

**NORTH EAST
SCOTLAND
COLLEGE**



REGIONAL BOARD

Meeting of 30 October 2019



REGIONAL BOARD

NOTICE

There will be a meeting of the Regional Board of North East Scotland College on Wednesday 30 October 2019 at 1000 hours in the Boardroom, G10, at Aberdeen City Campus.

AGENDA

Agenda Item		Paper
66-19	Apologies for Absence	
	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
67-19	Minutes of Previous Meeting – 19 June 2019	X
68-19	Matters Arising from the Previous Meeting	X
	Reports to the Board	
69-19	Report by the Regional Chair	X
70-19	Report by the Principal	X
71-19	Report by Committee Chairs	X
	Matters for Decision	
72-19	Regional Board Terms of Reference	X
73-19	Programme of Business AY2019-20	X
74-19	Draft Evaluative Report 2018-19 & Enhancement Plan 2020-23	X
75-19	Modern Slavery Act Statement	X
	Matters for Discussion	
76-19	Key Strategic Indicator Table	X
77-19	Health & Safety Annual Report	X
78-19	NESCol Accreditations	X
	Matters for Information	
79-19	Brexit Planning & Checklist	X
80-19	Internal Audit Annual Plan, Year to 31 July 2020	X
81-19	Regional Board Engagement Plan	X
82-19	Any Other Business	
83-19	Summation of Business and Date of next meeting	
	Reserved Items of Business	
	Matter for Decision	
84-19	Financial Forecast Return 2018-19 to 2023-24	

	Matters for Discussion	
85-19	SFC Credit Activity Update & Forecast	
86-19	Annual Appraisal of Regional Chair	
87-19	Annual Appraisal of Secretary to the Board	
88-19	Summation of Reserved Items of Business	



Agenda Item 67-19

REGIONAL BOARD

Draft Minutes of the meeting of the Regional Board held on Wednesday 19 June 2019 at 1000 hours in the Boardroom, Fraserburgh Campus.

Agenda Item	
	<p>Present: Ann Bell – Vice Chair Martin Dear Abdul Elghedafi John Henderson – Vice Chair Liz McIntyre Abby Miah Ken Milroy - Regional Chair Drew Russell</p> <p>In attendance: Neil Cowie, Vice Principal Access, Outcomes & Partnerships Peter Smith, Vice Principal Finance & Resources Pauline May, Secretary to the Board Susan Lawrance, Minute Secretary</p>
	<p>Prior to the commencement of business, the Regional Chair acknowledged that this was the first meeting of the Board since the announcement of the Principal's retirement. Members recorded their thanks and best wishes to the Principal, with L McIntyre assuring that it would be 'business as usual' until her departure in December 2019.</p>
36-19	<p>Apologies: Apologies were presented for David Anderson, Abha Maheshwari, Neil McLennan, Anne Simpson and Adrian Smith.</p>
37-19	<p>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items There were no declarations of potential conflicts of interest.</p>
38-19	<p>Minutes of Previous Meeting – 13 March 2019 The minutes were approved as a true and accurate record.</p>
39-19	<p>Matters Arising from the Previous Meeting Members noted the Matters Arising Report. K Milroy advised that clarification was awaited from Colleges Scotland regarding Prevent forums.</p> <p>No further matters were raised.</p>
40-19	<p>Minutes of Strategy Event – 24 April 2019 The minutes were approved as a true and accurate record.</p>
41-19	<p>Matters Arising from the Strategy Event K Milroy advised that the expected late applications for the Board Member vacancies were not received.</p>

	It was noted that online surveys for both staff and students would shortly be issued to determine the logo for the College's Respect Campaign which will be launched at the beginning of AY2019-20.
	Reports to the Board
42-19	Report by the Regional Chair The Board noted the Report by the Regional Chair. Members recorded their congratulations to D Russell on his reappointment.
	<i>D Russell joined the meeting at this time.</i>
43-19	Report by the Principal Members noted the Report by the Principal. L McIntyre provided additional information in relation to national collective bargaining developments. L McIntyre advised that the sector was working together to try to resolve the ongoing issue around the CITB contract, highlighting that if not resolved this would lead to a significant additional cost for the College to meet. In addition to the items included in the Report, Members were advised of an emerging situation regarding the College's contract with OPITO. L McIntyre advised that a hold had been placed on a unit following a recent SQA external verification (EV) visit as an assessment did not match qualification specifications. A discussion followed with L McIntyre acknowledging that this should not have occurred, and advising that the assessment in question had been used since 2016 and SQA had not identified this issue on previous EV visits. It was also noted that the assessment was last certified in March 2018 and that approximately 20 candidates could potentially be affected if the issue is not resolved. The College's qualification verification process was summarised for Members. L McIntyre advised that an internal investigation was underway and discussions were currently being held with both OPITO and SQA. Potential outcome and implications were discussed. J Henderson agreed to discuss the retrospective aspect of this issue with the Principal if helpful for communications with SQA. The Principal advised that Members would be kept up to date on this issue. Members congratulated staff on the achievement of the Investors in People (IIP) Gold Standard.
44-19	Report by Committee Chairs Members noted the Report by the Committee Chairs.
	Matters for Decision
45-19	Award of Catering Contract It was agreed that this Agenda Item would be considered as a Reserved Item of Business and would therefore be considered later in the meeting.
46-19	Estates Strategy Members considered a paper providing information on the development of the College's Estates Strategy for 2019-2029 and considered the draft new Strategy.

	<p>P Smith presented the draft Strategy reminding Members that a 'plan b' to the College's previous Strategy was required due to the lack of available capital funding from the SFC, adding that the new Strategy reflected resources that are likely to be available for estates development.</p> <p>Members were advised that the Strategy would be supported through annual implementation plans. P Smith highlighted that the new Strategy describes how the College's current estate will be utilised to support delivery of the Strategic Plan whilst also considering flexibility to ensure the estate can support the future needs of both staff and students.</p> <p>P Smith highlighted that insurance valuations for the College estate net book values as at July 2019 would be added into the Strategy once available.</p> <p>K Milroy commented that it was important for the Board to establish an attainable Estates Strategy. A discussion followed, with the Board confirmed that they were happy with the broad direction of travel detailed in the Strategy.</p> <p>It was noted that the Finance & Resources Committee would scrutinise the detail of the Strategy going forward.</p> <p>The Board approved the College's Estates Strategy for 2019-2029, and agreed that it could be published once the missing valuation figures were available for inclusion.</p> <p>It was agreed that the Strategy would be discussed at the next meeting of the Finance & Resources Committee, with a specific focus on the Gordon Centre and site of the former Balgownie Centre.</p> <p>J Henderson asked if the new Estates Strategy would be a priority for the new Principal. A discussion then followed on the need for the Board to ensure that the College's current Strategy and direction of travel continues following the appointment of the new Principal.</p>
47-19	<p>Annual Priorities AY2019-20</p> <p>Members considered a paper providing a progress update for the current academic years' Annual Priorities, and presenting proposed Annual Priorities for AY2019-20.</p> <p>Members noted that good progress made against the current Priorities with L McIntyre advising that this had been reflected upon when preparing the new Priorities.</p> <p>K Milroy commented that it would be beneficial to maintain a Priority in relation to the Two Plus Alliance with RGU given that progress to date has not been as significant to date as expected.</p> <p>D Russell queried the scope of Priority 19 being focused only on the Aberdeen City Campus. P Smith explained the rationale behind this, assuring that the remainder of the College's estate would not be overlooked. A short discussion followed with Members agreeing that the Priority should be amended to also refer to the College's wider Estates Strategy.</p> <p>After some discussion, the Board approved the proposed Priorities for AY2019-20, subject to the inclusion of a Priority relating to the Two Plus Alliance, and the agreed amendment to Priority 19.</p>

48-19	<p>Community Empowerment (Scotland) Act 2015-Annual Report The Board considered a paper providing an opportunity for the Board to consider the College's Annual Report under Parts 3 and 5 of the Community Empowerment (Scotland) Act 2015.</p> <p>Members approved the Report as presented.</p>
49-19	<p>Programme of Meetings AY2019-20 Members considered a paper providing information on the process adopted to develop the proposed Programme of Meetings.</p> <p>It was noted that the Programme had been prepared to improve alignment with the College's planning and reporting cycles. K Milroy reminded Members that it is important for "the Board to serve the College, not the College to serve the Board." K Milroy advised that he and the Committee Chairs had been consulted during the preparation of the draft Programme.</p> <p>The Board adopted the Programme as presented.</p>
50-19	<p>Governance Manual The Board considered a paper providing information on a recent review of the Governance Manual undertaken by the Governance Steering Group and the Secretary to the Board.</p> <p>P May highlighted the main proposed amendments, including those to reflect: the structural change to appoint two Vice Chairs, reference to the Board's Succession Planning Policy, additions to the Board's evaluation processes, updates to Terms of Reference to reflect current practice, changes to the quorum for each Committee, enhanced remits for the Selection & Appointments Committee and the Governance Steering Group.</p> <p>It was agreed that it would be helpful to include in 3.29 a reference that the induction of Members will be completed, at the latest, one year after appointment.</p> <p>Members approved the updated Governance Manual as presented and readopted the Board's Standing Orders, Scheme of Delegation, and Code of Conduct.</p>
51-19	<p>Board Policies Members considered updated versions of two Board Policies which are reviewed on an annual basis.</p> <p>In relation to the Recruitment and Selection Policy, P May highlighted that a number of proposed amendments were to reflect the approach adopted for the last Board Member recruitment process undertaken in August 2018.</p> <p>In relation to the Induction Policy for Board Members, P May highlighted that the main changes related to introducing a new approach to Stages 2 and 3 of the induction process where Members will be provided with an opportunity to complete a tailored programme of activities and to receive mentoring support.</p> <p>The Board approved the two Policies as presented.</p>

52-19	<p>Aberdeen Skills and Enterprise Training Ltd – Memorandum of Understanding The Board considered a paper providing Members with an opportunity to review the operation of the Memorandum of Understanding established between the Board and the Board of Directors of Aberdeen Skills and Enterprise Training Limited (ASET).</p> <p>Members approved the updated Memorandum as presented.</p> <p>A Elghedafi suggested that it may be beneficial to invite the Chief Executive of ASET to attend future Board or Committee meetings. K Milroy advised that the Board received an annual report from A Smith, Chair of the ASET Board, and that this ensured that the Regional Board remained appropriately appraised of ASET's performance and activities.</p>
	<p>Matters for Discussion</p>
53-19	<p>Strategic Risk Register Members noted a paper providing information on a review of the latest version of the College's Strategic Risk Register. Amendments to the Register were highlighted and it was noted that the Board's Audit & Risk Committee had requested to discuss the document at its meeting scheduled for July 2019.</p> <p>Members confirmed that they were content with the College's approach to risk management.</p>
54-19	<p>Planning & Reporting Framework The Board noted a paper providing information on the development of a new Planning & Reporting Framework.</p> <p>P May advised that the Framework would replace the College's current Strategic & Business Planning Policy, and that it reflected work undertaken during AY2018-19 to review the College's reporting and planning cycles. It was noted that the Framework would help to inform planning that would be undertaken over the Summer in relation to the schedule of College Committee meetings and their Programmes of Business.</p> <p>Members noted the working draft of the Framework and commented that the Framework would be a comprehensive summary document once complete.</p>
	<p>Matter for Information</p>
55-19	<p>GDPR Update Members noted an update paper prepared by the College's Data Protection Officer in relation to GDPR related developments at NESCol.</p>
56-19	<p>Any Other Business K Milroy acknowledged that this was A Miah's last attendance at a Board Meeting after serving on the Regional Board for two years. Members expressed their best wishes for the future to A Miah.</p> <p>Members were advised of a new arrangement which will be adopted in relation to Student Board Members in AY2019-20. K Milroy reported that Angela Calderon will be joining the Board as one of the new Student Board Members in her role as Regional President of the Students' Association. A full time Depute President was not elected this year, instead the Association will have two part Deputes - Isaac McKay for the Aberdeen and Altens Campuses and Jonathan Tyndall for the Fraserburgh Campus. In terms of the second Student Board</p>

	Member, it has been agreed that the Association will decide which of the two Deputes will formally undertake the role however as there is a potential to be unable to attend some Board or Committee meetings due to their course timetable the second Depute will attend in their place in an observer capacity.
57-19	<p>Summation of Business and Date of Next Meeting</p> <p>The Secretary gave a summation of the business conducted. The next meeting of the Regional Board is scheduled to take place on Wednesday 30 October at the Aberdeen City Campus.</p>
	<p>Reserved Items of Business</p> <p>Matters for Decision</p>
45-19	<p>Award of Catering Contract</p>
AOB	<p>Fraserburgh Nursery Provision Tender</p>

	Matter for Discussion
58-19	SFC Credit Activity
	Matters for Decision
59-19	Budget and Financial Plan 2019-24
60-19	Graduations 2019-Fellows & Guest Speakers

61-19	Senior Staff Line Management Changes
	<i>N Cowie, P Smith and S Lawrance left the meeting at this time.</i>
62-19	Review of Senior Staff Pay

	Matters for Information
63-19	Principal's Performance Management Objectives
64-19	Recruitment Process – Principal & Chief Executive

	<i>P May left the meeting at this time. Members held an in camera discussion.</i>
65-19	Summation of Reserved Items of Business A summation was not requested.
	Meeting ended 1235 hours

Agenda Item	Actions from Regional Board Meeting 19/06/19	Responsibility	Deadline
46-19			
47-19			
50-19			
51-19			
AOB			
60-19			
62-19			
64-19			

Signed:.....

Date:



Agenda Item 68-19

REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 19 June 2019.

Agenda Item	
43-19	Update: At the last meeting of the Regional Board Members were alerted to an emerging situation regarding the College's contract with OPITO. On 23 July 2019, a further update on the situation was circulated to Members by email confirming that SQA had lifted the sanction on the certification for OPITO candidates meaning that the College would not be required to recall or reassess any OPITO apprentices. Assurance was also given that all of the required actions were in place to ensure no repetition of the situation.
46-19	
47-19	
50-19	
51-19	
AOB	

60-19	
62-19	
64-19	

REGIONAL BOARD

Meeting of 30 October 2019

REPORT BY THE REGIONAL CHAIR

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

1	<p>Regional Board Member Appointment</p> <p>Approval was sought and received from Scottish Ministers in relation to the appointment of a new non-Executive Member – Sheena Ross. Sheena has been appointed to serve a four year term – 01 September 2019 to 31 August 2023, and will serve on the Board's Audit & Risk, and Finance & Resources Committees. Sheena's profile can be access on the College website.</p>
2	<p>Co-opted Committee Member</p> <p>The Board's Curriculum & Quality Committee has co-opted a Member – Graham Mutch – whose career experience and industry knowledge of the hospitality sector and enthusiasm for further education will be beneficial to its work and discussions. Graham will attend meetings of the Curriculum & Quality Committee and will also be invited to the Regional Board's Strategy Events. Neil McLennan has kindly agreed to mentor Graham.</p>
3	<p>Good Governance Steering Group</p> <p>The sector Group, chaired by the Regional Chair, currently has the following priorities as part of its work plan:</p> <ul style="list-style-type: none"> • To update the Board Appointments: Ministerial Guidance • To agree refreshed guidance for External Effectiveness Reviews • To publish a refreshed Code of Good Governance for Scotland's Colleges. <p>The above are expected to be circulated early in 2020 for wider sector consultation prior to final publication.</p>
4	<p>Legislative Changes – Trade Union Board Membership</p> <p>At the meeting of the Regional Board held in March 2019, Members agreed in response to the Taskforce recommendations that trade union representatives be invited to Board Meetings as observers in advance of any future legislative changes. This proposal was to be implemented for the start of AY2019-20 however the Board's Governance Steering Group agreed that as guidance in relation to the impending legislative requirements is currently being drafted that the proposals should be put on hold until draft guidance is circulated to the sector. This will ensure that any short-term arrangements implemented by NESCol align appropriately with future requirements.</p>

5	<p>Review of Committee Membership</p> <p>The Board's Governance Steering Group has agreed that membership of the Committee's should be reviewed at the beginning of 2020. The Group agreed consideration needs to be given to succession planning arrangements as the terms of office of a number of current Members will cease next year. As part of the Review consideration will also be given to the role of the Senior Independent Member and whether this Member should continue to be a Committee Chair and a Committee Vice Chair.</p>
6	<p>SFC Strategic Framework</p> <p>The Scottish Funding Council (SFC) recently published a new Strategic Framework. The Framework sets out the SFC's ambition for the future and is rooted in working with others and transforming the way the organisation works. It covers:</p> <ul style="list-style-type: none"> • Purpose and objectives • The context within which it operates and future challenges • What will be different about the SFC in the future • Operating Plan.
	<p>Attendance at Meetings – Regional Chair</p> <p>The Regional Chair has attended various meetings since the last Board Meeting, including:</p> <ul style="list-style-type: none"> • Colleges Scotland Board • Colleges Scotland SLWG • Colleges Scotland Good Governance Steering Group • Colleges Scotland Parliamentary Reception • Strategic Liaison Meeting (Colleges Scotland/SFC/Scottish Government) • Community Planning Board Aberdeen • Community Planning Partnership Aberdeenshire Workshop • SCDI Meet the Politician - Richard Leonard • Two Plus Alliance Workshop and Dinner • Meeting with L Pooley, Deputy Director Colleges, SFC & Young Workforce.

REGIONAL BOARD

Meeting of 30 October 2019

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

The following update has been taken from Colleges Scotland Employers' Association communications following the most recent round of meetings.

National Joint Negotiating Committee (NJNC) – Side Table (Lecturing)

The NJNC – Side Table (Lecturing) met on Thursday 19 September 2019). Please find below an update on the key areas of the meeting:

Transfer to Permanence Implementation

This remains a contentious issue in some Colleges. The NJNC has referred any matters raised back to individual colleges but also agreed that the Joint Secretaries should continue to discuss implementation outwith the NJNC.

Implementation of the National Working Practices Agreement (NWP)

This agreement came into place in August 2019 it was noted that most colleges were implementing the terms of the NWP, with any initial concerns or difficulties being dealt with locally.

Professional Registration Update

A brief update was provided on the progress of the GTCS – College Lecturers Registration Working Group. It was noted that two sub groups had been established by the working group to take forward two workstreams – Registration and Professionalism. Several nominations have been received from the sector and the GTCS will be contacting nominees regarding dates for the first meetings of the groups.

The next meeting is scheduled to take place on 12 December 2019.

National Joint Negotiating Committee (NJNC) – Central Committee

The NJNC – Central Committee met on 19 September 2019. Please find below an update on the key areas of the meeting:

Policy Working Group

There has been very limited progress on the development of National Policies – largely due to a difference of views from both sides on whether or not the policies should also include procedures. It has been agreed to reconvene the Policy Working Group to further consider whether model guidance or frameworks on procedures could be developed. The management side remain committed to the principle of operational procedures being for local

colleges to determine but accept that a model framework of good practice may be beneficial.

National Facilities Time

This remains an area of disagreement between the management side and the union side following a decision by the Employers' Association to remove the central funding and set guaranteed facility time for the staff side in respect of National Bargaining. Both sides have been in correspondence with the Deputy First Minister on this subject. Current arrangements will be honoured to allow time for further dialogue and discussions with the Employers' Association in November.

The Fair Work Framework

The staff side requested this item was added to the agenda. The Central Committee was in agreement that the sector should aim to develop a framework similar to the agreement between Scottish Ministers and the recognised civil servant trade unions in line with the principles of the Fair Work Convention's Framework. It was agreed to set up a working group to take this forward.

Tutor/Assessor Posts

The staff side raised concerns over what it considered to be the creation of new support roles in the sector which were, in its view, lecturing posts by another name – Tutor/Assessor. Following lengthy discussion, it was agreed to gather information from the sector to understand how many colleges are using this type of role and have a further discussion.

The support staff side requested that the NJNC ask colleges for a moratorium on these new roles. The management side refused this request.

Non-National Recognition and Procedures Agreement (NRPA) Colleges

It was noted that Newbattle College had become a signatory to the NRPA and that discussions continued with other non-NRPA colleges.

Living Wage

The staff side again raised concerns in relation to two colleges, it was noted that the Management Side Joint Secretary would be in contact with the colleges concerned, but that all NRPA colleges were Living Wage Accredited and therefore any issues should be for individual colleges to resolve.

The next meeting is scheduled to take place on 19 March 2020.

2 Key Priorities and Potential Challenges

- It will be vital, before the end of December to agree a reasonable forecast of credit activity to allow for discussion with the SFC to commence. It is likely to be necessary to discuss the return of some credits to the SFC by January 2020.
- Key senior appointments are ongoing – firstly the appointment of a new Vice Principal to fill the vacancy which has arisen as a result of the appointment of Neil Cowie as Principal & Chief Executive. The selection interviews for this post are scheduled for 11 and 12 November 2019. Secondly, following the announcement of the retirement of Rhonda Fraser, the College is seeking to appoint a new Director of Marketing &

	<p>Communications. Selection interviews for this post are scheduled for 26 November 2019.</p> <ul style="list-style-type: none"> • Discussions are ongoing with Aberdeenshire Council regarding the need for a more strategic and collaborative approach to the delivery of Foundations Apprenticeships in the region. • An approach to transition, development and handover has been agreed between the Principal and the Principal Designate to allow for a smooth change in the New Year.
<p>3</p>	<p>Curriculum Update</p> <p>The following highlights a number of curriculum activities and developments:</p> <p><u>Mental Health Toolkit</u></p> <p>Students have been making good use of the new Mental Health Toolkit that is available to them via the MyNESCol Student App. Promoted by staff during academic tutoring sessions, the Toolkit provides students with information, advice and guidance about:</p> <ul style="list-style-type: none"> • maintaining positive mental health and wellbeing • the range of support services available to them at College • where and how to get help if and when they need it • the key warning signs of poor mental health and wellbeing to look out for. <p>The Toolkit also provides links to a range of excellent external resources and Apps aimed at supporting positive mental health including 'Headspace' and 'Stop Breath Think'.</p> <p><u>Student Information Portal</u></p> <p>Teaching staff have been getting to grips with the College's new Student Information Portal (SIP) which gives staff access to all the essential information they require about their students in one place via a new online dashboard. This includes appropriate personal details, enrolment information, student progress status and absence information.</p> <p>The need for such a portal emerged during the consultation with staff that occurred as part of the Internal review of student support. Previously staff had to go to multiple different websites to access this information, which was very onerous, and there was no place to RAG rate student progress for Academic Tutors and Managers to monitor. The new SIP tool allows managers to get more robust oversight of the course-level progress of their students and enables the funding team to more easily manage the bursary payment process, reducing the administrative burden on curriculum staff.</p> <p>Further iterations of the portal will also enable the Student Advice & Support Team to upload key supporting information, such as needs assessments and learner support plans, to each student's dashboard, and teaching staff to comment on student progress and create online action plans to manage student progress.</p> <p>Initial feedback from Curriculum Managers and teaching staff has been very positive and the IT Team are now planning the beginning of the Phase 2 development stage.</p>

Craft Maths Programme

The Fraserburgh Campus Maths Team are working in partnership with Fraserburgh Academy to support the delivery of a "Craft Maths Programme" at SCQF Level 5 as an alternative, more vocationally relevant pathway to the National 5 maths group award, which last year only 40% of Fraserburgh Academy Pupils sitting the exam successfully passed.

College staff are supporting teachers with development, delivery and assessment of the new units and co-delivering the teaching for c. 20 of the 120 pupils enrolled on the new award. The Craft Maths Programme has been mapped to a range of full time College courses and successful completion of the programme will enable pupils to articulate to a relevant course in the Faculty of their choice. Initial feedback from the school, teachers and pupils has been very positive and there is considerable interest in this approach which is now being rolled out more widely across the region.

imprESs

The imprESs project has been launched for AY2019-20 (Developing **E**mployability, **E**nterprise & **E**ntrepreneurship **S**kills). Any member of staff can volunteer to become an imprESs mentor. The purpose is to talk to students about their career aspirations, the skills students have already and those they wish to acquire or develop. Feedback from last year was that students really valued having someone to talk to about their hopes and fears about finding their place in the world of work. Some project participants went on to complete the associated Unit (a folio of evidence illustrating new skills and learning) which is credit rated at SCQF 5.

Write It!

The College wants to celebrate the talents of creative writers, staff and students alike. If people love the joy of writing songs, short stories or articles, poems, then they can submit their work to Susan Betty, Director of Learning. Selected works will feature in an e-zine which can be widely circulated as far as the i-cloud can reach!

Fraserburgh Campus Open Day

Planning is well underway for the Fraserburgh Campus Open Day, which is scheduled to take place on 14 November 2019. After successfully piloting a new "doors open" approach last year where local schools were invited to bring groups of pupils along throughout the day to participate in subject specific "college experiences" a similar model is being employed again, albeit on a slightly bigger scale. Currently, over 450 pupils from local feeder secondary schools lined up to attend during the day and the public are invited to pop into the Campus in the afternoon and evening to learn all about the College and the course options available.

In addition to the taster sessions, the College's Student Advice and Support, Libraries and Learning Technologies teams will be based in the atrium along with a number of key partners including SDS and RGU to offer advice and guidance to pupils.

Virtual Learning Environment

Teaching staff and students have been getting to grips with the new version of the College's Virtual Learning Environment, Blackboard. Featuring a slick new user interface, Blackboard Ultra is more user friendly across a range of

mobile devices, the new system comprises a range of fantastic new tools including a real-time video conferencing tool and a tool to improve course content accessibility. The Learning Technologies Team have delivered a range of workshops, drop-ins and one-to-one coaching sessions in support of the roll out of the new system.

Information Literacy Sessions

The Library+ Team have been busy getting out and about into classes at all campuses to delivery information literacy sessions to a wide range of FE and HE groups. Since the beginning of the academic year, the Team have delivered over 65 separate classroom sessions to c.1,200 students spanning a range of useful topics including referencing, using digital e-resources and online research skills.

Students' Association AY2019-20

Priorities for this year include:

- Working in partnership with College staff to identify partnership pledges
- Finalising and distribute a calendar of events
- Organising and facilitating Class Rep training
- Facilitating Peer Led Reviews
- Promoting national issues such as the call for affordable housing and transport.

Schools Liaison Team AY2019-20

Curriculum Teams and the Schools Liaison Team are already busy planning for the AY2020-21 intake. Under negotiation are our School/College Links courses, Foundation Apprenticeships, Exceptional Entrants and taster courses. Faculties are exploring all options in terms of maximising opportunities to enrol pupils on to courses at different times throughout the academic year. The aim is to promote full-time Colleges courses by offering a dynamic and high quality 'College Experience' to young people throughout the North East.

4 Wind Technician Training

The Moray East Project Offshore Wind Project is currently under construction with turbines being erected next year. This will supply approx. 40% of Scotland's energy. NESCol has been heavily involved (with Fraserburgh Harbour and Aberdeenshire Council) for 6 years and this has been instrumental in securing the Operation & Maintenance Hub in Fraserburgh which will service Moray East for the next 25 years offering not only wind energy jobs, but also downstream opportunities in engineering services, ship repairs, hospitality, etc.

ESP have been heavily involved in the development of Wind Technician training across Scotland and have overseen the development of a Wind Technician Training programme which they share with colleges who are geographically linked to wind opportunities. Their involvement has provided NESCol with all of the programme training materials and several expensive pieces of equipment including (Immersive Hybrid Reality (IHR) Wind Turbine Kit, Laser Alignment Kit and a Torque Tensioning Tool. In addition, they have secured funding for each college delivering the programme to purchase additional equipment. We propose using approx. 50% of the £21K to upgrade the College's Scottish Maritime Academy Simulator with Fraserburgh Harbour geographic software.

	<p>There is an expectation that NESCol's Fraserburgh Campus will start delivering the 24 credits, 4 day programme starting in August 2020. The course has seen significant demand in Ayrshire and Fife, who are both very supportive of this opportunity for NESCol. Staff capability exists to deliver the materials we have been given, although capacity will be more challenging. Meetings are ongoing with MHI Vestas (the primary operator in the Moray East Project as well as the Aberdeen Bay Project) to identify detailed requirements. There is a further opportunity for collaboration with Falk Nutec for General Wind Operator training.</p>
<p>5</p>	<p>External Engagements</p> <p>During the reporting period the Principal has attended the following external meetings:</p> <ul style="list-style-type: none"> • Colleges Scotland Board Meeting – June 2019 • Update meeting with Stewart Stevenson MSP- July 2019 • Meeting with Linda Pooley (Scottish Government)- August 2019 • Aberdeen City Council CEO Transformation Group – August, September and October 2019 • Colleges Scotland member engagement meeting – August 2019 • DYW Regional Board - August, September and October 2019 • Colleges Scotland College Principals' Group – September 2019 • Opportunity North East Oil, Gas and Energy Board – September 2019 • National Articulation Forum – September 2019 • RGU Two Plus Alliance Workshop and Board Dinner – September 2019 • Scottish Government Learner Journey meeting with Scottish Government, Colleges Scotland and SDS – September 2019 • SFC – regarding School-College links. <p>This is shared with the Board to provide examples of the range of external engagements undertaken in support of the College's work.</p>

REGIONAL BOARD
Meeting of 30 October 2019

REPORT BY COMMITTEE CHAIRS

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

At the meeting of 30 October 2019, Committee Chairs will be provided with an opportunity to bring matters considered at these meetings to the attention of Members. Members will also be provided with an opportunity to seek further information on business that has been transacted.

1	<p>The following meetings have been held since the last meeting of the Regional Board</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 2px;">Committee</th> <th style="padding: 2px;">Meeting Date</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Audit & Risk</td> <td style="padding: 2px;">10 July 2019</td> </tr> <tr> <td style="padding: 2px;">Human Resources</td> <td style="padding: 2px;">25 September 2019</td> </tr> <tr> <td style="padding: 2px;">Audit & Risk</td> <td style="padding: 2px;">25 September 2019</td> </tr> </tbody> </table> <p>Copies of the draft minutes from the above meetings have been made available in the Regional Board's Collaborative Space on COLIN.</p>	Committee	Meeting Date	Audit & Risk	10 July 2019	Human Resources	25 September 2019	Audit & Risk	25 September 2019
Committee	Meeting Date								
Audit & Risk	10 July 2019								
Human Resources	25 September 2019								
Audit & Risk	25 September 2019								

2	<p>Audit & Risk Committee – 10 July 2019 Summary of key business</p> <ul style="list-style-type: none"> • Reports on 11 Internal Audit Reviews: <ul style="list-style-type: none"> ○ Enrolment, Attendance & Applications – Strong ○ Estates Management - Strong ○ Fixed Asset Management – Weak ○ NESCol@Fraserburgh – Strong ○ Marketing – Strong ○ Payroll – Strong ○ Risk Management – Strong ○ Staff Room Utilisation – Strong ○ Strategic Business Planning – Strong ○ Student Records - Strong ○ NESCol@Altens - Substantial • Internal Audit Annual Report 2018-19 • External Audit Annual Plan, Year Ending 31 July 2019 • Draft Internal Audit Plan 2019-20 • Strategic Risk Register • Code of Good Governance for Scotland's Colleges – Review of Compliance • Scotland's Colleges 2019. <p>Agreed actions</p> <ul style="list-style-type: none"> • Confirm GDPR compliance status of student information system
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	<ul style="list-style-type: none"> • Confirm status of the new system for weekly attendance reports planned for implementation by the start of AY2019-20 • Prepare report on College's approach to fixed asset management • Include KPI regarding maintenance of up-to-date asset registers in new facilities management contract • Consider if Marketing & Communications budget is compromising effectiveness of activities • Share student feedback gathered in relation to NESCol Prospectuses • Update College's Risk Management Policy • Revisit Draft Internal Audit Plan 2019-22 to ensure asset management is included in the Programme • Reinstate Risk 5.9 of the Strategic Risk Register • Prepare summary of College's current external accreditations for discussion by Regional Board.
<p>3</p>	<p>Human Resources Committee – 25 September 2019</p> <p>Summary of key business</p> <ul style="list-style-type: none"> • Committee Terms of Reference • Programme of Business AY2019-20 • Equal Pay Statement & Policy • HR & OD Management Information Report • HR & OD Enhancement Plan • National Collective Bargaining Update • Investors in People Report • HR&OD and Quality Restructure • Mental Health Working Group. <p>Agreed actions</p> <ul style="list-style-type: none"> • Committee Terms of Reference to be updated and finalised • College website to be updated with latest version of Equal Pay Statement & Policy • Future Management Information Reports to include breakdown showing the number of employees that are affected by each type of absence.
<p>4</p>	<p>Audit & Risk Committee – 25 September 2019</p> <p>Summary of key business</p> <ul style="list-style-type: none"> • Committee Terms of Reference • Programme of Business AY2019-20 • Internal Audit Annual Plan 2019-20 • Risk Management Policy • Fixed Asset Management • Draft Annual Report of the Audit & Risk Committee to the Regional Board, 2019 • Strategic Risk Register. <p>Agreed actions</p> <ul style="list-style-type: none"> • Prepare update on new weekly attendance reports for meeting of Committee scheduled for May 2020 • Committee to consider report on effectiveness of marketing at meeting scheduled for May 2020 • Report final position in relation to 'missing' assets at next meeting

	<ul style="list-style-type: none"> • Revisit de minimis amount for registered small assets at next meeting • Consider final draft Annual Report of the Audit & Risk Committee to the Regional Board 2019 at next meeting • Progress self-evaluation of Committee. 								
5	<p>The Committees are scheduled to next meet as follows:</p> <table border="1" data-bbox="509 461 1232 611"> <thead> <tr> <th data-bbox="512 465 887 501">Committee</th> <th data-bbox="887 465 1228 501">Meeting Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 501 887 537">Curriculum & Quality</td> <td data-bbox="887 501 1228 537">06 November 2019</td> </tr> <tr> <td data-bbox="512 537 887 573">Audit & Risk</td> <td data-bbox="887 537 1228 573">28 November 2019</td> </tr> <tr> <td data-bbox="512 573 887 609">Finance & Resources</td> <td data-bbox="887 573 1228 609">28 November 2019</td> </tr> </tbody> </table>	Committee	Meeting Date	Curriculum & Quality	06 November 2019	Audit & Risk	28 November 2019	Finance & Resources	28 November 2019
Committee	Meeting Date								
Curriculum & Quality	06 November 2019								
Audit & Risk	28 November 2019								
Finance & Resources	28 November 2019								



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Regional Board Terms of Reference	
Author: Pauline May, Secretary to the Board	Contributor(s):
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to review its Terms of Reference.	
Linked to Strategic Goal:	
Linked to Annual Priority:	
Executive Summary: Attached as Appendix 1 to this paper is the Board's current Terms of Reference. The Terms were last considered as a separate agenda item by the Board in October 2017. Some minor amendments to the Terms were however made as part of the review of the Governance Manual in June 2019. Members are asked to review the attached and consider if the Board's remit accurately reflect its main areas of responsibility and focus.	
Recommendation: It is recommended that the Board review and readopt its Terms of Reference.	
Previous Committee Recommendation/Approval (if applicable): None	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>
Evidence:	

REGIONAL BOARD	
1.1	<p>Membership The membership of the Regional Board will be constituted as required by the Further and Higher Education (Scotland) Act 1992 (as amended), the Further and Higher Education (Scotland) Act 2005 (as amended) and the Post 16 Education (Scotland) Act 2013 and as per the Standing Orders</p>
1.2	<p>Quorum No less than one half of the members entitled to vote.</p>
1.3	<p>Remit</p> <p>The Regional Board shall observe constitutional arrangements as set out in legislation and the Standing Orders in all its business.</p> <p>The Regional Board must ensure compliance with the statutes, ordinances and provisions regulating the College and its framework of governance and, subject to these, take all final decisions on matters of fundamental concern to the College.</p> <p>The Regional Board is responsible for overseeing the business of the College, determining its strategic direction and fostering a safe environment in which the College's vision is achieved and the potential of all learners is maximised through the delivery of high quality learning and outcomes. The Regional Board must also ensure that the College has in place effective management and financial controls to support the student experience within a framework of public accountability and transparency.</p> <p>The Regional Board shall:</p> <ul style="list-style-type: none"> • Determine the College's vision, strategic direction, educational character, values and ethos • Identify strategic priorities and provide direction within a structured planning framework • Safeguard the financial and institutional sustainability of the College by ensuring that funds are used as economically, efficiently and effectively as possible, and that effective monitoring arrangements are in place • Ensure there is a common approach to the management of risk throughout the College through the development, implementation and embedding within the organisation of a formal, structured risk management process • Monitor agreed key performance indicators to determine if the College's vision and values are being fulfilled and the interests of stakeholders are being met • Work in partnership to secure the coherent provision of high quality fundable further and higher education across the region • Provide leadership in equality and diversity • Ensure that the College conducts its operations in such a way, so far as is reasonably practicable, that employees, students and others who may be affected by its activities are not exposed to risks to their health and safety • Determine the Board's position regarding National Collective Bargaining and ensure that this is communicated to the Employers' Association.

