NORTH EAST SCOTLAND COLLEGE

REGIONAL BOARD

Meeting of 29 October 2018

REGIONAL BOARD

AGENDA		
Agenda Item		**Paper**
70-18	Apologies for Absence	
71-18	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
72-18	Minutes of Previous Meeting – 26 September 2018	X
73-18	Matters Arising from the Previous Meeting	X
	Reports to the Board	
74-18	Report by the Regional Chair	X
75-18	Report by the Principal	X
76-18	Report by Committee Chair	X
	Matters for Decision	
77-18	Programme of Business AY2018-19	X
78-18	Vice Chairs Proposal	X
79-18	Appointment of ASET College Director	X
80-18	Succession Planning Policy for Board Members	X
81-18	Risk Management Policy	X
82-18	Draft Evaluative Report AY2017-18 & Enhancement Plan AY2018-19	X
83-18	Information Technology Strategy	X
	Matter for Discussion	
84-18	Regional Board Engagement Plan	X
	Matter for Information	
85-18	Internal Audit Programme, Year to 31 July 2019	X
86-18	**Any Other Business**	
87-18	**Summation of Business and Date of next meeting**	
	Reserved Items of Business	
	Matters for Discussion	
88-18	SFC Credit Activity Report	
89-18	Annual Appraisal of Regional Chair	
90-18	Annual Appraisal of Secretary to the Board	
91-18	Aberdeen Skills and Enterprise Training Limited – Annual Report by Chair	
94-18	**Summation of Reserved Items of Business**	

	REGIONAL BOARD

Draft Minutes of the meeting of the Regional Board held on 26 September 2018 at 1300 hours in the Boardroom, Aberdeen City Campus.

Agenda Item	
	Present: Ken Milroy – Regional Chair Dave Anderson Ann Bell Martin Dear Doug Duthie – Vice Chair Abdul Elghedafi Susan Elston Kirsty Godsman Ian Gossip John Henderson Abby Miah Robin McGregor Liz McIntyre Neil McLennan **In attendance:** Neil Cowie, Vice Principal Access & Partnerships John Davidson, Vice Principal Curriculum & Quality Pete Smith, Vice Principal Finance & Resources Pauline May, Secretary to the Board Susan Lawrance, Minute Secretary Chris Grinver, Shepherds (For Agenda Item 68-18 only) Mike Morrice, Burness Paull (For Agenda Item 68-18 only)
	Reserved Item of Business – Matter for Decision
68-18	It was agreed that Agenda Item 68-18 would be taken at this time. **Estates – Property Realisation**

	Mr Grinyer and Mr Morrice left the meeting at this time.
		Prior to the consideration of the remaining Agenda Items, Members were welcomed to the first Regional Board Meeting of AY2018-19 by the Regional Chair. Mr Milroy noted the first attendance at a Regional Board Meeting by a number of new Board Members – Mr Elghedafi, Ms Elston, Mr McLennan and Ms Godsman. Mr P Smith was also welcomed to his first Board Meeting and to the College's Senior Management Team in his role of Vice Principal Finance & Resources.

The Regional Chair highlighted a number of recent developments to Members, including, the appointment of the new Minister for Further Education, Higher Education and Science, Richard Lochhead, the recent Parliamentary Reception, the publishing of the Scottish Government's Statement of Ambition.

Members noted Professor Harper's resignation from the Regional Board, with attendees recording their congratulations and best wishes in relation to his appointment as the new Principal of RGU. Thanks were also expressed for Professor Harper's contributions to the Board os Aberdeen College and NESCol over a number of years and the key role he has payed and will continue to play in strengthening the partnership between RGU and NESCol..

Members were advised that Ms Nora Senior, Chair of the Enterprise and Skills Strategic Board, would be the pre-dinner guest speaker at the Board's upcoming Strategy Event Dinner in November 2018. |

	Mr Milroy advised of an ongoing series of meetings he and the Principal were holding with regional MSPs and MPs.
60-18	**Apologies:** Andrew Russell, Anne Simpson, Adrian Smith
61-18	**Declaration of any Potential Conflicts of Interest in relation to any Agenda items** Mr Duthie and Mr Gossip declared potential conflicts of interest by virtue of their roles as Directors of ASET.
62-18	**Minute of Previous Meeting – 20 June 2018** The minutes were approved as a true and accurate record.
63-18	**Matters Arising from the Previous Meeting** Members noted the Matters Arising Report. The Principal updated Members on the current position relating to the College's early learning and childcare credits target for AY2018-19 and the requirement for the College to submit an action plan to the SFC, noting that further clarification is still awaited from the SFC. Members were advised that a detailed report on the College's planned credit activity for AY2018-19 would be prepared for the meeting of the Regional Board scheduled for October 2018. No further matters were raised.
	Matter for Information
64-18	**Committee Membership** Members noted a paper providing information on the membership of the Board's Committees. The Regional Chair congratulated Mr Henderson on his recent appointment as the new Chair of the Finance & Resources Committee. The Committee membership of four new Board Members was highlighted. In noting that the term of office of the current Vice Chair would shortly come to an end, Mr Milroy highlighted the need for the Regional Board to appoint a new office bearer to this position. Mr Milroy summarised a past proposal raised by the Board's Governance Steering Group to appoint two Vice Chairs to strengthen the Board's governance and succession arrangements. Following a short discussion, Members agreed that the proposal to appoint two Vice Chairs be adopted, noting that the tenure of the Vice Chairs should be staggered in line with the approach to terms of office adopted as part of the Succession Planning Policy for Board Members. It was also agreed that in line with the past appointment process adopted for the position of Vice Chair, the Regional Chair would propose two Members for the new positions. It was agreed that each Vice Chair should have different areas of focus, and that this would be initially discussed by the Governance Steering Group, following which a proposal would be submitted for consideration at the Regional Board Meeting scheduled for October 2018.

65-18	**Any Other Business** Mr Milroy and the Principal updated Members on recent developments relating to National Collective Bargaining, including a summary of the recent Employers' Association Residential Event which was attended by both. The Principal advised of the current position in relation to pay deals for both support staff and teaching staff, noting potential implications and challenges for NESCol, Details of the proposed multi-year pay deal for support staff were shared with Members. It was reported that the EIS was currently conducting an indicative ballot for industrial action. The Principal advised that she had written to all teaching staff outlining the proposed ay deal and that should industrial action go ahead the College would minimise the impact of this on students. The Principal confirmed that Members would be kept abreast of any developments relation to National Collective Bargaining.
66-18	**Summation of Business and Date of next meeting** The Secretary gave a summation of the business conducted. The next meeting of the Regional Board is scheduled to take place on Monday 29 October 2018 at 1000 hours at the Aberdeen City Campus.
	Reserved Item of Business – Matter for Decision
67-18	**Financial Forecast Return 2017-18 to 2022-23**
69-18	**Summation of Reserved items of Business** The Secretary gave a summation of the reserved business conducted.

Agenda Item	Actions from Regional Board Meeting 26 September 2018	Responsibility	Deadline
68-18			
63-18	Prepare report detailing the College's credits position for AY2018-19.	L. McIntyre	22 October 2018
64-18	Propose two Members for appointment to the positions of Regional Board Vice Chair.	K. Milroy	19 October 2018
64-18	Governance Steering Group to discuss proposal for the appointment of two Regional Board Vice Chairs.	D. Duthie	22 October 2018
67-18			

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

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An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 26 September 2018.

Agenda Item	
68-18	
63-18	**Action:** Report detailing the College's credits position for AY2018-19 to be prepared for discussion at the meeting of the Regional Board scheduled for October 2018.
	Update: See Agenda Item 88-18.
64-18	**Action:** Regional Chair to propose two Members for the positions of Regional Board Vice Chairs.
	Update: See Agenda Item 78-18.
64-18	**Action:** Proposal for the appointment of two Regional Board Vice Chairs to be discussed by the Governance Steering Group and considered further at the Regional Board Meeting scheduled for October 2018.
	Update: See Agenda Item 78-18.
67-18	

REGIONAL BOARD
Meeting of 29 October 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	**Annual Appraisal by Scottish Ministers** The Regional Chair's Annual Appraisal was undertaken by Paul Smart, Deputy Director in the Directorate for Advanced Learning and Science in the Scottish Government. The Appraisal is for the period January 2017 to December 2017. A range of supporting evidence was submitted for the Appraisal, with the Chair's performance then assessed against four grades (1 – very effective through to 4 – not effective. The Chair was marked: To Provide Effective Leadership – 1; To Ensure Effective Governance and Financial Management – 2; To deliver effective results and drive performance improvement – 1; To Support and Develop The Board and Its Members Effectively – 2; Overall Performance – 1. A copy of the Appraisal Report has been shared with the Board's Governance Steering Group.
2	**Regional Board Member Reappointments** Approval was sought from Scottish Ministers in relation to the reappointment of three current Board Members in line with the Board's Succession Planning Policy: John Henderson 01 November 2018 to 31 October 2022 Anne Simpson 01 November 2018 to 31 October 2020 Adrian Smith 01 November 2018 to 31 October 2020 The above reappointments have been approved and the Members have each confirmed that they wish to accept a second term serving on the Regional Board.
3	**Finance & Resources Committee – Vice Chair** Following approval by the Board's Selection & Appointments Committee. Adrian Smith has been appointed as the new Vice Cahir of the Finance & Resources Committee.
4	**Register of Interests** At its recent meeting, the Board's Governance Steering Group agreed that it would be good practice for the Group to review the Regional Board's Register of Interests on an annual basis. The Register will continue to be formally updated at least twice during each academic year. Members are however reminded to advise the

	Secretary to the Board of any significant changes to their entries whenever they occur.	
5	**Board Member Training & Development** At its recent meeting, the Board's Governance Steering Group discussed the training and development needs of Board Members. It was agreed that each Committee Chair would meet with the member(s) of the Senior Management Team who support their respective Committee to discuss potential training topics or briefings. Each Committee will then agreed the training that would be beneficial for Members. It was also agreed that Members would be reminded of an expansive range of online training resources available through Lynda.com. This platform can be accessed through the Digital Futures Toolkit - https://www.nescoldigitalfutures.co.uk/toolkit	
6	**Meetings with MPs and MSPs** The Regional Chair and Principal have been holding a series of meetings with individual MPs and MSPs. The meetings provide an opportunity for the MPs and MSPs to be informed of the College's future plans and to also raise potential upcoming issues e.g. industrial action. To date the discussions have been varied and reflective of the views of the relevant political party. It is hoped that these meetings have initiated open dialogue between the College and the individual MPs and MSPs that will be continued. Meetings held to date are as follows:	

Maureen Watt	MSP	27 August 2018	SNP
David Duguid	MP	14 September 2018	Conservative
Kevin Stewart	MSP	17 September 2018	SNP
Mike Rumbles	MSP	28 September 2018	Liberal Democrat
Peter Chapman	MSP	05 October 2018	Conservative
Liam Kerr	MSP	05 October 2018	Conservative
Tom Mason	MSP	05 October 2018	Conservative

Meetings scheduled to be held:

Andrew Bowie	MP	19 October 2018	Conservative
Kirsty Blackman	MP	02 November 2018	SNP
Ross Thomson	MP	02 November 2018	Conservative
Lewis Macdonald	MSP	28 November 2018	Labour
Stewart Stevenson	MSP	07 December 2018	SNP
Alexander Burnett	MSP	11 January 2018	Conservative

7	**Attendance at Meetings – Regional Chair** The Regional Chair has attended various meetings since the last Board Meeting, including: • Employers' Association • Community Planning Aberdeen Board • Colleges Strategic Futures Group • Colleges Scotland Board	

	- Colleges Scotland Parliamentary Reception - Richard Lochhead, New Minister for FE, HE and Science - SFC Demographic Model and Early Warning System Consultation - Strategic Dialogue Meeting - Meetings with North East Scotland MPs and MSPs.

REGIONAL BOARD
Meeting of 29 October 2018

	REPORT BY THE PRINCIPAL
	The purpose of this report is to provide the Regional Board with relevant information relating to the period immediately prior to the Board Meeting, to provide updates and to identify key priorities and challenges for the next period.

1	**National Collective Bargaining Update**
	<u>Employers' Association</u>
	The latest Employers' Association (EA) meeting was held as a residential event on 19 & 20 September 2018. This event was attended by the Regional Chair and the Principal.
	The EA considered matters of governance, a process to deliver a long term pay strategy for the sector and a review of the NRPA. The EA will meet again in May 2019 and in the interim business will be managed through the executive group.
	<u>Support Staff Side Update</u>
	A two year deal with the support staff side has been offered and support staff are currently sharing this offer with their members with a recommendation to accept. This deal covers pay and a range of conditions. A full copy of the offer is attached as Appendix 1. Key features are:
	• Pay is broadly in line with current public sector pay policy with an increase to the minimum payment;
	• Additional leave day (from 44 – 45) with a minimum of 12 fixed days, which will require a change to current NESCol arrangements.
	Colleges are expected to meet the cost of this pay award through efficiencies.
	Work is ongoing with Support Side Unions in relation to the implementation of a national job evaluation scheme. There are many aspects of this process which are not yet agreed and the EA has requested an up to date summary of current agreements and matters yet to be agreed. This will be shared with the Committee when it is received. The key issues are:
	• How a national pay scale will be created and implemented;
	• If pay across the sector will be harmonised;
	• How the decisions regarding job placement will be made.
	<u>Lecturing Staff Side Update</u>
	A final pay offer has been made to the lecturing union EIS-FELA. This offer covers the period from April 2017 to April 2020 and aims to consider together the impacts of harmonisation and cost of living increases.
	The offer is complicated and the Principal has written to all lecturing staff to explain the offer and the financial impact of the offer to enable staff to make

	an informed decision in relation to industrial action. The offer has been rejected by the unions and an indicative ballot has been held. This ballot has shown that 90% of the 60% of members who voted are in favour of industrial action including strikes. The letter is attached as Appendix 2 for information and we await further developments.
2	**Upcoming Priorities** During the next three months the Senior Management Team and the Leadership Team will be focussing on a number of key priorities: • Early Retention – Heads of Faculty have been asked to pay particular attention to any at risk students during the key period between the end of the October break and the cut-off point for measuring Early Retention and claiming credits. Student support services will be accessed to ensure that any student considering leaving College is provided with the support and advice they need. • Business Planning – the integration of key business planning processes will be reviewed to ensure an improved curriculum planning process and a closer link between that process and the setting of budgets. • Timetabling – A small working group has been tasked to identify a revised process for producing and maintaining timetables to allow for improved staff and room utilisation. • Cross-College themes of 'Respect' and creating a mentally healthy college will be progressed including planning for a whole College development day to take place in January 2019. • Relationship with RGU – strong focus on moving forward the Two Plus Alliance with the new Principal at RGU including the potential scheduling of a joint Board Meeting before Christmas.
3	**Potential Challenges** During the next three months a number of potential challenges may emerge: • Progress towards achievement of the credit target will need close attention. • Potential industrial action as a result of ongoing dispute between EIS-FELA and the Colleges Scotland EA.
4	**Curriculum Update** The following highlights a number of curriculum activities and developments: • Students from NESCol and Gray's School of Art worked with contemporary designer Naomi McIntosh to explore Aberdeen's local papermaking heritage. Students were tasked with designing and creating a sculptural paper installation comprising of 20 unique cylinders, paying homage to the huge "dandy rolls" found in paper factories and used to impress watermarks during the manufacturing process. This venture is part of the Scottish Design Relay and the work of all design teams from across Scotland are currently on display at the V&A Dundee, Scotland's international centre for design. • Harry Carr and Kelsey Grant, joint winners of the Art and Design Prize at the End of Year Show, had their work displayed at the Aberdeen Arts Centre throughout September 2018.

- The Music team won the award for Best Diversity Marketing and Social Issues Campaign at the recent Herald and GenAnalytics Diversity Awards 2018. The was in recognition for their work in the 'Pride Aberdeen' project.

- In AY2017-18, Introduction to Childcare students raised funds and presented an idea, which has now been realised, of establishing a Community Nursery to Senior Managers. The students produced marketing materials for 'NESCol Ducklings', where local carers and their pre-school children came to College to make use of our facilities. This allowed students, who would not otherwise get the chance of a placement, a real working and learning opportunity.

- The charity, PEEP (Parents as Early Education Partners), supported the initiative to support adult learning amongst students and families. The College has invested in additional resources to support the project and training for staff to support our students in being able to run a PEEP session is underway. The first group will be delivered in November.

- College textbooks that are no longer useful and surplus to requirements have recently been recycled and donated to the local charity, Books Abroad. Hairdressing and Beauty textbooks as well as Sports and Fitness manuals were donated and will be making their way to colleges and projects in countries which have limited resource material. The charity is at present packing books for Uganda and some of the NESCol donation will be included in this shipment.

- A team of staff from Engineering and Computing attended the CDN Robotics Challenge Workshop in September 2018. Staff worked in a group to build a robot from scratch and programmed it to tackle a set of challenges. It was an excellent opportunity to learn about engineering, programming and what can be developed in a day. The Workshop provided useful ideas for the promotion of STEM and potential course developments.

- Engineering staff at Altens are working with Attollo Offshore on the GreenPower challenge. This will involve groups of students designing, building a racing an electric powered vehicle. The challenge will facilitate development of both vocational and employability skills for the students and develop awareness of alternative technologies.

- The Saturday Coding Club is back up and running in the form of the "Codecraft Saturday Edition". This programming class for 9-13 year olds was hugely popular in the summer and is now being offered as a Saturday morning class.

- Three students from the world-class Auguste Escoffier School of Culinary Arts, located just outside Paris, have been in Aberdeen for an 8 week exchange visit. They have been working in the Carmelite Hotel and The Chester Hotel but have also been spending time at the College working alongside Aberdeen's talented future chefs and hospitality graduates.

| | | • Gate 63 featured recently in the Press and Journal Society supplement in which it was described as "Aberdeen's Best Kept Secret". The quality of the service was acknowledged and readers were encouraged to book. |

Confidential and Restricted – Support Staff Pay and Terms and Conditions Offer 1ˢᵗ April 2018 to 31ˢᵗ August 2020

Pay	Pay and Terms and Conditions – 1ˢᵗ April 2018 – 31ˢᵗ August 2020
Pay 2018/19	3% on salary points < or equal to £36,500 2% on salary points > £36,500 Minimum payment of £650 (FTE) Maximum payment of £1600 (FTE) for those earning £80k or more and within scope of the NRPA. All the above payments are consolidated and payable from 1ˢᵗ April 2018. The above award will be made on an unconsolidated basis to those employees currently in receipt of local salary conservation arrangements unless the local arrangements are more beneficial. This arrangement will apply to employees in receipt of local salary conservation arrangements as at 31ˢᵗ August 2018. The arrangement in respect of employees on current local salary conservation is only being offered on the basis that all other elements of the package are agreed. The Pay Award will be applied in the first instance, then any further uplift applied, if required, in order to ensure staff are in receipt of the Living Wage as at 1ˢᵗ April 2018.

Pay 2019/20	3% on salary points < or equal to £36,500 2% on salary points >£36,500 Minimum payment of £650 (FTE) Maximum payment of £1600 (FTE) for those earning £80k or more and within scope of the NRPA. All of the above payments are consolidated and payable from 1st April 2019. The above award will be made on an unconsolidated basis to those employees currently in receipt of local salary conservation arrangements unless the local arrangements are more beneficial. This arrangement will apply to employees in receipt of local salary conservation arrangements as at 31st August 2018. The arrangement in respect of employees on current local salary conservation is only being offered on the basis that all other elements of the package are agreed. The Pay Award will be applied in the first instance, then any further uplift applied if required in order to ensure staff are in receipt of
Change of Pay Settlement Date to **1st September 2020**	£300 (FTE) or 5/12th of 2018 Public Sector Pay Policy whichever is the greater, on all salary points – paid from 1st April 2020 The above payment is consolidated. The 5/12th payment will be calculated on the basis of: 5/12ths of 3% on salary points < or equal to £36,500 5/12ths of 2% on salary points > £36,500 Maximum payment of 5/12ths of £1600 (FTE) for those earning £80k or more and within scope of the NRPA The above award will be made on an unconsolidated basis to those employees currently in receipt of local salary conservation arrangements unless the local arrangements are more beneficial. This arrangement will apply to employees in receipt of local salary conservation arrangements as at 31st August 2018. The arrangement in respect of employees on current local salary conservation is only being offered on the basis that all other elements of the package are agreed. The Pay Award will be applied in the first instance, then any further uplift applied if required in order to ensure staff are in receipt of the Living Wage as at 1st April 2020.

Pay and Rewards Strategy	The employers are committed to a fair and equitable pay and rewards package, inclusive of terms and conditions of service.
	This commitment is underpinned by the core principle that workforce changes are designed not to disadvantage, but rather the joint aspiration is to improve conditions overall.
	The employers will ensure that all reasonable and practical steps will be taken to ensure employees whose salaries are affected detrimentally as a result of organizational/workforce change are supported through the transition stage to minimize and mitigate any financial detriment.
	The employers' genuine intention is to mitigate the effects of salary and job changes through retraining and staff development.

Conditions of Service	
Annual Leave	45 days inclusive of all public, fixed and closure days. The additional day will be either flexible or fixed as determined by individual colleges.
	The additional day is to be applied from 1st September 2018. The employers are clear that this will be an employers' final position on annual leave recognising that the trade unions reserve the right to revisit.
Working Week and Working Day	The full time working week for support staff will be 35 hours per week normally worked between Monday and Friday. The working day for support staff will normally be between **0800 and 1800**. This definition has no impact or relation to the core terms and conditions relating to pay, working hours and allowances. Qualification and criteria for allowances are as specified overleaf. This definition also does not apply to existing staff specifically contracted to work out with these hours.
Managing Workforce/Organisational Change Policy	Committed to developing a policy, not procedure. The policy will contain a strong and firm focus on retraining.
	Collective best endeavours will be made to agree the policy by December 2018
Unsocial Hours Working	Time and One Third for all standard hours worked between **2100** and **0600** and on Sunday (midnight to midnight). Not paid if any other enhanced rate applies (e.g shift/overtime). This allowance will apply from 1 November 2018.
Standby	£100 per week for participation in a recognised locally agreed standby rota. This allowance will apply from 1st November 2018.
Call-Out	Minimum 2 hours payment. Travel time included. **On Standby**:1.5x for hours on-call **Not On Standby**: 2x for hours on-call. Reasonable expenses may be claimed in conjunction with any Call-Out This allowance will apply from 1st November 2018.

