NORTH EAST
SCOTLAND
COLLEGE

REGIONAL BOARD

Meeting of 20 June 2018

NOTICE
There will be a meeting of the Regional Board of North East Scotland College on Wednesday 20 June 2018 at 1000 hours in the Boardroom at Fraserburgh Campus.

AGENDA		
Agenda Item		**Paper**
35-18	Apologies for Absence	
36-18	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
37-18	Minutes of Previous Meeting – 25 April 2018	X
38-18	Matters Arising from the Previous Meeting	X
39-18	Minutes of Strategy Event – 25 April 2018	X
40-18	Matters Arising from the Strategy Event	X
	Reports to the Board	
41-18	Report by the Regional Chair	X
42-18	Report by the Principal	X
43-18	Report by Committee Chair	X
	Matters for Decision	
44-18	Strategic Plan 2018-2021	X
45-18	Strategic Risk Register (paper to follow)	X
46-18	Annual Priorities AY2018-19	X
47-18	Programme of Meetings AY2018-19	X
48-18	Board Policies	X
49-18	Aberdeen Skills and Enterprise Training Ltd – Memorandum of Understanding	X
	Matter for Discussion	
50-18	Annual Priorities AY2017-18 – Progress Update	X
	Matter for Information	
51-18	Information Technology Transition	X
52-18	**Any Other Business**	
53-18	**Summation of Business and Date of next meeting**	
	Reserved Items of Business	
	Matter for Decision	
54-18	College Budget	

	Matters for Discussion	
55-18	Estates Development	
56-18	Fellowship 2018	
	Matters for Information	
57-18	Restructure Proposals Update	
58-18	Principal's Performance Management Objectives	
59-18	**Summation of Reserved Items of Business**	

REGIONAL BOARD

Draft Minutes of the meeting of the Regional Board held on Wednesday 25 April 2018 at 0940 hours in G10, Aberdeen City Campus. This meeting was held as part of the Regional Board's Strategy Event held that day.

Agenda Item	
	Present: Martin Dear Doug Duthie – Vice Chair Josh Gall John Harper John Henderson Robin McGregor Liz McIntyre Abby Miah Ken Milroy - Regional Chair Andrew Russell Anne Simpson Adrian Smith **In attendance:** Neil Cowie, Vice Principal Access & Partnerships John Davidson, Vice Principal Curriculum & Quality Roddy Scott, Vice Principal Finance Pauline May, Secretary to the Board
27-18	**Apologies:** David Anderson, Ann Bell, Ian Gossip
28-18	**Declaration of any Potential Conflicts of Interest in relation to any Agenda Items** Mr Duthie and Mr Smith declared potential conflicts of interest by virtue of their role as Directors of ASET.
29-18	**Minutes of Previous Meeting – 21 February 2018** The minutes were approved as a true and accurate record, subject to the correction of three typos.
30-18	**Matters Arising from the Previous Meeting** Members noted the matters arising report and no further matters were raised.

	Reserved Item of Business - Matter for Information
31-18	**Towards Excellence Update - Presentation**
	Towards Excellence Update - Presentation

	Reserved Item of Business - Matter for Discussion
32-18	**Activity and Finance Update**

33-18	**Any Other Business** No other business was raised.		
34-18	**Summation of Business and Date of Next Meeting** No summation was given. The next meeting of the Regional Board is scheduled to take place on Wednesday 20 June 2018 at 1000 hours at the Fraserburgh Campus.		
	Meeting ended 1250 hours		

Agenda Item	Actions from Regional Board Meeting 25/04/18	Responsibility	Deadline

Signed:………………………………………. Date: ……………………………………

REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 25 April 2018.

Agenda Item	

	REGIONAL BOARD STRATEGY EVENT

Minutes of the Regional Board's Strategy Event held on Wednesday 25 April at 0930 hours in G25 at Aberdeen City Campus.

Agenda Item	
	Present: Martin Dear Doug Duthie – Vice Chair Josh Gall John Harper John Henderson Robin McGregor Liz McIntyre – Principal & Chief Executive Abby Miah Ken Milroy - Regional Chair Andrew Russell Anne Simpson Adrian Smith **In attendance:** Neil Cowie, Vice Principal Access & Partnerships John Davidson, Vice Principal Curriculum & Quality Roddy Scott, Vice Principal Finance Pauline May, Secretary to the Board Kimra Donnelly, Director HR & OD (For Session 3 only)
	Apologies for Absence: David Anderson, Ann Bell, Ian Gossip
	Introduction by Regional Chair and Principal The Regional Chair welcomed all attendees, noting that the Event provided the Board with an opportunity to focus on strategic issues. The inclusion of a Board Meeting as part of the agenda was highlighted and explained. Mr Milroy noted each of the Event's planned sessions and their planned areas of focus. The Principal stated that the opportunity to hold a Board Meeting as part of the Event was important given the current significant pace of change, adding that it enabled Members to be updated on developments in relation to credits activity and College finances.
	Regional Board Meeting • Towards Excellence Update • Activity and Finance Update **See separate minutes**

Session 2	*Due to the Board Meeting exceeding its allocated time slot, it was agreed that Session 1 would be delayed until the afternoon and that Session 2 would be held at this time.* **Governance Update** <u>Sector</u> Mr Milroy advised that the Gender Representation on Public Bodies (Scotland) Act had received royal assent, adding that guidance on the Act would be considered by the sector's Good Governance Steering Group in due course. Members were advised that a sector issue still to be resolved was if legislation would be introduced which will require two trade union nominees from recognised main unions to be appointed to college boards. Mr Milroy advised that officials were still consulting on advice to submit to Scottish Ministers for consideration. <u>NESCol</u> The following papers were tabled: • Update on actions agreed at the Strategy Event, November 2017 • Timeline of key governance related activities which will take place before the end of AY2018-19 • Information on the Board Member recruitment process • Summary of the changes implemented in AY2017-18 relating to the operation of the Board and its Committees. Mr Milroy summarised the timeline for the upcoming recruitment process for Members to fill the current Board vacancies. Members were asked to highlight the vacancies to their contacts and networks. Members were asked to submit feedback to the Secretary to the Board on the changes implemented in AY2017-18. *It was agreed that the updates relating to issues raised at the most recent meeting of the Audit & Risk Committee would be considered after lunch.* *Ms Simpson left the Event at this time.*
	Lunch
Session 2 (cont.)	In noting the updates provided prior to the lunch break and those provided to the Board and its Committees on an ongoing basis, Mr Duthie commented that the Board benefited greatly from Mr Milroy's chairing of the sector's Good Governance Steering Group. *Ms Taylor, Director of Student Access & Support, joined the Event at this time.* <u>Audit & Risk Committee – GDPR and VLE Audit Updates</u> A paper providing a progress update against each of the recommendations from the GDPR internal audit report which was considered by the Committee at its meeting on 18 April was tabled. It was noted that Members had requested to receive an update at the Strategy Event given that GDPR legislation comes into effect on 25 May 2018. Ms Taylor provided additional information on the recent appointment of a Data Protection Officer through a shared services arrangement and highlighted the benefits of this approach for NESCol. Ms Taylor confirmed that a detailed work

| | plan had been developed for work to be completed both prior and following the implementation of the new GDPR legislation.

It was noted that a GDPR follow-up review would be conducted by the College's Internal Auditors during the week commencing 30 July 2018.

In response to a query from Mr Milroy, Members confirmed that they were content with the progress update and that it had provided reassurance that the College was responding to the requirements of GDPR appropriately.

Ms Taylor left the meeting at this time.

A paper was tabled providing information on an external website, 'Maths for Engineering', that had been identified as an area of concern through a recent internal audit of the College's VLE.

Mr Davidson presented the paper, advising that the external website would be migrated to the VLE at the end of the academic year to ensure students were not disadvantaged in any way. Mr Davidson added that the inappropriate tone of the website's help page had been addressed.

The Principal noted that the issue had been highlighted before the internal audit had been conducted on a number of occasions but it had not been addressed for a number of reasons. Ms McIntyre added that the lack of compliance with College policy would be reviewed.

Members commented that as a learning resource the website was beneficial to learners and its creation was well-intended but that security and breaches of College policy were a concern.

Members confirmed that they were content with the response provided to the issue.

It was noted that further progress updates on the two issues discussed would be provided to the Audit & Risk Committee at its meeting scheduled for July 2018. |
|---|---|
| | *Ms McIntyre advised that she had reflected on Members' feedback received earlier that day in relation to proposed restructuring, adding that the SMT would meet following the conclusion of the Event to explore further options before final proposals were agreed the following day ahead of planned consultation meetings with staff.* |
| **Session 1** | **Strategic Plan 2018-2021**
The Board's initial discussions held at the November 2017 Strategy Event in relation to the College's new Strategic Plan were noted.

Ms McIntyre advised that the session provided an opportunity for Members to consider the work undertaken to date to develop the new Plan. Members were advised that the final draft of the Plan would be presented to the Regional Board Meeting scheduled for June 2018, with the new Plan being published in August 2018.

Ms McIntyre highlighted the key priorities from the Ministerial Letter of Guidance 2018-19 which would require to be considered when developing the College's Plan. |

	Members were presented with six proposed Strategic Themes and accompanying Strategic Goals. Ms McIntyre advised that the Themes and Goals had been drafted to reflect various consultations that had taken place involving regional stakeholders, staff and the Students' Association. In noting that the College had various targets set in its Outcome Agreement and a number of Key Strategic Indicators, Ms McIntyre introduced five proposed high level Strategic Ambitions to enable the Board to measure if the Plan had been successfully delivered at the end of the planning period. A proposed structure for the Plan was presented with Members confirming that it was appropriate. Ms McIntyre advised that the College's Vision and Values would remain unchanged as work to embed them across the College was continuing. In groups, attendees considered proposed Strategic Objectives to accompany the Strategic Themes and Goals, with each group focusing on two out of the six proposed Themes and answering a number of questions set by Ms McIntyre. The groups also considered the proposed Strategic Ambitions. Feedback sheets were collected from each of the groups to be reviewed and reflected upon as the Plan continues to be developed. Ms McIntyre suggested that Strategic Theme Six, Regional Variation, be incorporated into Strategic Theme One, Responsiveness, rather than it being a separate Theme. Members confirmed that work undertaken to date to develop the Plan reflected the Board's discussions held in November 2017 and that the direction of travel was appropriate. *Mr Smith left the meeting at this time.* A working draft of the proposed new Strategic Risk Register was tabled. Members were reminded of the session held at the November 2017 Strategic Event in relation to risk management. Ms May explained the approach being taken to develop the new Risk Register, with the document based around risk categories linked to the proposed Strategic Goals and reflecting areas of focus highlighted by the proposed Strategic Objectives. It was noted that the Board's Audit & Risk Committee would undertake a key role in monitoring the Risk Register, with all Board Committee's monitoring and receiving reports as appropriate on risks directly related to their remit. It was suggested that a movement column should be added to the Risk Register to highlight movements and to aid with the ongoing monitoring of individual risks. *Mr Dear left the Event at this time.*
Session 3	**Safeguarding** Ms McIntyre noted a previous meeting she had attended with Ms Bell, Mr Henderson and Ms Donnelly which had been convened in response to media coverage relating to sexual harassment. Ms McIntyre advised that it had been agreed that it would be beneficial for the Board to be reminded of the policies the College has in place to deal with possible sexual harassment incidents.

Ms Donnelly gave a presentation advising that its aims were to:
- Provide information that assures the Board that allegations of harassment are dealt with appropriately and effectively
- Provide Members with an opportunity to consider the number of reported cases and two case studies
- Present proposals for possible improvements.

Ms Donnelly confirmed the definition of harassment, advising Members that a recent FOI request received by the College had highlighted that over the past three years two cases of harassment, one of a member of staff against a student and one of a student against another student, had led to disciplinary action.

Members were advised of the College's approach to preventing harassment and how the reporting of harassment is dealt with at NESCol. Ms Donnelly explained the key aspects of the College's approach, including the embedding of the College's Vision and Values, the creation of a culture of respect, the development and implementation of relevant policies, and staff training.

Ms Donnelly acknowledged that the College could implement improvements to ensure there is College-wide awareness of how to report any incidents, and to clarify what support is provided in response to those who report concerns.

Ms Donnelly presented two case studies, each followed by group discussion.

Ms Donnelly clarified how an allegation made by a student against a member of staff would be dealt with, including possible police involvement. The role of the College's Safeguarding Team was noted.

It was agreed that going forward the Board would be informed of any incidents which have a potential reputational risk for the College. It was also noted that incident figures would continue to be reported to the HR Committee.

Ms McIntyre advised that consideration was being given to a cross-College theme of 'Respect' in AY2018-19 which would involve both staff and student related events, training, projects etc throughout the year and would include addressing stereotypes and related attitudes.

Ms Donnelly advised that the current Codes of Conduct for teaching and support staff were to be reviewed and a single Code of Conduct for all staff would be drafted. Ms Donnelly added that the new Code would provide further clarification on unacceptable behaviours, including the use of social media, and would highlight all relevant College policies.

Mr Cowie advised that he was currently reviewing the Student Code of Conduct in conjunction with the Directors of Curriculum and the Faculty Managers and that a refreshed document would be published for AY2018-19.

Ms Donnelly advised that a review of the two disciplinary cases would be undertaken.

Members agreed that the presentation and discussion had provided the Board with reassurance that the College has effective policies and procedures in place to deal with the reporting of harassment.

