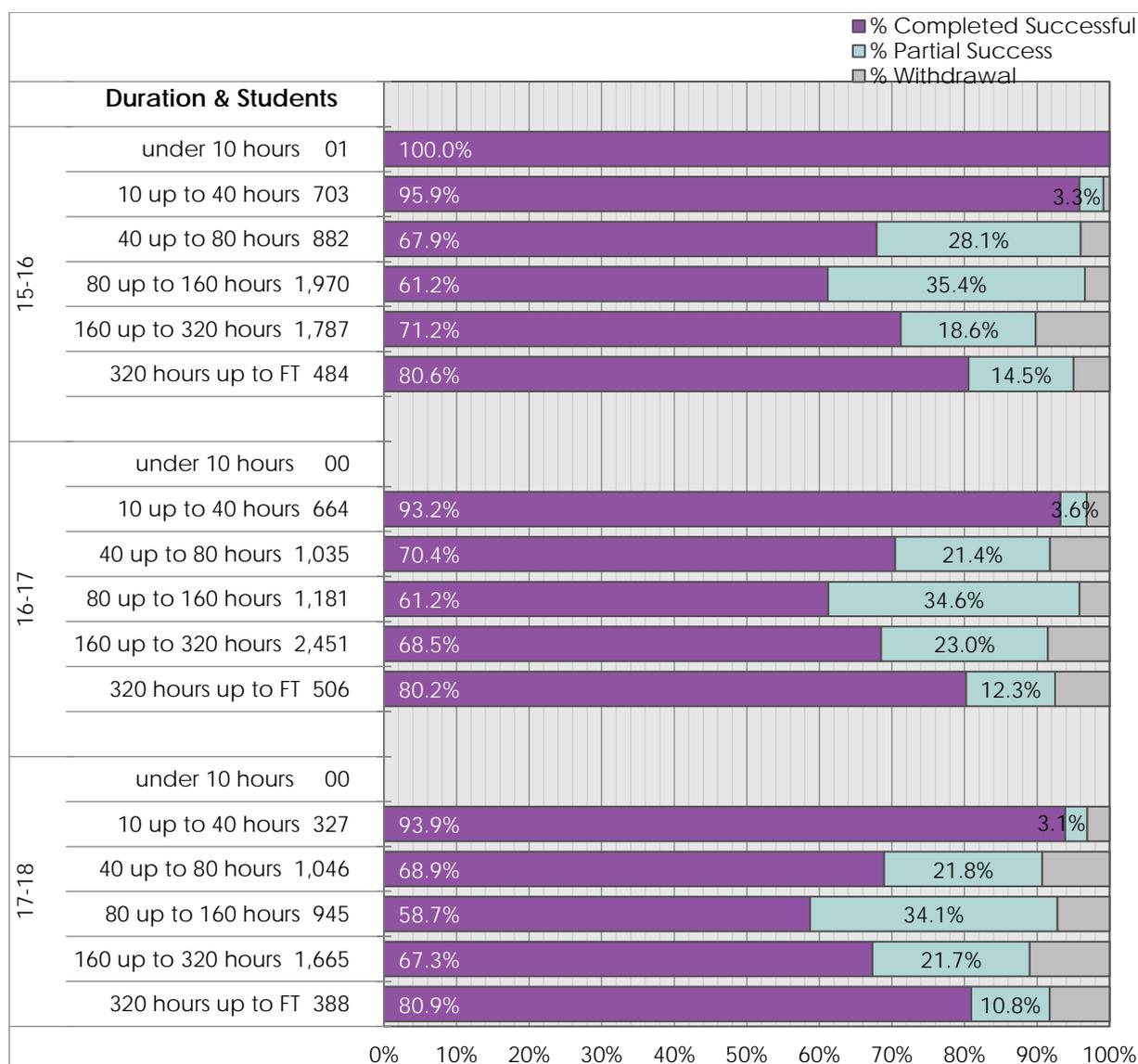
Outcomes for full time students on our non advanced courses (FE)



This chart provides a three year comparison to show the outcomes for our students studying on full time non advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The achievement on our non advanced courses has increased by 0.4% in comparison to the previous Academic Year. The 66.6% success rate for 2017-18 is also 0.5% above the sector average of 66.1%. The College however recognises that while achievement rates for many students and programmes are very good, the identification of actions to address areas where improvement is required is essential to ensure that it delivers an excellent learning experience leading to successful outcomes for all learners.

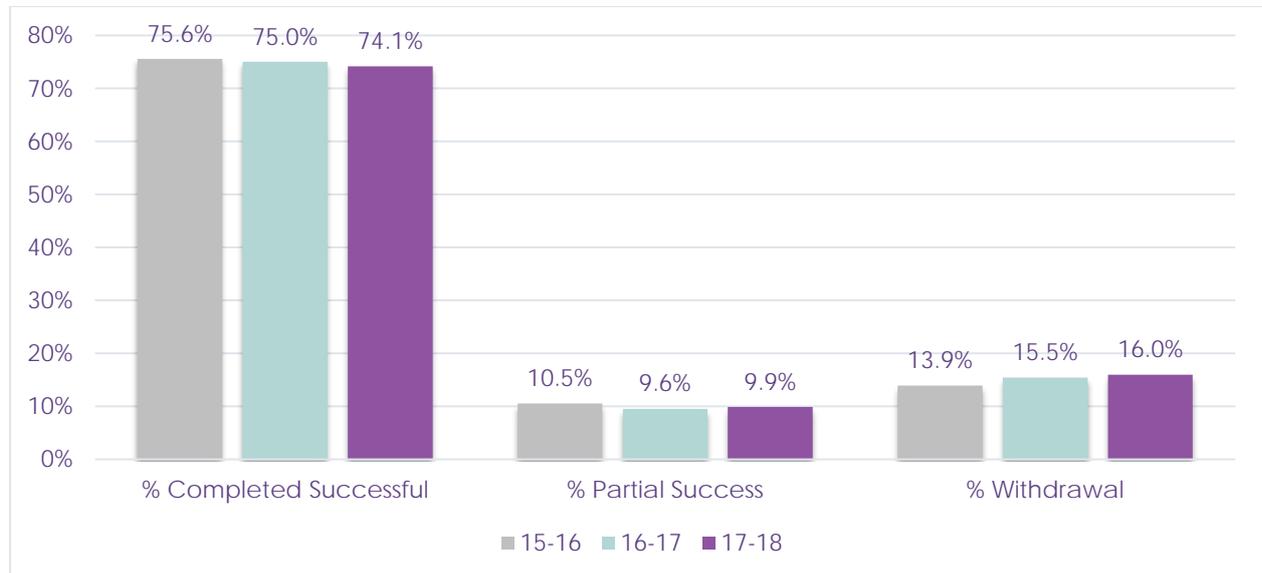
Outcomes for part time students on our non advanced courses (FE)



This chart provides a three year comparison to show the outcomes for our students studying on part time non advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

Courses of less than 40 hours have excellent levels of success at 93.9% and are aligned with the sector average of 93.8%. Courses of 320 hours up to full time are 5.2% more successful than the sector average. In three of the above categories NESCol is below the sector average, the College will, as part of its quality review process, explore these areas further to identify required improvement actions.

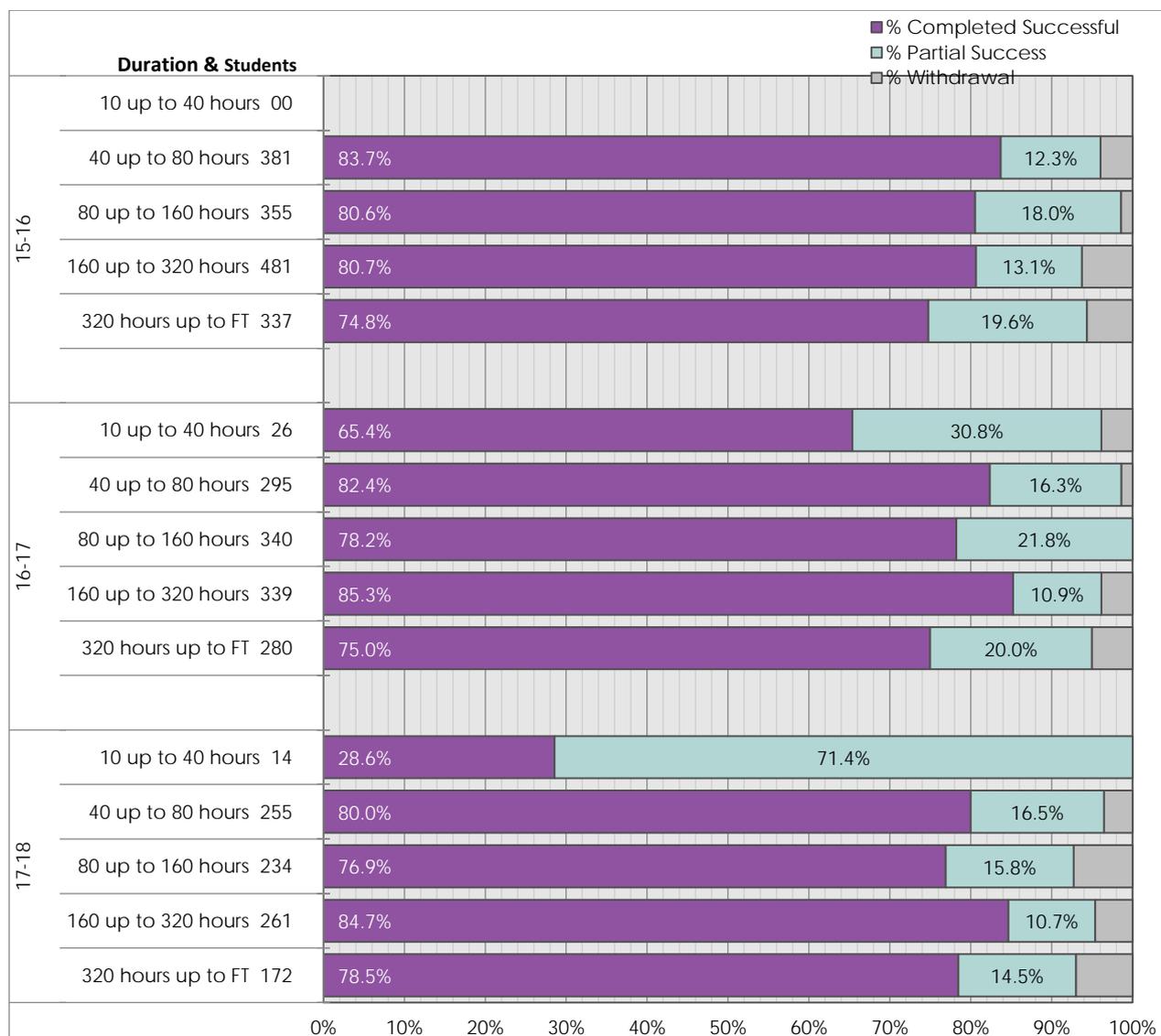
Outcomes for full time students on our advanced courses (HE)



This chart provides a three year comparison to show the outcomes for our students on recognised full time advanced courses. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

The 74.1% achievement on our advanced courses delivered in 2017-18 saw a 0.9% decrease in comparison to the previous Academic Year. Despite the slight decrease, the College's achievement rate is 2.8% above the sector average of 71.3%. The College acknowledges its goal to deliver successful outcomes for all learners, and will continue to seek to increase its achievement rate year on year.

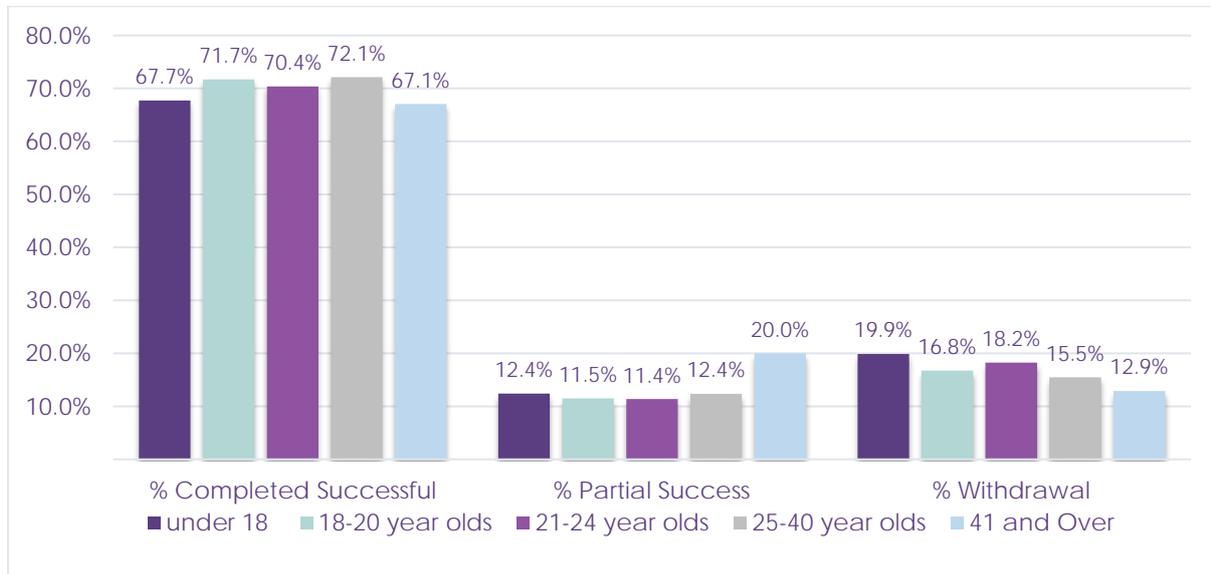
Outcome for part time students on our advanced courses (HE)



This chart provides a three year comparison to show the outcomes for our students studying on part time advanced courses, categorised by the number of hours study required to complete the course. It also provides a comparison of students who achieved partial success and those who withdrew from their course.

Although the College is below the sector average in four of the categories, the overall NESCol success rate of 79.5% is closely aligned to the 80.4% sector average. The lowest pass rate was for those studying up to 40 hours.

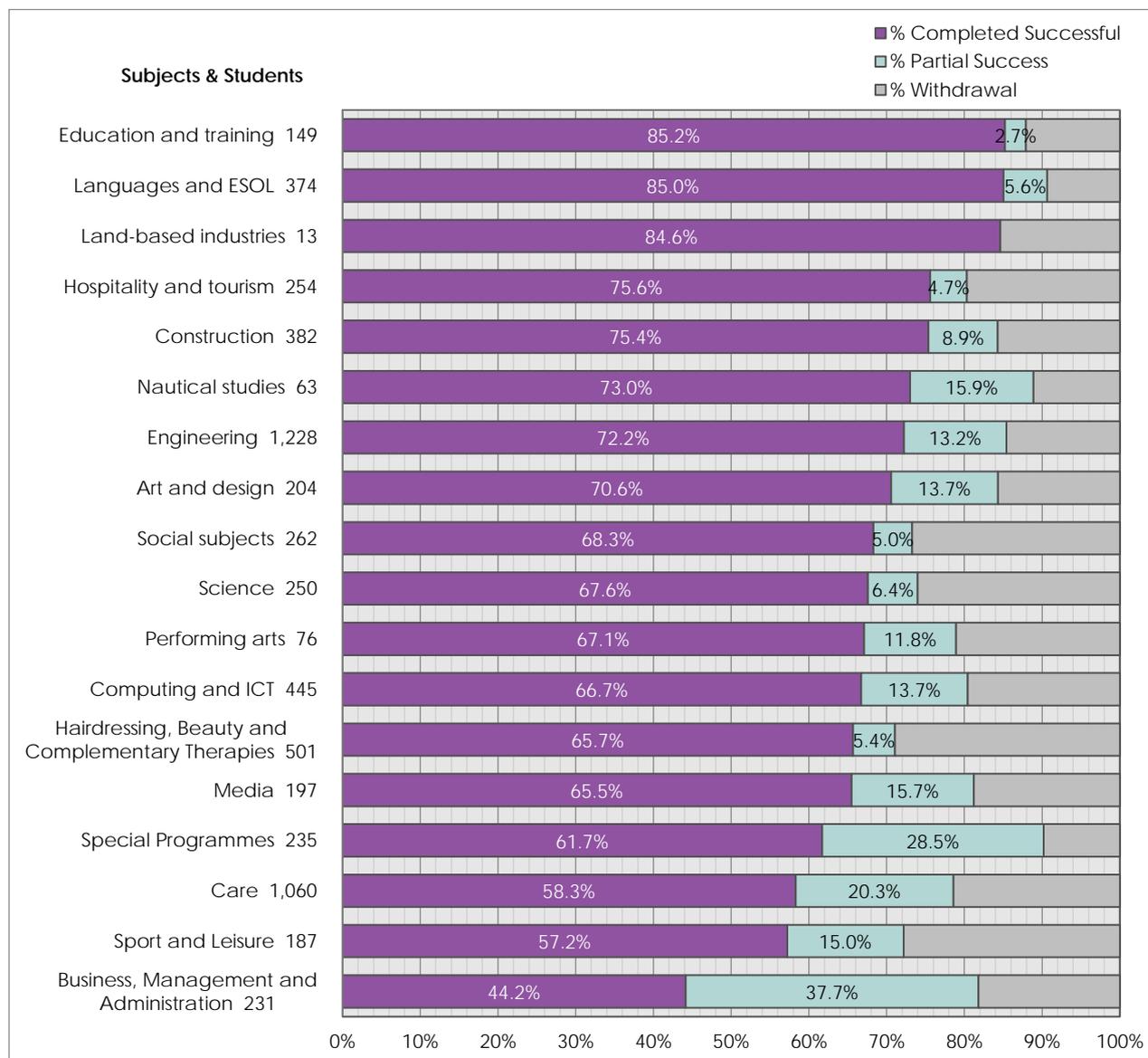
Outcomes by Age Group



This chart provides a comparison to show the outcomes for our students over five determined age sets. Students in the age group of 25-40 year olds were the highest achieving age group at 72.1%, however it is worth noting that there was only a 5% success difference from lowest to highest across all age groups.