	<p>In observance of the Scheme of Delegation, the Regional Board reserves making decisions on the following matters to itself, upon advice from or recommendation by the relevant Committee where appropriate and must not be delegated:</p> <ul style="list-style-type: none"> • determining the objectives of the Board • final approval of the College’s Strategic Plan and Regional Outcome Agreement • approval of the year-end Annual Report and Accounts • approval of the Annual Budget • final consideration of the Annual Audit Report • approval of the Strategic Risk Register • acquisition and disposal of heritable property, subject to approval of the SFC • appointment of Board Members • appointment and removal of the Principal and Chief Executive • appointment and removal of the Secretary to the Board • approval of terms and conditions of appointment of Board Members • approval of the Students’ Association constitution and the election regulations for student officers • delegation of functions of the Board including remits of Committees and this Scheme of Delegation • the making, amendment and revocation of the Standing Orders of the Board • approval of the awarding of contracts over a value of £250,000 • approval of the College’s capital programme.
<p>1.4</p>	<p>Meetings/Reporting</p> <p>The Regional Board shall meet a minimum of four times per year. The Regional Board will normally hold two Strategy Events during each academic year.</p>



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Author: Pauline May, Secretary to the Board	Contributor(s):
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
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<p>1.4</p>	<p>Meetings/Reporting</p> <p>The Regional Board shall meet a minimum of four times per year. The Regional Board will normally hold two Strategy Events during each academic year.</p>



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Programme of Business AY2019-20	
Author: Pauline May, Secretary to the Board	Contributor(s): Senior Executive Team
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to consider its Programme of Business for AY2019-20.	
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 2019-20.	
Recommendation: It is recommended that the Board set the Programme of Business for AY2019-20.	
Previous Committee Recommendation/Approval (if applicable): None	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input checked="" type="checkbox"/>
Evidence:	

REGIONAL BOARD – DRAFT PROGRAMME OF BUSINESS AY2019-20

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

30 OCTOBER 2019
For Decision
Regional Board Terms of Reference
Programme of Business AY2019-20
Draft Evaluative Report 2018-19 & Enhancement Plan 2019-22
Financial Forecast Return 2018-19 to 2023-24
Modern Slavery Statement
Combined Heat & Power Proposal
For Discussion
Key Strategic Indicators Table
Health & Safety Annual Report
NESCol Accreditations
<i>SFC Credit Activity Update & Forecast (AY2018-19 outturn, AY2019-20 forecast, risk matrix, enrolment trends)</i>
<i>Annual Appraisal of Regional Chair</i>
<i>Annual Appraisal of Secretary to the Board</i>
For Information
Brexit Action Log
Internal Audit Programme 2019-20
Regional Board Engagement Plan

21 NOVEMBER 2019
Strategy Event – focused on external engagement, to include Board Meeting to discuss credits target
Followed by Board Members' Networks Dinner

11 DECEMBER 2019
For Decision
<i>Audited Financial Statements (including Letter of Representation)</i>
For Discussion
Draft Outcome Agreement 2020-2021
Regional Board Self-evaluation
NESCol Business Development Update
<i>Principal's Performance Management Objectives – Update (L McIntyre)</i>
<i>Aberdeen Skills and Enterprise Training Limited – Annual Report by Chair</i>
<i>Aberdeen Skills and Enterprise Training Limited – Report by Nominated Officer</i>
For Information
Annual Report to the Regional Board by the Audit & Risk Committee
Letter of Guidance
Campus Futures Update
<i>SFC Credit Activity Update & Forecast</i>

Prior to the March Board Meeting, AGMs for Aberdeen Skills and Enterprise Training Limited and Clinterty Estates Limited will be held to which all Board Members are invited to attend.

25 MARCH 2020
For Decision
Draft Outcome Agreement 2020-21
For Discussion
Education Scotland – Progress Visit Feedback
KPIs 2018-19
Annual Priorities 2019-20 – Progress Report
For Information
Indicative Funding Allocation 2020-21
PREVENT Annual Report
SFC Credit Activity Update & Forecast
Principal's Performance Management Objectives (N Cowie)
Fellowship Nominations 2020

29 APRIL 2020
Strategy Event (initiate Strategic Plan 2021-24, External Policy Update)
Event to potentially include Risk Management Briefing and Training

24 JUNE 2020
For Decision
Draft Annual Priorities 2020-21 (including progress update against Annual Priorities AY2019-20)
Revised Access & Inclusion Strategy
Community Empowerment (Scotland) Act 2015 – Annual Report
Programme of Meetings 2020-21
Governance Manual
Board Policies (Induction, Recruitment & Selection)
Budget, Capital Plan & Financial Forecast Return (including final Funding Allocation 2020-21)
For Discussion
Strategic Risk Register
SFC Credit Activity Update & Forecast
For Information
GDPR Update

STANDING ITEMS
Minutes of Previous Meeting
Matters Arising from the Previous Meeting
Report by the Regional Chair
Report by the Principal (to include National Collective Bargaining Update)
Report by Committee Chairs

Red denotes Reserved Item of Business



REGIONAL BOARD		
Meeting of 30 October 2019		
Title: Draft Evaluative Report AY2018-19 & Enhancement Plan AY2019-22		
Presenter: Liz McIntyre, Principal & Chief Executive	Author: Gill Griffin, Director of Quality	Contributor(s): Leadership Team
Type of Agenda Item:		
For Decision	<input checked="" type="checkbox"/>	
For Discussion	<input type="checkbox"/>	
For Information	<input type="checkbox"/>	
Reserved Item of Business	<input type="checkbox"/>	
Purpose: To enable the Regional Board to consider the College's draft Evaluative Report AY2018-19 & Enhancement Plan for AY2019-22.		
Linked to Strategic Goal: This Agenda Item is linked to all 5 of the Strategic Goals presented in the College's Strategic Plan for 2018-2021.		
Linked to Annual Priority: This Agenda item contributes to the delivery of all of the College's Annual Priorities for AY2019-20.		
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. Attached as Appendix 1 to this paper is the final progress update of the College Enhancement Plan for 2018-19. It should be noted that five areas for development from the 2018-19 Enhancement Plan have been carried forward into the new Enhancement Plan. Attached as Appendix 2 is the draft Evaluative Report 2018-19 & Enhancement Plan 2019-23 (EREP). The Evaluative Report was prepared by the Wider Executive Group with the Leadership Team contributing to the development of the		

Enhancement Plan. The Evaluative Report provides a high level summary of progress against key aspects of the Regional Outcome Agreement, Annual Priorities, Strategic and Equalities Outcomes evidenced by information collated by the suite of self-evaluations undertaken by teams and departments. The Enhancement Plan contains areas for development and actions for improvement over the three-year period 2019-20 to 2022-23.

This year, the College was not required to produce an annual EREP for submission to Education Scotland (ES) and the Scottish Funding Council (SFC) for formal, independent endorsement. The College however decided to maintain the approach adopted to self-evaluation in AY2017-18 and to produce an EREP to continue to drive quality improvements and enhancements.

Recommendation:

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

Previous Committee Recommendation/Approval (if applicable):

None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:



College Enhancement Plan Final Progress Review AY2018-19

Author: Senior Executive Team and Leadership Team

Date: 23.08.19

Enhancement Plan AY2018-19

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 AY2018-19 (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	Update & Evaluation
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	Director of Strategy & Planning
Progress to date – April 2019 update	Work to improve the College's forecasting model initiated in AY2017-18 has continued in AY2018-19. Improved forecasting led to the earlier identification of the College being unable to meet its SFC Activity Target in AY2018-19. Discussions held early in the new year led to the SFC agreeing to reduce the College's Core Target by 3,000 credits. This agreement requires the College to work with its Outcome Agreement Manager on a plan to restore full-time enrolments to support achievement of the Activity Target in future years. Throughout AY2018-19 the Board has received a detailed report on the College's current credits position and forecast end of year outturn at each Board Meeting. A new risk matrix has been introduced a part of the enhanced reporting process with details the potential impact on outturn credits of either not achieving early withdrawal targets or of not delivering planned full or part-time activity. The Board's Strategy Event held in April 2019 included a session on credit activity which enable Members to consider information on the SFC demographic model, trends related to credit generation, and credit allocation options for AY2019-20.				

End of year progress update – August 2019:

This action is complete

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 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	Director of Strategy & Planning
Progress to date – April 2019 update	<p>The introduction of a Board Engagement Plan was discussed and approved at the meeting of the Regional Board held in October 2018. The Plan details key events throughout AY2018-19 which Members may wish to attend. Members agreed to setting an expectation of attending a minimum of three events plus one Campus Visit during each academic year. Attendance at engagement activities and events is recorded as part of Members' ongoing CPD activity.</p> <p>In November 2018, two stakeholder events, one at Aberdeen City Campus and one at the Fraserburgh Campus, were hosted by the Regional Board to launch the College's new Strategic Plan for 2018-2021.</p> <p>An increased number of engagement opportunities with staff, students and stakeholders have been highlighted to Members during AY2018-19 and this will be reflected in an enhanced Engagement Plan for AY2019-20. Campus Visits have unfortunately not been held this year as planned but will be scheduled as part of the Board's Programme of Meetings for AY2019-20. A Regional Board Networks Dinner originally scheduled for March 2019 will also be rescheduled for Autumn 2019.</p>				

End of year progress update – August 2019:

This will now be captured, monitored and evaluated in the AY19-20 Enhanced Engagement Plan.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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.	<p>Delivery of revised Business Development Strategy.</p> <p>Development of College STEM Strategy and achievement of STEM Assured Status.</p> <p>Delivery of FWDF activity for 2018/19. Closer working relationship with ASET.</p>	<p>July 2019</p> <p>December 2018</p> <p>July 2019</p>	<p>1.1</p> <p>AP3</p>	Director of Business Development
Progress to date – April 2019 update	<p>New Business Development Strategy approved by Board Members in October 2018. Since then it has been shared with Directors of Learning and Heads of Faculty and cascaded further. The focus remains on reinforcing the direction given by the strategy to grow commercial income and increase employer engagement. Flexible Workforce Development Funding has been very helpful in creating new opportunities and networks through which employer relationships are being developed. In AY2018-19 we expect to fully utilise the £1.1m FWDF funding (along with ASET) with over £800k</p>				

End of year progress update – August 2019:

Further training for leaders took place during the final part of the year with topics including Complaints Handling, Budget Management, Project Management and also included a session for promoted teaching staff on innovation in the curriculum. Further mental health training was offered for anyone who had been unable to attend the workshops which took place in January. Staff have also been offered the opportunity to undertake a more in depth online programme which is facilitated by the Business Development Team

During 2019-20, the proposed restructuring of the Organisational Development and Quality Teams will enable a more robust approach to identifying cross college training needs enabling a more holistic annual development programme to be developed. This will be implemented and monitored by the new Learning Development Action Team (LDAT).

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	AP5	Director of Student Access & Information Director of Learning (all)

Progress to date – April 2019 update

LT – College Administration and Administration & Funding team members new roles have settled in well, following intense period of training and development. Further training required relating to non-UK qualifications and complex residency situation. Drop in sessions working well. New referral form introduced, although referrals from some areas lighter than expected – reason for this to be investigated. Further guidance to be made available to staff and students relating to Funding information and procedures.

SB – Ongoing. Staff are clear on the whole-College approach to supporting students although methods and mechanisms to do this are still evolving. A review of the model is underway and should be completed by mid-May. It is anticipated that recommendations for improvement will be identified. A comprehensive programme of training and awareness raising was delivered to Curriculum Managers following changes made to their roles & responsibilities. This training & reinforcement has been rolled out to all staff.

SG - Whole College support model has been implemented across all campuses. FE students all have a named academic tutor who is responsible for monitoring their progress and a first point of contact for students in need of support. Reviews are in progress to establish areas of good practice and/or any required modifications to the model. These will be shared across college and teams are also reviewing internally for their own particular needs.

RMcG – New support model is well-embedded at Fraserburgh and a new Campus Management team, comprising senior managers from all key curriculum and support teams has been effective in supporting the revised curriculum management structures and whole-college approach to student support. A follow-up review of the changes made to

student information, advice and support is now underway and further refinements to the arrangements will be made in due course.

End of year progress update – August 2019:

Recommendations implemented from Whole College Student Support review embedded in operational activities of support teams working in Student Advice Centre. Evaluation of review now complete and action plan drafted. Further changes planned for 2019-20 following feedback e.g. student funding processes relating to absences.

The new Curriculum management structures have settled well and CMs and HoFs are now much clearer on the scope and expectations of their respective roles. Substantial training has been provided to CMs at Fraserburgh campus to help build their management skillset and develop better understanding of key College processes, and iCon has been used to address specific performance issues and identify tailored support requirements. A "temperature check" of the new curriculum management system has recently been undertaken by the HR team and the results of this are due to be received in August 2019.

Information gathered from staff and students during the follow-up review of student support, from analysis of final student satisfaction data, and through evaluation of student referral data gathered by the SAS team shows that whilst the vast majority students feel that additional support is sufficiently accessible and effective, the whole-college support model is not being consistently delivered at each campus.

Virtually all teaching staff consulted during the review agreed that the new approaches to academic tutoring, student referrals and targeted whole-class support are effective in building relationships and ensuring that students receive appropriate support, however, most staff also felt that some processes, such as overseeing bursary approvals and reinstatements were onerous and not a good use of their time.

The impact of the new support model was largely positive, although some inconsistencies were identified and it took some time for the new model to embed. An evaluation of the implementation of the whole College support model has taken place and actions identified to address where improvements were required. The new management structure has also taken time to settle and this, too, has been "temperature checked" to identify where actions may need to be taken to address any areas of weakness or requirements for further training. This will be progressed early in 2019-20.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning - Enhancement, Support & Fraserburgh Futures

Progress to date – April 2019 update

The College has recently launched a new Mental Health initiative for staff and students in partnership with the SA entitled "Mental Health Matters at NESCol - Live Well, Learn Well". In addition to delivering mental health training to staff and students, creating additional mental health first-aider posts, and promoting numerous high profile events, the project team have also developed a "Mental Health Toolkit" for staff and students that is accessible via the VLE and Intranet and provides access to numerous external information and support resources including multimedia resources and mobile apps, practical guidance on a range of mental health issues and key information regarding how and where to access support.

A new student mental health agreement has also been created, again in partnership with the SA, and this has been signed by the Principal and will be promoted to all staff and students.

Further work is ongoing in relation to working more closely with the NHS and other key partners to support students and in regard to the Scottish Government objectives aimed at increasing access to counselling services for students.

End of year progress update – August 2019:
 Following a successful launch of “Mental Health Matters at NESCol - Live Well, Learn Well” work has been underway to promote the initiative and newly developed resources among staff and students across each campus. In addition to creating a new project area on MyNESCol, the team have been busy collaborating with teaching colleagues to refine the mental health crisis procedures and update the mental health first aid systems

With new Students’ Association staff in post, the project team plan to review the aims and objectives of the project and reboot the initiative for the new academic year. Priorities for 19-20 include the delivery of more staff training sessions and developing resources to support the academic tutoring function.

A whole College Wellbeing day took place on 25th June with a wide range of activities on offer. 287 staff (Just under half) took advantage of one of the activities on offer. As in previous years feedback was extremely positive, indicating that staff appreciate the opportunity to take time out of their regular activities to do something that they enjoy. Next year we plan to develop the wellbeing offering by including more activities throughout the year.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Equalities, Analytics & Altens Futures

Progress to date – April 2019 update
 Equalities and the Public Sector Equality Duty have been included on the agenda of the Leadership team, with relevant discussion at appropriate points in the year. The whole leadership team were asked to complete feedback to contribute to the Equality Outcome report due for publication in April 2019. Equality issues have also been referred to the Board of Management to ensure that there is involvement at governance level.

Access to live equalities data has also been developed so that managers are able to monitor and evaluate equalities-related information when they need it. Formal evaluation and reporting will be further developed through the self-evaluation documentation. The development of the Faculty Framework highlighted the need for, and facilitated the discussion of, equalities at suitable intervals throughout the year.

End of year progress update – August 2019:
 The RESPECT campaign has also been designed by the Equality Action Team in 2018-19 and is ready for implementation in 2019-20. Feedback from staff and students was collated during 2018-19 and the information gathered has helped inform priorities and highlight areas for particular attention. This has been shared through the leadership team and progress on the campaign development was also provided regularly.

Interim reporting on the College Equality Outcomes in April also required, through the Leadership team, the sharing of information and discussion on progress across the whole College. Reporting was completed in consultation with a range of staff across the College and final version was approved by both the leadership team and the Regional Board.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning - Enhancement, Support & Fraserburgh Futures

Progress to date – April 2019 update	<p>The Student Advice and Support team have been proactive at contacting all students who declared their Care Experienced status at application and have undertaken work to try and encourage more students to self-declare early in the academic year.</p> <p>All CE students were offered the opportunity to meet with the Student Advice and Support team and Academic Tutors were provided with additional advice and support on how to best support their CE students.</p> <p>Working with the City CE Champion's Board and the Shire Corporate Parenting Steering Group the College have reflected on their approach to supporting CE students and this has resulted in a c.18% improvement in outcomes for CE students during AY2017-18.</p> <p>A formal review of CE provision will be carried out in 2019 to consider the impact of changes to student support resulting from the college wide review.</p>				
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End of year progress update – August 2019:

In AY 2018 – 2019 68% of Care Experienced students successfully completed their course. This represents a 10% improvement. This is despite the number of students identifying as CE doubling from 93 to 185 students (PT and FT).

Further work is planned for 19-20 to establish a CE brand for NESCol and to work more closely with the local authorities to improve progression pathways from school to college.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
The College should ensure that a full evaluation of the changes implemented as a consequence of internal reviews is undertaken to establish if student support services have improved.	To ensure that the changes initiated by the support-related internal reviews have had the desired impact.	<p>Conduct an on-going review process which allows in-year, 'live' improvements to be made.</p> <p>Conduct a full evaluation of the changes made and report back to Regional Board, SMT and Leadership Team.</p>	On-going + June 2019	ES QI 3.1 SO 1.1, 4.4, 4.5 AP4, 15	Director of Learning - Enhancement, Support & Fraserburgh Futures

					Director of Student Access & Support
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Progress to date – April 2019 update	<p>LT – a review is underway and the plan approved by Senior Managers. Several meetings to collect feedback have been carried out with support staff affected by the changes, curriculum staff and students. More meetings are timetabled to ensure that all campuses and modes of delivery are reviewed. Report is due to be produced by end May 2019.</p> <p>RMcG – As above, numerous focus groups have been carried out to date with teaching staff, managers and students and the follow up report and associated action plan will be submitted to the first meeting of the Wider Executive Group in the first week of June.</p>
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End of year progress update – August 2019:
The planned follow up review and evaluation of the support service is now complete resulting in mainly positive feedback from students and staff. The new Student Advice Centres established at Fraserburgh and Altens were well received by students and staff and many teams across the College have made good use of the new online students support referral systems. Further work is required at Altens campus, where teaching staff did not engage with the SAS team particularly well or embrace the use of the new systems, resulting in a much lower number of referrals and needs assessment in this area in comparison to other campuses. A new action plan was drafted to address issues, actions to be implemented in 2019/20 such as changes to student funding related processes, improvements to internal communication and staff representation on Campus futures groups.

Central to the success of these reviews will be the development and deployment of the new SSIP system which is expected to vastly improve and streamline the way in which student information is shared between staff. The Student Support Action team will oversee the action plan and monitor progress made throughout the year.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Equalities, Analytics & Altens Futures

Progress to date – April 2019 update	Planning has taken place with regard to the development of the "respect" theme. Branding has been developed and themes for staff development, support materials and activities for students/tutors have been considered. The Equality Action Team will be fully focussed on this development in the period leading to the summer break with a view to having a full launch at the beginning of AY2019-20.
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End of year progress update – August 2019:
Then College development day for staff including a range of workshops relating to respect, diversity and equalities. This raised the profile of the importance of respect and provided some useful feedback to inform priorities for the campaign design. This was supplemented by further feedback from staff and students using focus groups and survey methodologies. The Equality Action Team has designed an implementation plan with a launch of promotional materials and induction for students in August 2019. The plan will be supported by a staff development programme and will include a series of events/themes to be promoted at intervals during the coming year.

Carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Directors of Learning (all)

<p>Progress to date – April 2019 update</p>	<p>SB – Ongoing. Arrangements for commissioning in-class support are detailed in both the Framework for Supporting Students & the Faculty Management Framework. This mechanism has been well used by some teams with positive results. Attendance monitoring practices are evolving so that more students “at risk” are identified sooner. All FE groups have one hour per week timetabled with their Academic Tutor. These sessions are used to discuss factors impacting on learning & attendance. Similar support arrangements are in place for HE students although these do not appear on timetables. This will be addressed in AY2019-20.</p> <p>SG - Students who were care-experienced and those who had an additional needs assessment were identified by support teams at the beginning of the year. In addition, for the first time, a list of students who disclosed additional needs at enrolment (and the category of need) was shared with teaching teams at the beginning of the year. This enabled potentially vulnerable learners to be identified and interventions planned where appropriate. Whilst this was helpful for those with a disability, it did not identify all vulnerable students. An improved system for storing and sharing relevant information on students is being planned to extend this function with the intention of improving early retention.</p> <p>RMcG - Fraserburgh teams have been highly effective at engaging with colleagues in the SAC to plan additional individual and group-based support early in the academic year. ATs quickly referred students to the key support services as and when required and communicated well with managers to ensure attendance was managed effectively. Academic Tutoring has been well delivered in some areas although support for HE students has not been so well planned across the College – this will be refined for AY2019-20. New approaches to student induction are now being planned to ensure that all students receive an exciting and dynamic welcome to college and are provided with all the information that they need as soon as possible in the academic year.</p>				
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End of year progress update – August 2019:
 Lessons have been learnt from 2018-19 and an enhanced focus on early retention has been highlighted, particularly where it was poorer in 2018-19. Some areas have undertaken feedback gathering with students to inform on reasons for withdrawal in order to best identify actions for the coming year. Examples of actions include attention to assessment scheduling and learning and teaching approaches early in the teaching year. In class support for vulnerable groups will also be implemented sooner, along with identification by tutors of “at risk” students in order that support interventions can be planned in time to be effective.

A robust welcome experience for all learners has been planned for AY19-20 and Curriculum Managers have been charged with ensuring that all students received a thorough induction, and exposure to learning and teaching activities in the first few weeks of term that focus on developing staff and student connectedness.

CMs will ensure that ATs closely monitor attendance, challenge those students who do not attend classes and promptly escalate issues where required. CMs will ring-fence time to ensure that students can be met with quickly should any issues emerge, and "at risk" courses will be identified early in the year so that additional support can be put in place. **Do not carry forward to AY19-20 Enhancement Plan**

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
In some teams KPI's could be improved through a more detailed analysis of data to identify subject areas that require 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	Directors of Learning (all)
Progress to date – April 2019 update	<p>SB – Ongoing. With the introduction of Power Bi & KPI data reports from Quality, staff are accessing and using data more regularly to inform decision making & planning for improvement. For example, where data indicates significant fluctuations in enrolments, early withdrawal, or success, teams will discuss this at programme & individual student level & put interventions in place. As detailed in the Faculty Management Framework, Block Reviews are facilitated at least twice per year to assess progress & ensure consistency in making improvements.</p> <p>SG - The curriculum review process has identified a need for more robust review of course PIs and this includes plans for a revised "courses at risk" report. This will collate the courses with poor PIs for particular attention and review. In the interim increased access to live data, provision of national benchmark data and more structured arrangements for curriculum teams to review using the Faculty Management Framework have improved review of PI data.</p> <p>RMcG – Quarterly Curriculum KPI review meetings have been set up at the Fraserburgh Campus where CMs present the progress that they have made to the Fraserburgh Senior Curriculum Management Team. CMs use data available through PowerBI to explain where positive change has occurred and where areas of risk exist. The meetings help provide support and scrutiny of the curriculum improvement and enhancement process and enable a level of forecasting to occur that is helpful in identifying where additional action is required.</p>				

End of year progress update – August 2019:

Work continues to improve KPIS within each curriculum area. During AY18-19 KPI meetings were held throughout the academic year and data from Power BI was used by CMs to provide predictive estimates of final KPI performance. In most areas these predictions proved to be inaccurate so further work is required to ensure that staff have the knowledge and understanding necessary to interrogate performance data, and the skills to use this information to help inform curriculum management.

Some curriculum areas are lacking suitably robust student progress reporting and monitoring systems and in certain teams, staff are not paying close enough attention to their students' progress and achievement across the entire group award. This appears to be most prominent within HE programmes where the number of students successfully completing their course has dropped this year.

The new SSIP system will help teaching staff to report on the progress of their learners but CMs will still need to ensure that regular formative assessment of progress for each student is captured and that someone within the team takes responsibility for overseeing the course level achievement regularly throughout each block.

Retention on these programmes is challenging so actions to ensure in class support is provided to these groups are in place. Early identification and referral of "at risk" students is also a priority. This means academic tutors must work with colleagues so that issues are quickly shared and interventions applied.

An overall College "courses at risk" report will provide a focus on programmes which are vulnerable and follow up that appropriate actions are in place.

Carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Quality
Progress to date – April 2019 update	<p>There is a designated area on COLIN where annual statistics published by the Scottish Funding Council can be sourced by all staff SFC Annual Stats. The data is broken down into three specific tools that can be used to assist in the comparison of outcomes against internal faculty areas and across the sector.</p> <p>Performance Indicator Tool (main tool) This is the background data for all colleges that underpins the AY2017-18 Colleges Performance Indicator Publication. It includes a breakdown of the published Withdrawal figures to show the breakdown for Early and Further Withdrawal.</p> <p>Courses PI Tool (all recognised courses) This provides performance indicator information on individual college courses and has the additional functionality of being able to be filtered by individual variable, for example age range and sex of student. It allows benchmarking of course performance against the sector average and, where appropriate, allows access to data on the success rates for all colleges delivering a particular course.</p> <p>Element PI Tool (SQA Units) This Tool provides the opportunity to analyse individual SQA Units delivered across college, collated success information and unit enrolments. It allows benchmarking of performance against the sector average and, where appropriate, allows access to data on the success rates and unit enrolments for all colleges delivering a particular unit.</p> <p>The Senior Lecturers in Quality Development (SLQs), who have designated faculty/curriculum areas assigned to them, provided a training session across all curriculum areas on the SFC Tools. The SLQs were tasked to ensure all managers were familiar with the tools and a key remit was to promote the benefit of internal and external benchmarking.</p>				

The College has produced an external publication to inform potential applicants, its students, the communities it serves, and its key stakeholders about its performance in relation to students completing their courses and gaining their qualification. This version is available on the College website [Key Performance Indicators AY2017-18](#)

The College also created an internal version to provide colleagues with a high-level overview of performance against the sector. The data provided, including links to SFC KPI Tools, will be used by curriculum colleagues to critically analyse their outcomes, with a key focus on where current NESCol performance is significantly below the sector average. Outcomes for our FE and HE students by Subject Group has been collated to provide colleagues with a clear overview of high-performance courses and programmes that are performing below the sector average. This has provided a good starting point for internal and external benchmarking exercises to commence.

[Key Performance Indicators AY2017-18 \(Internal\)](#)

End of year progress update – August 2019:

The Senior Lecturers Quality Development have now provided appropriate training and signposting to the Curriculum Managers. This bespoke training will continue AY19-20 for any new staff requiring this, or teams who want a refresher. The monitoring of data, internal and external benchmarking and making best use of data available will now be taken forward by the curriculum teams and managers. Support will continue to be provided by the quality team to promote the best use of data during self-evaluation activity. The Quality team will continue to work with the Heads of Faculty and Curriculum Managers and provide KPI annual reports. This action is now closed and will be incorporated into Faculty Enhancement Plans.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	SO1.1, 1.2, 4.1, 4.2	Director of Learning – Equalities, Analytics & Altens Futures

Progress to date – April 2019 update

Reports on student applications; enrolments; outcomes; reasons for withdrawal and credit activity have been generated and are available to all staff via Power Bi. Feedback on the report design and content is being received so that reports can be updated and improved to meet the needs of the teams. This has enabled access to live data so managers can discuss at team meetings as well as appropriate points in the evaluation process. Staff completing course or faculty reviews can access data on student outcomes at group, course, team or faculty level, including breakdowns by protected characteristic. Survey data on the student experience is also available to facilitate evaluation at appropriate levels.

End of year progress update – August 2019:

A full range of live equalities data is now available to all staff to enable them to monitor, action and evaluate as required. Heads of Faculty will evaluate their own data in their self-evaluation reports. The impact of the data availability and evaluation will be reviewed once reports are completed.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	A detailed analysis of equality data to be carried out by curriculum teams with more	January 2019	SO1.1, 1.2, 4.1, 4.2	Directors of Learning (all)

	improvement of outcomes for learners.	effective learning support to address areas of low attainment.			
Progress to date – April 2019 update	<p>SB – Ongoing. Details of students disclosing a disability or a status of Care Experienced, were circulated to Faculties. Each Faculty established a protocol for contacting students to offer them additional opportunities to discuss their learning needs & College experiences.</p> <p>SG - The data reports available through Power Bi have provided live access to student data to enable monitoring and evaluation. In addition, the early identification of students declaring additional needs was enabled by the sharing of data with teams at the outset of the year. The disability attainment gap has been closing in recent years as a result of this type of information, coupled with additional support tools available to assist students with particular needs. The Faculty Framework has indicated where teams need to be formally reviewing and evaluating data to inform action planning.</p> <p>RMcG - Via improved collaboration enabled by the new whole-college support model, teaching teams have been effective at referring students who declare a support requirement to the Student Advice and Support team. Academic Tutoring sessions have provided teaching staff with ring-fenced time to dedicate to progress meetings and the provision of academic support, and the proactive approach taken by the SAC team in contacting all applicants who declare an additional support requirement prior to enrolment has ensured that alternative assessment arrangements and reasonable adjustments were put in place quickly at the beginning of the academic year.</p>				

End of year progress update – August 2019:
Outcomes of FT learners with a declared disability have remained relatively static in 18-19 despite the improvements to the student support service that were made during the year and the dramatic increase in the number of students being referred to the SAS team at Aberdeen City and Fraserburgh campuses.

Analysis of outcome data from each course area will be carried out by CMs/HoFs in August/September 2019, and courses with a high concentration of disabled learners will be identified early, and support interventions planned and implemented in partnership with the SAS team.

All individuals who disclose a support requirement will be proactively contacted by the SAS team and offered an appointment to meet with an advisor. Where necessary needs assessments will be carried out and reasonable adjustments, such as Alternative Assessment Arrangements put in place where required.

The new SSIP system will dramatically improve the way in which sensitive information, such as disability information and needs assessment recommendations, are shared between support staff and teaching staff, making it easier for Lecturers to see what support their students should be receiving.

Carry forward to AY19-20 Enhancement Plan
New Action - Teaching teams to actively use available data and performance evidence to identify where support interventions are required to ensure equality of opportunity for all students.

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	April 2019	ES QI 2.1 SO 1.2 AP7	Director of Learning - Enhancement, Support &

		discuss, communicate and understand more fully safeguarding and child protection.			Fraserburgh Futures
Progress to date – April 2019 update	<p>As part of the new whole-college approach to supporting students a new Safeguarding referral process has been established which makes it easy for all staff to refer a safeguarding concern via a short online form. This form ensures that all referrals can be tracked and reacted to quickly and help all members of the safeguarding team see who is dealing with each referral and what action has been taken. New training resources were made available and safeguarding continues to be a mandatory training element of the new-staff induction schedule.</p> <p>Furthermore, during the rollout of key guidance relating to the new Framework for supporting students and Academic Tutoring role, teaching staff were provided with access to an updated Safeguarding policy and a new mental health first-aid procedure. Now, via telephone or COLIN, staff can request immediate mental health first-aid support, should a student find themselves in crisis during College hours.</p>				
End of year progress update – August 2019:					
<p>As a result of the recent internal review and subsequent follow up review of student information, advice and support, staff awareness of safeguarding and child protection has been much improved across the College. The new online safeguarding referral systems have been highly effective at tracking and monitoring incidents and has proved helpful in enabling greater communication and collaboration between Safeguarders and teaching staff.</p> <p>In August 2019 a new Safeguarding forum was set up to provide an opportunity for all college Safeguarders to come together to discuss key safeguarding issues, share good practice and to reflect on, and learn lessons from, the Safeguarding incidents that are reported by College staff throughout the year.</p>					
Do not carry forward to AY19-20 Enhancement Plan					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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.	<p>Conduct an on-going review process which allows in-year, 'live' improvements to be made.</p> <p>Conduct a full evaluation of the changes made and report back to Regional Board, SMT and Leadership Team.</p>	On-going and June 2019	ES QI 2.4 SO 1.2, 4.4, 4.5 AP4, 15	<p>Director of Student Access & Support</p> <p>Director of Learning - Enhancement, Support & Fraserburgh Futures</p>
Progress to date – April 2019 update	<p>A review is currently underway led by LT and RMcG. Several meetings to collect feedback have been carried out with support staff affected by the changes, curriculum staff, managers and students. More meetings are timetabled to ensure that all campuses and modes of delivery are reviewed. A final report is due to be produced by end May 2019. A review of referrals is continually ongoing and several changes have been introduced – drop in sessions for Funding queries introduced at all Campuses, Student Funding Advisor based full-time at Altens Campus, Student Support presence increased at City Campus, however this meant a reduction at Altens Campus to make best use of resources (this will be reviewed if demand at Altens Campus increases)</p>				

End of year progress update – August 2019:

As mentioned previously in other sections, a substantial follow up review of the whole-college support model was carried out during Spring 2019. A large number of staff and students were involved, and the general consensus was that the changes implemented in year were working well with just refinement required.

