NORTH EAST SCOTLAND COLLEGE

REGIONAL BOARD MEETING

Meeting of 23 June 2021

REGIONAL BOARD

NOTICE
There will be a meeting of the Regional Board of North East Scotland College on Wednesday 23 June 2021 at 1000 hours via Microsoft Office Teams.

AGENDA		
Agenda Item		**Paper**
27-21	Apologies for Absence	
28-21	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
29-21	Minutes of Meeting of 23 March 2021	X
30-21	Matters Arising from the Previous Meeting	X
	Reports to the Board	
31-21	Report by the Regional Chair	X
32-21	Report by the Principal	X
33-21	Report by Committee Chairs	X
	Governance Matters	
34-21	Programme of Meetings AY2021-22	X
35-21	Board Committee Membership	X
36-21	Register of Interests (updated May 2021)	X
	Matters for Decision	
37-21	NESCol Graduations 2021	X
38-21	Carbon Management Plan	X
39-21	Strategic Risk Register	X
40-21	Strategic Plan 2021-23 (final draft)	X
41-21	Interim Outcome Agreement AY2020-21	X
42-21	Committee and Board Summations	X
	Matters for Information	
43-21	Job Evaluation **(presentation)**	
44-21	**Any Other Business**	
	Date of next meeting	
45-21	Provisional date for next meeting is 6 October 2021	
	Reserved Items of Business	
	Matters for Decision	
46-21	Budget, Capital Plan & Financial Forecast Return **(late paper)**	X
47-21	ASET Memorandum of Understanding	X
48-21	Donation to North East Scotland Further Education Foundation	X
49-21	Chairs Committee Report – Contracts Award	X
50-21	Remunerations Committee Report – Senior Staff	X

	Matters for Discussion	
51-21	Credit Update **(verbal update)**	X
52-21	Principal's Performance Management Objectives - Update	X
53-21	Colleges Scotland Draft Sector Statement of Ambition 2021-2025	X

REGIONAL BOARD

Draft Minutes of the meeting of the Regional Board held on Wednesday 24 March 2021 through the use of Microsoft Teams.

Agenda Item	
	Present: David Anderson Ann Bell – Vice Chair Sasha Brydon Neil Cowie Martin Dear Abdul Elghedafi Susan Elston John Henderson – Vice Chair Abha Maheshwari Julia McGinley Neil McLennan Ken Milroy - Regional Chair Sheena Ross Andrew Russell Gwen Watt **In attendance:** Robin McGregor, Vice Principal Curriculum & Quality Peter Smith, Vice Principal Finance & Resources Pauline May, Secretary to the Board Susan Lawrance, Minute Secretary David Archibald, MHA Henderson Loggie (for Agenda Items 01-21 to 06-21 only) Atholl Menzies, ASET Chief Executive And Executive Director (for Agenda Item 20-21 only) Duncan Abernethy, Director of Business Development (for Agenda Item 20-21 only) Susan Grant, Director of Learning (for Agenda Item 12-21 only) Kimra Donnelly, Director of People Services (for Agenda Item 24-21 only) **Trade Union Observers:** Elle Watson, UNISON Sue Porter, EIS/FELA
01-21	**Apologies** No apologies were presented but Anne Simpson's absence was recorded.
02-21	**Declaration of any Potential Conflicts of Interest in relation to any Agenda Items** N McLennan declared potential conflicts of interest by virtue of his role at the University of Aberdeen.
03-21	**Minutes of Previous Meeting – 16 December 2020** The minutes were approved as a true and accurate record.

04-21	**Matters Arising from the Previous Meeting** Members noted the Matters Arising Report with no further matters raised.
	Matters for Decision
05-21	**External Effectiveness Review** The Board considered a paper providing Members with an opportunity to consider the Report prepared by MHA Henderson Loggie on its Externally Facilitated Effectiveness Review. D Archibald thanked Members, the Executive Team and the Secretary to the Board for their input into the process. Members were advised that the Report evidenced a high level of compliance with all aspects of the Code of Good Governance for Scotland's Colleges. It was highlighted that there are no areas of non-compliance and no recommendations. D Archibald highlighted that no previous Reviews undertaken by MHA Henderson Loggie for other colleges had also identified no areas of non-compliance and no recommendations. D Archibald commented that the Review findings should provide Members with assurance that the NESCol Regional Board is strong and committed. N Cowie commented that the Executive Team was greatly appreciative of working with such a committed Board and that the Team would support actions to strengthen future governance activities. D Archibald explained four 'others areas to consider' in support of improvements that were identified through the Board Focus Group discussions, noting that the Board may wish to reflect on these for possible introduction. D Archibald confirmed that positive views shared in Member questionnaires had been supported by evidence reviewed as part of the Review's desktop exercise. Members approved the Report prior to its submission to the SFC and publication on the College's website. In relation to the preparation of the Board's Development Plan for the next 12 months, it was agreed that the Board's Governance Steering Group would give this initial consideration before consulting with Committee Chairs and the full Board.
	D Archibald left the meeting at this time.
	It was agreed Agenda Item 20-21 would be taken at this time.
	Reserved Item – Matter for Discussion
20-21	

	Reports to the Board
06-21	**Report by the Regional Chair** Members noted the Report. K Milroy advised that the recent Board recruitment process for Non-executive Members had been very successful, with applicant interviews scheduled to take place in early April 2021. The Regional Chair's attendance at a number of key national meetings was highlighted.
07-21	**Report by the Principal** Members noted the Report by the Principal. N Cowie and S Porter provided updates in relation to National Collective Bargaining Developments, including planned EIS-FELA industrial action. P Smith shared initial observations on additional funding for AY2021-21 and interim allocation for AY2021-22 published by the SFC earlier that day. It was agreed a detailed analysis of the announcements would be circulated to the Board in due course, and would also be considered as required by the Finance & Resources Committee as well as at the upcoming Strategy Event.
08-21	**Report by the Committee Chairs** Members noted the Report by the Committee Chairs. J Henderson, in his role as Chair of the Finance & Resources Committee, noted the information considered by the Committee regarding the Budget Review, and highlighted positive discussions around the College's Annual Environmental Sustainability Annual Report. A Bell, in her role as Chair of the Human Resources Committee, highlighted that the revised Equal Pay Statement & Policy had now been reviewed and reapproved by the Hums Resources Committee.

		Governance Matters
09-21		**Governance Manual** Members considered q paper detailing a number of proposed additions to the Board's Governance Manual. The Board approved the additional two role descriptions – Committee Chair and Principal & Chief Executive - as presented. Additional text relating to the co-option of former Non-executive Members and the remit of the Selection & Appointments Committee was also approved as presented.
10-21		**Succession Planning** The Board considered a paper highlighting a number of considerations relating to its succession planning. Members approved the proposed appointments to the offices of Chair and Vice Chair of Curriculum & Quality Committee and Human Resource Committee. It was noted these have been considered by the Selection & Appointments Committee and the Governance Steering Group in advance of being presented to the Board for approval. *A Bell left the meeting at this time.* The co-option of two current Non-executive Members at the end of their terms of office to two Board Committees was approved to ensure that critical Member knowledge and experience is retained during the ongoing challenging circumstances. A Bell rejoined the meeting at this time. Members acknowledged that the current Teaching Staff Member would leave the Board in early May 202 and that an election process to appoint their successor would be initiated shortly. Members also noted the forthcoming changes relating to one of the Board's Vice Chairs and NESFEF Trustees. K Milroy advised that Committee Membership would be reviewed for AY2021-22 as part of the Annual Development Meeting process and to reflect the impending appointment of a number of new Non-executive Board Members.
11-21		**Appointment of Chair of ASET Board of Directors** Members considered a paper providing the Board with an opportunity to consider the appointment of the Chair of the Board of Directors of ASET. A discussion took place regarding the proposals presented in the paper. Some Members raised concerns regarding a four year appointment at this time, and the decision not to appoint through an open recruitment process given that other public appointments and open recruitment processes have continued despite the pandemic. Some concern was also noted given that the proposals did not reflect approaches previously agreed by the Board in April 2020 in relation to succession planning for the ASET Board of Directors. A discussion was also held in relation to considerations around continuity and retaining knowledge given the current and future challenging economic, industry and market circumstances, with Members noting that this would still be

	tested at the interview stage of an open recruitment process, one which the current Interim Chair would be eligible to participate in.

It was suggested that the term of appointment and related timeline should be considered in line with the development of ASET's new strategy, and in support of future proofing the ASET Board in line with emerging industries and opportunities.

In not supporting the proposal to appoint the current Interim Chair, the Board noted that consideration should be given to any related potential risks that could arise with this direction of travel.

In noted the succession planning arrangements for current Directors to step down from the ASET Board, Member agreed that it was important for actions to be considered to improve diversity of membership of the ASET Board of Directors.

Members agreed that the interim arrangements should be extended further for the Chair of the ASET Board rather than approve a longer term appointment at this time.

Given the complexity of this matter, K Milroy agreed to discuss the Board's view and the alternative proposal further with the Interim Chair and to bring the matter back to the Board. |
| | **Matters for Decision** |
| | *S Grant joined the meeting at this time.* |
| 12-21 | **Equality Mainstreaming Report**
Members considered a paper providing information on the preparation of the College's next Equality Mainstreaming Report and the identification of new Equality Outcomes for the period 2021-25.

S Grant summarised the work undertaken by her and a number of key contributors. The role of the College's Equalities Committee was also noted. Members were advised that the extensive appendices relating to staff data had been considered by the Human Resources Committee at its most recent meeting. S Grant added that the Report would be enhanced by the inclusion of a number of case studies to provided additional context, and would be designed by the College's Marketing & Communications Team prior to its publication on the College's website by the end of April 2021.

In response to a Member's query, it was agreed that the response rate to the Student Survey referred to in Section 5.3.1 would be added into the Report.

The Board noted a number of positive outcomes and developments highlighted in the Report related to the mainstreaming of equality across the College. Members commented that it was important for the Board to be aware of the College's agreed key actions in relation to equality.

All staff involved in the preparation of the comprehensive Report were thanked. It was agreed that it was important for the positive messages contained in the report are communicated to stakeholders.

The Board approved the Equality Mainstreaming Report and the College's Equality Outcomes for 2021-25 as presented. |

	S Grant and R McGregor left the meeting at this time.
13-21	**Scottish Colleges "Statement of Commitment on the Climate Emergency"** Members considered a paper providing the Board with an opportunity to consider adopting the Scottish Colleges' Statement of Commitment on the Climate Emergency. The Board agreed that NESCol should demonstrate its commitment to contributing to addressing the global climate emergency and Scotland's Net Zero ambitions by adopting the Statement. It was noted that the Statement would be officially launched by CDN on Earth Day, 22 April 2021.
	Matters for Information
14-21	**Annual Priorities AY2019-20 – Final Update** Members noted a paper providing a final update against the College's twenty Annual Priorities for AY2019-20. It was highlighted that two Priorities flagged as red would continue to be addressed as they relate to learner outcomes and financial sustainability. It was also noted that the six amber Priorities would continue to be addressed as part of the ongoing Business Priority Planning project or as 'business as usual' work.
15-21	**Staff Wellbeing Update** The Board noted a paper detailing the College's approach to staff wellbeing. Endorsement of the College's strengthened approach recorded in the Report of a recent Investors in People Review was highlighted.
16-21	**Prevent Duty Annual Report** Members noted a paper providing information on the College's compliance with the Prevent Duty.
17-21	**New Strategic Plan – Approach & Timeline** Members noted a paper providing information on the development of the College's next Strategic Plan. N Cowie explained the rationale for a "lighter touch" document due to current levels of fluidity and uncertainty in relation to the College's operating environment. It was confirmed that the draft Strategic Plan would be presented for the Board's consideration at the Strategy Event scheduled for 27 April 2021. In response to comments from S Brydon regarding the potential for student input into the College's new Strategic Plan, it was agreed that appropriate opportunities for the Students' Association to be consulted on new College Plans would be considered by the Executive Team. A Member's request made for the upcoming Strategy Event to provide the Board with information on longer term horizon scanning was acknowledged and would be considered prior to the Event's Agenda being finalised.

18-21	**Any Other Business** No other business was raised.
19-21	**Summation of Business and Date of Next Meeting** The Secretary gave a summation of the business conducted. The next meeting of the Regional Board is scheduled to take place on Wednesday 23ʳJune 2021 at 1000 hours.
	D Russell left the meeting at this time.
	Reserved Items of Business – Matter for Discussion
20-21	**Commercial Activity** • **Aberdeen Skills and Enterprise Training Limited** • **Business & Community Development** .
	.
21-21	**Annual Appraisal of Regional Chair**
	K Milroy and P Smith rejoined and N McLennan left the meeting at this time.
	Matters for Decision
22-21	**Extension of Contract for Janitorial & Security Services**
23-21	**Contract Award – Associate Trainers**
	P May and S Lawrance left and K Donnelly joined the meeting at this time.
24-21	**Appointment of Secretary to the Board**

	K Donnelly left and P May and S Lawrance rejoined the meeting at this time.
	Standing Item
25-21	**Regional Board Programme of Business AY2020-21** This Agenda Item was not considered.
26-21	**Summation of Reserved Items of Business** The Regional Chair advised that a summation of the Reserved Items of Business was not required.
	K Mirloy acknowledged that this was M Dear's last attendance at a Board Meeting due to his term of office ending shortly. M Dear was thanksed on behlf of the Board for his support and contributions. M Dear was also wished well for his planned retirement in Summer 2021. K Milroy also highlighted that this would have been A Simpson's last attendance at a Board Meeting with her term of office ceasing at the end of April. A Simpson's significant contribution to the Board's of the former Banff & Buchan College and NESCol over many years was highlighted, with the Board passing on their best wishes and noting that A Simpson would remain a Co-opted Member of the Curriculum & Quality Committee. K Milroy, on behalf of the Board, also acknowledged that P May would shortly be leaving the College and acknowledged the high regard Board Members had for her. P May was wished well for her future plans.
	Meeting ended 1250 hours

Agenda Item	Actions from Regional Board Meeting 24/03/21	Responsibility	Deadline
05-21	Prepare Board Development Plan for next 12 months	Governance Steering Group	30 April 2021
20-21		T	
20-21			
07-21	Circulate analysis of recent SFC funding announcement	P Smith	As soon as possible
09-21	Finalise Governance Manual	P May	As soon as possible

11-21	Further discussions to be held regarding appointment of ASET Chair, with Board updated in due course	K Milroy	As soon as possible
12-21	Add survey response rate into section 5.3.1 of Equality Mainstreaming Report	S Grant	30 April 2021
17-21	Consider approach for consulting with SA on new College plans	N Cowie	Ongoing
17-21	Include longer-term horizon scanning on April Strategy Event Agenda	K Milroy, N Cowie with P May	15 April 2021

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

	REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 24 March 2021.

Agenda Item	
05-21	**Action:** Prepare Board Development Plan for next 12 months
	Status: Prepared and approved by Governance Steering Group – now available via Regional Board Team Space – key reference documents channel. Plan to be continually updated and brought back to Regional Board.
20-21	**Action:** Define and add risk and related mitigations re: loss of ASET income into College Strategic Risk Register
	Status: Complete - Risk added to April 2021 version of Strategic Risk Register
20-21	**Action:** Hold discussions around parent entity relationship with ASET
	Status: Meeting held between Executive Team, Regional Chair and ASET, it is proposed the Group Strategy be shared at November Strategy Event.
07-21	**Action:** Circulate analysis of recent SFC funding announcement
	Status: Complete - available via Regional Board Team Space.
09-21	**Action:** Finalise Governance Manual
	Status: Complete – available via Regional Board Team Space and Governance section of website.
11-21	**Action:** Further discussions to be held regarding appointment of ASET Chair, with Board updated in due course
	Status: Complete - The matter of succession planning for Directors was discussed with ASET Board and agreed that current Directors tenures will end as follows: D Morgan: 31 October 2021 D Duthie 31 October 2022 I Gossip to continue as Interim Chair until 31 October 2023
12-21	**Action:** Add survey response rate into section 5.3.1 of Equality Mainstreaming Report
	Status: Complete – Equality Mainstreaming Report amended to include survey response – Report available via Website.
17-21	**Action:** Consider approach for consulting with SA on new College plans

	Status: Consultations between new Student Engagement Manager and SA President continuing to enhance engagement.
17-21	**Action:** Include longer-term horizon scanning on April Strategy Event Agenda
	Status: Complete – Longer term vision included within Feedback Session 4.

REGIONAL BOARD
Meeting of 23rd June 2021

	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 and a summary of the Chair's attendance at meetings out with schedules meetings of the Board and Committees.		
1	**Recruitment of NESCol Non-executive Board Members**	
	Following interviews of short-listed candidates, Scottish Government approved the recommendations of the interview panel to offer the positions to Jim Gifford; Leona McDermid and Andy Rodden. All three new members have attended various Committee meetings as observers and are in attendance at today's meeting – welcome.

Following a teaching staff election, Mr David Blackhall, has joined the Board as the Teaching Staff representative. David is also in attendance at today's meeting – welcome. | |
2	**Colleges Scotland Review**	
	As part of the review a revised Statement of Ambition for the sector has been drafted and the Board is invited to make comment on the draft, see reserved item on the agenda for today's meeting.	
3	**Principal's Performance Management Objectives**	
	On Agenda for today's meeting.	
4	**Governance Steering Group**	
	The Governance Steering Group met in April and May 2021. A summary of the key topics discussed were:
- Regional Board Development Plan
- Non-executive Board Member Induction
- Succession Planning
- Appointment of Foundation Trustee
- Committee Membership (covered in 6 above)
- Appointment of next Regional Chair
- Appraisal of Regional Chair
- Draft Schedule of Meetings

The agreed points/notes from the meeting were:
- Development Plan to be shared with Regional Board via team space and regularly updated.
- Induction for new Board Members (phase 1) has taken place with further informal discussions arranged by the Board Secretary.
- The Board Secretary to continue to liaise with Scottish Government regarding Regional Chair appointment.
- Members noted there will be no Scottish Government appraisal of outgoing chairs at this time. | |
| **5** | **Attendance at Meetings – Regional Chair** | |
| | The Regional Chair has attended various meetings since the last Board Meeting, including: | |

	- Colleges Scotland Board Meetings including organisational review and Chairs Committee - Dir of Education & Children's Services Aberdeenshire Council - ASET – Review of Memorandum of Understanding and Appointment of Directors - Regional Economic Development Discussion - Board Member Induction - Trade Union Observer Induction - Board Secretary hand over - Fife Regional College Chair - J Griffin, Scottish Government, Director General for Education & Justice - NESCOL Stakeholder Briefings (MSPs) - Employers Association Meetings - Community Planning Aberdeen Board - NRPA Senior Staff Pay Working Group - Good Governance Steering Group Planning - All Chairs and Principals Meeting - CDN Seminar on Colleges Role in Economic Recovery and Development - Meeting new Minister for Further, Higher Education and Skills, Jamie Hepburn MSP.

REGIONAL BOARD
Meeting of 23 June 2021

	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 Bargaining – resolution to dispute** The national dispute relating to the role of instructor/assessors within the sector finally ended at the end of April with both sides reaching agreement and releasing a joint statement. The statement included several points of note which can be viewed through the link provided below: https://www.eis.org.uk/Content/images/FELA/Draft%20Joint%20Statement%2023.04.2021%20(002).pdf Discussions aimed at agreeing a circular that implements the resolution raised by the EIS-FELA have not been concluded and continue at the time this paper was written.
2	**College Sector Strategic Partnership Forum** Separate to national bargaining, the CPG has agreed to the establishment of a College Sector Strategic Partnership Forum where senior college and trade union representatives consider issues of strategic importance relevant to the college sector. It is envisaged that the Forum will operate at a high level, at first focussing on the issues that need to be addressed in anticipation of the post-summer return to campuses from August 2021 and the managing of the ongoing recovery in the sector. Thereafter, it is hoped that the College Sector Strategic Partnership Forum would evolve into a sustained strategic influencing and lobbying group which would act as a catalyst for positive changes within the sector across a variety of possible themes including the Scottish Government's Fair Work agenda.
3	**Employers' Association (EA)** Discussions have recently taken place regarding the future of the Employers' Association and what vision the sector has for its future. At a specially and recently convened session EA members recognised that going forward the Employers' Association would need to be strengthened, both in terms of funding and resource. It was also noted that a clear strategic plan would also be needed in order to underpin this. EA members also debated the different options with regards funding models and the level of funding required in terms of resource. It was agreed that the Employers' Association Executive Group would lead on a review of the Employers' Association, focusing on longer-term solutions regarding funding, resource and strategies, with recommendations to be brought back to the Association for further discussion and consideration. It was also agreed that this review would be conducted separately from the Colleges Scotland organisational review. Further updates will be provided to Board Members once additional information becomes available.
4	**Colleges Scotland's Statement of Commitment on the Climate Emergency** The College has pledged its support to the new Colleges Scotland Statement of Commitment on the Climate Emergency. Collectively, the college sector has come together to establish and commit to delivering 10 key actions to achieve a more sustainable future for Scotland. Further information in relating to this pledge can be accessed via the link below:

	https://www.nescol.ac.uk/nescol-pledges-support-to-sectors-climate-commitment/
5	**Principal's Key Engagements** Noted below are some of the meetings recently convened or attended by the Principal: - SFC Outcome Agreement meeting – 30th March - College Principals' Group (CPG) – various dates - Multi-agency Transformation Management Group – various dates - The future role of colleges and their partners professional discussion – 31st March - Aberdeen Inspired – 13th April - Aberdeen Sports Village consultation – 14th April - DYW NE – School Coordinator Induction – 14th April - NHS Grampian Strategy Launch Event – 16th April - Scottish Government: North East Skills Investment – various dates - ESP/ECITB Discussion – 20th April - NESCol Stakeholder Events – various dates - Regional Learning and Skills Partnership – 23rd April - DYW NE Board meeting – 5th May - SFC Indicative college funding allocations meeting – 7th May - Steve Olivier (RGU) – 20th May - Atholl Menzies (ASET) – 21st May - Scottish Government Local Governance Review meeting – 25th May - Jim Savege (Aberdeenshire Council) – 27th May - Jamie Hepburn (Minister for FE/HE, Youth Employment and Training) – 7th June
6	**Curriculum & Support Team Summary Updates** **Library +** - Health and Wellbeing aspect of Library-related services is now thriving with regularly attended Staff Book Groups and an author joining a recent meeting virtually from New Zealand. - Scottish Library and Information Council Project underway with regular sessions. Project runs till March 2022 with extensive content planned. **Student Admissions** - Changes have been made to applicant communications with monthly themed updates sent via emails. These have resulted in a much increased 'open' rate (around 70%). Plans remain to hold re. campus tours and will be dependent on further and less-restrictive Scottish Government guidance. These tours, if conducted, will form part of the Student Advice and Support Team's Ready, Steady Study initiative. - Links to a questionnaire are being sent to every application to gauge their digital skills and ability to access to a suitable device and internet. This will allow the College to support students to be 'study-ready' and able to access online materials and classes. **SWAP Access to Allied Health Professions and Midwifery** - A new SWAP programme designed by the Healthcare team, in collaboration with Science Team. Has been created. This innovative course starts in August 2022. - It is the first programme in Scotland that aims to widen access to degrees in allied health professions and midwifery. It also aligns well to progression opportunities within RGU.