	Review of Events and Closing Remarks by Regional Chair and Principal
	Mr Milroy suggested that the Board may wish to focus on a theme at a future Strategy Event, for example, the implementation of a specific strategy.
	Mr Milroy noted that the report of the Learner Journey Review was shortly due for publication.
	It was noted that the Board and its Committees would continue to horizon scan. Mr Milroy proposed that this should be reflected upon in late September to enable key areas of focus to be identified for the Strategy Event scheduled for November 2018.
	Attendees were thanked for their contributions throughout the Event, with all agreeing the Event had provided an opportunity for healthy discussion.
	Event ended 1610 hours

Session	Actions from Strategy Event	Responsibility	Deadline
2	Highlight Board vacancies to contacts and networks	Board Members	28 May 2018
2	Submit feedback on changes implemented for AY2017-18 re: operation of the Board and its Committees	Board Members	As soon a possible
2	Review lack of compliance with College policy re: Maths for Engineering website	L. McIntyre & J. Davidson	31 July 2018
2	Prepare further progress reports on GDPR and Maths for Engineering website for July 2018 meeting of Audit & Risk Committee	L. Taylor & J. Davidson	04 July 2018
1	Submit final draft of Strategic Plan 2018-2021 for Board consideration	L. McIntyre & P. May	13 June 2018
3	Develop new Staff Code of Conduct	K. Donnelly	02 October 2018
3	Refresh Student Code of Conduct	N. Cowie with Directors of Curriculum	31 July 2018

Signed:…………………………………….   **Date:** ……………………………………

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An update on matters arising from the Regional Board of North East Scotland College Strategy Event held on Wednesday 25 April 2018.

Session	
2	**Action:** Board Members to highlight vacancies to contacts and networks.
	Status: Complete. See Agenda Item 41-18 for update on recruitment process.
2	**Action:** Feedback on changes implemented for AY2017-18 in relation to the operation of the Board and its Committees to be submitted to Secretary to the Board.
	Status: No feedback was directly submit to the Secretary however a number of Board Members shared their views with the Regional Chair as part of their Annual Development Meetings.
2	**Action:** Further progress reports on GDPR and 'Maths for Engineering' website to be prepared for meeting of Audit & Risk Committee scheduled for 11 July 2018.
	Status: Progress reports are being prepared for consideration by the Committee.
1	**Action:** Final draft of Strategic Plan 2018-2021 to be considered at Board Meeting scheduled for 20 June 2018.
	Status: See Agenda Item 44-18.
3	**Action:** New single staff Code of Conduct to be developed to replace the current two Codes of Conduct.
	Status: The new document is currently being prepared and will be presented to the HR Committee at its meeting scheduled for October 2018.
3	**Action:** Refresh Student Code of Conduct
	Status: The refreshed Student Code of Conduct will be completed for the beginning of AY2018-19.

	REGIONAL BOARD
	Meeting of 20 June 2018

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	**Board Member Recruitment** Following the advertising of an opportunity to join the Regional Board, six applications were received. After a review of applications, five applicants were invited to the College on 11 June 2018 to individually meet with the Principal and attend an interview (One candidate however withdrew from the process on the day of interviews). The interviews were conducted by the Regional Chair and Vice Chair & Senior Independent Member, with the Regional Chair of Dundee & Angus College also participating as the Independent Person. Four applicants have been recommended for appointment to Scottish Ministers, three with a proposed term of office of four years commencing on 01 August 2018, and one with a proposed term of office of four years commencing 01 November 2018. Following the closing date three further individuals expressed an interest in joining the Regional Board. This is being followed up for possible consideration as part of future recruitment processes.
2	**NESCol and NESCol Students' Association Partnership Agreement** On 07 June 2018, the first Partnership Agreement between the College and its Students' Association (SA) was signed by the SA Regional President, the Principal and the Regional Chair.

	The creation of the Partnership Agreement will not only support the College's ambition 'to develop and implement a meaningful partnership approach to working with the Students' Association' but will also ensure that future approaches to partnership working are built on a stable and effective platform to help deliver improved student engagement, experiences and outcomes.	
3	**Learner Journey Review** A report presenting the findings of the Scottish Government's 15-24 Learner Journey Review was published on 10 May 2018. A copy of the Report can be accessed online. The Report contains 17 recommendations. The Regional Chair was invited to join the Learner Journey Review Group and attended its first meeting on 23 May 2018. At the request of the Regional Chair an analysis of the Report and its recommendations, including potential implications for NESCol will be undertaken. This information will be shared with the Curriculum & Quality Committee at its first meeting of AY2018-19.	
4	**Insurance** The current derogation that allows the college sector to procure business (non-statutory) insurance is due to come to an end on 31 July 2018. In December 2017, Colleges Scotland submitted a business case to the Scottish Government that supported the continued procurement of non-statutory insurance by individual colleges in Scotland. Ministers have now considered the business case and have informed Colleges Scotland that the Scottish Government has agreed that the derogation for colleges to procure business insurance can continue for a further three years. The Government plan to undertaken a further review prior to July 2021 to ensure that this approach to insurance still provides best value for public funds in accordance with the Scottish Public Finance Manual.	
5	**Good Governance Steering Group** The Group last met on 22 May 2018, where attendees were advised that Scottish Ministers are expected to issue responses to the Task Group recommendations that sector views were sought on as part of the Good College Governance Consultation in June 2017. It is thought that a ministerial response will be issued by the end of June 2018.	
6	**Attendance at Meetings – Regional Chair** The Regional Chair has attended various meetings since the last Board Meeting, including: • College Strategic Futures Group • Community Planning Aberdeenshire • Community Planning Aberdeen Board • Good Governance Steering Group • Employers' Association • Learner Journey Review Group • Strategic Dialogue Meeting with the SFC. The Regional Chair also attended the annual CDN College Board Members' Conference held on 15 May 2018.	

REGIONAL BOARD

Meeting of 20 June 2018

REPORT BY THE PRINCIPAL
The purpose of this report is to provide the Regional Board with information relating to key developments since its last meeting.

1	**Inspire Awards** The Staff Inspire Awards 2018 were held at the Aberdeen City Campus on 31 May. The Awards are given to colleagues by colleagues to say thank you! Seventy eight nominations were received for the nine Award categories, including 'Calm in the Eye of the Storm', 'Outside the Box Thinker' and 'Outstanding Innovator'. Martin Dear, Staff Board Member, won the Award for 'Excellence in Humour and Entertainment'.
2	**Student Achievement Awards** The Student Achievement Awards 2018 were held at the Aberdeen City Campus on 31 May. This year, saw 10 students receive an achievement award; 3 students receive a citizenship award; a group of 4 students receive the NESCol Local History Award, and 3 students receive Grampian Motor Training Trust Awards. One student was also presented with the Amanda Mills Award in recognition of outstanding achievements.

3	**TWO PLUS Alliance** At its meeting in October 2017, the Regional Board agreed to support a proposal to strengthen the strategic and operation relationship between NESCol and RGU. Since October, a number of meetings involving senior staff from both institutions have taken place to develop the proposal further, including the creation of a brand name – TWO PLUS Alliance. A meeting of the Executive Steering Group is scheduled to be held on 15 June. Members will be provided with an update on Alliance developments at the Regional Board Meeting on 20 June 2018.
4	**Outcome Agreement AY2018-19** Following the announcement of the College's final funding allocation for AY2018-19, the final draft of the College's Outcome Agreement was submitted to the SFC on 01 June 2018. The Agreement was however submitted with the inclusion of a caveat regarding the signing of the document and a detailed appendix in relation to the College's Credits target for additional Childcare. The College has requested to speak to the SFC about this area of activity at their earliest convenience.
5	**Estates Maintenance** A programme of works is being undertaken across all Campuses over the summer vacation period to take forward the maintenance programme for the year to 31 March 2019. The most significant project is the installation of new risers in the Tower Block at the Aberdeen City Campus to carry heating, hot and cold, water, gas and waste/soil pipework from the basement to the top floor, together with replacement of heating and lighting systems in the 5th and 6th floor. Science laboratories on the 6th floor are also being refurbished as part of the project.
6	**National Collective Bargaining Update** **Pay Negotiations** Pay negotiations with both the lecturers and support staff sides of the NJNC are ongoing with claims having been made in relation to 2017-2018 and 2018-2019 for lecturing staff and 2018-2019 for support staff. These negotiations are at a sensitive stage and are largely confidential. However, the Employers'

Association recently took the decision to communicate details of the lecturers pay offer to staff within the sector. The Employers' Association awaits a response to this action. In relation to the support staff side, the unions are currently in dispute with the Employers side and meetings are taking place during June in an attempt to resolve this dispute.

Financial Implications
The SFC Final Funding Allocation issued in May 2018 includes financial support for the implementation of harmonisation including expected costs of a national job evaluation scheme due to be rolled out during 2018-2019. However, the allocation does not contain any allowance for cost of living awards for either support staff or lecturing staff for 2018-2019 or beyond. College budgets have been based on the assumption that these cost of living awards will need to be funded from efficiencies.

Terms and Conditions
Revised terms and conditions for lecturing staff come into effect in August 2018. This will change the number of weekly teaching hours that lecturers can be allocated but does not change the annual total from the current hours worked at NESCol. The College will manage this change through robust planning for optimal staff utilisation along with improved monitoring. Recent changes to curriculum management structures will support this change. In addition, unpromoted lecturers will be entitled to an additional two days annual leave moving this from 60 days to 62. In order to accommodate this change the College calendar has been amended to include a two-week break in October, in line with schools in the City and Shire and will continue teaching further into June 2019. This change was agreed through extensive staff consultation and has been viewed very positively by the majority of staff.

| 7 | **Broad Street Sculptures**
Fabrication and Welding students from Fraserburgh Campus have completed four sculptures designed by HND Art and Design students from Aberdeen City Campus.

The sculptures include: a design was inspired by the stained glass window of the Mitchell Hall in Marischal College; inscribed with lyrics from The Northern Lights; a design based on the stag crest of the famous Gordon Highlanders Regiment; a design which draws on the story of a fire which broke out in Broad Street in 1741 and encouraged town leaders to favour stone rather than wood for buildings; and a design inspired by the 'Puffin' Briggie', part of |

	the railway line constructed from 1865-67 (removed in 1982 when the Trinity Centre was built.)
	The sculptures will be located in Aberdeen's Broad Street, which is being redeveloped as part of the City Council's Masterplan.
	The four students who designed the winning submissions were presented with the NESCol Local History Award at the recent Student Achievement Awards.
8	**Gateway to Medicine** The College's joint 'Gateway to Medicine' programme with the University of Aberdeen has reached the end of its first year. All 21 students who started the programme have completed and are awaiting results to confirm eligibility to progress into the University's Medical Degree. A second cohort of students has been recruited for the programme in AY2018-19. The 'Gateway to Medicine' initiative recently won the Process Development and Implementation Award at the Medical Directorate Conference.
9	**SilverNote Enterprise** SilverNote Enterprise has been shortlisted for the *'Enhancing Student Learning Award'* at the upcoming Herald Higher Education Awards. Kathy Horne (Lecturer in Computing), Jonathan Bennett (Lecturer in Music) and Tony Young (Curriculum and Quality Manager, Music, Drama & Media) will attend a formal awards dinner in Glasgow on 28 June 2018.
10	**Aberdeen Youth Games** Sports students from the Aberdeen City Campus participated in organising and coaching at the Aberdeen Youth Games held at the Aberdeen Sports Village in May 2018. Over 200 Primary 4 and 5 pupils from various schools across Aberdeen City participated in the event.
11	**Fundraising** HND Advertising and PR students raised a combined total of over £2,000 for their selected local charity groups as part of their Creative Enterprise work. The charities that benefitted were CLAN and the Archie Foundation.

REGIONAL BOARD Meeting of 20 June 2018

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 20 June 2018, 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	The following meetings have been held since the last meeting of the Regional Board

Committee	Meeting Date
Audit & Risk	18 April 2018
Human Resources	18 April 2018
Curriculum & Quality	16 May 2018
Finance & Resources	16 May 2018

Copies of the draft minutes from the above meetings have been made available in the Regional Board's Collaborative Space on COLIN.

2	**Audit & Risk Committee – 18 April 2018**
	
	Summary of key business
	• Reports on 10 Internal Audit Reviews
	   o Aberdeen Skills and Enterprise Training Ltd
	   o Budgetary and Financial Controls
	   o Follow up Review of Previous Recommendations
	   o GDPR Compliance
	   o Income Collection and Credit Control
	   o Business and Community Development
	   o Creative Industries, Computing, ESOL & Business Enterprise
	   o Environmental Sustainability
	   o Virtual Learning Environment
	   o IT Systems
	• An upcoming Internal Audit Review of Payroll
	• External Audit Plan for the year ended 31 July 2018.
	
	Agreed actions
	• Implementation of 'Follow up' recommendation in relation to the complaints to be confirmed by Wylie and Bisset
	• GDPR update to be provided at Strategy Event

		• Information on creation of 'Maths for Engineering' website and actions with associated timescales to be taken to address audit recommendation to be provided to Committee • Risks relating to IT security in College's Risk Register to be reviewed.
3		**Human Resources Committee – 18 April 2018** Summary of key business • Annual HR Key Performance Indicators • Interim Review of the HR & OD Enhancement Plan AY2017-18 • National Collective Bargaining Update • Organisational Development Update • Recruitment process for the Vice Principal Finance & Resources. In addition to the above, the Committee received a presentation: • Development of the College's new HR Strategy. Agreed actions • Colleges new HR Strategy to be presented to first AY2018-19 meeting of the Committee.
4		**Curriculum & Quality Committee – 16 May 2018** Summary of key business • Curriculum Activity Report – actual and forecast Credits • Progress update on the College Level Enhancement Plan for AY2017-18 • Quality Annual Report AY2017-18 • Students' Association Activity Report • Students' Association Budget Proposal AY2018-19 • Student Applications AY2018-19 • Internal Reviews AY2017-18 – Care, Student Access & Support, and Learning Support • Student Satisfaction & Engagement Survey Results AY2017-18. In addition to the above, the Committee received a presentation: • School of Service Industries. Agreed actions • SFC to be advised of College's enhanced risk based approach to monitoring College activity • SFC guidelines on one plus activity to be checked to clarify rules regarding the claiming of credits for continuing students undertaking the 'Preparation for College' short course • Report on progress to improve outcomes for learners with disabilities to be prepared • Completed Action Plans for AY2017-18 Internal Reviews to be considered at first AY2018-19 meeting of the Committee.
5		**Finance & Resources Committee – 16 May 2018** Summary of key business • College Budget AY2018-19 • Procurement

	• College Debt • Performance reporting - Financial Status, Student Activity, Student Funding, and Monthly Financial Statements. Agreed actions • In due course, a comparison of estimated spend against actual spend on contracts in AY2018-19 to be prepared • As part of the consideration of the College Budget for AY2018-19 at the Board Meeting scheduled for June 2018, Members to be provided with additional contextual commentary to aid Members understanding of the current budget position • Information on the use and recovery of BYOD devices and the impact of the BYOD programme on the College's IT estate to be collated.
6	The proposed first meetings of the Committees in AY2018-19 are as follows: | Committee	Meeting Date
Audit & Risk	26 September 2018
Curriculum & Quality	26 September 2018
Finance & Resources	26 September 2018
Human Resources	09 October 2018	

REGIONAL BOARD
Meeting of 20 June 2018

Title: Strategic Plan 2018-2021	
Author: Liz McIntyre	**Contributor(s):** Pauline May, Head of Strategy & Planning

Type of Agenda Item:

For Decision   ☒

For Discussion   ☐

For Information   ☐

Reserved Item of Business ☐

Purpose: To provide the Regional Board with an opportunity to consider the College's new Strategic Plan for the period 2018-2021.