Shift Working	14% for two alternating shift system > 14 hours 20% for three shift system including night shift. Shift Patterns to be locally determined This allowance will apply from 1st November 2018
Overtime	Plain time for all hours up to and including 35. 1.5x for all hours above 35 other than other than on a Sunday (midnight to midnight) or locally defined closure day (midnight to midnight). 2x for all hours on Sunday or locally defined closure day. No overtime is payable for those earning more than £40,000 This allowance will apply from 1st November 2018.
Work on a Closure or Public Holiday	If required to work on a local closure/public holiday payment will be double time for all hours worked (normal hours or overtime). In addition, the member of staff is entitled to time off with pay at a later date as follows: -less than 3.5 hours this will equate to a half day off; -more than 3.5 hours this will be a full day off. This allowance will apply from 1st November 2018.
Closure Day/Public Holiday (for enhanced rates)	There will be a minimum of 12 local closure days. This will apply from 1st November 2018.
Salary Conservation	4 years cash conservation. Date of application 1st September 2018, for all new salary conservation situations, including the outcome of job evaluation. Any new salary conservation arrangements from 1st September 2018 will not have national pay awards applied nor will there be incremental progression.
First Aid Rate	£500 per annum payable from individuals next renewal date or commencement of duties. No cost of living allowance applied automatically. This allowance will apply from 1st November 2018.
Transfer to Permanency	Two years. Where posts are subject to time limited, specific external or project-based funding, or where staff are covering for maternity or sickness absence, the transfer to permanency will not apply. Where appropriate after 1 year, contracts will be reviewed to assess permanency as appropriate to support the business needs of the organisation.
Modern Apprentices	Modern Apprentices will be paid the Living Wage, as a minimum, applicable from 1 November 2018 and thereafter annually in accordance with increases notified by the Living Wage Foundation.

Other Considerations

Workforce/Organisational Change	Commitment to develop and agree a Managing Workforce/Organisational Change Policy. This will include a commitment to staff development and retraining to mitigate the impact of any salary detriment. Collective best endeavours will be made to agree the policy by December 2018.
Employee Development	A commitment to define roles specifically for support staff which support teaching and learning. This will be considered within a joint forum for partnership working.
Current Local Inclusive salaries	For those in receipt of an 'inclusive salary' having had previous allowance payments included in base pay in recompense, no relevant additional allowance will apply subject to the outcomes of the implementation of the National Job Evaluation scheme from 1st September 2018.
Support Staff Training	Employers and trade unions to work together with CDN to explore new national training programmes for support staff.
Data Validation	The offer is subject to data validation by SFC.
Ratification	The offer is subject to ratification by both sides.
Equality Impact Assessment	The final agreement will be subject to the conduct of an Equality Impact Assessment.

13 September 2018

NJNC – Support Staff Pay and Terms and Conditions Offer 2018-20 – Impact by College

1. Base Pay Offer

College	FTE	Current Gros	2018/19 Yr 1 - Gross C	Increase £	Increas	2019/20 Yr 2 - (12 months) - G	Increase £	Increas	2020 Extension Yr 2 - Extension Gr	Increase £	Increas	2018-2020 Total Offer Incr	Total Offer Increase %
Argyll	52.6	£1,697,240	£1,747,397	£50,157	2.96%	£1,798,238	£50,841	2.91%	£1,820,806	£22,568	1.26%	£123,566	7.28%
Ayrshire	449.9	£15,598,845	£16,052,018	£453,173	2.91%	£16,510,586	£458,568	2.86%	£16,704,610	£194,023	1.18%	£1,105,765	7.09%
Borders	124.7	£4,502,184	£4,629,702	£127,518	2.83%	£4,759,009	£129,307	2.79%	£4,814,765	£55,756	1.17%	£312,582	6.94%
City of Glasgow	492.3	£16,425,361	£16,912,342	£486,981	2.96%	£17,405,096	£492,753	2.91%	£17,621,439	£216,343	1.24%	£1,196,077	7.28%
Dumfries & Gallow	138.6	£4,368,797	£4,499,030	£130,233	2.98%	£4,631,740	£132,710	2.95%	£4,690,098	£58,358	1.26%	£321,301	7.35%
Dundee Angus	378.5	£12,521,965	£12,897,632	£375,666	3.00%	£13,273,913	£376,281	2.92%	£13,440,074	£166,161	1.25%	£918,109	7.33%
Edinburgh	555.6	£19,962,959	£20,524,794	£561,835	2.81%	£21,095,022	£570,228	2.78%	£21,342,190	£247,168	1.17%	£1,379,231	6.91%
Fife	468.8	£16,876,734	£17,347,755	£471,021	2.79%	£17,828,001	£480,246	2.77%	£18,037,809	£209,809	1.18%	£1,161,075	6.88%
Forth Valley	282.4	£10,684,681	£10,979,163	£294,481	2.76%	£11,280,063	£300,900	2.74%	£11,410,439	£130,377	1.16%	£725,758	6.79%
Glasgow Clyde	329.1	£11,614,693	£11,943,234	£328,541	2.83%	£12,278,130	£334,895	2.80%	£12,424,406	£146,276	1.19%	£809,713	6.97%
Glasgow Kelvin	205.1	£7,813,694	£8,026,870	£213,175	2.73%	£8,243,751	£216,881	2.70%	£8,337,733	£93,981	1.14%	£524,038	6.71%
Inverness	174.4	£6,170,875	£6,343,806	£172,930	2.80%	£6,520,098	£176,292	2.78%	£6,597,260	£77,162	1.18%	£426,385	6.91%
Lews Castle	52.7	£1,698,081	£1,748,767	£50,687	2.98%	£1,799,633	£50,865	2.91%	£1,822,218	£22,585	1.25%	£124,137	7.31%
Moray	130.1	£4,153,567	£4,278,112	£124,545	3.00%	£4,402,785	£124,673	2.91%	£4,457,787	£55,002	1.25%	£304,220	7.32%
NESCOL	245.8	£10,707,761	£10,983,198	£275,437	2.57%	£11,263,753	£280,555	2.55%	£11,383,705	£119,952	1.06%	£675,944	6.31%
New College Lanar	385.4	£13,592,995	£13,979,764	£386,769	2.85%	£14,370,411	£390,647	2.79%	£14,542,188	£171,777	1.20%	£949,193	6.98%
Newbatlle Abbey	21.5	£647,957	£668,722	£20,764	3.20%	£689,708	£20,986	3.14%	£698,883	£9,175	1.33%	£50,926	7.86%
North Highland	104.5	£3,349,581	£3,449,385	£99,804	2.98%	£3,550,984	£101,599	2.95%	£3,595,595	£44,611	1.26%	£246,014	7.34%
Orkney	0.0	£0	£0	£0	0.00%	£0	£0	0.00%	£0	£0	0.00%	£0	0.00%
Perth	186.7	£6,674,943	£6,865,399	£190,455	2.85%	£7,059,763	£194,364	2.83%	£7,144,829	£85,066	1.20%	£469,885	7.04%
Sabhal Mor Ostaig	64.6	£2,345,188	£2,411,275	£66,088	2.82%	£2,478,099	£66,823	2.77%	£2,507,398	£29,299	1.18%	£162,211	6.92%
Shetland	24.8	£800,039	£824,454	£24,415	3.05%	£849,337	£24,883	3.02%	£860,307	£10,969	1.29%	£60,267	7.53%
South Lanarkshire	106.5	£3,764,982	£3,873,565	£108,583	2.88%	£3,983,875	£110,311	2.85%	£4,032,587	£48,712	1.22%	£267,606	7.11%
West	454.2	£16,063,110	£16,517,735	£454,624	2.83%	£16,980,704	£462,969	2.80%	£17,183,836	£203,133	1.20%	£1,120,726	6.98%
West Highland	75.0	£2,224,800	£2,295,443	£70,643	3.18%	£2,365,176	£69,733	3.04%	£2,396,241	£31,065	1.31%	£171,442	7.71%
West Lothian	166.3	£5,791,496	£5,954,318	£162,822	2.81%	£6,120,002	£165,684	2.78%	£6,192,460	£72,458	1.18%	£400,964	6.92%
Grand Total	**5670.0**	**£200,052,529**	**£205,753,877**	**£5,701,348**	**2.85%**	**£211,537,874**	**£5,783,997**	**2.81%**	**£214,059,663**	**£2,521,789**	**1.19%**	**£14,007,134**	**7.00%**

Public Sector Pay Policy			**£5,459,355**	**2.73%**		**£5,580,649**	**2.72%**		**£2,567,239**	**1.22%**	**£13,607,243**	**6.80%**

Key:
- 2018-19 pay offer (paid 1 April 2018)
- 2019-20 pay offer (paid 1 April 2019)
- 2020 - £300 or PSPP if greater consolidated (paid 1 April 2020)
- 2018-20 - Total increase

13 September 2018

**NORTH EAST
SCOTLAND
COLLEGE**

Dear Colleagues,

I am writing to you to update you on the discussions on pay and conditions of service for college lecturers between Colleges Scotland Employers' Association and the Educational Institute of Scotland-Further Education Lecturers' Association (EIS-FELA).

As you will be aware, the EIS-FELA opened a consultative ballot on Tuesday 11 September 2018 which demands that lecturers reject the pay offer.

Here at NESCol, the implications of the harmonisation process have been challenging for staff and the long wait for a resolution to cost of living pay claims has, I know, been a source of considerable frustration. Although a number of lecturers and promoted lecturers have benefited from the harmonisation process by progressing quickly to new pay scales, for lecturers who have been at the top of the old NESCol scale for some years, the benefits of this process are less clear.

The current pay offer is complicated but also designed, I believe, to recognise that for some lecturers the process has brought benefits but for others has been less beneficial. This recognition comes, initially, in an unconsolidated pay award but is followed by a consolidated 2.5% increase effective from April 2019.

The following information aims to explain this complex offer and to provide some background and context that relates to the sector overall.

I hope that you will find this information helpful in reaching a decision in the forthcoming ballot.

Lecturing Staff Pay Offer

On Thursday 21 June 2018, the sixth pay dispute meeting was held and ended without an agreement.

The employers' have made a final pay offer which is a three-year deal aimed at ending the stalemate over pay. This pay offer for all lecturers represents a cash payment of up to £1,600 over a two-year period (2017/18 and 2018/19) and then a consolidated 2.5% pay increase for 2019/20.

This three-year pay offer is **in addition** to the pay harmonisation and migration agreed between the employers and EIS in May 2017 as part of National Bargaining, which culminates with the third successive annual migration payment on 1st April 2019.

Year 1: 1 April 2017 – 31 March 2018
All unpromoted and promoted lecturers who received less than £600 during the first 25% of harmonisation will receive an additional unconsolidated payment to ensure that every employee will receive a minimum of £600.

Year 2: 1 April 2018 – 31 March 2019
All unpromoted and promoted lecturers who received less than £1,000 during the second 25% of harmonisation will receive an additional unconsolidated payment to ensure that every employee will receive a minimum of £1,000.

Year 3: 1 April 2019 – 31 March 2020
Immediately following the final 50% migration payment, a consolidated award of 2.5% for all lecturing staff will be made.

What the Offer Means

This pay offer would **increase** the top of the national average lecturer salary scale to £41,027 in April 2019, with over 90% of lecturers across Scotland at the top of the scale.

At our college, the impact of the combined increases from harmonisation and the additional pay offer is detailed in Appendix 1. The table details the overall pay increase you would receive in terms of both percentage and cash rises according to your salary point.

This three-year deal is a fair one for lecturers. I would ask you to consider informing the EIS-FELA it is a deal worthy of reaching agreement on so that disruptive industrial action can be avoided.

As a college, we value our staff and the huge contribution you make, which is why we recompense our lecturers and support staff properly and provide excellent terms and conditions when compared to other sectors.

Approximately 1,500 lecturers across the college sector don't currently have formal teaching qualifications, and as employers we are also committed to investing in our workforce by implementing professional registration by April 2019 and paying for those lecturers to gain a Teaching Qualification in Further Education (TQFE) while, simultaneously, providing the 150 hours remission time it takes to complete within existing paid hours.
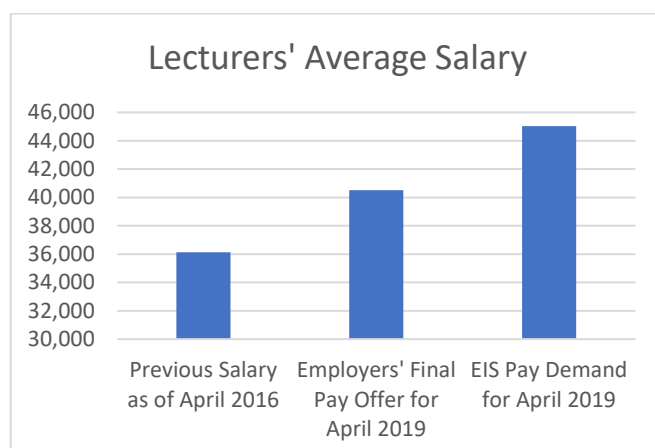
Sector Finances

The real terms investment in lecturers' pay from the harmonisation and migration already agreed over three years (2017/18, 2018/19, 2019/20) is costing colleges **£23.4 million** – equating to a national average pay increase of **9%** across the sector. The employer's offer to the EIS would cost an additional **£10 million**, and this offer already **exceeds** the level of funding available to the sector. In addition, the colleges need to make **3% efficiency** savings as set out within the recent Ministerial Letter of Guidance.

Colleges received a reasonable settlement from the Scottish Government's 2018/19 Budget, with a revenue increase of £36.9 million on the 2017/18 Budget plus 1% revenue uplift for the conversion from financial to academic year, equating to £4 million. However, £31.7m of this increase is ringfenced for funding National Bargaining while the remaining £5.2m is set aside for the implementation of the Student Support Review recommendations, so colleges do not have any extra investment for an additional pay offer. The Scottish Government has already substantially invested in pay and for better terms and conditions in the college sector.

Therefore, the additional pay offer must be found through colleges making efficiency savings. There is a finite pot of money available and the pay increase for both support and lecturing staff must come from the same pot.

Under the employers' final pay offer – including harmonisation and migration increases – lecturer's salaries would move from an average of **£36,125** in April 2016 to **£40,522** in April 2019 – an increase of **12.2%.** The EIS' additional pay demand would take average pay to an unsustainable **£45,033,** or an unaffordable **24.7%** rise.

Lecturers' Average Salary bar chart showing: Previous Salary as of April 2016 (~36,000), Employers' Final Pay Offer for April 2019 (~40,500), EIS Pay Demand for April 2019 (~45,000).

Impact of failure to reach agreement

If, at this point, we are unable to reach agreement, we will be facing, as a sector, significant challenges to our ability to continue to provide high quality education and training for students.

The reality is, that with a finite amount of money available to colleges, pay deals must be affordable and sustainable, otherwise there is a serious risk of a reduction in student courses and/or in the numbers of lecturers being employed by the colleges.

In the light of positive progress on harmonisation of pay and conditions for our sector and given the challenging financial circumstances facing all Colleges, I would ask you to give serious consideration to what I believe is a fair offer.

If you have any queries relating to this information, please do not hesitate to contact me.

Yours sincerely

Liz McIntyre
Principal and Chief Executive

North East Scotland College

Teaching Staff Pay Summary

Lecturers

College	2016 Salary	25% 1/4/2017	Salary Scales at 1 April 17	25% 1/4/2018	Salary Scales at 1 April 18	50% 1/4/2019	Salary Scales at 1 April 19	Pay Harmon Incr	Incr %	April 2017 Pay Award	April 2018 Pay Award	April 2019 Consolidated 2.5% Pay Award	Total 3 Year Incr £	Total 3 Year Equivalent Incr %
NESCOL	£34,008	£1,505	£35,512	£1,505	£37,017	£3,009	£40,026	£6,018	17.7%	£0	£0	£1,001	£7,019	20.6%
NESCOL	£35,260	£1,192	£36,451	£1,192	£37,643	£2,383	£40,026	£4,767	13.5%	£0	£0	£1,001	£5,767	16.4%
NESCOL	£40,026	£0	£40,026	£0	£40,026	£0	£40,026	£0	0.0%	£600	£1,000	£1,001	£2,601	6.5%

Promoted

College	2016 Salary	25% 1/4/2017	Salary Scales at 1 April 17	25% 1/4/2018	Salary Scales at 1 April 18	50% 1/4/2019	Salary Scales at 1 April 19	Pay Harmon Incr	Incr %	April 2017 Pay Award	April 2018 Pay Award	April 2019 Consolidated 2.5% Pay Award	Total 3 Year Incr £	Total 3 Year Equivalent Incr %
NESCOL	£42,979	£218	£43,197	£218	£43,414	£436	£43,850	£871	2.0%	£382	£782	£1,096	£3,131	7.3%
NESCOL	£46,597	£82	£46,679	£82	£46,761	£164	£46,925	£328	0.7%	£518	£918	£1,173	£2,937	6.3%

2. Conditions of Service (Estimated)

Category	Estimated no of employees affected*	Sector Estimated Cost*
Annual Leave 1	5,670	£502,000 1
Unsocial Hours Working 2	n/a	Minimal cost – few employees work after 9pm or Sunday without additional enhancement.
Standby 3	46	£50,000
Call-Out 4	49	Minimal cost.
Shift Working 5	39	£2,000
Overtime 6	n/a	Minimal Cost-No significant change to sector norm and cost is controlled by local Colleges.
Work on a Closure/Public Holid	n/a	£20,000
First Aid 8	389	£76,000

* Source Data - Pay and Equality Data 2017.

1	45 days inclusive of public, fixed and closure days. 'Cost' represents nominal loss of productive time which can be mitigated.
2	Time and One Third for all standard hours worked between 2100 amd 0600 and on Sunday.
3	£100 per week for recognised locally agreed standby rota.
4	Minimum 2 hours payment. 1.5x for all hours if on Standby; 2 x for hours not on standby.
5	14% for two alternating shift system > 14 hours and 20% for three shift system inclusing night shift.
6	Plain time up to 35 hours; 1.5x above 35 other than Sunday or defined closure day; 2 x for Sunday and local Closure day. Overtime cap £40,000.
7	2 x plus TOIL at half day (for hours up to 3.5) or full-day (for hours over 3.5).
8	£500 per annum

REGIONAL BOARD
Meeting of 29 October 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 29 October 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
Finance & Resources	26 September 2018
Audit & Risk	26 September 2018
Human Resources	10 October 2018
Curriculum & Quality	18 October 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 – 26 September 2018**

Summary of key business
- Programme of Business AY2018-19
- Reports on 2 Internal Audit Reviews
    - GDPR (Follow Up)
    - Payroll Internal
- Auditor's Report to the Regional Board, Financial Reporting Period Year to 31 July 2018
- Draft Annual Report to the Regional Board, 2018
- Internal Audit Programme, Year to 31 July 2019
- Risk Management Policy.

In addition to the above, the Committee received a presentation:
- Information Security.

Agreed actions
- Inclusion of a statement in the Annual Report to the Board confirming no incidences of fraud or matters of impropriety.

3	**Finance & Resources Committee – 26 September 2018** Summary of key business • Programme of Business AY2018-19 • Bank Account Signatories • College Income Analysis 2016-17 to 2018-19 • College Lets • BYOD Initiative • Performance Reporting - Credit Activity. Agreed actions • A potential GDPR issue relating to the cross-marketing of ASET and College provision to existing and potential clients to be discussed further by Vice Principal – Finance & Resources, Chief Executive of ASET and College's Data Protection Officer. • Margins and costing model adopted for Flexible Workforce Development Fund (FWDF) courses to be confirmed.
4	**Human Resources Committee – 10 October 2018** Summary of key business • Programme of Business AY2018-19 • People Strategy • HR & OD Management Information Report • HR & OD Enhancement Plan AY2018-19 • Employee Code of Conduct • National Collective Bargaining Update • Employee Engagement Update. In addition to the above, the Committee received a presentation: • The College's new HR & Payroll System. Agreed actions • New People Strategy to be amended to include nformation on National Collective Bargaining and how it relates to the delivery of the Strategy • Report in relation to the operation and impact of the most recent Voluntary Severance Scheme to be prepared for the next meeting of the Committee • Committee to be updated in due course on developments relating to new professional standards and compulsory GTC registration for teaching staff • Principal to meet with the Students' Association to share key information if industrial action appears to be likely.
5	**Curriculum & Quality Committee – 18 October 2018** Summary of key business • Programme of Business AY2018-19 • Learning & Teaching Strategy • Business Development Strategy • Marketing & Communications Strategy • The 15-24 Learner Journey Review

	- Curriculum Priorities – Portfolio Update Students' Association – Activity Report - Peer Led Reviews Summary AY2017-18 - College Level Review AY2017-18 & Enhancement Plan AY2018-19 - SQA Higher & National 5 Exam Results AY2017-18 - Quality Summary Reports AY2017-18 - Internal Reviews AY2017-18 - Student Access & Support and Learning Support - Internal Review AY2017-18 - Care - Internal Reviews AY2018-19. In addition to the above, the Committee received a presentation: - Business & Community Development. Agreed actions - A previously requested report on the outcomes for learners with disabilities to be expanded to cover other at risk groups and be presented to the meeting of the Committee scheduled for November 2018 - The Committee's student Members to be asked to share their views on the new Learning & Teaching Strategy and for this to be reported under matters arising at the next meeting of the Committee.
6	The Committees are scheduled to next meet as follows: | Committee	Meeting Date | |---|---| | Audit & Risk | 21 November 2018 | | Curriculum & Quality | 21 November 2018 | | Finance & Resources | 21 November 2018 | | Human Resources | 17 April 2018 |

REGIONAL BOARD
Meeting of 29 October 2018

Title: Programme of Business AY2018-19

Author: Pauline May	Contributor(s): Ken Milroy Liz McIntyre

Type of Agenda Item:	
For Decision	☒
For Discussion	☐
For Information	☐
Reserved Item of Business	☐

Purpose: To enable the Regional Board to consider its Programme of Business for AY2018-19.

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary: The attached Programme of Business details the proposed schedule of key items of Board Business throughout academic year 2018-19.

Recommendation: It is recommended that the Board set the Programme of Business for AY2018-19.