Action still to be taken this year includes:

- Further development of the support arrangements for students enrolled on courses other than full-time e.g. evening and part-time groups.
- Improved and simplified approach to student communication – improving the style and accessibility of language used.
- Improved signage within the Student Advice Centres
- Iterative improvement of student funding processes, aimed at reducing administration and time burden on teaching staff
- Development and launch of the SSIP systems - including staff training.

The Student Support Action Team will oversee the delivery of the action plan and a further progress review will be carried out as part of the annual self-evaluation process.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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. Increased capacity to market the College through the promotion of 'marketing ambassadors'. Deliver 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	Director of Marketing & Communications

Progress to date – April 2019 update	<p>Marketing & Communications Strategy for 2018-21 approved in September 2018. Strategy update delivered to Curriculum & Quality Committee in January 2019.</p> <p>Marketing & Communications represented on all main College-wide project groups including Campus Futures, SEAG, EAT, CQAT, My NESCol, Admissions, Induction & Clearing.</p> <p>New Communication Group set up with representatives from each team.</p> <p>Web project team and Prospectus working group formed which includes representatives from cross college curriculum and support and students.</p>				
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End of year progress update – August 2019:

Action complete.

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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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. Discussions 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	Director of Learning - Enhancement, Support & Fraserburgh Futures Director of Student Access & Support
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Progress to date – April 2019 update	<p>LT – Student Admissions & Funding team building links with staff dealing with benefits and have agreed a permanent presence at Fraserburgh Campus. Information gained from CPAG at Funding Seminars. SDS Advisors also have permanent weekly presence at City and Fraserburgh Campuses. SDS have given presentations on DataHub and MyWorldofWork so that we can make better use of tools available to us. Meetings arranged with ACC to discuss and plan data sharing to improve experience of applicants.</p> <p>RmCG – The Director of Learning with responsibility for support meets regularly with a range of partners concerned with the support and wellbeing of students and young people. As a member of Aberdeen City Council's Care Experienced Champions Board and Aberdeenshire's Corporate Parenting Steering Board the college is able to liaise and network with all key corporate parenting partners such as the NHS, Fire and Rescue service, Police Scotland, Social Work, Housing, Schools and Children's Panel.</p> <p>The College also engages with partners nationally via various events arranged by CDN and Colleges Scotland, and attends key conferences and seminars as and when appropriate.</p> <p>Current work is underway with the NHS and LA Social work departments to identify how best to support the mental health of students in the region.</p>				
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End of year progress update – August 2019:
MOU being updated with SDS. Membership of software user groups continued, best practice and developments shared within teams. Data Sharing agreement with ACC relating to care experienced students being finalised.

This work is and will always be ongoing. Engagement with key stakeholders is essential to the development and evolution of the Student Support service. All managers maintain a range of meaningful relationships with key stakeholders and regularly seek out opportunities to expand networks where appropriate.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Enterprise, Innovation & Aberdeen Futures

Progress to date – April 2019 update	The College has well established & effective arrangements for facilitating class rep elections. All full-time groups, where students are willing to volunteer, have class reps in place. Of the very few groups where students are reluctant to volunteer, alternative representation models are put in place. For example, if no student wishes to commit to the role for the full academic session, staff will ask for reps for one-off events, a ring-fenced period, or will seek full class engagement. For part time courses, it is often the case that the whole class gets involved in engagement opportunities. Although staff & students are aware of the Partnership Agreement, more work needs to be done to realise its ambitions. A template in the Framework for Managing Faculties allows managers in the curriculum to evidence progress. This will be internally audited in May 2019. The Student Engagement Action Group (SEAG) will monitor activity & approaches used to increase engagement opportunities. The creation of a Framework to Support Engagement and representation is in progress and will be ready to launch in the new academic year.
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End of year progress update – August 2019:
The Framework to Support Engagement has been approved and circulated to colleagues. The Student Engagement Action Group (SEAG) has given itself a remit to engage directly with class reps from 2019/20 onwards. Results from internal audits that focused on awareness of and working towards meeting the ambitions of the Partnership Agreements, have been collated by the Quality Team and will form the basis for further action by SEAG.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Student Access & Support

Progress to date – April 2019 update	SDS Advisors have permanent weekly presence at City and Fraserburgh Campuses. SDS have given presentations on DataHub and MyWorldofWork so that we can make better use of tools available to us. Meeting arranged for May 2019 to discuss progress of MOU.
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End of year progress update – August 2019:
MOU being refreshed and updated with SDS. Adviser presence at Aberdeen City and Fraserburgh Campuses ongoing. Use of DataHub rolled out within College. Training sessions on MyWorldofWork being arranged. Visit from Moray advisers to take place at Fraserburgh Campus and Scottish Maritime Academy in Aug 2019 to raise awareness of current services offered. and a visit by City Advisers is planned for later in 2019-20.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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 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.	June 2019	ES QI 2.4, 2.5 SO 1.2, 3.4, 3.5 AP1, 10, 11, 12	Director of Learning – Enterprise, Innovation & Aberdeen Futures

		<p>P6 and P7 school-college experiences to be piloted. Heads of Faculty to develop relationships further with schools local to main campuses.</p> <p>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.</p>			<p>Director of Learning - Enhancement, Support & Fraserburgh Futures</p>
Progress to date – April 2019 update	<p>SB - An internal review of previous School College taster provision indicated a steady decline in engagement from schools, resulting in the provision not being offered as in previous years. Instead, bespoke activity was arranged with individual schools as a pilot to identify alternative approaches to taster provision. This has proved successful for both Mintlaw & Bucksburn Academies. Indications from schools suggest that taster provision for S1 & S2 pupils would be valued for October – December in order to support future transitions to School/College Links activity & full-time progression. The College has facilitated a workshop in April 2019 to review working protocols with schools and identify capacity for growth and the marketing of College courses. A new working group (Student Action Team) will be convened to take this work forward.</p> <p>RMcG – A new “Discover College” experience at Fraserburgh Campus will provide c. 500 S2 pupils from local feeder secondary schools with a two-day college experience in a subject of their choice. Scheduled to commence in May these sessions have been organised with the Fraserburgh Futures Management team in partnership with the Schools Liaison team and have proved to be very successful. It is hoped that in AY2019–20 this initiative can be scaled up to c. 1000 pupils.</p> <p>Furthermore, to help raise awareness of the college in the local region, and to promote the opportunities in STEM available to young people, the Fraserburgh Construction, Engineering and Computing Team have been delivering STEM taster sessions to local primary school children. Over 400 local P6 and P7 children have been involved this year the feedback received from teachers has been very positive.</p> <p>The Fraserburgh Maths team have also been working with Fraserburgh Academy to support S4s and S5s working towards completing their National 5 Maths. Over 40 pupils are choosing to attend maths workshops at the campus where they receive extra guidance and support in the lead up to their final assessments.</p>				
<p>End of year progress update – August 2019:</p> <p>During 18-19 over 1000 additional school pupils were provided with the opportunity to experience a college course via the delivery of new “Discover College” sessions at Aberdeen and Fraserburgh Campuses.</p> <p>A new “Next Steps” college initiative was launched at Fraserburgh to help promote and advertise direct access into fulltime college FE courses (as an alternative to staying at school). Staff from the Fraserburgh FENC Faculty delivered STEM experiences to over 600 primary schools children and delivered STEM skills workshops to</p>					

local Primary School Teachers. For 19-20 the SFC guidance has changed slightly meaning that non senior-phase school activity must be focused purely on developing STEM skills or addressing the gender balance so existing plans will need to be reviewed.

The new Framework for Working with Schools has been completed. It provides scope for each campus to identify ways in which to develop bespoke engagement initiatives. The College's Action Team for Schools (CATS) will continue its work into 2019/20.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Equalities, Analytics & Altens Futures Director of Quality

Progress to date – April 2019 update	<p>SG - A project is in progress to develop a comprehensive online system for the storage, collation and sharing of relevant information potentially affecting student success. This includes information relevant to progress such as background; additional needs; disciplinary issues; support interventions; finance; attendance etc. The system will make this information available in a single system and will enable the data to be stored in a consistent way and which is GDPR compliant. The project has been scoped and potential solutions discussed. Planned implementation is in August 2019.</p> <p>GG - The Director of Quality has worked with the Director of Learning (Equalities, Analytics & Altens Futures) to establish the data sets required to facilitate the completion of the Annual Programme Reviews and Faculty Self-Evaluations. The Director of Learning has liaised with the IT Development Manager to ensure all data sets required are available, and easily accessible, on Power BI. This work continues to review and build in additional equalities data.</p>				
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End of year progress update – August 2019:

Key (live) PI data is readily available to all staff, including breakdowns by faculty, team, course, group and also by protected characteristic. Further reports are also available to assist with collated data to provide evidence for self-evaluation reports.

With regard to more qualitative data relating to supporting students, the development of the student support information portal will significantly enhance the data collection, availability and management of student-related information.

Power BI will continue to be developed to capture ever-changing data requirements, the system however is well developed and utilised across college therefore this action is closed and will be monitored and reviewed through normal service practice.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
College managers should undertake on-going and full evaluation of the changes initiated as a consequence of the AY2017-18 internal reviews.	To ensure that the ambitions of improved support services, and experiences, for existing and	Admissions and student funding processes to be reviewed and, if necessary, revised.	On-going and June 2019	ES QI 2.4, 2.5 SO 1.2, 4.4, 4.5 AP4, 14, 15, 20	VP Access, Outcomes & Partnerships

	prospective learners are being met.	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.			Director of Learning - Enhancement, Support & Fraserburgh Futures
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Progress to date – April 2019 update	<p>NC - Throughout AY2017-18 the Admissions Review Implementation Group was convened regularly to ensure that the recommendations of the College's internal review on Admissions were implemented. Consequently, work to continue the 'live' review and improvement of admissions processes continues through the Admissions Group which, currently, meets on a weekly basis and seeks to order to improve the College applicant experience.</p> <p>The Admissions Group, in realising that the applicant experience was impacted negatively by a poor on-line applications process, recommended that the College bid to the North East Scotland Further Education Foundation (NESFEF) for funds to replace the existing College website an on-line application process. Subsequently, funds were granted by the Foundation and, at the time of writing, the College was awaiting the outcome of a tendering process which will eventually lead to a new website, incorporating a customer-friendly, on-line application process, being available in November 2019.</p> <p>Significant improvements have been made to student support funding processes. Consequently, many learners had their bursary awards accessed and ready for payment before their studies commenced. Work has already begun to review and improve the experience for students coming to College in AY2019-20. For example, the introduction of the Student Advice Centre model for the College's three main campuses has meant that more support staff are able to assist with student funding applications and enquiries. Pre-summer workshops have also been scheduled in order that learners coming to College after the summer can gain assistance with the completion of their application for support funds well in advance of the beginning of their studies.</p> <p>RMcG – A thorough follow-up review of the new whole-College support model, including the Framework for Supporting Students and the revised Academic Tutoring function is now underway. Feedback is being gathered from SAC staff, Teaching staff, Curriculum Managers, Heads of Faculty and students from each campus (and BCD). The review will report back at the end of May 2019.</p>				
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End of year progress update – August 2019:
A review of the funding application process was undertaken and some changes implemented to make the process clearer and more user friendly. The Academic Tutor role has been welcomed by students, however feedback from staff indicates that much time is taken up by funding queries. The process relating to whether to make Bursary payments or not, and subsequent reinstatements is being reviewed so that tutor input is reduced, and decisions automated where possible. Updated procedures will be made available and the Framework for Supporting Successful Students amended to reflect the changes.

Work has continued throughout academic year 18-19 to monitor and evaluate the impact of the changes made to the College's Student Information, Advice and Support services. The follow up review of the new whole-College support model, which involved significant consultation with staff and students, was completed in Block 2 and identified that the new approach to student support had been embedded effectively with only small amendments to certain processes and procedures required. Feedback from the end of year student satisfaction survey indicated that the vast majority of students (86%) felt that they had access to additional support when they required it and that this support was helpful to them when they received it. A new action plan has been created to help implement the recommendations that have arisen from the follow up review and this plan will be monitored by the Student Support Action team during AY19-20.

One of the key recommendations arising from the original review action plan was the procurement of a new online system that would help aggregate all essential student data into one easily accessible online dashboard. Following a thorough options appraisal process, led by the College's IT team, the decision was made to develop a bespoke application that would help support communication and data sharing between relevant staff. Work on developing this Student Support Information Portal (SSIP) began in June and it is anticipated that phase 1 of the system will be launched to staff at the beginning of October 2019.

Work on the new College website has progressed significantly since April. Following the tendering process Dundee-based agency Blue2 Digital were selected to design and develop the new website and following a rapid period of staff and student consultation, design on the new system began in early summer. The website project board received a progress update from Blue2 in August 2019 and were provided with a preview of the new system and wire frames illustrating how the website will be configured. The project progresses at pace and Blue2 are confident that they are still on track to launch the website as planned in early November to coincide with the launch of the new College FT prospectus.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	VP Access, Outcomes & Partnerships
Progress to date – April 2019 update	Throughout AY2018-19, the VP – Access, Outcomes and Partnerships has been working with Aberdeenshire Council colleagues to ensure that the College shapes, and becomes more central to, the activities of Aberdeenshire Community Planning Partnership. Whilst there is still a considerable amount of work to ensure that ACPP's progress matches that of Community Planning Aberdeen (CPA), progress is being made, particularly within the Connected and Cohesive Communities Group. The College's impact within this group has led to a sharing of organisational priorities (for the College, those identified within its Outcome Agreement and Strategic Plan 2018-21) and an agreement on how to work collaboratively across the partnership for the communities of Banff/Macduff, Fraserburgh and Peterhead.				

In the spirit of community planning for quality improvement, the College's Fraserburgh Campus Management Team has also instigated a working group comprising of key College personnel, Head Teachers and senior school staff representing the communities of Banff, Turriff, Huntly, Mintlaw, Peterhead, Fraserburgh and Ellon. Through this collaboration, the priorities of, and challenges facing, the Local Authority and its schools have been identified. They include:

- Improving attainment levels
- Developing partnership working
- Ensuring approaches were developed and implemented for school pupils with more challenging needs
- Addressing issues relating to the recruitment and retention of school teaching staff
- Anticipating and addressing the impact of increasing school roles, particularly in the context of the challenges of recruiting and retaining school teaching staff
- Ensuring that DYW priorities were considered and delivered, particularly in the context of Foundation Apprenticeships, STEM and progression pathways for all school pupils, influencers and school staff.

Through this collaborative, further activities have been agreed which will aid College and ACPP ambitions to improve outcomes and experiences for those within schools in the northern part of Aberdeenshire. These activities include:

- Establishing and delivering a 3-day school/college experience for S2/S3 pupils from all represented schools for May/June 2019
- Identifying opportunities to deliver English and Maths Nat 4+5 for those involved in the Peterdean initiative
- Inviting and developing collaboration between Aberdeenshire and NESCol colleagues on shared digital approaches for curriculum delivery to school pupils via the Bennachie Campus
- Exploring opportunities to support schools with the staffing for and delivery of specific subjects i.e. Art, Technical and Hospitality and Catering
- Establishing how best the immediate and post-school needs of pupils with additional learning and support requirements can be met through an enhanced College offer
- Developing, in partnership, a DYW Day for school teachers and College lecturers to meet and develop a shared understanding of how to best to deliver DYW ambitions
- Developing, in partnership, clear school-College progression pathways for school pupils and key influencers.

The College continues to consolidate its role on Community Planning Aberdeen (CPA). To date, the College has ensured that it has grown in stature as a lead partner and, consequently, is now represented on CPA's Board (Regional Chair) and Management Group (VP Access, Outcomes and Partnerships); Integrated Children Services Board (VP Access, Outcomes and Partnerships); Innovation and Improvement Faculty (VP Access, Outcomes and Partnerships) and Aberdeen Prospers Group (Director of Business Development).

Whilst significant efforts have been made by the College and its partners to enhance community planning approaches the majority of work undertaken to date has centred on building the infrastructure for improvement. Therefore, it remains too early to truly measure the impacts of these relatively newly formed community planning arrangements. This said, the College and its CPA partners have developed an improvement methodology which aims to measure the impact of an evolving suite of improvement projects which relate to the key themes identified within the CPA's Local Outcome Improvement Plan (LOIP). In addition, the College has also been involved in the formulation of CPA Locality Plans which aim to target improvements for those in communities experiencing considerable challenge. Again, the creation and

implementation of these Plans remains relatively recent and accordingly it remains too early to fully realise any impact from them.

End of year progress update – August 2019:

Work with the two CPPs continues to progress positively and constructively. Within CPA, the Integrated Children Services Board (ICSB) is now generating a suite of improvement charters aimed at addressing various outcomes identified within the LOIP. The College will be involved in at least three such improvement projects, namely 'Care Experienced Children: Positive Destinations' and 'Sustained Positive Destinations in Quintiles 1, 2 + 3' and 'Foundation Apprenticeships'.

The College continues to be represented with Community Planning Aberdeenshire (CPA). Whilst activity relating to this CPP is progressing, it is doing so at a far slower pace than that of CPA. This said, the Connected and Cohesive Communities Group (CCC) is now beginning, in similar ways to CPA's ICSB, to align its discussions and activities to those of Aberdeenshire Council Integrated Children Services priorities. Further, CCC discussions are also beginning to align more fully with the Locality Plans for Peterhead and Fraserburgh.

Whilst the College's activities continue to progress positively in relation to both CPPs, it is worth noting that a range of 'complimentary' but separate College-local authority partnership activities are emerging which aim to improve outcomes for Aberdeen City and Aberdeenshire school pupils. Such activities will need to be linked more closely with CCP priorities in order to avoid unnecessary overload or duplication of work for the College and other partners.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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 with all teams.	February 2019	SO1, 4.3 AP7,11,12	Director of Learning – Enterprise, Innovation & Aberdeen Futures

Progress to date – April 2019 update

Student Association staffing issues at the Fraserburgh Campus has resulted in the disruption of services including capturing the Learner Voice through such mechanisms as the Peer Led Review. Similarly, with the reduction in working hours for the Regional President in April, activities at the campuses at City & Altens have been scaled back. However, the Student Engagement Coordinator has continued to engage with class reps and has supported campus events such as the Equality & Diversity and Health & Wellbeing Fairs, along with student volunteers. Where Peer Led Reviews have taken place, the President has met with the respective Curriculum Manager and agree any actions and follow up.

End of year progress update – August 2019:

A modified structure was agreed in 2018/19 for implementation in 2019/20. One FT Regional President will be supported by two part time sabbaticals. One will be based at Fraserburgh and the other will work between the City & Altens. The number of meetings that Presidents are expected to attend will be limited to ensure that Presidents spend sufficient time with students to gather their views on their College experience. The Presidents will attend SEAG meetings and SEAG now has a remit to engage regularly with class reps on wide-ranging issues. Class reps in turn will be given time in their Academic Tutor slots to update classmates. Significant progress has been made in capturing the Learner Voice and therefore does not need to be carried forward.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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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 Aberdeen City and Shire.	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	Director of Learning – Enterprise, Innovation & Aberdeen Futures
Progress to date – April 2019 update	The annual planning process that takes place in September through to November offers Heads of Faculty the opportunity to refresh the School Links curriculum offer in response to feedback from school and local authority planning meetings. Examples of improvements this year resulting from liaison between schools & Faculties include the addition of courses including Skills for Work Travel & Tourism, the NPA Cyber Security & NPA Technical Theatre, as well as a further 30 places in Skills for Work Hospitality courses. Consideration to changes in the curriculum have been taken into account as well as staffing shortages in schools and economic developments in the region. The Regional Partnership Agreement is to be reviewed & updated. This provides a further opportunity to identify ways in which to manage supply & demand better.				
End of year progress update – August 2019:					
The Schools Liaison Manager is meeting with Curriculum Managers & Heads of Faculty earlier in the year to start planning provision according to capacity. The Regional Partnership Agreement will be reviewed in line with the Working with Schools Framework by the College's Wider Executive Group in September. Significant progress has been made in this area and therefore does not require to be carried forward.					
Do not carry forward to AY19-20 Enhancement Plan					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning - Enhancement, Support & Fraserburgh Futures
Progress to date – April 2019 update	<p>The Learning Technologies and Digital Futures team continue to attempt to engage with teaching staff at each campus as part of their ongoing work to develop the digital capabilities of staff so as to improve learner outcomes, align the College with regional and national strategies to embed the use of digital technologies within the curriculum, and grow NESCol's reputation as a leader in digital practice.</p> <p>As well as continuously developing the College's VLE platform (Blackboard) and providing a comprehensive suite of online and face-face training in a range of digital technologies, the team also provide significant one-to-one coaching and mentoring support to staff new and old. The team have developed a thorough digital capabilities training pathway for all college staff and have focused their efforts this year on supporting staff to develop and expand the use of e-assessment, e-marking and digital feedback.</p> <p>Despite their proactive approach, the team do struggle to get access to staff for meaningful support and training. This academic year attendance at scheduled training sessions has been sporadic and few CMs have been keen to engage with the LT team to support the development of capabilities with their curriculum area.</p>				

With two members of the Digital Futures team leaving for pastures new, a mini-review will be undertaken to decide the best way forward for the team and the best approach to have meaningful impact of as many staff as possible.

End of year progress update – August 2019:

This work is ongoing. The Learning Technologies and Digital Futures team continue to attempt to engage with teaching staff at each campus as part of their work to develop the digital capabilities of staff so as to improve learner outcomes, align the College with regional and national strategies to embed the use of digital technologies within the curriculum, and grow NESCol's reputation as a leader in digital practice.

For 2019 it is planned that the LT team be integrated within the Organisational Development team to provide staff with a more "joined up" training and development service. Currently there is no clear "roadmap" that outlines what CPD that a member of teaching staff should focus on once all mandatory training has been completed. With the introduction of GTCs registration staff will be obligated/required to engage regularly in meaningful and relevant CPD and by working more closely with the HR and OD teams, The LT team will be better placed to drive improvements in the use of digital technologies. Progress will be monitored by the new Learning & Development Action Team.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Enterprise, Innovation & Aberdeen Futures

Progress to date – April 2019 update

From the annual survey, responses indicate that most schools agree that the existing range of courses on offer meet the needs of their pupils and school & that engagement protocols are effective. Each school has an opportunity during the annual planning phase in September through to November to influence the curriculum planning and development for the following year. In addition, throughout the year, the Schools Liaison and Academic Teams are responsive to requests from schools for additional engagement activities. Examples from the current year include the event arranged for school staff from Portlethen Academy, which was a twilight event supported by all curriculum teams at the Aberdeen & Alton's Campuses. School colleagues visited Faculties and met subject specialists to develop an understanding of the College portfolio and progression pathways. This event facilitated a two-way professional dialogue and the development of academic partnerships and lines of communication. This type of activity should be expanded to other schools according to demand and availability of staff.

End of year progress update – August 2019:

Significant work has been undertaken to ensure staff are aware of engagement and liaison opportunities. This will continue in 2019/20. Curriculum Managers and Heads of Faculty have planning tools that can assist them identify capacity for increased activity. The outcomes of this planning will be captured earlier in activity plans and also Curriculum Area Development Plans.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Curriculum managers to work with their teams to better schedule assessments and support students	January 2019	SO1	Directors of Learning (all)

	assessment strategies that will inform improvement.	with their time management of assessments.			
Progress to date – April 2019 update	<p>SB – Ongoing. Managers are reviewing their curriculum provision including methods of delivery, frequency, type and scheduling of assessments. This is part of the curriculum review process. For example, significant work has been undertaken in the cross-College Core Skills Team to integrate communication assessments in with subject specific units.</p> <p>SG - All teams have considered assessment schedules as part of their course review processes. Course-specific changes have been made where indicated and possible though the assessment burden remains a challenge. A more fundamental review of course and curriculum design is being discussed which will include a focus on assessment challenges.</p> <p>RMcG – Assessment schedules are reviewed on an annual basis in responses to feedback from course committee meetings, changes to programmes of study and as a result of ongoing curriculum refinement. As a consequence of the ongoing work related to curriculum planning and review, a new approach to assessment planning and curriculum design is proposed, that will enable curriculum staff to adopt a more holistic and student-centred approach to curriculum planning</p>				
End of year progress update – August 2019:					
Evidence of reviewing assessment schedules can be seen within APR reports, course committee meetings and team meeting records. Curriculum Managers and Heads of Faculty have spent some time during the end of 2018/19 reviewing their portfolios and the integration of assessments. It is a work in progress and features across internal reviews of provision.					
Do not carry forward to AY19-20 Enhancement Plan					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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 SFC.	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	Directors of Learning (all)
Progress to date – April 2019 update	<p>SB – Evidenced across self-evaluation reviews, staff ensure a variety of ways in which to connect learners to the world. Such opportunities help students gain relevant experience and skills for employment at a later date. This often starts with conversations centred round the career goals of the student and the qualifications they already have and what they need to gain. Most courses build in either work placement, work experience, volunteering, employer led briefs and/or enterprise activities into their courses. Additionally, all students will have opportunities to hear directly from employers as they deliver presentations, master workshops, mentoring opportunities or invite students to visit the workplace. Some teams in College for example, Computing & IT Support, Marketing & Communications and Central Administration and the Students' Association will take on students in-house as interns. In relation to placements, the College has a Health & Safety Team that completes risk assessments prior to each student taking on a role in industry and either work placement coordinators or a teaching colleague will deal with associated administration. Associated costs are supported by the bursary or discretionary payment systems.</p> <p>SG - Work has been undertaken to improve liaison with employers this year across all teams. This has included the appointment of an "Energy Skills Co-ordinator" at Altens to develop industry links; local industry representatives being invited to observe teaching and provide guest lectures and work with industry bodies to develop more jointly-developed</p>				

course offers. This means that there is more joint course planning with increased industry involvement and improved mutual understanding of content. More work placements are being used, in particular to meet the needs of Foundation Apprentices where their numbers have been growing. Where individual placements have not been possible to date, more industrial and conference visits have been taking place to improve the workplace awareness of students.

RMcG – As above but also - As part of the curriculum management review and restructure that was undertaken in May/June 2018, Heads of Faculty were given an expanded remit that included developing partnerships with key stakeholders to enable enhanced opportunities for learners and establish improved opportunities for enterprise and work-placement. As a result of this the Fraserburgh HoFs have been hard at work setting up numerous events including careers fairs, Employer Engagement Evenings and in-service training events for school staff. A new charity shop -"The Shoppie" was created and this provides Learning Opportunities students with the chance to run a real business where they can not only donate general merchandise, but all the amazing goods that they produce, cook and grow in the workshop, kitchen and College garden.

End of year progress update – August 2019:

Work is ongoing in this area. Recent developments undertaken to support the development of employability skills within curriculum areas include the creation of a new standardised approach to curriculum design.

The College is committed to delivering courses and programmes of study that are attractive to future students and provide a foundation for long term growth, development and progression, producing work-ready graduates who possess the suite of meta-skills necessary to become future-proofed and adaptive members of workplace 4.0

The College has identified five key themes that are crucial to ensure that NESCol achieves its strategic ambitions relating to Learning and Teaching:

- Promotion of inclusion, equality and diversity (Strategic Goal One)
- Excellence in learning, teaching and assessment (Strategic Goals One to Four)
- Skills for learning, life and work (Strategic Goals Two & Three)
- Partnerships and enhanced engagement (Strategic Goal Three)
- Flexible and accessible curriculum design (Strategic Goals One, Three & Five)

The new curriculum design approach provides staff with a set of principles, which are informed by the College's Learning and Teaching Strategy and provide a framework within which these aims can be fulfilled. Included in these principles is the requirement for staff to consider how opportunities to develop enterprise and entrepreneurship along with development meta skills necessary for workplace will be embedded into day-to-day learning, teaching and assessment. The planning framework will be launched in September 2019.

All Heads of Faculty have a remit to increase employer engagement and to develop commercial programmes to serve local industry need. They have been supported by the Director of Business Development and initiatives such as the College's new STEM Assured status. This has provided further focus on working in collaboration with industry to access technologies and develop training. The collaboration has also enhanced the design and involvement of industry in full time programmes, so that students are exposed to industry level skills and needs.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Enterprise, Innovation & Aberdeen Futures
Progress to date – April 2019 update	The Students' Association do not know where the area of development has originated from, however they have stated that: campus-based class rep forums offer an opportunity for students to develop & practise leadership skills and social action skills as they represent the views of their students on a range of themed discussions. Furthermore, Peer Led Reviews provide a platform where students can give feedback to members of the Association & in return develop an understanding of how the College operates, how students can influence change and their role in promoting a respectful working & learning environment.				
End of year progress update – August 2019:					
The Framework for Effective Student Engagement has been approved and widely circulated. It outlines how the development of peer learning can be supported by College staff. Training for Presidents and class reps is robust and thorough and has been widely commended by participants. The action does not need to be carried forward.					
Do not carry forward to AY19-20 Enhancement Plan					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning - Enhancement, Support & Fraserburgh Futures
Progress to date – April 2019 update	<p>A Fraserburgh Futures Management Group was set up early in the academic year to create an improvement plan for the campus that would address a range of themes including enhancing learning and teaching and the student experience.</p> <p>Taking their lead from this the new Heads of Faculty based at Fraserburgh have been working with their teams to review and evaluate the pedagogical approaches taken within each area to identify where improvements can be made.</p> <p>A range of enhancement activities have been initiated including the piloting of peer review, the delivery of Quality Assurance Bootcamps for key managers, the reintroduction of Programme Delivery Guidelines, programme redesign, the delivery of staff training and the redesign of the beginning of term induction experience for students at the Fraserburgh Campus.</p> <p>In addition, a campus management team has been created that is chaired by the Director of Learning and comprises all CMs and HoFs. This group meets monthly and provides a regular opportunity to discuss important operational and enhancement related issues and share good practice in relation to step-change and curriculum improvement.</p>				

Quarterly KPI review meetings have also been introduced where CMs are required to present to the Vice Principal, Director of Learning and relevant Head of Faculty on progress made in relation to KPI improvement and future planned enhancement initiatives.

End of year progress update – August 2019:

Work is ongoing in this area. As previously mentioned the College is committed to delivering courses and programmes of study that are attractive to future students and provide a foundation for long term growth, development and progression, producing work-ready graduates who possess the suite of meta-skills necessary to become future-proofed and adaptive members of workplace 4.0.

Central to this is the delivery of inspiring and engaging learning experiences that make students want to come to college and to continue attending throughout the year. With so many commercial training providers offering an increasing number of convenient online study experiences it is essential that NESCol provides all learners with a classroom experience that is second to none, providing numerous opportunities for active and dynamic learning, teaching and assessment.

Excellence in learning, teaching and assessment is crucial to ensuring that NESCol achieves its strategic ambitions relating to student success, and the new curriculum design approach mentioned earlier in this document will be integral in ensuring that a strategic and holistic approach to planning learning and teaching occurs, with subject integrated meaningfully and space created for the develop of essential meta-skills as well as technical knowledge and understanding.

The proposed restructure and partial integration of the OD, Quality and Learning Technologies teams will also be key in driving improvements across learning and teaching, as the shift to focusing more closely on the enhancement of learning and teaching, and the targeted support of lecturers to develop their teaching skills occurs. Progress will be monitored by the new Learning & Development Action Team.

Carry forward to AY19-20 Enhancement Plan

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 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.	<p>To improve awareness amongst students and staff of mental wellbeing.</p> <p>To improve the support of students and staff concerned about, or experiencing mental health issues.</p>	The Student Access and Inclusion Manager to lead on an initiative to develop a 'mentally healthy college' and to work in collaboration with the Students' Association on related initiatives, including 'Think Positive'.	June 2019	ES QI 1.3 SO 2.4, 2.5, 4.4, 4.10 AP8	<p>Director of HR & OD</p> <p>Director of Learning - Enhancement, Support & Fraserburgh Futures</p>
Progress to date – April 2019 update	KD - The College's all staff Development Day in January was delivered with a full day of workshops that focused on three themes, mental health, respect and diversity and personal and professional development. All staff were required to attend a workshop that provided an overview of the main mental health problems that present in College. The College Mental Health strategy was explained, and staff were given information about what to do if a colleague or student disclosed a mental health condition to them or if they had concerns about the mental health of someone they worked with.				

	<p>In conjunction with Mental Health Matters @ NESCol a programme of training on various mental health topics has been designed. This programme of training will enable staff to have the training that is right for them. Examples of the training opportunities include: Understanding Issue in Mental Health; Safe Talk and ASSIT Suicide Prevention</p> <p>RMcG - A new student mental health agreement has been created in Partnership with the SA and NUS and this will be launched in early May.</p> <p>Two new mental health toolkits have been created, one for staff and one for students, and these provide users with on-demand access to a range of essential resources, information and guidance.</p> <p>New Mental Health Matters @ NESCol areas have been created on COLIN and MyNEScol and these resources will form a major part of the new student induction experience.</p>
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End of year progress update – August 2019:

Building on the success of the “all-staff” development day, further wellbeing training workshops were offered to all staff periodically throughout block 2, and staff were given the opportunity to access a substantial online Mental Health awareness course that provided more detail regarding a range of common mental health conditions.

The College’s Regional Board were provided with a Mental Health awareness workshop at their annual strategy event, which gave them an overview of the work undertaken with staff and students to date, and provided board members with a taste of some of the typical wellbeing issues that staff deal with during the year.

The new Mental Health Toolkit has been launched via the MyNESCol student app and promoted widely by the SA and during welcome inductions. Work to build more effective relationships with the NHS, SAMH and other key third sector partners is ongoing and the project team is continuing to plan events and initiatives for 19-20 to build on the momentum that has already been created.

The Wellbeing Day, which took place in June offered a wide range of activities and was well received by staff.