Linked to Strategic Aim:

Linked to Annual Priority: The Strategic Plan is linked to the Annual Priorities for AY2018-19 and the Priorities that will be set for the subsequent academic years covered by the planning period.

Executive Summary:
The period covered by the College's current Strategic Plan concludes at the end of AY2017-18. Work has therefore been undertaken to develop a new Strategic Plan for the period AY2018-19 to AY2020-21.

The Regional Board, at its Strategy Event in November 2017, approved the proposed approach to the development of the Plan and began to consider
- What NESCol should look like in 2021
- What should be the key characteristics of the College in 2021
- How the agreed direction of travel should be taken forward.

At its mid-year Strategy Event in April 2018, the Regional Board considered draft Strategic Themes, Goals and Objectives and approved the format of the Plan.

A number of consultations have taken place to inform the development of the new Plan, including:
- a series of stakeholder events hosted by the Regional Board in October and November 2017
- workshops held as part of the All Staff Leaner Success Conference in January 2018
- workshops held with the Students' Association in February and March 2018

- a workshop with the College's Leadership Team in April 2018 to consider the Plan's draft Strategic Themes, Goals and Objectives.

Attached as Appendix 1 is the draft Strategic Plan 2018-2021 for the Board's consideration. The Plan reflects previous Board discussions and feedback received as part of the consultations mentioned above.

Following approval, the Plan will be designed by the College's Marketing & Communications Team prior to its publication at the beginning of AY2018-19.

Attached for information as Appendix 2 is a copy of the draft Key Strategic Indicator Table referred to in the 'Measuring Success' section of the Plan. This document will be fully populated once learner outcomes for AY2017-18 are available, and will be published alongside the Strategic Plan at the beginning of AY2018-19. Targets in this table will reflect targets for AY2018-19 previously approved by the Board as part of the Regional Outcome Agreement for 2018-19.

Recommendation:
It is recommended that the Board consider and, if so minded, approve the Strategic Plan 2018-2021.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence: The Strategic Plan includes references to the College's commitment and approach to equality & diversity and access & inclusion

DRAFT

STRATEGIC PLAN

2018-2021

CONTENTS

INTRODUCTION

The Regional Board of North East Scotland College, along with staff, students and a wide range of stakeholders have worked to create this new Strategic Plan for the College which states our intentions and aspirations for the College as we move towards 2021.

This Plan has, at its heart, our key aims: to be responsive to the needs of our region, to develop individuals and businesses, to deliver high quality, innovative and relevant education and training and to promote fairness and equality of opportunity.

We will provide accessible and diverse learning opportunities to enable people in the North East of Scotland of all ages, communities and backgrounds to learn, to succeed and to progress. We are proud of our track record as a college and we will continue to innovate, improve and inspire as we work, with our learners, partners and stakeholders to deliver success for our regional economy and the people who live and work here.

The Plan demonstrates how we will meet the needs of our diverse region, serving Aberdeen City and Shire through the development of focused stakeholder engagement, a differentiated and highly relevant curriculum offer and outstanding levels of support for our students. The Plan also shows how we will respond to key Scottish Government policies and to regional priorities for the North East of Scotland.

We have shared our main aims and objectives and shown how we will measure our success against the targets we have set for ourselves.

This Plan is closely linked to the North East Scotland College Regional Outcome Agreement for the period, which we have agreed with the Scottish Funding Council (SFC) and there is a strong overlap between the outcomes we have set in partnership with the SFC and the aspirations laid out in this Plan. Copies of the Regional Outcome Agreement and this Plan's supporting strategies can be found on the College website at https://nescol.ac.uk/about/strategic-planning.

The Regional Board is entirely committed to delivering this ambitious strategy which will ensure that we remain a responsive and sustainable college delivering an excellent learning experience and successful outcomes for all learners.

Liz McIntyre
Principal and Chief Executive

THE COLLEGE AND ITS REGION

NESCol

North East Scotland College (NESCol) is the only college located within the North East of Scotland. As such, it serves an extensive geographical area, with three main campuses – two in Aberdeen and one in Fraserburgh – and a presence in a number of regional centres, including Ellon, Inverurie, and Peterhead. In academic year 2017-18, the College enrolled approximately 6,800 full-time and 10,000 part-time students.

The College provides a wide range of high quality education and training opportunities to meet the needs of individuals, communities and employers across the region in a flexible, engaging and accessible way. NESCol aims to deliver inspirational teaching from each of its modern and well-equipped campuses, across a range of different subject areas, including Business, Care, Computing, Construction, Creative Industries, Engineering, Leisure and Lifestyle, Science, and Service Industries.

To ensure it continues to meet the demands of current and prospective learners, employers and the local economy, and addresses regional skills shortages, the College has adopted a continuous process to its curriculum planning. The process is informed by stakeholder engagement, Government priorities, labour market intelligence and curriculum analysis with the College's offerings updated and refreshed accordingly. NESCol views itself as a forward thinking, enterprising College and as such learners are provided with many opportunities to engage in work experience, events and discussions to develop enterprise and entrepreneurial skills that are essential for the workplace.

The College plays a pivotal role in developing skills of young people across the region, most significantly in the region's approach to the Developing the Young Workforce (DYW) agenda. NESCol's School Links programme offers accredited learning opportunities, including Foundation Apprenticeships, which support pupils from across the region whilst still at school in developing transferable skills and industry relevant knowledge for progression to the College, university or employment. Approximately 38% of the region's school leavers progress to the College.

The College supports access to opportunities for part-time learners, including those returning to learning for up-skilling and re-skilling. Strategic partnerships have also been established which offer opportunities to more vulnerable sections of the community across both Aberdeen City and Aberdeenshire.

NESCol is an Associate College of Robert Gordon University (RGU), an agreement which is viewed as a good practice model for effective working within Scotland between a college and a university. Articulation agreements are also in place with a number of other universities across Scotland leading to over 600 NESCol students' progress to university each year, with a significant number of these articulating to RGU (approximately. 350).

Aberdeen and Aberdeenshire

The North East of Scotland is a region of exceptional beauty, culture and heritage. Aberdeen is the third largest city in Scotland, home to over 220,000 people, and with a population of over 260,000 residing in Aberdeenshire, the region accounts for 9% of Scotland's population.

Between 2016 and 2026, the population of Aberdeen City is projected to increase by 3.2%, the same projected increase for Scotland as a whole. The average age of the population of Aberdeen City is projected to increase as the baby boomer generation ages and more people are expected to live longer. Between 2016 and 2026, the 16 to 24 age group is projected to see the largest percentage decrease (-10.7%) and the 75 and over age group is projected to see the largest percentage increase (+15.5%). In terms of size, however, 25 to 44 is projected to remain the largest age group. Aberdeenshire's population has been steadily increasing since 2001. The age structure of Aberdeenshire varies from the Scottish average, with a higher proportion of people aged 0-17 and 36-68 residing in Aberdeenshire with a significantly lower percentage of residents aged 18-35 compared to the Scottish average.

The region has long since been renowned worldwide due in large part to its North Sea oil and gas industry, alongside its long and successful maritime and agricultural heritage. Because of this, for many years, the North East has played a pivotal role in the economic advancement of Scotland and the UK as a whole.

However the region is facing new challenges after considerable changes in the oil and gas industry with a decline in production and the loss of a significant number of jobs linked directly and indirectly to the industry. A range of initiatives are however in place to stimulate, diversity and broaden the region's economy and to reduce dependence on oil and gas. These include the Aberdeen City Region Deal (which will see over of £504 million injected into the area over the next 5-10 years), and Opportunity North East's (ONE) locally driven economic 'Renaissance'.

Other significant developments in the region include the opening of the Aberdeen Western Peripheral Route (AWPR) in Autumn 2018, and the completion of the new £333m Aberdeen Exhibition and Conference Centre (AECC) in Summer 2019. The AWPR is forecast to boost the region's economy by generating income through increased sales and reduced costs, bringing over £6 billion to the area, as well as 14,000 jobs over the next 3 decades. New business investment is also anticipated to bring in £105 million and 600 jobs in that period. The new AECC is expected to attract major artists/events and contribute an additional 4.5m visitors, £113m visitor spend and £63m net GVA to Scottish economy over the next 10 years.

In addition to oil and gas, the region supports a number of other key sectors, such as food and drink, life sciences, tourism and creative industries. These contribute to the wealth of the area in terms of jobs and GDP and have positive effects on other supporting sectors, including retail, transport, and property.

REGIONAL PRIORITIES AND SKILLS NEEDS

The College aims to respond to the regional priorities and skills needs as identified through the Regional Economic Strategy, Regional Skills Strategy, and in response to the priorities for the development of the region as identified by Community Planning Aberdeen, and the Aberdeenshire Community Planning Partnership. This Plan addresses these priorities as follows:

Regional Economic Strategy		
Priorities: • Inclusive economic growth ('A skilled workforce for the future') • Repositioning the skills system	**College Contribution:** NESCol's wide portfolio of courses, vocational training opportunities and apprenticeships aligned to the region's key sectors and areas of skills shortages is central to encouraging economic growth across the region.	**Strategic Objectives(s):** 1.1, 1.3, 2.7, 3.2, 3.3, 4.7

Regional Skills Strategy		
Priorities: • Realigning the skills system • Expansion of workbased learning • Enhancing links to employer-education	**College Contribution:** The College is well placed to respond to the Strategy though the delivery and expansion of its Apprenticeship Family offer, through partnership working for workforce development planning, and its commitment to enhanced levels of employer engagement.	**Strategic Objectives(s):** 1.3, 3.3, 3.8, 4.7

Community Planning Aberdeen		
Priorities: • Aberdeen Prospers: Inclusive Economic Growth • Prosperous People: Children are respected, included and achieving • Digital City: Digital Skills and Education	**College Contribution:** As a lead partner with the two local CPPs the College is working with others to target, through various Local Outcome Improvement Plans and Locality Plans the best way to reach those who are more socially and economically marginalised. It is hoped that this work will improve access to educational opportunity to many who traditionally have found themselves to be educationally excluded.	**Strategic Objectives(s):** 1.1, 2.6, 3.1, 3.4, 3.5

Aberdeenshire Community Planning Partnership		
Priorities: • Changing Aberdeenshire's Relationship with Alcohol • Reducing Child Poverty • Connected and Cohesive Communities	**College Contribution:** As a lead partner with the two local CPPs the College is working with others to target, through various Local Outcome Improvement Plans and Locality Plans the best way to reach those who are more socially and economically marginalised. It is hoped that this work will improve access to educational opportunity to many who traditionally have found themselves to be educationally excluded.	**Strategic Objectives(s):** 1.1, 3.1

The College will also seek to align its provision with anticipated demand identified through Regional Skills Assessments for Aberdeen City and Aberdeenshire.

SCOTTISH GOVERNMENT PRIORITIES

There are a number of key Scottish Government priorities which have particular relevance to the college sector. The College, through this Strategic Plan, will respond as follows:

Scottish Government Priority	College Contribution	Strategic Objective(s)
Widening Access	The College will provide access to further and higher education for people of all ages from the widest range of backgrounds.	1.1, 1.2, 1.3, 3.6, 3.7, 4.4
Gender Balance	The College will address gender inequality at all levels from course choices to boards and senior staff.	1.1, 4.10
Retention and Attainment	The College will raise attainment levels and increase the numbers of students who successfully complete courses and achieve the qualifications they are studying.	1.1, 4.1, 4.2, 4.4, 4.5, 4.10
Employability	The College will improve employment outcomes for young people and provide for support aimed at addressing youth unemployment, in particular those with barriers to work.	1.2, 2.7, 4.5
Innovation and Enterprise	The College will contribute to driving up levels of business innovation in Scotland by ensuring that its learners are exposed to entrepreneurial thinking.	2.7, 3.7, 3.8
Developing the Young Workforce	The College will play a key role in ensuring that a regional approach is undertaken to growing senior phase vocational pathways by working closely with partners on planning and delivery.	3.4, 3.5
Apprenticeships	The College will build and strengthen pathways into and across Apprenticeship programmes, particularly in key sectors such as STEM, digital skills and early years workforce expansion.	1.1, 3.5
Flexible Workforce Development Fund	The College will help employers to increase productivity and address skills gaps by supporting in-work training of their workforce.	1.1, 1.3, 3.8, 4.7
STEM	The College will contribute to the development of Scotland's STEM talent and capability to generate inclusive and sustainable economic growth by equipping young people with skills for the future.	1.3
Digital	The College will help to address the widening digital skills gap in Scotland through improved digital skills development across all subject areas for both learners and staff.	1.1, 2.6, 4.9, 5.4

VISION AND VALUES

Vision
North East Scotland College 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.

Values
The College's values shape our work, influence our behaviours and apply to everyone who comes to the College to learn or work.

Commitment and Excellence
- Understanding and responding to the needs of our students, staff, key stakeholders and customers
- Being business-like and professional
- Maintaining clear focus on our goals and ensuring these are achieved through effective planning and organisation
- Achieving excellence by continually evaluating and improving our services
- Ensuring our processes are consistent, accessible, effective and efficient.

Empowerment and Engagement
- Creating an environment where innovation and creativity are encouraged and can flourish
- Providing clear direction, information and communication
- Providing development opportunities to ensure we have the skills, knowledge and confidence to perform to the best of our ability
- Giving recognition and praise
- Encouraging and supporting collaboration.