Virtual End of Year Activities, Exhibitions and Performances

In order to circumvent the restrictions imposed for social gatherings, some of our very creative staff and students were able to innovatively promote our students' talents via an array of virtual platforms. Some of these are listed below:

- HND Art & Design held a virtual exhibition in early June with Aberdeen Art Gallery.
- HND Visual Communications conducted Art Steps online exhibition in June.
- HND Level 6 Textiles released fashion video.
- HNC Media Analysis & Production released online showcase.
- HND TV created You Tube broadcast. Second year students undertook a collaborative project ('Forgotten Stories') along with the Antiquaries Society to make a film about Eliza Burroughs and her archaeological discoveries in Orkney in the 1850s.
- NC Photography Level 6 and HND Photography conducted Art Steps online exhibition https://www.artsteps.com/view/605b1842ba56a862adb000ec
- https://www.artsteps.com/view/60609c68e1089cc8ae026ad0
- https://nescolhndphoto.vsble.me/
- HND Acting & Performance showcased skills to industry representatives and public during May. https://youtu.be/ov6f394FCCA

Mental Health Animated Video:
- 3D animation students created a short video to advertise the provision of mental health support available at NESCol. The video has come to the attention of CDN with a lecturer being invited to share his good practice in a Virtual Bridge Event to be held in September.

Greater Access to Creative Industries Equipment:
- Our Multimedia Team are now testing UV Clave, in collaboration with our Science technicians. This helps to sterilise sensitive AV and musical equipment not used during the last year thus giving students better and safer access to essential equipment.

Innovation Hub (Fraserburgh):
- A digital Innovation Hub has been created in our Fraserburgh Campus which incorporates multiple screen technology and virtual break-out rooms. The technology also allows break-out room controllability through an iPad and will allow lecturing staff to teach new, emerging exciting technologies such as Virtual Reality gaming and Smart Rooms.

Virtual Events
- A virtual fashion show has been conducted on-line by our Learning Opportunities students as has a virtual talent show, for which a link has been circulated to Board Members.
- A 360 virtual tour of library facilities and spaces is currently being planned to allow students to see what Library + has to offer across all main campuses. Prospective students will be able to control their pathway through the libraries remotely.

<table>
<tr><td colspan="2" align="center">REGIONAL BOARD

Meeting of 23 June 2021</td></tr>
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	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 23 June 2021, Committee Chairs will be provided with an opportunity to bring matters considered at these meetings to the attention of Members. Members will also be provided with an opportunity to seek further information on business that has been transacted.

1	The following meetings have been held since the last meeting of the Regional Board:

Committee	Meeting Date
Human Resources	26 May 2021
Audit & Risk	2 June 2021
Finance & Resources	2 June 2021
Curriculum & Quality	9 June 2021

Copies of the draft minutes from the above meetings can be accessed in the Regional Board's Team Space.

2	**Human Resources Committee – 26 May 2021**

Summary of key business:
- People Strategy
- People Services Enhancement Plan Ay2020-21 – Progress Report
- Equalities Report Update
- National Collective Bargaining Update
- Summation of Business at Board Committees and Meetings.

Agreed actions:
- Amended People Strategy to be circulated to members.
- Update on Workforce Planning to be provided to next HR Committee meeting.
- Job Evaluation Briefing Paper to be presented at 23 June 2021 Regional Board Meeting.
- Shared Parental Leave to be raised at next HR Strategic Group meeting.
- Summation of Business to be raised at next Governance Steering Group.

3	**Audit & Risk Committee – 2 June 2021**

Summary of key business
- Reports on internal audits:
  - Student Support
  - Staff Recruitment and Retention
  - Budgetary Control
  - Risk Management/Business Continuity
  - IT Network Arrangements/Data Protection
  - Performance Reporting/KPIs
  - Website Delivery Project (Value for Money)

	o Following Up Reviews 2020/21 • Draft External Audit Plan • Draft Internal Audit Plan • Strategic Risk Register • Code of Good Governance – Review of Compliance • Annual Procurement Report Agreed actions • Auditors to seek representation from SA and students in future student support internal audits. • Investigation of timing of, and alternative approaches to Protocol National invoices by Finance Team. • Purchasing audit plans for AY21/22 to be shared. • IT Project Plan to be shared with Regional Board early in AY2021/22. • Amendment to membership of Chairs Committee to be made in External Audit Plan. • Feedback, scope and objectives for next Internal Audit Plan to be brought back to next Committee. • Amendments as requested by Strategic Risk Register to be made ahead of sharing with Regional Board on 23.06.21. • Query regarding £4M threshold figure within Annual Procurement Report to be confirmed by P Smith.
3	**Finance & Resources Committee – 02 June 2021** Summary of key business: • Finance Strategy • IT Strategy • Financial Regulations • Analysis of Final SFC Funding Allocation AY2021/22 • Management Accounts (Reserved Item) • Draft Budget AY2021/22 (Reserved Item) Agreed actions • Finance and IT Strategy both approved. • Sustainability comments from Audit Scotland to be shared with Committee. • Financial Regulations approved. • Regional Chair to feedback any information from Scottish Government Ministers regarding SFC funding allocation. • Queries raised regarding draft budget to be clarified by P Smith.
4	**Curriculum & Quality Committee – 09 June 2021** Summary of key business: • Learning and Teaching Strategy • Business Development Strategy • Marketing and Communication Strategy • Credits Forecast AY2020-21 • AY2021-22 Applications Update • Planned Credits AY2021-22 • Student Support – Activity Report • Students' Association – Activity Report • Student Satisfaction and Engagement Survey AY2020-21 • Introduction to new Student Engagement Manager • Curriculum Management Restructure update The Committee also received presentations on: • Quality Assurance and Enhancement Activities • Academic Year 2021-22 – Scenario Planning

	• Business Priority Planning Update Agreed actions: • Review and identify Covid-related complaints received. • Learning and Teaching Strategy approved. • Business Development Strategy approved. • Marketing and Communications Strategy approved. • Summarised version of Student Satisfaction & Engagement Results Survey presented at next Committee meeting.
5	The Committees are scheduled to next meet as follows (draft dates which will be confirmed with Committee Chairs following Regional Board Meeting): <table><tr><td>**Committee**</td><td>**Meeting Date**</td></tr><tr><td>Human Resources</td><td>29 September 2021</td></tr><tr><td>Curriculum & Quality</td><td>2 December 2021</td></tr><tr><td>Finance & Resources</td><td>1 December 2021</td></tr><tr><td>Audit & Risk</td><td>1 December 2021</td></tr></table>

Strategy Events		
Date	**Time**	**Venue**
Wednesday 10 & Thursday 11 November 2021 - TBC	TBC	Virtual through Microsoft Teams
Spring 2022 TBC		

Regional Board Meetings		
Date	**Time**	**Venue**
Wednesday 06 October 2021	1000 hours	Virtual through Microsoft Teams
Wednesday 15 December 2021	1000 hours	Virtual through Microsoft Teams
Wednesday 23 March 2022	1000 hours	MEG01, Aberdeen Altens Campus
Wednesday 22 June 2022	1000 hours	Boardroom, Fraserburgh Campus

Audit & Risk Committee Meetings		
Date	**Time**	**Venue**
Wednesday 22 September 2021	1000 hours	Virtual through Microsoft Teams
Wednesday 01 December 2021*	1100 hours	Virtual through Microsoft Teams
Wednesday 01 June 2022	1000 hours	G10, Aberdeen City Campus

Curriculum & Quality Committee Meetings		
Date	**Time**	**Venue**
Thursday 2 December 2021	1000 hours	Virtual through Microsoft Teams
Wednesday 23 February 2022	1000 hours	G10, Aberdeen City Campus
Wednesday 25 May 2022	1000 hours	G10, Aberdeen City Campus

Finance & Resources Committee Meetings		
Date	**Time**	**Venue**
Wednesday 01 December 2021*	1100 hours	Virtual through Microsoft Teams
Wednesday 23 February 2022	1400 hours	G10, Aberdeen City Campus
Wednesday 01 June 2022	1230 hours	G10, Aberdeen City Campus

Human Resources Committee Meetings		
Date	**Time**	**Venue**
Wednesday 29 September 2021	1400 hours	Virtual through Microsoft Teams
Wednesday 25 May 2022	1400 hours	G10, Aberdeen City Campus

Annual Chairs Meeting		
Date	**Time**	**Venue**

| Wednesday 22 June 2022 | 1300 hours | Boardroom, Fraserburgh Campus |

Governance Steering Group Meetings		
Date	**Time**	**Venue**
Wednesday 15 September 2021	1400 hours	Virtual through Microsoft Teams
Wednesday 17 November 2021	1400 hours	Virtual through Microsoft Teams
Wednesday 23 February 2022	1600 hours	Virtual through Microsoft Teams
Wednesday 25 May 2022	1600 hours	Virtual through Microsoft Teams

I

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

Programme of Meetings - Academic Year 2021-22

Month	Date	Meeting	Time	Venue
September	15	Governance Steering Group	1400 hours	Virtual
	22	Audit & Risk Committee	1000 hours	
	29	Human Resources Committee	1400 hours	
October	06	Regional Board Meeting	1000 hours	Virtual
	11–22	October Break		
November	10 & 11 (TBC)	Strategy Event	TBC	Virtual
	17	Governance Steering Group	1400 hours	
December	01	Audit & Risk Committee	1100 hours	Virtual
	01	Finance & Resources Committee	1100 hours	
	02	Curriculum & Quality Committee	1000 hours	
	15	Regional Board Meeting	1000 hours	
January				
February	23	Governance Steering Group	1600 hours	Virtual
	23	Curriculum & Quality Committee	1000 hours	G10, Aberdeen City Campus
	23	Finance & Resources Committee	1400 hours	
March	23	Regional Board Meeting	1000 hours	MEG01, Aberdeen Altens Campus
April	4–15	Easter Break		
	TBC	Strategy Event		
May	25	Curriculum & Quality Committee	1000 hours	G10, Aberdeen City Campus
	25	Human Resources Committee	1400 hours	
	25	Governance Steering Group	1600 hours	Virtual
June	01	Audit & Risk Committee	1000 hours	G10, Aberdeen City Campus
	01	Finance & Resources Committee	1230 hours	
	22	Regional Board Meeting	1000 hours	Boardroom, Fraserburgh Campus
	22	Annual Chairs Meeting	1300 hours	
July				
August				

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

REGIONAL BOARD
Meeting of 23 June 2021

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

Type of Agenda Item:

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

Purpose: To enable the Regional Board to, if so minded, discuss and approve the recommendations of the Nominations and Selections Committee to alter the Board Committee Membership to reflect new Member and changes to existing Members of Board Committees. The skills and experiences of new and existing Board Members have been taken into account when considering the Committee changes.

Linked to Strategic Goal:

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

Linked to Annual Priority:

Choose an item.

Executive Summary: The Board Committee changes are highlighted below for Members consideration, noting most changes occur from August/September 2021:

Audit & Risk Committee (6)
David Anderson – Chair
Ann Bell
Abdul Elghedafi
Sheena Ross
Drew Russell – Vice Chair
Leona McDermid

Curriculum & Quality (10)
David Anderson
David Blackhall
Sasha Brydon
Neil Cowie

Julie McGinley **(until end of AY2020/21)**
Neil McLennan – Vice Chair
Andy Rodden
Drew Russell – Chair
Gwen Watt
Co-opted Member – Graham Mutch
Co-opted Member – Anne Simpson

Finance & Resources Committee (9)
David Blackhall
Sasha Brydon
Neil Cowie
Susan Elston
Jim Gifford
John Henderson – Chair
~~Neil McLennan~~
~~Abdul Elghedafi~~
Ken Milroy
Andy Rodden
Sheena Ross – Vice Chair

Human Resources Committee (8)
Ann Bell – Chair (until 31 August 2021)
Neil Cowie
Susan Elston (Equality and Diversity Champion) – Chair (from 1 September 2021)
Jim Gifford
John Henderson – Vice Chair
Neil McLennan
Julie McGinley
Ken Milroy
Gwen Watt
Co-opted Member - Ann Bell (after 1st September)

Recommendation: It is recommended that the Board approve the changes suggested through the Governance Steering and Selection & Nominations Committee.

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

Equality Impact Assessment:

Positive Impact   ☒

Negative Impact   ☐

No Impact   ☐

Evidence:

REGIONAL BOARD
Meeting of 23 June 2021

Title: Register of Interests – Board Members

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

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Board to accept the updated Register of Board Members' Interests.

Linked to Strategic Goal:

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

Linked to Annual Priority:

Choose an item.

Executive Summary:

In accordance with the terms of the Ethical Standards in Public Life and the Board's Governance Manual the Register of Interests should be regularly reviewed. A review took place during May. The updated Register is attached as Appendix 1.

Recommendation: It is recommended the Board accept the updated Register of Interests.

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

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

REGISTER OF INTERESTS

MAY 2021

REGIONAL BOARD

Name of Member: **David Anderson**
Interests relating to Remuneration: Sales and Marketing Director, Score Diagnostics Limited, a manufacturer and supplier of valve condition and performance monitoring equipment and systems. Address: Ian Davidson Building, Wellbank, Peterhead, Aberdeenshire, AB42 3AE
Interests relating to Related Undertakings: Director, Peterhead Engineers Development Limited, a provider of engineering and administration training to SVQ standards
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: Shareholder of Buchan1 Limited, a private limited company incorporated and registered in Scotland with company number SC643850 and having its registered office at Blackwood House, Union Grove Lane, Aberdeen AB10 6XU
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
    North East Scotland College acts as a training provider for the Score Group Warehousing, Welding, Mechanical and Electrical Apprentices
    Score Group sponsor graduations for the College's S2 Engineering Challenge and Girls in Energy Programme (agreed on an annual basis)
    Fellow of the Institute of Directors
    Chartered Quality Professional
    Member of the Chartered Quality Institute
    Member of the Institute of Asset Management

Date: May 2021

Name of Member: **Ann Bell**
Interests relating to Remuneration: None
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
        Trustee Board Member of NES FE Foundation
        Chairman – Crimond Medical Centre Equipment Fund
        Past President, Rotary Club, Fraserburgh

Date: May 2021

Name of Member: **David Blackhall**
Interests relating to Remuneration: Salaried member of teaching staff (lecturer)
Interests relating to Related Undertakings: NONE
Interests relating to Contracts: NONE
Interests relating to Houses, Land and Buildings: NONE
Interests relating to Shares and Securities: NONE
Interests relating to Gifts and Hospitality: NONE
Interests relating to Non-financial Interests: NONE
Date: May 2021

Name of Member: **Sasha Brydon**
Interests relating to Remuneration: Salaried as Regional President of the Students' Association at North East Scotland College
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
    Vice Chair of Aberdeenshire Youth Voice (Youth Council/Youth Forum)
    Secretary of (and Delegate to) Aberdeen Trades Union Council
    Trustee of Greener Kemnay
    Member of the Scottish Labour Party
    Member of the Scottish Cooperative Party
    Member of the Scottish Youth Parliament
    Member of the Kemnay Community Council
    Member of Unite
    Member of Unison
    Member of the Fabian Society
    Member of Open Labour
    Member of Christians on the Left
    Former member of the Scottish Trades Union Congress Youth Committee
    Former member of the UK Youth Parliament
    Former member of the Pupil Participation Forum (Aberdeenshire)
    Former President of Aberdeen Trades Union Council

Date: May 2021

Name of Member: **Neil Cowie**
Interests relating to Remuneration: Salaried as Principal & Chief Executive of North East Scotland College
Interests relating to Related Undertakings: Director - Clinterty Estates Ltd
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
    Member of DYW NE Board
    Associate Assessor – Education Scotland

Date: May 2021

Name of Member: **Abdul Elghedafi**

Interests relating to Remuneration:
    • Salaried as a Corporate and Commercial Lawyer of Trafford Borough Council until 18th July 2021;
    • Salaried as a Procurement Lawyer of South London Legal Partnership (Merton London Borough Council) from 19th July 2021;
    • Non-Executive Director of NHS Western Isles;
    • Independent Appeals Panel Member and Chair appointed by the Department for Transport; and
    • Member of the Secretary of State for Transport's Advisory Panel – joint appointment by the DVLA and the Department for Transport.

Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: None
Date: May 2021

Name of Member: **Susan Elston**
Interests relating to Remuneration: None
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: Board Member of Sport Aberdeen Board Trustee Chaplaincy Oil & Gas UK
Date: May 2021

Name of Member: **Jim Gifford**
Interests relating to Remuneration: one
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: None
Date: May 2021

Name of Member: **John Henderson**
Interests relating to Remuneration: None
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interest relating to Non-financial Interests: Trustee Board Member of NES FE Foundation
Date: May 2021

Name of Member: **Leona McDermid**
Interests relating to Remuneration: None
Interests relating to Related Undertakings: None
Interests relating to Contracts: Aberdeen Foyer is contracted by NESCOL to deliver accredited community based learning
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
   Chair of Firstport Scotland
   Committee Member Third Sector Employability Forum (TSEF)

Date: May 2021

Name of Member: **Julie McGinley**
Interests relating to Remuneration: None
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
    Current NESCol student - HND Legal Services Year 2
    Class representative HND Legal Service AY2019-20

Date: May 2021

Name of Member: **Neil McLennan**
Interests relating to Remuneration: Full-time Post – Senior Lecturer and Director of Leadership Programmes, University of Aberdeen. Address: King's College, Aberdeen AB24 3FX
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
    Lay Advisor, Royal College of Physicians of Edinburgh 2015 to Present
    Director, Royal Scottish National Orchestra 2017- Present
    Board Member, The Royal Caledonian Education Trust 2018-Present

Date: May 2021

Name of Member: **Ken Milroy**
Interests relating to Remuneration: Remunerated as Regional Chair following appointment to role in March 2014
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None

Interests relating to Non-financial Interests:
    Governor of Robert Gordon University
    Chair of Colleges Scotland Board
    Chair of Good Governance Steering Group
    Trustee of Ballogie Community Association

Date: May 2021

Name of Member: **Sheena Ross**
Interests relating to Remuneration: Client Manager, Leiper & Summers, Chartered Accountants and Business Advisors, 4 Charlotte Street, Fraserburgh, Aberdeenshire, AB43 9JE
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: Treasurer of Crimond Medical Centre Equipment Fund
Date: May 2021

Name of Member: **Andrew Russell**
Interests relating to Remuneration: Employee of Ithaca Energy (UK) Limited, Hill of Rubislaw, Aberdeen, AB15 6XL
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: None
Date: May 2021

Name of Member: **Gwen Watt**
Interests relating to Remuneration: Salaried as Student Support Coordinator at North East Scotland College
Interests relating to Related Undertakings: None
Interests relating to Contracts: None
Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: Member of Board of Trustees at Fraserburgh Linkup Youth Football Club Unison Steward Unison Health and Safety Representative Member of Fraserburgh LLCP
Interests of Other Persons: Spouse employed as Lecturer at North East Scotland College
Date: May 2021

EXECUTIVE TEAM

Name of Executive Team Member: **Robin McGregor**	
Interests relating to Remuneration: Salaried as Vice Principal Curriculum & Quality of North East Scotland College	
Interests relating to Related Undertakings: None	
Interests relating to Contracts: None	
Interests relating to Houses, Land and Buildings: None	
Interests relating to Shares and Securities: None	
Interests relating to Gifts and Hospitality: None	
Interests relating to Non-financial Interests: None	
Date: May 2021	

Name of Executive Team Member: **Peter Smith**
Interests relating to Remuneration: Salaried as Vice Principal Finance & Resources of North East Scotland College
Interests relating to Related Undertakings: None

Interests relating to Contracts:
    Board Member of APUC
    Board Member of EAUC

Interests relating to Houses, Land and Buildings: None
Interests relating to Shares and Securities: None
Interests relating to Gifts and Hospitality: None
Interests relating to Non-financial Interests: Board Member of Newbattle Abbey College
Date: May 2021

NESCol Regional Board
Meeting of 23 June 2021

Title: NESCol Graduations 2021

Author: Paul Smith	**Contributor(s):**

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☒

Reserved Item of Business ☐

Purpose: To provide the Regional Board with an update on planning for 2021 graduations and invite nominations and feedback in relation to hosts, guest speakers and fellows.