Actions for 2019 – 20

- Mental health workshops will continue to be run for staff.
- A new workshop “Suicide Talk” will be offered on all main campuses and is designed to provide training on how to respond when someone may be at risk of suicide.
- Wellbeing activities will be offered throughout the year enabling more staff to take part.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	On-going and July 2019	ES QI 1.3 SO 4.10 AP15	Director of Learning - Enhancement, Support & Fraserburgh Futures

		<p>analysis for care experienced, SIMD 10 and disabled learners to be developed through the work of the Leadership Team.</p> <p>The College's IT Strategy should reflect the College's ambition to become more digitally inclusive.</p> <p>The College's Marketing and Communications Strategy to better reflect, and target, 'at risk' learners.</p>			
Progress to date – April 2019 update	This work is scheduled to commence in June - following the outcome of the follow-up review of Student Advice and Support that is currently underway.				
<p>End of year progress update – August 2019: Not yet commenced, deferred due to internal review follow up. Identified as a priority for Block 1 19-20. Do not carry forward to AY19-20 – this will be included in the Support Self-Evaluation enhancement plans</p>					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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 and other stakeholders through various media, including COLIN.	December 2018	ES QI 1.3 SO 2.4 AP6	Director of Strategy & Planning
Progress to date – April 2019 update	The consideration of minutes from College Action Teams is a standing item on the agenda of each Leadership Team meeting with the Chair of each Action Team highlighting key decisions and developments to attendees (includes SET members). Attendees are asked to review the minutes in advance of each Leadership Team meeting and are provided with an opportunity to ask for further information if needed at the meeting. Key decision and outputs from the Action Teams continue to be shared with all staff through the News & Events section on COLIN.				
<p>End of year progress update – August 2019: This action has been completed – leaders should continue to re-inforce the use of COLIN to source key college updates and information. Do not carry forward to AY19-20 Enhancement Plan</p>					

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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.	<p>Campus Management Groups and the School Liaison Team to develop enhanced School-College Experiences for pupils and school staff.</p> <p>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.</p>	June 2109	ES QI 1.3 SO 3.4, 3.5, 3.8 AP1, 10, 11, 12	<p>Director of Business Development</p> <p>Director of Learning – Enterprise, Innovation & Aberdeen Futures</p>
Progress to date – April 2019 update	<p>SB – Each school in the region has an individual planning and review meeting, usually in September/October. This allows for partners to review what has been delivered and plan for the following year. Towards the end of each academic year, each school is offered the chance to input into the annual self-evaluation process. Throughout the year, schools will make individual approaches for provision for their pupils and/or support in areas of staffing shortage. These requests are dealt with on a case-by-case basis. Most schools benefit from input at parental engagement & information events from the Schools Liaison team and the Marketing Team throughout the year, with a focus on the period of time between January & March when pupils are making decisions about next steps. Most schools have daily contact with the Schools Liaison Team in respect of School Links activity. Work related to Foundation Apprenticeships has led to engagement with over 150 local employers as the requirement for placements has increased.</p> <p>DA - Demand for Foundation Apprenticeships has grown significantly for the 2019/20 intake as familiarity with the programmes and confidence of prospective candidates and parents continues to grow. At the point of this update we have received 300 places against the contracted amount of 211. We are also investigating the possibility of delivering sub-contracted activity from Aberdeenshire Council as they try to mobilise their FA delivery across the Shire.</p>				
<p>End of year progress update – August 2019:</p> <p>As above, engagement opportunities with schools and employers has increased significantly as internal meetings have provided a platform for staff to understand why engagement is so important. This action does not need to be carried forward.</p> <p>Faculty Managers presented an update of their Employer Engagement Activity to the Leadership team on 12th June 2019. This showed good progress with almost all areas engaged with a significant number of employers. FWDF has opened up a number of new channels and we will look to share that out around Faculties in the year ahead. We will also use the opportunity to identify potential FA employers. While the action has achieved its goal, the activity will continue as commercial activity and employer engagement are 'mainstreamed' into all faculties.</p> <p>Do not carry forward to AY19-20 Enhancement Plan</p>					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
Support team self-evaluation reports should be enhanced to reflect, more	To ensure opportunities for enhancing service delivery are maximised and that self-	A review, to be led by the Head of Quality Enhancement and Transitions, of self-evaluation	May 2019	ES QI 1.3 SO 4.6 AP4, 13, 14	Director of Quality

broadly, deeply and realistically, areas for improvement.	evaluation for quality improvement is both meaningful and targeted.	reporting and quality improvement and learner engagement approaches undertaken by support managers.			
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Progress to date – April 2019 update	<p>A full review of the self-evaluation process was undertaken by the Director of Quality (previously Head of Quality Enhancement and Transitions) with all support managers across college. The templates were customised for each support area to reflect specific practice within each area. A briefing was provided to all support managers, followed by one-to-one meetings to finalise the self-evaluation reporting process.</p> <p>The review process of the self-evaluation templates has refined, and improved, the reporting mechanisms. The reporting of quality improvement and engagement however is not as robust as it should be in some cases. This is particularly evident in the enhancement plans where, in some cases, there is little evidence of planned learner engagement and quality improvement activities. The Director of Quality will continue to work with support managers to improve the reporting process.</p>				
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End of year progress update – August 2019:
A further template review was undertaken, in consultation with Support Managers and Heads of Faculty. The new template has been adopted for AY18-19 self-evaluation activity and a review will be conducted by the Director of Quality to evaluate. Line Managers will also provide feedback on the Support and Faculty reviews to establish if content has been improved as a result of the template review. This action is now closed and will continue to be reviewed and evaluated through normal quality activities.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Learning – Enterprise, Innovation & Aberdeen Futures

Progress to date – April 2019 update	<p>More work needs to be done in this regard to ensure sabbaticals have time to engage with the student body and with staff. Presently, sabbaticals are invited to attend a series of strategic action, engagement, Board of Management committees and groups which leaves them with very little time to complete actions. Better use can be made of the Student Coordinator who can disseminate key information and coordinate actions and put context in to requests for information or action.</p>				
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End of year progress update – August 2019:
The Students' Association are maintaining a diary of commitments in order to prioritise and limit the number of meetings they attend. Sabbaticals intend to share this responsibility (where practicable) amongst them. Additionally the Student Engagement Coordinator can join meetings and disseminate information and requests for action as required. Time management training opportunities has been included in training for sabbaticals along with access to systems such as TEAMS to share practice, instructions, deadlines, reports etc.

Do not carry forward to AY19-20 Enhancement Plan					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Business Development
Progress to date – April 2019 update	The approval and implementation of the Business Development Strategy enables and encourages the development of Employer Engagement. This now forms part of a regular discussion with Heads of Faculty so that culturally, we move to a model of equal parity with credit bearing activity. Each of the Faculty areas has been involved to some degree in commercial activity and we continue to support and encourage that moving forwards. We are discussing new opportunities for bringing academic staff and employers together to help inform future curriculum design. This could be initiated through a proposed VIP Awards ceremony, or something less formal.				
End of year progress update – August 2019:					
The above comment remains although there has been good employer engagement progress this year with FWDF, MA Awards ceremonies in Fraserburgh and Altens and GIE finals in both campuses as well. There is still progress to be made with the proposed VIP Awards Ceremony although we will have to be careful not to cause engagement overload with the same employers and disrupt existing events.					
Do not carry forward to AY19-20 Enhancement Plan					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
Curriculum teams could improve the planning for delivery of high-quality learning provision by involving the Students' Association and Employers more in the planning process.	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 stakeholders that will support the Curriculum Review and STEM developments.	June 2019	SO1.1 AP12	Directors of Learning (all)
Progress to date – April 2019 update	<p>SB – Currently student feedback & related data is used in self-evaluation processes to support arguments for development. Class reps will participate in Course Committee Meetings and co-inquire as to how to improve or amend courses. Peer Led Reviews are a mechanism for students to lead their own inquiries. Feedback is provided to curriculum staff who may or may not act on the feedback, but they are required (by the Partnership Agreement) to offer reasons why. Recommendations to the curriculum planning process intend to signpost opportunities where students will be involved more in planning activities in a structured & partnered way. In relation to employers, teaching teams have strong links with individual employers who give up their time freely to present to students, provide additional learning opportunities and offer views on the skills required for industry. Heads of Faculty have an outward facing element to their role, and they will ring fence time to engage with employers and employer agencies as time permits. This is developing practice.</p> <p>SG - Work has been undertaken to improve liaison with employers this year across all teams. This has included the appointment of an "Energy Skills Co-ordinator" at Altens to develop industry links; local industry representatives being</p>				

	<p>invited to observe teaching and provide guest lectures and work with industry bodies to develop more jointly-developed course offers. This means that there is more joint course planning with increased industry involvement and improved mutual understanding of content.</p> <p>RMcG – Through the Student Engagement Action team, work has been undertaken to ensure that students are involved at all levels of course and service design and evaluation. Feedback and input is gathered from learners at all stages throughout the year and student members are involved in key activities such as the new Website design project and the Student Support Follow up Review. SPARQs workshop was held in March where work began on the creation of a new student engagement strategy and this will underpin all future enhancement activities.</p>
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End of year progress update – August 2019:
 Work in this area is ongoing. One of the key priorities/themes of the College's learning and teaching strategy is "Partnerships and enhanced engagement" and the new curriculum design framework necessitates that teaching staff adopt a partnership and co-creation approach, involving learners at the outset of any design and review activities. The framework also requires that staff engage with external partners, to ensure currency and relevance of planned provision, as well as internal partners, such as the Students' Association.

The Student Engagement Action team will play a key role at ensuring dialogue between staff and students is routine and regular throughout the year ahead and will help monitor and review progress and impact in this area.

Heads of Faculty have been meeting as a group on 2018-19 to discuss themes and encourage more collaborative working across faculties. Projects such as the "Internet of Things" has provided some insight into how cross-disciplinary skills are applicable in the development of transferable skills. More work will be done through the curriculum planning process to develop this further in 2019-20.

Teams have been engaged this year in the process of achieving "STEM Assured" status for the College. This process, and the ongoing work associated will enhance work on course development and the involvement of employers, in particular, in course development and resource planning.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of HR & OD

Progress to date – April 2019 update	<p>Information on staff qualifications in relation to the STEM agenda was provided to inform a skill matrix to be created in the STEM subject areas. This in conjunction with the wider curriculum review will identify any skills gaps and OD will work with the Curriculum teams to address these.</p> <p>This is an area for development and further work is required in relation to skills needs analysis across the curriculum areas. This will enable a corporate training plan to be developed to address any identified skills gaps.</p>
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End of year progress update – August 2019:

CPD activity in 2018/19 focussed on the development of leaders. Part of this training included a workshop on iCon which incorporated a section on identifying and addressing training needs. All Curriculum Managers were offered the opportunity of an individual meeting with a member of the Organisational Development Team during which the qualifications of staff reporting to them and their future development needs was discussed.

During 2019-20 we will be fully implementing the new online training module which will allow line managers to have easy access to information about their staff qualifications. To coincide with this we will offer further development opportunities for managers. In addition, we will work with managers to support them in identifying key skills gaps and develop programmes to address these. This will be implemented and monitored by the new Learning Development Action Team (LDAT).

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of Business Development Directors of Learning (all)
Progress to date – April 2019 update	<p>SB - Ongoing. Staff are using a range of data to inform the creation of their Curriculum Area Development Plans and as a result, this assists with activity planning. This compliments the information that staff receive from having direct contact with employers e.g. feedback during and after placement. LMI provides staff with a picture of local & national employment trends, productivity, supply & demand now and in the future, thus conversations can be had about gaps in provision and opportunities to offer new courses. Examples of where courses have been introduced as a result of staff interrogating ILM are: Creative Industries offering HNC in Fashion Business and an SCQF level 6 Sound Production course to feed into the HN course, both have resulted from increased demand over a sustained period. As well as benefiting staff, LMI also helps applicants and students make informed decisions about career choices.</p> <p>SG - Some local planning has already been improved this year. For example, the OPITO Future Skills report has been used by engineering teams to inform curriculum planning. All teams completed the required reviews as part of the STEM assured process this year. This included looking at more regional data on skills needs from a range of sources. In addition, the IKE provided a regional analysis to inform our STEM planning. A revised curriculum planning process is also in progress. This will include provision for improved discussion of employer need as well as better internal cross-college planning and inter-disciplinary learning to accommodate the anticipated future employability skills of students.</p> <p>DA – Useful data is shared by SDS as part of the MA and FA tender exercises. It is often found to be more detailed and relevant than (for instance) EMSI data. This information is circulated to Heads of Faculties to help inform planning. The Employer Engagement Manager is also able to bring qualitative information into some areas from customer meetings.</p> <p>RMcG – As above. Revised curriculum planning arrangements and better college-level analysis of key data sources will enable more accurate and responsive planning decisions to be made</p>				

End of year progress update – August 2019:

Directors - As above. All teams are engaging with local and national data that informs planning and provision.

Do not carry forward to AY19-20 Enhancement Plan

Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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	Director of HR & OD Director of Quality
Progress to date – April 2019 update	GG & KD- The Director of Quality informs the HR Manager (Organisational Development) when CPD requirements are identified through the lesson observation process for permanent teaching staff. Specific training requests are made, where appropriate, and the identified staff are then added to the next training session offered by Organisational Development. Effective questioning techniques is covered in both induction and TQFE training. The approach between quality and OD could be enhanced by implementing a more collaborative/holistic approach around the lesson observation process, learning and teaching support and training requirements for staff. The Director of Quality and the HR Manager (Organisational Development) need to develop this approach further.				

End of year progress update – August 2019:

The whole process of lesson observation, staff support, training to enhance the lesson planning and delivery techniques will be addressed in the new restructure and working practices between HR and Quality. This will be implemented and monitored by the new Learning Development Action Team (LDAT). Future actions will be incorporated into the Quality and HR enhancement plans.

Do not carry forward to AY19-20 Enhancement Plan

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	Update & Evaluation
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.	<p>Improve links between curriculum planning and workforce planning using the new HR system position management function.</p> <p>Ensure effective staff utilisation following changes to terms and conditions for staff as a consequence of national collective bargaining.</p> <p>Review budget mid-year to ensure effective</p>	July 2019	AP16	VP Finance & Resource

		<p>identification of efficiency savings required to meet cost of living pay awards.</p> <p>Improve live reporting for budget holders to allow for better monitoring of in year spend.</p>			
Progress to date – April 2019 update	PS Q2 Budget Review indicates College is operating to planned budget position for AY2018-19. AY2019-20 Budget will include staff projections based on establishment and planned teaching provision. P2P is currently being installed to give live budget information to budget holder – planned to be in place for AY2019-20.				
<p>End of year progress update – August 2019: Mid-year budget review and subsequent management accounts show that that College is expected to post a balanced operating outturn position, including additional costs of living pay awards. Significant progress has been made with payroll/HR system implementation and reconciliation to budget. Live reporting of budget monitoring due to be rolled out September 2019.</p> <p>Do not carry forward to AY19-20 Enhancement Plan</p>					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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.	<p>Create a backlog maintenance schedule for AYAY2018-19.</p> <p>Work in partnership with Mitie to deliver works on time and in budget.</p> <p>Align priorities with curriculum need and agree a programme of improvement works in advance for the academic year.</p>	July 2019	AP18	VP Finance & Resource
Progress to date – April 2019 update	Backlog schedule updated to form base of AY2019-20 plan. Programme of improvements scheduled to be discussed at Leadership Team June 2019.				
<p>End of year progress update – August 2019: Backlog maintenance schedule updated and programme of works for summer 2019 agreed, following consultation with all teams. Majority of minor works completed. Works to South Block, D Block due for completion August 2019. F Block and lifts due to be completed October 2019.</p> <p>Do not carry forward to AY19-20 Enhancement Plan</p>					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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.	July 2019	AP19	VP Finance & Resource

		<p>Undertake a wide stakeholder engagement with staff and students regarding what our facilities should offer.</p> <p>Liaise with SFC to progress a new approach to a phased development in line with our existing outline business case.</p> <p>Agree approach to disposing of surplus property.</p>			
Progress to date – April 2019 update	Estates Strategy to be presented to Board in June 2019. Overall concept will include improvement of facilities and reallocation of space at City Campus, within affordable resource envelope. Altens Futures to be supported through principle of ensuring Altens is a destination. Disposals still under discussion with College professional advisers.				
<p>End of year progress update – August 2019: Following consultations, Strategy approved by Board in June 2019. Negotiations for disposals ongoing. Do not carry forward to AY19-20 Enhancement Plan</p>					
Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code	Update & Evaluation
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.	<p>Design the new team structure; review support services and update where applicable; develop staff; improve team interactions; commence activity; monitor and review progress.</p> <p>Consider alternatives to deliver further efficiency in print services.</p>	July 2019	AP20	Director of IT & Technical Services
Progress to date – April 2019 update	<p>Transition from outsourced IT support service from September 2018. Completed actions include:</p> <ul style="list-style-type: none"> • Deployment of new ITSM tool centralising incident/problem/change/asset/configuration management • New team structure with operational and development functional split. New roles for Business analyst, Information Security lead and Project Management • New open doors approach at all our offices, more choice on how customers can engage with the team • Customer service training for all staff, ITIL foundation for all staff, PRINCE2 and TOGAF for management and technical authority. Skills gap analysis completed and any further development requirements to be identified through ICON 				

- Relationship with Student Helpdesk has been closer and working practices continue to be aligned. Staff 'swaps' to be arranged to cement this relationship
- Support for back end infrastructure from our partner Esteem is now embedded in the service. We continue to identify relevant tasks for them to perform and identify where they can add further value
- Process reviews completed for Incident, problem, asset, and change management. Further ITIL process reviews to be carried out in the coming months
- New customer SAT metrics now captured with customers offered the opportunity to feedback on every interaction. Customer SAT figures are currently at 95%
- Print service review to be carried out utilising value for money study provided by finance
- Cyber security awareness campaign ongoing and CE+/PSAP actions in hand. CE+ accreditation has been achieved.

The IT service transition should now be viewed as complete with a new IT service transformation plan created to allow continued improvement in service, approach and project management.

End of year progress update – August 2019:

This action has been completed.



NORTH EAST SCOTLAND COLLEGE

**EVALUATIVE REPORT 2018-19
AND
ENHANCEMENT PLAN 2019-22**

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, setting 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 at <http://www.nescol.ac.uk/about/strategic-planning>

This Report evaluates the provision and services offered by NESCol against seven of the 12 quality indicators identified in the '[How good is our college?](#)' Quality Framework, and provides high-level statements reflecting on the College's performance, including identification of positive 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. The College provides a wide range of high quality education and training opportunities to meet the needs of individuals, communities and employers across the region in a flexible, engaging and accessible way.

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, covering a wide variety of subject areas - Engineering, Science and Technology; Creative Industries, Computing and Business Enterprise; and Service Industries. Figures from academic year 2018-19 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 2018-19, the College enrolled 19,200 learners on SFC-funded programmes (6,008 studying full-time and 13,192 studying part-time). The College did not fully meet its AY2018-19 SFC-funded activity target, achieving 99.8% with an outturn of 132,222 credits against a target of 132,530 credits (a shortfall of 308 credits).

In addition to its full-time provision, the College also delivers a range of Modern Apprenticeship programmes, and Foundation Apprenticeships in Business, Computing, Engineering, Creative & Digital Media, and Social Services. 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.

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, and like the rest of the UK and Scotland is projected to have an increasingly ageing population in future decades. The region is emerging from a difficult economic period related to a decline and fluctuations in global oil prices. Labour market rates in both Aberdeen City and Aberdeenshire continue to improve, with the GVA per head in Aberdeen remaining the highest in Scotland and GVA per head in Aberdeenshire fifth highest out of 32 Scottish local authorities. The oil and gas industry and associated supply chain businesses continue to be the region's biggest employer, but the region also hosts a significant number of the Scottish Government's growth sectors, including food and drink, tourism, life sciences, and renewable energy.

Methodology

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

- Faculty level [Heads of Faculty], 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 key development drivers including College annual priorities, supporting strategies, and strategic risks. This approach ensures that the College's process for self-evaluation and improvement planning is undertaken at all levels of the organisation.

The completed self-evaluations and enhancement plans were the key evidence sources in the creation of this document, which was written by members of the Senior Executive Team, Wider Executive Group and the Director of Quality. The College's Leadership Team also contributed through the holding of a workshop in October 2019 to identify areas of development for inclusion in the Enhancement Plan for 2019-20 to 2021-2022 and to discuss the Grading Outcomes.

This document was considered by the College's Regional Board and was **approved at a Board Meeting held on 30 October 2019**.

Evaluative Report 2018-19

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:

Attainment for Groups Experiencing Barriers

Arrangements for groups experiencing barriers are working well in providing equal opportunity for success for these learners. **This is demonstrated through:**

Complete Success Rates for Groups Experiencing Barriers

SIMD 10				
Mode	2015-16	2016-17	2017-18	2018-19
Full Time	67%	69%	73%	63%
Part Time	59%	61%	37%	46%
ALL	61%	62%	43%	49%
SIMD 20				
Mode	2015-16	2016-17	2017-18	2018-19
Full Time	51%	63%	66%	64%
Part Time	68%	69%	48%	55%
ALL	67%	67%	53%	58%
CARE EXPERIENCED				
	2015-16	2016-17	2017-18	2018-19
Full Time	49%	39%	50%	65%
Part Time	43%	83%	100%	85%
ALL	49%	53%	59%	68%

SENIOR PHASE					
Academic Year	Enrolments	Early W/D	Further W/D	Partial Success	Successful
2016-17	2255	4%	5%	4%	87%
2017-18	2431	3%	6%	4%	87%
2018-19	2762	7%	4%	10%	82%

The College's work on supporting care experienced learners has been effective in bringing improvements in success rates for full time students over the last 3 years. Success has risen from 39% in AY2016-17 to 64.5% in AY2018-19. This compares with 67% for all full time learners and so is slightly short of the target to bring attainment rates in line with overall outcomes but the difference is small. Numbers of care experienced learners have also risen from 76 to 152 over the same period.

The Student Advice and Support Team works effectively with College curriculum teams, local schools, universities and Skills Development Scotland to support smooth transitions and positive destinations for students who have additional support needs including those who are care experienced. Corporate Parenting training is in place for College staff, including all new staff as part of their induction programme. In particular, the following support is made available to those who have disclosed they are care experienced: Pre-entry advice; Guaranteed Interviews;

Transition and Learning Support; Priority Funding Processing; Enhanced Funding; Academic Support; Peer Support and Employability/Progression advice.

Success for full time students from **SIMD 10** and **SIMD 20** postcodes are 63% and 64% respectively. Again, this is slightly lower than the overall attainment for full time learners (67%) but the difference is marginal. Numbers of enrolments from these postcodes, particular SIMD10, remain relatively low at approximately 100 and 600 for SIMD10 and SIMD 20 respectively. However, there are relatively few postcodes falling into these classifications in the region.

Culture of Inclusion

College policy and activities to promote a culture of inclusion are working well to ensure all learners feel safe and welcome in the College environment.

The Equality Action Team worked on the design of a "Respect" Campaign for launch in AY2019-20. Staff and students were invited to provide feedback on their experiences which has helped mould the design and priorities. The feedback gathered was predominantly general in nature and did not suggest that any particular groups were being targeted. e.g. could we change the tone of the advisory posters around the building.

Student feedback suggests that they feel safe and secure on College premises (96% positive response) and that the College is doing enough to highlight and promote equalities issues (92%). 85% of full time and 91% of part time students respectively responded positively to the satisfaction survey question "I believe all students at the College are treated equally and fairly by staff". Of the 94 complaints received by the College in AY2018-19, 5 related to equality and diversity but only 2 were upheld and 1 partially upheld. Whilst these were of concern in themselves, the low numbers of issues raised suggests that the culture of inclusion is well established and implemented.

The Students' Association and the Marketing & Communications Team in particular were effective in raising awareness of equality themes. They promoted a range of materials including a suite of digital awareness presentations, distributed via the College's cross-campus information screen system and also on the student and staff portals on topics such as Anti-bullying, Race Awareness, Breathing Space Day, LGBT Awareness, Disability Awareness, World Sight Day, International Day, Rosh Hashanah, Deafblind Awareness Week. Students were also involved in events such as Grampian Pride and International Women's Day.

Students experience and effectively contribute to learning and teaching methods and materials which are accessible and which promote and celebrate diversity. Academic Tutors are charged with undertaking activities to promote understanding of diversity. To mitigate against the potential of prejudicial views and conflict, colleagues establish ground rules in advance with students. Staff act as role models, thus demonstrating to students how to handle views and actions that conflict with their own views, ideas and experiences.

Guest speakers are also used to good effect to help promote good relations by highlighting diversity across their workplace and what benefits this brings to organisations. Often challenges are highlighted and students and staff are often interested in how the organisation has changed or modified to embrace understanding between people from different groups. For example, engineering staff were involved in a CPD event where an HR Manager from an Oil and Gas Company highlighted the challenges involved in working for a multi-national company where culture and language were potential barriers. Staff were advised of the importance of preparing

students for such situations in the workplace and this is now being included in programme planning.

Planning of Provision and Services

Planning of services to meet the needs of the student population is working well in providing equality of opportunity for all.

The College improved its data sharing systems so that student needs were more clearly recorded, monitored and, where appropriate, actioned. The restructured support model, with academic tutors being assisted by the dedicated support team has been successful improving arrangements in most teams.

Applicants were encouraged to disclose additional needs at application stage and further opportunities were available at enrolment and induction. Needs were then evaluated and support needs addressed either direct by the teaching team or, where this was not appropriate or possible, by referral to the support services. In the absence of self-declaration, staff were proactive in identifying student needs and arranging support as indicated.

The revised student support model review gathered feedback from staff and students. The feedback was almost all positive, with students reporting that they have a named academic tutor and that they see them regularly; that they have access to all of the academic support, advice and guidance that they need and that they are clear on how to get this; that they have access to all of financial support that they need; and that they know how to access support, advice and guidance if required.

The revised support model also allowed for more in-class support. This worked well in those areas where there were significant numbers of vulnerable learners concentrated in class groups.

The College also delivered training to assist staff in dealing with the increasing number of students with mental health issues. Staff feedback indicated that the training was helpful but it is recognised that more is needed.

The College has worked well to address the issues posed by increasing numbers of students with Mental Health issues. A College steering group consisting of support, teaching and student body representatives has been created in order to develop and drive forward a range of initiatives that link to the Mental Health Strategy. Over the past academic year the College has worked closely with the Students' Association and NUS Scotland representatives on the creation and dissemination of a Student Mental Health Agreement which has received an NUS recognition certificate. In addition to the Student Mental Health Agreement the College developed a bespoke Mental Health Toolkit available to students through the College's student portal. The resource provides students with an easy to navigate tool through various mental health and wellbeing topics, including self-management, support at College and various other local and national support organisations. Additionally, the steering group continues to explore possible enhanced partnership working with Third Sector organisations.

Areas for development:

However:

- 3.1.1 Enrolments for Senior Phase pupils rose by 14% to 2,762 in AY2018-19 as a result of increased partnership working and engagement with DYW. Success rates in senior phase fell from 87% to 82% through an increase in partial success and some more early withdrawal. Outcomes for pupils undertaking SCQF Higher qualifications were relatively poor this year.

so work has begun to review the appropriateness of the curriculum offer and delivery design of these courses.

- 3.1.2 The Student Support follow up review allowed the identification of some changes which would make the process and systems more efficient. This includes consolidation of relevant support data into a single, more readily accessible database and refinement of the bursary monitoring process. Consistency in behaviour management was also noted to be an issue by some students. These improvements are being built into AY2019-20 improvements through the development of the Student Support Information Portal and the "Respect" Campaign.

3.2 – Equity, attainment and achievement for all learners

Areas of positive practice:

The data quoted below is for all full time and part time enrolments, regardless of fee status or length of course.

FE Outcomes

FE Full Time	Enrolments	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2015-16	4151	6.9%	15.8%	9.8%	67.5%
2016-17	3985	8.0%	15.5%	10.4%	66.2%
2017-18	4047	8.1%	14.8%	10.3%	66.8%
2018-19	3985	8.4%	15.7%	11.1%	64.7%
FE Part Time	Enrolments	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2015-16	8742	1.5%	3.3%	18.9%	76.5%
2016-17	8827	2.1%	4.2%	17.6%	76.4%
2017-18	10233	2.9%	3.8%	31.4%	63.2%
2018-19	15994	6.4%	2.0%	30.3%	66.3%

HE Outcomes

HE Full Time	Enrolments	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2015-16	2724	3.2%	10.9%	8.7%	77.2%
2016-17	2950	3.9%	11.5%	9.1%	76.0%
2017-18	2656	4.0%	12.0%	10.0%	74.0%
2018-19	2468	5.4%	12.6%	10.9%	71.1%
HE Part Time	Enrolments	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successful
2015-16	1842	1.1%	2.9%	17.8%	78.3%
2016-17	1488	0.6%	1.8%	19.6%	78.0%
2017-18	1032	1.0%	4.4%	15.0%	79.6%
2018-19	904	0.8%	2.8%	30.8%	65.7%

Complete Success Rates by Biological Sex

Full Time	FEMALE	MALE	O/IAW	PNTS
2015-16	74%	69%	100%	n/a
2016-17	74%	67%	50%	n/a
2017-18	72%	67%	50%	n/a
2018-19	70%	64%	88%	n/a
Part Time	FEMALE	MALE	O/IAW	PNTS
2015-16	77%	85%	67%	n/a

2016-17	78%	86%	100%	n/a
2017-18	59%	85%	77%	100%
2018-19	66%	86%	70%	100%

Complete Success by Age Group

Full Time	<16	16-19	20-24	>24
2015-16	58%	71%	71%	75%
2016-17	62%	70%	70%	74%
2017-18	70%	68%	70%	75%
2018-19	44%	65%	67%	73%
Part Time	<16	16-19	20-24	>24
2015-16	93%	81%	76%	81%
2016-17	91%	82%	78%	82%
2017-18	91%	82%	71%	66%
2018-19	96%	73%	71%	68%

Complete Success by Disability

Full Time	NONE	ALL DISABILITIES	MENTAL HEALTH
2015-16	73%	63%	55%
2016-17	72%	64%	59%
2017-18	71%	67%	48%
2018-19	68%	63%	57%
Part Time	NONE	ALL DISABILITIES	MENTAL HEALTH
2015-16	83%	75%	70%
2016-17	84%	75%	74%
2017-18	73%	68%	65%
2018-19	73%	84%	52%

Outcomes for **SIMD10**, **SIMD20** and **care experienced** learners have been included in 3.1.

Numbers of **FE enrolments** increased by 41% in AY2018-19 to 20,105. This was predominantly due to an increase in engagement with schools and through employed people on the Flexible Workforce Development Fund. **Success rates for FE learners** also rose from 64 to 66%. Numbers of part time students rose by 56% to 15,944 and their success rates rose also from 63% to 66%. These numbers were heavily influenced by short programmes for school groups, demonstrating the positive nature of this provision and partnership working with schools.

Attainment for **female learners** continues to outperform that of males in full time programmes. Whilst attainment for both fell in AY2018-19 (72-70% for females and 67-64% for males), the attainment gap has been maintained, suggesting that both groups were affected similarly in terms of the attainment drop. This difference in attainment is common across many educational establishments and reflects national outcomes.

The attainment gap for students with **disabilities** has closed from 10% in 2015-16 to 5% in AY2018-19. This has been brought about by improved focus on these learners resulting in earlier identification and tracking of those with a disability, allowing for more timely and appropriate support to be put in place. Whilst this is encouraging, there remains work to be done in particular with respect to those declaring mental health conditions.

Relatively small numbers of students were recorded as having a gender identity different from birth (83) in AY2018-19 but these individuals did better than those declaring a **gender identity** same as birth – 40 were full time students and they had a complete success rate of 60% compared

to 67% for same as birth (for the 43 part time students success was higher at 79% compared to 75% for those with same gender identity as birth). The relatively small numbers of students declaring a different gender identity makes it difficult to evaluate success but the figures suggest that more support may be indicated for this group. However, 17.5% of students preferred not to disclose their gender identity suggesting this is a sensitive issue and so there may be more support requirements than is apparent.

26% of students preferred not to disclose their **sexual orientation**, again suggesting this is a sensitive area. Of the relatively low numbers declaring their orientation, success rates for full time gay men (69%); gay women (66%); bisexual (66%) and other orientation (69%) are very close to the heterosexual population (68%). This suggests the College is providing equality of opportunity but there is some work to be done to raise the confidence of students in disclosing their orientation.

Numbers of students other than "white" **ethnicity** are relatively low - 95% of full time students in AY2018-19 were "white". Success rates are similar across the groups, with the exception of Caribbean students who tend to be less successful and students in the "other" category who tend to be more successful, suggesting that ethnicity is not a barrier to success. However, the relatively low ethnic diversity is an area worthy of further investigation.

Most students disclose their religion but the numbers outwith the various Christian or no **religion** categories are very low. Attainment rates are good for Christians (75-76%) – above those with no religion (64%). Attainment in the other categories is also generally higher than those of no religion but small numbers in the groups makes it difficult to identify whether there are any barriers from the data.

All faculty areas include essential skills in their course design. These may be explicit in the form of discrete units but more commonly are incorporated within the subject units and in the way programmes are taught. All include employability skills and digital skills and meta skills are increasingly being deployed to equip students for the world of work.

The College underwent an approval process and was successfully awarded "STEM Assured" status in the summer of 2019. Part of this process evaluated cross-disciplinary learning and how well the College was working with local industry to develop appropriate courses to equip students with STEM skills for the current and future workplace. Work is in progress to increase cross-disciplinary learning using techniques such as projects based on the "Internet of Things".

Areas for development:

However:

3.2.1 Attainment rates for full time FE students fell from 67% to 65% in AY2018-19. Numbers increased slightly but slight increases in withdrawal rates and in partial success affected the overall outcome. These are being addressed through course and team level action plans but a College-wide "Courses for Concern" report is also being implemented to ensure the appropriate attention is focussed on the lowest performing courses and that suitable action plans are being developed and implemented.

3.2.2 Numbers of HE enrolments fell by 9% to 3,372. The fall was common to both full time (7%) and part time (12%). **Attainment for HE students** fell from 74% to 71% for full time and from 80% to 66% in part time programmes. In full time programmes, as for FE, slight increases in withdrawal rates and in partial success were recorded and in part time the fall was principally due to an increase in numbers of learners who were partially successful. The part time figure was heavily influenced by a small number of programmes with particular

issues. These programmes with high partial success will be subject to additional measures through the "Courses for Concern" process.

3.2.3 Attainment in part time programmes showed a significant gap between male and female learners, with males being significantly more successful (86% and 66% complete success respectively). This is largely due to the type of programmes males and females are enrolled in. There are significant numbers of students enrolled on work-based learning programmes in the care industry – these programmes have high levels of partial success (96%) due to their ongoing nature but are also predominantly subscribed by female learners. The gender bias in the industry then heavily influences the outcome for part time programmes in College. Whilst this is not directly within our control, this needs to be closely monitored and attainment rates improved.

3.2.4 Attainment rates generally show that older learners are more successful than younger learners on full time programmes. In particular, success rates for exceptional entrants to full time programmes are poor (44% compared to overall 67% attainment), reflecting a need to work with partners to identify the most appropriate choices and pathways for this relatively small group. Support needs are also likely to be higher for these vulnerable learners.

3.2.5 Outcomes for students with a declared mental health condition are significantly lower than those with any type of disability or no disability (57%, 63% and 67% respectively for full time students), reflecting the difficulty in supporting the needs of these students. Meantime, the number of full time students with declared mental health needs has risen by 64% since AY2015-16 (420 full time in AY2015-16 to 689 in AY2018-19) so the need to seek further support is growing.

3.2.6 The College should investigate further to determine whether there are under-represented groups and, if so, what actions could be taken to widen access.

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:

Evaluating and analysing the appropriateness and development of the curriculum is effective.

This is demonstrated through:

The College having well publicised pathways from SCQF 2 and 3 through to SCQF 8. There are clear exit points into employment, apprenticeships or degree level study.