Respect and Diversity
- Valuing the experience and talent of all
- Treating others with dignity and respect
- Creating an accessible, inclusive learning and working environment
- Being fair, open and transparent to ensure a culture of mutual trust and integrity.

STRATEGIC THEMES

Our Strategic Plan for 2018-2021 is focused on five Strategic Themes:

STRATEGIC GOALS

During the lifetime of our Strategic Plan we will deliver our Strategic Goals aligned to our five Strategic Themes:

1. Being Responsive	• Deliver high quality, accessible and inclusive learning and training opportunities, which transform lives and which support the economic and social development of our region.
2. Developing People	• Develop the skills, talents and potential of all of the people who come to college either to learn or to work.
3. Working in Partnership	• Work with our partners to deliver positive and sustainable change for the individuals, communities and businesses in our region.
4. Delivering Quality	• Deliver an excellent learning environment and experience leading to successful outcomes for all learners.
5. Building Sustainability	• Optimise the use of our available resources to deliver financial and environmental sustainability.

STRATEGIC OBJECTIVES

Strategic Goal 1: Deliver high quality, accessible and inclusive learning and training opportunities, which transform lives and which support the economic and social development of our region.

In order to achieve this we will:

1.1 Build a portfolio of courses which:
   - o provides efficient and effective pathways for learners which lead to positive destinations in further study, higher education and employment
   - o is accessible, inclusive and appropriate for individual need providing learners with the best chance of success
   - o offers innovative and flexible modes of study
   - o tackles gender imbalance and challenges stereotypes
   - o is designed to provide a digitally capable, skilled and qualified regional workforce meeting the needs of existing and emerging businesses
   - o supports inclusive growth, builds community capacity and reduces inequality
   - o widens access to learning for under-represented groups, particularly those from areas of deprivation and those who are care experienced or disabled.

1.2 Provide information, advice, guidance and support to students to enable them to choose and access the most appropriate qualifications.

1.3 Build on the unique and distinctive strengths of our main campus locations to provide relevant and valuable learning opportunities by:

   - o Delivering a plan for **NESCol at Fraserburgh Campus** which:
     - ▪ Grows demand for locally based programmes through community engagement, schools liaison and employer engagement
     - ▪ Improves outcomes for learners through the provision of accessible and appropriate programmes and dedicated campus-based student support
     - ▪ Optimises the use of the STEM facilities
   - o Delivering a plan for **NESCol at Aberdeen City Campus** which:
     - ▪ Builds our reputation as pivotal to the renaissance agenda for Aberdeen delivering skills in new and emerging industries
     - ▪ Creates a culture of creativity, innovation and dynamism optimising the use of our excellent specialist facilities
   - o Delivering a plan for **NESCol at Altens Campus** which:
     - ▪ Builds the Centre's reputation as the key provider in the City of Engineering and Construction education and skills
     - ▪ Develops increased links with employers, supporting businesses and growing our commercial offer
     - ▪ Drives successful outcomes for all learners, at all levels of study.

Strategic Goal 2: Develop the skills, talents and potential of all of the people who come to college either to learn or to work.

In order to achieve this we will:

2.1   Build a staff team who are creative, confident and highly motivated.

2.2   Discover and develop talent in our workforce.

2.3   Provide support, development and opportunity to our staff through a refreshed and prioritised approach to organisational development supporting our strategic goals.

2.4   Create a positive and supportive culture based on respect, trust, engagement and clarity of shared purpose.

2.5   Build a successful, resilient, confident and engaged student body through engagement, co-creation and partnership with the Students' Association.

2.6   Build digital skills and capacity in our learners and in our staff.

2.7   Build 21st century enterprise, employability and entrepreneurship skills in our learners ensuring that they are fully prepared for the world of work.

2.8   Deliver strong and collective leadership and management throughout the organisation by encouraging collaboration, developing leadership roles and building skills.

2.9   Provide the highest standards of governance for the College through the high quality operation of a skilled and diverse Regional Board.

Strategic Goal 3: Work with our partners to deliver positive and sustainable change for the individuals, communities and businesses in our region.

In order to achieve this we will:

3.1   Work with Community Planning Partners to deliver on key priorities in Aberdeen and Aberdeenshire.

3.2   Work with regional economic development bodies to support the delivery of the Regional Economic Strategy and drive regional prosperity.

3.3   Work with the North East Learning and Skills Partnership to deliver the Regional Skills Strategy, developing individuals with the skills to meet the needs and aspirations of our region.

3.4   Work with our local schools in Aberdeen and Aberdeenshire to deliver regional plans for Developing the Young Workforce.

3.5   Work with schools to develop and deliver effective learning pathways and learner journeys for our young people.

3.6   Work with Robert Gordon University (RGU), University of Aberdeen and other university partners to widen access, improve articulation and increase the efficiency and effectiveness of the learner journey.

3.7   Build and develop the TWO Plus Alliance with RGU to promote innovation, widen opportunity, improve access and develop entrepreneurship.

3.8   Develop a new approach to employer engagement which promotes College opportunities, delivers meaningful work placements and supports innovation in our local businesses.

Strategic Goal 4: Deliver an excellent learning environment and experience leading to successful outcomes for all learners.

In order to achieve this we will:

4.1   Deliver outstanding learning and teaching which is exciting, innovative and relevant and which delivers success for learners.

4.2   Increase the number of learners achieving successful outcomes and positive destinations.

4.3   Encourage a strong student voice, listening and responding to feedback from leaners leading to quality improvement.

4.4   Deliver support to our students which enables them to build resilience, access their learning, develop their learning skills and achieve success.

4.5   Provide student support services which offer financial, welfare and well-being support enabling learners to stay on their programmes and achieve success.

4.6   Drive continuous quality improvement through a strong culture of self-evaluation and enhancement planning.

4.7   Be recognised as a college, which delivers excellence across all of our courses and services building a reputation as the premier provider of education and skills in the region.

4.8   Provide modern, fit-for-purpose buildings and facilities for learning, studying and socialising.

4.9   Deliver an ICT service which is accessible, functional and which provides seamless support for our Digital Strategy.

4.10   Create an approach to equality and diversity which ensures success for all learners regardless of background or experience and maintains a culture of respect and opportunity for all.

Strategic Goal 5: Optimise the use of our available resources to deliver financial and environmental sustainability.

In order to achieve this we will:

5.1　Through the delivery of our Outcome Agreement seek to achieve sustainable levels of funding in support of our core activities from the Scottish Funding Council (SFC).

5.2　Increase the income we earn from the commercialisation of our courses.

5.3　Deliver efficiencies in the operation of our business year on year to allow financial headroom for investment in innovation, staff and facilities.

5.4　Use technology and digital skills to develop efficient and flexible models of curriculum delivery and to streamline business processes and systems.

5.5　Fully utilise the financial resources available to us and produce annually a balanced budget position.

5.6　Continue to reduce the College's environmental impact through outstanding environmental sustainability performance maintaining compliance with BSI 14001 and 50001, striving to meet College targets for carbon reduction.

5.7　Embed sustainability in the College culture involving staff and making it core to our structures, decision making and operational processes.

DELIVERING THE PLAN

Actions to deliver our Strategic Objectives will be contained in the Integrated College Enhancement Plan. This Plan enables us to coordinate our activities to respond to a range of ambitions, priorities and risks, and to respond to any areas for development emerging from our self-evaluation.
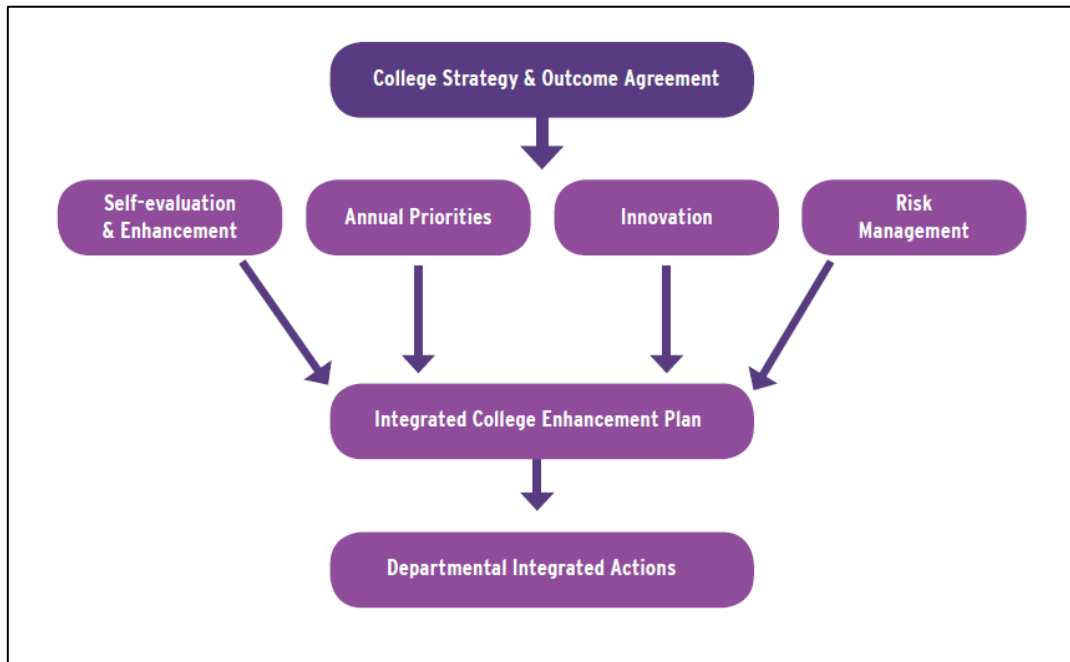
The following Strategies will support the delivery of our Strategic Plan:
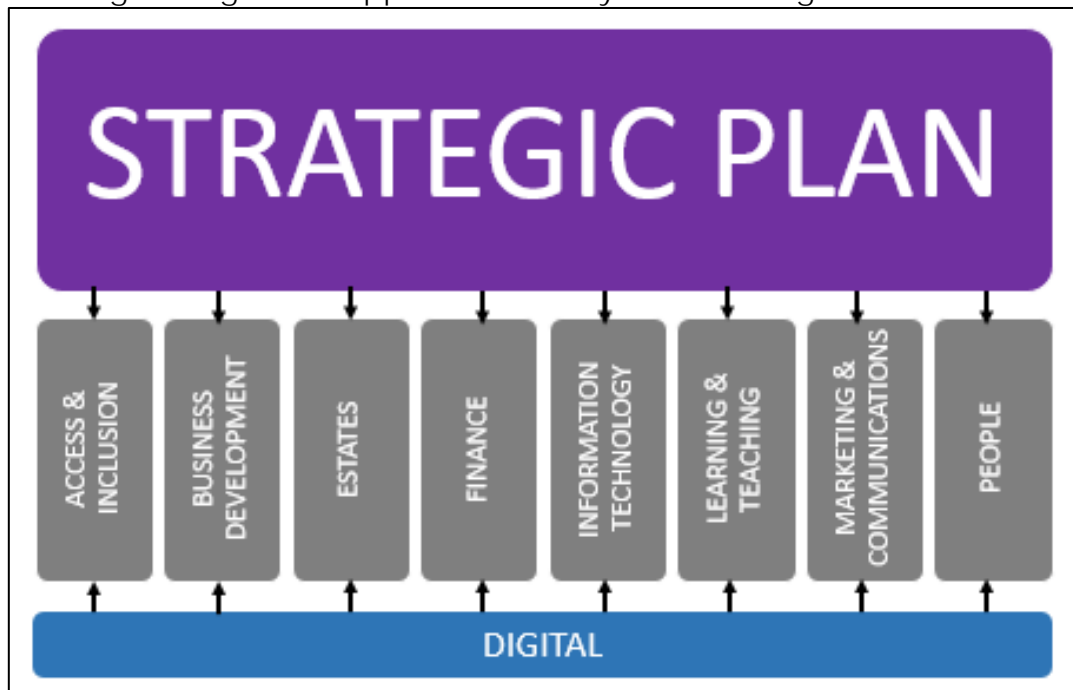
Copies of the College's Supporting Strategies can be accessed online (*hyperlink to be added*).

MEASURING SUCCESS

Each year we will monitor our progress using the key strategic indicators identified in the next section. A table of our progress against these indicators will be published annually *(hyperlink to be added)*.

Specifically, at a high level, by 2021 we will have:

- Improved learner success outcomes for all FE and HE full-time learners to levels which are six percentage points above the national average for Scotland.

- Achieved learner success outcomes for disabled students and for care experienced young people, which are equal to those of other students on the same programmes.

- Delivered, annually, balanced budgets fully utilising the resources available to us.

- Increased income associated with the commercialisation of our programmes by 10%.

- Invested in our Campuses at Altens and Aberdeen City to reduce the level of required backlog maintenance and to enhance learning and social space for students.

KEY STRATEGIC INDICATORS

KSI 1 The total number of credits delivered
This measure is for the entirety of the College's activity funded through the Scottish Funding Council (SFC). Each credit equates to 40 hours of learning or 80 hours of work placement activity. The total number of credits funded is negotiated each year between the SFC and the College as part of the Outcome Agreement process.

KSI 2 The proportion of credits delivered to students between the ages of 16 and 19 years old

LEARNER SUCCESS

KSI 3 The overall learner success rate
This KSI (along with KSIs 4 to 7) measures the student success rate as well as providing comparative data on the performance of different categories of student. It looks at student performance for both further and higher education programmes studied either full or part-time. It also provides comparative data for students who withdraw either in the first quarter of their programme or at a later date, and of those who achieved the programme outcome (e.g. an HND) or partially achieved their programme.

EQUALITY

KSI 4 The overall learner success rate for all students studying for more than 160 hours
This KSI is included as a comparator for the equality KSIs.

KSI 5 The learner success rate for young students studying for more than 160 hours
This KSI provides the success rate for young students by age (under 18s & 18 to 20 year olds). It looks at all young students who are studying either full or part time for more than 160 hours in a year. (160 hours is approximately the equivalent of 1 Higher.)

KSI 6 The learner success rate for students studying for more than 160 hours from areas of deprivation
This KSI uses the Scottish Index of Multiple Deprivation (SIMD) to identify students who come from the 10% and 20% most deprived postcode areas in Scotland.