Linked to Strategic Goal:

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

Click here to enter text.

Linked to Annual Priority:

N/A

Choose an item.

Executive Summary:

Recommendation: It is recommended that the Board notes the proposed approach and provides feedback to incorporate in the planning stages.

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

Digital events are designed to ensure equal access, making use of subtitling and removing considerations associated with physical events (venue access, dress codes, transport).

NESCol graduation ceremonies 2021

Background

NEScol graduation ceremonies were postponed in 2020 due to Coronavirus restrictions preventing large gatherings. Students completing courses in 2020 were invited to register an interest to attend a rescheduled event in 2021, with the intention of combining 2019/20 and 2020/21 graduations.

With ongoing uncertainty about the schedule for the easing of lockdown and the lead time required for planning ceremonies, the decision was taken to move to an online format for the 2021 ceremonies. This was communicated to students and publicly via College channels in April 2021.

The decision to move to virtual ceremonies is in line with the approach being taken by RGU and the University of Aberdeen. To date only one negative response has been received following the communication with NESCol students, with the 2020/21 cohort having been invited to register their interest in participating. A deadline of 18 June has been set.

Virtual format

Initial project meetings have taken place within the Marketing and Communications team and initial actions have been completed. The planned approach is:

Ceremony broadcast dates:

Week commencing 25 October 2021. Number of ceremonies and dates to be finalised following the deadline for registering an interest.

Platform:

YouTube Premiere, allowing a live stream of each ceremony with the ability for moderated comments from those attending to be shared on screen. Although screened 'as live', content would be pre-recorded and packaged to ensure high quality production and consistency. The recording for each ceremony would then be available for anyone unable to watch live. This format was successfully piloted for the Modern Apprenticeship Awards:
https://www.youtube.com/watch?v=PUZRWFvHlak .

Draft running order:

- Event countdown timer
- Musical introduction (piper, filmed in campus specific locations)
- Introduction to event host (video package)
- Host welcome and outline of format

- Regional Board Chair welcome and overview

- Host introduction to guest speaker

- Guest speaker slot (potential for multiple guest speakers to be utilised, either with individual subject specific talks for individual ceremonies or for multiple speaking slots within one ceremony)

- Host introduction to showreel

- Showreel of student work/achievements

- Host introduction to Principal

- Principal speech and introduction to graduation section

- Graduations (visual roll of honour, names on screen and voiceover)

- Principal introduction to Fellows

- Fellows video package

- Host vote of thanks and close

- Closing package of congratulatory messages (external and internal, including lecturers and College staff)

Total target running time of 30-49 minutes, with a focus on short and impactful segments.

The online event will be supported by a range of digital materials to be shared with participants and viewers. This package will include a digital programme, print at home photo props including the event hashtag and digital/hard copy certificates for each student.

The event will be promoted widely on social media and through traditional media channels, supported by graduation case studies and good news stories.

Host:

To compere the event it is recommended an event host is recruited. Costs will be met from the Marketing and Communications budget, offset by the absence of venue hire and associated costs for 2021.

Input from the Regional Board is invited to allow a shortlist to be completed and initial conversations regarding availability and rates to be held. Nominations and feedback should be forwarded pa.smith@nescol.ac.uk .

Suggested hosts include:

- Fiona Stalker (BBC Scotland)

- Rebecca Curran (BBC Scotland)

- David Shanks (BBC Scotland)

- Laura Goodwin (BBC Scotland)

- Richard Gordon (BBC Scotland)

- Jonathan Sutherland (BBC Scotland)

- Pauline Fraser (former STV and former Aberdeen College student)

- Alan McHugh (National Theatre of Scotland)

- Danielle Jam (Actor and former NESCol student)

- Sean Batty (STV)

- Kirstin Gove (former STV)

- Isla Traquair (STV, ITN and Channel 5)

Guest speaker:

Input from the Regional Board is invited in relation to identifying potential guest speakers. Budget is available to pay a fee to secure an engaging speaker, with a theme of overcoming adversity and relevance to the circumstances learners have experienced. Nominations and feedback should be forwarded pa.smith@nescol.ac.uk .

Suggested guest speakers include:

- Chris van der Kuyl (Digital entrepreneur and founder of 4J Studios, responsible for Minecraft console editions)

- Neil Fachie MBE (Paralympic gold medal winner and world champion)

- Joe Lewis (Aberdeen FC captain and NESCol distance learning student)

- NESCol Regional Board members (consideration of hot topics, including renewables and transition)

Fellows:

Input from Regional board members is invited to identify potential Fellows for the 2021 graduation ceremony. Nominations should be forwarded to pa.smith@nescol.ac.uk .

Suggested fellows include:

- Jared Owen (Director – Digital and Entrepreneurship, Opportunity North East)

- Julie Wiseman (Owner of Playbarn Nursery, Fraserburgh and member of Fraserburgh Be Brave)

Graduation ceremonies 2022

It is hoped a return to in-person graduations will be possible in 2022. Following the closure of The Treetops, alternative venue options have been explored and the Music Hall has been identified as a preferred choice.

Preliminary conversations have been held with Aberdeen Performing Arts and availability confirmed for two-day hires in: W/c 3 October 2022; W/c 17 October 2022; W/c 24 October 2024. Provisional dates will be confirmed with APA in due course.

REGIONAL BOARD
Meeting of 23 June 2021

Title: Carbon Management Plan

Author: Peter D Smith, Vice Principal – Finance and Resources	**Contributor(s):** Gillian Forshaw, Environmental and Sustainability Manager

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to approve the College's Carbon Management Plan 2020-25

Linked to Strategic Goal:

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

Linked to Annual Priority:

14. Develop and deliver actions that will embed a whole college ethos of environmental and social sustainability.

Executive Summary:

The College's first Carbon Management Plan (CMP) covered the period 2015 – 2020 and delivered a 33% reduction in CO_2 emissions over that period.

Attached is a draft second CMP, covering the period 2020 – 2025. The Plan commits the College to a further 50% reduction in emissions, and to supporting the Scottish Government's target of Net Zero by 2045.

Approval of the Plan was held pending the Scottish colleges Statement of Commitment on the Climate Emergency, which was launched on 17 May 2021. In the interim, the projects listed in the Plan have been progressed, particularly the switch to the district heating scheme at Aberdeen City Campus and the roll-out of LED lighting.

Recommendation: I recommend that the Board approve the Carbon Management Plan 2020-25

Previous Committee Recommendation/Approval (if applicable): n/a

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

North East Scotland College
Carbon Management Plan 2020-2025

Carbon Management Plan

Date: June 2021

Version number: Final Draft

Owner: North East Scotland College
Approval route: Environmental & Sustainability Manager/Facilities/ Vice Principal – Finance and Resources.
Approval status: In progress

Contents

Foreword by the Chair of the Regional Board

North East Scotland College has a long history of leadership in environmental sustainability and carbon management. It was the first college in Scotland to achieve the ISO14001 Environmental Management standard, an accreditation it has held since 2009. The College was also an early signatory to the Universities and Colleges' Climate Commitment for Scotland (UCCCfS) and is a signatory the Environmental Association of Universities and Colleges' (EAUC) SDG Accord, committing to respond to and report on its contribution to achieving the United Nations' 17 Sustainable Development Goals, as adopted by all UN nations in 2015.

The College includes a sustainable ethos across its curriculum and is working with industry across the North East of Scotland to develop and deliver courses supporting a low carbon economy.

The College's first Carbon Management Plan covered the period 2015 to 2020, and saw the College achieve a 33% reduction in CO_2 emissions from a baseline set on 2010-11. This second Plan, covering the period 2020-25, has an even more ambitious target, with the aim being to achieve a 50% reduction in CO_2 emissions from a 2018-19 baseline.

This ambition will enable the College to make significant progress towards Scotland's target of Net Zero by 2045 and it again identifies North East Scotland as a leader in both the education sector and the North East Scotland economy. There are many exciting and innovative measures identified within the Plan and I look forward to seeing the ideas come to fruition.

Ken Milroy
Chair of North East Scotland Regional Board

Executive Summary

North East Scotland College will reduce the CO₂ emissions from its activities by 50% from the 2018/19 baseline year by July 2025

This Plan (CMP2) is North East Scotland College's second Carbon Management Plan (CMP), following the successful achievement of a 33% reduction in CO_2 emissions between 2010-11 and 2019-20 as a result of our first Carbon Management Plan.

The Plan complements the College's existing strategies and policies. It details the strategic imperatives and drivers behind the College's carbon reduction commitment and identifies the specific actions the College will take to mitigate its negative impact on climate change.

The Plan is built upon robust data sources and monitoring methodologies. Outcomes will be reported to the College's Leadership Team and to the Finance and Resources Committee of the Regional Board.

Targets have been set for the key energy inputs to the College – energy for heating, energy for electrical equipment and cooling and energy for powering vehicles. The main approach to reducing goods input is to set overall targets for reducing waste production as well as targets related to increasing the proportion of separated waste as a portion of overall waste.

North East Scotland College has committed to reduce its total annual carbon footprint to 1691 tCO2e, a 50% reduction from 3382 tCO2e, the 2018/19 baseline year, by the end of financial year 2025 (based on current emission factors at the time of writing). Reductions will be achieved through a range of projects including energy, fleet and awareness raising initiatives.

This CMP will continue to focus on the following areas:
- Upgrade to Efficiency – continuing upgrading inefficient buildings and replacing inefficient appliances.
- Build Better – all new buildings should be sustainably designed and resource efficient.
- Move to clean power – purchase or generation of electricity from renewable sources
- Expand Transportation Alternatives – making it easy to get around with less fuel and sustainable alternatives
- Implement Green Purchasing – procurement of products that use less energy, last longer and are good for the environment.
- Institutional Conservation – create a culture of conservation awareness across the organisation

Success in the delivery of the Plan will be critical in the College's journey towards Scotland's target of Net Zero by 2045.

1.0 Introduction and Context

1.1 The Global Climate Emergency and Our Net Zero Commitment

On 28 April 2019, the Scottish Government declared a climate emergency. This was quickly followed by the Parliament of the United Kingdom for the UK as whole in 1 May. In December 2020, the United Nations urged all nations to make a similar declaration.

Scotland's Colleges formally declared a Climate Emergency in May 2021, with North East Scotland College's Regional Board also making a declaration on behalf of the College.

Greenhouse Gas (GHG) emissions are widely recognised as the major contributor to global warming and climate change, with increased free carbon levels via carbon dioxide (CO_2) emissions the most significant of these. This Plan articulates North East Scotland College's commitment to reducing our CO_2 emissions and our impact on climate change.

The Scottish Parliament has committed to becoming a net-zero society by 2045 – five years before the rest of the UK and in line with the advice from the government's independent expert advisors, the UK Committee on Climate Change.

The Scottish Government will also respond to the global climate emergency by adopting an ambitious new target to reduce emissions by 75% by 2030 – the toughest statutory target of any country in the world for this date, and beyond what the Intergovernmental Panel on Climate Change states is required worldwide to limit warming to 1.5 degrees. All public bodies nationwide have been tasked by the Scottish Government to develop their own net-zero plans to meet its key pledge to end the nation's contribution to the climate crisis by 2045.

North East Scotland College commits to supporting the transition to a Net Zero economy by 2045.

1.2 The United Nations' Sustainable Development Goals and the SDG Accord

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDG Accord is the university and college sector's collective response to the sustainable development goals (SDGs). It was launched in September 2017 and is administered by the Environmental Association for Universities and Colleges. The purpose of the SDG Accord is twofold: -

- To inspire, celebrate and advance the critical role that education has in delivering the SDGs and the value it brings to governments, business and wider society.
- To get institutions to commit to doing more to deliver the goals, to annually report on their progress, and to do so in ways which share the learning with each other both nationally and internationally.

As a signatory to the SDG Accord, in addition to other measures, North East Scotland College is committed to delivering goals and reporting on progress to share the learning with other institutions both nationally and internationally.

North East Scotland College will continue to embed Sustainable Development Goals into our education, research, leadership, operations, administration and engagement activities.

1.3 Drivers for Change

The College faces a complex set of drivers which set the context for carbon management. These cannot and should not be viewed in isolation from each other or the principal goal of continuously minimising our environmental impact whilst maximising our contribution to society and the economy.

The following represent the key carbon drivers for North East Scotland College:
- Scottish Government targets, in particular net-zero.
- UK & European targets
- Limited availability of public finance
- Rising energy costs
- Principle that investments in carbon reduction are generally associated with commensurate reductions in future expenditure
- The need to eliminate waste of resources and to increase efficiency
- The college's own carbon management targets
- Depletion of the world's finite resources

1.3.1 Legislative drivers for carbon management

There have been increasing amounts of legislation introduced in the UK and Scottish Parliaments which aim to address the issue of climate change, greenhouse gas emissions, and sustainability.

The UK Climate Change Programme (launched in 2000) set a target of 60% reduction by 2050. The Climate Change (Scotland) Act 2019 sets legally binding targets to reduce Scotland's emissions of all greenhouse gases to net-zero by 2045 at the latest, with interim targets for reductions of at least 56% by 2020, 75% by 2030 and 90% by 2040. The Scottish Climate Change Act created duties for public sector organisations in Scotland to report and reduce their carbon emissions. Scottish Ministers are also committed to the promotion of renewable energy in Scotland.

The UK Government has placed an emphasis on the public sector setting a leading example. Public sector leadership will be critical to the achievement of the Government's climate change objectives.

1.3.2 Other drivers for carbon management

While reducing the financial and legal risks posed by various legislative requirements is a significant driver behind the College's carbon management programme there are other factors supporting the need for improving energy efficiency and reducing carbon emissions including cost savings.

Cost Saving: The case for carbon reduction is strengthened by the financial constraints facing all organisations. Funding cuts provide significant incentive to reduce resource consumption and therefore carbon emissions. A sensitive world economy, limitations on energy supply and a more challenging regime in terms of carbon taxation will drive energy prices above general inflation for the foreseeable future. This is particularly significant given the large proportion of the College's carbon emissions that are derived from gas and electricity usage.

Reputational benefit: Reducing North East Scotland College's carbon emissions will demonstrate its commitment to good carbon management and sustainability and will enable the organisation to act as an exemplar to encourage others. In addition, a commitment to sustainability is increasingly linked to the College's reputation with better sustainability credentials and good carbon management enhancing the college's reputation.

Improved student satisfaction: Evidence shows that students are increasingly making life choices, including where they choose to study, based on sustainability factors and credentials.

Improved staff satisfaction: A number of studies have identified a correlation between a focus on sustainability and staff satisfaction (particularly where staff are fully involved) and this can lead to improved 'productivity' or morale.

Improved engagement with key stakeholders: The College's key stakeholders, including staff, students and the local community, are increasingly focusing on sustainability. The college's engagement and enhanced commitment and leadership with this agenda will improve its relationship with these stakeholders. The College will seek to become an exemplar of good practice and so engage others in making a positive contribution to sustainable development.

1.4 Carbon Management and Environmental Performance at North East Scotland College

The College has a long history of impactful environmental performance management and carbon reduction, with often sector-leading innovations and practices: -

- The College holds bsi ISO14001 accreditation for all operations at all sites. The College has committed to maintaining this internationally recognised standard. The associated external audit process sees 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. 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 Environmental and Sustainability Manager works to ensure the continued implementation of the College's Environmental Management System (EMS) and Energy Management System (EnMS) to improve the general management of environmental performance.

- 24 fully established Environmental Management System Procedures
- Fully established Register of Environmental Legislation and other Compliance.
- Fully established Aspects and Impacts Register.
- Waste Segregation – All College waste that can be recycled is now segregated
- Waste Areas - All bins and waste areas are clearly labelled to prevent cross contamination of waste.
- Oils and liquids - All oils and liquids are clearly labelled and stored internally
- Site Plans - Full site plans have been drawn up for all sites highlighting drainage routes, interceptor capacities and gases stored on site in line with legislation.
- Interceptors – All interceptor capacities are now known in line with legislation. Interceptors all reline where necessary
- Multiple Occupancy Parking Spaces fully operational and utilised
- Cycle lockers purchased for staff and upgraded cycle shelter area for staff and students.
- Centralised Special Waste Uplifts arranged
- Redundant IT equipment reused and recycled
- Travel Plan produced
- Contractor Information – Information for all contractors can be found in the Health, Safety and Environmental Procedures for Contractors leaflet.
- Sustainable Fleet: To continue with the ongoing work to reduce North East Scotland College's Carbon Footprint, we have removed all diesel cars from our fleet. We now have a mixture of electric, hydrogen and hybrid vehicles to meet the college's various requirements. This puts us in the unique position of being the only College with such a varied sustainable fleet.
- Increased Recycling Commitment: Removal of office and classroom bins: Removing office and classroom bins was part of North East Scotland College's commitment to increase recycling, reduce landfill and make us all more conscious of where we dispose of our waste. One of the drivers for this is in response to students asking for classroom bins to be removed. Bins, for trade waste and hand washing only have remained in areas such as workshops, hair and beauty etc.
- District Heating: The College's projected energy performance is going to be greatly influenced with the district heating network project which commenced in January 2020. As a follow on to a district heating connection, and as part of the plan to meet the growth in Aberdeen City Council's domestic heat load upgrading in the Gallowgate area, Aberdeen Heat and Power (AHP) will install in a 1MW [electrical output] Combined Heat and Power (CHP) generator in the College boiler house to supply electricity to the Aberdeen City Campus at rates that will also guarantee an electricity cost saving.

In the previous Carbon Management Plan (CMP) published in 2015, North East Scotland College stated its aspiration to achieve a reduction target of 15% based on

the 2010/11 carbon footprint baseline, by July 2020. The 2010/11 carbon footprint was calculated to be 4096 tonnes of carbon dioxide equivalent (tCO2e) and covered electricity, natural gas, other fuels, transport (fleet), water and wastewater consumption, and waste disposal to landfill.

Progress against that target is shown below: -

Reference Year	Year	Scope1	Scope2	Scope3	Total	Units	Comments
Baseline carbon footprint	2010/11	2174.5	1656	265	4096	tCO2e	Excludes public transport and flights
Year 1 carbon footprint	2011/12	2168.14	2080	277	4525	tCO2e	Excludes public transport and flights
Year 2 carbon footprint	2012/13	1986.95	2176	270	4433	tCO2e	Excludes public transport and flights
Year 3 carbon footprint	2013/14	2381.71	2549	268	5199	tCO2e	Excludes public transport and flights
Year 4 carbon footprint	2014/15	2370.6	2634	294	5299	tCO2e	Excludes public transport and flights
Year 5 carbon footprint	2015/16	1853.73	2542	361	4757	tCO2e	Excludes public transport and flights
Year 6 carbon footprint	2016/17	1849.33	1891	283	4023	tCO2e	Excludes public transport and flights
Year 7 carbon footprint	2017/18	1967.92	1365	107.16	3440	tCO2e	Excludes public transport and flights
Year 8 carbon footprint	2018/19	2037.25	1219.21	125.04	3382	tCO2e	Excludes public transport and flights
Year 9 carbon footprint	2019/20	1624.5	1059.6	85.4	2770	tCO2e	Excludes public transport and flights
In July 2020 North East Scotland College's Carbon Footprint was 2770, a reduction of 33%							

Note: pre-2013-14, data is for the pre-merger Aberdeen College only.

2.0   Carbon Management Strategy

2.1 Strategic themes and principles

In order to ensure the CMP is effective, North East Scotland College has defined strategic themes that will guide its implementation.

This Carbon Management Plan sets out a clear timetable for projects as well as identifying the responsibilities and internal resources required to deliver the programme. The main objectives of the plan are:

- To continue to take a whole business approach so that carbon management is adopted as a key objective. Key stakeholders will continue to be appointed to ensure that carbon reduction is fully integrated into the college's culture.

- To adopt revised targets for the measurable reduction of carbon emissions and to deliver these reductions.

A clear governance structure has been defined and the Environmental and Sustainability Manager will be responsible for implementation of the plan and reporting to the Leadership Team. The CMP will be regularly reviewed and updated, and information on the college's environmental performance will be published on an annual basis.

Emissions Baseline and Projections have been set and includes clear definitions on the organisation and operational boundaries applied, and data sources and availability.

The Carbon Management Projects outline the carbon reduction projects currently implemented (and thus captured in the most recent carbon footprint) and those planned future projects, and evaluates likely success in achieving the revised targets set out.