Previous Committee Recommendation/Approval (if applicable):

None

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

Evidence:

DRAFT REGIONAL BOARD PROGRAMME OF BUSINESS AY2018-19

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

29 OCTOBER 2018
For Decision
Programme of Business AY2018-19
Vice Chair Proposal
Appointment of ASET Director
Succession Planning Policy for Board Member
Risk Management Policy
Draft Evaluative Report 2017-18 & Enhancement Plan 2018-21
Information Technology Strategy
For Discussion
Credits Activity AY2017-18 and AY2018-19
Regional Board Engagement Plan
Annual Appraisal of Regional Chair
Annual Appraisal of Secretary to the Board
Aberdeen Skills and Enterprise Training Limited – Annual Report by Chair
For Information
Internal Audit Programme 2018-19
Marketing of Balgownie Centre Site – Progress Report

29 & 30 NOVEMBER 2018
Strategy Event
Campus Futures, Enterprise & Skills Strategy, Curriculum Review, Estates Strategy

12 DECEMBER 2018
For Decision
Financial Statements 2018-19
For Discussion
Draft Outcome Agreement 2019-20
Principal's Performance Management Objectives - Update
For Information
Credits AY2018-19 – Forecast Outturn
Letter of Guidance
Health & Safety Report
Annual Report to the Board by the Audit & Risk Committee

13 MARCH 2019
For Decision
Draft Outcome Agreement 2019-20
Policy on the Appointment of Directors of ASET
For Discussion
Annual Student KPIs 2017-18
Annual Priorities 2018-19 – Progress Report
Interim College Funding Allocation 2019-20
Equality & Diversity and Access & Inclusion Report
Mentally Well College & Respect Theme
Environmental Sustainability Annual Report
For Information
Credits AY2018-19 – Forecast Outturn
College Annual Evaluative Report & Enhancement Plan – Education Scotland & SFC Presentation on Endorsement Statements
PREVENT Update
ASET Report by Nominated Officer

24 APRIL 2019
Mid-year Strategy Event Campus Futures Updates, Board Evaluations

19 JUNE 2019
For Decision
Key Strategic Indicators Table
Draft Annual Priorities 2019-20
New Access & Inclusion Strategy
Fellowship Nominations 2019
Programme of Meetings 2019-20
Committee Membership 2019-20
Induction Policy for Board Members
Recruitment & Selection Policy for Board Members
College Budget
Capital Programme
For Discussion
Credits AY2018-19 – Forecast Outturn
Annual Priorities 2018-19 – progress update
Board Self-evaluation 2018-19
For Information

STANDING ITEMS
Minutes of Previous Meeting
Matters Arising from the Previous Meeting
Report by the Regional Chair
Report by the Principal
Report by Committee Chairs
National Collective Bargaining
Performance Reporting – Activity, Risks

AD HOC ITEMS
Report by the Governance Steering Group

Red denotes Reserved Item of Business

REGIONAL BOARD
Meeting of 29 October 2018

Title: Vice Chairs Proposal

Author: Ken Milroy	**Contributor(s):**

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider the appointment of two Regional Board Vice Chairs.

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary:
At its meeting on 26 September 2018 the Regional Board noted the need to consider a new appointment to the position of Vice Chair due to the current office bearer ceasing to be a Member of the Regional Board at the end of October 2018.

At the Board Meeting a past proposal raised by the Governance Steering Group to appoint two Vice Chairs was discussed. Members recorded their support for the proposal and agreed that the process to appoint the Vice Chairs should be initiated in line with the previous Vice Chair appointment process, with the Regional Chair proposing two Members for the positions.

On 11 October 2018 the Regional Chair emailed all Board Members to propose that Ms Ann Bell and Mr John Henderson be appointed to the offices of Vice Chair. At the time of writing no Members had requested to discuss the proposal further with the Regional Chair and a number of Members had expressed their support for the appointments.

At a recent meeting of the Board's Governance Steering Group the process for the introduction of two Vice Chairs and how the revised governance structure would operate was discussed. It was agreed that a meeting would be convened to discuss the allocation of specific duties, e.g. deputising for the Regional Chair, role of Senior Independent Member, for each Vice Chair following the appointment of the two office bearers. It was also noted that the Boards

Governance Manual would be updated in due course to reflect the new governance structure and duties of the Vice Chairs.

Recommendation:
It is recommended that the Board consider and, if so minded, approve the proposed appointments to the offices of Vice Chair.

Previous Committee Recommendation/Approval (if applicable)**:**
Members supported the proposal to appoint two Vice Chairs at the meeting of the Regional Board held on 26 September 2018.

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☐

Evidence:

REGIONAL BOARD
Meeting of 29 October 2018

Title: Appointment of ASET College Director

Author: Ken Milroy	**Contributor(s):**

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider the appointment of a College Director to the Board of ASET, the College's wholly owned subsidiary company.

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary:
Three NESCol Board Members currently serve as Directors of ASET. One of these Members, Mr Doug Duthie, will cease to be a Member of the NESCol Regional Board at the end of October 2018.

Members may recall that in April 2017 the Regional Board discussed and subsequently agreed to change ASET's Articles of Association to ensure that there was sufficient flexibility given to the College's Board to choose directors appropriately skilled to meet the future needs of ASET.

Previously the Regional Board could only appoint one of its serving Members to the position of ASET Director. This restriction was removed with the amendment of the Articles and this now enables the Regional Board to appoint an individual who does not serve as a Regional Board Member to the position of a College Director of ASET.

The ASET Board are scheduled to meet on 26 October 2018 and are expected to discuss this matter and to then formally request the NESCol Regional Board to consider that Mr Duthie continues to serve on the Board of ASET, recognised as a College Director.

Members will be updated on the outcome of the ASET Board discussions at the Regional Board Meeting on 29 October 2018.

Recommendation: It is recommended that the Board consider the appointment of a College Director to the Board of ASET.
Previous Committee Recommendation/Approval (if applicable)**:** None.
Equality Impact Assessment: **Positive Impact** ☐ **Negative Impact** ☐ **No Impact** ☐ **Evidence:**

REGIONAL BOARD
Meeting of 29 October 2018

Title: Succession Planning Policy for Board Members

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

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Board to consider a revised version of the Succession Planning Policy for Board Members.

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary:
The Succession Planning Policy for Board Members is due for review. Attached as Appendix 1 is a track-changed version of the Policy highlighting amendments proposed by the Governance Steering Group.

Recommendation:
It is recommended that the Board consider and, if so minded, approve the revised Succession Planning Policy for Board Members.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence: The Policy references the Board's commitment to diversity in relation to its membership.

Succession Planning Policy for Board Members

Succession
Planning Policy for
Board Members

Review Date: October 20218

1.0   Introduction

1.1   Responsibility for the effective governance of North East Scotland College rests with the Regional Board. Board Members are appointed in accordance with the Board's Recruitment and Selection Policy, with all non-executive Member appointments subject to formal ministerial approval before taking up office.

1.2   Members normally serve for an initial term of 4 years but may be considered for reappointment for a further period.

1.3   Strong, accountable governance requires 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. It is therefore essential that the Regional Board takes a planned and considered approach to the appointment/re-appointment of Members.

2.0   Policy Aims

2.1   This Policy seeks to provide a framework for the planned succession of Members of the Regional Board. In doing so the Board will ensure balance in the skills and expertise, which all Members bring and will consider the diversity of its membership.

3.0   Policy Implementation

3.1   Recruitment and Selection

       3.1.1   As per existing policy.

3.2   Induction

       3.2.1   As per existing policy.

3.3   Continuing Professional Development

       3.3.1   As per existing Induction Policy and as identified as part of the Board's evaluation process through Annual Board Member Development Meetings.

3.4   Succession Planning and Continuity

   3.4.1   The Board should aim to ~~establish a pattern of new Member~~ appoint~~ment on a phased basis of~~ no more than three new Members ~~each~~ during any academic year.

   ~~3.4.2   The Board will establish this pattern by clearly defining the terms of office of any existing Members who express an interest in remaining in membership beyond their initial term of four years.~~

   3.4.2~~3~~   Consideration of possible re-appointment of existing Members will commence six months in advance of the end of a Member's term of office~~in advance of November 2018 when 5 Member's initial term of office will come to an end~~.

   3.4.3   The terms of office of current Board Members and upcoming changes to membership are detailed in Appendix 1.

3.5   Office Bearers and Committee Membership

   3.5.1   The Regional Chair will discuss succession planning in terms of the offices of Vice Chairs, Committee Chair and Committee Vice Chair and Committee membership as part of the Annual Board Member Development Meeting process.   Any proposed changes will then be considered by the Board's Selection and Appointments Committee who will then advise the Regional Board as appropriate.

4.0   Roles and Responsibilities

   4.1   Oversight and management of this process will rest with the Board's Governance Steering Group, who will make recommendations in relation to Members terms of office to the Regional Board.

Succession Planning Policy for Board Members

Status: ~~Approved~~Draft for consideration by the Regional Board

Date of version: October 2018~~7~~

Responsibility for Policy: Regional Board

Responsibility for implementation: Regional Chair and Secretary to the Board

Responsibility for review: Regional Board

Review date: October 2021~~8~~

Board Member	Date of Appointment	Expiry of Term of Office	Succession Planning
Non-Executive Members			
Doug Duthie (Vice Chair & Senior Independent Person)	01/11/2014	31/10/2018	Standing down at end of current term of office
Ian Gossip	01/03/2015	28/02/2019	Standing down at end of current term of office
David Anderson	01/03/2015	28/02/2019	4 year reappointment to be requested
Ann Bell (Equality & Diversity Champion)	01/03/2015	28/02/2019	2 year reappointment to be requested
Andrew Russell	01/06/2015	01/06/2019	4 year reappointment to be requested
John Henderson	01/11/2018	31/10/2022	Serving second term of office
Anne Simpson	01/11/2018	31/10/2022	Serving second term of office
Adrian Smith	01/11/2018	31/10/2022	Serving second term of office
Abdul Elghedafi	01/08/2018	31/07/2022	Serving first term of office
Susan Elston	01/08/2018	31/07/2022	Serving first term of office
Neil McLennan	01/08/2018	31/07/2022	Serving first term of office
Abha Maheshwari	01/11/2018	31/10/2022	Serving first term of office
Staff Members			
Robin McGregor (Support Staff)	10/02/2016	09/03/2020	Eligible to stand for reappointment
Martin Dear (Teaching Staff)	08/05/2017	07/05/2021	Eligible to stand for reappointment
Student Members			
Kirsty Godsman	01/08/2018	31/07/2019	
Abby Miah	01/08/2017	31/07/2019	
Other			
Ken Milroy (Regional Chair)	04/03/2014	02/03/2022	Serving second term of office
Liz McIntyre (Principal)	05/12/2016		
Upcoming Recruitment			
Vacancy	01/03/2019	28/02/2023	Created following resignation of John Harper
Vacancy	01/03/2019	28/02/2023	Will arise following end of term of office of Ian Gossip

REGIONAL BOARD
Meeting of 29 October 2018

Title: Risk Management Policy

Author: Pauline May	**Contributor(s):** Pete Smith Liz McIntyre

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider a revised version of the College's Risk Management Policy.

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary:
The College's Risk Management Policy is now due for review. The Regional Board is responsible for the approval of the Policy however the Audit & Risk Committee, in line with the Governance Manual, has reviewed the proposed amendments ahead of the Policy's consideration by the full Board.

Attached as Appendix 1 is a track-changed version of the Policy highlighting a number of proposed amendments to reflect the College's revised approach to risk management. These include:
- The addition of a number of definitions
- The inclusion of the Risk Appetite Statement, as agreed at the meeting of the Committee held in July 2018
- Referencing the SMT as the College's Risk Management Team
- Updated information in relation to the College's Risk Registers.

Recommendation:
It is recommended that the Board consider and, if do minded, approved the revised version of the College's Risk Management Policy.

Previous Committee Recommendation/Approval (if applicable)**:**
The Audit & Risk Committee agreed that the proposed amendments to the Policy were appropriate at its meeting held on 26 September 2018.

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☐

Evidence:

North East Scotland College

Agenda Item 81-18
Appendix 1

FA3.5

Risk Management Policy

1.0 Introduction

1.1. The Risk Management Policy (the Policy) forms part of the College's internal control and corporate governance arrangements.

1.2. The Policy explains the College's underlying approach to risk management, documents the roles and responsibilities of the Regional Board ~~of Management~~, the Senior Management Team, and other key parties. It also outlines key aspects of the risk management process and identifies the main reporting procedures.

1.3. In addition, it describes the process the Regional Board ~~of Management~~ will use to evaluate the effectiveness of the College's internal control procedures.

2.0 Definitions

2.1 Risk
An uncertain event or set of events which, should it/they occur, will have an effect upon the achievement of objectives.

2.2 Risk Management
The activities required to identify, understand and control exposure to uncertain events which may threaten the achievement of objectives.

2.3 Risk Appetite
A statement of an organisation's attitude towards risk.
The College has adopted a six point scale:
Avoid, Averse, Cautious, Moderate, Open, Hungry.

2.4 Risk Control
The process by which an organisation reduces the likelihood of a risk event occurring or mitigates the effects that risk should it occur.
The College has adopted four possible actions:
Terminate, Transfer, Treat, Tolerate.

3.0 Risk Appetite Statement

3.1   The Regional Board has adopted the following Risk Appetite Statement:

The College must take risks in order to achieve its aims and deliver beneficial outcomes to owners/stakeholders.

Risks will be taken in a considered and controlled manner.

Exposure to risks will be kept to a level deemed acceptable by the Board.

The acceptable level may vary from time to time.

Some particular risks above the agreed acceptable level may be accepted because of the reward/benefit that might arise, the cost of controlling them, or the period of exposure.

No risks will be acceptable (and therefore must always be controlled) if they have the potential to cause significant harm, compromise severely the College's reputation, have financial consequences that could endanger the College's viability, jeopardise substantially the College's ability to deliver its core purpose or threaten the College's compliance with law and regulation.

2~~4~~.0 Underlying Approach to Risk Management

2~~4~~.1. The following key principles outline the College's approach to risk management and internal control:

   a)   the Regional Board ~~of Management~~ has responsibility for overseeing risk management within the College as a whole;

   b)   an open and receptive approach to solving risk problems is adopted by the Regional Board ~~of Management~~;

   c)   the Principal and the Senior Management Team supports, advises and implements policies approved by the Regional Board ~~of Management~~;

   d)   the College makes conservative and prudent recognition and disclosure of the financial and non-financial implications of risks;

e) College managers are responsible for encouraging good risk management practice within their Sectors/Teams;

f) risk is considered and addressed as an integral part of the strategic and operational planning and review process; and,

g) key risk indicators will be identified and closely monitored on a regular basis.

5~~3~~.0   Role of the Regional Board ~~of Management~~

5.1   The Regional Board ~~of Management~~ has a fundamental role to play in the management of risk. Its role is to:

a) Set the tone and influence the culture of risk management within the College. This includes:

   i. determining whether the College is 'risk taking' or 'risk averse' as a whole or on any relevant individual issue;
   ii. determining what types of risk are acceptable and which are not; and,
   iii. setting the standards and expectations of staff with respect to conduct and probity.

b) Determine the appropriate risk appetite or level of exposure for the College.

c) Approve major decisions affecting the College's risk profile or exposure.

d) Monitor the management of significant risks to reduce the likelihood of unwelcome surprises.

e) Satisfy itself that the less significant risks are being actively managed, with the appropriate controls in place and working effectively.

f) Annually review the College's approach to risk management and approve changes or improvements to key elements of its processes and procedures.

6~~4~~.0   Role of the Senior Management Team

6.1   Key roles of the Senior Management Team are to:

a)   Act as the College's Risk Management Team.

a)b) Implement policies on risk management and internal control.

b)c) Identify and evaluate the significant risks faced by the College for consideration by the Regional Board of Management.

c)d) Provide adequate information in a timely manner to the Regional Board of Management and its committees on the status of risks and controls.

d)e) Provide confirmation of the operational effectiveness of the controls, processes and procedures in place within the College to enable the Principal to provide an annual Certificate of Assurance to the Accountable Officer of the Scottish Funding Council.

75.0 Risk management as part of the system of internal control

7.1   The system of internal control incorporates risk management. This system encompasses a number of elements that together facilitate an effective and efficient operation, enabling the College to respond to a variety of operational, financial, and commercial risks. These elements include:

a)   *Policies and procedures*

The College maintains a series of policies that underpin the internal control process. The policies are set by the Regional Board of Management and implemented and communicated by senior management to staff. Written procedures support the policies where appropriate.

b)   *Monthly reporting*

Comprehensive regular reporting is designed to monitor key risks and their controls. Decisions to rectify problems are made at regular meetings of the Senior Management Team and the Regional Board of Management if appropriate.

c)   *Business planning and budgeting*

The business planning and budgeting process is used to set objectives, agree action plans, and allocate resources. Progress towards meeting business plan objectives is monitored regularly.

d)   *Strategic themes, goalsaims and objectives (significant risks only)*

The Regional Board of Management considers risks significant to the College in establishing the College's strategic themes, goals aims and objectives. The Senior Management Team assists the Board's consideration by providing information to facilitate the identification, assessment and ongoing monitoring of significant risks. Information is provided to the Board to address emerging risks as required, and improvement actions and risk indicators are monitored regularly.

e) Risk Registers

The Regional Board of Management, in conjunction with the Senior Management Team, maintains a High Level Strategic Risk Register. The Register which identifies, against each Strategic Theme, actual critical risks that the College is facing. An overall strategic risk appetite is detailed along with a risk appetite for each Strategic Theme., with Details of current controls and further actions to be taken to mitigate each risk along with the current level of risk control are also provided alongside risk scorings a high level indication of the mitigation that will be applied to each. The Senior Management Team also maintains an Operational Risk Register which identifies potential risks that could impact upon the successful operation of the College, along with early warning mechanisms, potential contributing factors, and mitigating factors. The Risk Registers are reviewed regularly by the Senior Management Team, with the Audit & Risk Committee informed of any significant changes to either. The Regional Board or relevant Committee are also advised of new risks or changes to risks assigned to them in the Strategic Risk Register.

f) *Operational Plan*

The Senior Management Team is responsible for preparing the College's Operational Plan. This Plan is congruent with the College Strategic Plan. The planning framework is used to identify and assess significant risks and to establish arrangements for monitoring them in the planning period. Progress in achieving the targets in the operational plan is monitored regularly and emerging risks are addressed.

g)f) *Audit and Risk Committee*

The Audit and Risk Committee is required to report to the Regional Board of Management on internal controls and alert Board of Members to any emerging issues. In addition, the Committee oversees internal audit,

external audit and management as required in its review of internal controls. The Committee is therefore well-placed to provide advice to the Board on the effectiveness of the internal control system, including the College's system for the management of risk.

h)g)   *Internal audit programme*

Internal audit is an important element of the internal control process. Apart from its normal programme of work, internal audit is responsible for aspects of the annual review of the effectiveness of the internal control system within the organisation.

i)h)   *External audit*

External audit provides feedback to the Audit Committee on the operation of the internal financial controls reviewed as part of the annual audit.

j)i)   *Third party reports*

From time to time, the use of external consultants will be necessary in areas such as health and safety and quality assurance. The use of specialist third parties for consulting and reporting can increase the reliability of the internal control system.

86.0   Annual review of effectiveness

86.1   The Regional Board of Management is responsible for reviewing the effectiveness of internal control of the College, based on information provided by the Senior Management Team. Its approach is outlined below.

8.2   For each significant risk identified, the Board will, as part of the strategic planning and review process:

> i)   review the previous year and examine the College's track record on risk management and internal control; and
>
> ii) consider the internal and external risk profile of the coming year and consider if current internal control arrangements are likely to be effective.

8.3   In making its decision the Board will consider the following aspects.

> a)   *Control environment:*

      i)   the College's objectives and its financial and non-financial targets

      ii)   organisational structure and calibre of the Senior Management Team

      iii) culture, approach, and resources with respect to the management of risk

      iv) delegation of authority

      v)   public reporting.

b) *On-going identification and evaluation of significant risks:*

      i)   timely identification and assessment of significant risks

      ii)   prioritisation of risks and the allocation of resources to address areas of high exposure.

c) *Information and communication:*

      i)   quality and timeliness of information on significant risks

      ii)   time it takes for control breakdowns to be recognised or new risks to be identified.

d) *Monitoring and corrective action:*

      i)   ability of the College to learn from its problems

      ii)   commitment and speed with which corrective actions are implemented.

7.0 ~~Related Policy~~

7.1 ~~This Policy should be read in conjunction with the Strategic Planning Policy.~~

Status	Draft~~Approved~~
Approved By	Regional Board ~~of~~ ~~Management~~
Date of Version	September ~~June~~ 201**8**~~5~~
Responsibility for Policy	Principal
Responsibility for Implementation	Principal
Responsibility for Review	Principal
Date for Review	September ~~June~~ 20**20**~~18~~
EIA Date	April 2016

REGIONAL BOARD
Meeting of 29 October 2018

Title: : Draft Evaluative Report AY2017-18 and Enhancement Plan AY2018-19

Author: SMT and Pauline May, Head of Strategy & Planning	**Contributor(s):**

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider the College's draft Evaluative Report of AY2017-18 and Enhancement Plan for AY2018-19.

Linked to 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.

Linked to Annual Priority:
This Agenda item contributes to a wide range of the College's Annual Priorities for AY2018-19.

Executive Summary:
The current Quality Framework, 'How good is our college?', is designed to support and enable colleges to evaluate the quality of provision and services alongside reporting on progress in relation to Regional Outcome Agreements (ROA).

The Framework is structured around four high-level principles - Leadership and Quality Culture, Delivery of Learning and Services to Support Learning, Outcomes and Impact, and Capacity for Improvement. The Framework provides a structure for evaluation and enhancement, and allows colleges to identify what is working well and what needs to improve.

Each college is required to produce an annual Evaluative Report and Enhancement Plan (EREP) for submission to Education Scotland (ES) and the Scottish Funding Council (SFC) for formal, independent endorsement.

The draft EREP, attached as Appendix 1 to this paper, is the summary of the College's Self-Evaluation Review and Enhancement Plan. It has been prepared in a template provided to the College in 2017 and contains reference to progress

against key aspects of the Regional Outcome Agreement, as requested by the SFC.

This year, the College was not required to report against all aspects of the Framework and therefore the EREP contains only the required elements. The Enhancement Plan, however, contains areas for development and actions for improvement, which address all aspects of the Quality Framework. Students' Association feedback and evidence has played a large part in the preparation of the EREP and, as part of the process, the draft EREP has been shared with the Regional Learning and Skills Partnership where comments were made and proposed grades validated by a range of external partners and stakeholders.

At the end of the EREP, grades have been identified for three of the high-level principles. These grades have been agreed by the College Leadership Team. This year, for the first time under the new arrangements, grades will be published.

As part of a streamlined process, the draft EREP was submitted to ES and the SFC and was the subject of a pre-endorsement meeting held on 12 October 2018. Following final submission of the EREP to ES and the SFC on 31 October 2018, the SFC and ES will relay the outcome of the final endorsement in writing. John Bowditch, the College's HMI, may then wish to attend a future Board Meeting to discuss the College EREP and grades.

Recommendation:
It is recommended that the Board consider and, if so minded, approve the draft EREP, including the proposed grades.

Previous Committee Recommendation/Approval (if applicable)**:**
The full College Level Review and Enhancement Plan, which is the source document for the EREP, was shared with the Curriculum & Quality Committee at its meeting on 18 October 2018.

Equality Impact Assessment:

Positive Impact   ☒

Negative Impact   ☐

No Impact   ☐

Evidence:

NORTH EAST SCOTLAND COLLEGE

EVALUATIVE REPORT 2017-18
AND
ENHANCEMENT PLAN 2018-21

Introduction

North East Scotland College (NESCol) is committed to continuous quality improvement. The College recognises that the management of quality is the shared responsibility of every member of staff, with quality improvement processes supported by the collaborative working of cross-College teams.