KSI 7 The learner success rate for males and females studying on programmes of more than 160 hours

KSI 8 The proportion of full-time programmes where one gender makes up more than 75% of the enrolments

LEARNER SATISFACTION AND PROGRESSION

KSI 9 Learner satisfaction rate – the number of responses below 87% level of satisfaction.
The SFC issues and analyses an annual national survey of students. The College analyses its own results against the national survey report and implements actions where the satisfaction rate falls below 87%.

KSI 10 The percentage of successful learners achieving and sustaining positive destinations.
All successful learners are surveyed 3-6 months after they leave College to find out what they have been doing since completing their course. This is part of a national exercise undertaken by all colleges, with the results collated and reported on by the SFC. Positive destinations are considered to be either further training or employment.

KSI 11 The number of successful learners achieving entry to university with advanced standing
Advanced standing enables the prior study of College students to be recognised towards their university degree e.g. the granting of credit.

KSI 12 The learner success rate for full-time students in their first year of study
The achievement rate of students in their second or subsequent year of study at the College. The year students are most at risk of withdrawing or not achieving is their first year of study.

WORKFORCE

KSI 13 The percentage of full-time permanent lecturing staff with TQFE or equivalent
(TQFE - Teaching Qualification in Further Education)

KSI 14 Tonnes of CO2 emissions per m^2 of internal floor space per calendar year
KSI 15 Tonnes of CO2 emissions per £1.000 income per calendar year
These measures have been agreed as an appropriate sector-wide indicators to allow comparison across colleges and also for a college to measure its own progress in reducing its carbon footprint in relation to the size of its estate, and income as a proxy for activity level.

KSI 16 Number of credits delivered per full-time equivalent member of teaching staff
This is a measure of how efficiently the College delivers its programmes and is influenced by class size, curriculum design and methods of delivery.

KSI 17 Non-SFC income as a percentage of turnover

KSI 18 Staff costs as a percentage of turnover

STRATEGIC PLAN 2018-2021
KEY STRATEGIC INDICATOR TABLE

No.	Key Strategic Indicator	Academic Year							
		2015-16		2016-17		2017-18		2018-19	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual
Activity Levels									
1	The total number of credits delivered.	139,549	141,795	137,153	138,197	138,161		135,529	
2	The proportion of credits delivered to students between the ages of 16 and 19 years old.	53.5%	52.1%	53.5%	52.75%	52.1%		52.1%	
Learner Success									
3	Overall learner success rate. (Incorporate level, mode, withdrawal and partial success measures.)								
	FE Full Time								
	Learner Success	66%*	67.4%	69%	66.20%	69.50%		68%	
	Partial Success		10%		10.73%				
	Early Withdrawal		7%		7.93%				
	Further Withdrawal		16%		15.44%				
	FE Part Time								
	Learner Success	83%	71.1%	73%	71.20%	73%		74%	
	Partial Success		19%		15.29%				
	Early Withdrawal		2%		2.27%				
	Further Withdrawal		3%		4.39%				
	HE Full Time								
	Learner Success	72%	75.6%	73%	75%	77%		77%	
	Partial Success		9%		7.44%				
	Early Withdrawal		3%		3.41%				
	Further Withdrawal		11%		11.59%				
	HE Part Time								
	Learner Success	80%	80.1%	83%	79.81%	83%		83%	
	Partial Success		16%		17.74%				
	Early Withdrawal		1%		0.71%				
	Further Withdrawal		2%		1.74%				
Equality									
4	Overall learner success for learners studying for more than 160 hours.		72.3%		70.69%				
5	Learner success rate for young students studying for more than 160 hours.								
	Students under the age of 18		57.8%		64.90%				
	Students between the ages of 18 and 20		21.2%		71.35%				
6	Learner success rate for students studying for more than 160 hours from areas of deprivation.								
	SIMD10		4.6%		4.02%				
	SIMD20				7.23%				
7	The learner success rate for males and females studying on programmes of more than 160 hours.								
	FE Female		68.8%		68.10%				
	FE Male		65.9%		68%				
	HE Female		81.8%		80%				
	HE Male		72.2%		72.18%				
8	The proportion of full time programmes where one gender makes up more than 75% of the enrolments.				60%				
Learner Satisfaction and Progression									
9	Learner satisfaction rate – measured by the national student survey. The number of responses below 87% satisfaction.								
10	The percentage of successful learners achieving and sustaining positive destinations.								
11	The number of successful learners achieving entry to university with advanced standing.	474		484		484		500	
12	The learner success rate for full time students in their first year of study.				68.37%				
Workforce									
13	The percentage of full time permanent lecturing staff with TQFE or equivalent.	93%	78%	85%	83%	93%			
Sustainability									
14	tCO2 emissions per m2 of internal floor space per calendar year.	0.129	0.09	0.127	0.07				
15	tCO2 emissions per £1,000 income per calendar year.*		5192		4495				
16	Number of credits delivered per full time equivalent member of teaching staff.								
17	Non-SFC income as a percentage of turnover.	34.01%	34.57%	34.18%	33.26%	32.18%	30.40%	27.06%	
18	Staff costs as a percentage of turnover.	57.90%	61.43%	60.80%	59.94%	60.83%	61.38%	62.54%	

* unable to give income but tonnes of CO2 per calander year available and shown

REGIONAL BOARD
Meeting of 20 June 2018

Title: Annual Priorities AY2018-19

Author: Liz McIntyre	**Contributor(s):** Senior Management Team, Leadership Team

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To provide the Regional Board with an opportunity to consider proposed Annual Priorities for AY2018-19.

Linked to Strategic Aim: This particular agenda item has a relevance to all three strategic aims:

1 To create personal and business growth through learning

2 To provide accessible programmes of study that lead to positive outcomes for students

3 To achieve maximum impact from the available resources

Linked to Annual Priority: This particular agenda has a relevance to all fourteen priorities as detailed in Appendix 1.

Executive Summary:
At its meeting in June 2017, the Regional Board approved the College's fist set of Annual Priorities.

The Priorities were introduced for AY2017-18 to:
- 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.

During AY2017-18, the Board has been provided with progress updates against the Priorities.

Attached as Appendix 1 to this paper are proposed Annual Priorities to be addressed during AY2018-19. These Priorities have been identified by the Principal following consultation with both the Senior Management, and Leadership Teams.

The Board will again be provided with progress updates against the Priorities during the academic year.

Recommendation: It is recommended that the Board consider, and if so minded, approve the Annual Priorities for AY2018-19.

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.

Draft Annual Priorities 2018-2019

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.

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

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

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.

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

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.

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.

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

10. 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.

11. 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.

Delivering Quality

12. Standardise management systems and approaches throughout the new curriculum management structure to support effective leadership, management and performance enhancement.

13. 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.

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

Building Sustainability

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

16. Address backlog maintenance in line with available resources.

17. Develop a new Estates Strategy.

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

REGIONAL BOARD
Meeting of 20 June 2018

Title: Programme of Meetings AY2018-19

Author: Pauline May	**Contributor(s):** Regional Chair, Committee Chairs, SMT

Type of Agenda Item:

For Decision   ☒

For Discussion   ☐

For Information   ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to establish a programme of meetings for AY2018-19.

Linked to Strategic Aim:

Linked to Annual Priority:

Executive Summary:
Attached as Appendix 1 is a proposed Programme of Meetings of the Regional Board and its Standing Committees (Audit & Risk, Curriculum & Quality, Finance & Resources, and Human Resources) for AY2018-19.

Board Members will recall that the scheduling and frequency of meetings was amended for AY2017-18 following a review of programmes of business against College reporting and business cycles.

In preparing the attached, the Regional Chair, Committee Chairs and SMT have been consulted. The proposed Programme reflects the frequency of meetings adopted for the current academic year (AY2017-18) with the exception of moving the current February Board Meeting to mid-March.

This proposed change relates to issues encountered this year with funding announcements and the reporting of Credits forecasts. The scheduling of a Board Meeting in March, in conjunction with the April Strategy Event, will provide improved reporting opportunities between the January and May Curriculum & Quality and Finance & Resources Committees.

It is however proposed that the scheduling of some meetings is changed. The proposed timings of meetings have been suggested following a review of agendas from the current year. The changes would also enable two dates where the three Committees would be held on the same day to reflect feedback

received from some Members. Breaks have however been left between meetings to ensure that there is sufficient time for each Committee to conduct its business and to remove the possibility for any delays or shortening of meetings.

Following the approval of the Programme of Meetings, relevant Outlook meeting invites will be sent to each Members College email addresses.

Recommendation:
It is recommended that the Board consider and if so minded approve the proposed dates for meetings of the Regional Board and its Standing Committees in AY2018-19.

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

Equality Impact Assessment:

Positive Impact   ☐

Negative Impact   ☐

No Impact   ☒

Evidence:

Draft Programme of Meetings
Academic Year 2018-19

Strategy Events		
Date	**Time**	**Venue**
Thursday 29 November 2018	1300 hours	N204, Sir Ian Wood Building, RGU
Friday 30 November 2018	0930 hours	
Wednesday 24 April 2019	0930 hours	G25, Aberdeen City Campus

Regional Board		
Date	**Time**	**Venue**
Monday 29 October 2018	1000 hours	G10, Aberdeen City Campus
Wednesday 12 December 2018	1000 hours	G10, Aberdeen City Campus
Wednesday 13 March 2019	1000 hours	MEG12/13, Aberdeen Altens Campus
Wednesday 19 June 2019	1000 hours	Boardroom, Fraserburgh Campus

Audit & Risk Committee Meetings		
Date	**Time**	**Venue**
Wednesday 26 September 2018	1300 hours	G10, Aberdeen City Campus
Wednesday 21 November 2018*	1300 hours	
Wednesday 17 April 2019	1100 hours	
Wednesday 10 July 2019	1100 hours	

Curriculum & Quality Committee Meetings		
Date	**Time**	**Venue**
Wednesday 26 September 2018	1030 hours	G10, Aberdeen City Campus
Wednesday 21 November 2018	1030 hours	
Wednesday 30 January 2019	1030 hours	
Wednesday 15 May 2019	1030 hours	

Finance & Resources Committee Meetings		
Date	**Time**	**Venue**
Wednesday 26 September 2018	1430 hours	G10, Aberdeen City Campus
Wednesday 21 November 2018*	1330 hours	
Wednesday 30 January 2019	1400 hours	
Wednesday 15 May 2019	1400 hours	

Human Resources Committee Meetings		
Date	**Time**	**Venue**
Wednesday 09 October 2018	1400 hours	G10, Aberdeen City Campus
Wednesday 17 April 2019	1400 hours	

Remuneration Committee Meeting		
Date	**Time**	**Venue**
Wednesday 17 April 2019	1300 hours	G10, Aberdeen City Campus

*The Audit & Risk Committee and Finance & Resources Committee will jointly consider the College's Financial Statements

Draft Programme of Meetings
Academic Year 2018-19

Month	Date	Meeting	Time	Venue
September	26	Curriculum & Quality Committee	1000 hours	G10, Aberdeen City Campus
		Audit & Risk Committee	1300 hours	
		Finance & Resources Committee	1430 hours	
October	06	Fraserburgh Graduation	1030 hours	Fraserburgh Campus
	09	Human Resources Committee	1400 hours	G10, Aberdeen City Campus
	29	Regional Board	1000 hours	
	31	Aberdeen Graduations	1100 & 1500 hours	Doubletree by Hilton, Aberdeen Treetops
November	01	Aberdeen Graduations	1100 & 1500 hours	Doubletree by Hilton, Aberdeen Treetops
	21	Curriculum & Quality Committee	1000 hours	G10, Aberdeen City Campus
		Audit & Risk Committee*	1300 hours	
		Finance & Resources Committee*	1330 hours	
	29 & 30	Strategy Event	1300 & 0930 hours	N204, Sir Ian Wood Building, RGU
December	12	Regional Board	1000 hours	G10, Aberdeen City Campus
January	30	Curriculum & Quality Committee	1000 hours	G10, Aberdeen City Campus
		Finance & Resources Committee	1400 hours	
February				
March	13	Regional Board	1000 hours	MEG12/13, Aberdeen Altens Campus
April	17	Audit & Risk Committee	1100 hours	G10, Aberdeen City Campus
		Remuneration Committee	1300 hours	
		Human Resources Committee	1400 hours	
	24	Strategy Event	0930 hours	G25, Aberdeen City Campus
May	15	Curriculum & Quality Committee	1000 hours	G10, Aberdeen City Campus
		Finance & Resources Committee	1400 hours	
June	19	Regional Board	1000 hours	Boardroom, Fraserburgh Campus
July	10	Audit & Risk Committee	1100 hours	G10, Aberdeen City Campus
August				

*The Audit & Risk Committee and Finance & Resources Committee will jointly consider the College's Financial Statements

REGIONAL BOARD
Meeting of 20 June 2018

Title: Board Policies

Author: Pauline May	**Contributor(s):** Governance Steering Group

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: The purpose of this paper is to provide the Regional Board with an opportunity to consider two policies which relate directly to Board Members.

Linked to Strategic Aim:

Linked to Annual Priority:

Executive Summary:
Attached as Appendix 1 to this paper is an updated version of the Recruitment and Selection Policy for Board Members. This Policy has been updated to reflect changes to the recruitment process which were implemented when current Board vacancies were recently advertised.

Attached as Appendix 2 to this paper is an updated version of the Induction Policy for Board Members. This Policy has been updated to reflect the use of the College's intranet, COLIN, to access key Board information, including agendas and papers. Some job titles have also be updated.

The updated Policies have been considered by the Board's Governance Steering Group.

Recommendation: It is recommended that the Board consider and, if so minded, approve the updated Policies.

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

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☐
Evidence:

NORTH EAST SCOTLAND COLLEGE
REGIONAL BOARD

Agenda Item 48-18
Appendix 1

Recruitment and Selection Policy for Board Members

Review Date: June 2018 9

1.0   Introduction

1.1   The Model Code of Conduct for Public Bodies, 2014 states that the Board of a Scottish Public Body should consist of "board members who reflect Scotland's diverse population with the right skills, knowledge, experience and attributes to make a valuable contribution to an effective board."