The core themes within the CMP include:

- Upgrade to Efficiency – continuing upgrading inefficient buildings and replacing inefficient appliances.

- Build Better – all new buildings or upgrades should be high performance and energy efficient.

- Move to clean power – purchase or generation of electricity from renewable sources.

- Expand Transportation Alternatives – making it easy to get around with less fuel.

- Implement Green Purchasing – procurement of products that use less energy, last longer and are good for the environment.

- Institutional Conservation – create a culture of conservation awareness across the organisation.

The objectives listed create a number of opportunities and challenges. Critical to the success of the Carbon Management Plan is the understanding and buy-in of staff

across the organisation. An effective communication plan will facilitate this, and is important to maintaining the profile of the CMP throughout the five year lifecycle. The following objectives have been set for this strategy:

- To raise awareness of the CMP.

- To obtain buy-in to the plan from stakeholders.

- To inform staff of progress and key milestones.

- To ensure there is an opportunity to contribute to the project through consultation and feedback.

- To champion a low-carbon approach to the wider community by publicising successes.

A range of communication channels have been defined and will be used as appropriate for the audience/message. The channels used and overall effectiveness of the communications strategy will be reviewed regularly during the project to determine whether the objectives are being attained.

In line with Zero Waste Scotland we will also apply 5 key principles to help us work out the most effective ways to reduce our emissions by doing things differently. The five principles, used by zero waste Scotland, plan to guide us to net-zero are:

1. *All net-zero strategies must be evidence-led;*
2. *They must achieve absolute emissions reduction;*
3. *They must prioritise emissions reductions over offsets;*
4. *Organisations need to go beyond net-zero to tackle their whole carbon footprint;*
5. *To accelerate change, we must share our successes and failures.*

As identified by Zero Waste Scotland the College will continue to evaluate our progress and communicate that to others, including staff and government. We will continue to identify our emissions through the following four steps:

1. Baseline measure and record carbon emissions to identify key sources
2. Intervene develop and implement plans to reduce emissions from key sources
3. Monitor keep measuring to assess the impact of actions taken
4. Repeat continue this process

2.2 Targets and objectives

TARGET	Objective
Water and Sewage	Reduce water consumption
Oil Use	Reduce oil consumption
Gas Use	Reduce gas consumption
Electricity use	Reduce electricity consumption
Waste	Reduce waste production
	Increase separation rates
Transport and Deliveries	Reduce car mileage

There are two primary objectives of the Carbon Management Plan: to achieve a reduction in carbon emissions and to embed carbon management within the culture of the College. In order to achieve these objectives, the College will continue to build on the key themes identified in the 2015 Plan. The college's strategy and implementation plan will therefore need to address the following specific areas.

Energy

Energy use in buildings is by far the most significant source for carbon emissions.

The College will continue to focus on increasing the energy efficiency of the estate by installing up-to-date technologies, including renewables where practicable, and engaging with staff and other stakeholders.

Travel/Transport

The College continues to strive to reduce carbon emissions arising from transport and travel. In 2019 the organisation released its Strategic Travel Plan, the focus of which is the promotion of active travel (walking & cycling) and reduction in business and fleet travel activity.

Waste

The College continues its commitment to reducing the quantity of waste going to landfill. At all campuses, recycling facilities are available for the diversion of these materials from landfill into the recycling stream.

Water

In addition to Planned Preventive Maintenance which ensures water loss from infrastructure is minimised, the college continues to invest in water conservation measures which reduce both consumption and waste water production.

Procurement

The prudent use of natural resources is still a cornerstone of carbon management in the organisation although 100% of the college's power is drawn from its utility suppliers Green Source renewable energy.

Resource efficiency is further supported by the SHEFC requirements for all new builds and refurbishment projects to meet BREEAM 'excellent' and 'very good' standards respectively.

On the wider procurement front, North East Scotland College accesses contracts negotiated by Procurement Scotland1 and other external bodies for a wide range of goods and services procured on a collaborative basis.   All of these bodies have sustainability as a central focus of their procurement process, and increasingly environmental factors are featuring within the evaluation criteria applied in awarding contracts.

"One off" purchases for equipment and tangible goods always takes account of the whole life cost of the goods which ensure a healthy evaluation weighting is given to long warranty and maintenance contracts, ongoing running costs and the use of consumables.

Carbon data management

Good data recording and data management enable the monitoring of progress against targets. Energy management software is used to collect and collate data for monitoring and targeting in relation to energy and water consumption, and provides analysis and reporting facilities. It is proposed to use this as a single platform for handling all energy and water data such as utility invoices, manual reads and smart meters.
In addition, Standard Operating Procedures (SOPs) are being developed to provide a standardised and formalised process for the collection, analyses and reporting of carbon emissions data.

Communication

The Carbon Management Awareness Campaign (CMAC) is designed to drive awareness of the benefits of carbon reduction; with the objective of changing the behaviour of all staff. This will be launched in September 2020. The branded campaign will use electronic media to promote the message across the organisation. It is anticipated that the CMAC will contribute by addressing the following:
- Awareness raising amongst staff in relation to basic energy-saving practices in daily life.
- Use of equipment in a sustainable way, preserving the lifespan of our current facilities, reducing our expenditure.
- Concurrent financial benefits of energy saving; financial benefits will further allow improvement of facilities, enhancing the college's reputation.
- Creation of an enduring culture changes such that good practice will be easily adopted by all new staff.
- Promote staff feedback about energy saving to widen the debate around carbon management.

2.3 Measuring Success

- **Business as Usual (BAU) – Estate Changes**: (Look into Programme of works) Building closures and commissioning: Detail possible impacts of delays/bringing forward any proposed estate changes.

- **Building type:** Detail the impact of new buildings coming on stream and the operation/utilisation of the plant and technologies contained within the buildings e.g. manner of use, time periods of use in relation to original design specification.

- **Population:** Detail relevant possible population changes that would impact on the College's service delivery e.g. increased utilisation of services, again population.

- **Project funding and implementation:** Detail contingency for and commitment to continuing the further identification, timely funding and implementation of new projects on an ongoing basis.

- **Key Performance Indicators:** The issues outlined above demonstrate how real progress being made towards reducing carbon emissions can be lost if viewed out with the context of real world changes. One potential approach to ensure that positive progress is recognised, recorded and reported is through the use of Key Performance Indicators (KPIs), using metrics related to those variables outlined above.
  Potential KPIs could include:
  Gross Internal Area (GIA): Relating carbon emissions to GIA to determine and demonstrate whether, whilst total GIA was increasing resulting in a reduced downward trend in total emissions, the actual 'carbon efficiency' per square metre was improving. In addition to this student numbers will be used as collected by the annual GEM Survey.

- **Turnover:** Carbon emissions reporting could be linked in with existing financial reporting; this would also reflect the significant economic role of carbon management within the college's structure.

- **Project Implementation**: To ensure momentum is maintained in timely and successful project implementation, progress can be tracked using a Project Register and Action Plan developed for the ISO 14001 standard.

3.0 Scope

The following factors have been used in setting the scope and boundaries for baseline emissions and targets within the Plan.

3.1 Emission Sources

The baseline has been calculated using information from four key areas, stationary sources, including:

- Natural gas, electricity and burning oil.

- Transport, including the use of pool cars, minibuses, fleet vans and claimed miles in private vehicles.

- Waste, including both recyclables and disposal that ends up in landfill.

- Water consumption for each site.

The breakdown of emissions for the baseline year 2018/19 is as follows:

Emission source	Scope	Consumption data	Units	Emission factor	Units	Emissions (tCO2e)
Grid Electricity (generation)	Scope 2	4769979	kWh	0.2556	kg CO2e/kWh	1219.2
Natural Gas	Scope 1	9391521	kWh	0.18385	kg CO2e/kWh	1726.6
Gas Oil	Scope 1	88642	litres	2.75821	kg CO2e/litre	244.5
Water - Supply	Scope 3	32565	m3	0.344	kg CO2e/m3	11.2
Car - diesel (Small car up to a 1.7 litres engine)	Scope 1	130726	miles	0.22868	kg CO2e/mile	29.9
Average Car - Unknown Fuel	Scope 1	127147	miles	0.28502	kg CO2e/mile	36.2
Refuse Municipal to Landfill	Scope 3	190.8	tonnes	586.5138	kg CO2e/tonne	111.9
Organic Food & Drink Composting	Scope 3	19.9	tonnes	10.2039	kg CO2e/tonne	0.2
Paper & Board (Mixed) Recycling	Scope 3	41.8	tonnes	21.3538	kg CO2e/tonne	0.9
Plastics (Average) Recycling	Scope 3	3.5	tonnes	21.3538	kg CO2e/tonne	0.1
Metal Cans (Mixed) & Metal Scrap Recycling	Scope 3	34	tonnes	21.3538	kg CO2e/tonne	0.7
Construction (Average) Recycling	Scope 3	28.5	tonnes	1.37	kg CO2e/tonne	0.0

3.2 Boundaries

Carbon footprints are generally defined in relation to two boundaries: the organisational boundary and the operational boundary

Organisational Boundary

The organisational boundary sets out which assets are to be included in the footprint and how any shared assets will be accounted for. The organisational boundaries used for the production of the carbon footprint are outlined below.

Operational Boundary

The operational boundary essentially sets out the emission sources included in the footprint. In keeping with good practice, and, in particular, the WRI Guidance for Public Sector Organisations, this should include all Scope 1 and Scope 2 emissions (e.g. on-site fuel combustion, company owned vehicles and purchased electricity consumption). As noted above, Scope 3 emissions (e.g. waste, water, commuting and business travel) are considered discretionary but the following are recommended for inclusion by the above noted guidance, with the exception of emissions associated 'Purchased Electricity (T&D losses)' which should be reported:

Travel/Transport: Specifically transport in non-owned vehicles, such as employee business travel, commuting or transportation of purchased materials/goods and waste. Travel by air, ferry, bus, and rail and in employees own vehicles are all classed as Scope 3.

Waste: Unless waste is treated on-site, waste management falls under Scope 3. This may cover the treatment of waste generated in the delivery of organisational services or disposal of waste generated in the production of purchased materials and fuels. Waste treatment activities can include disposal in landfill, incineration and composting. Emission factors associated with waste to landfill include transportation and methane emissions whilst emissions from composting/recycling include transportation and minimal preparation emissions2.

Water: Defra reports different emission factors associated with water supply and wastewater treatment, therefore it is recommended that both are reported.

Other: This may include emissions associated with the procurement of goods and services purchased by the organisation. This category includes all upstream emissions from the production of products purchased or acquired by the reporting company in the reporting year. Products include both goods (tangible products) and services (intangible products).

Summary of boundaries in this Carbon Management Plan

The categories included and excluded from the 2018/19 carbon footprint baseline for the College are shown below.

Scopes included in North East Scotland's carbon footprint 2018/19

Scope	Included in North East Scotland College's carbon footprint	Excluded from North East Scotland College's carbon footprint
One (direct)	■ Fuel combustion - natural gas consumption in buildings ■ Fuel combustion – gas oil ■ Fleet transport – owned vehicles	■ Fugitive emissions - refrigerant gas
Two (indirect)	■ Purchased electricity (generation) – energy consumption in buildings	
Three (indirect)	■ Purchased electricity (T&D losses) – energy consumption in buildings ■ Waste to landfill ■ Water & wastewater ■ Waste Recycling ■ Business Travel in staff owned vehicles ■ Business travel in College cars.	■ Business travel in public transport ■ Staff commuting

3.3 Data Sources

Data required for estimation of the college's carbon footprint comprises, in effect, an inventory of the consumption of goods and services outlined in the table above. This information can generally be obtained from the college's own records. This data is then converted to tonnes carbon dioxide equivalent (tCO2e) by the application of emission factors (EFs) which allocate an emissions output per unit of goods/service. A complete set of relevant emission factors are sourced and published annually by the UK Government.

3.3.1 Organisational data sources

Like all public sector bodies, North East Scotland College routinely collects data for and reports performance via a number of mechanisms, both mandatory and voluntary. To calculate the total carbon footprint for North East Scotland College, data for the year 2018/19 was assembled.

Data sources for North East Scotland College's carbon footprint 2018/19

Category	Subcategory	Main Source/s
Buildings Energy Use	Electricity Natural Gas Other Fuel	Meter Readings
Travel/Transport	Fleet	Mileage Sheets/ Mileage Claims
Waste	Landfill Recycling	Tonnage Reports
Water	Supply	Meter Readings/ Billing Information
Waste water	Treatment	Meter Readings/ Billing Information

Energy: Largely comprehensive. Electricity, gas and oil data are collated on a monthly basis; however, due to metering infrastructure, it was only possible to allocate energy consumption values to metered sites, not to the individual departments. In addition, the metering and sub-metering system made the matching of consumption data to Gross Internal Areas (GIAs) complex.

Travel/Transport: We do not currently have business mileage for any journeys made by public transport; we currently record private and College vehicle mileage on a monthly basis.

Waste: Waste data was collated on a monthly basis and is largely comprehensive.

Water: Largely comprehensive. Emission factor sources

Data on energy use, travel and transport, water supply, wastewater treatment and waste to landfill have been converted into carbon emissions using recognised GHG Protocol consistent emission factors provided by Defra in the 2018 Guidelines to Defra/DECC's Greenhouse Gas Conversion Factors for Company Reporting.

Carbon factors, particularly the factor for electricity, change over time and this can have a significant impact on the carbon footprint calculation.

For future reporting, SOPs are being developed to formalise the carbon footprinting calculation process and provide signposting to key sources for current carbon emission factors.

3.4 Baseline

The baseline has been calculated using information from four key areas, stationary sources, including natural gas, electricity and burning oil, transport, including the use of pool cars, minibuses, fleet vans and claimed miles in private vehicles, waste including both recyclables and disposal that ends up in landfill. Water consumption has also

been included for each site. The baseline data used is from 2018/2019 academic year which runs from 1st August until 31st July. North East Scotland College facility department collects this data on a monthly basis and it is populated within the Environmental Management System data spread sheet. The data is based on 552 employees.

3.4.1 Categorised emissions

Scope 1 refers to **direct GHG emissions** occurring from sources that are owned or controlled by the institution including on site combustion of fossil fuels in boilers and mobile combustion of fossil fuels by the institution its vehicles owned by it. Scope 1 also includes fugitive emissions resulting from intentional and unintentional release of GHGs including leakage of HFCs from refrigeration and air conditioning.

Scope 2 refers to **energy indirect** emissions being released into the atmosphere associated with the College's consumption of electricity. These are indirect emissions that are a consequence of the College's activities but occur at sources we don't own or control.

Scope 3 emissions relates to **all other indirect** emissions – those that are a consequence of the activities of the institution, but occur from a source not owned or controlled by the organisation. These include – waste disposal embodied emissions from extraction, production and transportation of purchased goods, outsourced activities, and contractor owned vehicles and line loss from electricity transmission and distribution.

The scope of this plan does not include staff and student commuting although a number of initiatives to encourage increased bike travel by staff have been implemented including the bike to work scheme and the installation on secure bike lockers. In addition to this a Campus Cycling Officer was based at the College as part of an internship Programme until May 2020. Part of the remit is to use the framework, outlined in the Cycle Friendly Campus Award, to get the College in a good starting position to work towards the award and look for funding opportunities to improve and add to our current cycling facilities.

The data is based on the buildings and sites in the table below:

Building or site	Energy User	Gross Internal Area (m2)
Altens	Higher Education - lecture room, science	9,014
Altens M Block	Higher Education - lecture room, science	7,322
ASET	Higher Education - lecture room, science	3,572
Clinterty	Higher Education - lecture room, arts	4,238
City Campus	Higher Education - lecture room, arts	30,577
Peterhead	Higher Education - lecture room, arts	794
Fraserburgh	Higher Education - lecture room, arts	16,094

Baseline year 2018/19 - Energy

Site/group	Energy Source	Energy Source	Energy Source
	Electricity Grid kwh	Natural Gas kwh	Burning oil
Altens	830,570	488,473	n/a
Altens M Block	685,280	1042010	n/a
ASET Sub Meters	486,695	n/a	n/a
Clinterty	669,568	n/a	88642
City Campus	2,430,065	4,573,187	n/a
Gordon Centre and Sports Centre	186,100	393,797	n/a
Inverurie	32,272	137074	n/a
Peterhead	53,403	17,1769	n/a
Fraserburgh	1,441,18	2,798,623	n/a

Emission source	Scope	Consumption data	Units	Emission factor	Units	Emissions (tCO2e)
Grid Electricity (generation)	Scope 2	4769979	kWh	0.2556	kg CO2e/kWh	1219.2
Natural Gas	Scope 1	9391521	kWh	0.18385	kg CO2e/kWh	1726.6
Gas Oil	Scope 1	88642	litres	2.75821	kg CO2e/litre	244.5

Reference Year	Year	Scope1	Scope2	Scope3	Total	Units
Year 8 carbon footprint	2018/19	2037.25	1219.21	125.04	3382	tCO2e

Baseline year 2018/19 - Transport

Emission source	Scope	Consumption data	Units	Emission factor	Units	Emissions (tCO2e)
Car - diesel (Small car up to a 1.7 litres engine)	Scope 1	130726	miles	0.22868	kg CO2e/mile	29.9
Average Car - Unknown Fuel	Scope 1	127147	miles	0.28502	kg CO2e/mile	36.2

Reference Year	Year	Scope1	Scope2	Scope3	Total	Units
Year 8 carbon footprint	2018/19	2037.25	1219.21	125.04	3382	tCO2e

Baseline year 2018/19 - Waste

Emission source	Scope	Consumption data	Units	Emission factor	Units	Emissions (tCO2e)
Refuse Municipal to Landfill	Scope 3	190.8	tonnes	586.5138	kg CO2e/tonne	111.9
Organic Food & Drink Composting	Scope 3	19.9	tonnes	10.2039	kg CO2e/tonne	0.2
Paper & Board (Mixed) Recycling	Scope 3	41.8	tonnes	21.3538	kg CO2e/tonne	0.9
Plastics (Average) Recycling	Scope 3	3.5	tonnes	21.3538	kg CO2e/tonne	0.1
Metal Cans (Mixed) & Metal Scrap Recycling	Scope 3	34	tonnes	21.3538	kg CO2e/tonne	0.7
Construction (Average) Recycling	Scope 3	28.5	tonnes	1.37	kg CO2e/tonne	0.0

Reference Year	Year	Scope1	Scope2	Scope3	Total	Units
Year 8 carbon footprint	2018/19	2037.25	1219.21	125.04	3382	tCO2e

Baseline year 2018/19 - Water

Site/group	Emission type	Category (for graphs)	Amount M3	CO2 emission (tonnes)	Cost (£)
Fraserburgh	Water consumed (m3)	Water	5819	2.0	
Peterhead	Water consumed (m3)	Water	191	0.06	
Inverurie	Water consumed (m3)	Water			
Altens	Water consumed (m3)	Water	5,487	1.89	
Clinterty	Water consumed (m3)	Water	4,340	1.49	
Gordon Centre/ Sports Centre	Water consumed (m3)	Water	743	0.25	
City Campus	Water consumed (m3)	Water	19,842	6.82	

Emission source	Scope	Consumption data	Units	Emission factor	Units	Emissions (tCO2e)
Water - Supply	Scope 3	32565	m3	0.344	Kg CO2 e/m3	11.2

Reference Year	Year	Scope1	Scope2	Scope3	Total	Units
Year 8 carbon footprint	2018/19	2037.25	1219.21	125.04	3382	tCO2e

Summary of emissions for baseline year 2018/19 - Projected Targets

Base Line Emissions 2018/19 kg CO2-e	% reduction	Projected Emissions 2025 kg CO2-e
3,382	50%	1691

By far the greatest contributor to the College's carbon footprint is energy and therefore reducing energy consumption in buildings is a priority area for action. However, reductions achieved in all categories will contribute to an overall decrease in North East Scotland College's total carbon footprint.

3.5 Future carbon foot printing

Organisational processes

North East Scotland College aims to expand the operational boundary of the carbon footprint in the future to include emission sources currently excluded such as Business Travel using public transport. This will further improve the accuracy of the calculated footprint and enable better measurement of progress in emission reduction. Currently, any progress made by the organisation in reducing emissions from excluded sources will not be reflected in a reduced carbon footprint.

We recognise that one of the keys to the successful attainment of its carbon reduction target is recognition of the different drivers and needs that impact on the component parts of the college's carbon footprint. Transparency of responsibility and accountability at a departmental level for the ongoing delivery and monitoring of core activities and carbon reduction projects will be necessary to deliver the targets within this CMP.

The College will utilise and work alongside its current EMS ISO14001 accreditation to ensure that progress monitoring will be both streamlined and consistent, with key responsibilities for data reporting clearly defined; where required, corrective actions will be implemented in a timely manner.

Carbon and Waste: the Carbon Metric

The carbon footprint in this CMP has been produced using the inventory or territorial methodology for calculating the carbon emissions associated with the college's activities as recommended in the 2018 Defra/DECC guidelines. This means the emissions included are those arising within a defined boundary; for waste these comprise the onward transportation of the waste and some processing/process emissions.

4.0 Carbon Management Projects

This section will summarise projects which will help us meet our carbon reduction targets over the lifetime of the Carbon Management Plan. Some of the projects and initiatives have no introductory costs other than those which are already funded.