The College produced varying success rates against the sector averages across all of the age sets. Two categories were above the sector average: under 18 category +4.2%; and 18-20 year olds +1.1%. The achievement of 21-24 year olds was in line with the sector average. Two categories were below the sector average: 25-40 year -0.8%, 41 and over -7.4%. More analysis is required to identify any mitigating factors around the lower outcomes for the 41 and over age groups.

Outcomes and Enrolments by Subject Group for our non advanced students (FE)



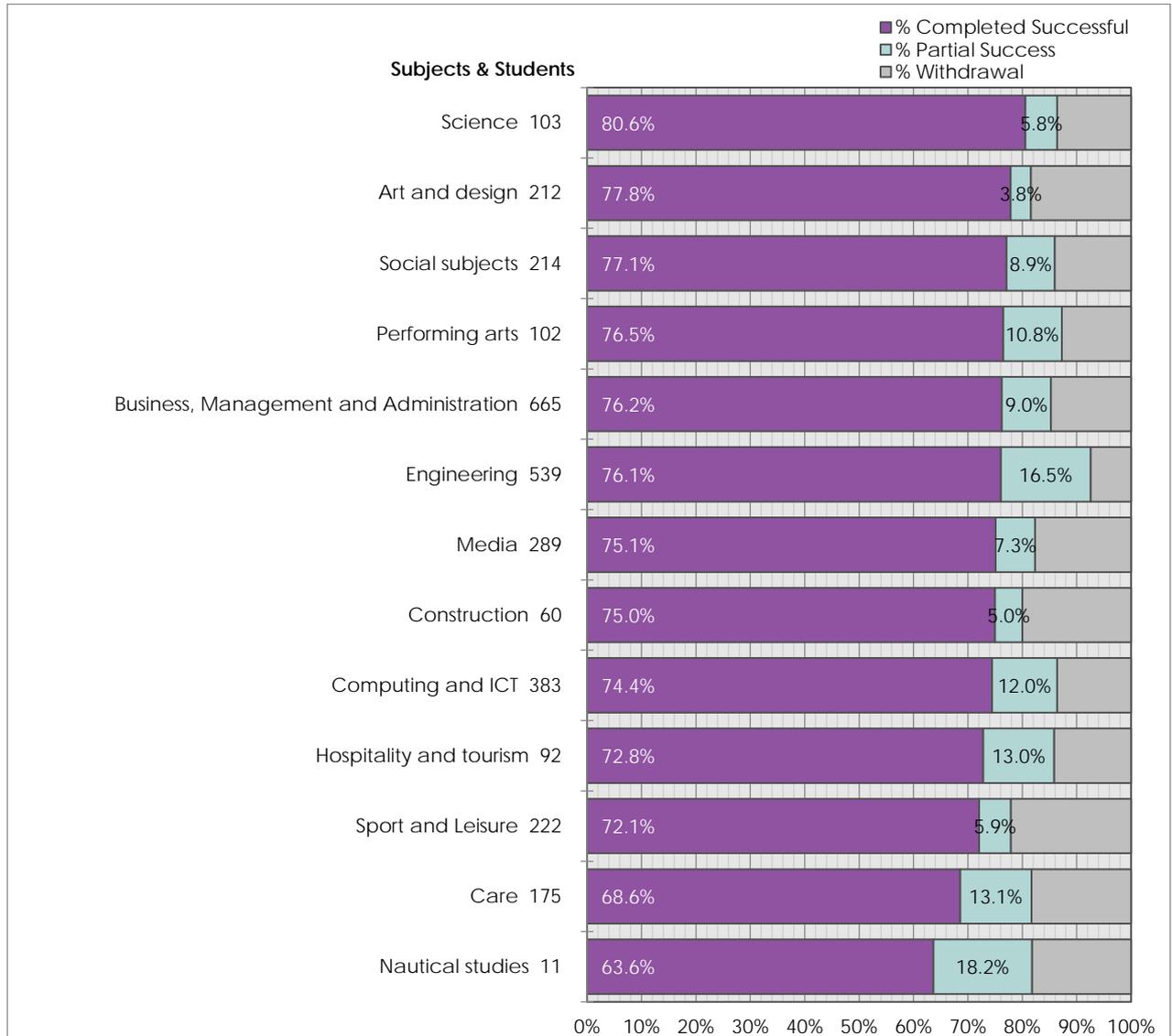
Five of our non advanced subject areas achieved success rates above 70% with Education and Training achieving the highest at 85.2%. Languages & ESOL and Land Based Industries also achieved high success rates above 80%. Out of the 18 subject areas presented we performed significantly higher in nine compared to sector averages.

Although nine of the subject areas presented were below the sector average, three subject areas saw a marginal difference - the following table provides further details.

Outcomes and Enrolments by Subject Group for our non advanced students			
Subject Group	Sector (Scotland)	North East Scotland College	Above Sector Average
Education & Training	72.5%	85.2%	12.7%
Languages & ESOL	78.2%	85.0%	6.8%
Land Based Industries	73.7%	84.6%	10.9%
Hospitality & Tourism	65.8%	75.6%	9.8%
Art and Design	68.8%	70.6%	1.8%
Social Subjects	55.5%	68.3%	12.8%
Science	54.9%	67.6%	12.7%
Performing Arts	66.3%	67.1%	0.8%
Media	62.1%	65.5%	3.4%

The College achieved excellent outcomes for six out of the nine subject areas where performance was significantly above the sector average. Education & Training, Social Subjects and Science all achieved over 12%, this was closely followed by Land Based Industries, Hospitality & Tourism and Languages & ESOL.

Outcomes and Enrolments by Subject Group for our advanced students (HE)

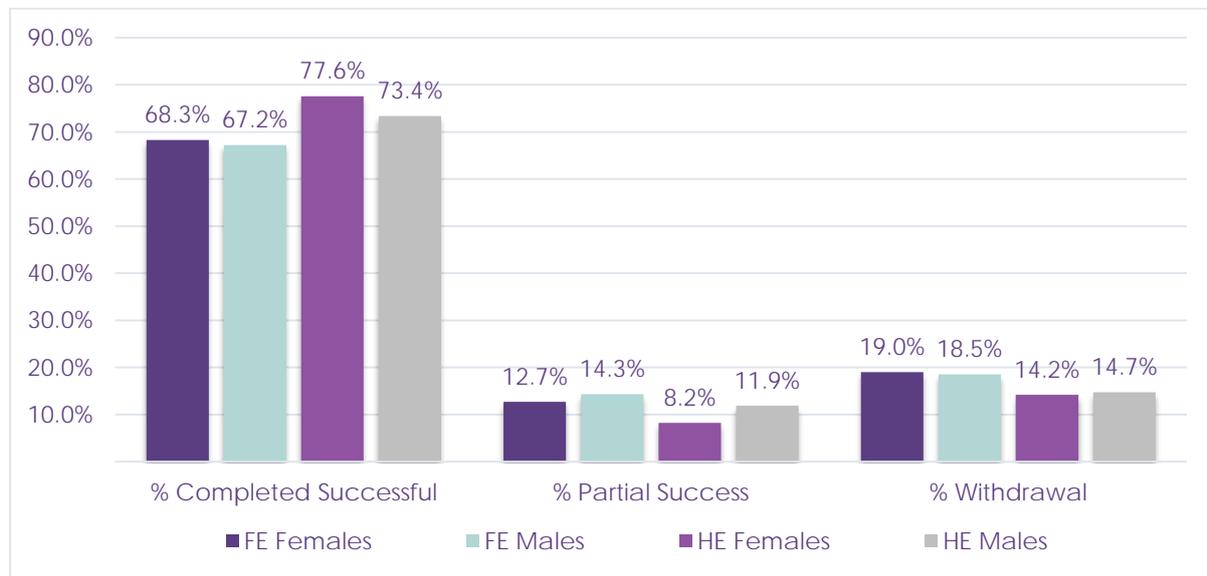


Eleven of our advanced subject areas achieved success rates significantly above 70%, with Science achieving the highest at 80.6%. Eight out of the 13 subject areas presented achieved outcomes above the sector average - the following table provides further details.

Outcomes and Enrolments by Subject Group for our advanced students			
Subject Group	Sector (Scotland)	North East Scotland College	Above Sector Average
Science	69.6%	80.6%	11%
Social Subjects	67.8%	77.1%	9.3%
Business, Management & Administration	71.7%	76.2%	4.5%
Engineering	73.6%	76.1%	2.5%
Media	73.5%	75.1%	1.6%
Computing & ICT	69.6%	74.4%	4.8%
Hospitality & Tourism	64.5%	72.8%	8.3%
Sport & Leisure	70.0%	72.1%	2.1%

The College achieved excellent outcomes for three out of the eight subject areas where performance was significantly above the sector average. Science achieving 11% above, closely followed by Social Subjects and Hospitality & Tourism.

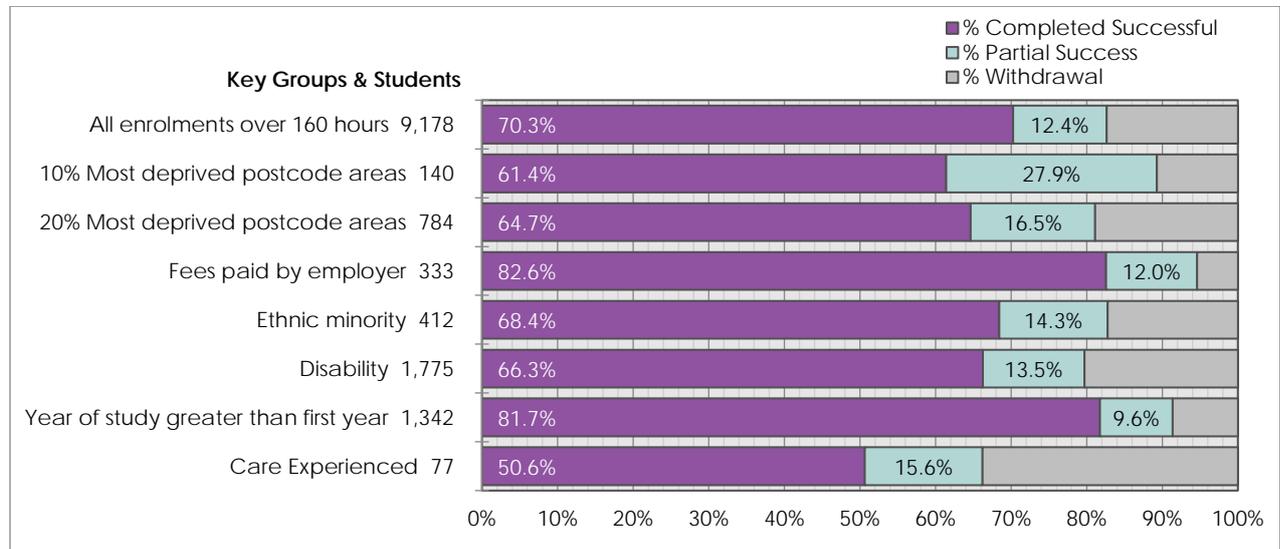
Outcomes by Level and Gender on our advanced and non advanced courses



Female student success rates are higher than their male counterparts at both advanced and non advanced levels. Further education achievement for our female students is 68.3%, which is 1.1% higher than their male counterparts and 1.2% above the sector average. For higher education, the success rate for our female students is 4.2% higher than their male counterparts and 3.2% above the sector average. Our achievement for our male students on higher education courses, although 4.2% below their female counterparts, is 2.3% above the sector average.

The College has in place a [Gender Action Plan](#) which details the College’s commitment to identifying and addressing where disparities exist between male and female students successfully completing their studies.

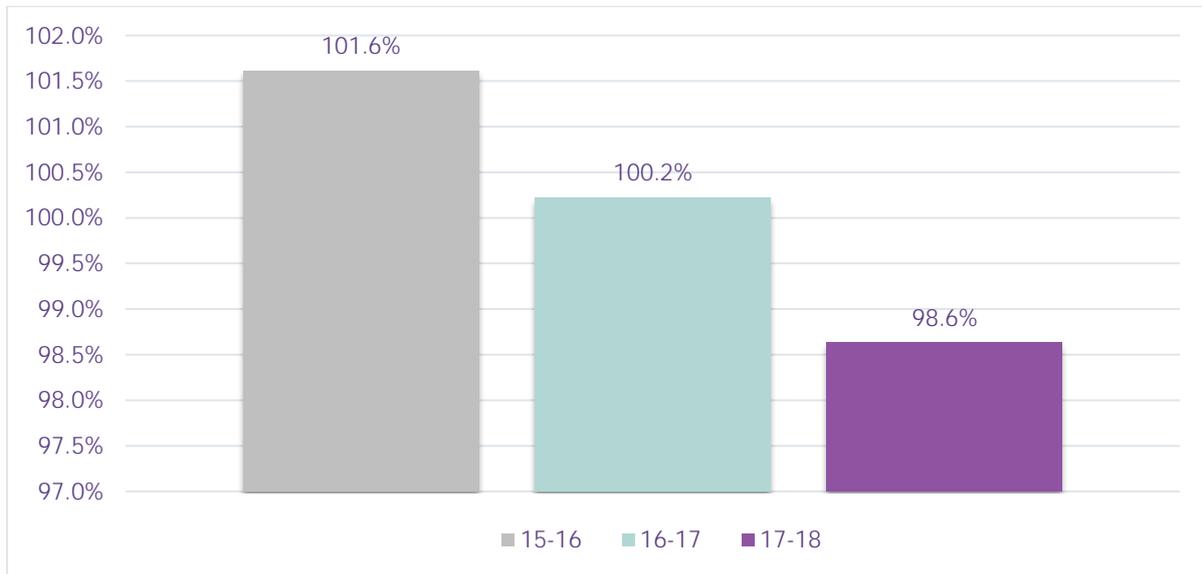
Outcomes and enrolments by Key Group for our part time students



The chart above groups students into different categories depending on where they live, who has paid their fees, their ethnicity, whether they have declared a disability and whether they are at College for a second or subsequent year. The success rates for students who have declared a disability is 66.3%, a 1.3% increase compared to the previous Academic Year. Although 0.7% below the sector average this is a decrease of 0.8% in comparison to the sector difference from the previous Academic Year.

The College is slightly below the sector average achievement in all of the categories. Our Care Experienced students however, although still 4.4% below the sector average, saw a significant increase in achievement of 11.3% in comparison to the previous Academic Year.

Overall College Performance



The SFC’s annual grant to the college sector allows courses to be provided free to eligible students. In return, the SFC expects colleges to provide an agreed level of activity. This activity is measured in Credits, with each Credit equating to 40 hours of study. In 2017-18 NESCol delivered 136,266 Credits against a target of 138,161, this equate to 98.6%.

The College manages its activity through curriculum planning and review, and during 2017-18 improved the robustness of its monitoring and forecasting of its activity. In 2017-18 NESCol was one of three colleges who did not achieve their Credits target. At the time of writing, the College has identified a number of actions to be taken forward to ensure that the College delivers 100% of its Credits target in Academic Year 2018-19.

Additional Information

The following publications provide additional information on the ambitions and performance of North East Scotland College, and the performance of all Scottish colleges.

[NESCol Strategic Plan 2018-2021](#)

The Strategic Plan for the College identifies the strategic direction of the College for the coming 3 years, and provides context and rationale. The Plan is the corporate planning statement of the Board and establishes its strategic aims and objectives. To support the delivering of the Strategic Plan the College has established a number of [Supporting Strategies](#) - Access & Inclusion, Business Development, Finance, Information Technology, Learning & Teaching, Marketing & Communications, People Strategy.

[NESCol Outcome Agreement](#)

Outcome agreements were first introduced in AY2012–13 and are intended to enable colleges and the Scottish Funding Council (SFC) to demonstrate the impact of the sector and its contribution to meeting Scottish Government priorities. The document also provides evidence as to how the College meets the needs of its learners, employers and community.

[NESCol Evaluative Report & Enhancement Plan](#)

'How good is our college?' provides a structure for evaluation and enhancement which colleges with their stakeholders use to identify what is working well and what needs to improve. It is designed to support collaborative evaluation internally and with external stakeholders who contribute to the learning experience.

The Framework is based on four high level principles:

- leadership and quality culture;
- delivery of learning and services to support learning;
- outcomes and impact; and
- capacity for improvement.

Under the Framework, the College is required to produce an annual Evaluative Report & Enhancement Plan.

[College Sector Performance Indicators 2017-18](#)

Further information on the performance of all Scottish Colleges in 2017-18 has been published by the Scottish Funding Council (SFC). Comparative information provided covers areas such as student retention and achievement, staff qualifications, student satisfaction and outcomes of [Education Scotland](#) Reviews. Indicators are reported at sector and individual college level.