1.2   The Code of Good Governance for Scotland's Colleges states that "The board must seek to reflect in its membership, the make-up of the community through offering maximum opportunity of membership to a range of potential members and removing potential barriers to membership."

1.3   The Regional Board acknowledges that it is critical to ensure that an effective and open and transparent recruitment and selection policy is followed to:
- maintain public accountability
- ensure that the Board is properly equipped to perform its role and to achieve positive outcomes
- encourage participation from a wide and representative group of individuals.

1.4   The Regional Board will ensure that its recruitment and selection process is undertaken in a manner that encourages equal opportunities and, in particular, observes Scottish Government Policy in relation to the gender equality on the boards of public bodies.

1.5   This Policy relates to the recruitment and selection of non-executive Board Members.

1.6   The recruitment and selection of the following categories of Board Members is undertaken by other formal processes:
- the principal of the college

- a person appointed by being elected by the teaching staff of the college from among their own number
- a person appointed by being elected by the non-teaching staff of the college from among their own number
- two persons appointed by being nominated by the students' association of the college from among the students of the college.

2.0 Legislation

2.1 In meeting the requirements of the Post 16 Education (Scotland) Act 2013 "Every post-16 education body and regional strategic body must, when making appointments to its governing body or exercising any of its other functions, do so in a manner which encourages equal opportunities and in particular the observance of the equal opportunities requirements."

2.2 In line with the Gender Representation on Public Boards (Scotland) Act 2018, the Board will seek to improve the representation of women in non-executive positions on public boards, noting the 'gender representation objective' – a target that women should make up 50% of non-executive board membership. The Board will take positive action in relation to Board Member recruitment to encourage applications from a diverse cross-section of the region's population, striving for a 50/50 gender balance in terms of its membership but also taking cognisance of all other protected characteristics as part of its recruitment and appointment process. The Board will however always, above all other considerations, appoint the person who has the skills required at that time.

2.2 As defined in the Post 16 Education (Scotland) Act 2013 "In appointing members .... and in extending the period of appointment of any member so appointed, the board .... must have regard to any guidance issued by the Scottish Ministers in relation to the making of such appointments (including any guidance on the desirability of appointing members with particular skills and experience)."

2.3   Eligibility for appointment to the <u>Regional</u> Board ~~of Management~~ of North East Scotland College is as set out in the Further and Higher Education Acts 1992 and 2005, and the Post-16 Education (Scotland) Act 2013.

2.4   An appointment has effect only if approved by the Regional Chair and Scottish Ministers.

3.0   College Sector Board Appointments: Ministerial Guidance

3.1   The Ministerial Guidance:

- identifies the skills, knowledge, experience and attributes of board members to enable college sector boards to perform effectively; and
- outlines, in general terms, the process by which appointments should be made or extended to support a robust, effective and transparent system in which learners, staff, business, wider society and Ministers will have confidence.

3.2   The current Ministerial Guidance can be accessed on the Scottish Government website –
http://www.gov.scot/Topics/Education/UniversitiesColleges/17135/CollegeGovernance

4.0   Skills Matrix

4.1   A non-executive Board Member Skills Matrix is maintained to ensure that the Board has, within its composition, the appropriate coverage of skills, qualities and expertise required to effectively govern the College.

4.2   The Skills Matrix is used to identify possible gaps which could be addressed by the recruitment and selection process.

5.0   Recruitment Process

5.1   The key stages of the recruitment process can be summarised as follows:

- The Secretary to the Board will prepare an advertisement which will include~~containing~~ information on ~~the number of vacancies,~~ the term of office, and desirable skills and experience~~, and relevant equalities information~~

- The advertisement will be placed in newspapers throughout the region and on appropriate websites, including the Scottish Government Public Appointments website and the College Development Network website

- The advertisement will also be highlighted on the College's Facebook page and Twitter account

- A microsite will be created on the College website to make available the application form and information pack along with key supporting information. ~~The Secretary to the Board will issue application forms and information packs to interested persons~~

- Targeted letters and emails may also be issued to organisations and businesses which relate to particular skills or sectors from which applications are particularly welcomed

- A shortlist of applicants will be agreed by the Board's Governance Steering Group ~~Regional Chair~~ and the Independent Person. The shortlisting of applicants will be undertaken with anonymised applications i.e. names and dates of birth will be removed, to help avoid any unconscious biases

- The Secretary to the Board will establish an interview schedule.

6.0   Selection Process

6.1   The key stages of the selection process can be summarised as follows:

- Shortlisted applicants will be interviewed by the Regional Chair, Senior Independent Member and the Independent Person, with the Secretary to the Board in attendance

- Applicants will be asked an agreed set of interview questions

- Applicants will individually meet with the Principal

- A list of preferred candidates will be agreed by the Regional Chair

and the Independent Person

- Consideration will also be given to the identification of highly regarded candidates for which there is no immediate position
- A letter from the Regional Chair seeking approval of the appointments, along with a supporting letter from the Independent Person will be sent to the Minister for Further Education, Higher Education and Science Cabinet Secretary for Education and Lifelong Learning
- Upon receipt of approval of the appointments, the Secretary to the Board will inform successful and unsuccessful candidates
- If any preferred candidates do not receive Scottish Ministers approval a further recruitment process will be undertaken to appoint to any remaining vacancies.

Status: Draft to be Approved by Regional Board

Date of version: June 20197

Responsibility for Policy: Regional Board

Responsibility for implementation: Regional Chair and Secretary to the Board

Responsibility for review: Regional Board

Review date: June 20198

Induction Policy
for Board Members

Induction Policy for Board Members

Review Date: June 2018 9

1.0 Introduction

1.1 It is important that when new Board Members are appointed they receive appropriate induction training to enable them to discharge their responsibilities with confidence.

1.2 This Policy identifies the process that will be followed to ensure that new Board Members receive an effective induction in preparation for their new role.

1.3 It should be noted that induction arrangements for staff and student members of the Board may differ to those detailed to reflect existing knowledge of the College and the Scottish Further Education Sector.

2.0 Induction Programme

2.1 The College's Board Member Induction Programme aims to:

- assist new Members to familiarise themselves with their roles and responsibilities;
- enable new Members to understand what is expected of them; and,
- provide new Members with key information regarding the operation of the College and its Regional Board, and the College's operating environment.

2.2 The College's internal Induction Programme consists of three stages:

2.2.1 **Stage 1**
New Board Members will meet with the Regional Chair and the Secretary to the Board to be briefed on the terms of their appointment and made aware of the responsibilities placed on them for the proper governance of the College.

At this time, new Board Members will ~~be guided through receive a copy of~~ be guided through the Regional Board Information Pack which contains information on:

- The Scottish Further Education Sector and the role of colleges
- Key aspects of the College
- The Board's role and main functions
- The Role of a Board Member
- Useful information sources
- ~~Copies of k~~Key College publications.

The following key governance documents will~~are~~ also ~~be highlighted~~ ~~included~~:

- The Code of Good Governance for Scotland's Colleges
- The North East Scotland College Governance Manual
- The Code of Conduct for Members of the Regional Board of North East Scotland College
- Guide for Board Members in the College Sector: your essential guide to being a board member
- A Board Development Framework
- Framework for the Development of Strong and Effective College Students' Associations in Scotland.

New Board Members will receive an introduction to the College intranet, a valuable source of information on the operation of the College.~~, highlighting the Governance area which contains key information including:~~
~~Past Board and Standing Committee agendas, minutes and papers~~
~~Monthly financial statements~~
~~Key governance documents and guides~~
~~Useful information links.~~

The use of the Board and Committee Collaborative Spaces to access meeting agendas, papers and minutes, and supporting reference materials will be explained.

New Board Members will also be registered for the College Development Network (CDN) Governance Hub which provides access to sector training courses and various supporting resources.

2.2.2 **Stage 2**

Briefing sessions with the appropriate senior member(s) of College staff will be arranged by the Secretary to the Board:

BRIEFING	MEMBER(S) OF STAFF
ASET	Chief Executive & Executive Director
Business and Community Development	Vice Principal Access & Partnership/ Director of Business Development
Curriculum	Vice Principal Curriculum & Quality/ Directors of ~~Curriculum / Director of~~ Learning ~~Enhancement~~
Equality and Diversity	Vice Principal Access & Partnerships
Finance and Estates	Vice Principal Finance & Resources
Health and Safety	Vice Principal Finance/ Head of Health, Safety & Security
History of the College	Principal
Human Resources	Principal / Director of HR & Organisational Development
IT	Vice Principal Finance & Resources/Director of IT
Marketing & Communications	Vice Principal Access & Partnerships/Director ~~Head~~ of

	Marketing & Communications
NES FE Foundation	Vice Principal Finance <u>& Resources</u>
Risk Management	Principal
Strategic Planning	Principal/ Head of Strategy & Planning
Students' Association	Vice Principal Access & Partnerships / Students' Association President
Student Services	Vice Principal Access & Partnerships/ Director of <u>Access & Support</u><s>Student Advice & Welfar</s>e
Quality	Vice Principal Curriculum & Quality/ Head of Quality Enhancement & Transitions

Sessions delivered by the same person(s) may run together.

These sessions will help new Members to gain an understanding of key issues and developments in these areas alongside College practices.

2.2.3   **Stage 3**

Briefing sessions with each Committee Chair to gain an understanding of the remit and business conducted by each of the Board's Committees will be arranged.

2.2.4   In addition to the above three stages, newly appointed Board Members will be provided with an opportunity to informally meet with serving Board Members.

2.3   Board Member will also be required to complete the mandatory National Induction Programme, delivered by CDN on behalf of the sector. The Programme provides Members with an opportunity to:

- understand what they are accountable for and what their rights as well as duties are

- hear from key national decision makers on what is expected from the college sector and its Boards

- build skills and confidence in the governance role, identifying the 'hard' procedural and 'soft' behavioural requirements of good governance in the college sector

- review key source documents and guidance, exploring crucial lessons from the past

- discuss and share insights into the typical challenges facing Board members in the sector

- build a network of personal contacts from other Boards that can be developed over the years.

3.0   Continuing Professional Development

3.1   Following initial induction Board Members will be provided with ongoing opportunities to undertake training and continuing professional development activities. This will include internal and external training courses, briefing sessions, joint events with other educational institutions, and Board visits across College Campuses and to various curriculum areas.

3.2   Board Members will have the opportunity to undertake online Blackboard courses and to attend internal staff development sessions provided by the College's Organisational Development Team.

3.3   Opportunities to identify Board training and development needs will be ongoing throughout the year and will be discussed at Board and Standing Committee meetings and as part of the Board's evaluation process. Individual Board Member training and development needs will be discussed during Annual Board Member Development meetings with

the Regional Chair.

Status: Draft to be Approved by Regional Board
Date of version: June 2018
Responsibility for authorisation: Regional Board
Responsibility for implementation: Secretary to the Board
Responsibility for review: Regional Board
Review date: June 2018

REGIONAL BOARD
Meeting of 20 June 2018

Title: Aberdeen Skills and Enterprise Training Ltd – Memorandum of Understanding

Author: Roddy Scott	**Contributor(s):**

Type of Agenda Item:

For Decision   ☒

For Discussion   ☐

For Information   ☐

Reserved Item of Business ☐

Purpose: The purpose of this paper is to enable the Regional Board to review the operation of the Memorandum of Understanding (MOU) established between the Board and the Board of Directors of Aberdeen Skills and Enterprise Training Limited (ASET).

Linked to Strategic Aim:

3 To achieve maximum impact from the available resources

Linked to Annual Priority:

12 To develop an evidence based case for increased and sustainable levels of funding from the SFC and increase income generated opportunities to reduce dependence on SFC funding

Executive Summary:
The MOU was first established in 1998 to define the relationship between the College and ASET, its wholly owned subsidiary company. Both Boards review it annually.

A revision marked version of the current MOU is attached, which shows the amendments suggested by the Board of Directors of ASET at this review.

Recommendation:
It is recommended that the Board:
- review the operation of the MOU and consider the changes proposed; and,
- adopt the MOU for the coming year.

Previous Committee Recommendation/Approval (if applicable):
None

Equality Impact Assessment:	
Positive Impact	☐
Negative Impact	☐
No Impact	☒
Evidence:	

Memorandum of Understanding

between the
the Regional Board
of North East Scotland College
and Aberdeen Skills and Enterprise Training Limited (ASET).

Document status: Revision marked version approved by the Board of Directors of ASET

Date first established: August 1998

Date of version: April June 20172018

Responsibility for document: Regional Board and Board of Directors of ASET

Responsibility for implementation: Regional Board and Board of Directors of ASET

Responsibility for review: Regional Board and Board of Directors of ASET

Date for review: June 2018

1. **Purpose of the Memorandum**
    1.1. The purpose of this memorandum is to define the relationship between the Regional Board of North East Scotland College and Aberdeen Skills and Enterprise Training Limited.

2. **Definitions**
    2.1. 'Regional Board' or 'College' means the Board of Management of North East Scotland College.

    2.2. 'ASET' means Aberdeen Skills and Enterprise Training Limited, which operates as an independent company wholly owned by North East Scotland College.

    2.3. 'Directors' or 'Board of Directors' means the Board of Directors of Aberdeen Skills and Enterprise Training Limited.

    2.4. 'Nominated Officer' means a senior manager of North East Scotland College as designated by the Board from time to time.

3. **Governance**
    3.1. The Board of Directors shall consist of a majority of Directors who are appointed by the Regional Board.

    3.2. A Member of the Regional Board shall hold the Office of Chair of the Board of Directors.

    3.3. A Director, who is a Member of the Regional Board, shall resign from the office of Director when he/she ceases to be a Member of the Regional Board of Management.

4. **Characteristics of effective governance**
    4.1. The Boards agree that effective governance might be characterised as meaning:
    - adherence to effective procedures;
    - clear decision making and follow through;
    - effective communication throughout the Company from top to bottom;
    - clear and effective reporting procedures to the Regional Board and from the Regional Board to the Board of Directors;
    - complete integrity and trust amongst Directors, which is transparent to senior management and employees;
    - effective communication and discussion between the Board of Directors and the Regional Board;
    - commercial confidentiality;
    - vetting of Directors of ASET and the appointment of individuals to the Board of Directors to be handled by ASET in accordance with established procedure and then approved or otherwise by the Regional Board of the College.