4.1 Projects

All projects are funded through North East Scotland Colleges Capital Works Budget and all operational costs are reactive.

Project Name	First Full Year of CO2 Savings	Capital Cost (£)	Project Lifetime (years)	Primary fuel/emission source saved
District Heating	2021		10	Gas
Electric Charging Points	2021	17,000	10	Diesel
Lift Upgrade	2021	350,000.00	15	Electricity
Altens EX Units	2021	59,909.00	10	Electricity
Fraserburgh Calorifiers	2021	13,000.00	15	Gas
South Block First Floor Lighting	2022	45,680.52	10	Electricity
New Photographic Studio	2022	69,000.00	15	Electricity
City Campus 4th floor heating	2021	52,566.11	15	Gas
City Campus 4th Floor Lighting	2021	45,680.52	10	Electricity
City Campus 3rd floor heating	2021	52,566.11	15	Gas
City Campus 3rd Floor Lighting	2021	45,680.52	10	Electricity
City Campus 2nd Floor Heating	2021	52,566.11	15	Gas
City Campus 2nd Floor Lighting	2021	45,680.52	10	Electricity
City Campus First Floor heating	2021	52,566.11	15	Gas
City Campus first floor lighting	2021	45,680.52	10	Electricity

Project Name	First Full Year of CO2 Savings	Capital Cost (£)	Project Lifetime (years)	Primary fuel/emission source saved
City Campus Ground Floor Heating	2021	52,566.11	15	Gas
City Campus Ground Floor Lighting	2021	45,680.52	10	Electricity
Fleet Electric Cars	2021		5	Electricity
Hydrogen Cars	2021		5	Hydrogen
Hybrid Cars	2021		5	Petrol
LED Lighting	2022	1,165,000.00	10	Electricity
Altens Planters	2021	6,450.00	20	CO2
South Block double Glazing	2022	513,547.77	40	Gas
South Block cladding	2022	1,198,278.13	40	Gas
South Block Roof Replacement	2025	479,166.67	40	Gas
Altens Roof Replacement	2025	158,333.33	40	Gas
Altens F Block Windows	2023	227,518.58	40	Gas
Altens Boiler Replacement F Block	2023	15,976.90	10	Gas

In order to continue achieving emissions reductions North East Scotland College is committed to identifying and implementing carbon saving projects.

Base Line Emissions 2018/19 tCO2-e	% reduction	Projected Emissions AY2024/25 tCO2-e
3382	50%	1691

North East Scotland College recognises that successful attainment of its carbon reduction targets is contingent upon the following key elements being in place:

- An organisational framework within the organisation that is sufficiently robust to support the financing, delivery and monitoring of carbon reduction projects.

- Clearly identified responsibility and accountability for delivery against carbon reduction targets from the CMP outset.

- Identification of a realistic suite of carbon reduction projects across a range of areas relevant to the carbon footprint; this list must be regularly reviewed and flexible to adapt to emerging needs and opportunities for funding.

- A data collection and collation system that is integrated sufficiently to inform both an annual progress update on the CMP and other Government and associated returns.

4.2 Completed Projects

The following initiatives and projects have already been completed or implemented since the college's initial baseline carbon footprint was calculated. The carbon emission savings achieved by these schemes have already contributed towards North East Scotland College's initial reduction target and corresponding savings are therefore included in the current baseline.

Carbon Management Projects since 2010

Project Description	Location	Capital Spend Year	Commissioning Year	First Full Year of CO2e savings
oil to gas conversion - Gallowgate	City Campus	2012/13	2012/13	2013/14
T5 Lighting - Gallowgate (IT/Library)	City Campus	2012/13	2012/13	2013/14
Cavity Wall Insulation - Altens	Altens	2012/13	2012/13	2013/14
Replacement of Boilers - Altens	Altens	2013/14	2013/14	2014/15
Replacement of Roof -Altens	Altens	2013/14	2013/14	2014/15
Replacement of Chillers in IT Centre	City Campus	2012/13	2012/13	2013/14
Insulation of Gallowgate, Tower Basement Roof	City Campus	2012/13	2012/13	2013/14
Double Glazing Gallowgate	City Campus	2014/15	2014/15	2015/16
Recladding Project - Gallowgate	City Campus	2014/15	2014/15	2015/16
Refurbishment and Upgrading of Heating Control Systems	City Campus	2013/14	2013/14	2014/15
Air Conditioning/Lighting Upgrade FG13/14	Altens	2013/14	2013/14	2014/15
Art and Design Development - Fraserburgh - Lighting	Fraserburgh	2013/14	2013/14	2014/15
Art and Design Development - Fraserburgh - Heating	Fraserburgh	2013/14	2013/14	2014/15
Boardroom Lighting	City Campus	2013/14	2013/14	2014/15
Fitness Suite Development - lighting	Fraserburgh	2013/14	2013/14	2014/15
Lighting upgrade Blocks D and E Altens	Altens	2013/14	2013/14	2014/15

Lighting Upgrade Clinterty Workshop	Clinterty	2013/14	2013/14	2014/15
Motor Vehicle Workshop - lighting	Altens	2013/14	2013/14	2014/15
Fraserburgh Air Conditioning Upgrade	Fraserburgh	2012/13	2012/13	2013/14
4th Floor Hardware labs - lighting upgrade	City Campus	2012/13	2012/13	2013/14
4Th Floor Hardware labs - heating upgrade	City Campus	2012/13	2012/13	2013/14
Gallowgate Basement Roof Refurb	City Campus	2012/13	2012/13	2013/14
Gallowgate Basement Phase 2 Main - Lighting Upgrade	City Campus	2012/13	2012/13	2013/14
Gallowgate Basement Phase 2 Main - Heating Upgrade	City Campus	2012/13	2012/13	2013/14
Gallowgate Basement Phase 2 - Air Conditioning Units	City Campus	2012/13	2012/13	2013/14
Gallowgate Kitchen refurb - lighting upgrade	City Campus	2012/13	2012/13	2013/14
Gallowgate kitchen refurb - energy efficient appliances	City Campus	2012/13	2012/13	2013/14
Altens B +C Block refurb - lighting upgrade	Altens	2013/14	2013/14	2014/15
Tool workshop Fraserburgh - lighting upgrade	Fraserburgh	2013/14	2013/14	2014/15
Tool Workshop Fraserburgh - heating upgrade	Fraserburgh	2014/15	2014/15	2015/16
Boiler Replacement Fraserburgh/Peterhead	Fraserburgh	2014/15	2014/15	2015/16
Roofing replaced Clinterty	Clinterty	2015/16	2015/16	2016/17
Fraserburgh master plan (BREEAM)	Fraserburgh	2015/16	2015/16	2017/18
Energy Monitoring system	City Campus /Altens	2015/16	2015/16	2016/17
Upgrade of spray booths /lighting	Altens	2015/16	2015/16	2016/17
Energy Monitoring system	Altens	2015/16	2015/16	2016/17
Upgrade of spray booths /lighting	Altens	2015/16	2015/16	2016/17
Fraserburgh master plan (BREEAM)	Fraserburgh	2015/16	2015/16	2017/18

4.3 Project Register

The Project Register is a tool used to support North East Scotland College with the recording of carbon reduction project data, calculation, and the analysis and reporting of progress against the carbon reduction target.

The tool was populated with North East Scotland College's 2018/19 footprint figure, reduction target and project information in order to identify whether the organisation will meet its reduction targets and where applicable the quantity of additional emission savings required to enable reduction targets to be met.

The project register is a 'live' tool for the organisation to retain ownership of and continue to update regularly to allow tracking of progress of carbon emission reductions.

5.0   Implementing the Plan

This Carbon Management Plan is effective from August 2020 with some of the current and on-going projects being taken into consideration in the overall carbon reduction goal.

5.1 Financing

The financing of environmental initiatives will be based on the principle of spend to save wherever possible, demonstrating an acceptable return on the investment made based on a whole lifecycle approach. Initiatives will be prioritised based on these financial measures and the funding available.

The College will seek external funding routes wherever possible but, given the constraints of public sector operations, recognises that most funding will be from internal sources.

General assumptions made include:

- The College's current capital funding mechanisms remain in place.
- The plan shall be self-financing, early initiatives must be self-funded within the same financial year or have no cost attached, i.e. car sharing.
- Initiatives shall be risk-assessed prior to implementation; in relation to finance this shall prevent any unexpected adverse effect on budgets.

Non-financial benefits will also be considered, and include: -

- Meeting the requirements of the Climate Change (Scotland) Act 2019
- Demonstrating our commitment towards protecting the environment to our staff, the public & our partners.
- Widening our appeal to potential employees
- Demonstrating the organisation as a sustainable employer
- Reducing overhead costs
- Management of climate change risk within the organisation

5.2 Risks and issues

The College has considered and evaluated the risks and issues which need to be considered in relation to the CMP. We have looked at the probability and carried out an impact assessment to identify the necessary risks and the subsequent actions which can be taken to mitigate them. We have prioritised these risks and identified the actions which must be taken throughout the implementation of the CMP. The table below highlights these risks:

	Description	Impact	Probability	Mitigating actions
1	**Timing** If targets and objectives are not met on time and is not sustainable in its implementation and long term goals then projected carbon savings, targets will not accrue within the expected timescale and could lead to failure of entire exercise	H	L	**Liaise with Management Review Group to ensure sufficient time and resource available**
2	**Negative Financial implications** If finance is not made available as required and there is resistance to the implementation of major schemes then the expected scope for general CMP initiatives and subsequent carbon reduction will be greatly minimised	H	M	**Ensure projects identified are approved through Management Review Group**
3	**Resistance to Cultural change** Whilst many staff appear to embrace the general "sustainability" agenda the need to change behaviours with regard to energy efficiency, waste segregation and storage etc. in the workplace needs to be embraced. If behaviours do not change then the overall reduction in CO_2e will be impacted on by 3-5% of the target.	H	M	**Liaise withal staff**

	Description	Impact	Probability	Mitigating actions
4	*Legislative Changes* Forthcoming legislative changes are likely to enhance opportunities both for investment and also technical improvement of buildings and related energy efficiency. If this is delayed or shelved, there may be less leverage with certain departments to ensure change.	H	L	**Ensure that legal ramifications of regulatory changes are fed through early in any communication and are understood by all participants. Ensure Register of Legislation remains fully updated and projects upcoming legislative requirements.**
5	*Development Team Interfaces* If the Estates Development Team fails to incorporate exemplar design business decisions into The Capital Works Programmes any CMP initiatives will be compromised.	H	L	**Ensure Facilities Managers embedded the Energy and CMP brief into all design for new build and major refurbishments**
6	*Continuity of Project Managers* If the continued CMP implementation is to be delivered effectively the key personnel involved must be fully engaged and retained on the Project. The most important personnel are the Environmental and Sustainability Manager and the Facilities Management Team.	H	L	**Ensure succession planning is in place. Ensure PDP's/Objectives reflect the needs of the CMP.**
7	*CMP Loses Priority* There is a risk that the implementation of the CMP may not always have the level of priority currently assigned to it within the organisation. This will be impacted upon changing national policies and governance. If the Plan is considered low priority this will affect the ability to deliver the savings.	H	L	**Communicate aims and objectives in sound business terms to gain maximum response in all areas to delivery of the CMP**

Description: A text description of the potential problem [or the existing problem in the case of an issue] and what the result would be Impact: A subjective evaluation of the scale of the impact of the risk, should it happen - high [H], medium [M] or low [L]

Probability: A subjective evaluation of how likely the risk is to occur - high [H], medium

[M] or low [L], or I if it is a current issue

Mitigating actions: Who will take what action and by when, to manage the risk.

6.0 Governance and Management

6.1 Embedding Carbon Management

In order to build upon the commitment which North East Scotland College have already demonstrated to help meet our aim we intend to:
- Further embed carbon management into our performance management process
- Report quarterly energy usage figures for our buildings on public screens
- Implement a training and awareness programme on Carbon Management.
- Make use of our intranet to raise the profile of carbon reduction within the College
- Further embed carbon management into our strategic planning and priorities
- Set departmental targets and appraise progress against them with sector managers

6.2 Data Management – measuring the difference, measuring the benefit

The Environmental and Sustainability Manager (ESM) has developed a spreadsheet which is completed monthly by the Facilities department capturing the College's key carbon performance indicators. This data is analysed monthly at Climate Change Action Plan (CCAP) meetings. The data gathered will be used to plot progress against set targets. The benchmark data is shown as whole year data. Monthly data was used to compile the annual figures. This data provides monthly benchmarking data to more effectively monitor progress towards target and measure the impact of projects and initiatives. To support the monitoring of performance against target a system of monthly recordings and readings has been put in place to support the process of improving the environmental performance of the College.

6.3 Governance Structure

The following table clearly defines roles within the College management structure

Role	Responsibility
Regional Board of North East Scotland College	• Has the ultimate responsibility for Environmental, Energy and Sustainability issues in the organisation and is responsible for: • Ensuring the establishment and development of an effective Environmental and Energy Policy Statement. • Ensuring the establishment and operation of an effective organisation to meet the objectives of the Policy. • Maintaining individual awareness of the effectiveness and operational organisation of the Environmental and Energy Policy at Board meetings.
Vice Principal – Finance and Resources	• Has responsibility for the day to day application of the Environmental, Energy and Sustainability requirements placed by the Regional Board. • Will ensure adequate resources are provided for the effective management of competent Environmental and Sustainability applications in all College activities. • Will ensure suitable and efficient procedures are immediately applied to address and rectify any breaches of the Environmental and Energy Policy arrangements of the College. • Will ensure the Regional Board is kept aware of Environmental and Sustainability applications within all College activities and competent advice on all environmental and energy requirements is available to the Board as required. • Will ensure an annual report on the performance of Environmental, Energy and Sustainability applications is provided to the Board.

Vice Principals	• Will ensure that all activities within their designated area of their responsibility are carried out in compliance with the Environmental, Energy and Sustainability arrangements as contained within the Environmental and Energy Policy Statement.
Environmental and Sustainability Manager	• Will have overall responsibility for the implementation and maintenance of the College's Environmental Management System bsi ISO14001and Energy Management System, bsi 50001 ensuring continual improvement can be demonstrated throughout the process. • Will monitor energy use, waste, transport, photocopying and printing and record data on a monthly basis. • Will ensure all staff are provided with Environmental, Energy and Sustainability information as part of their induction and throughout the year as part of the Colleges mandatory training process. • Will oversee all other areas of responsibility and provide guidance and advice as and when required.
Curriculum leadership	• Will ensure that appropriate methods are adopted so all their staff know and accept their individual responsibilities as contained in current applicable Environmental Legislation and those specifically detailed in the College Environmental and Energy Policy Statement. • Will adopt appropriate management techniques to manage Environmental, Energy and Sustainability issues within the school with the same commitment as other management functions i.e.

	budget management, student retention etc.
Head of Faculty	• Will effectively manage the application of Environmental, Energy and Sustainability issues within the school/team and ensure that College procedures are adhered to.
Directors of Learning, Curriculum Managers, Lecturers/ Instructors	• Will ensure students are given all relevant Environmental, Energy and Sustainability information pertaining to their particular location and/ or activity.
Director of People Services	• Will arrange for appropriate staff training in accordance with the requirements of applicable Environmental Legislation. • Will support and deliver various methods of training provision in response to recommendations made by the Environmental and Sustainability Manager. • Will include appropriate Environmental, Energy and Sustainability aspects within the staff induction programme for all new staff.
All Line Managers/Supervisors	• Will ensure Environmental, Energy and Sustainability application is effectively managed within their relevant functional area and all staff under their control know and accept their responsibilities as contained in the College Environmental and Energy Policy Statement.
Facilities Management	• Will adopt appropriate methods to ensure that all staff under their control know and understand their responsibilities regarding Environmental, Energy and Sustainability issues. • Will establish the organisation to ensure all required applicable statutory records are maintained

	and establish/maintain suitable procedures in line with Environmental, Energy and Sustainability matters. • Will record and maintain all waste transfer notes, waste carrier licences, LEV maintenance checks etc. for the required timescales. • Will record waste tonnages, energy and water use and college vehicles on a monthly basis and make this information available to the Environmental and Sustainability Manager.

6.4 Maintaining quality over time

There will be a need to maintain and revise the plan, identifying new initiatives on a regular basis. The Carbon Management Plan will be reviewed every year and shall remain a live document over the 5 year period it is scheduled to run. To ensure the CMP remains 'fit for purpose' to deliver targeted carbon savings, the document will be reviewed on an annual basis. This process coordinated by the Environmental and Sustainability Manager.

Specifically, the following areas of the Carbon Management Plan will be subject to review with production of an Annual Carbon Management Report:

■ Progress towards overall carbon reduction target including CO2 savings against target and quantifiable benefits.
■ Progress with identified carbon reduction projects
■ Financial savings achieved as a result of carbon reduction projects.
■ Costs of the programme
■ Wider benefits
■ Stakeholder engagement
■ Risk Register

A Sustainability Committee has been formed and will review new initiatives on a regular basis.

The Sustainability Group will aim to:

• be a peer group for discussion across college to support the delivery of Carbon Management Plans
• be a focus for dissemination and exchange of information on practical advice to help meet emission targets
• ensure that good practice from projects and activities within college are shared and promoted
• share and discuss how best to achieve targets
• To draw upon the expertise of, and provide objective feedback to, the College

6.5   Programme Management of the CM Programme

The Environmental and Sustainability Manager will be the lead officer for the Programme.

6.6   The Programme Board– strategic ownership and oversight

The Leadership Team will act as the programme board and have responsibility for the strategic direction and implementation of the CMP.

6.7   The Sustainability Committee – delivering the projects

The Sustainability Committee will act in an advisory and review capacity and assess the impact of the CM Programme, Environmental Management System and Climate Change.

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 remit is to 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 Committee is chaired by the Vice Principal – Finance & Resources.

6.8   Ensuring Continuity and Succession

The College is committed to delivering the CMP. Therefore, the key roles relate to posts rather than individuals and as such the duties shall be incumbent upon the post holders rather than with individual personnel. The College commits to ensuring appropriate resources are available to support the achievement of the Plan.

REGIONAL BOARD
Meeting of 23 June 2021

Title: Strategic Risk Register

Author: Peter D Smith, Vice Principal – Finance and Resources	**Contributor(s):** Leadership Team

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider the College's Strategic Risk Register

Linked to Strategic Goal:

All

Choose an item.

Linked to Annual Priority:

Choose an item.

Executive Summary:

The Board approved the College's Risk Register at its meeting of 16 December 2020. The Risk Register has been kept under review by the Leadership Team and was reviewed by Audit and Risk Committee at its meeting of 02 June 2021.

Since approval by the Board, the following changes have been made: -

- The residual impact of Risk 5.10 has been downgraded from 4 to 2, recognising recent communication from SFC indicating that ESF funding will be underwritten by SFC and that colleges will not suffer clawback.
- Completion dates for Risks 2.5, 6.2 and 6.4 have been updated to reflect current ongoing mitigation.

It is also proposed to remove Risk 5.11 as this is a duplicated of Risk 5.11.

The Leadership Team is also currently considering how the proposal for mandatory GTC membership for lecturers may impact on the College's ability to recruit and retain staff. Should this be deemed a significant risk, it will be added

to a future iteration of the Strategic Risk Register, along with mitigation and further actions, as appropriate.

Recommendation: I recommend that the Board discuss the Strategic Risk Register and approve current Risk statuses, along with any further actions required.