Glossary

Acronym	Term	Description
	Completed Successful (KPI)	A KPI which measure students' success –those who enrolled and achieved the full qualification.
	Credits	The SFC provides funding to colleges who undertake to deliver a specified volume of activity measured in credits (1 credit is equivalent to 40 hours of learning). Each college is set an annual Credits target by the SFC for each academic year.
ES	Education Scotland	A Scottish Government executive agency charged with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for Scottish learners of all ages.
FE	Further Education	Non school based education below SVQ level 4, SCQF level 7, i.e. below HNC level, non advanced post school education.
HE	Higher Education	Education at SVQ level 4 or above, SCQF level 7 or above, for example HNC, HND, degree, postgraduate degree.
KPI	Key Performance Indicator	A type of performance and quality improvement measurement. KPIs evaluate the success of an organisation or of a particular activity in which it engages.
	Level	Indicates if the course is an FE or HE programme.
	Outcomes	statements that describe significant and essential learning that students have achieved, and can reliably demonstrate at the end of a course.
	Partial Success (KPI)	A KPI which measure students' success – those who completed the course but did not gain all the units to gain the qualification. These students do however receive formal accreditation for the units completed successfully.
SFC	Scottish Funding Council	The national, strategic body that is responsible for funding teaching and learning provision, research and other activities in in Scotland's 25 colleges and 19 universities and higher education institutions.
	Subject Group	Categories used by Education Scotland to group courses from the same curriculum area.
	Withdrawal (KPI)	A KPI which measures those who withdrew from the course and did not gain any qualification.

Colleges	FTFE Learner Success
Dundee & Angus College	75.40%
Forth Valley	71.40%
UHI	70.30%
South Lanarkshire	69.70%
West College Scotland	69.20%
Borders	68.70%
Scotland's Rural Colleges	68.30%
City of Glasgow	67.90%
Ayrshire College	66.90%
NE Scotland	66.60%
Glasgow Clyde	66.10%
Scotland	66.10%
West Lothian	65.50%
New College Lanarkshire	61.40%
Edinburgh College	60.70%
Glasgow Kelvin	60.20%
D & G	59.60%
Fife College	59.10%
Newbattle	52.10%

Colleges	FTHE Learner Success
Dundee & Angus College	76.20%
Glasgow Clyde	74.80%
NE Scotland	74.10%
South Lanarkshire	73.90%
City of Glasgow	73.90%
Borders	72.50%
Edinburgh College	71.30%
Scotland	71.30%
Forth Valley	70.90%
West Lothian	69.80%
West College Scotland	69.40%
D & G	68.70%
Glasgow Kelvin	67.70%
Ayrshire College	67.20%
Fife College	66.80%
Newbattle	66.70%
New College Lanarkshire	66.10%
Scotland's Rural Colleges	
UHI	

Colleges	Under 18 Success
Dundee & Angus College	71.60%
Forth Valley	70.70%
Newbattle	70.00%
UHI	68.70%
NE Scotland	67.70%
City of Glasgow	65.10%
Scotland's Rural Colleges	64.20%
South Lanarkshire	63.70%
Glasgow Clyde	63.60%
West College Scotland	63.50%
Scotland	63.50%
Glasgow Kelvin	63.50%
Ayrshire College	63.30%
West Lothian	61.60%
Borders	59.60%
New College Lanarkshire	58.90%
Fife College	57.50%
D & G	55.10%
Edinburgh College	53.30%

Colleges	10% Most Deprived Postcodes Success
Forth Valley	74.70%
West Lothian	73.10%
Dundee & Angus College	72.80%
Scotland's Rural Colleges	72.30%
South Lanarkshire	71.10%
City of Glasgow	71.10%
Glasgow Clyde	68.30%
UHI	66.30%
Scotland	66.30%
West College Scotland	65.10%
Edinburgh College	64.20%
Ayrshire College	64.00%
Borders	62.70%
Glasgow Kelvin	61.70%
NE Scotland	61.40%
Fife College	60.80%
New College Lanarkshire	59.90%
D & G	57.20%
Newbattle	33.30%

Equal or higher than 2016/17

Less than 2016/17

Colleges	20% Most Deprived Postcodes Success
Forth Valley	74.80%
Dundee & Angus College	73.30%
City of Glasgow	71.10%
South Lanarkshire	70.90%
West Lothian	70.40%
UHI	68.60%
Glasgow Clyde	67.60%
Scotland's Rural Colleges	67.00%
Scotland	66.60%
West College Scotland	65.50%
NE Scotland	64.70%
Borders	64.70%
Ayrshire College	64.50%
Edinburgh College	63.80%
Fife College	63.40%
Glasgow Kelvin	63.10%
New College Lanarkshire	62.10%
D & G	56.80%
Newbattle	44.40%

Colleges	Further Year of study Success
Ayrshire College	92.50%
UHI	89.70%
South Lanarkshire	86.30%
Dundee & Angus College	85.00%
West College Scotland	83.90%
City of Glasgow	82.70%
Scotland	82.40%
Forth Valley	82.30%
Glasgow Clyde	82.10%
NE Scotland	81.70%
D & G	81.30%
Edinburgh College	81.00%
Scotland's Rural Colleges	80.80%
Glasgow Kelvin	80.60%
Borders	80.20%
New College Lanarkshire	80.10%
Fife College	79.20%
West Lothian	77.40%
Newbattle	

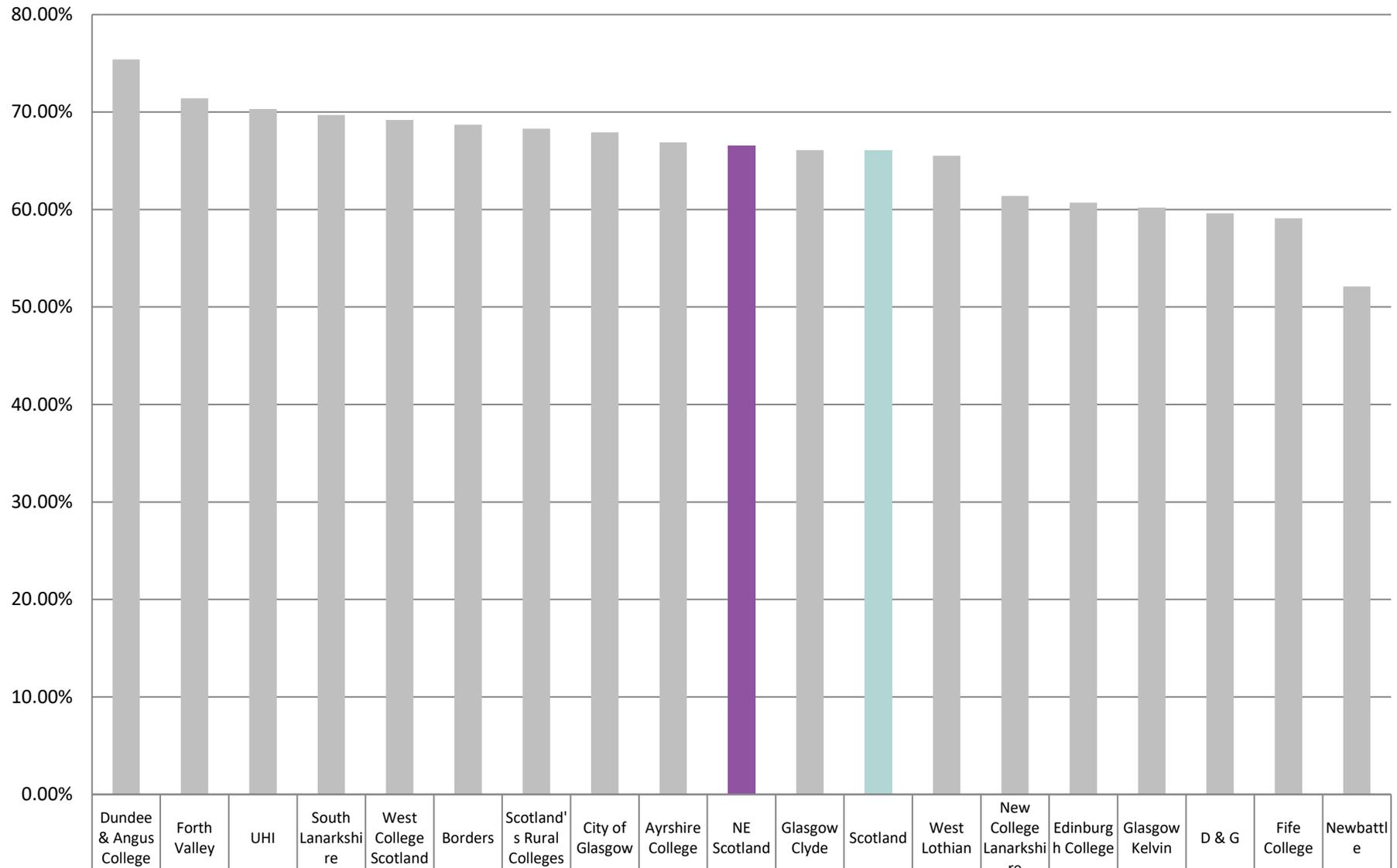
Colleges	Disability Success
South Lanarkshire	75.10%
Forth Valley	75.00%
City of Glasgow	74.80%
Dundee & Angus College	73.30%
UHI	71.00%
Borders	68.90%
Glasgow Clyde	68.20%
West Lothian	67.70%
West College Scotland	67.30%
Scotland	67.00%
NE Scotland	66.30%
Ayrshire College	65.60%
Scotland's Rural Colleges	64.60%
Glasgow Kelvin	64.10%
D & G	63.80%
New College Lanarkshire	63.40%
Fife College	63.00%
Edinburgh College	61.70%
Newbattle	47.10%

Colleges	Care Experienced
South Lanarkshire	78.30%
West Lothian	64.70%
Dundee & Angus College	61.50%
City of Glasgow	61.20%
Forth Valley	58.80%
Ayrshire College	57.80%
Glasgow Kelvin	55.50%
Scotland	55.00%
UHI	54.70%
New College Lanarkshire	54.10%
West College Scotland	51.70%
NE Scotland	50.60%
Edinburgh College	49.50%
Glasgow Clyde	48.90%
Borders	47.70%
Fife College	46.40%
D & G	44.40%
Scotland's Rural Colleges	42.90%
Newbattle	37.50%

Colleges	Performance Against activity targets
Newbattle	128.51%
West Lothian	103.04%
Edinburgh College	102.80%
Glasgow Kelvin	102.34%
UHI	101.77%
Scotland's Rural Colleges	101.30%
D & G	101.19%
Glasgow Clyde	101.05%
South Lanarkshire	100.86%
Ayrshire College	100.76%
Scotland	100.74%
Borders	100.68%
Dundee & Angus College	100.37%
City of Glasgow	100.21%
Forth Valley	100.11%
West College Scotland	100.06%
Fife College	99.93%
New College Lanarkshire	99.82%
NE Scotland	98.63%

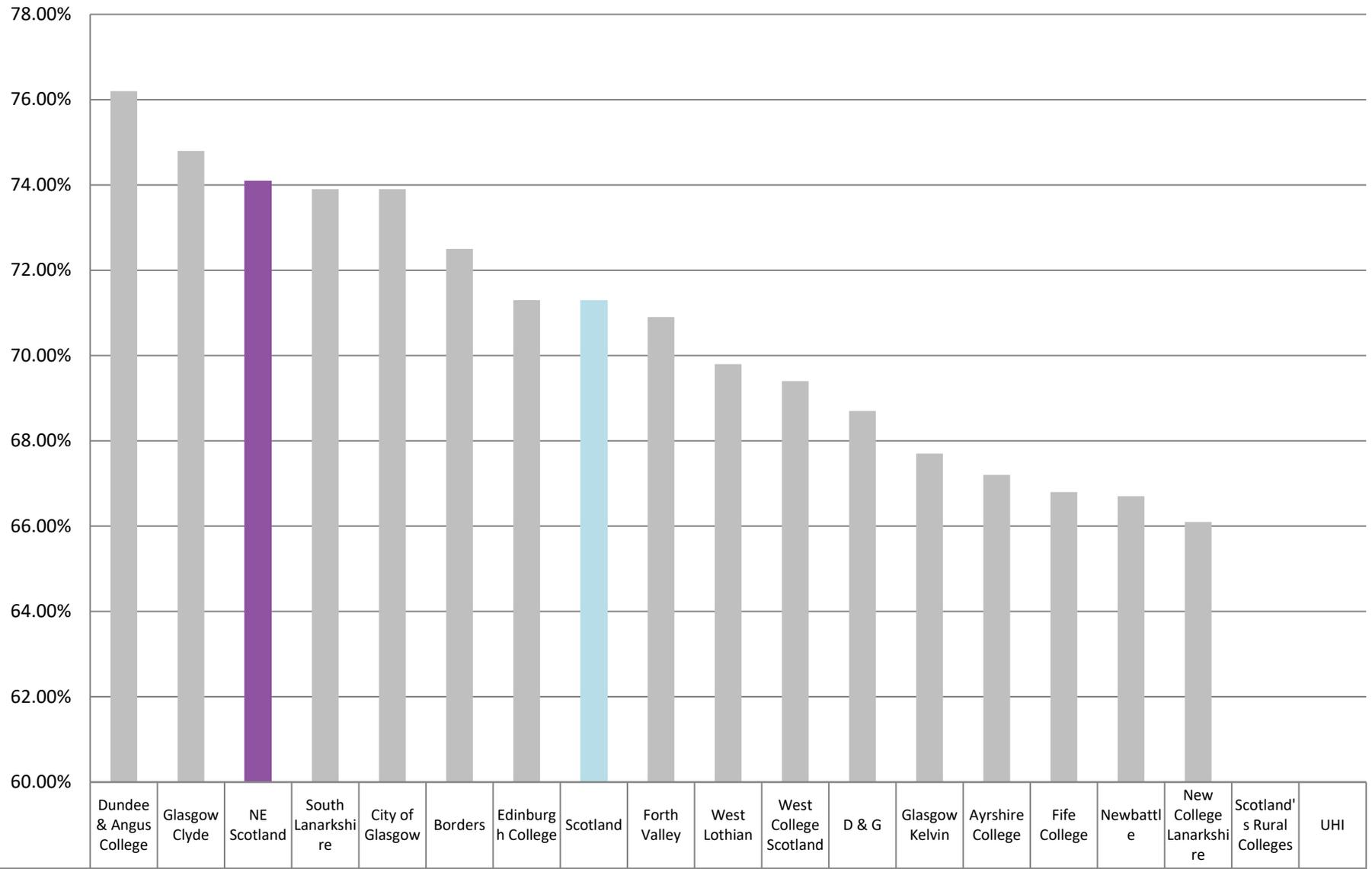
Colleges	Ethnic Minority
Newbattle	80.00%
Dundee & Angus College	78.00%
City of Glasgow	77.00%
UHI	75.00%
Borders	74.00%
West Lothian	74.00%
Edinburgh College	73.00%
South Lanarkshire	73.00%
Forth Valley	71.00%
Glasgow Clyde	71.00%
Scotland	71.00%
NE Scotland	68.00%
Ayrshire College	67.00%
Glasgow Kelvin	67.00%
Fife College	65.00%
West College Scotland	63.00%
New College Lanarkshire	62.00%
Scotland's Rural Colleges	62.00%
D & G	55.00%

FTFE Learner Success



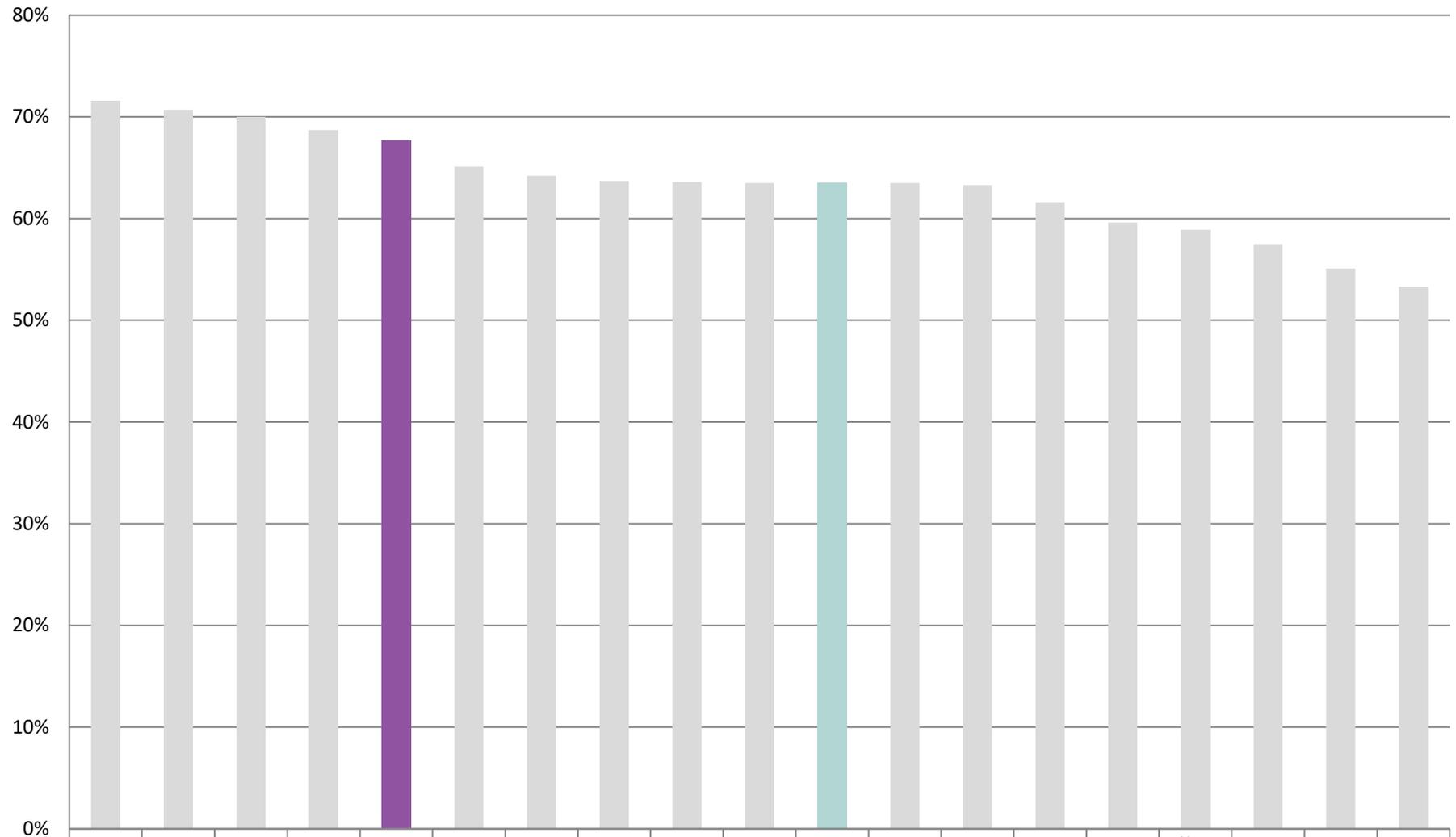
FTFE Learner Success	75.40%	71.40%	70.30%	69.70%	69.20%	68.70%	68.30%	67.90%	66.90%	66.60%	66.10%	66.10%	65.50%	61.40%	60.70%	60.20%	59.60%	59.10%	52.10%
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FTHE Learner Success