The College's Evaluative Report and Enhancement Plan forms part of the annual Outcome Agreement process. The College's Outcome Agreement demonstrates NESCol's impact on the region and its contribution to meeting Scottish Government priorities. The Outcome Agreement is also a funding contract between the Scottish Funding Council (SFC) and the College and sets out what the College plans to deliver in return for its funding from the SFC. A copy of the College's Outcome Agreement can be accessed here - http://www.nescol.ac.uk/about/strategic-planning

This Report evaluates the provision and services offered by North East Scotland College against seven of the 12 quality indicators identified in the 'How Good is our College?' Quality Framework. The Report provides high-level statements reflecting on the College's performance, including identification of good practice and areas for development.

College Background

About
North East Scotland College is the only further-education college located within the North East of Scotland, and provides a wide range of education and training opportunities to meet the needs of individuals, communities and employers across the region. The priority of the College is to ensure high quality education and training opportunities for those across Aberdeen and Aberdeenshire in a flexible, engaging and accessible way.

The College serves an extensive geographical area, with three main campuses – two in Aberdeen and one in Fraserburgh – and a presence in regional centres: Ellon, Inverurie, and Peterhead. NESCol offers a varied portfolio of training, up to SCQF level 8, which is categorised into the following three 'Schools': Engineering, Science and Technology; Creative Industries, Computing and Business Enterprise; and Service Industries. Each of the Schools contain a number of specialised 'Faculties'. Figures from academic year 2017-18 show that 44% of NESCol students reside in Aberdeen City and 39% in Aberdeenshire with the remainder coming from outside the area, relatively evenly spread from 16 other Scottish local authorities.

In academic year 2017-18, the College enrolled 18,391 learners on SFC-funded programmes (6,704 studying full-time and 11,687 studying part-time). This was less than the previous academic year and resulted in the College not achieving its SFC-funded activity target of 136,266 credits.

In addition to its full-time provision, the College also delivers a range of Modern Apprenticeship programmes, and Foundation Apprenticeships in Care, Engineering, Creative Industries, Business, and Computing. Through the School-College Links Programme, the College offers a range of courses to school pupils across the region. Included within the programme offered are SQA Skills for Work Awards, City and Guilds Awards, National Progression Awards, National Certificate courses, a Professional Development Award and a Higher National Certificate course. Some programmes have been designed to allow pupils to complete an NC Award over their 4th and 5th year, allowing, where applicable, direct progression to HNC/D programmes.

The College plays a pivotal role in developing skills of people across the region. This includes working to integrate the Developing the Young Workforce (DYW) initiative and actively addressing skills shortages. Key elements of this work are implemented through the DYW Regional Collaborative Group, led by NESCol, which ensures a region wide approach is taken to all 39 recommendations of the report from the Commission for Developing Scotland's Young Workforce. This work is supported through the continued strengthening of partnerships with the two local universities, the two local authorities, and a wide range of employers.

Another important aspect in meeting regional needs is curriculum planning – a continuous process which ensures the curriculum is constantly refreshed and updated to meet the needs of current and prospective learners, employers and the local economy. The College's curriculum planning process is informed by stakeholder engagement, government priorities and curriculum analysis. The approach adopted also ensures that the College is seeking to address key Scottish Government priorities in gender imbalance and widening access, whilst responding to changing demographics in the region and engaging those from areas of deprivation.

Regional context
The North East of Scotland has a population of approximately 492,400 (230,400 in Aberdeen City, 262,000 in Aberdeenshire) - approximately 9% of the Scottish total. The population continues to grow at over double the Scottish rate of growth over the last decade. Important changes in the age profile of the region's residents over the past decade have been recorded. The Skills Development Scotland (SDS) Aberdeen City & Shire Skills Assessment, published in January 2016, notes the region has experienced:

- An increase in school roll numbers in the next five years when they are falling across Scotland
- An increase in the number of adults aged 20 – 34 years old
- Mixed movements in some 'prime' working age groups
- A marked ageing of the population.

Regional labour market participation (2014-15) accounted for 80% of the working age population compared to 73% for Scotland and the UK. FE/HE leavers in the region are deemed more work-ready by employers than the national average although this is the reverse for school leavers.

Methodology

Following the publication of 'How Good is our College?' in December 2016, the College reviewed its approach to self-evaluation. New templates for Evaluative and Enhancement Plans, based on the new quality framework and focused around relevant quality indicators, were produced:

- College level [Senior Management Team], Faculty level [Faculty Managers], Course level Annual Programme Reviews [Curriculum & Quality Managers in liaison with their respective teaching teams], and Support teams [Heads of Departments in liaison with their teams].

The templates require a review of performance throughout the academic year to be completed, followed by the development of enhancement plans detailing improvement actions and how these relate to College annual priorities. The refreshed approach detailed above ensures that the College's process for self-evaluation and improvement planning is undertaken at all levels of the organisation.

To ensure that the self-evaluation process followed by NESCol is sound, the evidence collected was comprehensive and credible and the judgements contained in this Report are accurate, the College sought the views of the Regional Learning and Skills Partnership Group consisting of a number of key stakeholders. The Group is comprised of representatives from the Local Authority, Aberdeen & Grampian Chamber of Commerce, Robert Gordon University, Skills Development Scotland, Opportunity North East, Job Centre Plus and the University of Aberdeen. The stakeholders were asked to share their views on the strengths, evidence and areas for development as to whether they are true and fair. At the meeting of the Group held at the beginning of October, attendees confirmed that the College's conclusions presented in this document were accurate.

Evaluative Report 2017-18

OUTCOMES AND IMPACTS
How good are we at ensuring the best outcomes for all our learners?

3.1 – Wellbeing, equality and inclusion

Areas of positive practice:

The College's inclusion and equality arrangements work **well** and support the College's ambitions to improve attainment for individuals and groups experiencing barriers to learning. In order to facilitate a culture of inclusion the College also promotes and celebrates diversity **well**. This is demonstrated through:

- The increasing volume and proportion, over a three-year period (AY2014-15 to AY2016-17), of credit-related activity for specific categories of 'at-risk' learners i.e. SIMD10 (0.5% increase); disabled (3.3% increase); BME (0.5%) and care experienced (1.0% increase).
- The increased proportion, over a three-year period (AY2014-15 to AY2016-17), of enrolled full-time FE, part-time FE and full-time HE learners from specific groups (under 16; 16-19; 20-24; 25 and over; male; female; SIMD10; Disabled; BME and Care experienced), successfully achieving a recognised qualification.
- The favourable comparison, against sector averages, of success rates (AY2016-17) for full-time FE learners categorised as SIMD10 and BME.
- The favourable comparison, against sector averages, of success rates (AY2016-17) for full-time HE learners categorised as disabled; BME and care experienced.
- The extensive internal review activities undertaken by College staff relating to pre-entry access arrangements and on-course support for all learners including those representative of specific 'at risk' groups such as care experienced learners and learners with low levels of resilience and confidence.
- The review, and enhancement, of the College's approaches to admissions for learners with disabilities and care experienced learners e.g. guarantee interviews.
- The increasing levels Regional Board Members focus and activity on improving outcomes for more 'at risk' learners.
- The unique existence of an Equality and Diversity Champion for the Regional Board whose role is to promote, shape and support the College's equality-related ambitions through the College's Equality Committee.
- The evolving dialogue and increased focus within the College's Leadership Team which aims to understand better, and improve, the outcomes and experiences of specific groups of learners including care experienced and disabled learners.
- The College having in place mandatory equality training arrangements for all staff and a developed equality impact process for policies, procedures and key decisions.
- The establishing of the College's Equality Action Team (EAT) which has responsibility for the development and implementation of the College's equality, diversity and inclusion approaches, overseeing the College's Equality Enhancement Plan (EEP).
- A revised approach to presenting and analysing equality data which has led to a more consistent approach being taken by curriculum teams to understanding and improving outcomes for learners with protected characteristics.
- The Equality Outcome Report 2017-21; Gender Action Plan 2017-21 and Access and Inclusion Strategy 2017-21, all of which are published on the College's website.
- The growing and effective partnership between the College and the Students' Association, and enshrined within a recently signed partnership agreement, has helped to advance equality of opportunity through enhancement activities such as Peer-led Reviews.
- Awareness-raising events such as 'Celebrate the Difference', through which both the College and the Students' Association actively promote and foster good

relations between different people living, learning and working in the communities local to the College.

- The well-established relationships between the College's Business Community Development (BCD) Team and community/Third Sector partners which provide tailored part-time learning opportunities for individuals with significant support needs.
- The outcomes of the College's Attracting Diversity Projects in both computing and care which has assisted the College to consider more fully the prevalence of, and possible solutions to, the gender imbalances which exist within key curricula areas.
- The College's excellent partnerships with industry which enable collaborative, course-based activities to address gender imbalance within the energy sector e.g. NESCol/Shell 'Girls in Energy' programmes.
- The unique existence of an Equality and Diversity Champion for the Regional Board whose role is to promote, shape and support the College's equality-related ambitions through the College's Equality Committee.

The College's planning of provision and services takes account **well** the changing needs of specific groups of prospective and existing learners, e.g. ESOL learners, learners with mental health issues, care experienced young people etc. This is demonstrated through:

- The College's community planning activities which enable it, through Local Outcome Improvement and Locality Planning activities with Community Planning Aberdeen (CPA) and Aberdeenshire Community Planning Partnership (ACPP) to work in partnership with others in order address the needs of individuals and groups at risk of continuing disadvantage.
- The College prioritising within its access and inclusion approaches the improvement of experiences and outcomes for students declaring a disability, young carers and learners who are care experienced.
- The College's commitment to digital inclusion which has comprehensively supported digital inclusion through its BYOD, Digital Futures and Digital Skills initiatives.
- The College's extensive internal review of support services for students and the subsequent and significant redesign for student support services which has, despite its relative infancy, already impacted positively on learner experiences.
- The College's well-embedded recruitment and induction approaches which ensure that new staff are fully aware of the College commitments to equality, access and inclusion.
- How effectively the needs of ESOL learners are met and how positive their experiences and outcomes are. This is assisted further through enhanced levels of employer engagement which have led to the tailored delivery of ESOL programmes which meet the needs of both learners and regional employers.
- The College's excellent, and long established, relationships with partner local authorities and schools which enable many school pupils to access College courses whilst still at school e.g. Foundation Apprenticeships.
- A robust and well-embedded approach to individual training and support planning which has helped students with specific learning difficulties, e.g. autism, to develop skills needed for future employment.
- Feedback, through internal reviews, from care experienced learners who have stated that they have been well supported in their time at College and their transition to it.

Areas for development:

However:

Although progress has been made to improve access and support arrangements for all students including those traditionally experiencing barriers to learning, the College should:

- Ensure that its admissions approaches continue to improve access to learning for specific 'at-risk' groups and that the gaps, currently SIMD10 (12% for AY2016-17); BME (2.2% for AY2016-17) and care experienced (1.6% for AY2016-17), between the College's target enrolments and sector average decrease.
- Ensure that success outcomes for FTFE disabled (61.5% for AY2016-17); care experienced (34% for AY2016-17) and FTHE SIMD10 (66.3% for AY2016-17) learners improve in line with the College's Outcome Agreement targets and align more closely with sector averages.
- Review and revise its Access and Inclusion Strategy in order to continue the improvement of outcomes and experiences for specific learners groups e.g. care experienced and disabled learners.

3.2 – Equity, attainment and achievement for all learners

Over a 3-year period [AY2014-15 to AY2016-17] National Measures produced by the Scottish Funding Council highlight that the College's credit delivery for age group 16-19 [decrease of 2.2%], age group 20-24 [decrease of 2.2%], and for age group 25 and over [2.6% increase]. This may suggest school pupils are deciding to continue their studies at school or progressing directly into university or employment.

Areas of positive practice:

In many subject areas, learner outcomes have improved overall. This is demonstrated through:

- Learner success rates when combining both full-time FE and part-time FE have performed very well over the past three years with success rates at 75.22% compared to 73.64% in AY2015-16. An increase of 1.58%.
- At the time of writing, full-time FE programmes have a completed success rate of 66.62%, with a further 10.40% of learners completing with partial success. This represents improvements of 0.45% on the previous academic year however, down by 1.08% for AY2015-16 and short of the target set by the Scottish Funding Council.
- Part-time FE programmes, have a completed success rate of 80.49%, with a further 12.50% of learners completing with partial success. This represents improvements of 2.75% compared to the previous academic year, and a 3.12% compared to AY2015-16.
- Many curriculum teams have improved learner success rates for full-time FE programmes compared to the previous year however KPI's are still low in a small number of areas.
- The table below highlights Key Performance Indicators for the previous three years:

College				
FE FT	**Early Withdrawal**	**Further Withdrawal**	**Partial Success**	**Completed Successfully**
2015-16	6.87%	15.83%	9.78%	67.53%
2016-17	7.95%	15.51%	10.36%	66.17%
2017-18	8.11%	14.88%	10.46%	66.61%
FE PT	**Early Withdrawal**	**Further Withdrawal**	**Partial Success**	**Completed Successfully**
2015-16	1.52%	3.33%	18.91%	76.51%
2016-17	2.11%	4.18%	17.03%	76.88%
2017-18	3.85%	4.80%	12.50%	80.49%

- Over a 3-year period [AY2014-15 to AY2016-17], success rates for enrolled SIMD10 students for full-time FE have increased by 5.3% and above the national average for AY2016-17, while success rates for part-time HE are above the national average [3.3%].
- Success rates for Senior Phase pupils studying a full-time FE programme was 60.0% in AY2016-17 – an increase of 3.2% compared to the national average for the same year.
- Success rates for full-time HE care experienced students are above the national average for AY2016-17.
- National benchmarking data for AY2017-18 is not available until January 2019.

The College's retention rates for FE level programmes [full-time and part-time] combined have performed **very well** with a total of 11,727 students achieved a success rate of 87.39% for either Partial Success or Completed Success.

- Retention rates for full-time FE performed well as out of 4,069 full time FE enrolled students, 76.92% achieved either a Partial Success or Completed Success at the end of their course.

The College is **above** the national average for attainment rates on FE level programmes. This is demonstrated through:

- Two schools out of the three-school structure improving their success rates compared to the previous academic year.
- The School of Creative Industries and Business achieved success rates of 68.95%, an improvement of 1.03% compared to the previous academic year.
- The School of Engineering and Science Technologies achieved success rates of 66.00%, an improvement of 2.94% compared to the previous year.
- The School of Service Industries dropped by 2.1% from 66.63% in AY2016-17 to 64.53% in AY2017-18.
- Contributing factors include; Bursary Issues, Financial, Health Reasons and Employment.

The College's retention rates for HE level programmes have performed **very well** and are above the national average. This is demonstrated through:

- At the time of writing, full-time HE programmes have achieved a success rate of 74.15%, with a further 9.83% of learners completing with partial success. This above the national average of AY2016-17.
- Part-time HE programmes have a completed success rate of 79.57%, with a further 15.03% of learners completing with partial success. This represents improvements of 1.5% compared to the previous academic year, and a 1.29% compared to AY2015-16
- A total of 2,647 learners achieved either a Partial Success or Completed Success rate of 84.05%.

College				
HE FT	**Early Withdrawal**	**Further Withdrawal**	**Partial Success**	**Completed Successfully**
AY2015-16	3.23%	10.94%	8.66%	75.60%
AY2016-17	3.93%	11.53%	9.08%	75.00%
AY2017-18	4.02%	12.00%	9.83%	74.15%
HE PT	**Early Withdrawal**	**Further Withdrawal**	**Partial Success**	**Completed Successfully**
AY2015-16	1.08%	2.89%	17.75%	78.28%
AY2016-17	0.62%	1.78%	19.62%	77.99%
AY2017-18	0.61%	4.38%	15.26%	79.40%

The College has performed **very well** and is above the national average for attainment rates on HE level programmes. This is demonstrate through:

- The School of Engineering and Science Technologies performed very well with success rates of 70.64% - an improvement of 3.76% compared to the previous year
- The School of Service Industries dropped by 1.99% from 73.68% in AY2016-17 to 71.76% in AY2017-18.
- The Schools of Creative Industries and Business dropped by 4.47% from 78.96% to 74.49% in AY2017-18.

Curriculum teams have clear and **effective** arrangements in place to incorporate Essential Skills development within programmes. The College also performs very well in relation to Essential Skills attainment levels. This is demonstrated through:

- Curriculum teams ensuring that Essential Skills is signposted across all teams this has allowed for contextualised materials for learners to develop their skills.
- Improvements in attainment of core skills over time and for most learners this has helped them to achieve their programme with achievement rates of 88% for Communication, 93% for ICT, 88% for Numeracy, 89% for Problem Solving, and 92% for Working with Others.

Curriculum teams across all campuses support equity of success for learners **very well**. This is demonstrated through:

- All applicants being invited to interview regardless of background.
- Curriculum teams making good use of student data to ensure that no groups of learners are experiencing barriers to learning because of protected characteristics.
- Guidance staff who met with each learner identified as being at risk and in collaboration with the individual learner, formulating a plan to support them with their studies.

Areas for development:

However:

Although progress has been made to improve learner attainment, retention and success rates in AY2017-18, the College therefore:

- Should improve learner success rates at full-time FE level by carrying out a robust analysis as to why students do not achieve their qualification in Care, Business and Engineering, and to put in place, strong interventions to support students achieving once they reach the end of their course.
- Curriculum teams should improve learner success rates at full-time FE level using benchmarking data especially where KPI learner success rates are high in other colleges.
- Curriculum teams should improve their retention rates of full-time FE programmes through early interventions in reducing Early Withdrawal and Further Withdrawal rates.
- Retention and Attainment rates should be improved through a more robust and thorough extended support plans that will support the College in meeting its target set by the Scottish Funding Council.
- Curriculum teams should improve equity of success for all learners by reducing gender under-representation in specific subject areas.
- Over a 3-year period [AY2014-15 to AY2016-17], success rates for enrolled SIMD students for full-time HE have decreased by 5.7% and below the national average by 2.2%, and requires the College to carry out a detailed analysis of why learners within lower SIMD areas are not achieving.
- Over a 2-year period [AY2014-15 to AY2015-16], success rates for full-time FE care experienced students decreased by 13.4% and is 17.4% well below the national average for AY2016-17, and required the College to carry out a robust analysis as to why they do not achieve their qualification, and to implement action plans to support students throughout the academic year.

DELIVERY OF LEARNING AND SERVICES TO SUPPORT LEARNING
How good is the quality of the provision and services we deliver?

2.2 – Curriculum

Areas of positive practice:

The College has in place **effective** arrangements in the design and development of its curriculum. The curriculum and range of provision are based on analysis of a range of data, and takes account of national priorities and DYW when planning the curriculum. This is demonstrated through:
- Well-established Curriculum Area Development Plans that incorporate Developing the Young Workforce (DYW) activity across all curriculum areas.
- Curriculum teams engage with the Schools Liaison team when planning their curriculum and this has led to 40 schools across the region gaining College experience away from school.
- Curriculum teams offer an extensive range of Senior Phase programmes including Foundation Apprenticeships and these offer full progression opportunities for school pupils to extend their study onto NC or HN where appropriate.

Curriculum teams use Labour Market Intelligence [LMI] **well** to plan its curriculum. This is demonstrated through:
- Effective curriculum planning processes with the course portfolio informed by utilising Economic Modelling Software [EMSI] reports to inform curriculum planning to help meet local industry needs.
- Consideration is given to DYW and SDS strategies that may influence curriculum portfolio and these are evaluated at the end of each academic year.
- Curriculum teams consider changes to their portfolio based on regional trends resulting from the Regional Skills Strategy.

Curriculum teams elicit and incorporate the views of employers and industry **very well** to improve the curriculum. This is demonstrated through:
- Curriculum teams in partnership with industry, stakeholders, employers, charities and voluntary sectors, evidencing a wide range of activities, projects and interventions to support curriculum planning, learning and teaching.
- Curriculum teams involve employers and stakeholders in Course Committee Meetings, seeking the views on current delivery and any potential changes to the curriculum in the future.
- Curriculum teams engaging with university partners throughout the academic year in looking for ways to improve the curriculum.

Curriculum teams incorporate and plan work-based learning activities to develop employability. This is demonstrated through:
- Work placements are arranged in collaboration with employers. This has allowed learners to be assessed in the workplace and feedback is given to both learner and employer.
- The number of full-time learners with substantial work placement experience as part of their programme of study increased from 15.5% in AY2015-16 to 18.4% in AY2016-17 however, is below the national average by 6% for AY2016-17.
- Many teams deliver the Foundation Apprenticeship frameworks to school pupils allowing curriculum teams to liaise with employers in setting the work-based learning activities for the second year of the apprenticeships. These are assessed in the workplace and give learners opportunities to develop meaningful employability skills.

Curriculum teams have in place very effective arrangements that enable learners to acquire knowledge, understanding and skills that prepare learners **very well** for employment. This is demonstrated through:

- Curriculum teams ensure that programmes are balanced between vocational specific qualifications and subjects, and core and essential skills with most teams offering placement opportunities for learners to develop their employability skills. Feedback from employers is very positive.
- Curriculum teams ensure that employability skills are incorporated into course unit and overview planning documents.
- Feedback from learners' evidence show high levels of satisfaction across all teams in supporting learners in developing knowledge and skills for the workplace.

Curriculum teams incorporate and plan essential skills and career management services **very well** and this helps to support learners with employability and progression to further learning. This is demonstrated through:

- Clear learner pathway's that support students on their learner journey from introductory programmes progressing to levels 5 and 6, from levels 5 and 6 into HN provision, and then onto either employment or degree level.
- Course and Unit Overviews signpost employability and progression opportunities that support learners as part of their learning journey.
- Programme Delivery Guidelines incorporate Essential and Core Skills and these are planned in all subjects.
- The College holds careers event each year where employers, universities and professional associations provide information and guidance to learners who are thinking about their next step.
- Curriculum teams work very well in partnership with universities that support progression into Higher Education and almost all HND learners progressing to a third year of a degree programme.
- The Degree-link programmes which generated significant levels of learner progression with advanced standing from College and direct entry into year 3 of a degree at Robert Gordon's University [RGU].

Curriculum teams plan and participate **very well** in CPD activities to meet College, Sector Skills Council, Awarding Body and Qualification requirements. This is demonstrated through:

- Curriculum staff have engaged **very well** in Staff Development Days and this has allowed teams to share good practice and discuss standardisation across all campuses.
- CPD requirements which are discussed during one-to-one I-Con training with staff undertaking a minimum of 36 hours of mandatory activity.

In many cases, curriculum teams use learner performance data **well** at programme and unit levels to improve learner performance rates. This is demonstrated through:

- Curriculum staff reviewing performance data at team level and with learners. Unit performance and attainment levels are reviewed, feedback is given by learners, and through Annual Programme Reviews, and actions are derived to improve the learner experience.

Areas for development:

However:

Although progress has been made to improve the use of LMI data and employability skills, the College should therefore:
- Ensure curriculum teams undertake a more robust approach to analysing Labour Market Intelligence that should help improve the curriculum planning process.
- Ensure curriculum teams improve employability skills within their curriculum areas by exploring all the options that are available through the Work Placement Standards Guidelines produced by the Scottish Funding Council.
- That curriculum teams undertake a more robust approach in the use of performance data could be better used to improve learner performance rates.