5. **Obligations of ASET to the Regional Board**
    5.1. To be accountable to the Regional Board through the Chair of the Board of Directors.

    5.2. To provide management information to the Regional Board to enable the Regional Board to maintain a clear understanding of the Company's financial and operational position.

    5.3. To adopt the Regional Board's operational policies and procedures such as those on quality assurance, finance, health and safety, human resources and procurement.

The Directors shall consult with the Nominated Officer to ensure compliance with the Regional Board's operational policies and procedures.

6. Obligations of North East Scotland College to ASET

6.1. To co-operate with College academic faculties and teams in identifying commercial education and training opportunities for College and ASET programmes of study.

6.2. To promote efficient use of College academic, administrative and material resources to maximise efficiency.

6.2.6.3. The College recognises the need to preserve and protect ASET's core training provision and market position. As such, the College undertakes to work closely with ASET where there already is a shared client relationship and to work to ensure ASET's market position is not undermined by College activity.

7. ASET Scope of activity

7.1. To maximise commercial income to the College through marketing an agreed range of courses to commercial clients.

7.2. To develop and market a range of appropriate Business and Industry related knowledge and skill based programmes employing Industry standard resources wherever possible.

7.3. To expand business opportunities through the development of qualifications, training materials and other educational and training activities utilising the skills available within ASET and the College for which there is a demonstrable demand but which are outwith the range of North East Scotland College existing provision.

8. Scope of activity

8.1. To make use of the academic resources of North East Scotland College by identifying and exploiting commercial training opportunities.

8.2. To develop business and generate income from activities outwith the range of College activities.

9. Financial Arrangements

9.1. ASET shall establish and maintain a gift aid arrangement with the Regional Board. ASET is required to return all profits to the Regional Board, or to any another charity as the Regional Board might require, by means of gift aid. Any amendment to this requirement will require the prior approval of the Regional Board.

9.2. ASET will operate its own bank accounts without requiring the Regional Board to act as guarantor.

9.3. Loan arrangements, i.e. borrowings from or loans to third parties, may only be undertaken by ASET if the Company's Directors have first obtained approval from the Regional Board. The Directors shall consult with the Nominated Officer in considering such arrangements.

9.4. ASET shall comply with the framework provided by the Financial Regulations adopted by the Regional Board.

10. Human Resources Arrangements

10.1. ASET shall comply with the framework provided by the Human Resources Policies adopted by the Regional Board.

11. Actions of the Directors requiring the approval of the Regional Board

11.1. Appointment of Directors may only be undertaken if the Company's Directors have first obtained approval from the Regional Board.

11.2. Acquisition or disposal of assets of more than £25,000 in value.

11.3. The Company's annual business plan (for the forthcoming three years) and the annual revenue and capital budgets.

11.4. The Directors' annual report and financial statements at the Company's annual general meeting.

12. Review

12.1. This memorandum will be reviewed annually by the Directors of ASET and the Regional Board prior to the preparation of the Company's business plan and budget.

REGIONAL BOARD
Meeting of 20 June 2018

Title: Annual Priorities AY2017-18 – Progress Report	
Author: Liz McIntyre	**Contributor(s):** Senior Management Team, Leadership Team

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To provide the Regional Board with an update on progress each of the College's Annual Priorities for AY2017-18.

Linked to Strategic Aim: This particular agenda item has a relevance to all three strategic aims:

1 To create personal and business growth through learning

2 To provide accessible programmes of study that lead to positive outcomes for students

3 To achieve maximum impact from the available resources

Linked to Annual Priority: This particular agenda has a relevance to all fourteen priorities as detailed in Appendix 1.

Executive Summary:
At its meeting on 05 June 2017, the Regional Board approved Annual Priorities for AY2017-18.

The introduction of Annual Priorities was supported to:
- 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.

Also at the June Board Meeting, Members were advised that a mid-year progress update would be provided at the Board Meeting scheduled for February 2018, followed by a further update at the Board Meeting scheduled for June 2018.

A mid-year progress report, prepared by the Senior Management Team with input from relevant members of the Leadership Team, was presented to the Regional Board at its meeting in February 2018. A further update provided progress made since February is attached Appendix 1.

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.

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
Portfolio				
1.To conduct a high level review of the curriculum offer in line with the strategic positioning of each campus within its regional location and economic environment.	John Davidson with Directors of Curriculum	January 2018 February – April 2018 March 2018 Ongoing	The Curriculum & Quality Action Team (CQAT) met in January 2018 to discuss the curriculum going forward. A curriculum working group has been created consisting of VP Curriculum & Quality and Faculty Managers to scope out a small project to gather external evidence, to review regional data and College trend data, and to identify and consider opportunities. Curriculum Area Development Plans completed for AY2019-20 will also be reviewed by the curriculum working group. Reviews of each Campus are underway.	Curriculum Area Development Plans for AY2019- 20 have been amended as a result of a meeting with Directors of Curriculum and Faculty Managers. The Plans have been shared with the Marketing & Communications Team to inform the forthcoming prospectus. Each School will test different delivery models for AY2018-19 to also include the use of digital tools as part of the Digital Futures Project. Through the restructure and changes to job roles, the composition of the working group will be revised, to allow further work to be undertaken in positioning each of the campuses. The timescale for this is to have a fully modernised curriculum by AY2020-21.
2. To review community based provision to ensure both responsiveness and cost effective delivery.	Neil Cowie with Director of Business Development	March 2018	Some initial review has taken place but further work on this is anticipated once full-time delivery plans have been finalised. Equally we can be impacted if Schools add any part-time programmes to their portfolio (e.g. ESOL). Some evolving thoughts include only running evening classes in the learning centres two evenings per week e.g. Inverurie Tue/Thu and Ellon Mon/Wed. As part of an in initial review BCD has also reduced the number of cancelled classes this year compared to	Work is ongoing with marketing to capture feedback from existing provision and to identify new opportunities for community leisure programmes. Proposals have been put forward to implement a twice-yearly meeting between the Community Development Manager and CLD staff to capture local community needs. This will be reinforced with more regular dialogue between CLD staff and Outreach Centre Coordinators (which will to some

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
			last year and has not offered stand-alone refresher courses in some subjects (instead infilling them into already existing groups) which has helped.	extent depend on the final outcomes of the support reviews). Changes to ESOL funding are also likely to impact community provision and use of the outreach centres with greater access to classroom provision being sought by partners.
3. To fully implement and embed the new College Quality Arrangements, driving improvement in learner outcomes and student experience.	John Davidson with Head of Quality Enhancement and Transitions and all members of Leadership Team	Ongoing Ongoing February 2018	Transition year under the new arrangements completed. College's Evaluative Report & Enhancement Plan (EREP) ratified by the Regional Board and fully endorsed by SFC and Education Scotland. Year 2 in progress with interim review of Enhancement Plans presented at meeting of Leadership Team in February 2018. Review of quality timelines undertaken.	Interim Reviews for AY2017-18 Enhancement Plans have been completed and all academic and support areas are making good progress against identified areas for development. Quality Timelines for the preparation and submission of self-evaluation reports for AY2017-18 have been agreed by the Senior Management Team (SMT) - Support Team self-evaluations to be approved by SMT by end of July 2018, Draft Evaluative Report & Enhancement Plan to be prepared by end September 2018 for consideration by Regional Board at October Board Meeting ahead of submission to SFC and Education Scotland at the end October 2018. The self-evaluation template for support teams has been updated and focuses on more relevant and appropriate questions and areas for reflection, comment and service delivery improvement. The evidence for support team

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
				reports is currently being collated and will reflect, in part, the further development of improved student support services which are being proposed as a consequence of the recently conducted student and learning support reviews.
4. To develop and deliver a new business development strategy and a refreshed approach to employer engagement and enterprise to improve responsiveness and generate new income streams.	Director of Business Development with Directors of Curriculum	March 2018 – Consideration by Leadership Team September 2018 - publication	Consultation with the Regional Board took place in November 2017 and Members remain keen to see this strategy and business development/employer engagement approaches developed. Accordingly, a strategy has been drafted and circulated at Business Development Action Team (BDAT). However, a revised strategy template is required before the draft can be finalised and presented for SMT approval.	The new Strategy template is now available. A second draft of the Strategy will follow the final outcome of the curriculum review. The Flexible Workforce Development Fund will be an important catalyst for the implementation of the Strategy and is already helping to transition parts of the business towards commercial delivery.
People				
5. To close the attainment gap for learners with disabilities and to develop an action plan to reduce the gender pay gap.	John Davidson with Directors of Curriculum and Director of HR and OD	January 2018	Data collected and being shared across all three Schools. Director of Curriculum EST taking forward attainment gaps as part of cross-College role.	A detailed case study has been undertaken focusing on courses with a high proportion of learners with additional learning needs and the types and impact of support provided. This will help inform support strategies for the future. A review of support team structures has taken place which clarifies responsibilities for support and will enable earlier identification

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
				and intervention for those individuals and courses with most need. Training for staff involved will be delivered prior to the start of teaching for AY2018-19 courses. Outcomes for learners with disabilities will be reported and evaluated in AY2017-18 Faculty Reviews to enable specific areas of concern can be identified and appropriate actions derived.

Work continues through the Equality Action Team and the College's Leadership Team to address the College's Gender Pay Gap. Specifically actions have been identified in the Gender Action Plan and the Equality Enhancement Plan which seek to set up focus groups to establish the underlying causes and issues relating to gender inequality and pay. These include the predominance of women lower grade support jobs; part-time posts and gender specific work-life balance concerns. |
| **6. To deliver a one-stop-shop approach to services to students, improving access to learning and student support for learning.** | Neil Cowie with Director of Student Access and Support | September 2018 | Information and Booking, Central Admin and Exams, Information and Advice Teams in City Campus now relocated to Student Advice Centre. Staff are working on programme of training to share knowledge and best practices. Staff are working at main desk to become multi-skilled. A group consisting of key members of the | The creation and implementation of a Student Advice Centre in City Campus has been generally successful. The model is to be established and implemented for both Fraserburgh and Altens Campuses. Sharing of knowledge between front-line support staff is ongoing. Consequently students are able to access advice and information more quickly. |

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
			Leadership Team has been overseeing the implementation of a new approach for student admissions and the Student Access and Support Review commenced w/c 12 February 2018.	Substantial work on both Student & Learning Support Structure Reviews is now complete and a 3 phase training plan is currently being implemented. Revised branding and signage for Student Advice Centres is also being arranged.
7. To introduce a revised staff performance management system.	Liz McIntyre with Director of HR and OD	June 2018	A new system for managing performance and development has been developed – iCon (Individual Conversations). The focus of iCon will be on meaningful Individual Conversations between reviewer and reviewee, designed to provide reviewees with direction, feedback, support and development, as well as an ongoing flexible mechanism for keeping in touch. Managers who carry out reviews received training on the new system in December 2017, these managers are now cascading the training to their staff members. The online system is being finalised at the moment and is expected to be launched by end of February 2018. All staff will have their first review undertaken in line with the new system by end of June 2018 (with the exception of any new members of staff on probation).	iCon was launched on 19 February 2018. Our records indicate that by the beginning of June 2018, 327 (roughly 55% of staff have been trained on the system.) Early anecdotal feedback has been extremely positive. A small number of issues have emerged with the online paperwork but these have been very minor and easily resolved, so in the main, staff are finding the system straightforward to use. Analytics are now available so that the system can be remotely monitored by Organisational Development. As at 08 June 2018 iCon's have been initialised for 46% of staff. This is slightly disappointing as all staff are supposed to have had their first iCon meeting with their line manager by the end of June, however, a reminder has been issued to all managers. Looking at a small sample of iCon records there is variation in the standard of comments but general trends show that staff are engaging well with the self-evaluation exercise and managers are completing records succinctly.

ANNUAL PRIORITIES 2017-2018				
	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
8. To develop staff engagement and skills in relation to digital practice and innovative learning, teaching and assessment strategies.	Director of Learning Enhancement with Directors of Curriculum and Director of HR and OD		The development of staff digital practice is primarily being addressed via the Digital Futures project. Current activity in this area includes: • Appointment of three "Digital Learning Advisors" to support staff training and curriculum development. • Planned appointment of 10 Digital Futures Mentors to help support innovation in pedagogy. • Development of new Digital Futures website comprising thematic "Digital Toolkit" of key software applications. • The development of digital "Role Profiles" for all teaching and support staff which outline baseline digital capacities aligned to Jisc Framework. • The creation of a digital capability learning pathway comprising bespoke Blackboard online learning elements and targeted face-to-face training. • Strategic targets set relating to staff development (minimum 10 hrs CPD for DF) and assessment (all suitable assessment, grading and feedback to be digital by 2020) • Development of Innovation/enterprise hub (The HIVE) in SG6 to support planning and innovation in learning and enterprise.	During AY2017–18 a significant amount of work has been done to develop the capabilities of staff in relation to digital practice. Since being appointed in November 2017, the three Digital Learning Advisors have: • Met with all curriculum teams to introduce the objectives of the Project, to advertise the range of support services available and to identify training needs requirements. • Created a bespoke training programme for all support and teaching staff that comprises self-directed online study pathway aligned to the Jisc Digital Capability Framework and a planned series of small group, face-to-face training and drop in workshops. • Facilitated the Jisc Digital Student Experience tracker – generating more than 1,400 responses from NESCol (and contributing to national response for 58,000) – data will be used to shape future project direction. • Delivered over 90 individual staff training sessions across all Campuses to over 500 staff. • Launched the Digital Futures Project website and digital toolkit that is now generating over 800 hits per month.

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
				The College has also invested in training resources including Lynda.com to enable staff to upskill at a time and place convenient to them.

Strategic targets relating to staff development (minimum 10 hrs CPD for Digital Futures) and e-assessment have been set.

Development of innovation/enterprise hub (The HIVE) in SG6 to support planning and innovation in learning and enterprise has been delayed due to a lack of funding, but an alternative solution, possibly delivered in partnership with a commercial partner is now in development.