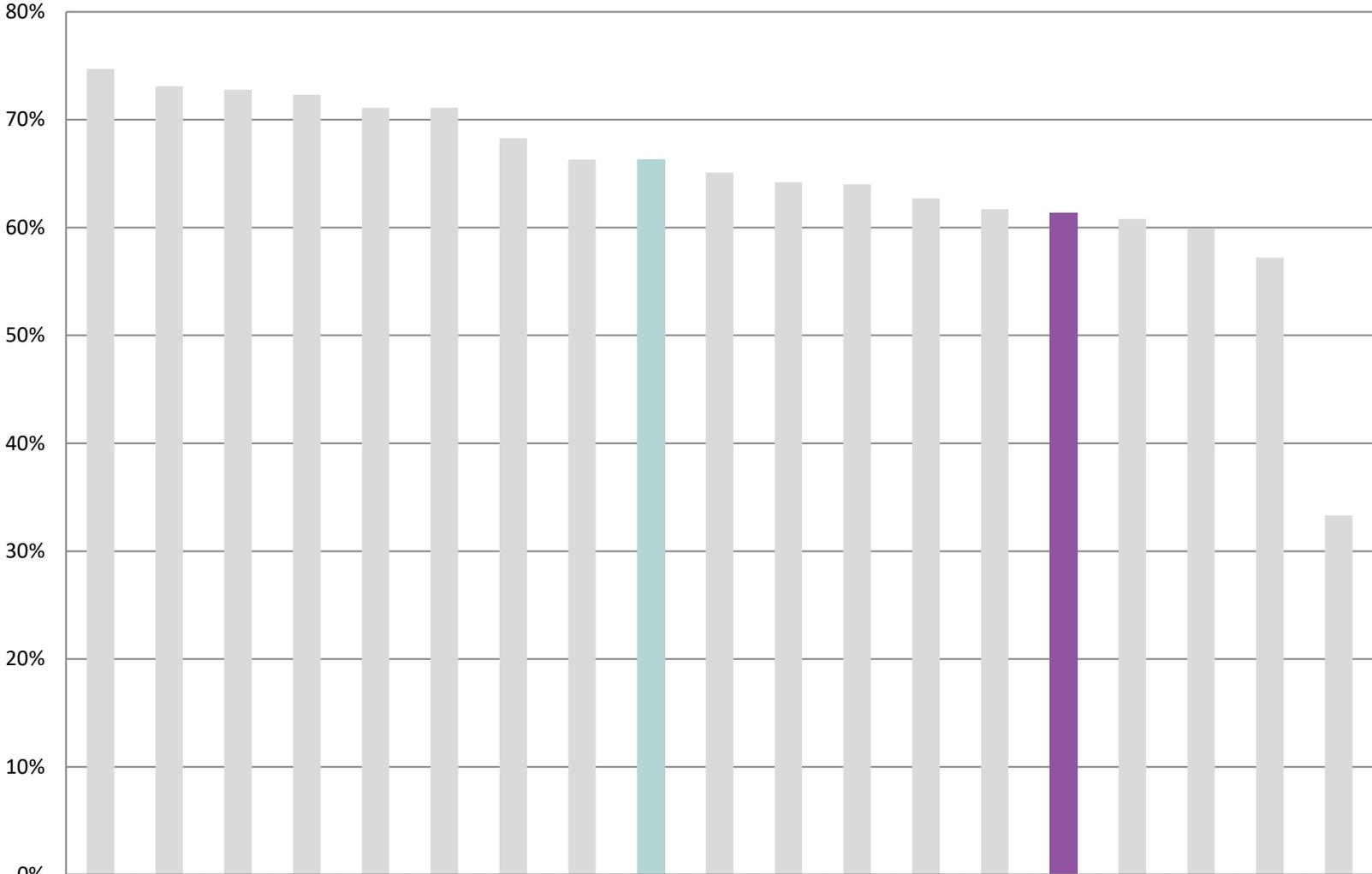
FTHE Learner Success	76.20%	74.80%	74.10%	73.90%	73.90%	72.50%	71.30%	71.30%	70.90%	69.80%	69.40%	68.70%	67.70%	67.20%	66.80%	66.70%	66.10%		
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Under 18 Success



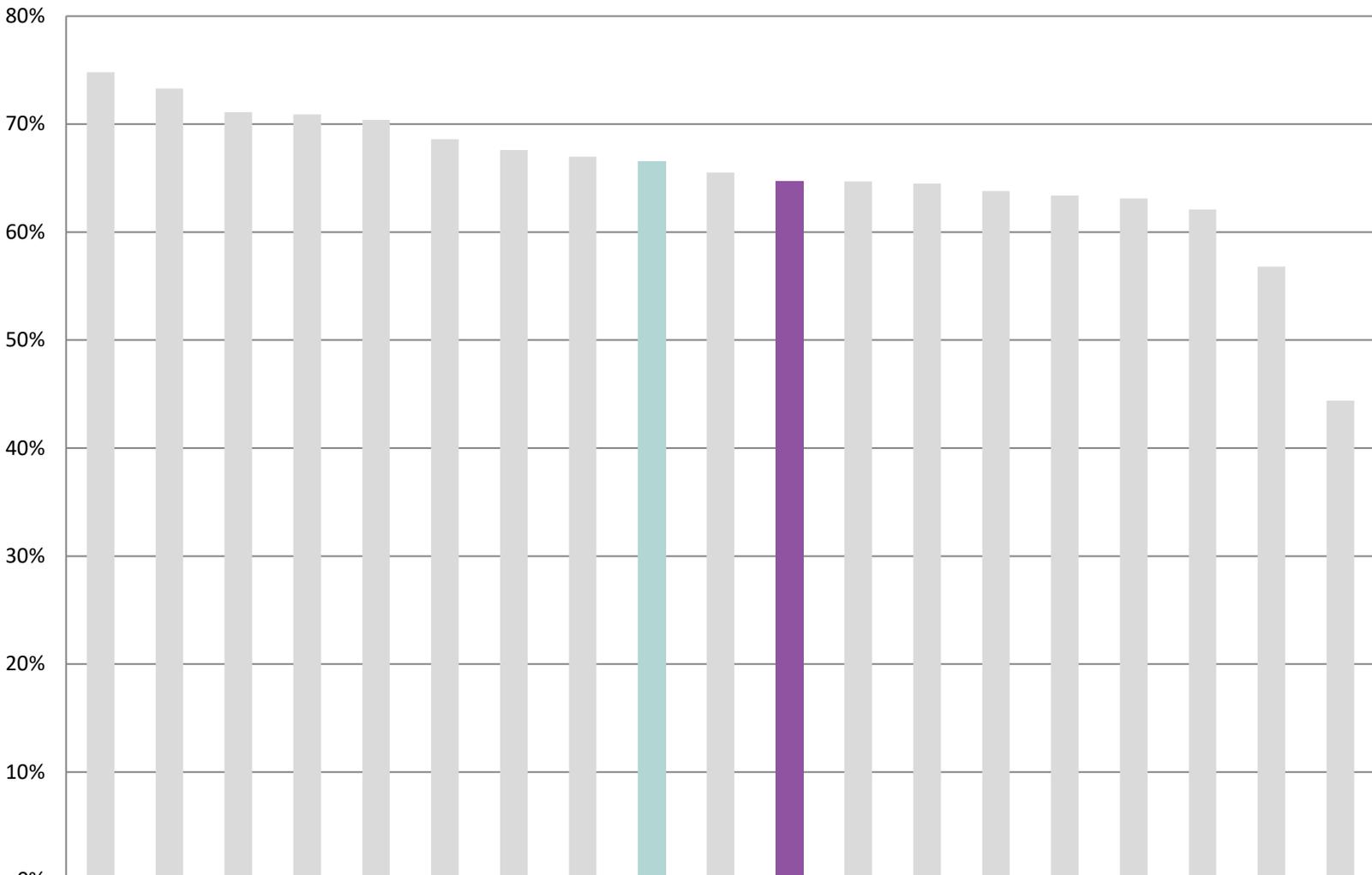
Under 18 Success	71.60%	70.70%	70.00%	68.70%	67.70%	65.10%	64.20%	63.70%	63.60%	63.50%	63.50%	63.50%	63.30%	61.60%	59.60%	58.90%	57.50%	55.10%	53.30%
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10% Most Deprived Postcodes Success



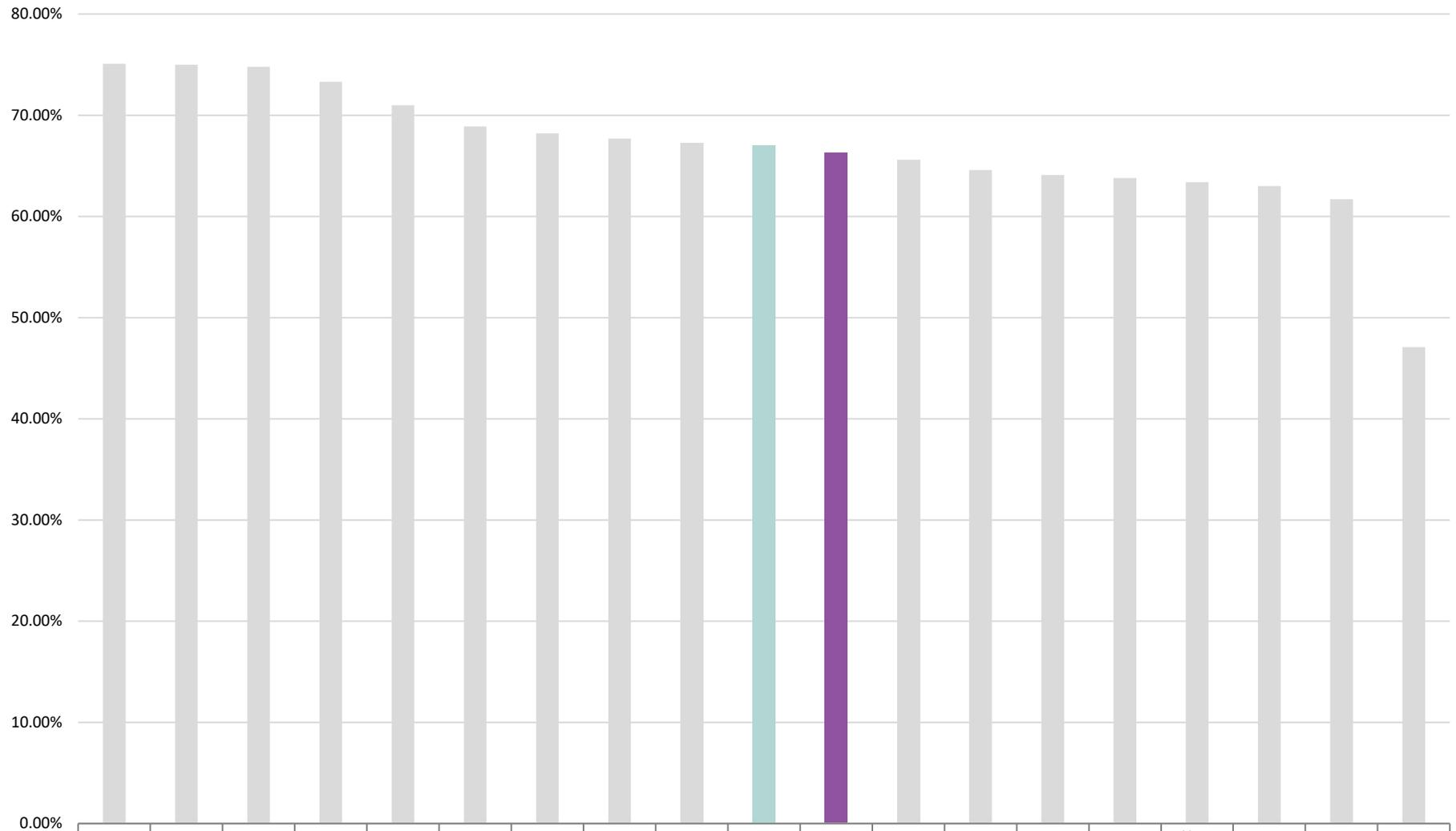
10% Most Deprived Postcodes Success	74.70%	73.10%	72.80%	72.30%	71.10%	71.10%	68.30%	66.30%	66.30%	65.10%	64.20%	64.00%	62.70%	61.70%	61.40%	60.80%	59.90%	57.20%	33.30%
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20% Most Deprived Postcodes Success



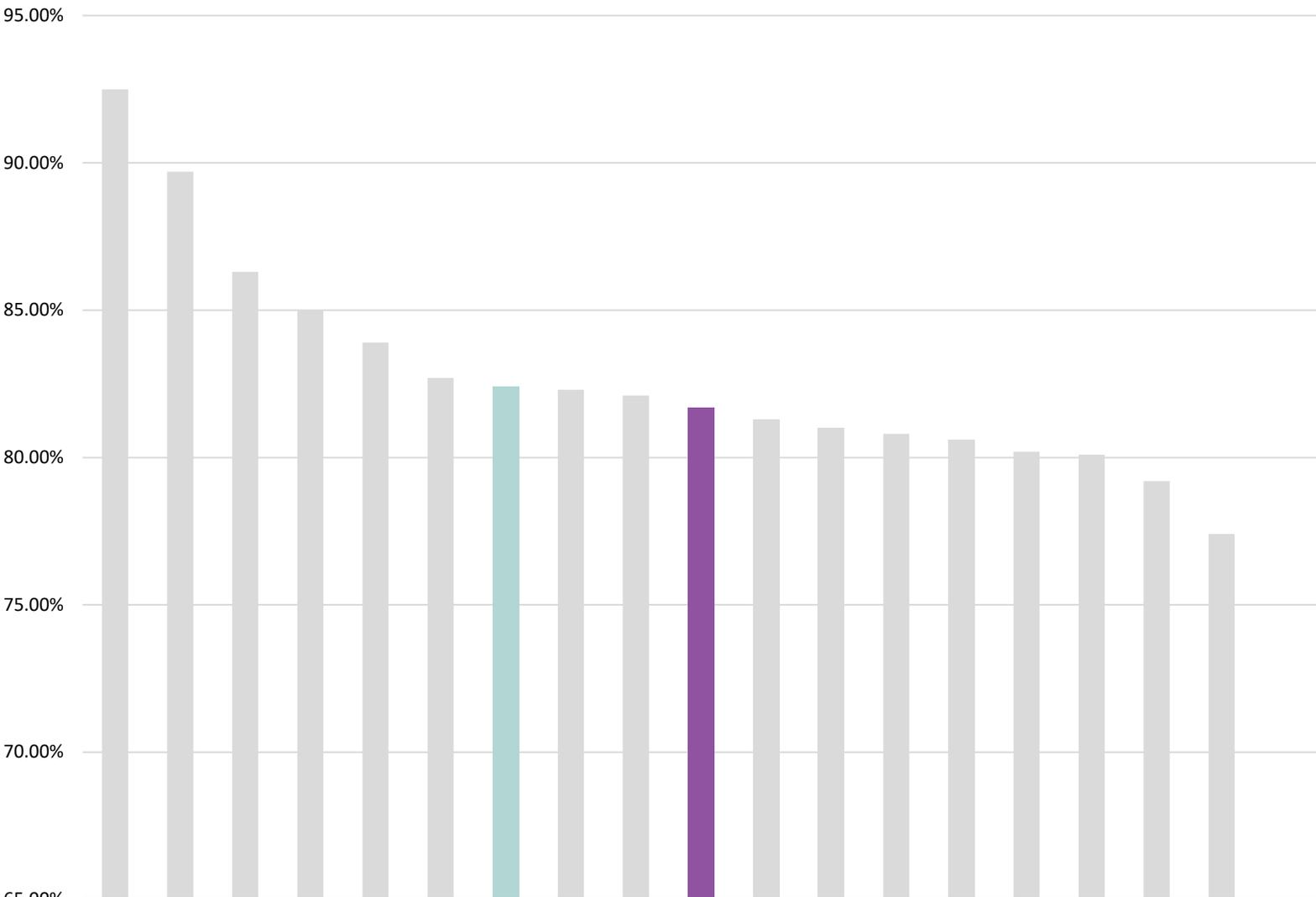
20% Most Deprived Postcodes Success	74.80%	73.30%	71.10%	70.90%	70.40%	68.60%	67.60%	67.00%	66.60%	65.50%	64.70%	64.70%	64.50%	63.80%	63.40%	63.10%	62.10%	56.80%	44.40%
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Disability Success