Each curriculum team produces its annual Curriculum Area Development Plan. These are informed by up-to-date labour market intelligence, the Regional Skills Strategy and local and national policy. Authors consider on-going and forthcoming changes to the external environment which will impact on the curriculum offer and the content. These plans help Directors of Learning create and maintain their strategic and activity forecast plans.

There are regular strategic meetings and communications involving members from the Wider Executive Group, Heads of Faculty and Curriculum Managers. These dialogues also help to ensure programmes align to the College's five strategic goals.

As detailed in the Framework for Managing Faculties, Heads of Faculty facilitate review meetings (at least) once per teaching block to assess the student experience, performance indicators to date, along with suggestions to modify programmes or commission additional in-class support.

Evaluation reports of each programme and services to support the curriculum are produced each year. These evaluations are based on student and stakeholder feedback, performance indicator data, results from Peer Led Reviews (Students' Association) and internal and external audits. The purpose is to acknowledge strengths and priority areas for development. The Business and Community Development Team create individually tailored work-based learning frameworks that suit employer requirements and job specifications. Colleagues actively encourage employer and learner feedback which informs course evaluations and future enhancement.

The College has long established Curriculum Approval Panel (CAP) processes in place. These ensure due consideration has taken place for additions or amendments to the College's portfolio of awards. This includes evaluating the extent of market research, potential demand and progression routes.

Many colleagues across each subject area engage directly with Awarding Bodies and participate in development events, training for External Verifiers and opportunities to be external markers.

The role of the College's Curriculum and Quality Action Team (CQAT) is wide. In addition to maintaining its overview of the activities detailed above, it will consider and contribute to curriculum review activity, commercial opportunities and outcomes.

Curriculum Teams and the Business Development Unit engage very well with employers to ensure the relevance of the curriculum, including opportunities for students to develop vocational skills.

This is demonstrated through:

Established links with employers and employer agencies within every curriculum team. The Business Development Team help students and staff understand the changing patterns of employment and the skills employers are looking for. This is achieved through having regular guest speakers, employer presentations, client led briefs, master workshops facilitated by employers and employers providing feedback on the work of students.

The Business and Community Development Team will typically have up to 500 Modern Apprentices at any point in time, across a wide range of industry areas, in addition to many more industry sponsored students. The Team also has significant sponsorship arrangements with Shell UK Ltd who sponsor a technician training programme, a major Girls into Energy programme (1,000 participants) and a secondary schools skills competition.

The Business and Community Development Team has recently developed a whole new portfolio for the business sector through the Flexible Workforce Development Fund. Through this opportunity, training has been delivered to 100 of the largest employers in the region.

The delivery of work placement, significant work experience, voluntary and enterprise Units across each curriculum team at each Campus. This provides students with a platform to explore different roles and get a real sense of their chosen industry.

In the Faculty of Care a small community nursery run by PEEP (Learning Together Programme) was established during 2018. This was used by families to support introductory level students with work experience opportunities.

The "Get into Healthcare" is a 6-week employability course which was conceived through partnership working with the College and NHS Grampian. The aim is to ensure there is an exit route for students who complete their Level 5 course but do not wish to continue with their studies.

College facilities at each main campus provide students with opportunities to develop skills required by employers and industry. These include:

- Well-equipped hair salons, spa facilities and nail bars;
- Training restaurants and fast food outlets;
- Well-resourced gyms;
- Model offices;
- Science labs;
- Model nursery;
- Workshops & bespoke engineering & construction workshops;
- Fully equipped automotive workshops;
- Simulated Oil Rig;
- Recording and film studios;
- Editing suites;
- A theatre and performance room;
- Chartrooms & simulator workstations (Scottish Maritime Academy).

The College continues to work with other agencies such as OPITO, CITB, SNIPEF, Shell Engineering, the Score Group, etc., to provide modern apprenticeships and other vocational qualifications that prepare people for the energy and construction industries.

In some curriculum areas, students are encouraged to undertake additional industry vendor qualifications, for example, Computing, Sound Engineering (Creative Industries), Care, which enhance skills and employability.

During AY2018-19 the College achieved STEM Assurance status and saw the expansion of its offer in relation to Developing the Young Workforce. The process of applying for the STEM Assured status provided staff with another opportunity to map employability and transferrable skills within the curriculum. Having the status has strengthened and increased engagement opportunities with employers and other stakeholders including schools.

The College's Scottish Maritime Academy serves the needs of the fishing, merchant navy and energy sectors and is an approved centre for MCA, AMERC and RYA.

Curriculum teams engage very well with local and national universities and schools across the region, to ensure pathways through education. These pathways have clear entry and exit points.

This is demonstrated through:

Articulation Agreements are in place offering clear pathways into university. The College has 27 HNC articulation routes and 142 HND articulation routes with Scottish Universities. Additionally, there are 13 agreed pathways (not true articulation)

In addition to the above, our students can also articulate on to a wide range of opportunities with The Open University - an HNC can give up to 120 credits and the HND can give up to 240 credits. We currently have live agreements with the following Universities:

- University of Aberdeen
- Abertay University
- Edinburgh Napier University
- Glasgow Caledonian University
- The Open University
- Queen Margaret University
- The Robert Gordon University (plus Grays School of Art)
- University of the Highlands and Islands

Associate Studentships are available for those wishing to articulate to university.

Curriculum teams have worked collaboratively with regional schools via the College's Schools Liaison Team, to develop the senior phase curriculum. This includes delivery of 251 courses attracting 3685 enrolments.

The College also introduced a range of "Discover NESCol" taster courses to promote opportunities to a younger cohort of pupils. These programmes included Environmental and Science focused activities delivered to primary school pupils and a range of 2-day experiences in a variety of subject areas to BGE pupils.

A School/College Transition Link course for pupils with additional learning and/or support needs continues to thrive. This part time College Certificate course supports pupils make the transition from school to full time programmes.

Curriculum teams incorporate support for career management services well which helps students progress to positive destinations. **This is demonstrated through:**

Each FE course had 1 hour per week of Academic Tutoring during AY2018/19. This included time to focus on the development of career management skills. For HE groups, careers management and progression routes featured in relevant subjects. My World of Work was used as a planning and guidance resource across several subject areas.

Programme Delivery Guidelines outline a range of Essential and Core Skills and how the development of these are planned in all subjects. Similarly, Unit and Course Overviews signpost employability and progression opportunities.

The College hosted career events at each main campus throughout the academic year.

The Student Satisfaction Survey (SSES) results showed that:

- 96% of respondents stated that staff encouraged them to take responsibility for their own learning;
- 90% of respondents stated that their time at College has helped them to develop the knowledge and skills for the workplace. (bullets)

The College's own impr**ESs** credit-rated Unit (Developing Employability, Enterprise and Entrepreneurship Skills) aims to help students get involved in activities that may lead to new businesses or employment. This Unit can be part of a programme of study or delivered on a voluntary basis.

In Computing, students have an opportunity to work on the College's Student Helpdesks at the City and Fraserburgh campuses. The Helpdesks supports all programmes involved in the College's BYOD initiative. This allows students to put into practice the skills covered in subject units.

Areas for development:

However:

- 2.2.1 Although the College has very good links with stakeholders, it will create a set of curriculum design principles to enable curriculum teams to plan and design learning to meet customer needs promptly. These principles will increase the College's capacity to be responsive and adaptable.
- 2.2.2 The College will capitalise on its recently acquired STEM Assured status to increase engagement opportunities with relevant employers and stakeholders.
- 2.2.3 The College works well with its school partners to ensure a wide senior phase curriculum and engagement opportunities. However, more work needs to be done to balance the requirement to optimise pathways with the need to maintain systematic, coordinated planning and communication processes relevant to each campus.

2.3 – Learning, teaching and assessment

Areas of positive practice:

Through the delivery of active and engaging learning, teaching and assessment activities students are provided with multiple opportunities to develop essential 21st century skills which will enable them to become future proofed, independent, and adaptive in further study, life and work. **This is demonstrated through:**

High levels of student satisfaction in relation to learning, teaching and assessment, with 90% of students agreeing that their time at College has prepared them well for the workplace. This represents a 2% increase over a three year period.

The vast majority (96%) of students report that staff encourage them to take responsibility for their own learning.

The success of the College's Digital Futures project team in supporting teaching staff to develop their own digital capabilities so as to be able to use technology more meaningfully and confidently to support learning.

As part of their course, most students have the opportunity to develop real world skills through work placement, work based learning, volunteering, industry briefs or external engagement activities with employers and organisations relevant to their area of study.

Many students are supported to develop high level self-evaluation and meta-cognition skills through the use of peer assessment and/or reflective assessment approaches.

All students at NESCol have access to, and make good use of a wide range of high quality digital learning resources, tools and technologies, all of which are used effectively by teaching staff to enhance learning and teaching and improve the student experience. **This is demonstrated through:**

Increasing levels of student satisfaction in relation to the quality and effectiveness of learning, teaching and assessment materials. Over 95% of students reported that the resources that they have access to were effective in helping them learn.

An increasing number of Curriculum teams are making use of digital collaborative tools such as MS Teams (available through office 365) to support online communication and collaboration. Student satisfaction in relation to access to IT applications has increased to 94% representing a 2% improvement over a three year period.

All students have access to a live and up-to-date Blackboard (VLE) course area, through which they are able to access key course information, digital collaborative tools and multimedia resources. Student satisfaction in relation to the use of the VLE and its effectiveness in supporting learning has increased 2.5% since AY2016-17 to 89.5%.

Staff and students make excellent use of the Library+ digital e-resources and library staff work closely with curriculum teams to ensure the suite of resources remains current and fit-for-purpose. Over 95% of students agree that the College libraries provide effective learning environments.

A dramatic increase in the number of teaching staff using e-assessment tools, such as Turnitin and QuestionMark, to enhance the student assessment experience.

Through a strategic approach to staff development, delivered in partnership by the OD, Quality, and Digital Futures teams, teaching staff are encouraged to develop their awareness of, and effectiveness using, a range of contemporary learning and teaching strategies. **This is demonstrated through:**

The use of industry briefs and project based learning to provide authentic learning and assessment experiences.

An increase in the use of flexible and blended learning approaches that are supported via the use of digital technologies.

The use of lecture capture and remote-teaching to deliver learning experiences across multiple campuses concurrently.

Ongoing discussion and training among academic teams relating to the adoption and delivery of "high-impact" learning, teaching and assessment strategies that are evidence based and evaluated to assess effectiveness.

All staff development days which are designed to address the relevant annual College priorities relating to the planning, delivery and quality assurance of learning, teaching and assessment. Curriculum staff have engaged very well these 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, including a notional 10 hours of "digital" development.

Curriculum staff work closely to form partnerships with their students to enable effective collaboration and co-creation that will enhance learning and teaching. **This is demonstrated through:**

The successful adoption of the Student Partnership agreement and the use of regular course committee meetings as a mechanism for gathering feedback.

Effective collaboration with the Students' Association to enable the delivery of a robust peer-review process.

Collaborative curriculum design in certain subject areas, including Social Sciences, whereby students were empowered to plan their own volunteering placements and design their own assessment strategy for specific units.

Curriculum teams plan and deliver supportive and flexible learning, teaching and assessment experiences that enhance student understanding of inclusion, equality and diversity. **This is demonstrated through:**

Curriculum staff are very good at taking account of the variety of learners in a class and using different teaching methods to appeal to individual learning preferences and specific additional support needs.

An ethos of respect for all cultures, religions and traditions is embedded in all course work for this group.

Some curriculum teams have pioneered new units focusing on the development of "meta-skills" and resilience. These units help students focus on skills for learning, work and life by providing an opportunity for students to influence their own learning by working with the lecturer to choose topics for discussion and time dedicated to preparation for assessment.

A strong culture of reflection and evaluation exists within curriculum teams, and staff engage meaningfully in processes which support enhancement and continuous improvement. **This is demonstrated through:**

Curriculum teams making effective use of student feedback and satisfaction data to drive innovation and improvement at unit/course level.

All teaching staff are provided with effective feedback from formal lesson observations that identify good practice and areas for development. Managers use this feedback at iCon performance Management sessions to help ensure meaningful training plans exist for each team member.

Curriculum staff are effective at following up student feedback collected either anecdotally, or through Course Committee Meetings and Focus Groups, and updating students on the changes made as a result of their input.

All teams have Course Committee Meetings at least twice a year where students have an opportunity to share their views and provide feedback which then influences course/delivery changes. The most common change is amending the order of delivery or clustering of units to help manage the balance of workload and assessment.

Areas for development:

However:

- 2.3.1 In some areas teaching staff are still too reliant on traditional pedagogies that rely heavily on passive and didactic learning and teaching activities. A more strategic approach to curriculum design that focuses on active and engaging approaches to learning, teaching and assessment needs to be embedded across each faculty.
- 2.3.2 Some staff do not demonstrate strong digital capabilities or possess sufficient knowledge of modern curriculum design concepts such as instructional design or universal design for learning. A greater focus on academic development of lecturers post-TQFE is required using the new Professional standards and JISC digital capacities model as a benchmark.
- 2.3.3 In some curriculum areas staff do not provide students with sufficient formative feedback about their performance or opportunities to discuss this progress. Only 82% of students reported that teaching staff regularly discussed their progress with them.
- 2.3.4 Some staff do not honestly reflect on the quality and impact of their learning and teaching approaches within their formal Annual Programme Review. Often, where courses have performed poorly, insufficient scrutiny is directed towards the impact of learning and teaching.
- 2.3.5 Whilst data derived from the various assessment applications indicates that there has been great progress made in increasing the use of e-assessment across the curriculum, there has been a 9% drop (to 75%) since AY2018-19 in the number of students reporting that e-assessment was used as part of their course. Furthermore, the use of digital marking/grading and digital feedback, processes which can dramatically improve efficiency and effectiveness in the assessment process, has not been sufficiently adopted by most curriculum teams.
- 2.3.6 Student partnership in the planning, co-creation and evaluation of learning, teaching and assessment is not yet of a sufficient level across all curriculum areas. Although many students (82%) agreed that they were able to provide their views on their learning experience, only 78% felt that their suggestions were taken seriously by teaching staff.
- 2.3.7 Engagement with the Students' Association (and the wider student body) in the review, evaluation and co-design of learning, teaching and assessment has not been consistently embraced across all faculty areas.
- 2.3.8 Whilst significant consultation has occurred, via Course Committee Meetings, Focus Groups and annual survey, not enough has been done to form real co-design partnerships to ensure that the student voice is at the heart of all curriculum review and design.
- 2.3.9 In some curriculum areas, and in particular where particularly school-links courses are delivered, there has been insufficient monitoring of student progress at group-award level. This has resulted in poor levels of student outcome and inappropriately high level of partial success in these areas. To address this the following should occur:
 - The new Student Information Portal will be rolled out to all curriculum teams to enable student progress to be more robustly monitored and RAG rated, and relevant interventions put in place.

- o More regular and robust student progress data should be provided to CQAT/WEG to ensure sufficient time and scrutiny is dedicated to this work at team level. Action plans should exist on SIP for each and every student who is not RAG rated green.

2.4 – Services to support learning

Areas of positive practice:

Through the successful implementation of the College's new whole-college approach to student support, all students are provided with more integrated, targeted and impactful support services that has improved communication and partnership work between the student and curriculum and student support teams. **This is demonstrated through:**

Each student has access to a named academic tutor, and a planned programme of personal development activities delivered during a weekly timetabled support session.

The new whole-college support model has enabled a more integrated, targeted and impactful approach to student support across each campus with over 93% of students reporting that they are satisfied with their College experience and that they are able to access additional support when they require it.

The revised model helps deliver an efficient and economically sustainable approach to student support that delivers a high quality student service with fewer separate support roles, helping to improve communication across the institution.

Improved online referral and targeted in-class support commissioning systems have resulted in huge improvements in collaboration between student support and curriculum staff with over 650 online referrals submitted by staff via the new system, in addition to in person referrals and student drop-ins.

The revised model has allowed the formation of Student Advice Centres at both Altness and Fraserburgh Campuses meaning that all 3 main campuses have their own Student Advice Centre. This brings all front-facing student support services to one location – a one-stop shop for the students attending our campuses. Student feedback confirms that this is a much-welcomed move.

Via Blackboard and the MyNESCol App all students have “on-demand” access to a large toolkit of digital resources and assistive technologies, all of which can be used proactively by students to support their studies. **This is demonstrated through:**

The development of a new “Mental Health and Wellbeing” toolkit which provide access to suite of information, resources and guidance related to maintaining positive mental health.

The new “Ally” software application embedded within Blackboard enables all students to access learning resources in any digital format that they wish

The Library+ area on Blackboard enables students to access a huge suite of digital e-resources and support applications such as Scholar, ClickView and Digital Theatre Plus.

The College's Professional Support teams and curriculum teams are very effective at reflecting on and evaluating their impact on the outcomes and experiences of students. **This is demonstrated through:**

The delivery of a systematic review, redesign and follow-up review of student support that involved both staff and students stakeholders.

The consultation with, and collaboration between, support teams and representatives from the Students' Association on step-change and enhancement projects e.g. new Website and whole-college support review.

A review and redesign of the College's Quality, Learning Technologies and Organisational Development teams to ensure more effective and strategic long-term development of teaching staff.

The development of a new Student Information Portal (SIP) to help teaching staff better support students by providing them with access to all essential student information in one single dashboard.

The College is particularly effective at supporting the needs of learners who have specific additional support requirements. **This is demonstrated through:**

A significant improvement in the outcomes for care experienced learners. One reason for this is the access to funding support as quickly as possible, applications from care-experienced students are fast-tracked, rather than leaving them in the queue which can take around 4 weeks to be assessed and awarded.

Each student has a named academic tutor with whom they can form a meaningful and effective relationship conducive to supporting a positive outcome and College experience.

The Learning Technologies Team have provided learners with access to a wide range of digital services and assistive technologies to support learning, teaching and assessment including the new Blackboard Ally service.

The creation of a Student Advice Centres for all main campuses has been highly effective at improving access to vital support services.

The Student Advice and Support team work effectively with several key partners, including the Aberdeen City and Shire Local Authorities corporate parenting, safeguarding, schools and social care teams to establish effective networks with 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' and "Discover" sessions which are held over the spring and summer months for a range of students with additional support needs.

Drop-in sessions, workshops and targeted whole-class interventions for key skills such as numeracy, maths, communication and IT which are tailored to individual learning needs.

Areas for development:

However:

Whilst the implementation of the new whole-college approach to student support has been successful, there are improvements to be made in the execution and delivery of services to support learning at each campus. These include:

- 2.4.1 Not all curriculum teams are making consistent and effective use of the online student support and safeguarding referral forms. Promoted staff should ensure that Lecturers closely supervise the progress of their students, provide formative feedback and relevant support, and refer them on to the SAS Team when required.
- Student outcome is still low in certain curriculum areas. Curriculum Managers must ensure student support is delivered in a strategically planned and targeted manner across each campus where data tells us that it is most needed.
 - Not all teaching staff are entirely comfortable or confident delivering academic tutoring. Curriculum Managers must use the iCon system to identify individual training needs and encourage Lecturers to adopt more enterprising and proactive approaches to building their capacity in this area.
 - The process of sharing information about students and “closing the loop”.
 - The process of attendance monitoring is labour intensive and isn't dynamic. This process should be reviewed to find efficiencies and improve access to information to help support the student better.
- 2.4.2 Although substantial improvement has been made in the way in which students are supported whilst at College, the demand placed on staff in relation to managing and supporting students' mental health and safeguarding needs is becoming increasingly challenging. The following should be done to address this:
- Establish a cross-college safeguarding forum to enable sharing of good practice, development of safeguarding knowledge and evaluation of lessons-learned following incidents.
 - Focus work on gender based violence and raising awareness around “Respect” to help staff and students to feel more able to report instances of abuse or violence.
 - Build on the success of the student mental health agreement and the “Live well, Learn well initiative to better embed access to health and wellbeing services and improve student access to preventative information, advice and guidance.
- 2.4.3 While significant improvements have been implemented in the way that full-time students attending our main campuses are supported, further thought is required regarding how part-time students and those attending our Learning Centres and outreach locations can be better supported.
- 2.4.4 Engagement with the Students' Association (and the wider student body) in the review, evaluation and co-design of support services has not been as effective or consistently adopted as desired.
- Whilst significant consultation has occurred, via Course Committee Meetings, Focus Groups and annual survey, not enough has been done to form real co-design partnerships to ensure that the student voice is at the heart of all support planning and evaluation.

LEADERSHIP AND QUALITY CULTURE

How good is our leadership and approach to improvement ?

1.1 – Governance and leadership of change

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 AY2018-21.

The creation of a set of strategic objectives linked to national Scottish Government and SFC priorities and local CPP priorities for Aberdeen City and Shire.

The volume and proportion of Credits delivered to learners enrolled on STEM courses in AY2018-19 was 29% of the College's total activity.

Curriculum teams reflect on priorities effectively 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 CPPs, 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 which, amongst other activities, drives further the ambitions of DYW regionally.

The College works with strategic partners to ensure a coherent approach to the delivery of Foundation Apprenticeships.

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 as key evidence which is analysed as part of the Annual Programme Review process.

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 highly 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.

Highly effective operation of Board and Committee Meetings and a robust 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. 86% of full time learners, an increase of 2% in comparison to the previous year, and 84 of part time learners, increase of 4% on the previous year, were 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 the 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 CPPs at Regional Chair and Senior management level, the creation of a regional skills strategy, membership of Opportunity North East and the development of the Regional Learning and Skills Partnership driven by the College.

Areas for development:

However:

- 1.1.1 Achievement of the SFC Credit Target remains challenging for the College and the Regional Board should continue to monitor this closely and determine strategies in relation to the setting and achievement of SFC credit targets.
- 1.1.2 Although College targets are realistic and stretching, in some cases not all targets are met each year and performance against Early Withdrawal targets is largely static 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.
- 1.1.3 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:

The College has a strong culture of quality improvement and enhancement that leads to improvements across curriculum and support service provision. Staff and learners engage well in evaluation and analysis processes, and leadership of evaluation arrangements is effectively embedded throughout the organisation.

All managers direct and support staff well in engaging in the evaluation to plan for improvement. A robust approach is implemented. **This is demonstrated through:**

Course Committee Meetings, 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 effectively with academic teams through the Peer-Led Reviews and feedback is given to curriculum teams that may help inform future planning.

Managers embrace a culture around reflective practice and evaluation through Annual Programme Reviews to discuss course design, performance and achievement with learner representatives.

Managers ensure that evaluative processes are led effectively 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 Managers ensure enhancement plans from self-evaluation activities are actioned throughout the year and this supports improvement for learners.

All Managers evaluate feedback from internal audits and address any actions to support improvement.

All 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 target and these are shared with curriculum teams.

Self-evaluation activity undertaken across all curriculum and support teams augment the College's Evaluative Report and Enhancement Plan. During AY2018-19 significant progress was made across all areas for development identified in the College's Enhancement Plan. Forty three of the forty eight actions were either completed in full, or significantly progressed that they are no longer considered a development action. Only five of the areas for development have been carried forward to AY2019-20.

Directors and Managers, in both curriculum and support areas, lead the evaluation process effectively by reviewing service on a continuous basis throughout the year.

Improvements are implemented through normal working practice, and also through our formal quality processes, to include complaints, focus groups; internal audits, lesson observations and student satisfaction surveys. Evaluation of action plans for focus groups, internal audits, external verification visits and external partner feedback are undertaken throughout the academic session and this is monitored by the Quality Team. During AY2018-19 forty nine student focus groups were undertaken, covering 5 different themes. In total, 99 actions were identified and addressed, feedback was provided to learners on improvements made, or planned for the future.

The majority of managers demonstrate strong leadership leading to robust analysis of intelligence and data to support effective continuous self-improvement. The College produces an annual KPI report, to include benchmarking data against the sector, which is shared with teams. This encourages networking opportunities and internal benchmarking. The College also directs and supports managers very well in the use of corporate data in a number of ways. **This is demonstrated through:**

The creation of an internal dashboard, producing live KPI data to allow continuous review of performance across all curriculum areas.

A designated area available for all staff to view the SFC KPI data tools, which is easily accessibility and promotes efficiency in completing statistical reports, benchmarking exercises, analysing trends and in continuous review against sector achievements and targets. This all informs future planning for improvement in service delivery and outcomes for learners.

Team Performance Review meetings were held twice annually in the City campuses and four times throughout the academic session at the Fraserburgh campus. KPI data was presented by the teams to senior management, promoting meaningful discussion and identification of actions in-year, particularly around poor performing courses. This collaborative approach to evaluation and data sharing within the organisation promotes meaningful engagement with all levels of staff up to senior management.

(Fundable Finance Source Data)

In AY2018-19 the College saw an increase of 4.38% in complete success for the College overall. Four of the 9 faculties achieved an increase in overall success with 3 producing a marginal decrease. The Business & Community Development faculty achieving a significant 15.39% increase in overall success. Overall FE saw a 6.74% increase overall and part time FE 9.53% increase. Full and part time HE saw a significant decrease of 5.05% full time; 12.28% part time.

College managers also lead on the evaluation of student satisfaction very effectively. The First Impressions Survey data is a measure of initial satisfaction of College induction and services. The overall 93% satisfaction for AY2018-19, (92% AY17-18), still remains consistently high across the College. The Student Satisfaction & Engagement Survey achieved an overall satisfaction of 86.07% in AY2018-19, 2.14% higher than the previous year.

The Scottish Funding Council set a college participation target rate of 50% for the 10 mandatory questions presented in the Student Satisfaction & Engagement survey. The target was achieved for both FE and HE full time learners with a 2.96% increased participation rate achieved for the FE learners and 9.2% increase for the HE learners. Although below participation target for the part time learners a significant increase of 19.39% participation was achieved for PT FE and 20.41% for HE learners. The participation was significantly below target for the Distance/Flexible learners, this is however a common theme across the sector and therefore an issue for all colleges in Scotland.

- Full time FE – 57.79% (AY2017-18 - 54.83%)
- Full time HE – 50.91% (AY2017-18 - 41.71%)
- Part time FE – 37.49% (AY2017-18 - 18.10%)
- Part time HE – 29.63% (AY2017-18 - 9.22%)
- FE Distance/Flexible – 5.3% (AY2017-18 - 5.45%)
- HE Distance/Flexible – 0% (AY2017-18 - 0%)

The improvements in participation rates over the last 2 years demonstrates the effectiveness of leadership across College on the management of this activity. This then leads to effective analysis and evaluation of findings across all course and service delivery.

The Students' Association and SPARQS facilitated an Engagement Workshop which focused on sourcing feedback from College staff and the student body to help shape the new Framework & Engagement Toolkit. The workshop was well attended with representation from students, curriculum and support staff and managers across the College. The workshop also supported the implementation of the Partnership Agreement with student input shaping new initiatives within the College.

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

The College had a well-established DYW Regional Collaborative Group which comprised of senior officials from the College, both local Universities, the two Local Authorities, SFC, SDS and SQA, and this group worked collaboratively together to ensure that all 39 recommendations of the Commission for Developing Scotland's Young workforce are being given the appropriate focus in the Region. At the time of writing, the continuation of the DYW Regional Collaborative

Group was being considered by the Regional Learning and Skills Partnership (RLSP) group, jointly chaired by NESCol and SDS. The purpose of the RLSP is to ensure, through effective and strong partnership working, that the skills requirements of individuals and employers are fully met and that the skills system contributes to improved performance and productivity in the North East of Scotland.

The RLSP provides a strategic forum for partners to identify and discuss key issues relating to skills in the North East and provide oversight of the implementation of the [Regional Skills Strategy Aberdeen City & Shire and will:](#)

- Provide a strategic forum for the identifying, discussing and agreeing collective action to address the skills challenges and opportunities in the north east of Scotland;
- Identify the key evidence required to ensure that skills investment is informed by employer demand and learner needs, and take agreed actions to fill any identified gaps in evidence;
- Provide strategic insight and challenge to ensure that skills investment is aligned with the needs of the regional economy and learners;
- Support the implementation, progress and evaluation of work specific to the fulfilment of the key priorities in the [Regional Skills Strategy Aberdeen City & Shire and associated action plan.](#)

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

All curriculum teams incorporate DYW activity into their planning process to ensure clear progression pathways to further or higher education are effectively planned. This process is effectively led by College managers.

The School Liaison Manager works very well with all 22 schools across the region in planning activity and working closely with curriculum teams to implement improvements agreed. **This is demonstrated through:**

Foundation Apprenticeships – routes into and from them are considered in planning – prioritising the curriculum decisions to ensure that the primary focus is to prepare young people for the world of future work – supporting career path planning. Consideration is also given to the FA Frameworks offered, to ensure access to local work based learning opportunities with employers who are able to provide career pathways to participants.

NIF Priorities are taken into account in planning, especially “Improvement in employability skills and sustained, positive school leaver destinations for all young people.”

STEM - courses that promote skills development in the associated areas are prioritised.

Gender Balancing courses that promote gender balancing are prioritised, in particular taster courses such as Boys Care Too to encourage young people of all genders into sectors where there is a gender imbalance.

A diverse School College Links curriculum is provided to include courses at a wide variety of levels suitable for all types of learner and future pathways, delivered in a variety of settings ensuring access to courses for pupils from all backgrounds and circumstances.

During Academic Year 2018-29 we have introduced “Discover NESCol” taster courses to promote the opportunities available to a younger cohort of pupils. These programmes included Environmental and Science focused activities being delivered in school settings to primary school pupils, and a range of 2 day experiences in a variety of subject areas to BGE pupils.

A wide range of two day taster courses in all subject areas are made available to all local schools to support pupils in making future course and career pathway choices.

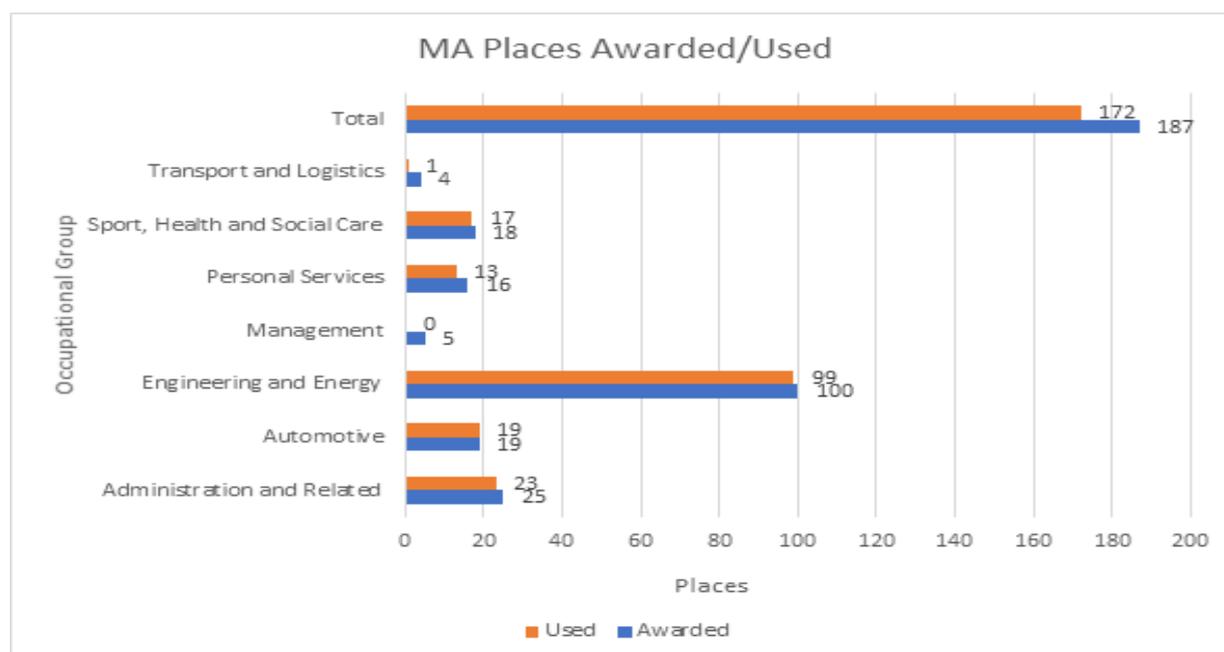
A Transition Link course is made available to pupils with ASD each year. This part time College Certificate course supports pupils within the target audience to make the transition successfully from school to full time College provision at FE and HE level.

Transition courses for learners working at SCQF Level 2 and 3 are designed to act as a preparation for full time supported learning studies.

Dedicated area of public website covering all School College Links activity with information directed towards pupils, parents and school staff.

Student Ambassadors – current and former Foundation Apprentices in particular have been utilised at a number of events to share their experiences as a means of promoting the opportunities available.

A focus on developing and raising the awareness of Modern Apprenticeship opportunities has led to a significant growth in this type of provision. Final numbers of places used in AY2018-19 :



The engineering numbers are the most successful sector for the College, and give the most return in funding per candidate. Overall performance for the year was 68%, mainly due to apprentices leaving the programme before completion.

The College has also made improvements in the Outcome Agreement targets set for care experienced and disabled students, (see full details in section 3.2) this was achieved through effective partnership working.

The College complies with its duties under The Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Order 2015 and the Climate Change (Scotland) Act 2009. The latest report for North East Scotland was submitted, on time, in September 2018. The College has monitored greenhouse gas (GHG) emissions throughout each year now dating back to 2009.

In AY2017-18 total emissions for North East Scotland College were 3,440 tonnes of CO₂e. The College has achieved an excellent 28% reduction in absolute emissions since AY2015-16. This is the joint second highest reduction achieved across the whole of the FHE sector. To give some context, within the same period total FHE Sector GHG emissions reduced by 11% and the average reduction for a college was 17%.

North East Scotland College has fully committed itself to achieving and maintaining the international standards bsi ISO 14001 and bsi ISO 50001. The results of these commitments are evident through the external audit process with the College constantly achieving outstanding audit reports with no noted observations, non-conformities or actions to report. Reports of this standard reflect on the highly effective work that is carried out throughout the College Campuses. North East Scotland College is leading the way, and is at the forefront, of the attainment of such standards throughout Scotland and the UK within both Universities and Colleges.

The College's Environmental and Sustainability manager is responsible for ensuring that staff, including managers, lecturers, technical staff and contractors, operate in accordance with the College's Environmental and Sustainability standards. The manager works with all departments to ensure the College meets the legislative requirements and demonstrates continual improvement.

A systematic approach to environmental management provides the College with information to build on success whilst creating further options for contributing to sustainable development. This is demonstrated through:

- Protecting the environment by preventing or mitigating adverse environmental impacts
- Mitigating the potential adverse effect of environmental conditions to the College
- Assisting the College in the fulfilment of legal compliance obligations
- Enhancing environmental performance
- Achieving financial and operational benefits that can result from implementing environmentally sound alternatives
- Communicating environmental information to relevant interested parties.

The implementation of the standards ensures the College not only meets but exceeds all associated legislation and continues to demonstrate best practice in all areas of environmental sustainability and energy management. The College will continue to maintain the standards at this exemplary level ensuring that we continue to be leaders throughout the sector.