2.3 – Learning, teaching and assessment

Areas of positive practice:

The College has in place a wide range of high-quality resources across all its campuses and all learners make very good use of these to develop the skills they need to further achieve their learning. This is demonstrated through:
- Curriculum staff gaining up-to-date subject specific knowledge through regular CPD activities whereby each staff complete a minimum of 36 hours CPD each academic year.
- Curriculum staff maintain links with their profession and use contacts very well to secure local employers to attend lectures and workshops to support learning.

Curriculum staff adjust their learning and teaching approaches **very well** to meet different learner needs. This is demonstrated through:
- Curriculum teams work well with learners to plan for learning by providing topic choices, group work and where appropriate, staff will receive feedback at the end of the lesson to determine what worked well and what could be improved.
- Curriculum teams contextualise learning activities very well and this helps promote learner understanding and enhances the learner experience.
- All curriculum staff use a wide range of teaching approaches very well and this supports learners in developing the skills, knowledge and understanding to engage in the subject area.
- Curriculum staff use their subject knowledge very well to motivate and engage learners.
- In some curriculum teams, staff engage well with learners by encouraging peer learning in the classroom.

Curriculum staff use the College's resources and digital technologies **very well** to support and enhance purposeful learning. This is demonstrated through:
- Curriculum teams support and enhance the learning experience very well by utilising two showcase classrooms and feedback from staff and students is very positive.
- Curriculum staff are skilled and confident in the use of digital technology and engage very well with learners in making lessons relevant and interesting.
- Curriculum teams use Turnitin across all teams very well to reduce the need for paper-based assessment submissions.
- Curriculum teams have engaged very well with the Digital Futures team to help identify the range of digital tools that is available to help support any further enhancements to learning.

Curriculum staff reflect on the outcomes of their learning and teaching approaches **very well** to continuously improve the learner experience. This is demonstrated through:

- Curriculum staff reflecting very well on the outcomes of lesson observations taking recommendations into account and addressing any actions required.
- All curriculum staff reflect on feedback provided from learners very well, sharing good practices and making improvements where required.
- Curriculum teams embrace a quality culture around reflective practice and self-evaluation and these are discussed throughout the academic year.
- Curriculum staff ensure the internal verification processes are consistent and Faculty Managers and Curriculum Quality Managers engage well with staff in providing feedback.
- Curriculum staff adapt their lessons based on the needs, behaviours, interests and the learning style of the learner in their classes. This can be in terms of pace, methods of delivery, classroom activities and content.
- Curriculum staff deliver a variety of learning and teaching methods very well to meet the different learner needs through effective lesson planning.
- Curriculum staff use learner feedback very well and adjust teaching approaches where required.
- Curriculum staff review performance data well throughout the academic year. Unit performance and attainment levels are reviewed, and actions are derived to improve the learner experience.

Areas for development:

However:

Although progress has been made to introduce more dynamic approaches to teaching, this is yet to show the impact in some areas. The College should therefore:

- Ensure the learner experience be further improved by encouraging the Student Association and class representatives to carry out peer-learning across all curriculum areas.
- Ensure that the learning and teaching approaches are improved by introducing more dynamic approaches that will improve the learning experience.

2.4 – Services to support learning

Areas of positive practice:

To provide learners with swift access to support facilities, College staff identify, and act upon, the support needs of learners quickly and **very well**. This is demonstrated through:

- The extensive internal review activities; the rapid, in-year, implementation of review report recommendations and the introduction of new structures, roles and approaches for improving the support of students.
- The College having effective arrangements in place that allow students to meet staff on a regular basis and this gives learners the opportunity to discuss progress and support needs with staff.
- Apprentice reviews which allow for learners undertaking MA provision to discuss their progress, and seek support, if required.
- The Learning Resources Team who have provided learners with access to a wide range of digital services to support learning, teaching and assessment and to ensure that students have every opportunity to achieve successfully.
- The creation of a Student Advice Centres (SAC) for all main campuses which have assisted the College in its ambition to provide learners with better and more responsive support services.
- The College Learner Development Team (LDT), and other College support teams, who have established effective networks with external agencies in order to support learners with specific needs.
- The College's approaches to supporting and inducting care experienced students which ensure that such learners become familiar, in advance of their course starting, of the support available to them.
- The existence of 'Transition days' which are held over the summer months for a range of students with additional support needs.
- Drop-in sessions and workshops for key skills such as numeracy, maths, communication and IT which are tailored to individual learning needs.

College staff work **very well** to adjust support approaches to take account of different learner needs and circumstances. This is demonstrated through:

- Changes which were instigated as a consequence of support-related internal reviews and which have provided more targeted and responsive support for those at greatest risk of not progressing.
- Arrangements made for BCD-related programmes which offer in-year, bespoke curriculum and support adjustments which enable learners with significant support needs to progress.
- The flexible design of College's Foundation Apprenticeship offer for Engineering which affords learners opportunities to gain a 'head-start' for further and earlier progression into employment.
- The ongoing, year-on-year enhancements to services which, support learner induction and admissions process.
- The extension of the College's 'one-stop shop', Student Advice Centre (SAC) model to all main campuses.
- The provision, through the SACs, of a unified, 'one-stop shop' student support service which simplifies and enhances the pre- and post-enrolment advice and support experience for learners.
- College staff who work regularly and well with learner representatives and actively engage with learners in evaluating additional services to support learning.
- College staff and students collaborating on digital, learner-centred projects, aimed at enhancing service delivery and the learner experience e.g. the MyNESCol student portal project.
- The consultation with, and collaboration between, support teams and representatives from the Students' Association on estates-related projects and service delivery projects e.g. SAC.

- The well-embedded and effective arrangements for supporting the development of digital learning and skills through the Digital Futures initiative and Bring Your Own Device (BYOD).
- Cross-team collaboration which has assisted the development of additional, digital learning-related enhancements for services to students e.g. the multi-site student-run IT helpdesk.

College staff reflect **very well** on the outcomes of their approaches to continuously improve the learning experience and use learner performance data (recruitment, attendance, retention and attainment) **well** to make changes to improve learner performance rates. This is demonstrated through:
- The extensive amount of internal review activity and data analysis undertaken during AY2017-18 in order to improve all support services to existing and prospective students.
- Well-established support team self-evaluation approaches which routinely seek feedback from learners and internal customers through established approaches e.g. online surveys, focus groups, face-to-face interviews, etc.
- The extensive and comprehensive work undertaken by support team managers in the reviewing of both support for learning as well as pre-entry support and on-course support for students.
- College managers who regularly liaise with instructors and assessors to ensure that opportunities to improve experiences and outcomes for employed learners and employers are considered and implemented.
- Feedback from learners attending the Scottish Maritime Academy (SMA) which is routinely positive and is used by the teaching staff to inform future delivery.
- The SDS Contracts Team which regularly evaluates candidate reviews and outcomes to ensure that opportunities to improve College delivery to apprentices are taken.
- Outcomes from programmes such as Project Search, Princes Trust and REACH which are evaluated jointly with partner organisations in order to facilitate year-on-year improvements to the courses offered.
- The use by curriculum staff, when completing Annual Programme Reviews, of performance data which helps aid discussion and action for improvement.
- The established collation and analysis, by some support teams, of KPI data which informs service improvements for students.
- Staff use performance data well to help devise action plans to support early retention, with the intended effect of leading to the improvement of key performance indicators.

Areas for development:

However:

Although extensive work and change has been undertaken and implemented to services to support learning the College should:

- Undertake an evaluation of the review-related, organisational changes implemented for AY2018-19 to establish if student access and support services improvements have been realised.
- Ensure it continues to build relationships with external agencies in order that learners with more complex needs are supported as fully as possible.
- Develop a more structured and targeted support approach for those learners exhibiting poor mental health.
- Raise awareness of safeguarding and child protection through College team meetings.
- Work with SDS managers to ensure that College ambitions to improve advice, information, support and progression for all learners are realised through closer collaborative working arrangements.

LEADERSHIP AND QUALITY CULTURE
How good is our leadership and approach to improvement?

1.1 – Governance and leadership of change

Over a 3-year period [AY2014-15 to AY2016-17] National Measures highlight that the College's credit delivery for age group 16-19 [decreased by 2.2%], age group 20-24 [a decrease of 2.2%], and for age group 25 and over [a 2.6% increase]. This may suggest school pupils are deciding to continue their studies at school or progressing directly into university or employment.

Areas of positive practice:

The Regional Board and managers across the College take account, **very well**, of local, regional and national priorities to develop College strategies. This is demonstrated through:
- An extensive programme of stakeholder engagement with employers, public sector partners, staff and students to create and publish a new strategic plan and set of supporting strategies for AY2018-19.
- The creation of a set of strategic objectives linked to national Scottish Government and Scottish Funding Council priorities and local CPP priorities for Aberdeen City and Shire.
- The volume and proportion of Credits delivered to learners enrolled on STEM courses in AY2016-17 was 30.10% with an increase of 5.3% on the previous year.

Curriculum teams reflect on priorities **very well** by taking an evidence-based approach using labour market intelligence when planning programmes. This is demonstrated through:
- The use of the Regional Skills Strategy for the creation of Curriculum Area Development Plans.
- The attendance of key staff members at local, regional and national events and meetings with external stakeholders.

The College takes the ambitions of DYW into account **very well** and has well-established partnerships with SDS, Local Authorities, Schools and key stakeholders. This is demonstrated through:
- The College is proactively involved in improving the focus and prominence of DYW activities on Community Planning Partnerships, the Regional Economic Strategy Group and the DYWNES.
- The College, in partnership with SDS, has instigated the creation of a Regional Learning and Skills Partnership (RLSP) which, amongst other activities, drives further the ambitions of DYW regionally.
- the College leads on the DYW Regional Collaborative Group involving key stakeholders including SDS, LA's, Universities, AGCC, SQA and SFC. This group provides collaborative leadership and each partner has played a key role in identifying ways of delivering benefits to young people.
- Curriculum design has taken into account local labour market intelligence, requests from schools and pupils and College resources.
- Courses are aimed at pupils in S4, 5 and 6 and are designed to support development of essential skills and knowledge required by employers through delivery of accredited awards ranging from NPAs, City and Guilds Awards, Foundation Apprenticeships, Skills for Work Awards and Highers.

The College has in place a **robust** system of target setting, linked to Outcome Agreement targets, which is monitored at faculty and course level through the self-evaluation system. These targets are both realistic and stretching. This is demonstrated through:
- The creation of a set of Power BI data reports used by curriculum teams to created Annual Programme Review documents.

- Effective planning for improvement through Faculty Level Evaluative Reports and Enhancement Plans.
- The linking of targets to ambitious targets contained in the Outcome Agreement.

The Regional Board provides **very effective** strategic support and challenge and regularly reviews performance and progress against outcomes leading to balanced and accurate self-evaluation reports. This ensures that high quality provision is maintained and that improvement is ongoing. This is demonstrated through:
- Clearly identified committee structures and responsibilities.
- Recently reviewed operation of Board and Committee Meetings and a revised approach to focused performance based reporting on quality of provision, achievement of targets and financial performance.
- Internal and external monitoring of Board effectiveness and appropriate training and development for Board Members.

The Regional Board has built **highly effective** relationships with the Students' Association leading to an improved understanding of the issues affecting learners at a Board level and strengthening the impact of the learner voice in decision making to improve outcomes. This is demonstrated through:
- Students' Association representation on Board committees and key College committees.
- Inclusion of a standing item for the Students' Association at Board Strategy Events and each meeting of the Curriculum & Quality Committee.
- Monitoring of student satisfaction and use of student feedback to improve quality of services with 91% of learners satisfied with their College experience.

Leadership and management in the College is **strong and effective** and is focused on the improvement of the learner experience and outcomes. This is demonstrated through:
- The effective operation of a new College Leadership Team which is focussed on strategic development, collaboration and scrutiny of performance against agreed targets.
- The development of a robust evaluation report and enhancement plan which leads to effective planning for improved learner outcomes and which addresses areas of weakness.

The College has developed **strong, collaborative** relationships with partners through its on-going activities within Community Planning Aberdeen, Aberdeenshire Community Planning Partnership and the Regional Economic Strategy Group. This enables managers in the College to be responsive to the needs of the region when planning provision across the areas served by the College. This is demonstrated through:
- Membership on local Community Planning Partnerships (CPPs) at Regional Chair and Senior management level, the creation of a regional skills strategy, membership of Opportunity North East and the development of a regional Learning and Skills Partnership driven by the College.

Areas for development:

However:

Although the College achieved the core credit target of 135,126 for AY2017-18 there was a shortfall of 1,895 credits against the ESF target of 3,035 therefore:

- The Senior Management Team and the Regional Board should maintain a strong focus on College credit activity targets to assess risk and to ensure appropriate mitigating action is taken.
- The volume and proportion of credits delivered to male and female learners on STEM courses is 86.4% [male], and 13.46 [female], and the College should continue to try and close this gap.

Although College targets are realistic and stretching, in some cases not all targets are met each year and therefore:

- Performance against early withdrawal targets should be improved by curriculum and support teams working closely together in identifying those students at risk quickly after their enrolment.

Although the College has strong relationships with a wide range of external stakeholders this can be improved, therefore:

- The College should continue to deepen and strengthen relationships with employers through the delivery of the revised Business Development Strategy.
- The sharing of information by some managers could be improved to ensure all staff are well informed of local, regional and national priorities.

1.4 – Leadership of evaluation leading to improvement

Areas of positive practice:

Curriculum Managers direct and support staff **very well** in engaging in the evaluation to plan for improvement. This is demonstrated through:
- Faculty and Curriculum Quality Managers embracing a culture around reflective practice and evaluation through Annual Programme Reviews to discuss course design, performance and achievement with learner representatives.
- All managers review their provision very well through discussions with staff in planning for improvement, analysing survey results and implementing the action points from internal reviews. These lead to improvements in almost all areas.

Curriculum Managers ensure that evaluative processes are led **well** and these help to improve outcomes in many teams. This is demonstrated through:
- Managers using previous student performance information and trends well in analysing factors influencing outcomes and to plan for improvement.
- All Faculty and Curriculum Quality Managers ensure enhancement plans from self-evaluation activities are actioned throughout the academic year and this supports improvement for learners.
- All Curriculum Quality Managers evaluate feedback from internal audits and address any actions to support improvement.
- All Faculty Managers and Curriculum Quality Managers use feedback from external visits to share improvement across the faculty and address any actions to improve the learner experience.
- In most cases managers analyse KPI trend data well to determine what areas are below targets and these are shared with curriculum teams.

Most Support Team Managers are directed and supported **well** to use corporate data well in order to evaluate and plan for improvement. This is demonstrated through:
- All Support Team Managers review and evaluate their particular areas of service delivery through an established and ever-improving process of self-evaluation.
- The creation of College Action Teams has assisted Support Team Managers to focus on corporate data in order to plan for improvement.

All curriculum staff and learners engage **very well** in the review and planning processes. This is demonstrated through:
- Course Committee Meetings are held twice a year with learner representatives to support the evaluation of programmes, feedback on action points raised by learners and identify any further recommendations for improvement.
- The College's Students' Association engage very well with academic teams through the Peer-Led Reviews and feedback is given to curriculum teams that may help inform future planning.
- Curriculum teams offer a broad range of School/College programmes that fully meet the DYW agenda ranging from taster programmes, Higher and Advanced Higher programmes, and programmes at S5 and S6 leading into Higher National qualifications.

All curriculum teams incorporate DYW activity into their planning process **very well** through well-developed Curriculum Area Development Plans. This is demonstrated through:
- The School Liaison Manager who works very well with all schools across the Region in planning activity and working closely with curriculum teams to implement improvements agreed.
- Faculty Managers and Curriculum Quality Managers work very well in planning the School/College provision supporting over 1,300 school pupils each academic year.
- Some curriculum teams engage well with schools in subject specific areas and this helps to inform the curriculum planning process.

Areas for development:

However:

Although good progress has made on the leadership of evaluation leading to improvement, the College should therefore:

- Engage directly with a number of schools as part of the planning and evaluation process.
- Ensure a more detailed and robust analysis of processes used for KPI trends in some curriculum teams and compare with national benchmarking data.
- Ensure some support team self-evaluation reports be more fully developed to reflect, more broadly, deeply and realistically, areas for improvement.
- Consider developing a 'live' dashboard for support data which allows managers to take more immediate action in order to improve outcomes and experiences for students.

Enhancement Plan 2017-18 – Progress Update

The following provides a progress update against each of the areas for development identified in the College's Enhancement Plan for 2017-18:

Leadership and Quality Culture					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
The Regional Board should build on its existing Governance and Leadership in developing a shared vision for change and improvement	Improved effectiveness of the College and the way it meets its objectives	Further development on performance against a set of key strategic indicators and outcome agreement targets	July 2018	A1	The Regional Board has developed a new strategic plan containing a new set of strategic indicators. This was published in August 2018.
		Further develop strategies for engagement with staff and external stakeholders	July 2018	A1	A wide range of stakeholder engagement took place during 2017-18 including strategic stakeholder dinners, whole College staff engagement events and strategic discussions with student groups.
		Improve understanding of the College's Vision and Values for non-promoted staff	July 2018	A1	In adopting the new Strategic Plan, the Board refreshed the College's Vision statement, reflecting upon the progress that has been made since the Vision was first set at the time of merger. Further work will be undertaken during 2018-19 as an annual priority with managers and staff on the promotion of the vision and values.
Although effective arrangements are in place for improving learning and teaching, in some areas these arrangements have yet to deliver the improvement in learner outcomes required by the College	Strengthen links with employers to influence a more systematic approach to employer engagement and curriculum	Curriculum teams to review the effectiveness of relationships with employers that will facilitate greater opportunities for employers to influence curriculum content and delivery	July 2018	AP8	Curriculum teams have engaged with employers to incorporate their views on the curriculum offer, product and delivery across a wide range of curriculum and subject areas. Further work will be undertaken during AY2018-19 as part of the Curriculum Review and Business Development Strategy.
		Provide more CLPL opportunities for extending digital capacity for staff as part of the Digital Futures project.	July 2018	AP8	Significant online self-study learning pathway resources are available to all staff through Lynda.com and supported by the Digital Futures Team who have delivered over 120 Digital Workshops to the majority of staff.

		Deliver a revised Admissions Policy and Procedure in line with the Internal Review	July 2018	AP9	Since October 2017 extensive activity has been undertaken to improve the admission approaches of the College. A new procedure was implemented and further review and evaluation of the this is due to be concluded imminently. It is expected that a further and refined version of the Admissions Policy and Procedure will be available by the end of October 2018.
Further engagement between support and curriculum teams is required to ensure that the College's ambitions for improving its services are extended to part-time learners and commercial clients	Improved quality of service to all learners regardless of mode of delivery	Review of processes for planning and improving services to support learners involving both support and curriculum areas	July 2018	AP9	The College has completed a restructure of both curriculum and support areas together with internal reviews of support areas to improve the quality of service to learners.
		Service teams to make more use of qualitative feedback that will enhance the service delivery to learners and internal customers	July 2018	AP9	Significant levels of qualitative data were gathered and analysed during the internal reviews for support services. This feedback from a variety of stakeholders, internal external to College, has helped with the restructuring of support services mentioned above.
Some action plans for improvement are not yet impacting on improving outcomes for learners	Stronger partnership working that will have a positive impact on learners, success and achievements	More effective collaboration between the College and Students' Association (SA) to ensure the new quality arrangements and The Framework for the Development of Strong and Effective College Students' Associations in Scotland are fully aligned	July 2018	AP10	The SA is now well-represented on various College Action Teams. Consequently, its representatives are now better placed to assist the College in improving its services for students.
		A more consistent approach to carrying out a robust analysis of intelligence and data sharing by curriculum teams with learner representatives for continuous improvement	July 2018	AP10	The College has developed a range of live data through the Power BI project for curriculum teams and this will be shared with learner representatives in AY2018-19.

| | | In partnership with the Students' Association and learner representatives, further develop existing processes in taking into account the views of learners to inform improvement | July 2018 | AP10 | The College has a well-established Student Engagement Enhancement Group with a clear focus in further enhancing processes involving the SA, Faculty and Class Representatives |
| | | Deliver a revised Admissions Policy and Procedure in line with the Internal Review | July 2018 | AP9 | It is expected that a further and refined version of the Admissions Policy and Procedure will be available by the end of October 2018 |

Delivery of Learning and Services to Support Learning

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
Further work is required to ensure the engagement of learners in awareness raising, and in the development of approaches, for safeguarding	Reduce risk of injury to staff, learners and other stakeholders	The College to further develop a variety of regional partnership initiatives relating to safeguarding	July 2018	A1	The College has been actively involved in developing a safeguarding initiative re: awareness raising and prevention of knife crime with Police Scotland. It is also working within CDN's Safeguarding CoP to share, develop and implement best practice.
		Greater engagement with the Police Scotland-initiated approach to dealing with 'Weapons Incidents involving Young People Under 18'	July 2018	A1	The College has played an active role on the Contest North East Multi-Agency Group and the multiagency Prevent Delivery Group which has established cross-agency mechanisms to ensure compliance with the Prevent Duty by sharing and pulling together resources, best practice and expertise.
A few programmes do not take sufficient account of the needs of employers and relevant data sources	Improved match between curriculum provision and industry needs	Improved input of employers to curriculum planning across all curriculum teams	July 2018	AP4	The College has strong industry engagement in all curriculum areas with a wide range of activities, projects and interventions to support curriculum planning, learning and teaching. Through the College's Curriculum Review and Future Campuses workstreams, further work will be undertaken during AY2018-19.
		Development and implementation of the College's Business Development Strategy	May 2018	AP4	The College's Business Development Strategy is due to be considered by the SMT on 04 September 2018, and will them be considered

					for approval by the Curriculum & Quality Committee on 26 September 2018.
		Curriculum teams to make full use of external data to plan and design curriculum programmes	July 2018	AP4	Curriculum teams make very good use of labour market data [EMSI] when designing new programmes as part of the Curriculum Planning process.
Further develop strategies to involve learners more effectively in evaluation of learning and teaching and ensure that, where learners express concerns about aspects of their programmes, staff consistently respond well to deal with the issues	Improved learner experience and outcomes	Further develop the selection and training of learner representatives that will enhance the use of the learner voice	February 2018	A1	Significant improvements have been made, by the SA, in the selection and training of Class Representatives. Whilst this has further enhanced the breadth and depth of the learner voice within College, more targeted work needs to be undertaken to ensure that the learner voice within all campuses is as effective and proportionate as it can be. Further support from curriculum managers will be require to realise this ambition.
		Development of digital skills for staff to ensure all learners have access to high quality enhanced learning	July 2018	A1	The Digital Futures project has supported teaching and support staff to undertake CPD sessions and has allowed staff to formally reflect on their digital capabilities.
		Gather information through Lesson Observations effectively to share good practice and drive wider achievement	July 2018	A1	The College has very strong processes in place through its formal lesson observations for both permanent and part-time staff which reflect a high quality of learning and teaching that is taking place.
Further work is required in the areas of admissions policy, application, funding and communication	Improved admissions process	Implementation of the internal review on Admissions, Funding and Applications	June 2018	AP9	Please see above.
		Significantly reduces the waiting times of students awaiting funding	July 2018	AP9	As a consequence of the internal review of Student Access and Support, significant improvements have now been implemented to the College's student funding procedure and for supporting students and prospective students wishing to apply for support funds. Students can apply sooner; can be assisted

					more fully with required documentation and will receive their awards far sooner than in previous years.
		A phased three approach to identify any duplication of services	July 2018	AP9	Duplication of services, particularly in relation to student advice, information and support have now been identified and eliminated through the implementation of new, post-Review, student support roles, structures and services.
Initial course KPIs for Foundation Apprenticeship (FA) programmes suggest that improvements to outcomes for both retention and attainment are required	Improved outcomes for retention and attainment	Review of the FA frameworks to determine whether correct content is on offer	July 2018	AP9	Curriculum teams have reviewed the FA frameworks and have made some adjustments that should improve outcomes.
		Review of strategies that will support pupils on their chosen framework	July 2018	AP9	Curriculum teams in partnership with the Schools Liaison Team have put in place further support methods for pupils enrolled on the FA programmes. This will be tested in AY2018-19.
		Further work with SDS, employers and schools to encourage pupils to continue with framework	July 2018	AP9	The Curriculum Design has taken into account local labour market intelligence, and has engaged with SDS, employers, schools and pupils to outline the benefits of progressing to the second year of the frameworks.
Not all College curriculum managers and teams engage consistently and effectively with local employers	Stronger partnerships that will help raise College profile	Curriculum and Business Community Development working together to further develop partnerships with employers	July 2018	AP4	The advent of the FWDF has assisted the College to develop enhanced links with employers. Whilst the generation of such links has been largely due to the efforts of the BCD Team, the delivery of FWDF activity by curriculum teams will assist the College further in its ambitions to develop relationships with employers and build opportunity for commercialisation.
		Further develop the role of the College as a lead partner within Aberdeenshire Community Planning	July 2018	AP4	The College has developed its role as a lead partner within Community Planning Aberdeen. It is active in addressing LOIP priorities and is well represented within the CPA's Board, Executive, Aberdeen Prospers and Integrated Children Services Groups. Further work is required to cement a more defined and meaningful College presence and contribution

					within Aberdeenshire Community Partnership which, in comparison to CPA, is less well developed.