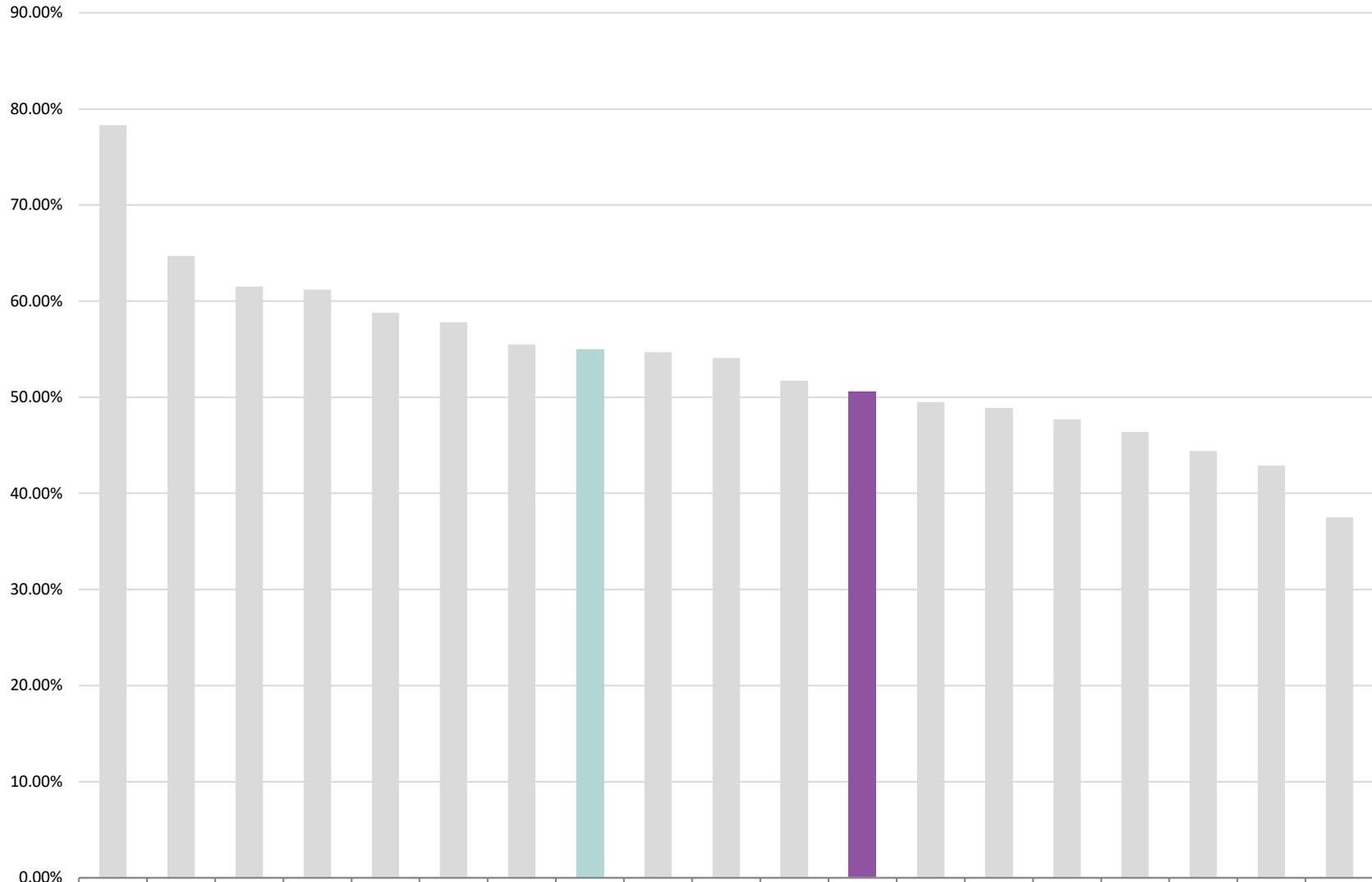
Disability Success	75.10%	75.00%	74.80%	73.30%	71.00%	68.90%	68.20%	67.70%	67.30%	67.00%	66.30%	65.60%	64.60%	64.10%	63.80%	63.40%	63.00%	61.70%	47.10%
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Further Year of Study Success



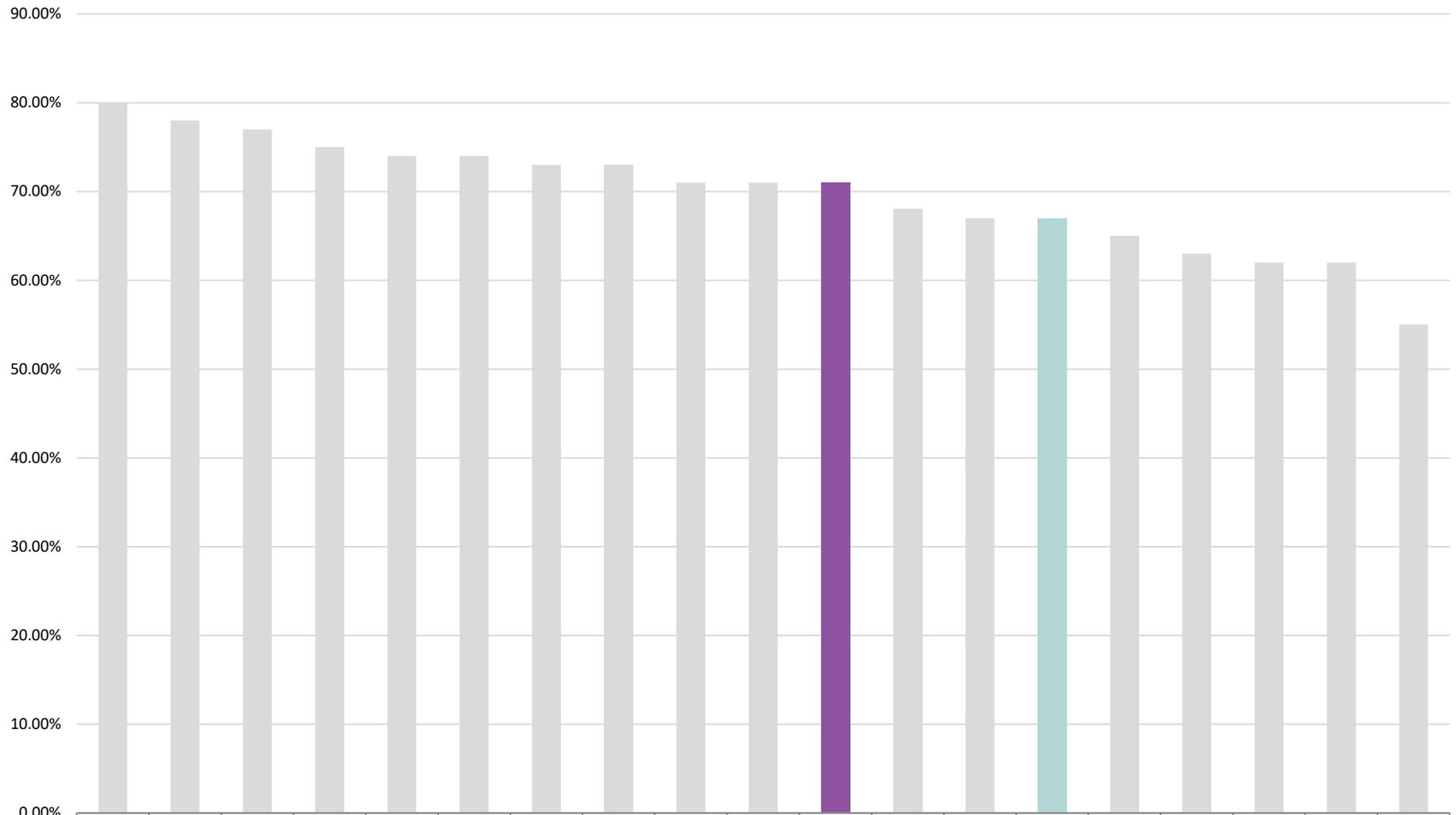
Further Year of study Success	92.50%	89.70%	86.30%	85.00%	83.90%	82.70%	82.40%	82.30%	82.10%	81.70%	81.30%	81.00%	80.80%	80.60%	80.20%	80.10%	79.20%	77.40%	
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Care Experienced



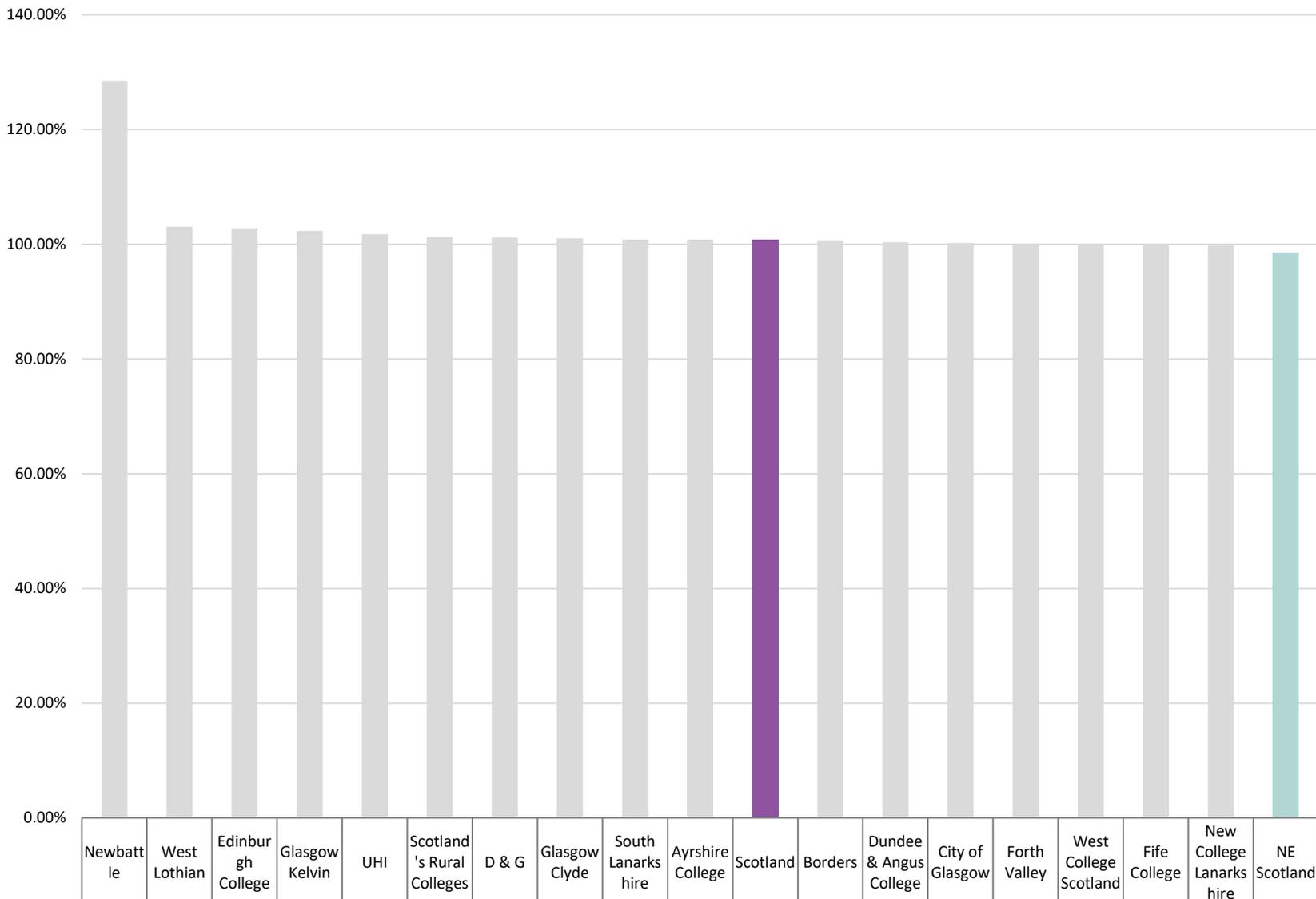
Care Experienced	78.30%	64.70%	61.50%	61.20%	58.80%	57.80%	55.50%	55.00%	54.70%	54.10%	51.70%	50.60%	49.50%	48.90%	47.70%	46.40%	44.40%	42.90%	37.50%
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Ethnic Minority



Ethnic Minority	80.00%	78.00%	77.00%	75.00%	74.00%	74.00%	73.00%	73.00%	71.00%	71.00%	71.00%	68.00%	67.00%	67.00%	65.00%	63.00%	62.00%	62.00%	55.00%
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Performance Against activity targets



Performance Against activity targets	128.51%	103.04%	102.80%	102.34%	101.77%	101.30%	101.19%	101.05%	100.86%	100.76%	100.74%	100.68%	100.37%	100.21%	100.11%	100.06%	99.93%	99.82%	98.63%
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REGIONAL BOARD	
Meeting of 13 March 2019	
Title: Annual Priorities AY2018-19 – Progress Report	
Author: Liz McIntyre	Contributor(s): Senior Executive Team, Leadership Team
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To provide the Regional Board with an update on progress each of the College’s Annual Priorities for AY2018-19.	
Linked to Strategic Goal: This Agenda Item has a relevance to all five Strategic Goals.	
Linked to Annual Priority: This Agenda Item has a relevance to all twenty priorities as detailed in Appendix 1.	
Executive Summary: The Regional Board first approved Annual Priorities for AY2017-18. The introduction of Annual Priorities was supported to: <ul style="list-style-type: none"> • enable action to be taken in a collective, agreed way to move the College forward and towards excellence. • enable any issues of poor quality or performance to be addressed. • enable any particular areas of development or innovation to be highlighted. • establish a mechanism for the College to measure achievements against in 12 months time. • inform detailed enhancement plans for the period. • enable communication of key College priorities to staff providing a clear rationale for plans and actions. <p>Twenty Annual Priorities for AY2018-19 were approved by the Board at its meeting held on 20 June 2018. At this meeting Members were advised that a mid-year progress update would be provided at the Board Meeting scheduled for March 2019, followed by a further update at the Board Meeting scheduled for June 2019.</p> <p>A mid-year progress report, prepared by the Senior Executive Team and relevant members of the Leadership Team, is therefore attached as Appendix 1.</p>	

Recommendation: It is recommended that the Board consider the information provided.

Previous Committee Recommendation/Approval (if applicable):
None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence: The implementation of a number of the Annual Priorities support the College's ambitions in relation to equality, diversity, access and inclusion.

BEING RESPONSIVE**1. Develop and deliver actions to promote the distinct strengths of NESCol@Fraserburgh, NESCol@AberdeenCity and NESCol@Altens in line with the curriculum review and stakeholder need.**

Good progress has been made in all areas. Each Campus has a dedicated Director of Learning with responsibility for driving forward the futures agenda and progress is reported to the Wider Executive Group. Detailed action plans have been created for the Fraserburgh and Alten's Campuses. A series of workshops has been held to consider the priorities for the Aberdeen City Campus. Newly constructed data reports enable KPI's for each Campus to be easily identified. Further work will be undertaken from February 2019 to determine progress on the curriculum review and to plan a revised approach to identifying new programmes and opportunities in support of the AY2019-20 Recruitment Strategy.

2. Deliver Regional College responsibilities in relation to the Regional STEM Strategy

The following key developments and activities have been undertaken to date in AY2018-19:

- Set up, hosted and run two meetings of the Regional STEM Hub.
- A regional baseline of STEM activity has been compiled.
- Methodology for developing and sharing STEM activity being discussed.
- Planning for a regional STEM Strategy has begun, building on the College strategy work.
- Involvement with Education Scotland project to deliver CLPL to computing teachers in region, and a project on 'Internet of Things'.
- Working on new collaborations with regional partners on STEM activity e.g. Oil and Gas Technology Centre for first Lego League.
- Working with industry partners on Greenpower Challenge project.

3. Prioritise employer engagement and development of the offer to support the tourism industry and build growth in engineering subjects.

The roll out of the [Business Development Strategy](#) has seen Heads of Faculty empowered to look externally and forge new relationships with industry. In the Tourism sector this has seen discussions taking place with a number of local and national hoteliers about opportunities primarily for students but also for in-work staff development. This builds upon the discussions from the Tourism Strategy event that NESCol hosted in 2018.

Engineering is seeing a number of opportunities emerge from the recovery of the oil and gas industry with additional Modern Apprenticeship (MA) places being sought by employers. Significant effort is being made to enhance the work based learning elements of the qualification through improved employer engagement and service delivery. New opportunities are also emerging in the offshore wind sector with the commencement of the Moray East Windfarm project where NESCol is part of the Fraserburgh Local Alliance with Moray East (FLAME) working group. This 25 year Operation & Maintenance project will see a number of local jobs and training opportunities present themselves to NESCol.

DEVELOPING PEOPLE**4. Implement through dynamic intervention the revised approach to the delivery of Student Support Services and the new curriculum management structure, including appropriate staff training and development to support new roles and responsibilities.**

A revised approach to academic tutoring has been launched at each campus. All staff have been provided with revised [guidance](#) and managers instructed to ensure dissemination of key procedural changes. All non-advanced FE groups now receive one hour of scheduled academic tutoring from a designated member of staff each week. This formally timetabled session is fully-fundable, embedded within each group's programme of study and is used to provide induction information, core and essential skills training, employability and enterprise advice and to allow opportunity for one-to-one and small group advice and guidance. HE Groups have also all been allocated a designated lecturer to provide them with academic tutoring support. Curriculum Managers have been asked to look at curriculum design to see what options exist that may allow them to embed the delivery of academic tutoring activities into day-to-day learning and teaching e.g. via the delivery of a "Personal Development Planning" unit or similar.

New online [Student Support Referral Form](#) created to enable staff to quickly and easily refer students to specialist staff within the Student Advice and Support Centre on matters relating to Financial Support, Learning Support Needs Assessment, Safeguarding Issues and Study Skills Support.

A Mental Health [Hotline](#), that is monitored all day from 0830 to 1700hrs, has been set up so that staff can always contact the team if they have a student in crisis.