The College introduced a section into the AY2018-19 Faculty and Support team self-evaluation reporting process to capture the activities each team has undertaken to improve its environmental and social sustainability performance. This information is now considered at a senior level at the new Sustainability Committee which introduced for AY2019-20. The purpose of the Committee is to promote an ethos of environmental and social sustainability in all aspects of College business. It will act as an enabler in meeting the targets set in the College's Carbon

Management Plan and provide a forum for ensuring best practice across the College. It will report to the Senior Executive Team (SET) and Leadership Team. The proposed work to be undertaken will enable the College to meet its obligations with regard to the Climate Change (Scotland) Act 2009, the Environmental Association for Universities and Colleges (EAUC) Sustainable Development Goal (SDG) Accord, and the College's Outcome Agreement with the Scottish Funding Council (SFC).

The College has formal articulation routes established with seven universities, and also a range of agreements with the Open University. Although the students articulating from HNC into year 2 of a degree programme has fluctuated over the last 3 years the HND to year 3 articulation has steadily increased, with a significant increase worth noting with the Robert Gordon University.

NESCol Student Articulation						
University	HNC to Year 2			HND to Year 3		
	15-16	16-17	17-18	15-16	16-17	17-18
University of Aberdeen	-	1	4	11	17	20
Abertay University	-	2	1	16	11	11
Glasgow Caledonian University	2	1	3	4	4	8
Napier University	6	5	2	12	9	8
Queen Margaret University	1	-	-	2	3	7
The Robert Gordon University	57	48	51	284	359	399
University of the Highlands and Islands	1	1	2	12	22	9
Grand Total	67	58	63	341	425	462

Areas for development:

However:

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

- 1.4.1 Improving connectivity between curriculum planning and understanding, and meeting regional need to enable us to determine appropriate credit targets which can be realistically achieved
- 1.4.2 Continue to improve outcomes for learners as measured through KPIs by implementing a more detailed and robust analysis of KPI trends in some curriculum teams and compare with national benchmarking data.
- 1.4.3 Refocus the College's external engagement activities to ensure they 'add value' and support improvements.
- 1.4.4 Although good progress has been made on the leadership of evaluation leading to some improvement further impact on College performance and outcomes for learners is required.

1.4.5 Although the College has a very good systematic approach to environmental management, student and staff awareness and participation could be improved.

1.4.6 In support of ongoing DYW aspirations, the College should consider opportunities to engage with younger years in schools.

SOURCES OF EVIDENCE

- [Strategic Plan 2018-2021](#)
- [Annual Priorities 2019-20](#)
- Regional Outcome Agreement
- [Respect](#) promotional materials
- [My NESCOL](#) (student information)
- [Faculty Management Framework & Toolkit](#)
- Courses for concern spreadsheets
- [North East Scotland Aberdeen & Aberdeenshire Pathways](#)
- [Full Time Prospectus](#)
- [Part Time & Distance Learning Course Guide](#)
- [Student Engagement Action Group \(SEAG\) Partnership Agreement](#)
- [A Framework & Toolkit to Advance Student Engagement](#)
- [Framework for Working with Schools](#)
- [Framework for Supporting Students](#)
- [Regional Skills Strategy Aberdeen City & Shire](#)

OUTCOME AGREEMENT MEASURES

The following tables provide trend data on a number of the key measures included in the College's Outcome Agreement. The measures relate to the areas covered in the Evaluative Report section of this document, however it should be noted that the following data has been calculated in line with SFC Technical Guidance for the Outcome Agreement process and applies to only SFC-funded activity whereas the data contained in the narrative of this report will relate to all College activity. Data for 2016-17 and 2017-18 published by SFC. 2018-19 data is unaudited and unpublished at the time of writing. 2018-19 benchmarking data for Scotland will not be available until January 2020

National Measure 1 (a) – Volume of Credits delivered

Year	NESCol Credit Target	NESCol Credits Delivered	NESCol % Delivered
2016-17	137,153	138,195	100.8%
2017-18	138,161	136,266	98.6
2018-19	132,530	132,224	99.8

National Measure 1 (b) (i) - 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
2016-17	70,074	50.7	28,879	20.9	46.6	21.5
2017-18	66,751	49.0	27,483	20.2	TBC	TBC
2018-19	63,157	47.8	26,244	29.6	TBC	TBC

National Measure 1 (b) (ii) - Volume and proportion of Credits delivered to full-time 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
2016-17	1,491	1.1	938	0.7	TBC	TBC
2017-18	2,221	1.6	1,127	0.8	TBC	TBC
2018-19	1,310	1.0	943	0.7	TBC	TBC

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
2016-17	7,130	5.2	17.2%
2017-18	2,928	2.1	TBC
2018-19	2,803	2.1	TBC

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

Year	Male Credits		Female Credits		BME Credits		Disabled Credits		Care experienced Credits	
	No.	%	No.	%	No.	%	No.	%	No.	%
2016-17	67,268	48.7	70,860	51.3	5,857	4.2	23,608	17.1	1,314	1.0
2017-18	66,844	49.1	69,331	50.9	6,125	4.5	26,699	19.6	1,210	0.9
2018-19	64,649	48.9	67,439	51.0	6,861	5.2	28,286	21.4	731	0.6

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			
2016-17	66.2	4,001	65.3
2017-18	66.6	4,058	66.1
2018-19	64.8	4,111	TBC
Part-time FE			
2016-17	71.2	5,837	77.1
2017-18	69.0	4,371	78.2
2018-19			TBC
Full-time HE			
2016-17	75.0	2,847	71.6
2017-18	74.1	2,634	71.3
2018-19	72.2	2,381	TBC
Part-time HE			
2016-17	80.1	1,280	78.6
2017-18	79.5	936	80.4
2018-19	66.3	903	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)			
2016-17	63.5	255	62.0
2017-18	75.8	66	TBC
2018-19	60.0	75	TBC
Part-time FE (MD10)			
2016-17	55.9	338	73.8
2017-18	45.2	146	TBC
2018-19	41.8	469	TBC
Full-time HE (MD10)			
2016-17	66.3	83	68.5
2017-18	66.7	24	TBC
2018-19	72.0	25	TBC
Part-time HE (MD10)			
2016-17	76.7	30	73.4
2017-18	100.0	19	TBC
2018-19	80.0	15	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			
2016-17	66.2	4,001	65.3
2017-18	66.6	4,058	66.1
2018-19	64.8	4,111	TBC
Part-time FE			
2016-17	71.2	5,837	77.1
2017-18	69.0	4,371	78.2
2018-19			TBC
Full-time HE			
2016-17	75.0	2,847	71.6
2017-18	74.1	2,634	71.3
2018-19	72.2	2,381	TBC
Part-time HE			
2016-17	80.1	1,280	78.6
2017-18	79.5	936	80.4
2018-19	66.3	903	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)			
2016-17	63.5	255	62.0
2017-18	75.8	66	TBC
2018-19	60.0	75	TBC
Part-time FE (MD10)			
2016-17	55.9	338	73.8
2017-18	45.2	146	TBC
2018-19	41.8	469	TBC
Full-time HE (MD10)			
2016-17	66.3	83	68.5
2017-18	66.7	24	TBC
2018-19	72.0	25	TBC
Part-time HE (MD10)			
2016-17	76.7	30	73.4
2017-18	100.0	19	TBC
2018-19	80.0	15	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			
2016-17	60.0	65	56.8
2017-18	51.3	39	TBC
2018-19	60.0	30	TBC
Part-time FE			
2016-17	60.4	346	63.1
2017-18	72.8	504	TBC
2018-19	69.4	392	TBC
Full-time HE			
2016-17	-	0	62.8
2017-18	-	0	TBC
2018-19	-	0	TBC
Part-time HE			
2016-17	100	1	73.0
2017-18	-	0	TBC
2018-19	-	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			
2016-17	34.7	72	52.5
2017-18	48.9	47	TBC
2018-19	60.0	30	TBC
Full-time HE			
2016-17	75.0	8	65.4
2017-18	51.7	29	TBC
2018-19	-	0	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			
2016-17	63.1	2,251	62.4
2017-18	63.2	2,277	TBC
2018-19	65.7	2,060	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
2016-17	482	670	71.9	TBC
2017-18	508	793	64.1	TBC
2018-19	TBC	TBC	TBC	TBC

Grading Outcomes

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

Principle	Grade	Justification
<p>Outcomes and impact: How good are we at ensuring the best possible outcomes for all our learners?</p> <ul style="list-style-type: none"> • 3.1 Wellbeing, equality and inclusion • 3.2 Equity, attainment and achievement for all learners 	<p>Good</p>	<p>The College's inclusive culture and equality-related activities help promote, celebrate and support the ethos of inclusion with the College community. The arrangements for improving attainment work well for those who experience barriers to learning, significant improvements in outcomes were achieved for our care experienced students in AY2018-19, 15% increase for full time learners. Part time learners with a declared disability increased their success by 16% in comparison to the previously year and 11% higher than students with no declared disability. The College however still has relatively poor outcomes for Full time students with a declared disability and full time and part time students with a disclosed mental health condition. The College will continue to focus on outcomes for all learners experiencing barriers, in particular students with declared disabilities and mental health conditions. The College will continue to review strategies to deliver effective access and inclusion for all learners and improve the use of equalities data to ensure early interventions are implemented to improve learner outcomes.</p> <p>Retention rates for FE level programmes [full time and part time] combined have performed well, with a small but steady decrease over the last 3 years. Retention rates for full time FE, early and further withdrawal, has slightly increased over the last three years, but complete success has decreased by 2.1%.</p> <p>The College has performed less effectively with retention and attainment rates on HE level programmes with a steady decline in complete success for the full time learners, 2.9% in comparison to last year and 4.9% over the last 3 years.</p>

		<p>Part time HE learners have also significantly decreased in success, 13.9% from the previous year and 12.3% over the last 3 years.</p> <p>Curriculum teams have clear arrangements in place to incorporate essential skills development within programmes and attainment levels are high across the majority of faculty teams overall. The College will continue to improve learner success rates at full time FE and HE level, in particular focussing on part time HE provision.</p> <p>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 and success by age group for full time learners.</p>
<p>Leadership and quality culture: How good is our leadership and approach to improvement?</p> <ul style="list-style-type: none"> • 1.1 Governance and leadership of change • 1.4 Evaluation leading to improvement 	<p>Very Good</p>	<p>Leadership and management in the College is strong, 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 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 on priorities taking an evidence based approach when planning programmes. The College will continue to improve connectivity between curriculum planning and meeting the regional need to ensure appropriate credit targets are determined which are realistic and achievable.</p> <p>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 will continue to review and improve evaluation approaches which lead to improved outcomes for learners.</p>

		<p>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 regional stakeholders through a revised stakeholder engagement plan.</p>
<p>Delivery of learning and services to support learning: How good is the quality of the provision and services we deliver?</p> <ul style="list-style-type: none"> • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Services to support learning 	<p>Very Good</p>	<p>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. The College will continue to improve curriculum design, curriculum delivery, staff training that supports dynamic teaching through a more strategic and collaborative approach, improving the use of data to inform planning for improvement. The College will also increase stakeholder engagement opportunities by capitalising on its recently acquired STEM assured status.</p> <p>Across the College, teams plan effective programmes and assessment methods to support successful outcomes. Delivery of active and engaging learning, teaching and assessment activities has produced increased outcomes in the majority of curriculum areas. The increased use of digital collaborative and e-assessment tools has enhanced efficiency and student experience. Teams also use work-based learning activities and essential skills effectively to develop employability and support progression. The College will continue to work effectively with key stakeholders to further develop coherent progression pathways.</p> <p>AY2018-19 has been a transitional year for the College in the implementation of the new whole-college approach to student support. The whole-college model has provided a more integrated, targeted and impactful support service that has improved communication and partnership work between the student,</p>

		<p>curriculum and student support teams. The College will continue to build on this support model through the implementation of the new Student Information Portal (SIP) which will capture individual student support needs and assist with early support interventions. The College will continue to develop 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.</p>
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Capacity to Improve Statement

The College has a long standing positive culture of continuous improvement, to meet learner needs and support successful outcomes. The whole-college approach to improving support and outcomes for our learners continues to augment our Good to Great Journey of 'Towards Excellence'.

There are highly effective governance arrangements in place with the College's Regional Board, Principal, Senior Executive 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. Curriculum and support structure reviews, implemented over the last two years, are an example of the College's commitment to improving services for staff and learners. The actions identified in the College's Enhancement Plan will ensure the services continue to be monitored and evaluated to determine success and impact for our learners.

The College will continue its journey towards excellence further by implementing a new dynamic, strategic approach to learning and teaching practice and staff development. The Professional Standards for Lecturer's in Scotland's Colleges will be embedded in all future training and quality activities across the College. 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.

Externally the College will continue to build on successful employer and stakeholder partnerships to review our curriculum portfolio. In doing so we will extend our capacity to be responsive and meets the regional demand for new and innovative progression pathways.

The College will continue to build on the productive partnership it has in place with the Students' Association and further strengthen the learner voice across the College.

The College has strong and effective services to support learning with a wide range of innovative approaches which are captured in the College's Access and Inclusion Strategy, Gender Action Plan and Equality Outcomes. The new 'Respect' campaign will further support the learner journey and promote a culture of equality across the College.

The College continues to identify Annual Priorities that are linked to improving the learner experience, external engagement, developing our workforce, delivering quality and building sustainability. The College has identified appropriate areas for improvement that will support our capacity to improve. The implementation of identified actions will be achieved through a whole-college approach with all curriculum and support staff contributing to the achievement of the College Enhancement Plan.

Enhancement Plan 2019-20 to 2021-2022

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 previous 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 Priorities AY2019-20 (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					
No.	Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
1.	The College will continue to raise the profile of equality, access, inclusion and diversity across all campus and teams. The use of equalities data to support attainment for all students will be improved.	<p>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.</p> <p>To ensure the use of equalities data informs early interventions and to ensure all groups are represented and have equal opportunity for success.</p> <p>Improve outcomes for all groups of students – including those with</p>	<p>Vice Principal – Curriculum and Learners to lead on the development of a whole-college awareness-raising initiative based on the theme of 'respect'.</p> <p>Source data and apply it to inform of any under-represented groups and identify interventions to widen access.</p> <p>Develop use of equalities data to assist with identification of groups with poorer success and identify</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p>	<p>ES QI 3.1.1, 3.2.1, 3.2.2, 3.3.3, 3.4.4, 3.2.5</p> <p>SO 1.1, 1.2, 2.4, 4.1, 4.2, 4.3, 4.5, 4.10</p> <p>AP6, 12, 15, 17</p> <p>EO 2.3</p>

		protected characteristics and other targeted groups. Improve outcomes for those with mental health conditions.	interventions to improve experience and outcomes. Improve early withdrawal for all learners targets by curriculum and support teams working closely together in identifying those students at risk quickly after their enrolment. Develop College-wide strategies for supporting students with declared mental health conditions.		
2.	The College will identify areas for improvement more quickly and effectively through improved use of data analysis in some teams.	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.	September 2019 – August 2020	SO 1.1, 4.1, 4.2, 4.3
3.	The College will ensure that attainment rates improve for all students including learners with disabilities and focussing on curriculum areas where attainment is poor.	Closing the attainment gap for learners with declared disabilities that will assist in improvement of outcomes for learners. Improve attainment rates for all students. Improve attainment in those courses where it has been particularly and/or consistently poor.	A detailed analysis of equality data to be carried out by curriculum teams with more effective learning support to address areas of low attainment. Deploy the new student information portal as a means of identification and management of vulnerable students. Intensify review of poorly performing courses, to support interventions and improve experience and outcomes.	September 2019 – August 2020 2021 ongoing to 2022	ES QI 3.2.1, 3.2.2, 3.3.3, 3.4.4, 3.2.5 SO 1.1, 1.2, 4.1, 4.2, 4.3, 4.5 AP4, 16, 17 EO 3.1, 3.2, 3.3, 4.1, 4.3

Delivery of learning and services to support learning					
No.	Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
4.	The College will transform and improve learning, teaching and assessment approaches to improve access and increase outcomes.	<p>To ensure that through the Heads of Faculty and their Managers, curriculum teams are delivering engaging lessons.</p> <p>Improve the awareness with Lecturers and managers of the impact their practice has on their student outcomes.</p> <p>A focused, college-wide initiative, that raises awareness of evidenced-based, high-impact learning and teaching strategies to ensure consistency and high-quality delivery.</p>	<p>Developing and delivering a plan for NESCol @ Fraserburgh Campus and NESCol @ Altens Campus.</p> <p>Introduce a Learning and Development Action Team to lead on the initiative.</p> <p>Introduce a new standardised approach to curriculum/course design that embraces collaborative, student-focused design-thinking principles.</p> <p>Ensure that evidence-based approaches to curriculum delivery, such as Universal Design for Learning, and Visible Learning are promoted and incorporated into Lecturer career development.</p> <p>Devise career "roadmaps" for Managers and Lecturers, underpinned by the Professional Standards and Jisc digital capabilities role profiles.</p> <p>Develop a programme of staff training resources in relation to the use of formative assessment, feedback to support learning and skills development.</p> <p>Roll out the use of Blackboard Grade Centre to all teams where appropriate.</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p>	<p>ES QI 2.3.1, 2.3.2, 2.3.5, 2.3.6, 2.3.8</p> <p>SO 1.1, 1.3, 2.1, 2.2, 2.6, 2.7, 4.1, 4.6, 4.7</p> <p>AP 1, 2, 3, 5, 6, 7, 11</p>

			Support transition fully digital approach to summative assessment, grading and feedback to be fully digital (where appropriate) by 2022.		
5.	The College will utilise positive relationships with stakeholders to ensure that the curriculum is responsive and meets customer need.	<p>Internal connectivity around Heads of Faculty and Curriculum Managers.</p> <p>Regional connectivity around key partners in the public, private and third sectors.</p> <p>Greater understanding of the regional demand.</p> <p>Improved partnership working leading to better outcomes.</p>	<p>Review stakeholder engagement plan and broaden the external penetration of Leadership Team across regional partners.</p> <p>Implementation of enhanced engagement approaches with key partners.</p> <p>Improve the sharing of information by some managers to ensure all staff are well informed of local, regional and national priorities.</p> <p>Create a set of curriculum design principles to enable curriculum teams to plan and design learning.</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p>	<p>ES QI 2.2.1, 2.3.6, 2.3.7</p> <p>SO 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>AP 2, 9, 10, 11</p>
6.	The College will capitalise on its recently acquired STEM Assured status to increase engagement opportunities with relevant employers and stakeholders.	<p>Improved employer engagement.</p> <p>Better understanding of employer need.</p> <p>Greater uptake of STEM activities.</p>	<p>Engaging key partners within the STEM HUB.</p> <p>Increase STEM activity across primary and secondary schools.</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p>	<p>ES QI 2.2.2</p> <p>SO 1.1, 3.1, 3.2, 3.3, 3.4, 4.7</p> <p>AP 1</p>
7.	The College will work with its school partners to ensure a wider Senior Phase curriculum and improved engagement opportunities which optimise pathways appropriate to each Campus.	<p>Improved coherence between School need and college offer.</p> <p>Enhanced Senior Phase across region.</p> <p>Increased applications feeding into College.</p>	<p>Bring key stakeholders together to develop coherent progression pathways.</p> <p>Customer Relationship Management across regional schools.</p> <p>Improve internal communications using the Framework for Working with Schools.</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p>	<p>ES QI 2.2.3, 2.3.9</p> <p>SO 1.1, 1.3, 3.4, 3.5</p> <p>AP 8, 10</p>

8.	The College will improve monitoring of student progress in school link programmes to support improved outcomes.	Improved levels of student outcomes in terms of full and partial successes.	<p>The new Student Information Portal will be rolled out to all curriculum teams to enable student progress to be more robustly monitored and RAG rated, and relevant interventions put in place.</p> <p>More regular and robust student progress data should be provided to CQAT/WEG to ensure sufficient time and scrutiny is dedicated to this work at team level. Action plans should exist on SIP for each and every student who is not RAG rated green.</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p>	<p>ES QI 2.3.9 SO 1.2, 4.4, 4.5, 4.6, 4.10 AP 16, 17</p>
9.	The College will continue to work to improve innovative and enterprising approaches to the delivery of academic and pastoral support by academic tutors.	<p>Improve the experience of students; improve retention and positive outcome for students.</p> <p>Ensure that support needs are identified quickly and as early as possible to facilitate interventions leading to successful outcomes.</p>	<p>Develop Curriculum Management systems to improve student outcomes and support the roll out of the new "Whole College" support model.</p> <p>Provide increased levels of guidance, support and training in relation to the Academic Tutoring function to improve confidence in building effective relationships with students.</p> <p>Monitor the usage and impact of SIP and put in place any training and support required to ensure new process followed</p> <p>Continue to develop services to support and promote positive mental health and wellbeing among staff and students</p> <p>SSAT to implement the action, to monitor and ensure the consistency of</p>	<p>September 2019 – August 2020</p> <p>2021 ongoing to 2022</p> <p>End Jan 2020</p>	<p>ES QI 2.4.1 SO 2.3, 2.6, 2.8 AP 4, 17</p>

			academic tutoring and identify any training and developments needs.		
10.	The College will continue to support staff to manage and support students' mental health including developing effective approaches to providing support for part-time and outreach learners.	Build confidence and experience in staff so that vulnerable students can be supported more effectively. Improve outcomes. Improve the experience of part-time students and students attending centres outwith the main campuses.	Establish a cross-college safeguarding forum. SSAT to establish a working to look at how the College can support: <ul style="list-style-type: none"> • non-full time students • those students attending at outreach and learning centres And ensure that the student voice is heard at all College centres.	December 2019 June 2020	ES QI 2.4.2 AP4 ES QI 2.4.3 SO 2.5, 4.3, 4.5
Leadership and quality culture					
No.	Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
11.	The College will improve connectivity between curriculum planning and understanding and meeting, regional need to enable us to determine appropriate credit targets which can be realistically achieved.	Refreshed curriculum which meets the needs of the region. Development of medium and longer term strategy in relation to optimum size (credits) of College. Improved target setting. Realistic budget forecast.	Undertake research to better understand regional demand. Enhance credits forecasting process. Review and amend curriculum offer in response to labour market intelligence. Refocus the College's external engagement activities to ensure they 'add value' and support improvements	November 2019 - 2022	ES QI 1.4.1, 1.4.3 SO 1.1, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1, 5.5 AP11, 12
12.	The College will continue to improve outcomes for learners as measured through KPIs.	Improved retention and increased 'completed successfully' outcomes. Improved outcomes for curriculum areas causing concern.	Analyse Courses for Concern Reports	September 2019 – August 2020	ES QI 1.4.2 SO 4.2, 4.6 AP4, 16, 17

			<p>Data to better understand areas of improvement or decline, or those that have remained static.</p> <p>Development of targeted strategies.</p> <p>Implement a more detailed and robust analysis of KPI trends in some curriculum teams and compare with national benchmarking data.</p>	2021 ongoing to 2022	
13.	The College will consider opportunities to engage with younger years in schools in support of ongoing DYW aspirations.	Increasing opportunities for College staff to engage with pupils in Primary 7 and S1 and S2 across the region will enhance recruitment opportunities for the College and support the development of key employability skills to support progression to the workplace.	Increase the opportunities with schools, to engage with pupils in Primary 7, S1 and S2 across the region.	2019 ongoing to 2022	ES QI 1.4.6 SO 3.4, 3.5 AP 2, 11,
14.	The College will continue to improve approaches to evaluation leading to improvement to ensure that outcomes for learners improve.	<p>Delivery of planned improvements.</p> <p>Enhanced student partnership in the evaluative activities of the current self-evaluation model.</p>	<p>Review and modernise the curriculum and support self-evaluation process to create a collaborative and modern approach with a clear focus on impact.</p> <p>Train managers in “design thinking” methodology to enable them to support and facilitate an active and collaborative review workshops.</p> <p>Increase participation rates for student surveys, in particular to meet the SFC targets for SS&ES for PT and distance learners.</p>	<p>November/December 2019</p> <p>March/April 2020</p>	ES QI 1.4.4, 2.3.4 SO 2.5, 4.3, 4.6 AP 13
15.	The College will build on and improve a very good systematic approach to environmental management to ensure greater	To promote an ethos of environmental and social sustainability in all aspects of College business.	Introduce a new Sustainability Committee.	November 2019	ES QI 1.4.5 SO 5.6, 5.7 AP 14

	student and staff awareness and participation.	To act as an enabler in meeting the targets set in the College's Carbon. To provide a forum for ensuring best practice is captured and shared across the College.	Create a new Carbon Management Plan.	July 2020	
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Additional Enhancement Plan Actions to meet Annual Priorities for 2019-2020 not addressed above

No.	Area for Development (Developmental Driver)	Impact (intended difference to be made)	Planned Actions for Improvement	Deadline	Developmental Driver Code
16.	The College will improve the attractiveness and effectiveness of our community provision across the region and develop an improved range of flexible pathways for adult learners, families and those in the workforce who require upskilling.	Increased participant numbers leading to additional income and/or credits. Additional capacity for partners to support our activity delivery.	Review existing part time portfolio with Director of Marketing & Communications using latest LMI trend information. Promotion to include innovative payment options to increase accessibility for courses commencing August 2020. Support partner upskilling to widen the reach of the community offer across the region.	June 2020 June 2020	AP2
17.	The College will deliver a year of "Digital" improving digital skills across our workforce in support of the delivery of innovative learning and teaching and effective business management systems.	Grade visibility to students. Reduced printing costs. Increased student engagement. Efficient marking of assessments. Improved communication and collaboration.	Promote "Year of Digital 2020" starting with 2020 January Development Day with a Digital Theme. Encourage teaching teams to improve usage of Blackboard Grade Centre to store grades and feedback digitally. Increase usage of digital assessment and feedback tools. Continue rollout of Blackboard "Ultra" course view.	During Block 2 2019-20 & Block 1 2020-21	AP5

			<p>Improve digital accessibility of learning materials using Blackboard Ally.</p> <p>Promote use of Microsoft Teams to improve communication and collaboration across all teams.</p> <p>Reduce use of paper materials by using online tools to decrease printing by students.</p> <p>Increase use of Blackboard Collaborate to record classes and allow students who may have other commitments or experience extreme weather to still participate.</p> <p>Improved functionality of MyView to be introduced.</p> <p>Icon to be improved to facilitate better access and uptake.</p>		
18.	The College will continue to build on the strong strategic partnership with RGU through further development of the Two Plus Alliance.	<p>Support for financial sustainability and educational innovation for both institutions.</p> <p>Increase recruitment to degree link programmes.</p>	<p>Create a short-live working group to agree a way forward for the steering group.</p> <p>Create a set of key priorities for the alliance for 2019-2020.</p> <p>Engage the Joint Strategic Board in discussions about future closer collaboration.</p> <p>Grow degree link activity, with a view to increasing participation and enrolments.</p>	<p>December 2019</p> <p>January 2020</p> <p>February 2020</p> <p>July 2022</p>	AP9

			Identify commercial/industry facing opportunities for collaborative working.	July 2020	
9.5	The College will develop and deliver actions that will embed a whole-college ethos of environmental and social sustainability.	<p>Reduced carbon footprint for the institution.</p> <p>Students and staff will consider sustainability and environmental impact as part of curriculum and business process decisions.</p>	<p>Create new carbon management plan.</p> <p>Sustainability Committee will agree Communications Plan and promote issues of sustainability.</p> <p>2-3 sustainability projects/initiatives will be agreed and delivered each year.</p> <p>Sustainability impacts identified in all Enhancement Plans, linked to Sustainable Development Goals.</p>	July 2020	AP20



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Modern Slavery Act Statement	
Author: Peter D Smith, Vice Principal – Finance & Resources	Contributor(s): n/a
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to approve publication of the College's Modern Slavery Act Statement 2019.	
Linked to Strategic Goal:	
Linked to Annual Priority:	
Executive Summary: The Modern Slavery Act 2015 places a requirement on all businesses with an annual turnover in excess of £36M to publish an annual Modern Slavery Statement, approved by its governing body. A draft Statement is attached as Appendix1 to this paper.	
Recommendation: It is recommended that the Board consider and approve the publication of the College's Modern Slavery Act Statement, with any amendments, as appropriate.	
Previous Committee Recommendation/Approval (if applicable): Regional Board – December 2018	
Equality Impact Assessment:	
Positive Impact	<input checked="" type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>
Evidence: The publication of the Statement demonstrates the College's commitment to equalities, and human rights, particularly in the College's supply chain. The use of national framework contracts and membership of Electronics Watch give substantial assurance of this.	

North East Scotland College Modern Slavery and Human Trafficking Statement

Purpose

This statement demonstrates the commitment of North East Scotland College and its subsidiary companies to the principles of the [Modern Slavery Act 2015](#) and specifically to section 54 (1). This statement will be reviewed each financial year in accordance with clause 6 of the Modern Slavery Act 2015.

College Policy and Statement

North East Scotland College is committed to working towards the eradication of slavery and human trafficking. This document acknowledges the legislation and laws implemented by the Modern Slavery Act 2015 and details the steps that the organisation is taking to work towards the provision of the Act. We are committed to ensuring that there is no slavery or human trafficking in our organisation and supply chains. This statement reflects our commitment to acting ethically and with integrity in all our business relationships and to implementing and enforcing effective systems and controls to ensure slavery and human trafficking is not taking place anywhere in our supply chains.

Organisational Structure and Supply Chains

North East Scotland College is the Regional College for the North East of Scotland, comprising the City of Aberdeen and Aberdeenshire. It provides education to a wide range of learners from age 14 to adult.

The College's subsidiary organisations include: -

- Aberdeen Skills and Enterprise Training Limited, providing specialist training to the Oil and Gas Industry; and
- Clinterty Estates Limited, currently dormant.

The College has a number of suppliers for various parts of the organisation. These include: -

- Agency staff including teaching and business support;
- Business partners;
- Apprentice employers;
- External contractors including facilities management, cleaners, construction, and caterers;
- Suppliers of goods, services and materials for teaching and business support;
- Printing of College promotional materials; and
- Advertising, including digital and print.

The College has adopted the Advanced Procurement for Universities and Colleges' (APUC) Sustainable Procurement Code of Conduct and we refer to this in our procurement exercises. The Code has been used in APUC Framework Agreements since its inception in 2013. Through APUC, the College is an associate member of [Electronics Watch](#) (an independent monitoring organisation working to achieve respect for labour rights in the global electronics industry through socially responsible public purchasing in Europe).

Due Diligence Processes

The College is committed to ensuring there is transparency in our own business and in our approach to tackling modern slavery throughout our supply chains. We expect the same high standards from all of our suppliers, contractors and business partners, and this is assured through their agreement to follow College policies. We expect our suppliers to hold their own suppliers to the same high standards. We are satisfied from our own

due diligence measures that there is no evidence of any act of modern day slavery or human trafficking within our own organisation. The College's supplier approval process incorporates a review of the controls undertaken by the College's potential suppliers. The College will not knowingly support or deal with any businesses found to be involved with any acts of slavery or human trafficking. The College has a policy of zero-tolerance on matters of slavery and/or human trafficking and expects suppliers and associated businesses to comply with these values. The vast majority of the College's sources are from inside the United Kingdom and as such are less at risk of slavery and human trafficking issues. The College also has a policy for the protection of whistleblowers, to protect those raising the issue of slavery and human trafficking within the organisation or its suppliers. The steps we will take to further the goals of the Modern Slavery Act 2015 are: -

- Conducting risk assessments to determine which parts of the College and its suppliers are most at risk of modern slavery so that efforts can be focussed on those areas;
- Engaging with our suppliers to convey to them the College's position on modern slavery and to understand the measures taken to prevent modern slavery in their own businesses;
- Seek to introduce additional pre-screening measures for suppliers, where appropriate; and
- Publishing this statement and on the College's website to clearly display the College's support to end modern slavery.

Training, Awareness & Involvement

The College actively engages with the multi-agency Serious and Organised Crime (SOC) group, to assist in promoting best practice and ensuring inter-agency approaches in tackling SOC.

Staff involved in procurement of goods and services attend training on ethical procurement.

Responsibilities

The Regional Board has overall responsibility for ensuring that this policy statement and its implementation comply with our legal and ethical obligations. At an operational level, responsibility for the prevention of modern slavery within the College and its supply chain rests with the College's Leadership Team.. Managers at all levels are responsible for ensuring those reporting to them understand and comply with this policy statement.

Reporting Modern Slavery within the College or its Suppliers

The College's whistleblowing and safeguarding policies are intended to provide guidance on how concerns can be communicated to the organisation. Concerns about suspected modern slavery associated with the College or its suppliers may be reported by employees in this manner. The aforementioned policies apply to employees and are published on the College Intranet.

Communication and Awareness

This statement is displayed on the College website and on the College's Intranet, and all staff are required to read and indicate their understanding of it.

The Modern Slavery Statement will be reviewed annually by the College's Senior Executive Team.