Outcomes and Impact

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
Further work is required to ensure that outcomes improve for learners with disabilities	Closing of attainment gap for learners with declared disabilities that will assist in Improvement of outcomes for learners	Review of strategies to target learner support more effectively that will support all learning regardless of their disability	July 2018	AP5	Comprehensive Internal Reviews for both student learning and student access and support identified the need to improve outcomes and experiences for learners with disabilities, as well as other 'at risk' learners e.g. care experienced and SIMD 10. Accordingly, support roles, structures and services have now been changed to ensure that a whole College model of student support provides better and more targeted support to areas of greatest need. The College will be conducting an on-going evaluation of impact of these changes and monitoring the success of them in relation to the student experiences and OA targets. The College is also committed to reviewing its Access and Inclusion Strategy in light changes by April 2019.
		A detailed analysis of equality data to be carried out by all curriculum teams and address areas where outcomes are below targets	July 2018	AP5	Equality and OA Intensification measures data are now available live to promoted staff. Through the Faculty Reviews, Curriculum Managers evaluate data and identify actions for improvement in addressing the attainment gaps and gender imbalances.
A more consistent and targeted approach is required to meet the ambitions of the SFC and College's Gender Action Plan	Reduce Gender imbalance in Computing, Care, Engineering, Construction, and Hair & Beauty	Implement strategies as identified through the collaboration with the Equality Challenge Unit	July 2018	AP5	The College's involvement with the ECU on the Attracting Diversity Projects for Care and Computing was concluded in June 2018. Curriculum Teams continue to build on the work relating to these reports in order to improve gender balance on key curriculum course.
		A targeted marketing campaign to raise awareness	July 2018	AP5	The College has been working actively with Schools, including younger pupils, to promote

		of 'Women in IT', and 'Men into Care'			culture change around gendered career thinking, however, further work will be undertaken during AY2018-19 in recognising that there remains gender under-representation as identified in its Gender Action Plan in attempting to increase the number of Men into Care, and Women into STEM
Across some programmes, particularly SCQF level 4 provision, withdrawal rates are high and too few learners succeed and progress into further learning or employment	Incremental improvement in attainment across all three Schools	Special measures to be introduced to support subject areas where KPIs are challenging	December 2017	A1	The Special Measures report produced has identified areas where KPI's are low and were explored through the College's Performance Reviews process. Further work will be undertaken by curriculum teams in AY2018-19 to address poor performing areas.
		Review of curriculum design to identify units that are causing those areas to have lower KPIs	July 2018	A1	The Internal Review for Care was completed at the end of AY2017-18 and has identified a number of actions to take forward in addressing low KPI's.
		Curriculum teams to make better use of national benchmarking data in subject areas	July 2018	A1	The Scottish Funding Council has made available a range of KPI data and these have been added to COLIN. Further benchmarking work will be undertaken by teams in AY2018-19 where subject areas are below national average.
		A more focussed approach to support all learners achieving their core skills unit	July 2018	A1	Core and Essential Skills is being delivered by specialised teaching staff, in meaningful vocational contexts and this has allowed learners to have regular access to dedicated Core Skills staff. As a result, KPI's in Communication, Numeracy and Higher English have improved on the previous year.
		Deliver a revised Admissions Policy and Procedure in line with the Internal Review	July 2018	AP9	Please see above.

| SIMD figures are not analysed efficiently to ensure learners from lower SIMD areas are achieving | Achieve Regional Outcome Agreement targets as agreed with SFC | A detailed analysis of SIMD to be carried out to identify areas of low attainment and ensure effective support measures are in place | July 2018 | A1 | Baseline data is readily available that allow curriculum teams to undertake a detailed analysis of SIMD data for their subject areas. Further work will be undertaken during AY2018-19 in addressing the attainment gaps. |

Enhancement Plan 2018-19 to 2020-2021

This three year Enhancement Plan details actions, and their intended impact on College performance, to address the areas for development identified following the Evaluative Report. This Plan shall be reviewed annually.
It should be noted that this Enhancement Plan identifies areas for development for all twelve quality indicators from the quality framework - How good is our college ? - whereas the Evaluative Report, in line with SFC guidance, focuses on seven of the framework's quality indicators.

Developmental Drivers are coded using the following:

Area for Development - Reference from Evaluative Report section (e.g.1.1)
Annual Priority - Reference number from Annual Priority Document 2018-19 (e.g. AP1)
Strategic Objective - Reference number from Strategic Plan 2018-2021(e.g. SO1.1)
Supporting Strategy - Reference relevant Strategy
Re-establishing a previous strength or as a new development - Reference back to Education Scotland Quality *How Good Is Our College? 2016*
Strategic Risk - Reference risk from Strategic Risk Register (e.g. R2.1)
Equality - Reference the Equality Outcomes and/or Equality Enhancement Plan

Outcomes and impact				
Area for Development (Developmental Driver)	**Impact (intended difference to be made)**	**Planned Actions for Improvement**	**Deadline**	**Developmental Driver Code**
The Regional Board should maintain a strong focus on College credit activity targets to assess risk and to ensure appropriate mitigating action is taken.	Reduce the risk and impact associated with not achieving credit target.	Revised reporting process to be created. Risk-based approach to reporting at key milestone dates.	September 2018	1.1
The Regional Board should develop a systematic plan for engaging with staff and external stakeholders.	Improve the Regional Boards ability to respond to the needs of learners and external stakeholders.	Regional Board Annual Engagement Plan to be created.	October 2018	1.1
The College should continue to deepen and strengthen relationships with employers through the delivery of the revised Business Development Strategy.	To improve the responsiveness and relevance of the College offer and to support economic growth in the region.	Delivery of revised Business Development Strategy. Development of College STEM strategy and achievement of STEM assured Status. Delivery of FWDF activity for 2018/19. Closer working relationship with ASET.	July 2019 December 2018 July 2019	1.1 AP3

Plans should be developed in line with new strategic objectives and annual priorities to ensure delivery of improvements.	To enable all staff to be well prepared and well supported to delivery excellence in learning and teaching and in services to support learning.	Revised annual CPD plan to be prepared. All staff conference to be held in January focused on sharing good practice and innovation. Specific activities to be developed in relation to leadership development, equalities and respect and mental health. Directors of learning to lead on revised frameworks for management and for supporting students.	December 2018 October 2018	1.2 AP4
New curriculum management structures and revised approaches to student support should be used to ensure better outcomes for learners.	To improve alignment between strategic priorities and core activity.	Whole-college approach to supporting students to be delivered. Dedicated leadership and management training programme to be delivered to new curriculum managers.	By July 2019 By July 2019	 AP5
The College should, in conjunction with the Students' Association, develop an approach which promotes and supports a 'mentally healthy' environment for both students and staff.	To create a mentally healthier college for students and staff and to ensure that both are better supported in their learning and work.	Develop and implement a whole-college approach to improved mental wellbeing.	July 2019	ES QI 3.1 SO 2.5, 4.3 AP8
College Managers should improve the understanding of legislative requirements across the College by ensuring that equalities-related discussions are routinely scheduled for, and undertaken in, team meetings.	To improve awareness or, and responses to, equality-related legislative requirements, the College Equality enhancement Plan and broader College equality-related commitments.	Develop, through the Leadership Team, a more targeted approach to equality-related awareness raising and action.	April 2019	ES QI 3.1 SO 2.4, 4.10 AP7
The College should ensure that outcomes for care experienced learners improve.	To improve both experiences and outcomes for care experienced learners in line with the College's Outcome Agreement.	Develop and implement a dedicated strategy for care experienced learners.	December 2018	ES QI 3.1 SO 1.1, 4.4, 4.10 AP4, 15
The College should ensure that a full evaluation of the changes implemented as a consequence of internal reviews is	To ensure that the changes initiated by the support-related internal	Conduct an on-going review process which allows in-year, 'live' improvements to be made.	On-going + June 2019	ES QI 3.1 SO 1.1, 4.4, 4.5 AP4, 15

undertaken to establish if student support services have improved.	reviews have had the desired impact.	Conduct a full evaluation of the changes made and report back to Regional Board, SMT and Leadership Team.		
The College should consider raising the profile of equality, access, inclusion and diversity across all campus and teams.	To create greater awareness of, and response to, the College's equality-related responsibilities, commitments and ambitions and to make the College a more equal, accessible, inclusive and diverse organisation.	Vice Principal – Access and Partnerships to lead on the development of a whole-college awareness-raising initiative based on the theme of 'respect'.	April 2019	ES QI 3.1 SO 2.4, 4.10 AP6, 7
Targets for Early Withdrawal could be improved if support and curriculum teams work closely together in identifying those students who are at risk.	To ensure that the new support and curriculum structures work together in identifying those students who are at risk.	Working in collaboration to ensure effective early intervention strategies are in place to support those at risk in order that the 5% Early Withdrawal target is met.	September 2018	SO1.1, 4.1, 4.2 AP15,17
In some teams KPI's could be improved through a more detailed analysis of data to identify subject areas that requirement improvement and implement SMART objectives to support this.	To ensure significant improvements are made in the College's KPI achievements especially at FE level.	Develop and implement a scoping statement to address challenging KPI data especially at Level 4.	December 2018	SO1.1, 4.1, 4.2, 4.3
Benchmarking in some teams could be improved to inform performance against the national average.	To improve the use of national data that will support teams in comparing their own subject areas performance against the sector.	Through the Heads of Faculty, develop a more targeted approach to understanding and comparing subject performance against national performance and to make better use of SFC data to inform improvements to be made.	February 2019	SO1.1, 4.2 AP14
Access to timely and accurate data can be improved to support planning for improvement.	To improve analysis of factors affecting successful student outcomes.	Systematic approach to data reporting to be introduced using Power BI reports at appropriate stages in the quality review process.	February 2019	
Further work is still required to ensure that outcomes improve for learners with disabilities.	Closing the attainment gap for learners with declared disabilities that will assist in improvement of outcomes for learners.	A detailed analysis of equality data to be carried out by curriculum teams with more effective learning support to address areas of low attainment.	January 2019	SO1.1, 1.2, 4.1, 4.2

Delivery of learning and services to support learning

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
Greater and more routine awareness raising of safeguarding and child protection should be promoted through College meetings.	To ensure that staff, student and stakeholder awareness and understanding of safeguarding and child protection is improved and comprehensive.	Develop and implement, through the Leadership Team, a standardised approach for all teams, learner representatives, students and stakeholders to discuss, communicate and understand more fully safeguarding and child protection.	April 2019	ES QI 2.1 SO 1.2 AP7
An evaluation of the changes implemented for information, advice, funding, admissions and support services for prospective and existing students should be undertaken during the course of AY2018-19 to ensure that the intended improvements and impacts have been realised.	To ensure that the changes initiated by the support-related internal reviews have had the desired impact.	Conduct an on-going review process which allows in-year, 'live' improvements to be made.\n\nConduct a full evaluation of the changes made and report back to Regional Board, SMT and Leadership Team.	On-going and June 2019	ES QI 2.4 SO 1.2, 4.4, 4.5 AP4, 15
An evaluation of the College's revised Marketing and Communication Strategy should be undertaken during AY2018-19 to ensure that students and stakeholder information, advice and support needs are met.	To ensure that the strategy delivers an improved and targeted set of approaches and outcomes and supports fully the College's Strategic Plan 2018-21.	Greater consultation and liaison between M+C Team and internal/external stakeholders.\n\nIncreased capacity to market the College through the promotion of 'marketing ambassadors'.\n\nDeliver a refreshed approach to internal and external communication.	December 2018	ES QI 2.4 SO 1.1, 1.2, 1.3, 3.5, 3.8 AP1, 3, 12
The College should ensure that it proactively builds relationships with more external agencies to ensure that additional support needs of learners can be fully met.	To develop and improve relationships with external agencies in order that the support available to students is appropriate, targeted and comprehensive.	Analysis of what support is required to be undertaken by Support Managers.\n\nDiscussions with external agencies to be initiated by Student Access and Inclusion Manager.	December 2018	ES QI 2.4 SO 4.4, 4.5, 4.10 AP4, 15

College managers and staff should support fully the Students' Association's efforts to increase class representation and to progress, meaningfully, the ambitions of the SA/College Partnership Agreement.	To improve class representation and learner engagement across the College.	Heads of Faculty to liaise with curriculum teams and actively promote such approaches. SA to monitor, and report on, the success of the above approach.	December 2018	ES QI 2.4 SO 2.5, 4.3 AP7, 8, 12
College and SDS managers should work more closely to ensure such collaboration evolves in line with the College's ambitions to improve advice, information, support and progression for all learners.	To improve information, advice and support for learners in, or progressing to, College.	Director of Student Access and Information to lead on developing a closer working relationship with SDS. Memorandum of understanding to be reviewed and revised to better reflect College's ambitions.	December 2018	ES QI 2.4, 2.5 SO 1.2, 1.3, 2.7, 3.1, 3.3, 3.5 AP12
The College should ensure that larger, more ambitious School-College Experiences for both school pupils and school staff are organised for AY2018-19 and become routine occurrences within the College calendar.	To improve awareness of what the College can offer and to create a an enhanced approach to school-college links which fully reflects the ambitions of the College's Strategic Plan 2018-21.	School-College Experiences to be initiated for up to 1000 S1, S2, S3 school pupils from both City and Shire schools. P6 and P7 school-college experiences to be piloted. Heads of Faculty to develop relationships further with schools local to main campuses. Make use of the Regional Learning and Skills Partnership to develop to move forward on the learner journey review and to deliver on the Regional Skills Strategy.	June 2019	ES QI 2.4, 2.5 SO 1.2, 3.4, 3.5 AP1, 10, 11, 12
The College should ensure that it improves its approaches to data collection, management and analysis of student-related information.	To improve the services, experiences, outcomes and progression opportunities of students.	The Leadership Team to ensure that the required data is identified, and that appropriate systems and processes and platforms are developed and easily accessible e.g. Power BI.	July 2019	ES QI 2.5 SO 2.6, 4.2, 4.5, 4.6, 4.9 AP14, 15, 20

College managers should undertake a and on-going and full evaluation of the changes initiated as a consequence of the 2017-18 internal reviews.	To ensure that the ambitions of improved support services, and experiences, for existing and prospective learners are being met.	Admissions and student funding processes to be reviewed and, if necessary, revised.

Processes relating to services to support learning to be reviewed and, if necessary, revised.

The Academic Tutoring approach to be reviewed and, if necessary, revised.

Student satisfaction of all support services to be gauged through various feedback mechanisms. | On-going and June 2019 | ES QI 2.4, 2.5
SO 1.2, 4.4, 4.5
AP4, 14, 15, 20 |
| The College should intensify its work with Aberdeenshire Community Planning Partnership (ACPP) to ensure that opportunities are not missed for it to have a similar impact within the Shire as it is having with Aberdeen City. | To ensure that opportunities are not missed for the College to have a similar impact within the Shire as it is having with Aberdeen City. | Vice Principal – Access and Partnerships to liaise with ACPP representatives on College involvement in LOIP groups, namely 'Tackling Child Poverty' and 'Connected and Cohesive Communities'.

Maintain strong links and responses to priorities of Aberdeen City CPP. | April 2019 | ES QI 2.6
SO 3.1, 3.2, 3.3, 3.4, 3.5
AP10, 11 |
| Although the Learner Voice is captured well, a few curriculum teams could involve the Students' Association more in wide-ranging discussions around feedback and any follow-up actions. | To improve collaboration and engagement between the Students' Association and curriculum teams that will lead to continuous improvement through more effective feedback mechanisms. | Heads of Faculty and Curriculum Managers to ensure any feedback captured by the Students' Association is shared to all teams and report back on outcomes. | February 2019 | SO1, 4.3
AP7,11,12 |
| The College's portfolio of School/College provision could be improved by identifying gaps in the provision as part of the Curriculum Review. | To further develop the School/College provision that meets the needs of schools in both City and Shire Regions. | School Liaison team to work with Heads of Faculty and Head Teachers to refresh portfolio as part of the Curriculum Review. | June 2019 | S01.1, 3.4, 3.5 |

The use of digital technologies could be improved in a few areas that would support current learning and teaching practices.	To ensure that all curriculum areas are making full use of the digital tools that are available.	Curriculum Managers to work more closely with the Digital Futures team to identify any gaps in the use of digital technologies.	June 2019	SO2.6, 5.4
Engagement directly with several schools could be improved as part of the planning and evaluation process of current activity.	To further develop the School/College provision that meets the needs of schools in both City and Shire regions.	School Liaison team to work with Heads of Faculty and Head Teachers to refresh portfolio as part of the Curriculum Review.	June 2019	SO1.1, 3.4, 3.5
Some curriculum teams could improve their KPI's by revisiting their assessment schedules with a view to improving trends.	To ensure that those curriculum teams with low KPI's especially at level 4, to review their assessment strategies that will inform improvement.	Curriculum managers to work with their teams to better schedule assessments and support students with their time management of assessments.	January 2019	SO1
A small number of curriculum teams could improve employability skills within their curriculum areas by exploring all the options that are available through the Work Placement Standards Guidelines produced by the Scottish Funding Council .	To further develop a range of activity that compliments and adds value to course requirements.	Curriculum teams will develop closer partnerships with employers and other stakeholders to further enhance skills development for learners.	June 2019	S01.1, 3.8
The Learner experience could be further improved by encouraging peer learning across all curriculum teams.	To support the Students' Association in extending the number of Peer Learning that takes place.	Develop in partnership with the Students' Association, further peer-led activity and respond to suggestions that will improve the learner experience.	June 2019	SO1, AP12
In some curriculum teams, learning and teaching approaches could be improved by introducing more dynamic approaches that will improve the learner experience.	To ensure that through the Heads of Faculty and their Managers, curriculum teams are delivering engaging lessons.	Developing and delivering a plan for NESCol @ Fraserburgh Campus and NESCol @ Altens Campus.	June 2019	SO1.3, 4.1 AP11

Leadership and quality culture

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
The College should, as a matter of priority, develop the corporate understanding of, and responses to, issues relating to the mental wellbeing of students and staff.	To improve awareness amongst students and staff of mental wellbeing. To improve the support of students and staff concerned about, or experiencing mental health issues.	The Student Access and Inclusion Manager to lead on an initiative to develop a 'mentally healthy college' and to work in collaboration with the SA on related initiatives, including 'Think Positive'.	June 2019	ES QI 1.3 SO 2.4, 2.5, 4.4, 4.10 AP8
The College's Access and Inclusion Strategy should be reviewed and updated.	To ensure that the College adequately reflects, and responds to, the current and prospective needs of students from 'at risk', marginalised and disadvantaged groups.	An internal review to be undertaken to ensure a better understanding of needs, experiences and outcomes of care experienced learners. Improved approaches to data collection, management and analysis for care experienced, SIMD 10 and disabled learners to be developed through the work of the Leadership Team. The College's IT Strategy should reflect the College's ambition to become more digitally inclusive. The College's Marketing and Communications Strategy to better reflect, and target, 'at risk' learners.	On-going and July 2019	ES QI 1.3 SO 4.10 AP15
The College should ensure that the activities of Action Teams are understood more fully across the College.	To ensure that the approaches taken by, and the impacts of, all Action Teams are openly communicated and meet the objectives of the College's Strategic Plan and Annual Priorities.	Minutes of Action Teams to be presented to both SMT and Leadership Teams. Summary versions of the activities and impacts of Actions Team to be communicated by Leadership Team members to staff, students	December 2018	ES QI 1.3 SO 2.4 AP6

		and other stakeholders through various media, including COLin.		
Relationships and activities with schools and employers should be enhanced further by stronger and more regular engagement.	To ensure opportunities are maximised to increase awareness of the College offer and to increase the volume of those engaging with and attending College.	Campus Management Groups and the School Liaison Team to develop enhanced School-College Experiences for pupils and school staff. Heads of Faculty and the Director of Business Services to co-ordinate approaches which improve employer engagement and fulfil the aspirations of the Business Develop Strategy.	June 2109	ES QI 1.3 SO 3.4, 3.5, 3.8 AP1, 10, 11, 12
Support team self-evaluation reports should be enhanced to reflect, more broadly, deeply and realistically, areas for improvement.	To ensure opportunities for enhancing service delivery are maximised and that self-evaluation for quality improvement is both meaningful and targeted.	A review, to be led by the Head of Quality Enhancement and Transitions, of self-evaluation reporting and quality improvement and learner engagement approaches undertaken by support managers.	May 2019	ES QI 1.3 SO 4.6 AP4, 13, 14
Managers in both Support and Curriculum teams should ensure that engagement with the Students' Association is both meaningful and efficient use of time for Students' Association Representatives.	Stronger partnership working with the Students' Association that will have a positive impact on learners, success and achievements.	Through the restructure of both support and curriculum teams, review the processes to remove any duplication of Students' Association time spent in various groups that will allow for more effective collaboration and focus on the learner experience.	January 2019	SO1
Employer engagement in some areas could be improved that would support the development of learning and teaching to make it more relevant to industry needs.	Strengthening links with employers to influence a more systematic approach to employer engagement in matching curriculum and industry needs.	Develop strategies for engagement with external stakeholders to ensure current approaches are still relevant to industry needs.	June 2019	SO3.8 AP12
Curriculum teams could improve the planning for delivery of high-quality learning provision by involving the	Stronger partnership working that will have a positive impact on the curriculum and learners.	Through the Heads of Faculty, develop more effective collaboration between teams and	June 2019	SO1.1 AP12