All staff received Mental Health Awareness Training at the January Development Day and several key staff have been trained as Mental Health First Aiders. Support and training is ongoing and provision will be tailored to meet the needs of each curriculum and student-facing support team.

5. Deliver and cascade a whole College approach to leadership training based on College vision and values, strategic priorities and required skills and knowledge.

A whole College approach to developing leaders was agreed in the autumn term. There are a number of strands to this approach which include ensuring that training is provided on all College systems and procedures that leaders are responsible for. Due to changes in structures which took place at the beginning of AY2018-19 many leaders now have new responsibilities for managing staff, the focus of training for the first part of the academic year has been on people management. A series of short sessions was offered between the middle of October 2018 and the end of January 2019 covering topics such as implementing iCon, managing absence, and managing performance. These sessions were predominantly attended by staff new to line management responsibilities. In addition, a series of whole day sessions were offered in November and December 2018 on the Motivated College. These were facilitated by College Development Network and attended by almost all managers with line management responsibility. A new programme of short courses is currently being drafted which will be implemented from March 2019.

6. Deliver a range of employee engagement activities based on the promotion of vision and values and behaviours in support of a positive culture, strong working relationships and an excellent working environment.

The Development Day held in January 2019 was linked to the Annual Priorities around Developing People. All staff were expected to attend a workshop on mental health and two other workshops from a wide range of topics. The themes of the workshops were Respect & Diversity and Personal & Professional Development. The workshops were well attended and feedback from the Development Day is currently being analysed.

HR & OD have revised the Staff Code of Conduct and will be launching these along with the Professional Standards for Lecturers in Scotland's Colleges at the end of February 2019.

HR & OD have been continuing to develop partnership working with the Trade Unions to maximise the successful delivery of the College's strategic objectives. Ensuring robust processes are in place for full and meaningful consultation and genuine involvement in decisions that affect College employees.

7. Create and implement a whole College equalities theme of "Respect", for staff and students delivered through both curriculum and student support activities and designed in partnership with the Students' Association.

The College's Equality Action Team (EAT), throughout AY2018-19, has met and progressed NESCol's work on implementing a 'whole-college' equality-related approach to 'respect'. Some of the key activities undertaken are noted below:

Student Discipline Review: At the time of writing, a review of the College's Student Disciplinary Policy is being undertaken. The Review Team, comprising of the VP (Access, Outcomes & Partnerships); Director of Learning (Enhancement, Support and Fraserburgh Futures) and the Director of Strategy & Planning, has already gathered considerable evidence from discussions with both students and staff that will not only inform the review of student discipline but also assist the College in the approaches it intends taking when shaping its 'respect' agenda and the student, staff and contractor-related behaviours required to ensure its success.

City Campus Futures: Extensive focus group activity has been conducted by the Director of Learning (Enterprise, Innovation and Aberdeen Futures) as part of the consultation process for the City Campus Futures initiative. The many discussions with both students and staff have each focused on 'atmosphere and culture' within City Campus and consequently a rich pool of information has been derived and discussed with the EAT; information which will not only assist our City Campus Futures ambitions but also activities relating to the College's 'Respect' initiative.

Staff Development Day (29 January 2019): As part of the on-going development of the College 'Respect' activities, the most recent Staff Development Day focused predominantly on training sessions, delivered by external agencies and College staff, which related to both 'Respect' and Mental Wellbeing.

The EAT continues to develop its work on 'Respect' beyond the work noted above. It is currently planning and undertaking a further tranche of activity which will culminate in the launch of a College-wide 'Respect' Campaign for the start of AY2019-20.

Regional Board Strategy Event (24 April 2019): The EAT activities for 'Respect' also include providing an update on progress and plans to the Regional Board.

8. Develop a systematic approach to a "mentally healthy college" and deliver activities to promote wellbeing and good mental health for staff and students.

A project working group, comprising a range of staff and student representatives has been formed and a project title selected, "Mental Health Matters at NESCol".

Using a 'whole-college' approach, the project will focus on promoting positive mental health and wellbeing among staff and student populations by:

- Building COMMUNITY: Via its Student Partnership Agreement, the College has vowed to encourage collaboration between staff and students in all stages of the improvement journey.
- Partnership in LEARNING: NESCol aims to foster connectedness and motivation through the creation of effective student and staff networks and action groups. Via enhanced academic tutoring, flexibility in course design and assessment, and an open and universal approach to supporting the needs of a diverse student body will ensure that students feel able to shape their own learning experience.
- Focus on LIVING: Social, physical and digital environments all bear on mental health. To support this the College will work in partnership with staff and students to regularly review and enhance these environments in order to regulate, support and improve healthy cultures within them.
- Effective SUPPORT: NESCol has recently reviewed and revised its key support services appropriate to the needs of students. The College will commit to regularly reviewing these arrangements to ensure that they meet the needs of staff and students.

WORKING IN PARTNERSHIP

9. Build on the TWO PLUS alliance with RGU to increase impact in our region on widening access, the learner journey, work-based learning and advice and guidance.

NESCol and RGU have each appointed a Two Plus Alliance Co-ordinator. These two key members of staff are working closely together to undertake a significant mapping exercise relating to the current relationship between the institutions. There has been significant change at a senior level in RGU and this has slowed progress on this priority. Commitment to the project remains high and the Steering Group meet regularly with a planned meeting on the Joint Strategic Board scheduled for June 2019.

10. Building on existing practice, maintain strong links with Community Planning Partnerships (CPPs) in the City and the Shire, supporting their key priorities.

The College's work within the region's Community Planning Partnerships (CPPs) continues to grow and stronger links have been established, by NESCol representatives, with the two CPPs. Within Community Planning Aberdeen (CPA) the College has grown its stature as a lead partner and is now represented on CPA's Board (Regional Chair) and Management Group (VP Access, Outcomes & Partnerships); Integrated Children Services Board (VP Access, Outcomes & Partnerships); Innovation and Improvement Faculty (VP Access, Outcomes & Partnerships) and Aberdeen Prospers Group (Director of Business Development).

Although the work of Aberdeenshire Community Planning (ACP) is not as advanced as that of its Aberdeen contemporary, it progresses, as does the College's involvement in it, steadily. The College is represented on ACP's Board (Regional Chair) and on two of the three Local Outcome Improvement Plan (LOIP) groups, namely Tackling Poverty and Inequality and Connected and Cohesive Communities both VP Access, Outcomes and Partnerships).

The College's representation and activity on both the Regional Economic Strategy Group (RESG) and the Regional Learning and Skills Partnership has assisted NESCol to consolidate its position as the Region's College. In addition, NESCol has contributed to discussions, evaluations and activities which have promoted greater 'bridge-building' between the work of the groups whose activities concern both economic development and community planning.

The College has put in place arrangements which allow it to share and consult on its Outcome Agreement (OA) through the CPA Board and Management Group. During 2018 the College shared with all CPA Board and Management partners its OA (2018-19) and Strategic Plan (2018-21), the latter of which was developed after extensive consultation with community planning partners and other stakeholders. The College has extended an invitation to CPA partners to comment on its current OA with a view to considering such feedback when preparing the next iteration of the OA. Discussion papers relating to the College's revised OA are scheduled, as a matter of course, for delivery and discussion within the CPA Board and Management Group's annual programme of business.

The College has, to varying degrees of success, also sought partners in both CPA and ACP to work more collaboratively towards improving attainment rates regionally, including those for learner categories specifically identified with the OA e.g. care experienced; SIMD10 and disabled learners. However, further work is to be undertaken on this and is likely to gain more traction particularly through the ICSB of CPA and the Connected and Cohesive Communities Group of ACP.

11. Provide system leadership, with partners, to the North East Learning and Skills Partnership to support the implementation of the recommendations of the Learner Journey Review and to deliver on the Regional Skills Strategy.

The Regional Learning and Skills Partnership is now formed. Leadership of this initiative is shared with SDS and the group is jointly chaired by NESCol and SDS. Work on the Regional Skills Strategy Action Plan is the current priority but in the next period the group will consider how best to assess and monitor regional progress in relation to DYW. This group will also consider progress toward a range of senior phase collaborative activities, including Foundation Apprenticeships and Campus 6.

12. Develop a refreshed approach to communication with external and internal stakeholders which improves brand awareness and customer relations and which strengthens connections through open dialogue and information sharing.

External stakeholders: It is proposed that a new website be developed which will be fully user-centric and customizable for any individual seeking information from it. It will be responsive, agile and designed for effective display and use on mobile devices e.g. smart phones. The proposed project will focus on the critical areas of web design, usability and search engine optimisation (SEO) in order to increase significantly the College's digital presence and maximise the traffic engaging and re-engaging with the College's site. It is also intended that a new and integrated digital marketing approach will also be developed as a consequence of the website project. This will see the creation of a more connected and 'joined up' College approach to digital marketing and communication through the integration of the new website. At its meeting on 30 January 2019, the Regional Board approved the submission of a bid to the NES FE Foundation to fund the project.

Internal stakeholders: A communications group, led by the Director of Marketing & Communications, has been formed. Ambassadors from each team are currently being recruited who will be responsible for promoting news articles and updating team information on COLIN. The landing page on COLIN has been re-designed and a weekly round-up of news is now issued to staff.

DELIVERING QUALITY**13. Standardise management systems and approaches throughout the new curriculum management structure to support effective leadership, management and performance enhancement.**

Heads of Faculty and Curriculum Managers are developing and applying the processes outlined in the [Faculty Management Framework and Toolkit](#). A recent audit established an acceptable degree of compliance with the implementation of the Framework and Toolkit given it had only been introduced at the start of AY2018-19.

Heads of Faculty are meeting more regularly as a group to discuss with Directors of Learning, the implementation of the College's strategies and objectives and ways in which they can lead on and manage initiatives. These meetings complement the Faculty Area Meetings. Directors of Learning also meet Heads of Faculty on an individual basis and discussions will relate to leadership, curriculum management and performance. Similarly, Heads of Faculty are meeting their Curriculum Managers as a group, then individually to support them in dealing with changes to their role. Promoted staff are also attending training to help develop skills required for their new roles.

14. Create a revised approach to the use of data through effective use of business analytics to support planning for quality enhancement, optimising use of the new HR system.

A Data Dashboard, using Microsoft Power Bi, has been developed to provide live, in year, information to curriculum teams to enable them to review performance and identify early intervention (where appropriate) to improve Key Performance Indicators (KPIs). Incorporation of data in Faculty Framework and self-evaluation templates and reporting also requires promoted staff to use the data to inform discussion and facilitate improvements. The Dashboard is being refined according to feedback from users to ensure it provides the most useful data.

The new HR/Payroll System (ResourceLink) now holds the majority of all staff data, the old system (Teamspirit) is no longer being updated. IT are currently working with ResourceLink to install a connection between the new HR/Payroll System and with other systems that require staff data. In due course, additional management tools will be made available through the MyView Dashboard, including absence reporting, training and regular management information.

15. Prioritise programme design and student support interventions to effect significant improvements in early retention for all courses.

Curriculum Managers have been reviewing programmes of study, and considering how module delivery and course structure impacts on early retention, amending the order of delivery and the timing of key units to help support early stage engagement.

The new 'whole-college' support model was applied from the beginning of AY2018-19 in order to enhance early intervention and support provision for students. However, time was required to implement associated major changes to both support and curriculum roles which meant the intended impact was not achieved this year.

Teaching staff have been working closely with colleagues from the Student Advice Centre to adopt a more planned and targeted approach to the delivery of in-class support aimed at enhancing early retention. Using new online referral forms staff are able to 'commission' in-class support for entire groups of learners as well as referring individuals for one-to-one, out-of-class support sessions.

Academic Tutoring sessions have been embedded within all FE timetables and teaching teams have been encouraged to design bespoke support pathways for all of their learners, that embed opportunities to reflect on progress, discuss challenges and barriers to attendance and develop key 21st century skills.

Attendance and progress patterns of students who disclose having a disability and/or who are Care Experienced are closely monitored by curriculum staff. Students have been offered additional opportunities to meet with either their Academic Tutor, Curriculum Manager or Head of Faculty to discuss the design of their programme and support experiences.

Whilst it is true that there was not universal improvement in early retention across the board in AY2018-19, the College now has in place a robust and sustainable support model, that provides a strong foundation on which to build on. Central to ensuring the

continual improvement of this approach will be the development of Academic Tutors and Managers to ensure that all key staff possess the toolkit required to form effective professional relationships with learners.

BUILDING SUSTAINABILITY

16. Operate an academic year budget which utilises all available budget resources in line with fiscal year cash allocations.

Initial budget set in June 2018 to utilise R-DEL and cash available to the College. Subsequently revised in January 2019, following known and anticipated changes to income and expenditure, to ensure R-DEL and cash utilisation targets are still met.

17. Ensure that the SFC Activity Target (Credits) is met in line with the Regional Outcome Agreement.

Work to improve the College's forecasting model initiated in AY2017-18 has continued in AY2018-19. Improved forecasting led to the earlier identification of the College being unable to meet its SFC Activity Target in AY2018-19. Discussions held early in the new year led to the SFC agreeing to reduce the College's Core Target by 3,000 credits. This agreement requires the College to work with its Outcome Agreement Manager on a plan to restore full-time enrolments to support achievement of the Activity Target in future years.

In order to ensure that the Credits target is achieved in future years, it is vital that the College is able to gain a better understanding of the factors that may be impacting on demand, especially for full-time programmes. As such at a recent meeting, the Regional Board supported the commissioning of a data research project to fully explore recent recruitment trends.

In addition to this, the Curriculum & Quality Action Team is co-ordinating the development of a Recruitment Strategy to halt the decline and increase full-time enrolments in AY2019-20, and to ensure there are effective links between curriculum planning, marketing, and admissions processes. All faculties are currently considering the recruitment challenge in a number of ways: under-utilised capacity; unmet demand; resources – physical & staffing; new provision; and organic growth (progressing students).

18. Address backlog maintenance in line with available resources.

SFC funding to address high/very high priority maintenance fully utilised in 2018-19, plans currently being considered to utilise 2019-20 allocation. This, however, continues to fall significantly short of identified backlog requirements.

19. Develop a new Estates Strategy.

Work continuing to gain Regional Board, staff and student feedback to assist in shaping Estates Strategy in line with available resource to address backlog maintenance and future development of estates. Options for all sites under consideration with expectation that new Strategy will be approved by the Regional Board in June 2019.

20. Create a new, successful IT service model, with the ambition of delivering an improved service with the customer experience at its core.

The following key developments and activities have been undertaken to date in AY2018-19:

- IT service insourced 01 September 2018 following 10 years with RM Education, with staff successfully TUPE transferred into NESCol.
- New IT Helpdesk and Feedback Tool launched September 2018 (customer satisfaction at 94%).
- Redesigned ITTS Team presence on staff intranet, [COLIN](#), to inform and support users.
- Rebranded the ITTS Team with new logo, signage, reception and helpdesk area.
- New [IT Strategy](#) approved by Regional Board in December 2018, with focus on people and how the ITTS Team Engage, Provide, Support and Develop.
- Formal procedure with the Student Helpdesk and College IT Team created to improve communication, escalations and overall service.
- All Team policies and processes reviewed and a new ITTS Hub on SharePoint created to store and share all Team information.
- Membership of IT Action Team (ITAT) widened to include all Directors of Learning, and ITAT annual programme of business produced to support activity.
- Attendance at Facilities User Groups and Student Class Rep groups to develop user engagement.

- Management Dashboards introduced to support users: KPI Dashboard; Print Dashboard; IT Dashboards.
- IT staff passed ITIL Service Management Foundation training.
- Several initiatives to support Information/Cyber Security established, including the Keep it Safe awareness raising campaign; Staff Training; new Information Security Policy and achievement of Cyber Essentials accreditation (currently undertaking CE+) an enhanced standard.
- Business Analysis introduced as a service to support high quality effective developments and outcomes.



REGIONAL BOARD	
Meeting of 13 March 2019	
Title: Environmental and Sustainability Annual Report	
Author: Peter D Smith, Vice Principal Finance & Resources	Contributor(s): Gillian Forshaw, Environmental & Sustainability Manager
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input checked="" type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to consider the College's Environmental and Sustainability Annual Report AY2017-18.	
Linked to Strategic Goal:	
5. Optimise the use of our available resources to deliver financial and environmental sustainability.	
Linked to Annual Priority:	
Executive Summary: The Report attached as Appendix 1 provides details of the College's progress throughout AY2017-18 with regard to environment and sustainability performance.	
Recommendation: It is recommended that the Board discuss the Annual Report.	
Previous Committee Recommendation/Approval (if applicable): None	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input checked="" type="checkbox"/>
Evidence:	

Environmental and Sustainability Annual Report

1. Introduction

- 1.1. The purpose of this report is to provide the Regional Board with information relating to environmental and sustainability performance in North East Scotland College for the academic year 2017-18.

2. Background and Context

- 2.1. Since its creation by merger in November 2013, North East Scotland College has continued to build on the progress of its predecessor colleges in reducing carbon emissions and reducing our negative impact on the environment. It has for many years held British Standards Institute (BSI) accreditation in Environmental Management (ISO 14001) and Energy Management (ISO 50001).
- 2.2. The College was an early signatory to the Universities and Colleges Climate Commitment for Scotland and participates in mandatory climate change reporting under the Climate Change (Scotland) Act 2009.
- 2.3. From the original baseline data extracted for the former Aberdeen College and utilised for our current Carbon Management Plan (CMP) encompassing all current campuses, a clear reduction in carbon dioxide emissions can be demonstrated. All data is now taken from meter readings and a sophisticated energy management system, so we are no longer dependant on estimated billing information for some campuses. In addition to this we now receive tonnage reports for all waste uplifts.