Previous Committee Recommendation/Approval (if applicable)**:** Regional Board 16 December 2020, Audit and Risk Committee 02 June 2021

Equality Impact Assessment:

Positive Impact   ☐

Negative Impact   ☐

No Impact   ☒

Evidence:

NORTH EAST SCOTLAND COLLEGE STRATEGIC RISK REGISTER

Strategic Risk Appetite - Cautious

Approved by Regional Board: 16/12/20
Last considered by Audit & Risk Committee: 02/06/21
Last reviewed by Leadership Team: 10/06/21

Ref	Movement since last review	Objectives and Risks	Risk Owner	Original Likelihood (1-5)	Original Impact (1-5)	Original Rating (max=25)	Current Controls	Current Likelihood (1-5)	Current Impact (1-5)	Current Rating (max=25)	Target Likelihood (1-5)	Target Impact (1-5)	Target Total (max=25)	Above/On Target	Further Actions	Action Owner	Planned Action Completion Date	Reported to
1		**Strategic Goal 1: Deliver high quality, accessible and inclusive learning and training opportunities, which transform lives and which support the economic and social development of our region. Risk Appetite - Cautious**																
1.1	COVID-19	IF the future skills needs of the region are not clear THEN ensuring that the College's curriculum contributes to national and regional economic recovery will be challenging	VP C&Q	4	5	20	Engagement with SDS and industry partners, Use of available intelligence and data, Identification of NESCol Business Priorities - Curriculum, Participation in Regional Economic Strategy Group, ACC Socio Economic Rescue Plan, Regional Learning & Skills Partnership, Curriculum Quality & Student Support Committee, Campus Futures	3	5	15	2	2	4	Above Target	TREAT - Improved market intelligence and data sharing with partners, Refreshed curriculum planning process, New Stakeholder Engagement Plan, Continuation of Business Priorities work - Curriculum Area Recovery Plans, Course Discontinuance Criteria, Review College's strategy for distance learning	VP C&Q/Directors of Learning/Director of Business Development	Continuous	Regional Board, Curriculum & Quality Committee
1.2	COVID-19	IF the region continues to experience economic shocks and challenges due to the COVID-19 pandemic and oil & gas downturn THEN the College may face detrimental impacts on its functions and services	Leadership Team	4	4	16	External engagement activities, Scenario planning	5	4	20	4	2	8	Above Target	TREAT - Horizon scanning, Contingency planning, Leadership Team review of lessons learned to date, Curriculum portfolio review - increased flexibility, upskilling & retraining opportunities	Leadership Team	Continuous	Regional Board
1.3	COVID-19	If the College continues to work remotely for a further extended period THEN staff could be reluctant to return to pre-COVID working arrangements	Director of People Services	4	3	12	Regular communication with all staff through their line manager and 'all staff' briefings, Regular discussions with LJNC	4	3	12	2	2	4	Above Target	TREAT - Update flexible working arrangments and policies in line with national agreements	Director of People Services	01/08/2021	Regional Board, Human Resources Committee
2		**Strategic Goal 2: Develop the skills, talents and potential of all of the people who come to college either to learn or to work. Risk Appetite - Moderate**																
2.1		IF the College is not able to recruit, retain and develop appropriately qualified staff, THEN this will adversely impact on the learner experience and the College's ability to deliver the curriculum of the future	Principal	3	4	12	People Strategy, Recruitment & Selection Policy, Strategy & Procedure, Induction arrangements, Organisational Development and Learning Technologies activities	2	3	6	2	2	4	Above Target	TREAT - Implement refreshed approach to organisational development, Continue to promote College successes through proactive marketing and PR campaigns to increase attractiveness to employers, Refreshed approaches to Workforce Planning and Talent Management.	Director of People Services	Continuous	Human Resources Committee
2.2		IF No-deal Brexit restricts the free movement of the workforce THEN the College may not be able to recruit to key roles	VP F&R/Director of People Services	3	3	9	Workforce planning, Talent management, Widening recruitment pools	4	3	12	4	3	12	On Target	TOLERATE - Monitoring of Home Office guidance	VP F&R/Director of People Services	Continuous	Regional Board, Human Resources Committee
2.3		IF staff are not fully motivated and engaged in delivering the best learner experience, THEN students may not achieve desired outcomes	Principal	3	3	9	Organisational development and Learning Technologies activities, Staff consultation events, College meetings and briefings, All Staff Development Days, Regular LJNC meetings, Continued commitment to IiP	3	3	9	2	2	4	Above Target	TREAT - Learning and development activities, Online Leadership Team Q&A sessions, Further enhancement of staff communication mechanisms	Principal	Continuous	Curriculum & Quality Committee, Human Resources Committee
2.4		IF national collective bargaining agreements do not provide required flexibility THEN the College may not be able to meet delivery requirements in AY2020-21 and AY2021-22	Principal	3	4	12	Effective partnership working with local TU representatives, Engagement with Employers' Association, TU Nominees observing Regional Board Meetings until expected new legislation is enacted	5	4	20	2	2	4	Above Target	TREAT - Implement temporary local agreements reached with LJNC, Enhanced Staff Communication Strategy	Principal with Director of People Services	Continuous	Regional Board, Human Resources Committee
2.5	COVID-19	IF Scottish Government guidance continues to advise for an extended period of time that staff should work from home where possible THEN staff morale, productivity and the quality of the learner experience may be negatively affected	Leadership Team	3	3	9	Extensive staff guidance, Home working procedures, Clear communication methods, College systems to support remote teaching and working, Health & Wellbeing Strategy & Plan, Effective staff consultation and feedback mechanisms, Employers' Association membership, Contributing to national working groups to influence national outcomes where possible	4	3	12	4	1	4	Above Target	TREAT - Consideration of working patterns, Consider potential longer term wellbeing issues	Leadership Team	31/12/2021	Human Resources Committee
2.6	COVID-19	IF teaching staff are lacking in knowledge/experience/confidence to facilitate blended education for a prolonged duration THEN learner engagement and outcomes will be negatively affected	Director of People Services with VP C&Q and Directors of Learning	4	4	16	Curriculum Planning & Delivery Handbook, Staff training for blended delivery, Learning Technologies activities, Formal homeworking procedures, Health & Wellbeing Strategy and Plan	3	4	12	1	2	2	Above Target	TREAT - Ensure teaching staff complete Teaching Online @ NESCol Blackboard Course, Ongoing monitoring of student feedback on learning experience, Undertake College-wide evaluation of curriculum team current practice	Directors of Learning, Director of Quality	31/07/2021	Curriculum & Quality Committee
2.7		IF staff do not deliver teaching methods that are engaging and effective THEN students are less likely to achieve a successful outcome	Directors of Learning	2	3	6	Learning & Teaching Strategy, Lesson observations, Learning & Development activities, Internal audits, Programme review, Student feedback	2	3	6	2	2	4	Above Target	TREAT - Implement refreshed approach to organisational development, Undertake College-wide evaluation of curriculum team current practice	Director of People Services with VP C&Q and Directors of Learning	Continuous	Curriculum & Quality Committee
2.8		IF students do not engage with formal representation processes and activities THEN the learner voice will not be considered as part of the College's quality improvement agenda	Director of Learning (Enterprise, Innovation and Aberdeen Futures), Director of Quality	4	3	12	Student Engagement Action Group (SEAG), Student Engagement Framework, Student induction process, Student focus groups, Student surveys	3	3	9	2	3	6	Above Target	TREAT - Regular communications, SA Action Plan	Director of Learning (Enterprise, Innovation and Aberdeen Futures)	Continuous	Curriculum & Quality Committee
2.9		IF the Students' Association (SA) does not continue to be pro-active in engaging with the College, THEN the learner experience will likely be diminished	Director of Learning (Enterprise, Innovation and Aberdeen Futures)	4	2	8	Financial and ET support to SA, Partnership Agreement, SA contributions at Board and Committee meetings and Board Strategy Events, Student Engagement Action Group (SEAG), Student Engagement Framework	3	2	6	2	2	4	Above Target	TREAT - Review of SA structure and purpose, Review College's representation models, SA Action Plan	Director of Learning (Enterprise, Innovation and Aberdeen Futures)	Continuous	Curriculum & Quality Committee
3		**Strategic Goal 3: Work with our partners to deliver positive and sustainable change for the individuals, communities and businesses in our region. Risk Appetite - Open**																

Ref	Trend	Risk	Risk Owner	I	L	Score	Controls	I	L	Score	I	L	Score	Target	Mitigating Action	Action Owner	Date	Committee
3.1	↔	IF employers do not successfully engage with NESCol, THEN the College will not be able to identify and meet their needs	VP C&Q/Director of Business Development/Directors of Learning	3	4	12	Business Development Strategy, Marketing & Communciations Strategy, Engagement with industry groups and employers, Employer engagement events, Stakeholder consultations	3	3	9	2	2	4	Above Target	TREAT - Strengthen partnership working to address regional skills shortages and to deliver the Regional Economic and Skills Strategies, Promote successes to employers, Maximise benefits from AGCC and SCDI membership and events, New Stakeholder Engagement Plan	VP C&Q/Director of Business Development/Directors of Learning	Continuous	Curriculum & Quality Committee
3.2	↔	IF local schools do not work closely with NESCol, THEN effective learner pathways will not be delivered throughout the region	VP C&Q/Directors of Learning/Director of Business Development	4	3	12	Engagement with LAs, Schools Liaison Team, Partnership Agreements, Regional Learning & Skills Partnership, Mapping of learner pathways	3	3	9	1	3	3	Above Target	TREAT - Strengthen curriculum planning process for schools provision, Develop model with schools for co-creation of pathways, Lobbying senior local authority partners re: need for closer alignment of FA provision.	VP C&Q/Directors of Learning/Director of Business Development	Continuous	Curriculum & Quality Committee
3.3	↔	IF universities do not work closely with NESCol, THEN improvements to widening access, improving articulation and increasing the efficiency and effectiveness of the learner journey In the region will not be achieved	VP C&Q/Directors of Learning/Director of Business Development	3	3	9	Articulation Agreements, Joint Planning & Delivery Board with RGU, Ongoing strategic dialogue	2	3	6	1	2	2	Above Target	TREAT - Joint marketing campaigns, Enhance opportunities for articulation with universities out with the local region	VP C&Q/Directors of Learning/Director of Business Development	Continuous	Curriculum & Quality Committee
3.4	↔	IF the impact of Brexit decreases the number of international students in the region THEN the College may face increased competition with the two local Universities and experience a decrease in ESOL and nautical applications	Principal	2	5	10	Monitoring of Brexit developments, College's Brexit Action Log, Partnership working, Consideration of SFC and Colleges Scotland guidance, Lobbying of Government	4	3	12	3	2	6	Above Target	TOLERATE - Continue to monitor impacts of Brexit, Marketing campaign on the College's USP	Principal	30/09/2021	Regional Board, Curriculum & Quality Committee
3.5	↔	IF national agencies seek to strengthen their influence over regional development priorities THEN the College may face increased bureaucracy, capacity pressures related to partnership working and requirements to respond to conflicting priorities	Executive Team	3	4	12	Engagement with national agencies, Reviews of policy changes, Reviews of key external reports and identification of potential impacts on the College	2	4	8	1	3	3	Above Target	TREAT - Strengthening of engagement with agencies - relationship management, sharing of data; challenging and 'push back' when required	Executive Team	Continuous	Regional Board
4		**Strategic Goal 4: Deliver an excellent learning environment and experience leading to successful outcomes for all learners. Risk Appetite - Cautious**																
4.1	↔	IF the College does not have sufficient capacity to address the wide-ranging and complex needs of the student body, THEN the health and wellbeing of students will be negatively affected leading to diminished learner experiences and outcomes	VP C&Q/Directors of Learning/Director of Student Access & Information	4	4	16	Access & Inclusion Strategy, Whole-College Student Support Model, Student feedback, Staff training and upskilling, Regular review of policies and procedures, Use of Student Information Portal (SIP) and online referral systems, Promotion of Together All, Student Counselling Service, Signposting to external organisations, Wellbeing, Safeguarding & Support Plan, Framework for Supporting Successful Students	3	3	9	2	3	6	Above Target	TREAT - Review usage of Student Support Services and new online booking system. Monitor effectiveness of current remote student support model. Seek student wellbeing feedback	VP C&Q/Directors of Learning/Director of Student Access & Information	Continuous	Curriculum & Quality Committee
4.2	↔	IF student outcomes do not improve as planned THEN the College's ability to achieve its SFC activity target will be reduced	Leadership Team	4	3	12	Effective student information, advice, guidance and support, Course design, Engaged and motivated staff, Appropriate staffing levels, Reporting and monitoring of KPIs (KPI Meetings), Improved credits forecasting model, Learning development activities, Framework for Supporting Successful Students, SFC funding to support digital provision, Tailored messaging in internal and external communication to provide reassurance about the College's approach to blended learning	5	4	20	2	3	6	Above Target	TREAT - Additions to curriculum offer to support regional reskilling & retraining needs - new part-time courses Strengthen KPI monitoring and reporting process, Develop approaches to reducing early withdrawal.	Leadership Team	Continuous	Curriculum & Quality Committee
4.3	↔	IF the SFC does not provide sufficient capital maintenance funding to maintain modern fit-for-purpose buildings, infrastructure and equipment, THEN the quality of the student experience will be reduced	VP F&R/Director of Quality	4	4	16	Outcome agreement process and engagement with SFC, Business cases for capital projects, Resource planning, Regular condition and structural surveys	4	3	12	2	3	6	Above Target	TREAT - Develop new College Estates Strategy to implement a phased approach to improving the College estate.	VP F&R	Continuous	Finance & Resources Committee
4.4	↔	IF an emergency/disaster/significant systems failure occurs THEN the learner experience, learner outcomes, and the generation of credits will be negatively impacted upon	Principal	3	5	15	Business Continuity Plan, Scenario and desktop exercises, Insurance on buildings and equipment, IT disaster recovery arrangements, College systems to support remote teaching and working	4	5	20	1	5	5	Above Target	TREAT - Refresh Business Continuity Plan and supporting documentation, Improve staff awareness of College Business Continuity Plan and emergency responses.	Principal	Continuous	Regional Board
4.5	↔	IF an individual is harmed or property is damaged THEN the College may face litigation or criminal prosecution and reputational damage	Principal/VP F&R	3	5	15	Robust health and safety management system, Regular review of arrangements, Strict adherence to processes, policies and procedures, Effective monitoring systems, Staff training, Health & Safety Committee, Compliance with Bsi Standards, Staff training	2	5	10	1	5	5	Above Target	TREAT - Continue staff training and awareness raising.	VP F&R	Continuous	Regional Board
4.6	COVID-19 ↔	IF the region experiences further waves of the COVID-19 pandemic THEN the College may need to revert to a closed campus operating model negatively impacting on delivery of courses and the overall learner experience	Leadership Team	4	4	16	Scenario planning, Weekly Leadership Team meetings, Ongoing review of all available guidance, Refreshed approach to business continuity	4	3	12	3	2	6	Above Target	TREAT - Leadership Team review of lessons learned to date, Strive to influence change with more presence and contributions at national networking groups	Leadership Team	31/07/2021	Regional Board
4.7	COVID-19 ↔	IF the Scottish Government Levels System is kept in place for an extended period of time THEN the College may not be able to complete delivery for all enrolled students	VP C&Q with Directors of Learning & Director of Business Development	4	5	20	Scenario planning, Ongoing monitoring processes, Ongoing review of available guidance, Risk assessments, Blended learning model	5	4	20	4	2	8	Above Target	TREAT - Undertake scenario planning exercise re: completion of AY2020-21 programmes, Review of risk assessments and room capacities in line with updated guidance, Review of planned unit delivery and assessment schedule to prioritise key units	VP C&Q with Directors of Learning & Director of Business Development	31/07/2021	Regional Board, Curriculum & Quality Committee
4.8	COVID-19 ↔	IF capacity limitations dictate that courses require content to be condensed and delivered online THEN this may lead to insufficient delivery time and de-motivated or anxious students	VP C&Q with Directors of Learning	5	4	20	Review of Programmes of Study prior to start of AY, Timetabled Academic Guidance, Student Support Services	4	4	16	3	2	6	Above Target	TREAT - Review of planned unit delivery and assessment schedule to prioritise key units, Student feedback	VP C&Q with Directors of Learning & Director of Business Development	31/07/2021	Curriculum & Quality Committee
4.9	COVID-19 ↔	IF the College cannot guarantee the quality of the learning experience for certain cohorts (e.g. schools. FAs, regulated qualifications) THEN it may not be possible/ethical to deliver some courses	VP C&Q with Directors of Learning & Director of Business Development	4	4	16	Engagement with LAs, Schools Liaison Team, Scenario planning	3	4	12	2	2	4	Above Target	TREAT - Identification of alternative qualifications, Joint risk assessment with LAs	VP C&Q with Directors of Learning & Director of Business Development	31/07/2021	Curriculum & Quality Committee

Ref	Type	Risk	Owner	L	I	Score	Controls	L	I	Score	L	I	Score	Status	Treat	Responsible	Date	Committee
4.10	COVID-19 ⟷	IF the College's blended delivery model is unattractive to some learners THEN a decrease in student retention and applications may be experienced	VP C&Q with Directors of Learning	3	4	12	Increased provision of academic guidance, Monitoring of online student attendance and engagement	4	4	16	2	2	4	Above Target	TREAT- Promotion of good news stories/case studies re: learner experience, Sharing of good practice across curriculum teams	Director of M&C, Directors of Learning, Director of Business Development, Director of Quality	30/09/2021	Regional Board, Curriculum & Quality Committee
4.11	COVID-19 ⟷	IF ongoing impacts of the pandemic cause reputational damage to the College's School Links programme THEN there may be a lower uptake for these programmes in future years and enrolments from School Links pipelines may decrease	VP C&Q/Directors of Learning/Director of Business Development	4	4	16	Engagement with LAs and headteachers, Schools Liaison Team, Targeted marketing - school pupils and their parents	4	4	16	2	2	4	Above Target	TREAT - Ongoing engagement with LAs, Promotion of School Links programme	VP C&Q, Director of M&C, Schools Liaison Team	Continuous	Regional Board, Curriculum & Quality Committee
4.12	COVID-19 ⟷	IF there is a lack of flexibility from awarding bodies for the assessment and modification of AY2020-21 qualifications THEN this will negatively impact on the number of students who will complete by the end of AY2020-21	VP C&Q/Director of Quality/Directors of Learning	4	5	20	Ongoing engagement with awarding bodies, Participation in quality related sector networks	3	3	9	2	2	4	Above Target	TREAT - Continue to work with the awarding bodies and apply sector pressure on the release of guidance to support the completion of qualifications	VP C&Q/Director of Quality	31/07/2021	Regional Board, Curriculum & Quality Committee
4.13	COVID-19 ⟷	IF the College is prevented from identifying an appropriate start date for AY2021-22 THEN the capacity to provide necessary learning to deferred AY2020-21 students will be compromised	Leadership Team	3	5	15	Internal scenario planning exercise to forecast potential impact on new academic year from deferrals and plan alternative models for block 1 AY2021-22, Participation in national planning group to influence key enabling partners e.g. SAAS, SFC and Scottish Government	2	4	8	1	1	1	Above Target	TREAT - Ongoing review and refinement of scenario plans, Focus on maximising completion of student work prior to summer to minimise carry-over into AY2021-22, Ongoing participation in national planning to ensure alignment across the sector	VP C&Q	31/07/2021	Regional Board, Curriculum & Quality Committee
4.14	NEW	IF the current industrial action by EIS-FELA continues for an extended period or an agreement is reached that limits the College's deployment of staff THEN service delivery may be disrupted	Executive & Leadership Teams	5	4	20	Engagement with Colleges Scotland and the Employers' Association, LJNC engagement, All Staff communications	4	4	16	4	4	16	On Target	Continue to engage with Colleges Scotland and national negotiations	Principal & Chief Executive/Regional Chair	Continuous	Regional Board, Human Resources Committee
5		**Strategic Goal 5: Optimise the use of our available resources to deliver financial and environmental sustainability. Risk Appetite - Averse**																
5.1	⟷	IF the College receives insufficient SFC income THEN the College's ability to achieve a balanced budget will be adversely affected and future credits targets may be reduced	Leadership Team	4	5	20	Outcome Agreement process and engagement with SFC, Activity planning and reporting processes, Recruitment Strategy and supporting Marketing Campaign, Applications monitoring, Early Withdrawal target, Forecasting model incl. risk matrix	5	3	15	1	4	4	Above Target	TREAT - Contingency planning for the College failing to meet its credits target, Seek additional sources of funding, Develop approaches to reduce early withdrawal, Use of Voluntary Severance Schemes, Implementation of Staff Flexible Working, Recruitment Freeze	VP F&R	Continuous	Finance & Resources Committee, Curriculum & Quality Committee, Regional Board
5.2	⟷	IF sufficient non-SFC income levels are not achieved THEN the College will not be able to financially invest in innovation, staff and facilities	VP F&R/VP C&Q/Director of Business Development	4	5	20	Business Development Strategy, Employer/client engagement, Save Well-Spend Well initiative (Value for money)	5	4	20	1	4	4	Above Target	TREAT - Work with BCD and Faculties to increase commercial engagements and wider funding opportunities, Continue to explore alternative funding streams, Continue to look for alternative funding streams, including making use of the Government's Furlough Scheme while it is available	VP F&R/VP C&Q/Director of Business Development	Continuous	Finance & Resources Committee
5.3	⟷	IF regional demand reduces, THEN the credit target may not be achieved resulting in clawback and reduced funding in future years	Leadership Team	4	5	20	Marketing & Communications Strategy, Engagement with CPPs, schools and employers, Data analysis, Effective marketing	4	4	16	2	3	6	Above Target	TREAT - Contingency planning for the College failing to meet its credits target, Improved identification and use of market research and intelligence	VP F&R	Continuous	Curriculum & Quality Committee
5.4	⟷	IF candidate numbers are insufficient to meet SDS targets in relation to Modern Apprenticeships (MAs) and Foundation Apprenticeships (FAs), THEN the allocation of future places may be reduced	VP F&R/VP C&Q/Director of Business Development	4	4	16	Effective marketing, Good relationships with key stakeholders e.g. local authorities, schools, universities and employers, Effective forward planning	3	4	12	2	3	6	Above Target	TREAT - Continue promotion of benefits of undertaking an FA to school pupils, parents & employers. Develop model with schools for co-creation of pathways, Lobbying senior LA partners re: need for closer alignment of FA provision. Continue to promote MA places with employers incl. access to existing FT student cohort who may have already completed parts of MA framework, Promote AAA opportunity as an added incentive to reduce impact of redundancies	VP F&R/VP C&Q/Director of Business Development	Continuous	Curriculum & Quality Committee
5.5	COVID-19 ⟷	IF challenges arise around the delivery of undelivered AY2019-20 and AY2020-21 FWDF activity THEN the College may be unable to retain FWDF funding and experience reputational damage with employers	Director of Business Development	4	4	16	Effective Marketing. Maintaining strong relationships with existing Apprenticeship Levy payers and identify new. Issue Associate Trainer tender to increase breadth of portfolio and capacity for delivery of commercial programmes	5	4	20	2	3	6	Above Target	TREAT - Continue to lobby Scottish Government and SFC to protect funding to support regional economic recovery, Additional targeting of small businesses as now eligible for funding	Director of Business Development	31/07/2021	Regional Board, Finance & Resources Committee
5.6	⟷	IF the opening up of the Flexible Workforce Development Fund to private training providers leads to employers focusing on specialisms rather than general training THEN the College's customer list could diminish leading to increased competition for securing employers and related funding	Director of Business Development	5	3	15	Lobbying Scottish Government through Colleges Scotland & Business Development Directors Network, Portfolio reviews to ensure offer remains relevant, attractive and competitive to employers, Ongoing identification of new employers (incl. SMEs)	3	4	12	1	3	3	Above Target	TREAT - Employer Engagement Strategy, Sourcing of additional associate assessors, Seek to maintain consistent messaging across college sector to protect FWDF college funding	Director of Business Development	Continuous	Regional Board, Finance & Resources Committee
5.7	⟷	If the SFC require the College to reduce its credits tariff for full-time FE programmes from 18 to 16 credits from AY2021-22 THEN it may not meet its credits target and programmes may lack sufficient content for students personal development and successful progression	VP C&Q/Directors of Learning	4	4	16	Ongoing engagement with SFC, Business Priority Planning, Activity Planning, Resource Planning	4	4	16	4	2	8	Above Target	TREAT - Continue to highlight to SFC risks related to this change	Executive Team	Continuous	Regional Board, Curriculum & Quality Committee