Detailed plans for phase 2 of the Project are now underway and the project plan will be published in AY2018-18. |
| **9. To drive service improvement through implementation of the outcomes of the internal reviews.** | SMT with all Leadership Team | Ongoing | Fortnightly 'Towards Excellence' meetings, chaired by the Principal, are held to monitor progress of the programme of internal reviews and the implementation of outcomes. The Admissions Review Implementation Group has, since mid-October 2017, been working towards the implementation of a new College admissions approach based on the | A considerable amount of work has been undertaken in reviewing student support services. Reviews for both Student Access & Support and for Learning Support were conducted in the early part of the calendar year and generated a considerable volume of evidence for change; evidence which was generated from many sources including staff, |

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
			publication of the Admissions Review Group Report (mid-September 2017). The collective efforts of those involved has led to significant changes being implemented in terms of applications processes/procedures; admissions timelines; applicant interviews; internal/external communication; social media and services for prospective and continuing learners. Work on implementing further change continues and a full evaluation of the impact of all related activity will be conducted once work on it concludes. Progress to date with Timetabling Review outcomes: Programmes of Study completed and submitted by December deadline, development of new devolved model has commenced, and AY2018-19 timetables are being prepared – this has commenced much earlier in comparison to previous years.	students and stakeholders representing all campuses.

As a consequence of the reviews a significant degree of change for support service structure is currently being undertaking with a view to establishing improved support services for students. |
| **Partnership** | | | | |
| **10. To develop and implement a meaningful partnership approach to working with the Students' Association.** | Neil Cowie with Director of Student Access and Support and all Leadership Team | Ongoing | Regular meetings are held with Students' Association (SA) to review on-going activity, outstanding actions, required support and SA impact. The SA is very well represented on both College Action Teams and Engagement Groups. A final draft of | The development of a more meaningful partnership approach between the College and the SA continues. The SA continue to have regular meetings with the VP – Access and Partnerships and the Director of Student Access and Support. In addition, the SA was |

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
			the SA/College Partnership Agreement is due for presentation at the Regional Board Meeting scheduled for February 2018.	heavily involved, and influential in, discussions relating to the Review of Student & Learning support. Whilst the SA remains well represented on College Committees, Action Teams and Engagement Groups there are concerns that the level of time required to resource such activities is onerous and detracts the SA from its work with students. A review of group membership will therefore take place in advance of the forthcoming AY.

Curriculum teams have engaged with the SA through the Peer-led Review programme and on specific projects. Faculty and Class Representatives have undergone training for their role to enable them to provide an effective link between the SA and curriculum teams.

The Partnership Agreement was signed by the Regional Chair, Principal and SA Regional President on 08 June 2018.

Activities to further raise awareness of the SA are being planned for AY2018-19. |
| **11. To identify key stakeholders and build relationships to support community planning priorities** | Liz McIntyre with Neil Cowie and Directors of Curriculum and | March 2018 – Launch of RLSP | The College continues to make positive progress with partners on Community Planning Aberdeen (CPA). The same cannot be said about Aberdeenshire | The College remains a lead partner within the CPA and continues to contribute positively to the work relating the LOIP and various locality plans. The College is represented on the |

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
and to meet specific local skills gaps, in particular in relation to Health and Social Care and emerging sectors within the region.	Director of Business Development		Community Planning where structural changes to the CPP Executive and Associated Groups has meant that the College and others potentially have less influence in improving outcomes and experiences for the people of Aberdeenshire. This said, the College continues to pursue with the Council and opportunity to re-join the Executive. Progress on the creation of a Regional Learning and Skills Partnership (RLSP) has been somewhat slow but is now gaining some traction. Agreement has been reached with SDS to co-chair such an entity and it is expected that the inaugural meeting/launch will take place in March 2018.	Aberdeen Prospers Group of the CPA and the VP – Access and Partnerships is soon to join the Integrated Children Services Group as Vice Chair. It is hoped that the College will continue to develop its position, as a key and active partner, within the CPA. Unfortunately, the College's activity with Aberdeenshire Community Planning Partnership has been less positive and constructive. Due to changes driven by Aberdeenshire Council regarding the composition of the CPP Executive the College is no longer deemed to be a lead partner at management level. In addition, there is considerable ambiguity and confusion about the purpose of the various LOIP and locality groups within the CPP and the College's place on them. This said, the College will continue to be represented on the Board and will continue to exert influence over CPP activities which, the College believes, could impact positively on the communities it serves, particularly Banff/Macduff, Fraserburgh and Peterhead.

ANNUAL PRIORITIES 2017-2018	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
Resources				
12. To develop an evidence based case for increased and sustainable levels of funding from the SFC and increase income generating opportunities to reduce dependence on SFC funding.	Roddy Scott with Finance Team and Principal and Director of Business Development and Directors of Curriculum		SFC has decided to retain current 'credit-based' approach to activity funding until at least 2019-20. Therefore it is unlikely that the College will benefit from relative funding increases compared to other colleges. Flexible Workforce Development Fund has operated relatively successfully in leveraging additional funding to the College.	SFC has decided to retain current 'credit-based' approach to activity funding until at least 2019-20. Therefore it is unlikely that the College will benefit from relative funding increases compared to other colleges. Flexible Workforce Development Fund has operated relatively successfully in leveraging additional funding to the College.
13. To deliver a programme of estates improvement for Aberdeen City Campus in line with available resources.	Roddy Scott with Senior Management Team	December 2017 – Submission of FBC

March 2018 – Backlog maintenance | Proposal submitted to SFC for progression of Full Business Case (FBC) in support of estates development. In parallel, programmes being developed to address backlog maintenance and repair, subject to availability of finance. | SFC officials have indicated that funding is not available for major capital works and have expressed the view that preparation of a Full Business Case for Campus redevelopment would not represent value for money because funds are not available to fund redevelopment. A position paper on the College Estate will be presented to the Regional Board at its next meeting. A programme of estates improvement and maintenance works is being undertaken this Summer across all of our Campuses. A major part of the programme takes place at the City Campus where pipework will be renewed from the Tower Block basement upwards as the first stage in replacing heating and water supplies to the Tower. |

ANNUAL PRIORITIES 2017-2018				
	Person(s) Responsible:	Milestone Dates:	Progress Report (February 2018):	Progress Report (June 2018):
14. To improve IT infrastructure and resilience to enhance security and reliability and to develop a new management information dashboard providing access to information reporting and analysis.	Director of IT	End of August 2018	In-source of IT managed service includes work programmes to redesign and simplify hardware/software platforms and data storage, leading to an enhanced and more secure working environment. Work includes: platform rationalisation, use of OneDrive/Office 365, achievement of Cyber Essential standard and working to achieve the 12 key actions set out in the Scottish Government's Cyber Resilience Strategy. Dashboard development launched in late-2017 based on Power BI software. First College-wide use to produce data for Annual Programme Reviews. Dashboards under development to support decision making across the College.	The in-source transition is on-plan and no substantive issues remain. Critical milestones have been completed. Cyber resilience work proceeds as planned and on schedule. Power BI reports have been developed to support Annual Programme Reviews and Outcome Agreement Intensification Measures. Dashboard development work proceeds as planned and on schedule.

REGIONAL BOARD
Meeting of 20 June 2018

Title: IT Service Transformation	
Author: Paul Hykin, IT Consultant	**Contributor(s):** Roddy Scott, Vice Principal Finance, and Scott Matthew, Director of IT

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To provide information to the Regional Board on the project to replace the current IT managed service with a hybrid model, comprising in-house user-facing services and contracted managed IT infrastructure services.

Linked to Strategic Aim:

3 To achieve maximum impact from the available resources

Linked to Annual Priority:

14 To improve IT infrastructure and resilience to enhance security and reliability and to develop a new management information dashboard providing access to information reporting and analysis

Executive Summary: Attached as Appendix 1 is a paper which informs the Board that good progress is being made and that the project is on schedule to transition to the hybrid model at the end of the current IT managed service contract on 01 September 2018.

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

Previous Committee Recommendation/Approval (if applicable)**:**
The Regional Board approved replacement of the current IT managed service with a hybrid model at its meeting held on 05 June 2017.

Equality Impact Assessment:

Positive Impact ☐

Negative Impact	☐
No Impact	☒
Evidence:	

Background

In June 2017, the Regional Board approved the replacement of the RM Outsourced IT service by a hybrid model from the end of the contract in August 2018. The Hybrid model comprises:

1. In-house user facing services (help desk, support) where we expect to benefit from more flexibility to integrate with other support services including TEL, Business Systems and Multimedia;
2. Managed infrastructure service procured from specialist technology company who have economy of scale to invest in skills, tools and technology to provide highly robust and process driven infrastructure monitoring, support and management

The purpose of this paper is to update the Board on progress through the transition to that model.

Summary

The overall transition is on-plan and no substantive issues remain. The two critical milestones – restructuring the ITTS service to incorporate the transferring staff; and procuring the managed infrastructure service have completed. Financial model is broadly as planned with 50k annual savings.
Much detail work to define operational ways of working remains alongside the technology projects – these stretch the ITTS management team and an interim transition manager has been recruited and will remain until Dec '18 (funded by deleting a future permanent management post).
The new MSP (Esteem) have performed well in the initial planning stages and a good working relationship is being established.

Risks

The Risk Model for the Hybrid solution remains unchanged. The mitigations identified have been put in place and we are of the view that no substantive Risks remain.

Progress Update

The Transformation Programme was developed as five strands, each managed as subprojects. Status for these is as follows:

Strand	Scope and purpose	Progress	Next steps	Status
Staffing and structure.	Define and implement new structures, identify and complete recruitment, consult with RM staff to ensure that they will be absorbed into this structure effectively, undertake any skills development.	Structure developed, approved, all roles graded. Formal consultation completed with all RM staff and structure modified and confirmed, no substantive dissent. Recruitments completed (business analyst and information security specialist). One resignation from RM Programme Manager, not replacing this role at present and will assess after 3 months of the new service.	Staff development –complete skills analysis, implement training. RM staff 'letters of intent' re: TUPE TUPE transfer itself.	Good – on plan. Future management team 'light' – contingencies in place.
MSP procurement	Define and procure the Managed Infrastructure Service	Service designed and specified Procurement completed and Esteem appointed 31/5/18 on plan. Costs 200k annually (inc. extras) against original estimate of 250-350k	Detailed transition planning underway with Esteem.	Good – on plan. No issues.
Commercial	Contractual exit TUPE Financial planning	Initial exit planning completed with RM with no issues arising. TUPE plans completed and HR confident transition will work to plan. One RM employee has resigned, but no further expected. Overall financial model now confirms modest 50k annual savings.	RM to Esteem planning underway, but no staff transfers which will keep this simple.	Good – on plan. IT capital expenditure 2019 – 2022 will be high due to infrastructure replacements
Operational	Develop and implement all processes, systems, documentation and practice to operate service to high standards post exit.	Challenging progress due to delays in RM documentation and drawn out staff consultation process., now in hand.	Detailed process modelling workshops with RM staff (June)	Good – delayed but manageable within overall plan.
Technology	Various technology transition projects to support new model and to implement essential improvements in parallel. Improve business continuity.	Core server and storage platform designed and in procurement. Backup and resilience platform defined and in procurement Core network and wifi replacements deferred (budget and risk mitigations)	Implementation. Risks of change alongside transition to Esteem being managed carefully with their support. *Data Centre – plan to move to twin NESS data centres using RGU Garthdee facility ultimately not possible due to current diverse links. Will use Altens as interim secondary.*	Good – on plan. Garthdee is lost opportunity to improve rather than setback. Will revisit this in the future.

NESCol IT Future service options - Risk Review

RISK - Transition	New Outsource Impact	Likelyh	Mitigation	Full Insource Impact	Likelyh	Mitigation	Hybrid Impact	Likelyh	Mitigation
Service disruption due to lack of key staff, for example as they choose not to transition under TUPE	Med	Low	Supplier accoutable and would be required to take reasonable steps to mitigate. In their interest to do so. Ensure supplier selected appropriately	High	High	College carries full risk. Some mitigation by appointing new posts early. Also good communication with staff prior to xfer.	Med	Low	Critical services of network and server & systems management suppliers would be in place before xfer, and accountable from day one.
Commercial - fail to secure suppliers suitably qualified and at appropriate costs	High	Low	Initial market discussions suggest appetite. Reduce risk by procurement rigour and accurate information to remove uncertainty	N/A			Med	Low	Market test and diligent procurement to ensure attractive proposition with accurate information.
NESS unable / unwilling to manage WAN or not cost effective	Med	Med	WAN would be bundled into main supplier contract so NESS involvement can be removed	Med	Med	Build some skills and capability inhouse and continue to rely on informal support from NESS. Longer term procure separately	Low	Med	Extend scope of N/W managed service to cover this.

RISK - After transition	New Outsource Impact	Likelyh	Mitigation	Full Insource Impact	Likelyh	Mitigation	Hybrid Impact	Likelyh	Mitigation
High levels of staff turnover lead to knowledge dilution and service disruption (e.g. after oil and gas upturn)	Low	Med	Supplier fully accountable and carries all staff replacement risks. Binding SLA.	High	Med	College risk. We would have to recruit, potentially at increased staff costs, or pay premium to retain.	Low	Med	Supplier risk in key technology areas (N/W and Servers) mitigated by staff based across UK and potentially overseas. College help desk risk but less premuim
Escalating level of infrastructure problems as complexity grows.	Low	Med	Supplier carries this risk and is bound to SLA regardless of complexity.	Med	Med	College risk. Mitigate by taking prudent approach to technology developments, leveraging sector (UCISA, etc)	Low	Med	Supplier risk in key technology areas. Manage technology roadmap prudently with supplier support and guidance.
Dramatically different requirements from IT due to structural or regional change (ie RGU merger)	Med	Med	Ensure exit and change management robust within contract, but ultimately may be tough commercial negotiation and 'loss of profit' costs	Low	Med	College has control and ability to reflect changes. Staff flexibility important and should be cultivated through culture	Low	Med	Core technology (N/W and Servers) will continue to be required in some shape or form and could be subsumed by successor. Contracts less TUPE dependant
Supplier failure or underperformance undermines service	High	Low	Due diligence during procurement, strong contract and SLA, and continual and rigorous supplier management should mitigate,	Low	Low	Very limited dependance on suppliers mitigates this risk.	Med	Low	Ability to switch suppliers relatively easily as smaller packages and limited TUPE issues.