Approved North East Scotland College Regional Board

October 2019



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Key Strategic Indicator Table	
Author: Pauline May, Director of Strategy & Planning	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To provide the Regional Board with information on the College's performance in AY2018-19 in relation to a number of Key Strategic Indicators (KSIs).	
Linked to Strategic Goal:	
4. Deliver an excellent learning environment and experience leading to successful outcomes for all learners.	
Linked to Annual Priority:	
Executive Summary: Attached for information as Appendix 1 is a copy of the Key Strategic Indicator Table referred to in the 'Measuring Success' section of the College's Strategic Plan AY2018-21. The Table has recently been updated with AY2018-19 actuals and AY2019-20 targets.	
Recommendation: It is recommended that the Board note the information provided.	
Previous Committee Recommendation/Approval (if applicable): The format of the KSI Table was approved by the Regional Board at its meeting in June 2018.	
Equality Impact Assessment:	
Positive Impact	<input checked="" type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>

STRATEGIC PLAN 2018-2021

KEY STRATEGIC INDICATOR TABLE

No.	Key Strategic Indicator	2015/16		2016/17		2017/18		2018/19		2019/20	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Activity Levels											
1	The total number of credits delivered	139,549	141,795	137,153	138,195	138,161	136,266	132,530	132,224	133,070	
2	The volume of core credits delivered		137,897	134,118	134,991	135,126*	135,126	130,070	130,070	2,460	
3	The volume of ESF credits delivered		3,898	3,035	3,204	3,035	1,140	2,460	2,154	135,490	
Learner Success											
Overall learner success rate (Incorporate level, mode, withdrawal and partial success measures)											
		2015/16		2016/17		2017/18		2018/19		2019/20	
4	FE Full Time	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	Learner Success	66%	67%	69%	66%	70%	67%	68%	65%	73%	
	Partial Success	10%	10%	10%	10%	9%	10%		11%		
	Early Withdrawal	8%	7%	8%	8%	7%	8%	5%	9%	6%	
	Further Withdrawal	16%	16%	13%	15%	14%	14%		16%		
5	FE Part Time	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	Learner Success	77%	71%	84%	71%	74%	69%	74%	57%	78%	
	Partial Success	18%	24%	11%	22%	15%	22%		28%		
	Early Withdrawal	2%	2%	2%	2%	5%	3%		8%		
	Further Withdrawal	3%	3%	3%	4%	6%	4%		7%		
6	HE Full Time	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	Learner Success	77%	76%	77%	75%	77%	74%	77%	72%	78%	
	Partial Success	9%	11%	8%	10%	8%	10%		10%		
	Early Withdrawal	3%	3%	4%	3%	4%	4%	5%	5%	6%	
	Further Withdrawal	11%	11%	11%	12%	12%	11%		13%		
7	HE Part Time	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	Learner Success	80%	80%	80%	80%	83%	79%	83%	81%	83%	
	Partial Success	16%	16%	18%	18%	15%	16%		12%		
	Early Withdrawal	1%	1%	1%	1%	1%	1%		2%		
	Further Withdrawal	2%	2%	1%	1%	1%	4%		5%		
Equality											
		2015/16		2016/17		2017/18		2018/19		2019/20	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
8	Overall learner success for learners studying for more than 160 hours		72%		71%		70%		67%		
9	Learner success rate for young students studying for more than 160 hours										
	Students between the ages of 16 and 19		58%		65%		69%		65%		
	Students between the ages of 20 and 24		21%		71%		71%		69%		
10	Learner success rate for students studying for more than 160 hours from areas of deprivation										
	SIMD10				61%		61%		56%		
	SIMD20				65%		65%		60%		
11	The learner success rate for males and females studying on programmes of more than 160 hours										
	FE Female		69%		68%		68%		62%		
	FE Male		66%		68%		67%		64%		
	HE Female		82%		80%		77%		77%		
	HE Male		72%		72%		73%		71%		
12	Percentage of Care Experienced Full Time students achieving a successfully recognised qualification										
	HE				75%		54%		N/A	76%	
	FE				72%		47%		69%	67%	
13	Percentage of Full Time students with a known disability achieving a successfully recognised qualification										
	HE						71%		70%		
	FE						65%		61%		
STEM Credits											
		2015/16		2016/17		2017/18		2018/19		2019/20	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
14	The volume of credits delivered to learners enrolled on STEM courses		45,294		41,653		43,637	48,590	38,651	48,779	
15	The proportion of credits delivered to learners enrolled on STEM courses		32%		35%		30%	35%	32%	36%	
Other Credits											
		2015/16		2016/17		2017/18		2018/19		2019/20	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
16	The proportion of credits delivered to learners between the ages of 16 and 19		52%		54%		51%	52%	49%	52%	50%
17	The proportion of credits delivered to learners between the ages of 20 and 24		21%		22%		21%	22%	20%	23%	21%
18	The proportion of credits delivered to learners in the most deprived 10% postcode areas		5%		5%		5%	6%	2%	7%	2%
19	The proportion of credits delivered to Male learners		48%				49%		49%	49%	49%
20	The proportion of credits delivered to Female learners		52%				51%		51%	51%	51%
21	The proportion of credits delivered to students with a known disability		15%				17%		20%	18%	21%
22	The proportion of credits delivered to students with Care Experience		1%				1%		1%	1%	2%
Learner Progression											
		2015/16		2016/17		2017/18		2018/19		2019/20	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
23	The percentage of successful learners achieving and sustaining positive destinations		92%				89%		95%		TBC
24	The number of successful learners achieving entry to university with advanced standing	474	390	484	482	484	508	500	TBC	500	
25	The learner success rate for full time students in their first year of study										
Sustainability											
		2015/16		2016/17		2017/18		2018/19		2019/20	
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
26	Non-SFC income as a percentage of turnover	34%	35%	34%	33%	32%	27%	27%	25%	27%	
27	Staff costs as a percentage of turnover	58%	61%	61%	60%	61%	57%	63%	51%	57%	
Please note that in some instances targets were not set											
* Includes 1,008 additional childcare credits											



Agenda Item 77-19

REGIONAL BOARD	
Meeting of 12 December 2018	
Title: Health & Safety Annual Report	
Presenter: Peter D Smith, Vice Principal – Finance & Resources	Author: Colin Beattie, Head of Health, Safety and Security
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To provide information to the Regional Board on health and safety arrangements in the College.	
Linked to Strategic Goal:	
Linked to Annual Priority:	
Executive Summary: The report attached as Appendix 1 provides information that demonstrates that the College has an effective health and safety management system in place to meet its obligations to students and staff.	
Recommendation: It recommended that the Board note the contents of the attached report.	
Previous Committee Recommendation/Approval (if applicable): Not applicable	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input checked="" type="checkbox"/>
Evidence:	

HEALTH & SAFETY ANNUAL REPORT

2019

The report aims to provide the Regional Board with details of the health and safety management system within the College. It summarises the College's organisation and arrangements in place to deliver its Health & Safety Policy and Health & Safety Strategy together with relevant performance data, including statistics and benchmarking in relation to both accidents reportable to the Health and Safety Executive (HSE) and non-reportable accidents.

The following report provides a summary of the key points relating to the health and safety function in the year to date. It also covers enforcement action and commentary on health and safety operations during the year including the following:

- Fire safety management
- Statutory compliance
- Audits
- Policy and legislation
- Accident benchmarking
- Health surveillance.

The College continues to make progress improving its health and safety performance and promoting a positive health and safety culture:

- The College has received no HSE Prohibition or Improvement Notices for this period.
- The College has been recertified to BS OHSAS 18001 for the next 3 years. This Management Standard has undergone a major review and has become an Internal Standard ISO 45001 from 2019 onwards.
- The College has made good progress towards migrating to the new Standard ISO 45001, having transitioned 60% - this is expected to be closed out during the next planned audit in February 2020.
- The College has continued to raise awareness of a range of health and safety issues throughout the year by the process of updates, meetings and procedural reviews.
- This report also provides a summary of work that is currently on-going or planned for the future. The College will continue to align its future health and safety activities to changes taking place within the sector and nationally.

Health and Safety Risk Management

Control of risk continues to be achieved through co-ordinated approach by all staff, which also includes robust management of contractors working for the College. To this end, the control of contractors is always in the forefront our health and safety thinking. Regular checks are undertaken with the regards to control of contractors on College sites with liaison taking place between the relevant Faculties, Facilities Management Team and the Health & Safety Department if and when contractors are on site.

Health and Safety inspections and audits are carried out throughout the year and there is a 100% completion rate of the Health & Safety Department's inspection programme.

No major non-conformances or statutory breaches were found during the inspections/audits.

1.1 Accidents

Table 1, Total number of accidents at NESCol

All Accidents	2015	2016	2017	2018	2019
	45	40	25	20	28

Table 2, Accidents reportable to the HSE

RIDDOR ¹	2015	2016	2017	2018	2019
	6	8	1	1	2

The accidents reported to the HSE under requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), involved:

- The injured person (IP) was working on a lathe, a fellow student slid a tail stock forward resulting in the IP finger pushing onto a sharp edge. IP attended Fraserburgh hospital for treatment. **(Fraserburgh Campus)**
- The injured person (IP) left his seat to discuss a question with a friend and caught his foot in one of the electrical floor boxes, which had the cover missing creating a small gap. IP was seen by College first aider who advised IP to visit the local A&E department, assessment identified a sprained ankle. **(Fraserburgh Campus)**

¹ RIDDOR is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013. These Regulations require those in control of premises to report specified workplace incidents.

Accident Incidence Rate (AIR)

The following is probably the most widely used formula for recording risk. It is defined as the number of accidents, in a period, per thousand of people at risk.

This allows a benchmark to be established for organisations with the same core business but differing numbers of staff and accidents.

$$\frac{\text{Number of accidents}}{\text{Average number of people at risk}} \times 1000$$

Table 3 Accident Incident Rates (AIR) at NESCol in relation to FE Sector Average

Incident rate per 1000 at risk

	2015	2016	2017	2018	2019
Accident Incidents Rates (AIR) at NESCol	2.14	1.90	1.19	1.10	1.33
Accidents Incident Rates (AIR) in FE sector	4.74	4.62	3.90	3.80	3.10

1.2 Fire Safety

The College is required to comply with fire safety legislation which includes a continual programme of fire risk assessments of all College properties; any scheduled evacuations and monitoring of unscheduled evacuations; input into building/maintenance projects; general fire advice and guidance for external events held on College premises; and training and information for all staff, students and visitors. There has been an increase in College fire risk assessments carried out by the Health & Safety Department; this has been due to the improvements made across the College campuses. For the year under review fire safety was managed efficiently and effectively.

Scottish Fire and Rescue Service Audit

The Scottish Fire and Rescue Service (SFRS) completed a fire safety audit at our Altens Campus this year.

As the enforcing authority, the SFRS has a statutory duty to ensure the fire safety measures in premises are appropriate and comply with Part 3 of the Fire (Scotland) Act 2005.

The audit covered many parts of the College's fire arrangements and procedures.

These included a review of:

- Fire Safety Risk Assessments
- Fire Engineering Strategies
- Fire Safety Policy and Fire Emergency Plans
- Staff Training, including records of Evacuation Drills
- Mains Electrical Fixed Installations Servicing and Portable Appliance Testing (PAT) records
- Maintenance and Testing for fire safety measures e.g. Fire detection/Warning Systems, Emergency lighting, Automatic Door Closing Systems, Fire Fighting Equipment such as extinguishers and fire blankets/suppression systems, dry risers etc
- Other Maintenance Records e.g. kitchen ducting/ventilation, workshop extract ventilation
- Details of any refurbishments and actions taken, reviews of fire alarm zones, review of Fire Risk Assessments.

A similar audit was conducted for Fraserburgh Campus last year; these two successful audits demonstrate strong controls and management of fire risk continue to be in force at NESCol.

1.3 Statutory Compliance

Health and Safety Executive Notices

The College have not received any Fee for Intervention Notices, Prohibition or Improvement Notices issued by the Health and Safety Executive (HSE).

Health & Safety Notices issued by the College Health and Safety Department

As part of the College's proactive monitoring procedures, notices can be served by the College's Health & Safety Department during their routine visits to work areas within the College or when a hazardous situation or a possible breach of legislation is found that requires immediate action.

The Health & Safety Department would then carry out a full investigation and report.

No health and safety notices were required in this reporting period.

1.4 Health & Safety Policy and Legislation

The Health & Safety Department have an ongoing programme of updating the College health and safety policies in line with current legislation. To date, 100% of the College policy and procedural documents have been reviewed. This ensures College policies and procedures are current, correct and provide the appropriate advice to staff.

College Policies and Procedures updated during the year include:

- Health and Safety at Work Policy
- Control of Noise at Work Procedure
- Health and Safety Management Review Procedure
- Meningitis Awareness Procedure
- Permit to Work Procedure

- Lone Worker Procedure
- Legionella Control Procedure
- Control of Contractors Procedure
- COSHH Procedure.

UK Statutory Legislation Updates

- Ionising Radiation Regulations 2018
- Personal Protective Equipment Regulations 2018
- The Health and Safety (Amendment) (EU Exit) Regulations 2018
- The Gas Safety Regulations 2018.

Workplacement Vetting

The College has legal, moral and contractual obligations with regards to its learners' health, safety and welfare whilst they are engaged with employers for the purposes of work based learning and work experience. The Health & Safety Department undertake biennial health and safety inspections of proposed providers to ensure suitable arrangements in place, that the relevant level of insurances are in place and as a result of these inspections maintain a database of the approved placement providers.

The Health & Safety Department have assessed and passed as suitable; 196 work placement providers for this review period.

Food Safety

The Health & Safety Department is working with the new catering provider Inspire Catering Services (College catering contractor) and management teams from the Hospitality and Service Faculty to ensure high standards of food safety and hygiene are in place. This is achieved through regular meetings and inspections.

The College's Health & Safety Department has a qualified Food Hygiene Inspector within its team who conducts kitchen inspections:

No. of Kitchen Inspections	No. of Inspection Failures	Details of Issues Found
7	0	No Issues found

1.5 Health Surveillance

The College has changed its external provider of occupational health services to a new provider called Iqarus Ltd.

Frequency of Health Surveillance

Health surveillance is undertaken within six weeks of commencement of post to:

- provide a baseline against which subsequent changes can be compared
- identify pre-existing conditions not attributable to this employment
- dictate frequency of health surveillance.

Skin Surveillance

Skin surveillance is in place where there is recognised risk of occupational skin disease by staff as defined in COSHH 2002, Regulation 11.

Under the Control of Substances Hazardous to Health Regulations 2002 (amended 2004) and Health & Safety at Work Act 1974. The College has an obligation to assess

the risk of exposure to such substances and identify employees who are at risk of skin damage.

Employees identified as at risk attend the Occupational Health Department for a skin check on an annual basis, consisting of completion of a health questionnaire followed by a consultation and assessment of skin. Purpose of this review is to identify as early as possible any indications of disease or adverse changes related to exposure, so that steps can be taken to treat skin condition and to notify regarding future management.

Respiratory Health Surveillance

Lung function testing is measured during an assessment of fitness to work as part of the College programme for respiratory health surveillance.

Respiratory health surveillance is required under COSHH 2002, Regulation 11, for employees exposed to known respiratory sensitizers to identify incidence of occupational asthma as early as possible.

Audiometry

Screening for hearing loss is required under the Control of Noise at Work Regulations 2002. The aim of the Regulations is to ensure workers are protected from associated risks to health caused by noise.

Health surveillance is required for all employees exposed at the upper action value (85dB) and those workers at increased risk between the lower and upper action values (80dB-85dB.)

College employees exposed to noise at their work area must undergo audiometric health surveillance screening. Audiometric testing is undertaken to measure changes in hearing thresholds to detect deterioration before the individual is aware of any deficit. Results will enable the College to classify category of hearing ability in accordance with the HSE categorisation scheme and indicate if any additional action or referral is required.

The following College personnel are covered by the surveillance protocols:

Department	Surveillance	Frequency
Hair and Beauty	Respiratory Skin Musculoskeletal	Annual unless results indicate otherwise
Hospitality	Respiratory Skin Food Handlers	Annual unless results indicate otherwise
Construction	Respiratory Skin Audiometric	Annual unless results indicate otherwise Adhere to HSE Categorisation Scheme
Painting/Decorating	Respiratory Skin Audiometric	Annual unless results indicate otherwise Adhere to HSE Categorisation Scheme

Engineering	Respiratory Skin Audiometric	Annual unless results indicate otherwise Adhere to HSE Categorisation Scheme
Multi Media	Audiometric	Adhere to HSE Categorisation Scheme
Fork Lift Truck Drivers	Fork Lift Truck Driver Assessment	PEM 5 yearly from age 40 Annually from age 65 More frequently if medical condition present

1.6 College Projects

Over 45 projects were achieved throughout the year, larger projects included:

- Aberdeen City - South Block 1st Floor teaching area refurbishment.
- Electric Vehicle (EV) charging points have been installed at the City Campus Altens and Fraserburgh. This is the first stage in the College program of utilising new technology and moving away from carbon producing fleet vehicles.
- Altens –Refurbishment of D/E blocks.
- Altens- ASET major upgrade to Explosive Atmosphere (EX) Centre.
- Clinterty – Horticultural Departments, teaching provision has moved from Craibstone Campus with the teaching facilities upgraded and relocated to Clinterty Campus.
- Fraserburgh – New window blinds installed to reception area to reduce glare and heat build-up at reception desk, this was identified as a health and safety concern.

1.7 Health and Safety Inductions

Health and Safety Inductions were delivered to 55 new or existing employees who may have changed their role or place of work this year.

The Health and Safety Inductions cover areas such as:

- Policies and Procedures
- Fire Safety
- Housekeeping Arrangements
- Accident and Incident Procedures
- Risk Assessment Arrangements
- PPE Arrangements
- Employees Responsibilities.

1.8 Health and Safety Training

Activity Report October 2019

The following table illustrates training activity taking place within NESCol during the period specified:

Title	Nature of Training	Number of Attendees AY2018-19	Number of Attendees AY2019-20
Manual Handling	Induction (Online)	73	24
RIDDOR	Induction (Online)	83	25
Working Safely	Induction (Online)	76	26
DSE User	Induction (Online)	86	100
COSHH	Induction (Online)	60	26
Health & Safety Induction	Induction (face to face)	64	19
Fire Safety	Compliance (Online) (This course must be repeated every three years)	138	90
IET Wiring Regulations BS7671	EXTERNAL: Three day course. Required for staff member working assessing types of equipment		1
NEBOSH National General Certificate	EXTERNAL: Fourteen day course. Required for staff member to update his knowledge of statutory Health & Safety requirements in order to develop new teaching materials and in relation to the College Workshops/Laboratory areas		1
Minibus Training	EXTERNAL: Full day training. Mandatory for minibus drivers. (Must be repeated every 4 years)	5	1
Abrasive Wheels	EXTERNAL: One day course. Required for staff working with certain types of equipment	1	
Fork Lift Truck Course	EXTERNAL: Two day course. Required for member of staff that drives a fork lift truck	1	
PASMA	EXTERNAL PRESENTER: One day course arranged on College premises. Required for staff who erect scaffolding	7	
Gas Safe	EXTERNAL: Two day course. Required for lecturer who teaches subject	1	
Masonry Saw Bench	EXTERNAL: One day course. Required for staff working with certain types of equipment		3

ASIST	EXTERNAL: Two day suicide prevention course for staff with safeguarding responsibilities	6	1
Mental Health First Aid	EXTERNAL PRESENTER: Two day course arranged on College premises for mental health first aiders	15	
First Aid	EXTERNAL: Three day course for lecturer who takes students on external visits	1	
First Aid at Work Refresher	EXTERNAL: Two day course for lecturer who takes students on external visits		1
Mental Health Workshop	INTERNAL: Initial workshops took place on January Development Day 2019. Training is now part of induction programme	481	14
SAFE Talk	EXTERNAL: Half day course on Suicide Prevention for staff members	8	1
Suicide Talk – Train the Trainer	EXTERNAL PRESENTER: One day course arranged on College premises for key		6
Suicide Talk	INTERNAL: One hour workshop for all staff introduced Autumn 2019		18
Identifying and managing stress	INTERNAL: (January development day 2019)	42	
Equally Safe	EXTERNAL PRESENTER: (January development day 2019). Training on gender based violence	76	
Being resilient	EXTERNAL PRESENTER: (January development day 2019)	80	
Mindfulness	INTERNAL: (January development day 2019)	77	
Wellbeing day	Variety of events designed to improve staff wellbeing	June 2019: 287 Staff took part	

Future planning:

We are currently arranging the following:

Working Safely: Training is currently being arranged for 12 staff. This will involve a course facilitated on NESCol premises on 11/11/19 by an external company. Staff unable to attend this date for operational reasons will be sent on an external course.

Managing Safely: Three quotes have been obtained from external companies for online training and managers of staff requiring this have been contacted to confirm names / numbers. Training to commence November 2019.

(Training Information provided by College Organisational Development Department)

Colin Beattie
Head of Health, Safety and Security



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: NESCol Accreditations	
Author: Pauline May, Secretary to the Board	Contributor(s): Colin Beattie – Head of Health, Safety & Security, Kimra Donnelly - Director of HR&OD, Gillian Forshaw – Environmental & Sustainability Manager, Susan Grant – Director of Learning
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input checked="" type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To provide the Regional Board with information on the College's current accreditations.	
Linked to Strategic Goal:	
Linked to Annual Priority: This Agenda item contributes to the delivery of all of the College's Annual Priorities for AY2019-20.	
Executive Summary: At the meeting of the Audit & Risk Committee in July 2019 a discussion was held in relation to accreditations as part of the consideration of the College's Strategic Risk Register. Committee Members agreed that it would be beneficial for a review of external accreditations to be undertaken and for the Board to consider which should be maintained, reflecting upon required resources and benefits gained. Attached as Appendix 1 to this paper is a list of the College's current accreditations, detailing benefits to learners, staff, business processes and reputation, along with related costs and the next renewal date.-	
Recommendation: It is recommended that the Board consider the information provided.	
Previous Committee Recommendation/Approval (if applicable): The Board's Audit & Risk Committee at its meeting of 10 July 2019 requested that the Regional Board be provided with information on the College's accreditations.	

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

ACCREDITATIONS - OCTOBER 2019

ISO 14001
<p>Description Internationally recognised standard that sets out the requirements for an environmental management system (EMS).</p>
<p>Benefits – Learners An EMS provides assurance to students that environmental impacts are being measured and continually improved.</p>
<p>Benefits – Staff An EMS provides assurance to staff that environmental impacts are being measured and improved. Successful implementation provides a multitude of benefits for staff through helping the College become more sustainable whilst standardising the quality of work at every campus. Every campus works to and are assessed against the same standards and procedures.</p>
<p>Benefits - Business Processes Helps to make day-to-day operations more sustainable, ultimately saving money. Provides a framework for continual improvements, positively impacting on all operations at all campuses. Better regulatory compliance is also of great importance. Running an EMS ensures all environmental legal responsibilities are met and more easily managed on a day-to-day basis.</p>
<p>Benefits - Reputation Drives evaluation of how the organisation manages emergency response, customer expectations, stakeholders and your relationships with your local community. Demonstrates that environmental impacts are priority. Reassures stakeholders that best practice systems are in place. Drives the College to continually improve sustainable development as a priority.</p>
<p>Cost Audits £3,960, Annual Management Fee £710</p>
<p>Renewal Date The College is fully recertified every three years, this is classed as a recertification audit. This is in addition to the ongoing audit process. Certification can be revoked for any identified major non-conformances during any audit.</p>

ISO 50001
<p>Description An internationally recognised standard that supports organisations in all sectors to use energy more efficiently, through the development of an energy management system (EnMS). The standard helps the College:</p> <ul style="list-style-type: none"> • Identify and Manage the risks surrounding future energy supply • Measure and monitor energy use to identify where to improve efficiency • Improve overall performance to cut energy consumption and bills • Reduce carbon emissions and meet government reduction targets • Demonstrate environmental credentials to stakeholders, customers and the local community.
<p>Benefits – Learners The EnMS provides assurance to students that energy management is being measured and improved.</p>
<p>Benefits – Staff The EnMS provides assurance to staff that energy management is being measured and improved whilst standardising the quality of work at every campus. Every campus works to and are assessed against the same standards and procedures.</p>

Benefits - Business Processes

Helps the organisation to save money as well as helping to conserve resources and tackle climate change. This makes it easier for the College to integrate energy management into its overall efforts to improve quality and environmental management. The framework of 50001 provides the College with a tool to deliver this improvement whilst maximising potential opportunities and implementing changes to operations and behaviours.

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

- Proactively respond to government and sector led carbon reduction programmes
- Minimise the risk to future operations
- Adopt a formal structure to better manage energy consumption and achieve greater energy savings.

Benefits - Reputation

Adoption of ISO 50001 is important to establish a more systematic and sustainable approach to managing energy within the College. Conforming to the standard, proves that the College has implemented a sustainable energy management system. This ultimately meets the expectations of customers, stakeholders and the local community as we are continually improving our energy management. It also demonstrates that targets set in government and sector led carbon reduction programmes are at the forefront of The College's operations.

Cost

Audits £1,998, Annual Management Fee £690

Renewal Date

We are fully recertified every three years, this is classed as a recertification audit. This is in addition to the ongoing audit process. Certification can be revoked for any identified major non-conformances during any audit.

OHSAS 18001**Description**

A framework for an occupational health and safety management system.

Benefits – Learners

Ensures learners have a safe and healthy environment in which to attend College.

Benefits – Staff

Ensures staff have a safe and healthy environment in which to work, this is a statutory requirement under the Health and Safety at Work Act.

Benefits - Business Processes

Helps to put in place and to maintain the policies, procedures and controls needed for the College to achieve the best possible working conditions and workplace health and safety, aligned to internationally recognised best practice.

Benefits – Reputation

Many organisations before sending workers to College now require confirmation of OHSAS 18001 Standard and proof of a robust health and safety policy, culture and arrangements before confirming workers places on our course.

Cost

£4,500 per year, includes two specialist Health & Safety, totalling four audit days.

Renewal Date

Complete certification cycle is three yearly. Certification can be revoked for any identified major non-conformances during any audit.

Royal Society for the Prevention of Accidents (RoSPA)	
Description	Recognitions of the achievement of a very high level of performance, demonstrating well developed occupational health and safety management systems and culture, outstanding control of risk and very low levels of error, harm and loss.
Benefits – Learners	Same as OHSAS 18001.
Benefits – Staff	Same as OHSAS 18001.
Benefits - Business Processes	Same as OHSAS 18001.
Benefits - Reputation	Membership of RoSPA demonstrates a positive health & safety culture and an organisation that takes health & safety seriously.
Cost	£450 per year for membership
Renewal Date	Annual

Investors in People (IIP)	
Description	Investors in People is a standard for Leadership and Management. It operates using a framework against which organisations can measure their people management performance. There are four levels within the framework; accredited, silver, gold and platinum. The College is currently accredited at Gold standard.
Benefits - Learners	There is no direct impact upon learners. However, there will be an indirect impact due to the higher level of efficiency and greater motivation and engagement of staff.
Benefits – Staff	Through its focus on areas such as leading and inspiring staff, learning and development, managing performance and empowerment; IIP can impact positively upon employee engagement, effectiveness and motivation.
Benefits - Business Processes	IIP provides the opportunity for the College to reflect upon the way we operate and seek new and creative ways of operating. In practice this can lead to streamlined and more productive ways of working.
Benefits - Reputation	The IIP standard was first established in 1991 by the UK government. It is now recognised in 75 countries* and is therefore widely recognised. Source: Investors in People (2017) <i>The Standard</i> 1 st edition; 6 th generation
Cost	Projected cost for the three years 2018 - 2021 for both the IIP and Health & Wellbeing Award is £16,800 (+ VAT + Expenses). This is spread over the three years – approx. £6,400 plus and travel & accommodation costs associated with each visit.
Renewal Date	November 2021

Health & Wellbeing Award (IIP)
<p>Description The IIP Health and Wellbeing Award is designed to encourage organisations to operate in a way which invests in the health and wellbeing of staff.</p>
<p>Benefits – Learners Having a healthier workforce leads to lower levels of absence and greater energy and motivation. Therefore the standard has an indirect impact on learners.</p>
<p>Benefits – Staff Staff are aware that the College is investing in their wellbeing. The activities lead to lower levels of absence and higher levels of wellbeing. This has a positive effect upon motivation and ultimately performance.</p>
<p>Benefits - Business Processes The standard guides the College in supporting staff in areas of health & wellbeing (for example occupational health).</p>
<p>Benefits – Reputation Organisations which have a reputation for looking after staff wellbeing are able to attract more applicants.</p>
<p>Cost Incorporated into IIP costs</p>
<p>Renewal Date April 2022</p>

Healthy Working Lives
<p>Description Helps to identify issues and improve health, safety and wellbeing in the organisation in a structured and productive way.</p>
<p>Benefits - Learners</p>
<p>Benefits – Staff A healthier, more motivated and productive workforce with reduced absence rates. Reduction of accidents, incidents and work related ill health.</p>
<p>Benefits - Business Processes Development of clear and robust policies and practices, saving you money and making employees feel supported and valued. Demonstrates high standards of health, safety and wellbeing in the organisation.</p>
<p>Benefits - Reputation Enhanced reputation and increased profile. Contributes to the health of the wider community. Identification of ways the organisation can be socially responsible and care for the environment.</p>
<p>Cost N/A</p>
<p>Renewal Date December 2019</p>

Living Wage UK
<p>Description The National Living Wage is an hourly rate identified by the Living Wage campaign. By becoming an accredited members of this scheme NESCol are promising to pay their staff members inclusive of 3rd party contractors the National Living Wage hourly rate. This rate is calculated according to the cost of living, based on a basket of household goods and services.</p>
<p>Benefits - Learners The College's commitment to paying the Living Wage can improve support staff moral and reduce turnover, therefore improving the learner's experience.</p>
<p>Benefits – Staff Commitment to a fair wage for all employees at the College improving morale and reducing support staff turnover.</p>
<p>Benefits - Business Processes</p>
<p>Benefits - Reputation Being a Living Wage Employer publically shows that NESCol is committed to paying a fair wage to all its employees.</p>
<p>Cost £576 per annum</p>
<p>Renewal Date February 2020</p>

SCQF Inclusive Recruiter
<p>Description The aim of SCQF Inclusive Recruiter is to help employers and HR professionals understand the many different qualifications that people hold and to encourage the use of SCQF Levels in the recruitment process to offer clarity around skills and experience.</p>
<p>Benefits - Learners Ensuring all staff have appropriate and relevant qualifications and experience in order to carry out their role.</p>
<p>Benefits – Staff Ensures a fair and inclusive approach to recruitment in relation to qualifications and experience. This allows for a wider awareness and measurable factors for hiring managers to base their recruitment decisions on.</p>
<p>Benefits - Business Processes Understanding qualification equivalents clearer for applicants and recruiting managers.</p>
<p>Benefits - Reputation Shows NESCol recruits fairly and inclusively.</p>
<p>Cost N/A</p>
<p>Renewal Date Annual</p>

Disability Confident Employer
<p>Description Disability Confident is a government scheme designed to encourage employers to recruit and retain disabled people and those with health conditions.</p>
<p>Benefits - Learners By having fair and transparent recruitment processes, the College establishes trust as an employer and ultimately this can improve staff morale, which in turn improves the learners experience.</p>
<p>Benefits – Staff Ensures a fair and inclusive approach to recruitment for applicants living with a disability.</p>

Benefits - Business Processes
Benefits - Reputation Shows NESCol is an equal opportunity employer.
Cost N/A
Renewal Date November 2020

Healthy Body Healthy Mind
Description The Healthy Body Healthy Mind Awards are a partnership initiative lead by Scottish Student Sport and supported by NUS and ASH Scotland, funded by the Scottish Government, which focuses on the link between sports, physical activity, smoking prevention and mental health.
Benefits - Learners Improved health and wellbeing – physical and mental. Increased student engagement in activity on campus. Resilience and capacity building in students.
Benefits – Staff There will be benefits directly to staff as they will have access to some of the information encouraging active lifestyles and the impact of this on mental wellbeing. They will also benefit indirectly from a student body who may choose to engage in increasing physical activity and as a result this may be reflected in student wellbeing and levels of engagement and motivation etc.
Benefits - Business Processes Positive impact on student well-being impacting on retention and attainment.
Benefits – Reputation Most colleges and universities in Scotland participate in this award, by participating this makes a positive statement about the value that the college places on student health and wellbeing.
Cost No direct costs, some demands on the Students' Association budget in terms of travel to networking and events supporting delivery of the campaign.
Renewal Date Annual award working towards one of a 1 to 5 start rating.

STEM Assured
Description An integrated, leading-edge standard that offers a practical way to validate, benchmark and drive improvements in STEM provision.
Benefits - Learners Will help drive curriculum review and identify opportunities for cross-disciplinary learning. Improved engagement with industry will help enhance curriculum design and delivery. Better prepare students for work in STEM-related Industries.
Benefits – Staff Access to external information on future skills and regional industry needs to help inform curriculum development. Development of external engagement with industry and opportunity for partnership working in relation to access to technologies and work placements.

Benefits - Business Processes

Enhanced relationships with industry will develop opportunities for more commercial training e.g. upskilling.

Enabled a robust and highly valuable independent validation, involving a panel of industry representatives and employers of relevance to the Institution.

Adds substance to existing quality assurance systems by specifically assuring vocational STEM education and training and considering the total provision related to STEM industries, including direct funded provision falling outside the remit of the relevant inspection body.

Benefits - Reputation

Visible market differentiation as an innovative STEM leader.

Demonstrates a strategic commitment to developing scientific and technical excellence that has been validated independently.

Highlights and celebrates distinctive offerings in STEM programmes and activities delivering value to employers and the community at large.

Cost

£5,000 initial (year 1) and £1,000 per year for next two years.

Renewal Date

July 2022



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Brexit Planning & Checklist	
Author: Peter D Smith, Vice Principal – Finance & Resources	Contributor(s): Kimra Donnelly, Director of HR & OD, Linda Taylor, Director of Student Access & Support, Muir Wilson, Financial Controller – External Affairs
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Regional Board to consider the actions being undertaken in relation to the withdrawal of the United Kingdom from the European Union (BREXIT).	
Linked to Strategic Goal:	
Linked to Annual Priority:	
Executive Summary: The College created the attached action log, based on a checklist created by the Scottish Funding Council (SFC), covering a range of potential issues related to BREXIT. This was previously considered by the Board at its meeting of January 2019 and has now been updated. While many of the issues are unlikely to affect the College and many others are outwith our control, there are a number of areas where it is important that the College is proactive in assessing its position and responding to changes in the external environment, mainly: <ul style="list-style-type: none"> • Supply Chain • Staff Members from the EU • Students from the EU • Funding. <p>The current status, with any additional actions, is noted in the Action Plan attached as Appendix 1.</p> <p>The current Colleges Scotland Brexit Risk Register is attached as Appendix 2. Note also that SFC have updated their No-Deal Brexit guidance, available here: - http://www.sfc.ac.uk/web/FILES/eu-exit/No-Deal_Brexit_Guidance.pdf</p>	

Recommendation:

It is recommended that the Board note the information provided.