Ref	Type	Risk	Owner	Inh L	Inh I	Inh Score	Controls	Res L	Res I	Res Score	Tgt L	Tgt I	Tgt Score	Appetite	Action	Action Owner	Date	Committee
5.8	COVID-19 ↔	If Foundation Apprenticeship qualifications cannot be completed in AY2020-21 THEN they may lose credibility and appeal for pupils and their parents leading to a decrease in demand for AY2021-22, negatively affecting income streams	VP F&R/VP C&Q/Director of Business Development/Directors of Learning	3	4	12	Engagement with Awarding Bodies and SDS	3	4	12	1	3	3	Above Target	TREAT - Continue lobbying of Awarding Bodies and SDS to ensure alternative assessment options are in place to maximise completions	Director of Business Development	31/07/2021	Regional Board, Curriculum & Quality Committee
5.9	NEW	IF the Oil & Gas industry does not recover to pre COVID-19 levels THEN gift aid received by the College from ASET will be significantly reduced	Principal & Chief Executive, Vice Principal Finance & Resources	4	3	12	5-year plan to reduce College's reliance on gift aid, Memorandum of Understanding between College and ASET, Regular engagement between Principal and ASET Chief Exectutive, Reporting of ASET performance and strategy to Regional Board, College-nominated	4	2	8	3	2	6	Above	Closer working between College and ASET to jointly address opportunities and strengthen resiliance & sustainability, Review of the Memorandum of Understanding between the College and ASET	Principal & Chief Executive, Vice Principal Finance & Resources	Continuous	Regional Board, Finance & Resources Committee
5.10	↓	IF the College cannot obtain documentation to meet ESF requirements THEN income may be subject to SFC clawback	Director of Student Access & Information	4	4	16	Engagement with CEFLG and SFC	4	2	8	3	3	9	Above	SFC has confirmed that they will underwrite any ESF Credits where documentation cannot be obtained. NFA but continue to obtain paperwork where possible. Current Score below Target.	Principal & Chief Executive/Vice Principal Finance & Resources/Director of Student Access & Information	31/07/2022	Regional Board, Finance & Resources Committee
5.11	NEW	IF the College cannot obtain required documentation from sufficient numbers of students to meet ESF Credit Target THEN income will be subject to SFC clawback	Director of Student Access & Information/Vice Principal Finance & Resources	4	4	16	Engagement with CEFLG and SFC	4	4	16	3	3	9	Above	Continue to lobby SFC on redsitribution of ESF credits across sector. Continue to lobby CEFLG/SFC to relax conditions to take account of COVID-19 restrictions	Principal & Chief Executive/Vice Principal Finance & Resources/Director of Student Access & Information	31/07/2022	Regional Board, Finance & Resources Committee
5.12	NEW	IF the current industrial action by EIS-FELA continues for an extended period or an agreement is reached that limits the College's deployment of staff THEN service delivery may be disrupted	Executive & Leadership Teams	4	4	16	Engagement with Colleges Scotland and the Employers' Association, LJNC engagement, All Staff communications	4	4	16	3	3	9	Above	Continue to engage with Colleges Scotland and national negotiations	Principal & Chief Executive/Regional Chair	Continuous	Regional Board, Human Resources Committee
6		Other. Risk Appetite - Avoid																
6.1	↔	IF staff do not adhere to key statutory obligations and legislative requirements, including the Equality Act 2010, Freedom of Information (Scotland) Act 2002, General Data Protection Regulation (GDPR) THEN the College may face significant financial penalties and/or reputational damage may occur	Principal	3	4	12	Legal advice, Comprehensive policies and procedures, Internal audits, Staff training, Data Protection Officer, Engagement with key external stakeholders (Advance HE, SPSO & Scottish Information Commissioner)	4	2	8	1	4	4	Above Target	TOLERATE - Provide up-to-date staff training on legislative requirements and related College policies.	Executive Team	Continuous	Regional Board
6.2	↔	IF the College fails to equality impact assess key decisions and policy changes THEN it may disadvantage those with certain protected characteristics and/or vulnerable groups and individuals and negatively affect the College's reputation regarding access and inclusion	Regional Board/ Executive Team/ Leadership Team	3	4	12	EIA standing item at Leadership meetings, EIA section of Board cover papers, Equality Impact Assessment Review Group as sub-group of Equalities Committee	2	4	8	1	4	4	Above Target	TREAT- Complete work of Equality Impact Assessment Review Group, incl enhanced staff guidance for completion of EIA foms	Director of Learning (Equalities, Analytics and Altens Futures)	Continuous	Regional Board
6.3	↑	IF the College is the victim of a cyber attack THEN the College may experience IT systems outages and/or data security breaches, both resulting in significant business disruption	VP F&R	3	5	15	IT Strategy, IT Security Policy, Internal audits, Robust systems testing, Appropriate physical security and use of preventative technologies, Resilient architecture of links between sites, Monitoring of threat levels through partners, Use of cloud-based services, Staff and student training & awareness campaigns	4	4	16	3	3	9	Above Target	TREAT – Complete work to improve IT business continuity and disaster recovery arrangements. Continue working with the HEFESTIS service to achieve the objectives set out in the Scottish Government Cyber Resilience Framework, Complete suite of new supporting suite of sub-policies for IT Security Policy, Exercise Cyber Security Incident Response Plans, Identify and deploy additional security soloutions IPS/IDS/data exfiltration detection/device encryption	Director of IT & Technical Services	Continuous	Regional Board
6.4	COVID-19 ↔	IF COVID-19 and No-deal Brexit affect the supply chain for equipment, including global component shortages, THEN the College's ability to procure the necessary equipment, including BYOD devices, for successful delivery of services will be impacted	VP F&R	4	4	16	Working with sector colleagues, vendors, partners and procurement framework providers to understand risk and lead times for key equipment	4	3	12	3	2	6	Above Target	TREAT - Contingency planning, Review of suppliers to identify possible alternatives	VP F&R with relevant Leadership Team members	31/12/2021	Regional Board, Finance & Resources Committee
6.5	↔	IF staff do not adhere to required data processing arrangements THEN the College may experience unavailability or loss of personal data, with potential for monetary fines of up to 4% of turnover, reputational damage and normal business processes being negatively impacted or ceasing altogether	VP F&R	4	4	16	DPO in place, DP and IT Security policy and procedures in place, GDPR action plan, Staff training	4	3	12	2	2	4	Above Target	TREAT - Complete work on the GDPR action plan; continue the rolling programme of staff training; contribute to the completion of actions to Achieve Cyber Essentials Plus Accreditation; complete data audit work to populate the Register of Processing Activity (RoPA); contribute to records management work (esp. retention and disposal of records)	Director of Student Access & Information	Continuous	Regional Board
6.6	↔	IF the College experiences a number of positive COVID-19 cases, staff or students, THEN it may be required to operate a temporary closed campus model	Leadership Team	4	5	20	Clear guidance on symptoms, reporting procedures, required behaviours, Implementation of social distancing measures including reconfigured classrooms & public spaces and one way routes, Increased cleaning and hygiene practices, Campus Priority Plans	4	5	20	2	5	10	Above Target	TREAT- Reinforcement of required behaviours, Regular reviews of measures in place to identify any required improvements, Leadership Team review of lessons learned to date, Continue to build relationship with NHS Health Protection Team	Leadership Team	Continuous	Regional Board
6.7	COVID-19 ↔	IF Scottish Government guidance continues to prevent the holding of on Campus meetings and events e,g, Open Days, Career Events THEN the College's ability to deliver key business as usual activities and the meeting of enrolment targets will be negatively impacted	Leadership Team	5	3	15	Enhanced digital marketing activity, including social media campaigns and a programme of virtual events, supported by PR and advertising	4	3	12	4	2	8	Above Target	TREAT - Develop programme of virtual open days and events, Create recorded material for input to schools career activity	Director of M&C	30/09/2021	Regional Board

Appetite
5

Likelihood	Impact	Risk Control
Almost 5 certain 80% +	5 Critical — Substantial effect upon the objective, thus making it extremely difficult/costly to achieve	TERMINATE - Eliminates the risk completely

4					
3					
2					
Likelihood 1					
	1	**2**	**3**	**4**	**5**
	Impact				

Risk Appetite

AVOID - No appetite. Not prepared to accept any risks

AVERSE - Prepared to accept only the very lowest levels of risk, with the preference being for ultra-safe delivery options, while recognising that these will have little or no potential for reward/return.

CAUTIOUS - Willing to accept some low risks, while maintaining an overall preference for safe delivery options despite the probability of these having mostly restricted potential for reward/return.

MODERATE - Tending always towards exposure to only modest levels of risk in order to achieve acceptable, but possibly unambitious outcomes.

OPEN - Prepared to consider all delivery options and select those with the highest probability of productive outcomes, even when there are elevated levels of associated risk.

HUNGRY - Eager to seek original/creative/pioneering delivery options and to accept the associated substantial risk levels in order to secure successful outcomes and meaningful reward/return.

4 Very likely 60% - 80%	4 Significant	Considerable effect on the objective, making it more difficult /costly to achieve
3 Likely 40% - 60%	3 Moderate	Evident and material effect on the objective, making it fully achievable only with some moderate additional difficulty or cost
2 Unlikely 20% - 40%	2 Minor	Small but noticeable effect on the objective , making it fully achievable but with some minor difficulty/cost
Very 1 unlikely Less than 20%	1 Marginal	Peripheral effect upon the objective, impacting only in minor way upon achievement

TRANSFER - Passes the Risk to a third party, who bears or shares the impact

TREAT - Containment. Reduces the likelihood and/or the impact. Contingent. Establishes a contingency to be enacted should the Risk happen

TOLERATE - Accept the Risk, subject to monitoring

Regional Board
Meeting of 23 June 2021

Title: Strategic Plan (2021-23)	
Author: Neil Cowie, Principal and Chief Executive	**Contributor(s): Executive and Leadership Team members**

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to consider approving the College's new Strategic Plan.

Linked to Strategic Goal:

This paper relates to all strategic goals.

Linked to Annual Priority:

This paper relates to all annual and other organisational priorities.

Summary:

The College's current Strategic Plan runs from 2018 to 2021. A new Strategic Plan is due for publication in August this year. In November 2020 agreement was reached at the Regional Board's Strategy Event that due to the extremely fluid circumstances the College, post-COVID, found itself in a 'lighter touch' to developing its next Strategic Plan would be in order.

This 'lighter touch' strategic position would allow the College to continue to navigate and react to the challenges and uncertainties created by the post-pandemic and on-going 'emergency years'. It would also allow the College to develop its medium to longer term approaches for becoming a high performing college.

Further, this transitional approach would allow further time for other potentially influential factors to emerge and provide much-needed clarity in terms of the College's future planning. These include the publication of the SFC's final report on the review of Scotland's Colleges and Universities; the OECD's report on Scottish education; the Scottish Government review on SQA and Education

Scotland; the publication of the SCDI's Blueprint 2030; the review and revision of SDS's Regional Skills Strategy and related action plan; regional developments pertaining to energy transition within the North East of Scotland; an evaluation of true extent and impact of COVID-19 on national, regional and local economies; the College's own reviews on blended learning and hybrid working, etc.

A draft Strategic Plan has already been presented and discussed fully at the Regional Board's Strategy event in April earlier this year. This version does not vary significantly from what has been presented previously. However, it should be noted that the constructive points raised by, and between, Regional Board and Leadership Team members at the Strategy event have now been considered and incorporated into this final version of the Plan.

As Board members are already aware, there has been extensive Leadership Team engagement in this process. The new draft Strategic Plan is underpinned by a series of supporting strategies each representative of key areas of College activity. These are noted below:

- Business Development
- Environmental and Social Sustainability
- Estates
- Finance
- IT
- Learning and Teaching
- Marketing and Communications
- People

As expected, all supporting strategies are very closely aligned to the new Strategic Plan. The themes contained within each are inextricably woven into the ones contained within the main plan itself and will help support the realisation of the short, medium and longer term ambitions of the College. These themes include being agile and responsive; empowering people; advancing partnership working; delivering excellence and innovation and leading sustainability.

Each of the supporting strategies has now been fully approved by the appropriate Regional Board Committee during the May and June diet of Committee meetings.

Once approved, the content of the new Strategic Plan will be transformed, by the College's Marketing and Communications Team, into a high quality document available to all stakeholders in August 2021.

Finally, it should be noted that whilst Regional Board, Executive Team and Leadership Team members have previously agreed that an interim and cautious strategic planning approach be adopted this time round, it has also been agreed that a far more robust and comprehensive review and consultation exercise be undertaken in advance of the publication of the College's next Strategic Plan in August 2023.

Recommendation: It is recommended that the Regional Board approves the Strategic Plan (2021-23).

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

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence: It is anticipated that the approval and adoption of this Strategic Plan will help to enhance outcomes and experiences for the College's students, staff and stakeholders in-line with the College's improvement ambitions.

STRATEGIC PLAN

2021-2023

CONTENTS

Introduction

On behalf of the College's Regional Board, Leadership Team, staff and students I am pleased to introduce North East Scotland College's (NESCol) Strategic Plan 2021-2023. As we move into a new strategic planning cycle we do so at a time which can only be characterised as unique and challenging, not only for the College but for our partner organisations and the individuals and communities we serve.

The advent of the COVID-19 pandemic along with the global oil price downturn has led to significant impacts being felt across our region and for the College, and many of our partners, 'business as usual' has not been an option. Indeed, the College recognises that we are travelling on two tracks, one which seeks to react to the aftermath of the global pandemic and one that aims to 'build back better' for the future.

In recognising this the College seeks, through this plan, to put in place what is needed to address the challenges to, and needs of, our region for the short, medium and longer term. We, as the Region's College, need to respond in different ways at different times to different circumstances if we are truly to make a meaningful and progressive contribution to reshaping our region's economy.

In providing stability, continuity and progression this strategic plan is shaped by our vision and values and is structured on a set of key strategic themes which we believe provide a relevance and purpose for the College and our future activities. They include being agile and responsive to the needs of our region; empowering and supporting people who come to NESCol to learn and work; advancing our partnership working to enable a more impactful approach to regional economic recovery and reform; delivering excellence and innovation, and leading on environmental and social sustainability.

For each strategic theme we have established a set of key objectives which will provide focus and priority as we seek to realise the ambitions within each theme. Further, we have identified a set of key performance indicators. These, along with an integrated College-wide enhancement plan, will allow us to monitor our progress throughout the lifetime of the plan.

Our new draft Strategic Plan is underpinned by a series of supporting strategies each representative of key areas of College activity and priority. All our supporting strategies are very closely aligned to the new Strategic Plan. The themes contained within each are woven into the ones contained within the main plan itself and will help support the realisation of the short, medium and longer term aspirations of the College. Additional contextual information, including a mapping of the Plan to regional and national priorities, is also provided within the three appendices to this report.

In commending this Strategic Plan to you I would reiterate that we remain fully committed to the delivering what is needed to ensure that the North East of Scotland comes through these challenging times and becomes stronger and more successful as a consequence. Through enhanced levels of stakeholder engagement, an adaptive and responsive curriculum offer and ever-improving levels of support for our students, staff and stakeholders we, at NESCol, fully intend to ensure that the College

remains a key agent of delivery for Scottish Government priorities, regional imperatives and individual ambitions. Further, the College's Regional Board, its Leadership Team, its staff and its students remain determined to ensure the successful delivery of this strategy and in doing so we remain fully committed to being a key leader for, facilitator of, and contributor to, economic and educational success for all within the North East of Scotland.

Neil Cowie - Principal and Chief Executive

VISION AND VALUES

Vision

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

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

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

Values

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

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

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

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

STRATEGIC THEMES

This Strategic Plan is focused on five Strategic Themes:

Strategic Theme 1: **Being Agile and Responsive**

Strategic Theme 2: **Empowering People**

Strategic Theme 3: **Advancing Partnership Working**

Strategic Theme 4: **Delivering Excellence and Innovation**

Strategic Theme 5: **Leading Sustainability**

STRATEGIC OBJECTIVES

Strategic Objectives have been identified to provide areas of focus and priority for each Strategic Theme.

Strategic Theme 1: Being Agile and Responsive

1.1   Deliver a curriculum and support services that respond to the needs of students and the region by:
- enabling seamless and efficient learner journeys leading to further study, higher education and employment.
- ensuring students can fulfil their potential in an accessible and inclusive environment.
- offering innovative and flexible modes of study.
- tackling gender imbalance and challenging stereotypes.
- building a digitally capable and highly skilled regional workforce.
- supporting inclusive growth, building community capacity and reducing inequality.
- widening access to learning for under-represented groups.

1.2   Support students to make choices that reflect individual ambitions.

1.3   Build on the unique and distinctive strengths of our campuses.

Strategic Theme 1 Key Performance Indicators

Core national measures for colleges
- Credits delivered
- Proportion of credits delivered to SIMD10
- Proportion of credits delivered to care-experienced students

Other measures
- Learner destinations data
- Equalities data
- Student support statistics.

Strategic Theme 2: Empowering People

2.1   Deliver supporting strategies to support mental, physical and social wellbeing of staff and students.

2.2   Provide development opportunities to maximise potential of all staff and students.

2.3   Build creative, confident and highly motivated staff and students.

2.4   Discover and nurture talent in our students and workforce.

2.5   Create a culture that is based on respect, trust, engagement and shared goals.

2.6   Foster digital skills and knowledge whilst investing in infrastructure and resources.

Strategic Theme 2 Key Performance Indicators

Core national measures for colleges
- No defined measures

Other measures
- Learning & Development statistics
- Investor in People (IiP) Surveys.

Strategic Theme 3: Advancing Partnership Working

3.1   Work with Community Planning Partners to deliver on key priorities, with a focus on reducing inequality and removing barriers to educational attainment.

3.2   Work with regional economic development bodies to support the delivery of the refreshed Regional Economic Strategy to support post-Covid economic recovery.

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

3.4   Work with local schools and other partners to develop and deliver effective learning pathways for young people, including the delivery of regional plans for Developing the Young Workforce.

3.5   Work with Higher Education partners to promote learning opportunities, widen access, increase articulation and improve the learner journey.

3.6   Work with employers to ensure provision adapts to meet the needs of industry and supports regional economic recovery and development.

3.7   Embed an enhanced approach to stakeholder engagement which builds greater understanding of the NESCol offer and strengthens regional relationships in support of shared ambitions.

3.8   Work with the Students' Association to ensure all students have the opportunity to shape and influence their College experiences, and to build a successful, resilient, confident and engaged student body.

3.9   Work with local partners to support the health and wellbeing of staff and students.

Strategic Theme 3 Key Performance Indicators

Core national measures for colleges

- Developing the Young Workforce (DYW) - Number and proportion of senior phase age pupils studying vocational qualifications delivered by colleges
- Articulation - Number and proportion of students achieving an HNC/D qualification articulating to degree level courses

Other measures
- Number of articulation agreements and pathways
- Student feedback.

Strategic Theme 4: Delivering Excellence and Innovation

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

4.2   Deliver outstanding learning and teaching which is exciting, innovative and relevant, and which increases the number of learners achieving successful outcomes and positive destinations.

4.3   Deliver a curriculum and support service which enables students to build resilience, develop essential meta skills and achieve success.

4.4   Deliver a whole-College approach to student support that promotes health and wellbeing alongside effective academic tutoring and personal development.

4.5   Encourage and enable a strong student voice, co-designing and co-delivering sector leading approaches to quality improvement.

4.6   Drive continuous quality improvement through a strong culture of self-evaluation, and the adoption of an evidence-informed approach to decision-making and enhancement planning.

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

4.8   Maximise the use of digital technology to deliver sector leading student experiences and support services.

4.9   Continue to advance equality of opportunity across the College to ensure success for all students regardless of protected characteristics, background or experience, and to maintain a College-wide culture of respect.