3. BSI Accreditation

3.1. Bsi EMS ISO14001:2015 Accreditation

- 3.1.1 Throughout 2018, the College underwent 4 days of external audits, carried out by BSI, against the ISO14001:2015 standard. All audits carried out were extremely successful with no noted non-conformities or observations noted against the College. Once again this puts the College at the forefront of such standards within the further and higher education sectors throughout the UK.

- 3.1.2 The areas assessed throughout audit process were: -

- Waste Management
- Environmental Aspects and Impacts
- Communication
- Compliance Evaluation
- Audits
- Corrective Action
- Preventive Actions

- Management Review
- Objectives
- Targets
- Legal and other requirements
- Competence and training
- Contractors
- Operational Control Procedures
- Staff Development
- City Campus Site Tour
- Altens Campus Site Tour
- Fraserburgh Campus Site Tour
- Key internal and external factors
- Interested Parties
- Scope
- Continual improvement
- Leadership and commitment
- Roles and responsibilities
- Environmental Policy
- Risks and opportunities.

3.1.3 The next scheduled audit will take place over the course of 2 days in March 2019. The College is fully prepared and up to date for this forthcoming visit.

3.2. BSI ISO 50001 - Energy Management System

3.2.1 ISO 50001 is an energy management systems based on the management system model of continual improvement also used for other well-known standards such as ISO 9001 or ISO 14001. This makes it easier for the College to integrate energy management into their overall efforts to improve quality and environmental management. The framework of 50001 provides the College with a tool to deliver this improvement whilst maximising potential opportunities and implementing changes to operations and behaviours.

3.2.2 In January 2018 and February 2019 the College was, once again, successfully assessed against the Energy Management System BSI ISO50001 with no noted non conformities or observations. This standard was achieved within less than one year from first registration and within less than 2 years of implementation and is proving to be very well established. At present, no other further or higher education establishments in Scotland hold the standard through BSI.

3.2.3 The main College objectives through implementing the Energy Management System 50001 are to: -

- Proactively respond to government and sector led carbon reduction programmes
- Minimise the risk to future operations

- Adopt a formal structure to better manage energy consumption and achieve greater energy savings.

3.2.4 The areas assessed throughout the audit process were:

- Scope and Policy
- Leadership and commitment
- Energy Reviews
- Legal and other requirements
- Compliance evaluation
- Control of documents and records
- Objectives, monitoring and measurement
- Management Review
- Energy baselines
- KPI's
- Internal Audits
- Internal Evaluations
- Implementation and operation
- Operational control
- Design and procurement
- Policies and procedures
- Non conformity and corrective action
- Continual improvement
- Site Visit of City Campus
- Site visit of Fraserburgh Campus
- Site visit of Altens Campus.

3.2.5 Due to the nature of energy improvements, and meeting such related targets, the ISO50001 System is externally audited on an annual basis throughout the course of two days. The next audit is scheduled for February 2020. This will be a transition audit to verify progress towards transition to 50001:2018.

3.3 Continuing Commitment

3.3.1 North East Scotland College has fully committed itself to achieving and maintaining the standards ISO 14001 and ISO 50001. The results of these commitments are evident through the external audit process with the college constantly achieving outstanding audit reports with no noted observations, non-conformities or actions to report. Reports of this standard reflect on the highly effective work that is carried out throughout the College campuses.

3.3.2 North East Scotland College is leading the way, and is at the forefront, of the attainment of such standards throughout Scotland and the UK within both universities and colleges.

3.3.3 The implementation of the standards ensures the College not only meets but exceeds all associated legislation and continues to demonstrate best practice in all areas of environmental sustainability and energy management.

3.3.4 The College will continue to maintain the standards at this exemplary level ensuring that we continue to be leaders throughout the sector.

4. Climate Change (Scotland) Act 2009

4.1. The Climate Change (Scotland) Act 2009 introduced mandatory climate change reporting for all public bodies, including colleges and universities. Following a trial year in 2014-15, the first full year of reporting covered, for colleges, AY2015-16. The return supersedes the former Universities and Colleges Climate Commitment for Scotland (UCCCfS) reporting undertaken in conjunction with EAUC.

4.2. The College submitted its latest report on time, in September 2018. The template includes mandatory questions on: -

- Governance, Monitoring and Strategy;
- Corporate Emissions, Targets and Project Data;
- Adaptation; and
- Procurement.

There is also a recommended section of the template outlining wider influences, including: -

- Policies and Actions to Reduce Emissions;
- Partnership Working;
- Communications and Capacity Building; and
- Other notable activity, including Food and Drink, Biodiversity, Water, Procurement and Resource Use.

5. Carbon Management Plan

5.1. The Carbon Management Plan 2015 (CMP) remains as the College's most up to date working document as this is a 5 year plan. North East Scotland College will be in a position to set new targets for 2020 when the current Carbon Management reporting timescales will come to an end. Targets will be based on accurate data further supported with the new energy management system and building management system.

5.2. North East Scotland College calculates its greenhouse gas emissions on an annual basis. These findings are reported as part of the Carbon Management

Plan. Despite many changes within the estate having negative impacts, including the merger that occurred after the baseline data was set, the College continues to reduce its total carbon footprint through many initiatives driven by the ISO14001 and ISO50001 Standards. Progress since 2010/11 is shown in Table 1 below: -

Table 1: CO₂ Emissions

Reference Year	Year	Scope1	Scope2	Scope3	Total	Units	Comments
Baseline carbon footprint	2010/11	2174.5	1656	265	4096	tCO ₂ e	Excludes Business, staff and student travel.
Year 1 carbon footprint	2011/12	2168.14	2080	277	4525	tCO ₂ e	
Year 2 carbon footprint	2012/13	1986.95	2176	270	4433	tCO ₂ e	
Year 3 carbon footprint	2013/14	2381.71	2549	268	5199	tCO ₂ e	
Year 4 carbon footprint	2014/15	2370.6	2634	294	5299	tCO ₂ e	
Year 5 carbon footprint	2015/16	1853.73	2542	361	4757	tCO ₂ e	
Year 6 carbon footprint	2016/17	1849.33	1891	283	4023	tCO ₂ e	
Year 7 carbon footprint	2017/18	1967.92	1365	107.16	3440	tCO ₂ e	

Scope 1 refers to gas use, oil use and car mileage.

Scope 2 refers to electricity use

Scope 3 refers to all waste types, including general and recyclates, and water use.

6. Future Proposal Aberdeen Heat and Power (AHP) – District Heating/Combined Heat and Power

6.1. As a follow on to a district heating connection and as part of the plan to meet the growth in Aberdeen City Council’s domestic heat load upgrading in the Gallowgate area, AHP propose to install in a 1MW [electrical output] CHP generator in the College boiler house to supply electricity to the Aberdeen City Campus at rates that will also guarantee an electricity cost saving.

- 6.2. AHP propose to supply heat tariff rates which will provide a heating operating cost saving when compared to the most competitive alternative gas heating arrangement and tariff.
- 6.3. AHP also propose to enter into a long term lease arrangement with the College to take full responsibility for the operation and maintenance, repair and replacement of the Aberdeen City Campus boiler house to be used in a heating standby/back-up role.
- 6.4. The reduction in carbon monoxide emission by connection to the district heating system when compared to gas heating is estimated at 84% or approximately 674 tonnes per annum for the supply of heating. This will ensure the College exceeds all Carbon Footprint targets set.
- 6.5. The connection to district heating and boiler house adaptation to CHP operation can be carried out without disruption to normal College activities. The timescale for heating connection implementation is 6 months from an agreement to proceed.

7. Summary and Conclusion

- 7.1. North East Scotland College continues to be a leader and innovator in environmental and sustainability issues and continues to make progress year-on-year towards its own sustainability targets.
- 7.2. The College contributes well to national and international goals.
- 7.3. For the future, the College has already identified areas where it can make significant positive impact in the area of environmental sustainability.

Peter Smith
Vice Principal Finance & Resources

Gillian Forshaw
Environment & Sustainability Manager



REGIONAL BOARD Meeting of 13 March 2019	
Title: Outcome Agreement Funding for Colleges – Indicative Allocations for 2019-20	
Author: Peter D Smith, Vice Principal Finance & Resources	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input checked="" type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to consider the impact of the Scottish Funding Council's (SFC) announcement of indicative outcome agreement funding for academic year 2019-20.	
Linked to Strategic Goal:	
5. Optimise the use of our available resources to deliver financial and environmental sustainability.	
Linked to Annual Priority:	
16. Operate an academic year budget which utilises all available budget resources in line with fiscal year cash allocations.	
Executive Summary:	
<p>The paper attached as Appendix 1 summarises the impact on the College of the various elements of college funding, as detailed in SFC announcement SFC/AN/05/2019.</p> <p>Student activity levels remain unchanged from AY2018-19, with core teaching funding also remaining unchanged, excepting for an uplift to meet nationally-negotiated pay harmonisation.</p> <p>Capital funding has been reduced by £153k.</p> <p>More detail on the implications is contained within the Appendix.</p>	
Recommendation:	
It is recommended that the Board discuss the SFC announcement and the implications for the College.	

Previous Committee Recommendation/Approval (if applicable):

None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Outcome Agreement Funding for Colleges – Indicative Allocations for 2019-20

1. Introduction

- 1.1. This paper summarises the impact on North East Scotland College of the announcement by the Scottish Funding Council (SFC) of indicative funding for Academic Year 2019-20.

2. Background and Context

- 2.1. SFC published “SFC/AN/05/2019 Outcome Agreement Funding for Colleges – Indicative Allocations for 2019-20” on 28 February 2019. The full circular is available [here](#).
- 2.2. The circular gives details on the background to the SFC’s decisions with regard to funding based on the Scottish Budget position and the overall funds available to the sector, along with indicative allocations at college level for Teaching Resource (including national bargaining costs), Student Activity Targets, Early Learning and Childcare (ELC), European Social Fund (ESF), Flexible Workforce Development Fund (FWDF), College/University Articulation, Student Support funding, Strategic Funds, Mental Health Support, Free Sanitary Provision, and Capital Funding. The principal areas that directly affect the College’s financial forecast are discussed further below.

3. The Scottish Budget and Overall Funds Available for the College Sector

- 3.1. Based on the Scottish Budget, which is set for the Financial Year (FY) April 2019 to March 2020, the circular advises: -

“The Further Education (FE) Resource budget for FY 2019-20 was announced as £606.5 million; an £18.3 million (3.1%) increase from FY 2018-19.

The College Capital budget was announced as £47.6 million; a £29.1 million decrease. This budget includes a funding commitment of £22.7 million to complete Forth Valley College’s new estate project.

In setting SFC’s indicative Academic Year (AY) revenue budget for 2019-20, we span two Financial Years (FYs) 2019-20 and 2020-21. We do not have any information on the Scottish Government’s plans for FY 2020-21 and beyond, and as such have planned on the basis of flat cash. On that basis, SFC has set a College revenue budget for AY 2019-20 of £609.6 million ... which represents an increase of c. £10 million (1.7%) compared with AY 2018-19. (This is the FY budget converted to an AY budget, taking account of the proportion of the FY 2019-20 budget that is already committed to AY 2018-19.”

- 3.2. This has resulted in the following "key points": -
- *“Teaching funding has been increased to meet the identified national bargaining harmonisation / job evaluation costs – an increase of c.£10 million.*
 - *Student activity (credit) targets are unchanged from AY 2018-19.*
 - *Student support funding has increased by c.£7 million to allow colleges to further implement the recommendations of the Review of Student Support.*
 - *Strategic funding has decreased by c.£6 million.*
 - *Capital funding has decreased by c.£29 million, partly due to the phasing of the investment in Forth Valley College’s new Falkirk campus (which is due for completion in 2019-20).”*

4. Teaching Funding and National Bargaining Costs

- 4.1. The increase to Teaching Funding of £10.1M is set against the increased staff costs as a result of nationally-negotiated pay harmonisation. For NESCol, this amounts to an additional £249,195. In our five-year financial forecast, we had already assumed concomitant increases in income and expenditure for this. Note that there is no additional allocation from SFC for any cost-of-living pay awards. As per our financial forecast, we have provided for these by making efficiencies across the College.

5. Student Activity Targets

- 5.1. The overall core activity target for the sector remains at 1,694,354 Credits, with NESCol’s share remaining at the original 2018-19 level of 133,070 Credits. This has already been assumed in our forecast.

6. Early Learning and Childcare

- 6.1. Total ELC Credits for the sector remain unchanged at 50,665. For NESCol, our total is also unchanged at 3,140 Credits, of which 250 Credits are for Professional Development Awards and 2,890 are for HNC’s. All ELC Credits are part of our total core Credit target.

7. European Social Fund

- 7.1. The sector sees a slight decrease of 685 Credits in ESF Credits to 50,119 Credits. For NESCol, the only change is a reduction of 33 ESF Credits, although the funding attached to this has slightly increased by £4,089 to £628,374.

8. Flexible Workforce Development Fund

- 8.1. This remains at £10M for the sector. Individual college allocations have not yet been made; however, it would seem reasonable to assume that where a college has met its 2018-19 target, this will be repeated in 2019-20.

9. College/University Articulation Places

- 9.1. SFC has confirmed that no changes are proposed for the scheme in 2019-20, with 75% of additional articulation funding to be transferred from universities

to colleges. This is reflected in our current agreement with Robert Gordon University.

10. Student Support Funding

10.1. Sector student support funding has been increased by £6.9M to £122,780,160. This is specifically to address the outcomes of the independent review of student support funding. Accordingly, NESCol's allocation has increased by £688,031 to £8,998,667.

11. Capital

11.1. Sector capital funding available for distribution to colleges has been significantly reduced from £39.4M in 2018-19 to £21.0M in 2019-20; however, as a result of targeting a significant proportion of funding to high priority maintenance, the allocation to NESCol has only reduced by £153k to £2.308M.

11.2. In order to utilise this funding in accordance with the SFC "high priority maintenance" criteria, Board will recall the College decision to utilise the 2018-19 allocation as part of our backlog maintenance budget. In order to meet these criteria in 2019-20, this will again likely be the best route to utilise the allocation.

12. Financial Implications

12.1. These are as discussed above.

13. Risk Commentary

13.1. There is clearly a risk in that these remain indicative allocations. Changes to the Scottish budget, for example as a result of the UK's EU withdrawal, could still have an impact on the final allocation. The total currently announced as allocated to NESCol is close to that assumed in our financial forecast so any negative deviation from this may affect our ability to continue to deliver services in their current format.

14. Summary

14.1. The effect on NESCol of the announcement is summarised in the following table: -

Funding / Activity Element	2018-19	2019-20	Difference	Comment
Core Teaching	£32,009,077	£32,258,272	+£249,195	All for pay harmonisation
ESF Teaching	£624,285	£628,374	+£4,089	
FWDF	£1,123,000	£1,123,000	-	Assumed – no change
Capital	£2,460,842	£2,308,000	-£152,842	
Total SFC College Funding	£36,217,204	£35,317,646	+£100,442	
Articulation	£211,165	£211,165	-	From RGU – no change
Student Support	£8,310,636	£8,998,667	+£688,031	
Core Credits (Childcare)	133,070(3,140)	133,070(3,140)	-	
ESF Credits	2,460	2,427	-33	
Total Credits	135,529	135,496	-33	

15. Conclusion

- 15.1. The indicative allocation retains activity levels at that for 2018-19, with funding increased to meet the cost of nationally-negotiated pay harmonisation; however, there is no similar uplift for cost-of-living pay awards.
- 15.2. Capital funding has reduced by £153k and, in the main, remains targeted to high priority maintenance.
- 15.3. Overall, the allocation is close to that assumed in our current financial forecast and we will continue to refine our assumptions and projections to enable us to approve a balanced budget position at the Board meeting in June 2019.

Peter D Smith
Vice Principal Finance & Resources
05 March 2019



REGIONAL BOARD Meeting of 13 March 2019		
Title: The Prevent Duty		
Presenter: Peter D Smith, Vice Principal Finance & Resources	Author: Robin McGregor, (Enhancement, Support and Fraserburgh Futures)	Contributor(s): Susan Webster, HR Manager (Organisational Development)
Type of Agenda Item:		
For Decision	<input type="checkbox"/>	
For Discussion	<input type="checkbox"/>	
For Information	<input checked="" type="checkbox"/>	
Reserved Item of Business	<input type="checkbox"/>	
Purpose: To present to the Regional Board information on the College's compliance with the Prevent Duty and the approaches taken to ensure compliance.		
Linked to Strategic Goal:		
Linked to Annual Priority:		
Executive Summary: The Counter-Terrorism and Security Act 2015 placed a legal requirement upon North East Scotland College to "have due regard to the need to prevent people from being drawn into terrorism". The requirement became effective on 21 September 2015. This is known as 'the Prevent Duty'. Information on the College's compliance with the Prevent Duty and the approaches taken to ensure compliance is given in Appendices 1 & 2 of this paper. Appendix 3 of this paper provides information on the creation of a Scottish 'Prevent Delivery Plan' and on work being undertaken to develop Sector Delivery Plans, including a specific Plan for further and higher education, in response to the publication of CONTEST 3.0 in June 2018.		
Recommendation: It is recommended that the Board note the information provided.		
Previous Committee Recommendation/Approval (if applicable): None		
Equality Impact Assessment:		
Positive Impact	<input type="checkbox"/>	
Negative Impact	<input type="checkbox"/>	

No Impact



Evidence:

The Prevent Duty

1. Introduction

- 1.1. The Counter-Terrorism and Security Act 2015 placed a legal requirement upon North East Scotland College to "have due regard to the need to prevent people from being drawn into terrorism", which became effective on 21 September 2015. This is known as 'the Prevent Duty'.
- 1.2. The purpose of this report is to provide information to the Regional Board on work undertaken by the College to meet its responsibilities relating to the Prevent Duty.