Students' Association and Employers more in the planning process.		stakeholders that will support the Curriculum Review and STEM developments.		
CPD plans should be developed in line with new Strategic Objectives and Annual Priorities in identifying any gaps that appear in the delivery of learning and teaching.	To ensure that curriculum teams have the appropriate skillset to support any new curriculum developments as part of the STEM/Curriculum Review.	Develop in partnership with the Organisational Development team, CPD activity where gaps have been identified.	June 2019	SO1.1, 2.1, 2.2 AP1, AP2
In some teams Managers should carry out a more robust approach to analysing LMI data to help improve the Curriculum Planning Process.	To further develop the use of LMI Data from a wide range of sources.	Implement the STEM in Development and Curriculum Review outcomes.	June 2019	SO3
In some teams' managers should discuss with staff on how to improve questioning techniques to inform whether objectives have been met as part of the learning experience.	To ensure CPD activity is offered to curriculum staff that may help to improve their lesson planning and delivery techniques.	Develop in partnership with the Organisational Development team, CPD activity to those staff identified through lesson observation feedback.	June 2019	SO4.1 AP13

Additional Enhancement Plan Actions to meet Annual Priorities for 2018-2019 not addressed above				
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
The College should operate an academic year budget which utilises all available budget resources in line with fiscal year cash allocations.	Maintain financial security and sustainability.	Improve links between curriculum planning and workforce planning using the new HR system position management function. Ensure effective staff utilisation following changes to terms and conditions for staff as a consequence of national collective bargaining. Review budget mid-year to ensure effective identification of efficiency savings required to meet cost of living pay awards.	July 2019	AP16

		Improve live reporting for budget holders to allow for better monitoring of in year spend.		
The College should address backlog maintenance in line with available resources and agreed priorities.	To ensure appropriate standard of facilities to deliver the curriculum and enhance the learner experience.	Create a backlog maintenance schedule for 2018-19. Work in partnership with Mitie to deliver works on time and in budget. Align priorities with curriculum need and agree a programme of improvement works in advance for the academic year.	July 2019	AP18
The College should develop a new estates strategy.	To deliver an updated campus for Aberdeen City and to ensure sustainability at Altens Campus.	Engage with the Regional Board to review the requirements of the strategy. Undertake a wide stakeholder engagement with staff and students regarding what our facilities should offer. Liaise with SFC to progress a new approach to a phased development in line with our existing outline business case. Agree approach to disposing of surplus property.	July 2019	AP19
The College should deliver a new IT service model following returning the service in-house.	Improved service to end users and increased cyber security and resilience.	Design the new team structure; review support services and update where applicable; develop staff; improve team interactions; commence activity; monitor and review progress. Consider alternatives to deliver further efficiency in print services.	July 2019	AP20

Grading Outcomes

The following grades have been identified from a six-point scale – Excellent, Very Good, Good, Satisfactory, Weak, and Unsatisfactory.

Principle	Grade	Justification
Outcomes and impact: How good are we at ensuring the best possible outcomes for all our learners? • 3.1 Wellbeing, equality and inclusion • 3.2 Equity, attainment and achievement for all learners	**Good**	The College's inclusive culture and equality-related activities help promote, celebrate and support the ethos of inclusion with the College community, and arrangements for improving attainment work well for those who experience barriers to learning. The College takes account well its responsibilities in relation to statutory duties and, across the College, teams support equity of success for learners very well. The College will continue to focus on outcomes for care experienced learners and will continue to review strategies for access and inclusion. In many subject areas, learner outcomes have improved overall and remain above the national average. Retention rates for FE level programmes [full-time and part-time] combined have performed very well. Retention rates for full-time FE performed well and the College is above the national average for attainment rates on FE level programmes. The College has performed very well and above the national average for retention and attainment rates on HE level programmes. Curriculum teams have clear arrangements in place to incorporate essential skills development within programmes and attainment levels are high. The College will continue to improve learner success rates at full-time FE level, in particular focussing on early withdrawal. The College will continue to address gender under-representation in specific subject areas and will work to improve outcomes for learners within lower SIMD areas.
Leadership and quality culture: How good is our leadership and approach to improvement? • 1.1 Governance and leadership of change • 1.4 Evaluation leading to improvement	**Very Good**	Leadership and management in the College is strong and effective and is focused on the improvement of the learner experience and outcomes. The Regional Board provides very effective strategic support and challenge and regularly reviews performance and progress against outcomes leading to balanced and accurate self-evaluation reports. The Regional Board and managers across the College take account, very well, of local, regional and national priorities to develop College strategies,

		taking into account labour market intelligence and the ambitions of DYW. Across the College teams reflect very well on priorities taking an evidence based approach when planning programmes. The College has in place a robust system of target setting, linked to outcome agreement targets, which is monitored at faculty and course level through the self-evaluation system. This ensures that high quality provision is maintained and that improvement is ongoing. The College has developed strong, collaborative relationships with partners through its on-going activities within Community Planning Aberdeen, Aberdeenshire Community Planning Partnership and the Regional Economic Strategy Group. This enables managers in the College to be responsive to the needs of the region when planning provision across the areas served by the College. The College will continue to improve relationships with employers through a revised Business Development Strategy.
Delivery of learning and services to support learning: How good is the quality of the provision and services we deliver? • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Services to support learning	**Very Good**	The College has in place effective arrangements in the design and development of its curriculum. The curriculum and range of provision is based on analysis of a range of data, and takes account of national priorities, LMI and DYW when planning the curriculum. Across the College teams plan effective programmes and assessment methods to support successful outcomes. Teams also use work-based learning activities and essential skills very well to develop employability and support progression. College staff are well qualified and apply up-to-date knowledge of industry also applying digital technologies very well. The College will continue to improve the development of dynamic teaching approaches and will improve the use of date to inform planning for improvement. College staff identify, and act upon, the support needs of learners quickly and well adjusting approaches to take account of different learner needs and circumstances. The College will continue to build relationships with external agencies to support those with more complex needs and will develop a more structured and targeted approach to support for learners with poor mental health.

Capacity to Improve Statement

The College is continuing its own Good to Great Journey of Towards' Excellence with a positive culture of self-reflection by all staff. Through the Support and Curriculum templates, there is a clear desire of continuous improvement to meet learner needs and support successful outcomes.

There are highly effective governance arrangements in place with the College's Regional Board, Principal, Senior Management Team, and Leadership Team who provide strong and effective leadership. College leaders and managers are highly committed to ongoing quality improvements that will support these developments.

Building on its success from the previous academic year, the College has identified several Annual Priorities for improvement that are linked to the learner experience, which have been shared by all staff. These will be carried forward into AY2018-19.

New Support and Curriculum structures have been created which will lead to improved access to information, guidance and support for all learners.

The College continues to enhance the arrangements to develop the influence of the Students' Association and wider learner voice in evaluating activities. Teaching staff are well inducted into the College and are encouraged to adopt innovative and interactive approaches to teaching and learning, especially in the use of digital technologies.

Curriculum areas are well resourced allowing learners' access to industry standard equipment and processes. Improved access to equality data is now available to managers and staff and this has helped identify evidence-based actions to address inequalities.

Services to support learning is strong with a culture of cross-campus team-working supporting a wide range of innovative approaches and which are captured in the College's Access and Inclusion Strategy, Gender Action Plan and Equality Outcomes.

The College will further develop the use of target setting and data management/analysis to support planning for improvement. The College will continue to engage with the Scottish Funding Council and Education Scotland in the development of meaningful outcome agreements, robust evaluative reports and highly effective enhancement plans.

OUTCOME AGREEMENT MEASURES 2017-18 Data currently incomplete, commentary on 2017-18 outcomes to be incorporated into Evaluative Repot once available

National Measure 1(b) - Volume and proportion of Credits delivered to learners aged 16-19 and 20-24

Year	NESCol Credits 16-19	NESCol % 16-19	NESCol Credits 20-24	NESCol % 20-24	Scotland % Credits 16-19	Scotland % Credits 20-24
2014-15	70,045	52.9%	28,291	21.9%	47.7%	22.2%
2015-16	73,851	52.1%	30,179	21.3%	46.9%	21.8%
2016-17	70,074	50.7%	28,879	20.9%	46.6%	21.5%
2017-18	66,752	49.0%	27,483	20.2%	TBC	TBC

National Measure 1(b) - Volume and proportion of Credits delivered to full-time learners aged 16-19 and 20-24

Year	NESCol FT Credits 16-19	NESCol FT % 16-19	NESCol FT Credits 20-24	NESCol FT % 20-24	Scotland FT % Credits 16-19	Scotland FT % Credits 20-24
2014-15	56,156	58.1%	20,709	21.4%	52.3%	23.7%
2015-16	64,395	57.8%	23,646	21.2%	51.7%	23.1%
2016-17	60,748	56.1%	22,864	21.1%	51.6%	22.7%
2017-18	58,667	55.1%	22,703	21.3%	TBC	TBC

Percentage of Credits by age group

Year	% Credits Under 16	% Credits 16-19	% Credits 20-24	% Credits 25 and Over
2014-15	1.5%	52.9%	21.9%	23.7%
2015-16	1.8%	52.1%	21.3%	24.8%
2016-17	2.0%	50.7%	20.9%	26.3%
2017-18	2.2%	49.0%	20.2%	28.7%

National Measure 1(c) - Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas

Year	NESCol Credits SIMD10	NESCol % SIMD10	Scotland % SIMD10
2014-15	6,257	4.7%	16.7%
2015-16	6,587	4.6%	16.9%
2016-17	7,130	5.2%	17.2%
2017-18			TBC

National Measure 1(d) - Proportion of Credits relating to learners from different protected characteristic groups and care experienced learners

Year	SIMD10 Credits	Male Credits	Female Credits	BME Credits	Disabled Credits	Under 16 Credits	16-19 Credits	20-24 Credits	25 and over Credits	Care experienced Credits
2014-15	6,257	65,715	66,611	4,935	18,229	1,990	70,045	28,921	31,370	16
2015-16	6,587	68,858	73,211	5,828	20,862	2,554	73,851	30,179	35,211	982
2016-17	7,130	67,268	70,860	5,857	23,608	2,830	70,074	28,879	36,411	1,314
2017-18	2,958	66,845	69,331	4,099	26,844	2,961	66,752	27,483	39,070	1,210

Year	% SIMD10	% Male	% Female	% BME	% Disabled	% Under 16	% 16-19	% 20-24	% 25 and over	% Care experienced
2014-15	4.7%	49.7%	50.3%	3.7%	13.8%	1.5%	52.9%	21.9%	23.7%	0.0%
2015-16	4.6%	48.4%	51.6%	4.1%	14.7%	1.8%	52.1%	21.3%	24.8%	0.7%
2016-17	5.2%	48.7%	51.3%	4.2%	17.1%	2.0%	50.7%	20.9%	26.3%	1.0%
2017-18	2.2%	49.1%	20.9%	3.0%	19.8%	2.2%	49.0%	20.2%	28.7%	0.9%

The volume and proportion of Credits delivered by gender

Year	NESCol Credits Male	NESCol % Male	NESCol Credits Female	NESCol % Female
2014-15	66,715		66,611	
2015-16	68,585		73,211	
2016-17	67,268		70,860	
2017-18	66,845	49.1%	69,331	50.9%

The volume and proportion of overall Credits activity delivered to BME students

Year	NESCol BME	NESCol % BME	Scotland % BME
2014-15	4,935	3.7%	5.7%
2015-16	5,828	4.%	6.0%
2016-17	5,857	4.2%	6.4%
2017-18	4,099	3.0%	TBC

The volume and proportion of overall Credits activity delivered to students with a known disability

Year	NESCol Disabled	NESCol % Disabled	Scotland % Disabled
2014-15	18,229	13.8%	16.0%
2015-16	20,862	16.8%	16.8%
2016-17	23,608	17.1%	17.1%
2017-18	26,944	19.8%	TBC

National Measure 4(a) - Percentage of enrolled students successfully achieving a recognised qualification

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
Full-time FE			
2014-15	61.9%	3,973	64.0%
2015-16	67.4%	4,152	65.5%
2016-17	66.2%	4,001	65.3%
2017-18	66.6%	4,058	TBC
Part-time FE			
2014-15	62.2%	8,809	75.9%
2015-16	71.1%	5,827	74.3%
2016-17	71.2%	5,837	77.1%
2017-18	73.3%	7,819	TBC
Full-time HE			
2014-15	72.0%	2,616	71.3%
2015-16	77.1%	2,724	72.2%
2016-17	75.0%	2,847	71.6%
2017-18	77.3%	2,634	TBC
Part-time HE			
2014-15	82.8%	1,561	78.3%
2015-16	80.1%	1,554	78.8%
2016-17	80.1%	1,280	78.6%
2017-18	80.3%	934	TBC

National Measure 4(b) - Percentage of enrolled MD10 students successfully achieving a recognised qualification

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
Full-time FE (MD10)			
2014-15	58.2%	232	60.9%
2015-16	63.1%	244	63.4%
2016-17	63.5%	255	62.0%
2017-18	76.1%		TBC
Part-time FE (MD10)			
2014-15	55.1%	470	71.5%
2015-16	61.2%	286	71.1%
2016-17	55.9%	338	73.8%
2017-18			TBC
Full-time HE (MD10)			
2014-15	72.0%	82	66.8%
2015-16	74.4%	78	67.5%
2016-17	66.3%	83	68.5%
2017-18	65.2%		TBC
Part-time HE (MD10)			
2014-15	82.4%	34	73.0%
2015-16	74.3%	35	74.3%
2016-17	76.7%	30	73.4%
2017-18			TBC

National Measure 4(c) - Percentage of senior phase age pupils successfully completing a vocational qualification delivered by colleges

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
Full-time FE			
2014-15	-	0	50.0%
2015-16	-	0	70.7%
2016-17	60.0%	65	56.8%
2017-18	52.6%	38	TBC
Part-time FE			
2014-15	83.2%	143	66.1%
2015-16	72.6%	274	64.2%
2016-17	60.4%	346	63.1%
2017-18	77.6%	419	TBC
Full-time HE			
2014-15	-	0	52.5%
2015-16	-	0	77.9%
2016-17	-	0	62.8%
2017-18	-	0	TBC
Part-time HE			
2014-15	75.0%	8	59.0%
2015-16	66.7%	3	67.2%
2016-17	100%	1	73.0%
2017-18	-	0	TBC

National Measure 4(d) - Percentage of enrolled Care Experienced students successfully achieving a recognised qualification

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
Full-time FE			
2014-15	0.0%	2	52.4%
2015-16	48.1%	54	52.7%
2016-17	34.7%	72	52.5%
2017-18	53.7%	41	TBC
Full-time HE			
2014-15	-	0	66.0%
2015-16	60.0%	5	64.6%
2016-17	75.0%	8	65.4%
2017-18	53.6%	28	TBC

National Measure 4(e) - Percentage of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification

Year	NESCol % completed successfully	NESCol Enrolments	% completed successfully Scotland
Full-time FE			
2014-15	58.9%	2,299	61.8%
2015-16	65.6%	2,435	63.2%
2016-17	63.1%	2,251	62.4%
2017-18	68.1%	2,113	TBC

National Measure 6 - Number of full-time learners with substantial 'work placement experience' as part of their programme of study

Year	NESCol Number of students	NESCol %	Scotland %
2015-16	623	9.0%	15.5%
2016-17	1,757	24.4%	18.4%
2017-18			TBC

National Measure 7* - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing

Year	NESCol Number of AS articulating students	NESCol Number of HNC/HND leavers entering undergraduate programmes	NESCol % articulating with AS	Scotland % articulating with AS
2015-16	465	735	63.3%	TBC
2016-17	TBC	TBC	TBC	TBC
2017-18	TBC	TBC	TBC	TBC

Data awaited from National Articulation Database

Data for 2014-15, 2015-16 and 2016-17provided by SFC. 2017-18 data is unaudited and unpublished at the time of writing.

REGIONAL BOARD
Meeting of 29 October 2018

Title: Information Technology Strategy

Author: Scott Matthew, Director of IT	**Contributor(s):** IT & Technical Services Team

Type of Agenda Item:

For Decision   ☒

For Discussion   ☐

For Information   ☐

Reserved Item of Business   ☐

Purpose:
To enable the Regional Board to consider the approval and adoption of North East Scotland College's (NESCol) proposed Information Technology (IT) Strategy.

inked to Strategic Goal: This report and the contents therein are relevant to all five Strategic Goals identified within the College's Strategic Plan 2018-21.

Linked to Annual Priority: This report and the contents therein are relevant to many of the College's annual priorities identified for AY2018-19.

Executive Summary:
This Information Technology Strategy, attached as Appendix 1, aims to support the delivery of the College's Strategic Plan 2018-2021 through four key themes:

- Key theme one: Engage
- Key theme two: Provide
- Key theme three: Support
- Key theme four: Develop.

The Strategy provides the College and those working within it with revised, targeted and clear priorities and ambitions for its approach to the use of information technology.

Recommendation:
It is recommended that the Board consider and, if so minded, approve the Information Technology Strategy.

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

Equality Impact Assessment:
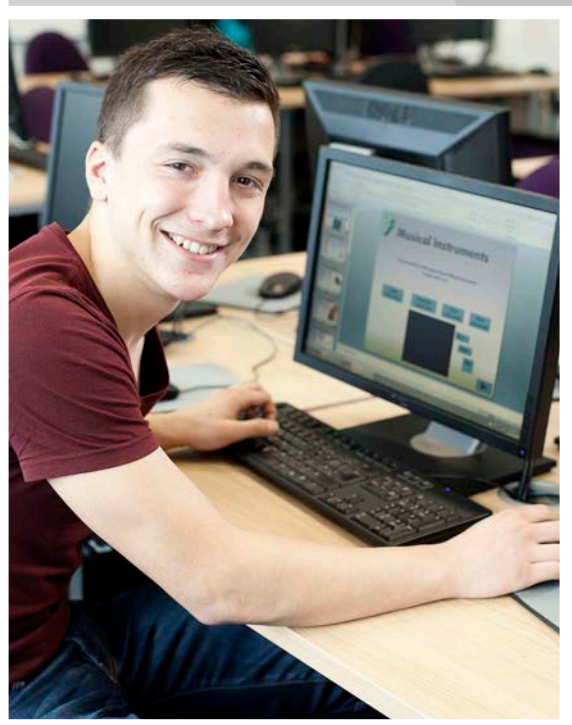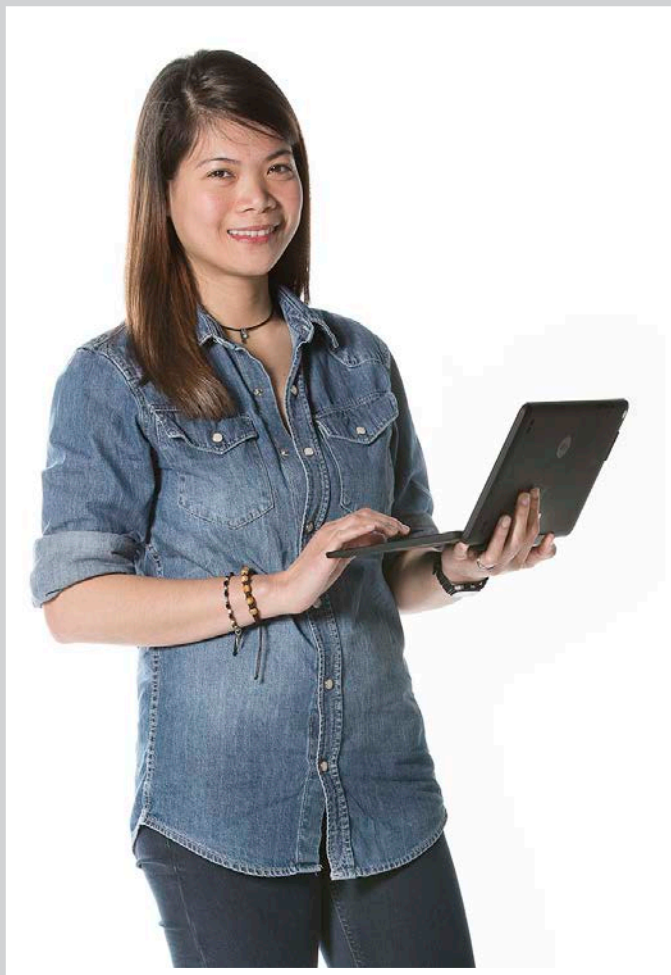
Positive Impact ☐

Negative Impact ☐

No Impact ☐

Evidence:

NORTH EAST SCOTLAND COLLEGE

STRATEGIC **PLAN**
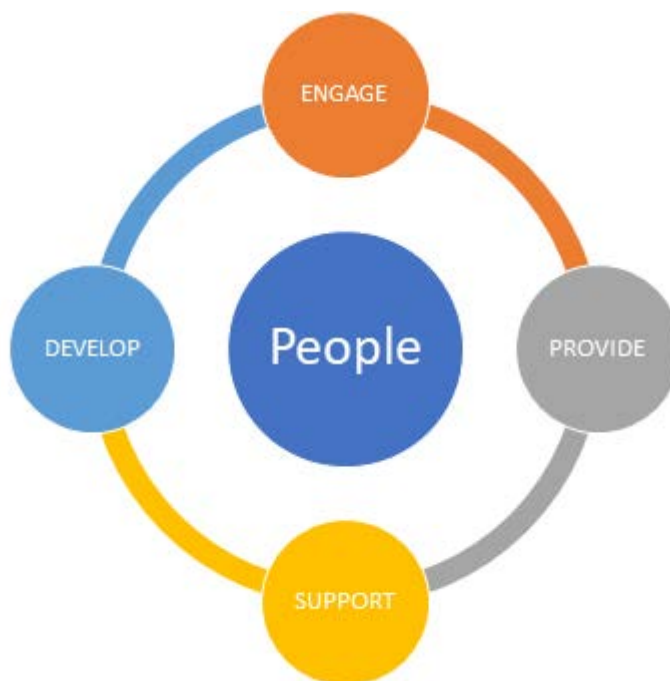
2018-2021

INFORMATION TECHNOLOGY
STRATEGY

1. **Aim**

   1.1 The Information Technology Strategy presents the vision and direction required to deliver proactive IT support services that positively contribute toward learner success. IT is a great enabler of change with solutions that can reduce barriers, improve access and inclusion, enhance collaboration and communication, foster innovation and deliver business efficiencies.