Previous Committee Recommendation/Approval (if applicable):

Regional Board – January 2019

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Brexit Action Plan

Item	Current Status	Further Actions	Person Responsible	Due Date
1. Has your college considered the impact of the UK's exit from the European Union?				
Do you have a document that can be shared?	Yes – this document	n/a	n/a	n/a
Do you have an exit plan?	Executive and Leadership Teams consider issues and mitigation. Regional Board updated	Continue to monitor issues and agree mitigation as necessary.	VP-F&R	Ongoing
Is there a named person with responsibility for coordination of Brexit in your college?	Yes – VP – F&R	n/a	n/a	Complete
Has an impact checklist been produced and issued for each department (academic, finance, facilities, student support etc.) to consider what the impact will be in their remit area?	Yes – this document	n/a	n/a	Complete

Item	Current Status	Further Actions	Person Responsible	Due Date
2. The timeline for the UK's exit from the European Union What are the pertinent dates for:				
Applying for support directly for each strand of funding	No direct funding	n/a	n/a	n/a
Receipts of funding: is there a cut-off date by which colleges must claim directly?	n/a	n/a	n/a	n/a
Will there be a 'hard' cut off that means claims and supporting evidence etc. must be submitted by a specific date?	n/a	n/a	n/a	n/a
What is the end date of direct funding from projects managed by the Scottish Funding Council?	2021-22. Medium term financial plan has factored this in.	Continue to act on advice from SFC and incorporate changes into financial planning	VP – F&R	ongoing
What is the end date of direct funding from projects managed by Skills Development Scotland?	n/a	n/a	n/a	n/a

Item	Current Status	Further Actions	Person Responsible	Due Date
3. Direct Income — what will be the financial impact on your college?				
What do you currently receive in terms of EU funds?				
Directly from EU, split by project <ul style="list-style-type: none"> • Income • No of participants, split staff / students 	None	None	n/a	n/a
From SFC <ul style="list-style-type: none"> • Income • No of participants, split staff/ students 	ESF – Developing Scotland's Workforce 2018-19 £624,285, 2019-20 £626,683. ESOL – in partnership with the City and Shire Councils, declared income of £34,650.	Changes to funding levels have been factored into medium term financial plan. Continue	n/a	n/a
Infrastructure	None	None	n/a	n/a
4. Indirect Income				
Do you have, tabulated across the last ten years, a breakdown of your college's exposure to European Union funded activity sourced via third parties?	Not available	None	n/a	n/a

Item	Current Status	Further Actions	Person Responsible	Due Date
<p>What scenario planning has been done for potential total loss of this income? What are the assessed impacts on:</p> <ul style="list-style-type: none"> • Income • Students • Staff 	<p>Impacts are as per this document. Loss of ESF-funded Credits from 2022-23 has been factored into plans.</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>What third party agency activity delivered by your college is funded by the European Union (e.g. Skills Development Scotland, CITB, Local Authorities)?</p>	<p>We received income of £19,249 from SDS for EF Training Allowance. We received further amounts from SDS for Modern Apprenticeships, and income from CITB; however, we are not aware of how those organisations are funded – funds received are assumed not to be from EU.</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>Does your college hold and maintain a central list?</p>	<p>List is effectively as above.</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>Who would know this at the relevant agencies?</p>	<p>Unknown</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>

Item	Current Status	Further Actions	Person Responsible	Due Date
5. Financial Forecasting – Brexit and beyond				
<p>To what extent has European Union funding been included in the college's financial forecasts? Does this reconcile with SFC guidance?</p>	<p>Fully reflected in forecasts, as per advice from SFC.</p>	<p>Amend forecasts as and when further information available</p>	<p>VP-F&R</p>	<p>Ongoing</p>
<p>Has your college prepared scenario planning for:</p> <ul style="list-style-type: none"> • Disruption to key suppliers and supply chains • Increased purchase costs due to disruption with supply chains • Less European Union income coming from SFC either in terms of quantum or when it will cease, and • Less European Union income coming from third parties such as SDS, CITB or via programmes such as Erasmus Plus 	<p>The College has taken APUC advice in relation supply chain management and will monitor APUC Sharepoint – main threat is to IT equipment. Potential to re-use stock we already have.</p> <p><i>The IT department has been pro-actively working with suppliers to ensure continuity. We believe we have sufficient stock held at College to cope with delays in supply.</i></p> <p>Any increased purchase costs will be factored into financial plans.</p>	<p>Continue to monitor advice from SFC, APUC, etc</p>	<p>VP – F&R</p>	<p>Ongoing</p>

Item	Current Status	Further Actions	Person Responsible	Due Date
	<p>EU income from SFC will cease after 2021-22 and this is already included in financial planning.</p> <p>No third party income is assumed in financial plans.</p>			
6. Students				
Student Support				
Will there be any effect on funding for student support?	Legislation governs EU entitlement to funding, so this would need change to have an effect on student support.	Continue to monitor SFC communications	Director of Student Access and Support	ongoing
Is any student support linked to courses funded by the European Union?	Yes, Childcare is paid to eligible DYW students. This is currently limited to HE students and has amounted to approximately £25k for each of the last 2 years. Our allocation was initially around £44k but we were unable to use it all.	n/a	n/a	n/a
Year on year, how many students have been in receipt of student support funded by the European Union?	2016/17 2017/18 6	n/a	n/a	n/a
<u>Course Provision and Tuition Fees</u>	We haven't been advised of an end date yet.	Continue to monitor Scottish Gov communications	Director of Student	ongoing

Item	Current Status	Further Actions	Person Responsible	Due Date
When will tuition paid by the Scottish Government for European Union students end?			Access and Support	
<p>What courses have high uptake by European Union citizen students?</p> <ul style="list-style-type: none"> • Post-Brexit, is there likely to be a skewed uptake impact on specific subjects? • Is any monitoring or tracking of this taking place institutionally or by SFC or Scottish Government? 	<p>Figures for 2018/19 (Fundable and Full-Cost Recovery):</p> <p>1,705 of 13,103 enrolments are from EU countries (13%)</p> <p>Fundable: 1,506 FT – 1,097 (FE = 817, HE = 280) PT – 409 (FE = 324, HE = 85)</p> <p>Full-Cost Recovery: 199 FT - 6 HE PT – 193 (FE = 188, HE = 5)</p> <p>There are 522 courses relating to these enrolments.</p> <p>Scottish Government has confirmed that EU students under articulation agreements will be able to finish their course with HE institution.</p>	<p>Monitor announcements by UK, and Scottish Governments. Raise as an issue for all Scottish colleges with SFC, if necessary.</p> <p>Monitor 2019-20 enrolments.</p>	Exec Team	ongoing

Item	Current Status	Further Actions	Person Responsible	Due Date
7. Staffing				
How many European Union citizens currently work in the college?	Approximately 18 – some may have obtained British Citizenship and not informed us.	n/a	Director of HR&OD	Ongoing
Has any scoping work identified where college staff have partners who are EU citizens?	No – The College track employee's status. We only track a spouse's status when they are on a leave to remain visa.	n/a	Director of HR&OD	N/A
Is there a central source of information available for colleges to access which can provide guidance for EU citizens employed by the college?	Information was initially provided on COLIN in February 2019 and reminders subsequently issued.	Continue to provide information on COLIN as it comes available.	Director of HR&OD	ongoing
Has the college provided guidance to European Union citizen staff on, for example, applying for the right to remain?	Information was initially provided on COLIN in February 2019 and reminders subsequently issued.	Continue to provide information on COLIN as it comes available.	Director of HR&OD	ongoing
Does the college have UK staff who only work on EU-funded projects? <ul style="list-style-type: none"> Has this been quantified 	No	n/a	n/a	n/a

Item	Current Status	Further Actions	Person Responsible	Due Date
<ul style="list-style-type: none"> What is the FTE and cost implication 				
8. The Future				
<p>What scenario planning can be done immediately, irrespective of the arrangements for Brexit?</p>	<p>The College continues to monitor the external environment to ascertain potential threats and opportunities.</p> <p>VP – F&R is engaged with Colleges Scotland in monitoring and assessing risks to colleges generally and how this may apply to NESCol specifically. CS Risk Register attached.</p>	<p>Further scenarios will be explored as and when they are identified</p>		
<p>If the college has European partners, would they be prepared to continue partnered work post-Brexit? What actions have been identified to maintain these links?</p>	n/a	n/a	n/a	n/a
<p>Will the college continue to run projects that are currently funded via European Union funding?</p>	n/a	n/a	n/a	n/a

Item	Current Status	Further Actions	Person Responsible	Due Date
<ul style="list-style-type: none"> • Quantify the cost and split the funding between European Union and college match funding. • Will the college continue to run these projects? If so, at what level? 				
<p>Are there potential links that can be forged with local college or university partners with a view to developing a concerted regional strategy?</p>	Possibly	Continue to work in partnerships with universities to explore opportunities	Exec Team	ongoing
9. Institutional Brexit Readiness				
<p>Using this checklist and having gathered responses back from each college department, have you produced a timeline for actions?</p>	This template will be used to identify actions and timescales	n/a	n/a	n/a



Brexit Risk Register

Categorisation of Current Risk Register

People

Risk 1	Access to EU workforce	Yellow
Risk 2	Access to EU students	Yellow
Risk 3	Loss of European Programme opportunities	Red

Financial

Risk 4	Loss of European Grant Funding	Red
Risk 5	Loss of European Programme Funding	Red
Risk 6	Loss of access to European Investment Bank support	Red

Standards

Risk 7	Maintaining alignment of VET and education provision with EU standards	Green
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Digital

Risk 8	Mobile Telephone Roaming Charges	Yellow
Risk 9	Maintaining Customer Data and data protection	Yellow

Borders

Risk 10	Maintaining access to food supplies	Red
Risk 11	Impact of reduced access to fuel supplies and public transport	Red

Future Operations

Risk 12	Inability to secure project partners in EU countries	Red
Risk 13	Loss of European contracts where the partner is EU funded	Red

Strategic

Risk 14	Maintaining outward-focused global education and training institutional perspectives	Yellow
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High Risk (Score 18-25)						Medium Risk (Score 10-17)				Low Risk (Score 1-9)					
No	Risk	Consequence	(Pre-Controls) Risk Score			Control	Frequency of Monitoring	Accountability	Responsibility	Review Date	Net Risk (Post Controls)			Risk Change	Is Control in Place?
			L	I	Total						L	I	Total		
1	Access to EU workforce	<ul style="list-style-type: none"> Reduced subject specific expertise Reduced interaction with international contacts Negative impact on institutional/sector PIs 	5	2	10	<ul style="list-style-type: none"> Communication strategy Executive engagement with government Principals and Chairs operating effectively and building the appropriate relationships with key stakeholders Regular targeted comms and updates to affected staff (including those with EU partners) 	Quarterly	Ken Milroy	Shona Struthers	August 2019	5	2	10	↔	<ul style="list-style-type: none"> Yes Yes, this occurs regularly in both formal and informal settings Yes At an institutional level this is already happening in many institutions.
2	Access to EU students	<ul style="list-style-type: none"> Increased HE places available in system for Scots-domiciled students Fewer advocates for Scottish education/ Scotland's civic brand in EU Impact on social dynamics 	5	5	25	<ul style="list-style-type: none"> Communication strategy Executive engagement with government Principals and Chairs operating effectively and building the appropriate relationships with key stakeholders Regular targeted comms and updates to affected students 	Quarterly	Ken Milroy	Shona Struthers	August 2019	5	2	10	↔	<ul style="list-style-type: none"> Not specifically for recruitment of EU students Yes Yes Yes, by Scottish Government and at individual institute level

High Risk (Score 18-25)						Medium Risk (Score 10-17)				Low Risk (Score 1-9)					
No	Risk	Consequence	(Pre-Controls) Risk Score			Control	Frequency of Monitoring	Accountability	Responsibility	Review Date	Net Risk (Post Controls)			Risk Change	Is Control in Place?
			L	I	Total						L	I	Total		
3	Loss of European Programme Opportunities	<ul style="list-style-type: none"> Fewer opportunities for inter-institutional collaboration for staff Fewer opportunities for sharing or enhancing learning for students to participate in Fewer opportunities for building social capital in students and staff through experiences underpinned by European Programmes 	5	4	20	<ul style="list-style-type: none"> Monitoring comms from SFC, SDS, Scottish Government, UK Government and EU Commission Maintaining relationships with key EU partners and stakeholders Regular reinforcement of sector position to decision-makers of positive benefits of EU programmes 	Quarterly	Ken Milroy	Shona Struthers	August 2019	5	4	20	↔	<ul style="list-style-type: none"> yes Yes, at Government and institutional level Yes
4	Loss of European Grant Funding	<ul style="list-style-type: none"> Reduction in education and training places targeted at tackling deprivation 	5	5	25	<ul style="list-style-type: none"> Monitor and influence development of UK Shared Prosperity Fund 	Monthly	Ken Milroy	Shona Struthers	August 2019	5	5	25	↔	<ul style="list-style-type: none"> Yes

High Risk (Score 18-25)						Medium Risk (Score 10-17)				Low Risk (Score 1-9)					
No	Risk	Consequence	(Pre-Controls) Risk Score			Control	Frequency of Monitoring	Accountability	Responsibility	Review Date	Net Risk (Post Controls)			Risk Change	Is Control in Place?
			L	I	Total						L	I	Total		
5	Loss of European Programme Funding	<ul style="list-style-type: none"> Colleges will be unable to access EU funding for refurbishment of college estate 	5	5	25	<ul style="list-style-type: none"> Monitor and influence development of UK Shared Prosperity Fund 	Monthly	Ken Milroy	Shona Struthers	August 2019	5	5	25	↔	<ul style="list-style-type: none"> Yes
6	Loss of access of European Investment Bank support	<ul style="list-style-type: none"> Less capital funding available from the Scottish Government 	5	5	25	<ul style="list-style-type: none"> Monitor and influence development of UK Shared Prosperity Fund 	Monthly	Ken Milroy	Shona Struthers	August 2019	5	5	25	↔	<ul style="list-style-type: none"> Yes
7	Maintaining alignment of VET and education provision with EU standards	<ul style="list-style-type: none"> More difficult to continue alignment with EU priorities Potential political ramifications post-Brexit should Scotland seek EU membership but not aligned to EU VET standards and priorities 	1	4	4	<ul style="list-style-type: none"> Continue to engage with SCQF and other key stakeholders to ensure sector perspective is considered 	Bi-annually	Ken Milroy	Shona Struthers	August 2019	1	4	4	↔	<ul style="list-style-type: none"> Yes
8	Mobile Roaming	<ul style="list-style-type: none"> Loss of free roaming in the EU after Brexit Government legislation would ensure limit at £45 per monthly billing period, as at present 	1	1	1		Annually	Ken Milroy	Shona Struthers	August 2019	5	2	10	↔	<ul style="list-style-type: none"> Yes

High Risk (Score 18-25)						Medium Risk (Score 10-17)				Low Risk (Score 1-9)					
No	Risk	Consequence	(Pre-Controls)			Control	Frequency of Monitoring	Accountability	Responsibility	Review Date	Net Risk (Post Controls)			Risk Change	Is Control in Place?
			L	I	Total						L	I	Total		
9	Maintaining Customer Data and data protection	<ul style="list-style-type: none"> Will colleges be able to hold and transfer data and personal information without any interruption after we have left the EU 	5	2	10	<ul style="list-style-type: none"> Continue to remain compliant with data protection laws after Brexit 	Annually	Ken Milroy	Shona Struthers	August 2019	5	2	10	↔	<ul style="list-style-type: none"> Yes
10	Maintaining access to food supplies	<ul style="list-style-type: none"> Will colleges be able to continue to access food from suppliers 	1	3	1	<ul style="list-style-type: none"> Ensure food supplier(s) where applicable are planning for the potential impacts of a no-deal Brexit 	Monthly	Ken Milroy	Shona Struthers	August 2019				↔	<ul style="list-style-type: none"> Yes

11	Impact of reduced access to fuel supplies and public transport	<ul style="list-style-type: none"> Will staff and students still be able to access remote campus, particularly in remote areas What are the procedures if a college cannot remain open due to staff shortages 	1	5	1	<ul style="list-style-type: none"> Ensure that appropriate measures are in place to mitigate impact of fuel shortages Ensure that the appropriate reporting mechanisms are in place to allow colleges to take appropriate action e.g. college closures Agree arrangements with SG/SFC if targets maybe missed, or other impacts 	Daily	Ken Milroy	Shona Struthers	August 2019	3	5	20	↔	<ul style="list-style-type: none"> Yes, Yes, at Government and institutional level and SFC, as will impact targets.
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High Risk (Score 18-25)			Medium Risk (Score 10-17)				Low Risk (Score 1-9)								
No	Risk	Consequence	(Pre-Controls) Risk Score			Control	Frequency of Monitoring	Accountability	Responsibility	Review Date	Net Risk (Post Controls)			Risk Change	Is Control in Place?
			L	I	Total						L	I	Total		
12	Inability to secure project partners in European Countries	<ul style="list-style-type: none"> Diminished value and influence Reduced opportunities for students and staff Reduced influence of Scottish colleges on a global scale 	5	5	25	<ul style="list-style-type: none"> Monitor political progress in EU exit negotiations Ensure sector position is conveyed to decision makers including politicians and Scotland and UK government officials 	Quarterly	Ken Milroy	Shona Struthers	August 2019	5	5	25	↔	<ul style="list-style-type: none"> Yes yes

13	Loss of contracts where partner is European funded	<ul style="list-style-type: none"> Diminished value and influence Reduced income for institutions Reduced sector influence outside Scotland 	5	5	25	<ul style="list-style-type: none"> Monitor political progress in EU exit negotiations Ensure sector position and value is conveyed to decision makers including politicians and government officials at both Scottish and UK Governments 	Quarterly	Ken Milroy	Shona Struthers	August 2019	5	5	25	↔	<ul style="list-style-type: none"> Yes yes
14	Maintaining an outward focused global education and training institutional perspective	<ul style="list-style-type: none"> Diminished value and influence Reduced alignment with EU member states Fewer opportunities for staff and students to expand individual horizons 	4	4	16	<ul style="list-style-type: none"> Institutions will continue to build relationships with partners, including outside the EU. 	Bi-annually	Ken Milroy	Shona Struthers	August 2019	4	4	16	↔	<ul style="list-style-type: none"> yes

Likelihood

Likelihood	The probability that the risk and its associated impacts could occur
1	Risk is unlikely to occur
2	Risk may occasionally occur
3	Risk is likely to occur
4	Risk may often occur
5	Risk could easily, or does, occur

Impact

Impact	Impact the risk would have on the business
1	No significant impact on the sector
2	Has a small impact on the sector

3	Has limited impact on the sector
4	Has a large impact on the sector
5	Has a serious impact on the sector



REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Internal Audit Annual Plan, Year to 31 July 2020	
Author: Peter D Smith, Vice Principal – Finance & Resources	Contributor(s): Henderson Loggie
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to note the programme of internal audit work to be undertaken by Henderson Loggie in AY2019-20.	
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 Annual Plan adopted by the Audit & Risk Committee for 2019-20 is presented to the Regional Board for its information.	
The Internal Audit Plan, attached as Appendix 1 to this paper, was prepared having:	
<ul style="list-style-type: none"> • undertaken an internal audit needs assessment, • prepared a strategic plan for the financial years 2019-20 to 2021-22, • considered the results of internal audit work in 2017-18 and 2018-19, • considered risk factors identified over time, with reference to the College's Strategic Risk Register; and, • held discussions with the Chair of the Audit & Risk Committee, Principal, Vice Principals and members of the College's Leadership Team. 	
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 Plan for the Year to 31 July 2020 at its meeting held on 25 September 2019.	

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:



North East Scotland College

Internal Audit Annual Plan 2019/20

Internal Audit Report No: 2020/02

Draft issued: 19 August 2019

2nd Draft issued: 30 August 2019

Final issued: 10 September 2019



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Introduction

- 1.1 The purpose of this document is to present for consideration by management and the Audit and Risk Committee the annual operating plan for the year ended 31 July 2020. The plan is based on the proposed allocation of audit days for 2019/20 set out in the Audit Needs Assessment and Strategic Plan 2019 to 2022. The preparation of the Strategic Plan involved dialogue with management, and the Audit and Risk Committee approved the plan at its meeting on 10 July 2019.
- 1.2 A copy of the Strategic Plan is included at Section 2 of this report.
- 1.3 At Section 3 of this report we have set out the outline scope and objectives for each audit assignment to be undertaken during 2019/20, together with the proposed audit approach. These have been arrived at following consideration by the Senior Executive Team. The outline scopes will be refined and finalised after discussion with responsible managers in each audit area.
- 1.4 Separate reports will be issued for each assignment with recommendations graded to reflect the significance of the issues raised. In addition, audit findings will be assessed and graded on an overall basis to denote the level of priority that should be given to each report.

Strategic Plan 2019 to 2022

Proposed Allocation of Audit Days

	Category	Priority	Planned 19/20 Days	Planned 20/21 Days	Planned 21/22 Days
Reputation					
Publicity and Communications	Gov	M			
Health and Safety	Gov	M			
Student Experience					
Curriculum planning	Perf	M		5	
Quality	Perf	L			
Student support	Perf	M		5	
Student recruitment and retention	Fin/Perf	H			
Students Association	Gov	M			
Staffing Issues					
Staff recruitment and retention	Perf	M/L			
Staff development	Perf	M			
Workforce planning	Perf	M		4	
Payroll	Fin	M			4
Estates and Facilities					
Building maintenance	Fin/Perf	H/M			
Estates and facilities contract VFM	Fin/Perf	M			5
Estates strategy / capital projects	Fin/Perf	H/M			
Space management	Perf	H			
Asset / fleet management	Perf	M		5	
Financial Issues					
Budgetary control	Fin	H		4	
Financial planning	Fin	H	4		
Student fees and contracts / registry	Fin	M			
General ledger	Fin	M			
Procurement and creditors / purchasing	Fin	M			4
Debtors/ Income	Fin	M			
Cash & Bank / Treasury management	Fin	M			
Commercial Issues					
Business Development	Fin/Perf	H/M	5		
International Activities	Gov/Fin/Perf	M			
ASET	Gov/Fin/Perf	H/M			5

Proposed Allocation of Audit Days (Continued)

	Category	Priority	Planned 19/20 Days	Planned 20/21 Days	Planned 21/22 Days
Organisational Issues					
Risk Management*	Perf	M			5
Business Continuity*	Perf	M			
Corporate Governance	Gov	M			
Corporate Planning	Perf	M			
Performance reporting / KPIs	Perf	M	5		
Partnership Working	Gov/Perf	M			
Equalities	Gov	M			
Information and IT					
IT network arrangements**	Perf	M		5	
BYOD VFM	Perf/Fin	M	5		
Data protection**	Gov	H			
FOI	Gov	L			
Systems development / implementation	Perf	M			
IT strategy	Perf	M			
IT operations	Perf	M	5		
Other Audit Activities					
Credits audit		Required	7	7	7
Student Support Funds		Required	8	8	8
Management and Planning)			5	5	5
External audit / SFC)					
Attendance at Audit & Risk Committee)					
Follow-up reviews		Various	3	2	2
Audit Needs Assessment			3		
Business Process Review (TBC)					5
Total			50	50	50
			=====	=====	=====

Key

Category: Gov – Governance; Perf – Performance; Fin – Financial

Priority: H – High; M – Medium; L – Low

*, ** these assignments will be linked



Outline Scope and Objectives

Audit Assignment:	Financial Planning
Priority:	High
Fieldwork Timing	2 March 2020
Audit and Risk Committee Meeting:	20 May 2020
Days:	4

Scope

The scope of the audit will be to review the College's long-term financial planning arrangements to consider whether these are in line with good practice.

Objectives

The objectives of the audit will be to obtain reasonable assurance that:

- the College has developed a long-term financial strategy, which includes long-term financial forecasts;
- the College is engaged with the Scottish Funding Council (SFC) to develop its approach to long-term financial forecasting;
- assumptions used in the financial forecasting returns submitted to the SFC are robust, realistic and applied consistently; and
- any departure from the SFC guidance on common sector assumptions is justified to the Regional Board, auditors and to the SFC.

Our audit approach will be:

From discussion with the Vice Principal – Finance & Resources and the Financial Controllers, and review of financial plans and forecasts, we will assess compliance with the above objectives.

Audit Assignment:	Business Development
Priority:	High / Medium
Fieldwork Timing	11 November 2019
Audit and Risk Committee Meeting:	19 February 2020
Days:	5

Scope

This audit will consider the key risks in relation to the College's commercial and external funding activities, excluding ASET Limited, which will be covered separately on the internal audit programme.

Objectives

The primary objective of this audit will be to establish whether procedures in place within the College are sufficient to maximise income generation and margin from commercial (non-SFC) activities.

Secondary objectives will be to ensure that:

- an effective strategic and operational planning process has been established, including identification of key markets and courses;
- there is appropriate support in place to identify and promote commercial and external funding opportunities;
- key risks and opportunities are identified and mitigated / exploited;
- there is effective pricing in the marketplace, with full cost recovery as the target and careful consideration being given to activity which does not meet this target;
- management information, including financial information on each specific activity, is adequate and easily accessible to all relevant staff;
- there is regular review of activities by the Regional Board and its committees;
- feedback is sought from customers and acted upon;
- appropriate systems and procedures are in place to manage intellectual property risks covering areas such as: ownership; identification; application approval; and maintenance; and
- adequate arrangements have been put in place to prevent and respond to external claims against the College for breach of contract and robust agreements are signed with partners.

Our audit approach will be:

From discussion with the Vice Principal – Access, Outcomes & Partnerships, Vice Principal – Finance & Resources, Director of Business Development, Director of Marketing & Communications, Head of External Funding, and other relevant staff, and review of relevant documents, we will establish the key controls in place within the above areas and consider their adequacy.

Where relevant, sample testing will be carried out to establish whether key controls in place within the above areas are operating effectively in practice.

Audit Assignment:	Performance Reporting / KPIs
Priority:	Medium
Fieldwork Timing	30 March 2020
Audit and Risk Committee Meeting:	20 May 2020
Days:	5

Scope

This audit will consider the format, content and timeliness of management information, both financial and non-financial (although excluding budget monitoring as this will be covered separately as part of the internal audit programme), provided to senior management and to the Regional Board.

Objectives

The objective of the audit will be to obtain reasonable assurance that:

- the management information needs of users have been identified and the information provided meets those needs;
- management information is clearly set out, easily accessible, accurate, provided on a timely basis and readily understood by users;
- management information is available which:
 - ◆ reports on appropriate key performance indicators and, where applicable, on outputs, outcomes and impacts;
 - ◆ enables the impacts of key strategic and operational decisions to be measured;
 - ◆ assists in forecasting; and
- processes in place to provide and disseminate management information are efficient.

Our audit approach will be:

A sample of senior managers and Regional Board members will be interviewed, and the College’s management reports, and management reporting procedures, will be reviewed to assess compliance with the above objectives.

Audit Assignment:	BYOD VFM
Priority:	Medium
Fieldwork Timing	9 March 2020
Audit and Risk Committee Meeting:	20 May 2020
Days:	5

Scope

The College has a significant number of Bring Your Own Device (BYOD) programmes, which require students to have access to their own laptop or netbook computer in class each day. To enable this, students have the option of being provided with a laptop at induction that will be theirs to keep throughout their time at College. Having access to their own personal device enables students to access appropriate materials during classes and also allows them to undertake effective self-study both in the College, and at home. Bringing their own device also provides students with unlimited access to Blackboard, the College's virtual learning environment. For non-advanced students, the devices are either funded via bursary or directly by the students. There is a large stock of short-term loan devices available from the College library that students can borrow on a short-term basis should they experience a problem with their own device.

In order to support the use of mobile devices, the College has invested significantly in the facilities and infrastructure necessary to allow students to use these effectively. Such developments include a robust and ubiquitous wireless internet network at all campuses, device charging points and easily accessible IT Helpzone support.

This audit will consider whether the BYOD initiative in its current form is the best use of resources and is being appropriately managed.

Objectives

The objective of the audit will be to establish whether the College is obtaining value for money from its spend on the BYOD initiative. To conclude on this objective, we will establish whether:

- there is a formal BYOD Policy in place which clearly sets out respective responsibilities for all parties;
- there is a process in place to control the issue and return of laptops provided to students (including devices issued on short-term loan);
- an exercise has been conducted to identify the number of BYOD users and to forecast demand on College services;
- the College's IT Support resource is configured to effectively deliver the IT support required to sustain BYOD devices across all campuses;
- BYOD enquires made to the IT Helpzone, and the subsequent utilisation of the IT team, are monitored to ensure compliance with the BYOD Policy and to assess the cost and the impact of this service provision on the learner experience;
- there are sufficient wireless access points across all campuses to allow all users to obtain and maintain access via their individual devices; and
- information security risks relating to the management of BYOD devices have been identified and effectively mitigated.

Audit Assignment:

BYOD VFM (Continued)

Our audit approach will be:

Through discussion with the Director of Learning, the Director of Student Access & Information, members of the Learning Enhancement team and student support staff, the Director of IT & Technical Services and IT staff and the Credit Manager, and review of relevant documentation, we will establish the current arrangements and evaluate the extent to which they deliver value for money against the objectives listed above.

Audit Assignment:	IT Operations
Priority:	Medium
Fieldwork Timing	9 March 2020
Audit and Risk Committee Meeting:	20 May 2020
Days:	5

Scope

The College is currently implementing ITIL (formerly an acronym for Information Technology Infrastructure Library), which is a globally recognised best practice methodology for IT service management. The newest iteration of ITIL (ITIL 4) was launched in January 2019.

This audit will review the processes in place within IT Operations against the ITIL framework.

Objectives

The objectives of this audit will be to gain reasonable assurance that:

- the processes in place within IT Operations are in line with ITIL best practice guidance; and
- service users are satisfied with the level of service provided by the IT Operations team.

Our audit approach will be:

From discussion with the Director of IT & Technical Services and IT staff, and review of documentation, we will establish the key processes and procedures in place within IT Operations and benchmark against the ITIL framework. Where relevant, we will carry out compliance testing to confirm whether procedures and target timescales for resolving IT problems are being followed in practice.

From discussion with service users including Student Records and MIS, we will obtain feedback on their level of satisfaction with the service provided by the IT Operations team.

Internal Audit Annual Plan 2019/20

Audit Assignment:	Credits Audit
Priority:	Required audit
Fieldwork Timing	12 August 2019
Audit and Risk Committee Meeting:	28 November 2019
Days:	7

Scope

Credits Audit Guidance, issued by SFC, requests that colleges obtain from their auditors assurances as to the reasonableness of procedures used in the compilation of the Credits related element of the FES return.

Objectives

To obtain reasonable assurance that:

- the student data returns have been compiled in accordance with all relevant guidance;
- adequate procedures are in place to ensure the accurate collection and recording of the data; and
- the FES return contains no material misstatements.

Our audit approach will be:

Through discussion with College staff, and review of relevant documents, we will record the systems and procedures used by the College in compiling the returns and assess and test their adequacy. We will carry out further detailed testing, as necessary, to enable us to conclude that the systems and procedures are working satisfactorily as described to us.

Detailed analytical review will be carried out obtaining explanations for significant variations from previous year's activity.

Our testing will be designed to cover the major requirements for recording and reporting fundable activity identified at Annex C to the Credits Audit Guidance and the key areas of risk identified in Annex D.

We will also review the final error report from the FES on-line checks.

Audit Assignment:	Student Support Funds
Priority:	Required audit
Fieldwork Timing	19 August 2019
Audit and Risk Committee Meeting:	28 November 2019
Days:	8

Scope

We will carry out an audit on the College's student support funds for the year ended 31 July 2019 and provide an audit certificate. Three specific fund statements will require an audit:

- Further Education Discretionary Fund, Further and Higher Education Childcare Fund and Bursary Return;
- Higher Education Discretionary Fund; and
- Education Maintenance Allowance (EMA) Return.

Objectives

The audit objectives will be to obtain reasonable assurance that:

- the College complies with the terms, conditions and guidance notes issued by the SFC, SAAS and the Scottish Government;
- payments to students are genuine claims for hardship, childcare, bursary or EMA, and have been processed and awarded in accordance with College procedures; and
- the information disclosed in each of the returns for the year ended 31 July 2019 is in agreement with underlying records.

Our audit approach will be:

- Reviewing new guidance from the SFC, SAAS and the Scottish Government and identifying internal procedures through discussion with College staff, and review of relevant documents;
- Agreeing income to letters of award;
- Reconciling expenditure through the financial ledger to returns, investigating reconciling items;
- Reviewing for large or unusual items, obtaining explanations where necessary; and
- Carrying out detailed audit testing, on a sample basis, on expenditure from the funds.

Audit guidance issued by SFC will be utilised. This includes 'Areas of risk and audit considerations' for bursaries and for the discretionary funds and childcare, and 'Guidance on the audit requirements for EMA.'

Internal Audit Annual Plan 2019/20

Audit Assignment:	Follow-Up Reviews
Priority:	Various
Fieldwork Timing	30 March 2020
Audit and Risk Committee Meeting:	20 May 2020
Days:	3

Scope

This review will cover reports from the 2018/19 internal audit programme and reports from earlier years where previous follow-up identified recommendations outstanding.

Objectives

To establish the status of implementation of recommendations made in previous internal audit reports.

Our audit approach will be:

- for the recommendations made in previous reports ascertain by enquiry or sample testing, as appropriate, whether they have been completed or what stage they have reached in terms of completion and whether the due date needs to be revised; and
- prepare a summary of the current status of the recommendations for the Audit and Risk Committee.



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REGIONAL BOARD	
Meeting of 30 October 2019	
Title: Regional Board Engagement Plan	
Author: Pauline May, Secretary to the Board	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To inform the Regional Board of a number of engagement activities with external stakeholders, staff and students scheduled throughout AY2019-20.	
Linked to Strategic Goal:	
Linked to Annual Priority:	
<p>Executive Summary:</p> <p>Board Member 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 AY2019-20 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 is as follows:</p> <ul style="list-style-type: none"> • 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) <p>Attached as Appendix 1 the Regional Board Engagement Plan that details key events throughout AY2019-20 which Members may wish to attend. It is hoped that providing Members with advance notice of upcoming events 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 and recirculated to Members as details are finalised and new events scheduled.</p> <p>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</p>	

CPD activity, Members are therefore asked to advise the Secretary to the Board of any events they wish to attend in the first instance.

Recommendation:

It is recommended that Members note the Regional Board Engagement Plan for AY2019-20.

Previous Committee Recommendation/Approval (if applicable):

None.

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Event	Date	Venue	Time
Graduation - Fraserburgh Ceremony	Sat 28 September 2019	Fraserburgh Campus	11am
Make it Happen (Enterprise Week Event)	Thurs 03 October 2019	Fraserburgh Campus	
Graduation – Aberdeen Ceremonies	Tues 08 October 2019	Doubletree by Hilton, Aberdeen Treetops Hotel, Aberdeen	11am 3pm
	Wed 09 October 2019		11am 3pm
Regional Board Networks Dinner (TBC)	Thurs 21 November 2019	Gate 63, Aberdeen City Campus	5.30pm
Open Day – Fraserburgh NESCol Experience	Thurs 14 November 2019	Fraserburgh Campus	10am-3.30pm Schools 4-7pm General Public
CAMPUS VISIT	Tues 26 November 2019	Aberdeen City Campus (3 Faculties – Computing & Science, Creative Industries, Sport & Health and Beauty))	2pm
Winter “Sparkle” Festival	10-12 December 2019	Fraserburgh Campus	11.30am – 1.30pm
Acting & Performance Students Pantomime – Beauty and the Beast	12-14 and 16-18 December 2019	Basement Theatre, Aberdeen City Campus	7pm
CAMPUS VISIT	Wed 26 February 2020	Aberdeen Altens Campus	1.30pm
CAMPUS VISIT	Thurs 05 March 2020	Fraserburgh Campus	3pm
Modern Apprenticeship Awards Ceremony	Thurs 05 March 2020	Fraserburgh Campus	6.30-7.30pm
Modern Apprenticeship Awards Evening	Thurs 07 March 2020	Aberdeen Altens Campus	6.30-7.30pm
College & Employer Open Day	Thurs 19 March 2020	Fraserburgh Campus	3pm
CAMPUS VISIT	Tues 21 April 2020	Aberdeen City Campus	2pm

Event	Date	Venue	Time
		(3 Faculties – Social Science/Hospitality/Learning Ops, Business & ESOL, Care)	
CAMPUS VISIT	Wed 13 May 2020	Scottish Maritime Academy, Peterhead	2pm
Hair and Beauty End of Year Show	XX May 2020	Fraserburgh Campus	TBC
Student Achievement & Community Citizenship Awards	XX May 2020	Gate 63, Aberdeen City Campus	10.30am
Learning Opportunities Talent Show	XX June 2020	Basement Theatre, Aberdeen City Campus	1.30pm
Learning Opportunities Awards Ceremony	Thurs 18 June 2020	SG1, Aberdeen City Campus	2pm
Learning Opportunities Fashion Show	XX June 2020	Aberdeen City Campus	TBC
Creative Arts End of Year Show	XX June 2020	Aberdeen City Campus	TBC
Acting & Performance Students Production	XX June 2020	Basement Theatre, Aberdeen City Campus	TBC

**Students' Association Events to be added*