2. Background

- 2.1. The College has well-established arrangements, which have been reported to and considered by the Regional Board.
- 2.2. Information was first provided to the Regional Board at a meeting in December 2014, where Police Scotland provided a presentation on 'CONTEST', the Government's counter-terrorism strategy.
- 2.3. There are 4 strands to CONTEST, these are:
 - PREVENT - to stop people becoming terrorists or supporting violent extremism;
 - PURSUE - to stop terrorist attacks through disruption, investigation and detection;
 - PREPARE - where an attack cannot be stopped, to mitigate its impact;
 - PROTECT - to strengthen against terrorist attack, including borders, utilities, transport infrastructure and crowded places.
- 2.4. CONTEST delivery groups have been established across Scotland on the basis of one group for each division of Police Scotland. Organisations participating in these groups include: colleges, universities, NHS Boards, local authorities, Police Scotland, Scottish Fire and Rescue Service and Scottish Prison Service.
- 2.5. The College is a member of the CONTEST group for North East Scotland, which encompasses the areas of Aberdeen City, Aberdeenshire and Moray Councils. The CONTEST group meets quarterly; meetings are chaired and facilitated by Police Scotland.

3. Prevent Duty Guidance

- 3.1. The Scottish Government issued guidance in March 2015 that is to be followed by public authorities that fall within the scope of the Act.
- 3.2. There are general duties which apply to each public authority including:
 - having mechanisms for understanding the risk of radicalisation;

- ensuring staff understand the risk and building the capabilities to deal with it;
- communicating and promoting the importance of the duty;
- ensuring staff implement the duty effectively ;
- linking in to the single national strategic lead for Prevent in the sector, institution or organisation;
- demonstrating evidence of productive co-operation in local CONTEST and Prevent delivery arrangements;
- providing frontline staff who engage with the public with an understanding of what radicalisation means and why people may be vulnerable to it;
- informing staff of the measures that are available to prevent people from becoming drawn into terrorism and how to access support for people who may be being exploited by radicalising influences;
- providing appropriate training for staff involved in the implementation of the Prevent Duty.

3.3. The Scottish Government has provided guidance on the specific duties placed upon colleges. These duties are summarised under the headings of:

- external speakers and events;
- leadership;
- staff training;
- safety on-line;
- welfare and pastoral care; and
- monitoring and enforcement.

3.4. A statement of the actions taken by the College to fulfil these specific duties is given in Appendix 2.

3.5. Police Scotland has confirmed to the College that we are seen as an exemplar of good practice in addressing both general and specific Prevent duties.

4. The College's Approach

4.1. The College has shared its policies, procedures, self-assessment materials and position statement on radicalisation with members of CONTEST groups. Close co-operation between public authorities has been a feature of the work of the CONTEST groups.

4.2. The College's approach is based on treating 'radicalisation' as a 'vulnerability' and embedding the Prevent Duty in day-to-day operations as part of 'safeguarding' procedures, which are in place to protect young people and vulnerable adults.

4.3. Information has been provided to the Regional Board at previous meetings on the actions taken by the College to ensure compliance with

the Prevent Duty and demonstrate that best-practice guidelines were being followed.

5. Current Position

- 5.1. The College's policies and procedures in relation to the Prevent Duty have been reviewed and updated (minor changes have been made, which reflect changes in staffing structures and responsibilities).
- 5.2. Guidance available from the UK Government, Scottish Government and other bodies has not changed in the past year. The College continues to follow central authorities' guidance.
- 5.3. Since March 2018, the College made 50 formal safeguarding referrals, of which none was related to the Prevent Duty.

6. Recommendation

- 6.1. It is recommended that the Regional Board note the information provided in this report.

Prevent Duty Position Statement – March 2019

Context

- Scottish Government guidance on the Prevent duty for further education colleges was issued on 21 September 2015. The UK Government, the Association of Colleges and the Collab Group (formerly the 157 Group) also issued guidance in 2015. These guidance documents remain current.
- This document measures progress in the areas noted in the guidance.

External Speakers and Events

- Procedure for approval of 'external speakers' has been revised to address Prevent Duty.
- Procedures for approval of letting College premises have been revised to address Prevent Duty.
- Project Griffin training provided to cleaning, janitorial and security staff.
- Terms of an information sharing protocol relating to Prevent have been agreed with Police Scotland, signing version awaited from Police Scotland.

Leadership

- Regional Board has received briefings on Contest and the Prevent Duty.
- Vice Principal (Finance & Resources) has overall responsibility for Prevent Duty.
- College Prevent Group established to co-ordinate arrangements within the College (Vice Principal Finance & Resources, Director of Learning, and Support, HR Manager (Organisational Development)).
- ASET Chief Executive briefed and ASET has implemented variant of College action plan. ASET Directors briefed in September 2015.

Staff Training

- Five College staff initially trained as trainers to cascade to College staff, however three of these staff have now changed roles.
- 89% of staff have, to date, attended a WRAP Workshop, however, over 50% of those who have not attended joined the College since the last WRAP session was offered during the induction programme at the start of the academic year. This means that 95% of long serving staff have been trained.
- Training forms part of induction process for new staff, which will cover those not yet trained, with a new programme of training planned for March – May 2019.
- Training undertaken by ASET staff. Training forms part of induction process for new staff, which will cover those not yet trained.
- College is a member of the Grampian Prevent Delivery Group.
- PREVENT training information available online via Blackboard and COLin.

Safety online

- Acceptable Use Policies for students and staff address the 'Prevent Duty'.
- IT systems require users to confirm agreement to relevant Acceptable Use Policy. Summary version has been developed and made more visible to users.
- Web filtering software (BLOXX) operates to prevent access to inappropriate content (as defined in Acceptable Use Policies).
- Audit log of attempts to access blocked sites reviewed by Head of Student Services.

Welfare and pastoral care

- Statement on radicalisation has been adopted.
- Academic Tutors and Student Advice and Support staff provide wellbeing support.
- Access to and management of 'quiet rooms' have been reviewed.
- Safeguarding policies and procedures have been reviewed and new online referral forms are available to all staff.
- Link made with University of Aberdeen regarding chaplaincy services.
- Referral process have been established with Police Scotland.
- Director of Learning (Enhancement, Support and Fraserburgh Futures) is single point of contact (SPOC) with Police Scotland.
- 'Prevent Duty' resource area established on the staff intranet (COLin)

Monitoring and enforcement

- Statement on radicalisation has been adopted.
- NESCol actions benchmarked using self-assessment toolkits.
- Grampian Prevent Delivery Group established (NHS Grampian leading on this) and endorsed by local Community Planning Partnerships and the Grampian Local Resilience Partnership.
- Terms of an information sharing protocol relating to Prevent have been agreed, signing version awaited from Police Scotland.
- Procurement arrangements discussed with Police Scotland. A separate information sharing protocol has been established to allow approved College supplier listing to be shared with Police Scotland for review against intelligence on radicalisation and serious organised crime. Data reviewed every 2 years, latest review in January 2018.
- The College Prevent Group has reviewed the effectiveness of policies and procedures related the Prevent Duty (interim review at mid-academic year, full review at year end).

Other Matters

- Project Argus – Senior Management and Leadership team training has taken place.
- Project Griffin – janitors, security guards and cleaners have been trained (5 new starts to be trained in March 2018).
- Actions relating to the Prevent Duty are linked to the wider duty of care on the College in relation to the 'crowded places sector' and the Counter Terrorism Protective Security Advice for FE issued by the National Counter Terrorism Security Office. Student and staff awareness of this advice is maintained via BlackBoard, MyNESCol (student intranet) and COLin (staff intranet), along with publicity on College information screens in public areas.
- The development of a Graduated Security Plan (GraSP), which will sit alongside the College's Business Continuity Plan, is currently being considered. The GraSP identifies protective security measures for four categories – People, Physical assets, Information, and Processes – against the UK Alert Status Levels of Normal, Heightened and Exceptional.

Actions

- Continue to review arrangements against Prevent self-assessment toolkits.
- Continue to review Counter Terrorism Protective Security Advice self-assessment.
- Continue programme of staff training.
- Continue to reinforce safeguarding and safety advice to students and staff.
- Information Sharing Protocol relating to Prevent to be signed (final version to come from Police Scotland).

Prevent Delivery Plan for Sectors

Scottish Delivery Plan

CONTEST 3.0 brought about a change of direction for Prevent, with a renewed focus on safeguarding. This has resulted in bringing the UK CONTEST strategy and the delivery of Prevent in Scotland into closer alignment. The UK Government will also focus on the 'known threat', though our focus will remain on building cohesive communities to stop divisive ideology spreading.

We have developed a Scottish 'Prevent Delivery Plan' and have identified success measures for the 3 overarching strategic objectives of Prevent. This represents a continuation of work that is already ongoing, but also helps us to assess our priorities and consider where improvements can be made.

	Tackle the Causes	Safeguard and Support	Enable rehabilitation	Cross-cutting
Success measures	Support and promote inclusive, resilient communities where terrorist narratives do not resonate.	Safeguarding policies and procedures take account of Prevent referral processes.	Safeguard vulnerable individuals returning from Syria and Iraq who decide to locate in Scotland.	Performance monitoring.
	People feel a sense of belonging, built upon fundamentals of equality and empowerment.	Partners receive relevant briefings on threat, risk and vulnerability and share info appropriately.	Prevent referral processes incorporated into bespoke prison rehabilitation programmes as appropriate to enable all individuals to reintegrate into society.	Transparency and communication.
	Provision of safe spaces (including online) where difficult issues can be debated and challenged.	Partners understand Prevent is a shared responsibility and take ownership of delivery within their own organisation.		Training.
	Encourage the use of responsible, consistent language.	Sectors engage with multi-agency structures to ensure a partnership approach.		Guidance.
	Community engagement promotes Scottish approach and delivers safeguarding message.	Partners have the capability to deliver against shared Prevent objectives.		
		A Prevent case management process ensures early identification of vulnerability.		
PPC case conferences provide multi-agency response to vulnerability.				
	Range of specialist intervention providers can support individuals.			

This provides an overall framework for Prevent delivery in Scotland, taking into account the new objectives from CONTEST 3.0. This should not be considered an exhaustive list of everything that should be delivered in Scotland.

Sector Delivery Plans

Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain authorities, listed in Schedule 6 to the Act, to have, in the exercise of their functions, “*due regard to the need to prevent people from being drawn into terrorism*” (the Prevent Duty). In order to support authorities, and to ensure we are helping to guide and support this work, we propose that sector leads for Local Authorities, Prisons, Police, NHSScotland, Independent Schools, Further Education and Higher Education (as well as the MOD/ military, if possible) all **produce their own DRAFT, high level sector delivery plans to bring to the next Prevent sub group on 4 February 2019**.

This would mean **one delivery plan for each sector**. Sector leads should link in with their sectors through established working groups and networks to identify the overall strategic framework for delivery in 2019-2020. This should be light touch. The sector delivery plans should link in with the overall strategic objectives of Prevent (above) and should take into account the Prevent Duty. Progress, risks and challenges in relation to the sector delivery plans should be reported quarterly through sector dashboards.

We do not propose to be prescriptive regarding the format or content of the plans, and each sector has the discretion to work with their group to develop these in a way which suits them.

We are also not proposing that all institutions/ organisations need their own individual plans. However, work by each institution/ organisation should be done in line with the overall sector plan which, in turn, links in with the overall Scottish objectives for Prevent. Therefore, sectors may find individual plans to be useful.

We anticipate that this will provide an overarching strategic framework for Prevent delivery across Scotland. We recognise that sectors are unique and within each sector institutions/ organisations are different, but we want to ensure that we are all working towards the same overall aims in a more robust and cohesive way.

Considerations:

- What does the sector need to do to assure itself that it is compliant with the Prevent Duty?
- What are the main risks/vulnerabilities in your sector? (*if you do not know, this could be something that is added to your overall plan*)
- Which aspects of the Scottish delivery plan are directly relevant to your sector?
- What are realistic, high level milestones that can be achieved in 2019-2020?
- What is capacity and resource within the sector to deliver this?
- What support is available/ do you need from Scottish Government?

Why we are doing this:

Moving forward to next year we need to think about how we can improve on the good work already done, and how we can maintain and improve on what we deliver across Scotland.

We have always had safeguarding at the heart of our delivery of Prevent, but we now need to move forward and react to the new and sustained threats across the UK. To ensure that we continue to deliver Prevent in the way that best fits the unique picture in Scotland, we need to ensure that we all work towards the success measures for Scotland. As a product of this we can also enhance accountability and performance reporting on Prevent through the use of the Dashboard and Governance structures.

How will Scottish Government support you:

Sector leads will be in contact to discuss these plans with you:

- Stuart – Police and Local Authorities
- Samantha – Education (Independent Schools, Further Education and Higher Education)
- Paul – Scottish Prison Service, NHS, MOD/,military

We are not providing a template for this. We are, however, happy to share our work plan template with you if that would be useful.

Scottish Government will also produce a Delivery Plan for cross-cutting issues, including:

- Performance monitoring;
- Transparency and communications;
- Training; and
- Guidance.



REGIONAL BOARD	
Meeting of 13 March 2019	
Title: Internal Audit Contract	
Author: Peter D Smith, Vice Principal Finance & Resources	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To advise the Regional Board of the tendering process to provide an internal audit service to the College, including subsidiaries, from 01 August 2019.	
Linked to Strategic Goal:	
5. Optimise the use of our available resources to deliver financial and environmental sustainability.	
Linked to Annual Priority:	
Executive Summary: Attached as Appendix 1 is a report providing information pertaining to the procurement of the College's internal audit contract for period 01 August 2019 to 31 July 2022.	
Recommendation: Paper is provided for information.	
Previous Committee Recommendation/Approval (if applicable): n/a	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input checked="" type="checkbox"/>
Evidence:	

Internal Audit Contract

1.0 INTRODUCTION

1.1 This paper advises the Regional Board as to the approach taken in re-tendering the College's contract for internal audit services.

1.2 It is for information.

2.0 BACKGROUND

2.1 The College and its subsidiaries currently employ a number of financial audit services:

2.1.1 **Annual External Audit of the College's published financial statements.** External auditors are appointed by Audit Scotland and the service is currently provided by Ernst & Young, who will shortly start the third year of their 5-year engagement.

2.1.2 **Annual External Audit of the College's wholly owned subsidiary undertakings.** As a limited company, Aberdeen Skills and Enterprise Training Limited's (ASET) auditors are appointed at general meeting. At the Annual General Meeting of 21 February 2018, approval was given for the Audit & Risk Committee of North East Scotland College to appoint auditors for the period to 31 July 2020. Henderson Loggie were subsequently appointed to that contract. While, as a dormant company, Clinterty Estates Limited does not require to be audited, Henderson Loggie are also contracted by the Company's Directors on an annual basis to prepare and submit dormant accounts for the Company.

2.1.3 **Internal Audit Service.** In accordance with the College's Financial Memorandum with the Scottish Funding Council (SFC), the College must appoint an internal auditor to provide assurance to the governing body. The College includes ASET within these arrangements. The current contract with Wylie Bisset expires at the conclusion of the 2018-19 internal audit schedule.

2.1.4 **Audit of SFC Student Activity and Student Funding returns.** In accordance with SFC requirements, these returns must be subject to independent audit. Colleges typically include this as part of the internal audit contract, or occasionally add to the work of external audit. North East Scotland College has, for many years, contracted this work to Henderson Loggie.

3.0 APPROACH

3.1 In my approach to re-tendering the internal audit contract, I have considered a number of factors:

- The number of high or medium recommendations from recent internal audit assignments is low, demonstrating a strong controls and robust governance. Taking a risk-based approach, it is appropriate to consider a reduction in the number and frequency of internal audit assignments.
- The College has several alternative means of gaining assurance, including Education Scotland engagement, the independent review of governance, external audit, BSI compliance in estates, energy and environmental management, independent assessment to achieve Cyber-Essentials Plus accreditation, and our own internal programme of value-for-money studies.
- The standard practice of consolidating the audit of SFC returns with either internal or external audit allows for some synergies, reducing the requirements for one contractor to rely on the work of another.
- In surveying other large, incorporated Scottish colleges, it is apparent that NESCol has significantly more time and resource dedicated to internal audit than any of our peers. The current contracts amount to some 86 days per annum, with 70 of those for internal audit assignments. Surveyed colleges advised of totals of between 41 and 71 days annually, inclusive of SFC returns. Those with higher numbers advised they were planning to reduce these.

3.2 An invitation to quote was placed on 15 February 2019, via the APUC audit services framework, with a closing date of 15 March 2019. This timescale will enable an assessment of the tenders to be made in time to advise Audit & Risk Committee of the outcome on 17 April 2019. It allows for further Committee involvement should it be necessary.

3.3 Taking into consideration the factors noted in 3.1 above, the tender documentation has specified that the audit of SFC returns will be included as part of the internal audit contract and that quotes are invited based on a total of 50 audit days per annum. The initial contract will be for a period of 3 years, with an option to extend for a further two, single years.

4.0 FINANCIAL IMPLICATIONS

4.1 While the final financial implications will not be certain until tenders are assessed and the contract awarded, I expect a significant reduction in the total fees paid.

5.0 RISK COMMENTARY

5.1 The provision of an internal audit service is intended to reduce risk to the organisation. It should also add value. Taking a proportionate, risk-based approach based on the factors listed in paragraph 3.1 above should do both. Should, at any time, the Regional Board or Audit & Risk Committee, consider that an adjustment to service levels or the programme to be undertaken be necessary, this can be implemented, as at present.

6.0 CONCLUSION

6.1 The approach to the procurement of the College's internal audit service will enable the contract to be structured to manage risk, provide assurance to the Board and add value to the College's business.

7.1 RECOMMENDATION

7.1 The paper is provided for information.

PETER D SMITH
Vice Principal Finance and Resources

22 February 2019