   Our goal is to re-position IT support to work in partnership with people (learners, staff and other stakeholders), to promote and share innovative ideas and practice, while ensuring IT is never a barrier to opportunity, progress and ambition.

   To do this we have developed a strategy with **four key themes**, to realise our vision to create a people centric IT environment, engaged to provide, develop and support the intentions and aspirations of North East Scotland College (NESCol) as set out in its Strategic Plan.

   1.2 **Vision**
   'Providing, developing and supporting IT services through effective customer engagement and partnerships'.

2. **Introduction and Context**

   2.1 In its Strategic Plan 2018-2021 NESCol has identified five Strategic Themes with accompanying Strategic Goals. These are:

   2.1.1 Strategic Theme: Being Responsive
   Strategic Goal One: Deliver high quality, accessible and inclusive learning and training opportunities, which transforms lives and which support the economic and social development of our region.

2.1.2   Strategic Theme: Developing People
Strategic Goal Two: Develop the skills, talents and potential of all of the people who come to college either to learn or to work.

2.1.3   Strategic Theme: Working in Partnership
Strategic Goal Three: Work with our partners to deliver positive and sustainable change for the individuals, communities and businesses in our region.

2.1.4   Strategic Theme: Delivering Quality
Strategic Goal Four: Deliver an excellent learning environment and experience leading to successful outcomes for all learners.

2.1.5   Strategic Theme: Building Sustainability
Strategic Goal Five: Optimise the use of our available resources to deliver financial and environmental sustainability.

2.2   A number of Strategic Objectives have been identified in relation to each Strategic Theme and its Goal which detail how they will be achieved. This supporting Strategy aims to ensure progress against the following Strategic Objectives:

- Strategic Goal Two - Objectives 2.6
- Strategic Goal Three - Objectives 3.1, 3.6
- Strategic Goal Four - Objectives 4.4, 4.7, 4.8, 4.9
- Strategic Goal Five - Objectives 5.4, 5.5.

3.   Strategy Themes and Objectives

3.1   The College has identified four key themes that will be crucial in ensuring that its strategic ambitions relating to IT are achieved:

3.1.1   Key theme one: **Engage**

3.1.2   Key theme two: **Provide**

3.1.3   Key theme three: **Support**

3.1.4   Key theme four: **Develop**

3.1.1   In order to address key theme one: **Engage,** the College will:

i.   Create a IT and Technical Services Team that will regularly and consistently communicate and collaborate with the learner, staff and other stakeholders, ensuring their needs are understood and positive relationships are built and maintained.

ii.   Encourage face to face interactions, personal messages and clear and non-technical communications.

iii.   Actively advance and promote team services, utilising digital channels where possible, to inform and strengthen customer engagement.

iv.   Effectively engage with external partners, to stay 'in tune' with the sector to maintain relevance and awareness of opportunity.

3.1.2   In order to address key theme two: **Provide,** the College will:

    i.   Optimise IT connectivity for all users, build on existing infrastructure to deliver an accessible, reliable and secure customer experience.

    ii.   Consolidate our existing IT resources to ensure we maintain a contemporary offering of devices, software, tools and technologies.

    iii.   Provide the IT services that are relevant to the learner, staff and other stakeholders, endeavour to meet user expectations and proactively support their activities.

    iv.   Develop the Cyber Resilience of the College by providing a safe and secure environment, supported by informed staff, effective procedures and compliant solutions.

3.1.3   In order to address key theme three: **Support,** the College will:

    i.   Maintain a successful IT service model, with the ambition of delivering continuous service improvement, a flexible and responsive IT and Technical Services Team and an exceptional customer experience.

    ii.   Align the support function with the needs of the customer, cultivate a 'can do' attitude amongst the IT and Technical Services Team, and understand the impact that IT has on people and their priorities.

    iii.   Provide seamless support for our Digital Strategy by delivering services that enable strong digital growth, capacity and resilience in our learners and staff.

    iv.   Build on and meliorate our IT self-service portal, as a result empowering the customer to request services, find information, and log and resolve their own issues.

    v.   Ensure that its IT service model will support students and assist them in achieving enhanced outcomes and experiences at College.

3.1.4   In order to address key theme four: **Develop,** the College will:

    i.   Deliver a cost-effective programme of projects and developments by strong, consistent governance, supportive processes and innovative solutions.

    ii.   Embed Business Analysis techniques in our development process to support future organisational growth by ensuring solutions have a sound business case and meet an organisation need.

    iii.   Build on and enhance our data analytics capabilities to enable us to provide decision makers with the information they need at both a strategic and operational level.

    iv.   Design our IT infrastructure to ensure it provides a scalable, resilient, robust and secure platform for our IT solutions.

     v.   Foster an innovative mindset throughout the IT and Technical Services Team, strive to shine a light on the possible and ensure these opportunities are shared with others.

4. Responsibilities

4.1   The Regional Board will be responsible for approving the Strategy.

4.2   The Vice Principal Finance and Resources will monitor the Strategy's implementation and review the Strategy to ensure it continues to meet the College's needs.

4.3   The Director of Information Technology will lead the implementation of the Strategy.

4.4   The IT and Technical Services Team will progress actions to deliver the Strategy.

5. Monitoring and Review

5.1   The IT Action Team (ITAT), will oversee the implementation of the Strategy.

5.2   Progress will be monitored through IT and Technical Services Team meetings and the ITAT.

5.3   Reports/updates will be submitted to the ITAT and Leadership Team as appropriate, and in response to requests received from the Regional Board.

6. Related Documents

6.1   Strategic Plan

6.2   Outcome Agreement

6.3   Annual Priorities

6.4   ITTS Enhancement Plan

6.5   ITTS Project Programme

6.6   Access & Inclusion Strategy

Equality Impact Assessment (EIA) Form

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

Title of Policy or Procedure. Details of Relevant Practice:	IT Strategy
Person(s) Responsible.	Scott Matthew – Director of IT
Date of Assessment:	06/09/18
What are the aims of the policy, procedure or practice being considered?	This document sets out the strategic direction for IT, from 2018 – 2021. The strategy reflects the College Strategic plan, 2018 - 2021.

Who will this policy, procedure or practice impact upon?	College staff, students and other external stakeholders

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

Need	Impact	Evidence
• Eliminating unlawful discrimination, harassment and victimisation.	• Minimal impact identified.	• n/a
• Advancing Equality of Opportunity.	• The strategy aims to ensure flexible facilities and practice for 'technology enhanced learning' which will ensure opportunities for all in a variety of settings.	• BYOD, accessible services and facilities.
• Promoting Good relations.	• Minimal impact identified.	• n/a

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

The IT team will continue to provide flexible, accessible and secure services and facilities for all users.

Sign-off, authorisation and publishing *	
Name:	Scott Matthew
Position:	Director of IT
Date:	06/09/18

Please note that an electronic sign-off is sufficient

REGIONAL BOARD
Meeting of 29 October 2018

Title: Regional Board Engagement Plan	
Author: Pauline May	**Contributor(s):**

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider a strengthened approach to its engagement activities with external stakeholders, staff and students.

Linked to Strategic Goal:

Linked to Annual Priority:

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.

Executive Summary:
The Regional Board has previously discussed strengthening its engagement with both internal and external stakeholders.

During AY2017-18 the Board held a number of events with key regional stakeholders as part of the consultation process for the College's new Strategic Plan. Stakeholder engagement will continue in AY2018-19 with the recent planning of two stakeholder events in November 2018, being held to showcase the College and to mark the five year anniversary of the creation of NESCol.

Board engagement with staff and students has been highlighted through both Board and College evaluation processes as an area for development. It is therefore proposed that four Campus Visits are held during AY2018-19 to provide Members with an opportunity to meet with both staff and students whilst also being updated on curriculum and Campus developments. The proposed format of these Visits would be as follows:

- Meet with relevant Heads of Faculties (30 mins)
- Tour of Campus, incl. student activities & showcases (90 mins)
- Meeting with Students' Association for informal chat with students (30 mins)
- Tea & coffee with staff members (30 mins)

The preferred timing during the working day for these Visits will be discussed at the Board Meeting scheduled for 29 October 2018.

Attached as Appendix 1 is a draft Regional Board Engagement Plan that details key events throughout AY2018-19 which Members may wish to attend. It is hoped that providing Members with advance notice of upcoming events earlier than in previous years will help with the managing of attendance in line with Members' other commitments. Please note that some details are still to be confirmed. The Plan will be updated as details are confirmed and new events scheduled.

It is proposed that an expectation in terms of engagement activities throughout each academic year be set as attendance at a minimum of three events plus one Campus Visit. Attendance will be recorded as part of Members' ongoing CPD activity.

Recommendation:
It is recommended that Members discuss the proposed approach to strengthening Regional Board engagement with external stakeholders, staff and students.

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

Equality Impact Assessment:

Positive Impact   ☐

Negative Impact   ☐

No Impact   ☒

Evidence:

Event	Date	Venue	Time
Celebrate the Difference	Sat 15 September 2018	Fraserburgh Campus	12pm-3pm
Graduation - Fraserburgh Ceremony	Sat 06 October 2018	Fraserburgh Campus	10.30am
Graduation – Aberdeen Ceremonies	Wed 31 October 2018	Doubletree by Hilton, Aberdeen Treetops Hotel, Aberdeen	11am 3pm
	Thurs 01 November 2018		11am
Stakeholder Event	Wed 21 November 2018	Basement Aberdeen City Campus	6-8.30pm
Open Day – Fraserburgh NESCol Experience	Tues 27 November 2018	Fraserburgh Campus	12-7pm
Stakeholder Event	Tues 27 November 2018	Fraserburgh Campus	6-8.30pm
CAMPUS VISIT	XX December 2018	Aberdeen City Campus (3 Faculties)	TBC
Winter "Sparkle" Festival	11-13 December 2018	Fraserburgh Campus	11.30am – 1.30pm
Acting & Performance Students Pantomime – The Wizard of Oz	13 to 18 December 2018	Basement Theatre, Aberdeen City Campus	7pm
CAMPUS VISIT	XX February 2019	Aberdeen Altens Campus	TBC
College and Employer Open Evening	XX February 2019	Fraserburgh Campus	4-7pm
Modern Apprenticeship Awards Evening	Tues 05 March 2019	Fraserburgh Campus	6.30-7.30pm
Modern Apprenticeship Awards Evening	Thurs 07 March 2019	Aberdeen Altens Campus	6.30-7.30pm
CAMPUS VISIT	XX April 2019	Fraserburgh Campus	TBC
Regional Board Networks Dinner	24 April 2019 (TBC)	Gate 63, Aberdeen City Campus	TBC
CAMPUS VISIT	XX May 2019	Aberdeen City Campus (3 Faculties)	TBC

Event	Date	Venue	Time
Hair and Beauty End of Year Show	XX May 2019	Fraserburgh Campus	TBC
Student Achievement & Community Citizenship Awards	Thurs 23 May 2019 (TBC)	Gate 63, Aberdeen City Campus	10.30am
Learning Opportunities Talent Show	Tues 18 June 2019	Basement Theatre, Aberdeen City Campus	1.30pm
Learning Opportunities Awards Ceremony	Wed 19 June 2019	SG1, Aberdeen City Campus	2pm
Learning Opportunities Fashion Show	XX June 2019	Aberdeen City Campus	TBC
Creative Arts End of Year Show	XX June 2019	Aberdeen City Campus	TBC
Acting & Performance Students Production	XX June 2019	Basement Theatre, Aberdeen City Campus	TBC

REGIONAL BOARD
Meeting of 29 October 2018

Title: Internal Audit Programme, Year to 31 July 2019	
Author: Pete Smith	**Contributor(s):** Wylie & Bisset

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Regional Board to note the programme of internal audit work to be undertaken by Wylie and Bisset in AY2018-19.

Linked to Strategic Goal:

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

Linked to Annual Priority:

Executive Summary:
The Internal Audit Programme adopted by the Audit & Risk Committee for 2018-19 is presented to the Regional Board for its information.

The Internal Audit Programme attached as Appendix 1 to this paper was prepared having:

- undertaken an internal audit needs assessment,
- considered the results of internal audit work in 2016-17 and 2017-18
- considered the development of new systems,
- considered risk factors identified over time, with reference to the College's Risk Registers; and,
- held discussions with the Chair of the Audit & Risk Committee, College Principal and Vice Principal Finance.

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

Previous Committee Recommendation/Approval (if applicable)**:**
The Audit & Risk Committee approved and adopted the Internal Audit Porgramme for the Year to 31 July 2019 at its meeting held on 26 September 2018.

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

North East Scotland College

Internal Audit Plan

2018 - 2019

August 2018

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Background

Wylie & Bisset LLP were re-appointed as Internal Auditors by the Board of Management with effect from 1 April 2014 until 31 July 2017 with an option to extend by a further two years on the agreement of both parties. This was agreed by the Audit & Risk Committee at their meeting on the 14th March 2017.

Internal Audit

In accordance with North East Scotland College's ("the College") Financial Memorandum with the Scottish Funding Council("the Council") the Board of Management is required to secure the provision of an effective Internal Audit Service (IAS). The prime responsibility of the IAS is to provide the Board of Management, the Principal and other senior management of the College, with an objective assessment of the adequacy and effectiveness of management's internal control systems.

The IAS should objectively examine, evaluate and report on the adequacy of internal control thus contributing to the economic, efficient and effective use of resources and to the reduction of the potential risks faced by the College. Also, the operation and conduct of the IAS must comply with the standards and guidelines set down by the Chartered Institute of Internal Auditors and the Public Sector Internal Audit Standards.

Terms of Reference – Internal Audit

The provision of the IAS by Wylie & Bisset LLP is covered by the letter of engagement dated 3 May 2017.

Formal Approval

The full Audit Needs Assessment (ANA) was presented to the Audit & Risk Committee of the College on 18 November 2014. This document covers the plan for 2018/19 and has been prepared following discussions with the Principal, the Vice Principal Finance and the Chair of the Audit & Risk Committee.

2. Operational Plan

Operational Plan – 2018/19

Audit Area	High level indicative summary scope	Total Number Of Days
Follow Up Review	The follow up review will be undertaken to follow up on prior year audit recommendations to ensure these have been fully implemented by the College. We will follow up on all of the high priority recommendations, 50% of the medium priority recommendations and 10% of the low priority recommendations.	3
Purchasing and Procurement	We will conduct a high level review of the procurement arrangements in place, from identifying procurement needs, through to appraising options and contracting with suppliers. Our review will look to provide assurance that the College is complying with legislative requirements. Our review will also consider the controls in place to mitigate the risk of fraud.	4
Fixed Asset Management	The review will focus on the systems and procedures in place for fixed assets, compliance with the systems and procedures in place and the overall controls in relation to the physical safeguarding of assets.	4
Estates Management	Our audit work will consider the strategic and operational arrangements in place in respect of Estates Management at the College. The review will also look at whether the College are attaining the best value from the systems in place. Our review will consider the maintenance of the assets, the safety of the estate and the processes to ensure compliance with safety legislation.	4

2. Operational Plan (cont'd)

Operational Plan – 2018/19

Audit Area	High level indicative summary scope	Total Number Of Days
Student Records	We will undertake a review of the student records system and in particular the reporting arrangements in place. We will look at whether there is evidence of the reasons for students leaving courses, the actions being taken to address this, success rates, and how the College compares to other colleges. We will also review the level of in year reporting and the alerts for any shortfalls in targets.	4
Enrolment, Attendance & Applications	The review will focus on the College's arrangements for student enrolments and applications to ensure that the College have the appropriate controls and systems in place and to ensure that the process is as efficient as possible.	4
Strategic & Business Planning	We will undertake a review of the College's strategic plan and undertake detailed testing to ensure compliance with the College's systems and procedures. We will also look at the overall controls in place to ensure planning is appropriately carried out.	4
Departmental Review – Fraserbrugh Campus	The review will focus on the structure and workload within the Campus, compliance with the College's systems and procedures and the overall systems and controls in place to manage the campus.	5
Corporate Governance	We will undertake a review of the corporate governance arrangements in place at the College to ensure compliance with 'The Code of Good Governance'.	3

Operational Plan – 2018/19

Audit Area	High level indicative summary scope	Total Number Of Days
Aberdeen Skills & Enterprise Training Ltd	This annual review will look at compliance with the Company's systems and procedures, the overall controls in place to ensure accurate recording of information within the company.	5
Staff and Room Utilisation	The purpose of this review is to evaluate the College's systems for staff & room utilisation and assess how this is managed within the College. The review will seek to provide assurance to the Board, via the Audit & Risk Committee, that the systems in place are efficient and effective. The review will also consider the integrity of the data being used for reporting with sample checks undertaken on the data.	5
Marketing	This review will be a value for money review of the College's marketing arrangements. The review will focus on what marketing activity the College undertakes and will include benchmarking with other colleges to compare the arrangements. We will also compare the structure of the marketing department and the overall costs to the College with other colleges.	3
Departmental Review – Altens Campus	The review will focus on the structure and workload within the campus, compliance with the College's systems and procedures and the overall systems and controls in place to manage the campus.	5

Operational Plan – 2018/19

Audit Area	High level indicative summary scope	Total Number Of Days
Payroll	Our review will look at the new payroll system that the College has implemented to ensure this is operating as expected and that the appropriate controls exist. We will ensure that the payments being calculated by the system are accurate and are based on bona fide hours worked and will also consider all deductions and additions to salaries to ensure that these are correctly calculated and properly authorised.	4
IT Systems	A review will be undertaken on the IT Systems of the College to ensure the appropriate controls are in place and working as expected. In particular, the review will focus on the security of the network and the storage of backup information. We will also review the data protection arrangements in place.	5
Risk Management	The purpose of the review is to ensure that the College has appropriate risk management arrangements in place and that these have been embedded throughout the whole College. This will be a high level review to provide assurance to the Board, via the Audit & Risk Committee, that the College's risk management arrangements are adequate.	2

2. Operational Plan (cont'd)

Assignment Plans

A detailed assignment plan will be prepared for each audit undertaken, setting out the scope and objectives of the work, allocating resources and establishing target dates for the completion of the work. Each assignment plan will be agreed and signed off by an appropriate sponsor from the College.

Key Dates

Visit	Audit Areas	Key College Personnel	Provisional Date for Visit	Date of Issue of Draft Report	Provisional Date for Reporting to Audit& Risk Committee
Visit 1	Follow up Review Purchasing & Procurement Corporate Governance IT Systems Aberdeen Skills & Enterprise Training Ltd	Pete Smith Pete Smith Pauline May Scott Matthew Sharon Scott	w/c 4 February 2019 and w/c 11 February 2019	1 March 2019	17 April 2019
Visit 2	Fixed Asset Management Student Records Departmental Review – Altens Campus Departmental Review – Fraserburgh Campus Enrolment, Attendance & Applications	Pete Smith Linda Taylor Susan Grant Robin McGregor Linda Taylor	w/c 4 March 2019 and w/c 11 March 2019	29 March 2019	10 July 2019
Visit 3	Strategic & Business Planning Staff & Room Utilisation Payroll Risk Management Marketing Estates Management	Pauline May Linda Taylor Kimra Donnelly Pauline May Rhonda Fraser Pete Smith	w/c 13 May 2019 & w/c 20 May 2019	7 June 2019	10 July 2019

Appendix A – Summary of Internal Audit Input
1 April 2014 to 31 July 2019

System	Audit Area	Operating Plan (No. Of days)				
		2014/15	2015/16	2016/17	2017/18	2018/19
Financial System	Budgetary & Financial Controls		4		4	
	Income Collection & Credit Control		5		5	
	Purchasing & Procurement	5		5		4
	Payroll	4	4	4	4	4
	Finance System	3				
	Fixed Asset Management	4		4		4
Non Financial Systems	Management of Contract Managed Services		5		5	
	Work Based Learning inc SDS Funding	6				
	Human Resources	4	4		4	
	Estates Management	4		4		4
	Student Records	4				4
	Enrolment, Attendance & Applications		3			4
	Strategic & Business Planning		4			4
	Balance C/F	*34*	*29*	*17*	*22*	*28*

Appendix A – Summary of Internal Audit Input
1 April 2014 to 31 July 2019

System	Audit Area	Operating Plan (No. Of days)				
		2014/15	2015/16	2016/17	2017/18	2018/19
	Balance B/F	*34*	*29*	*17*	*22*	*28*
IT	IT Systems	5	5	5	5	5
Governance	Corporate Governance	3		3		3
	Risk Management	2		2		2
Other	Freedom of Information		4		4	
	Aberdeen Skills & Enterprise Training Ltd	5	5	5	5	5
	Departmental Reviews	10	10	10	10	10
	Virtual Learning Environment				4	
	Data Protection		4		4	
	Marketing		3			3
	Environment Sustainabiity				4	
	Value for Money – Library & IT Resource Centre			5		
	Review of Fraserburgh Estates Project			4		
	Value for Money – Transport				3	
	Staff & Room Utilisation			5		5
	Course Viability			4		
Required	Follow Up review	5	4	4	3	3
	Audit Management	6	6	6	6	6
	Total Days	**70**	**70**	**70**	**70**	**70**

Appendix B – Grading Structure

For each area of review we assign a grading in accordance with the following classification:

Assurance	Classification
Strong	Controls satisfactory, no major weaknesses found, some minor recommendations identified
Substantial	Controls largely satisfactory although some weaknesses identified, recommendations for improvement made
Weak	Controls unsatisfactory and major systems weaknesses identified that require to be addressed immediately
No	No or very limited controls in place leaving the system open to significant error or abuse, recommendations made require to be implemented immediately

For each recommendation we make we assign a grading either as High, Medium or Low priority depending upon the degree of risk assessed as outlined below:

Grading	Risk	Classification
High	High Risk	Major weakness that we consider needs to be brought to the attention of the Audit Committee and addressed by senior management of the College as a matter of urgency
Medium	Medium Risk	Significant issue or weakness which should be addressed by the College as soon as possible
Low	Low Risk	Minor issue or weakness reported where management may wish to consider our recommendation

Appendix C – Key Performance Indicators

Analysis of Performance Indicators

Performance Indicator	Target
Internal audit days completed in line with agreed timetable and days allocation	100%
Draft scopes provided no later than 10 working days before the internal audit start date and final scopes no later than 5 days before each start date	100%
Draft reports issued within 10 working days of exit meeting	100%
Management provide responses to draft reports within 15 days of receipt of draft reports	100%
Final reports issued within 5 days of receipt of management responses	100%
Recommendations accepted by management	100%
Quarterly progress reports to be provided for discussion at each audit committee meeting	100%
Draft annual internal audit report to be provided by 31 August each year	100%
Attendance at Audit & Risk Committee meetings by a senior member of staff	100%
Suitably experienced staff used on all assignments	100%