Strategic Theme 4 Key Performance Indicators

Core national measures for colleges

- Credits delivered

- Proportion of credits delivered to SIMD10
- Proportion of credits delivered to care-experienced students
- Success FE (FT & PT), HE (FT & PT) (number and proportion)
- Student Satisfaction & Engagement Survey - Percentage of students overall satisfied with their college experience
- College Leaver Destinations – Number and proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying

Other measures
- Internal audit findings
- External verification findings
- Student support statistics
- Equalities data.

Strategic Theme 5: Leading Sustainability

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

5.2   Maximise income from commercialisation and other opportunities.

5.3   Deliver year-on-year operational efficiencies to enable investment in innovation, staff and facilities.

5.4   Fully utilise the financial resources available and produce annually a balanced budget position, within a longer-term sustainable financial plan.

5.5   Implement a Procurement Strategy that ensures the College achieves best value and complies with all regulatory requirements.

5.6   Streamline business processes and systems using technology and digital skills.

5.7   Develop and deliver a Carbon Management Plan for the period 2020–2025, to achieve a further reduction in CO_2 emissions of 50%, and supporting the transition to a Net-Zero Economy.

5.8   Implement an Environmental and Social Sustainability Strategy aligned to the United Nations Sustainable Development Goals, embedding the principles and practices of sustainability across the curriculum and support services.

Strategic Theme 5 Key Performance Indicators

Core national measures for colleges
- No defined measures

Other possible measures
- Gross carbon footprint
- Climate Change Action Plan
- BSI 14001 and 50001 criteria

- Key financial measures.

DELIVERING THE PLAN

Actions to deliver our Strategic Objectives will be contained in the Integrated College Enhancement Plan. This Plan enables us to coordinate our activities to respond to a range of ambitions, priorities and risks, and to respond to any areas for development emerging from our self-evaluation.
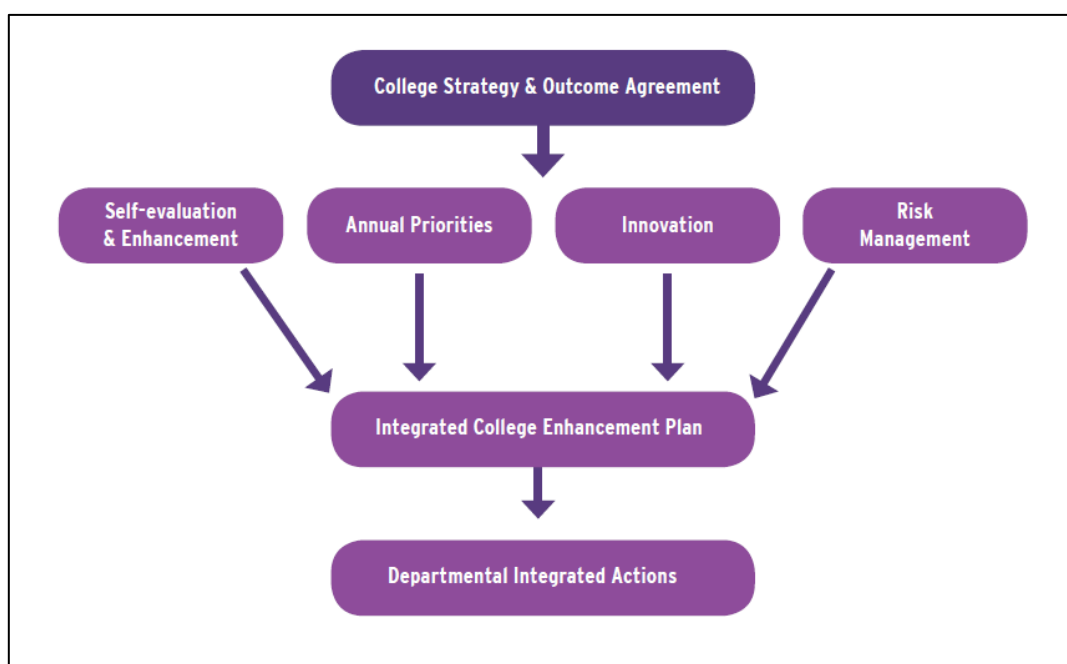
SUPPORTING STRATEGIES

The following Strategies will support the delivery of this Strategic Plan:

Business Development Strategy
Outlines how the College will develop its approaches to commerciality and thus increase the College's commercial income in order to reduce reliance on Scottish Funding Council (SFC) funding.

Environmental & Social Sustainability Strategy
Outlines the College's commitment to environmental and social sustainability to ensure that the needs of the present do not compromise the ability of future generations to meet their own needs.

Estates Strategy
Outlines the College's estates priorities over the ten-year period of 2019 to 2029 aligned to planned curriculum developments, national and regional priorities, and feedback from students, staff, employers and other stakeholders.

Finance Strategy
Outlines how the College will maintain its financial sustainability while providing the capacity to develop its curriculum and business support functions in order to afford high quality service provision for customers and provide security for staff.

IT Strategy
Outlines the vision and direction required to deliver proactive IT support services that positively contribute toward learner success.

Learning & Teaching Strategy
Outlines the fundamental themes that ensure the delivery of excellent learning, teaching and assessment, leading to a high-quality experience for all students.

Marketing & Communications Strategy
Outlines six key communication principles(Integrating; Digitising; Engaging; Amplifying; Targeting; Evaluating) designed to maximise impact, enhance regional understanding of the College's ambitions, drive efficiency and increase effectiveness across College marketing and communications activity.

People Strategy
Outlines six key themes that will be crucial in ensuring that the College's strategic ambitions relating to human resources and organisational development are achieved: Attraction, Recruitment, Reward & Retention; Informed, Empowered & Engaged; Performance & Development; Leadership & Management; Equality & Diversity; and Wellbeing.

Copies of the College's Supporting Strategies can be accessed online **(*hyperlink to be added*)**.

THE COLLEGE AND ITS REGION – Appendix 1

Aberdeen and Aberdeenshire
The North East of Scotland comprises two local authority areas, namely Aberdeen City and Aberdeenshire. The former is the third largest city in Scotland, home to over 220,000 people, and with a population of over 260,000 residing in Aberdeenshire, the region accounts for 9% of Scotland's entire population.

The economy of the North East has, over the years, developed from several key traditional and non-traditional industries. The region has a strong association with both the agriculture and maritime sectors and is recognised as Scotland's premier fishing area. These industries compliment the existence of a strong local food and drink sector, one which is estimated to account for one fifth of Scotland's food and drink manufacturing output.

The region is also recognised as a place of exceptional natural beauty, culture and heritage. Consequently, it is no surprise that tourism within the North East of Scotland is also a key contributing industry to both regional and national economies.

North East Scotland College (NESCol)
North East Scotland College (NESCol) is the only college located within the North East of Scotland. It serves an extensive geographical area, with three main campuses, two in Aberdeen and one in Fraserburgh. It also has two regional outreach centres in Ellon and Inverurie, as well as the Scottish Maritime Academy in Peterhead.

The College provides a wide range of high quality education and training opportunities to meet the needs of individuals, communities, employers and partners across the region. From each of its modern and well-equipped centres NESCol delivers a wide range of courses which provide the skills required for entry into the careers within established regional industries. The range of courses include Art, Design and Photography; Business & Management; Care; Computing; Construction; Automotive and Engineering; Hair, Beauty and Complimentary Therapies; Maritime; Creative Industries; Professional Cookery, Hospitality and Events Management; Science; Social Sciences; Sport; Supported programmes and Travel and Tourism.

Curriculum Planning
To ensure it continues to meet the needs of learners, employers and the region's economy the College has in place a robust and responsive curriculum planning process which has evolved as a consequence of an extensive, large-scale curriculum business priority review, one which has been employer-informed and co-designed with key regional partners.

This curriculum roadmap runs in tandem with our Strategic Plan in order that the skills and training requirements of the region's traditional and emerging sectors are fully met in the short, medium and longer term. This curriculum planning process will also assist the College to respond adaptively to the skills needs of the region in terms of economic recovery, reform and resilience.

School-College activities

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 extensive schools' programmes offer accredited learning opportunities, including Foundation Apprenticeships, which support pupils from across the region in developing transferable skills and the industry relevant knowledge required for progression to the College, university or employment. Currently some 36% of the region's school leavers' progress to the College.

Post-Covid, the College is enhancing its work with partner schools and local authorities to establish a better way of designing the senior phase in order to maximise opportunities for the region's young people to progress towards the jobs and careers required for region's economic recovery, reform and resilience.

Part-time and distance learning provision

The College also supports many opportunities for part-time and distance learners, including those returning to education for up-skilling and re-skilling. Strategic initiatives and community planning partnerships have also been established regionally which offer opportunities to more vulnerable sections of the community across both Aberdeen City and Aberdeenshire. It is anticipated that the College's extensive part-time and distance learning offer will become even more significant and important as individuals seek to upskill or reskill once the true impacts of both the pandemic and the oil price crash become better known.

University-College partnerships

NESCol works closely with the University of Aberdeen and the Robert Gordon University and a tripartite approach to developing the skills required for the region's energy transition ambitions is currently being forged through the National Energy Skills Accelerator (NESA).

The College's relationship with RGU has been particularly long-standing, well-established and successful. The partnership has been routinely recognised as a good practice model for effective collaborative working between tertiary sector education providers. Post-Covid, the collaboration has been enhanced further through the creation of a Joint Planning Board which seeks, through a Joint Delivery Management Group, to develop the capacity for the College and University to better address the emerging skills needs of region's economy as it seeks to recover and reform beyond the pandemic.

Student support and health & wellbeing

As an anchor institution within the many communities we serve, the College has a long-established and positive reputation for supporting its learners well during their journey with us. The College continues, through our highly effective support teams, to evolve our approaches in line with emerging need in order to ensure that every learner is supported as best as they can be in order to complete their studies.

In recent times, the College's focus and support approach has successfully broadened to ensure that the health and wellbeing of both students and staff is central within our thoughts, plans, activities and priorities. An extensive array of support opportunities have been developed, implemented and well-received. These

approaches will be subject to continual review as we seek to allow students and staff the chance to truly thrive whilst they learn or work with us.

Oil & Gas and Energy Transition

For decades North East Scotland has had a significant and economically successful association with the oil and gas industry, an association which has established the region as the energy capital of Europe. This has meant that for many years the North East has played a pivotal role in the economic advancement of Scotland and the UK as a whole.

Prior to 2020 the region's oil and gas industry was already beginning to experience challenge with a decline in production and the loss of a significant number of jobs linked directly and indirectly to the industry. The advent of both the global pandemic and the concurrent oil price crash exacerbated the challenge dramatically with further and significant job losses both offshore and within supply chain companies. This said, it is recognised that oil and gas will remain a key source of regional prosperity for decades to come. The College, along with its wholly-owned subsidiary ASET, remains very well-placed to service the continuing and evolving needs of the region's oil and gas sector and continues to work closely with employers and their managing agents to ensure the continual and adaptive delivery of upskilling, reskilling and training opportunities.

Whilst sustaining the oil and gas industry, the region also continues to transition to wider sources of energy in order to fulfil its ambitions to become the true energy capital of Europe. Central to this ambition are several key activities including a move to renewable energy sources, hydrogen and carbon capture storage; the transition of the wider city economy to low carbon economic sector, and the transformation to net zero of the region itself through public transport and energy efficient housing and buildings.

The Aberdeen Harbour Expansion project is a £370 million investment to expand the region's marine facilities and is due to open in 2022. The economic benefits of the expansion are intended for the longer-term and would allow the City Region to maximise the opportunities from the ScotWind licensing rounds, and in particular offshore wind production. In addition, the work of Opportunity North East (ONE) and ETZ Ltd has secured significant funding, circa £53m, from the UK and Scottish Governments to support the region's ambitions and its plans for an Aberdeen-based Energy Transition Zone (ETZ). The planned location of the ETZ is adjacent to College's Altens Campus and discussions are already underway to explore how best the College can work with ETZ partners to deliver the future training and skills needs of an emerging energy transition sector.

Economic recovery and skills

The College has been a long-established member of the Regional Economic Strategy Group (RESG) which comprises representation from Opportunity North East (ONE), the two local authorities, Scottish Enterprise (SE), Skills Development Scotland (SDS), NESTRANS, Visit Aberdeenshire, the Federation of Small Businesses and Aberdeen and Grampian Chamber of Commerce (AGCC). This group is central to the economic

activity of the region and has provides clear direction and leadership in terms of the post-COVID work on economic recovery, reform and resilience.

The College also co-chairs, with SDS, the Regional Learning and Skills Partnership (RLSP), a sub-group of the RESG. This group oversees the development, implementation and monitoring of the Regional Skills Strategy Action Plan which in turn, seeks to ensure that the current and prospective skills needs of the region are fully addressed.

Considering fully the current post-COVID challenges alongside the progressive plans already in place, it is evident that skills will remain key to the future success of our region. Energy transition and the dedicated support for new and traditional sectors e.g. digital, life sciences, tourism, hospitality, etc. will open up significant demand for different types of skills, new, existing and transferrable. Such demand is also likely to invite significant investment into the region in order to provide the skills required for what lies ahead. Over and above the UK and Scottish Government funding for energy transition, a further £15m has recently been committed by Scottish Government in order to boost skills-related activity in the region, activity which the College is well-placed to deliver.

The RESG realises that there is a need to build on the existing focus within the Regional Skills Strategy on the challenges faced by young people entering the labour market, a labour market decimated by the consequences of the pandemic. It is further recognised that the impacts of both Brexit and COVID-19 have the potential to exacerbate existing skills gaps in the region and impact negatively and disproportionately on those at greatest risk of social, educational and economic exclusion.

The current Regional Skills Strategy is now more than three years old and given the major labour market implications of the COVID-19, the oil price crash and Brexit there is renewed commitment amongst RESG partners to ensure that the strategy's action plan is reviewed and refreshed to ensure that its focus remains relevant and responsive to the emergent economic challenges and the long-term skills requirements of the region's economy. This is an activity delegated by the RESG to the Region's Learning and Skills Partnership (RLSP), a collaborative which is co-chaired by the College and SDS.

REGIONAL PRIORITIES AND SKILLS NEEDS – Appendix 2

As the Region's College, NESCol will shape and respond to the immediate and longer term regional priorities and skills needs as identified within the Regional Economic Strategy, Regional Skills Strategy, Regional Skills Assessments and related action plans. Further, the College will shape and response to the priorities identified within the Region's two Community Planning Partnerships. This Plan addresses these priorities as follows:

Regional Economic Strategy		
Priorities: • Responding to COVID-19 and Brexit • Supporting Net Zero and a green recovery • Creating a diversified economy based on skills development and acquisition • Ensuring inclusive economic recovery, reform and growth	**College Contribution:** The College's portfolio of courses, vocational training opportunities and apprenticeship programmes aligned to the region's key priorities, sectors and skills needs are critical to the region's future economic recovery, reform and prosperity.	**Strategic Objectives(s):** 1.1, 3.1, 3.2, 5.7, 5.8

Regional Skills Strategy		
Priorities: • Responding to COVID-19 and Brexit • Aligning skills to economic need, Energy Transition ambitions and Net Zero intentions • Expanding work-based learning including employee upskilling and reskilling • Improving school-to-work transitions	**College Contribution:** The College's established and responsive approach to curriculum design and delivery, including Its Apprenticeship Family offer, its Flexible Workforce Development (FWDF) activities and its enhanced engagement with partners, employers and schools will ensure that the immediate and future skills needs of the region are met.	**Strategic Objectives(s):** 1.1, 3.1, 3.2, 3.4, 3.6, 5.7, 5.8

Community Planning Aberdeen (CPA)		
Priorities: • Prosperous Economy • Prosperous People (Children & Young People)	**College Contribution:** The College is a partner of CPA working with partners on locality planning, community empowerment, and improving outcomes for the population of Aberdeen City, especially those	**Strategic Objectives(s):** 1.1, 3.1, 3.2

• Prosperous People (Adults) • Prosperous Place	who experience poorer outcomes as a result of socio-economic disadvantage. The work of the CPA sees the College contributing to initiatives for priority and at risk neighbourhoods, and priority communities of interest e.g. children and young people, people with disabilities. NESCol is a member of the CPA Board, the CPA Management Group, and two Outcome Improvement Groups: Aberdeen Prospers: supports delivery of the Local Outcome Improvement Plan (LOIP) and underpinning locality plans, specifically two Economy Stretch Outcomes in the LOIP: 1. Support 400 unemployed Aberdeen City residents into sustained, Fair Work* by 2026 2. Upskill/reskill 500 Aberdeen City residents to enable them to move into, within and between economic opportunities as they arise by 2026. Integrated Children's Services: ensures the effective delivery of services for children and young people at all stages of their development and growth. all key agencies that deliver services for children and young people in Aberdeen City are represented, working together to deliver the City's Children's services plan and using the Scottish Government's 'Getting It Right for Every Child' as a common approach to deliver better outcomes for children and to measure success. The College also participates in a number of associated workstreams: - The Attainment and Progression to Adulthood Group - Child Friendly Cities Group - Target Operating Model Sub Group - ACC Care Experienced Champions Board. In response to longer-term impacts of the COVID-19 pandemic, the College is lead for a number of key CPA initiatives related to socio-economic recovery and development. The College is also a member of the Local Employability Partnership and the Training Providers Forum.	

Aberdeenshire Community Planning Partnership (ACPP)		
Priorities:	**College Contribution:**	**Strategic Objectives(s):**
• Changing Aberdeenshire's relationship with alcohol	The College is a partner of ACPP which aims to work together for the best quality of life with happy, healthy and fulfilled people, living in a healthy, safe and sustainable environment with	1.1, 3.1, 3.9

• Reducing child poverty in Aberdeenshire • Connected and Cohesive Communities	a vibrant local economy. This includes partnership working to deliver more efficient and improved services which meet local needs in Aberdeenshire and to contribute to the delivery of key actions in a number of Locality Plans. NESCol is a member of the CPA Board, and Connected and Cohesive Communities. Connected and Cohesive Communities: supports the Planning Partnership in the delivery of locality plans for three areas of Aberdeenshire that experience the most social and economic disadvantage. This includes the delivery of several initiatives around addressing inequalities, employability and health, as well as supporting communities to become more resilient.	

SCOTTISH GOVERNMENT PRIORITIES – Appendix 3

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

Scottish Government Priority	College Contribution	Strategic Objective(s)
Fair Access and Transitions	The College will provide access to further and higher education for people of all ages from the widest range of backgrounds, and ensure that all students are enabled to achieve their full potential as successful learners, ready for transition to future learning, life and work.	1.3, 3.1, 3.5
Health and Wellbeing	The College will provide health and wellbeing services and support, and will work with partners to contribute to positive and sustainable change in the health and wellbeing of staff and students.	2.1, 3.9, 4.4
Net Zero	The College will ensure it activities as an educator, employer and regional leader contribute fully to the delivery of Scottish Government's climate change ambitions.	5.7, 5.8
Economic recovery, reform and prosperity	The College will ensure its contributions, post-COVID-19 and post-Brexit, to the immediate and future regional economic requirements support a revitalised and successful Scottish economy.	1.1, 3.2, 2.4, 3.6, 4.1
Integration of tertiary education and skills system	The College will develop, in conjunction with others, a cohesive and connected tertiary sector offer which delivers a greater educational and skills-based coherence for students, employers and other stakeholders.	3.5
Mainstreaming Equality	The College will continue to advance equality of opportunity through the Public Sector Equality Duty (PSED), ensuring that its operations, activities and decision making processes are impact assessed against the protected characteristics of age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex, and sexual orientation.	1.1, 4.9
Retention and Attainment	The College will raise student retention and attainment levels to ensure that ever-increasing numbers of students successfully fulfil their potential and achieve their ambitions.	4.2
Employability	The College will improve employment outcomes for young people and provide for support aimed at addressing youth unemployment, in particular those with barriers to work.	1.1, 4.1

Scottish Government Priority	College Contribution	Strategic Objective(s)
Innovation and Enterprise	The College will contribute to driving up levels of business innovation in Scotland by ensuring that its learners are exposed to entrepreneurial thinking.	4.2
Senior Phase and Developing the Young Workforce	The College will play a lead role in ensuring that an enhanced regional approach is undertaken to support improved and progressive senior phase pathways by working closely with partners on planning and delivery.	3.4
Apprenticeships	The College will build and strengthen pathways into and across Apprenticeship programmes, particularly in key sectors such as STEM, digital skills and early years workforce expansion.	3.6
Flexible Workforce Development Fund	The College will help employers to increase productivity and address skills gaps by supporting in-work training of their workforce.	3.6
STEM and Energy Transition	The College will contribute to the development of Scotland's STEM and energy transition priorities to generate inclusive and sustainable economic growth by equipping young people with skills for the future.	1.1, 3.2, 3.3, 3.6, 4.1
Digital	The College will support improved digital skills development and acquisition for its students, staff and stakeholders.	2.6, 4.8, 5.6

Regional Board
Meeting of 23 June 2021

Title: Outcome Agreement (2020-21)	
Author: Neil Cowie, Principal and Chief Executive	**Contributor(s): Executive Team**

Type of Agenda Item:

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

Purpose: To enable the Regional Board to consider approving the College's Outcome Agreement 2020-21.

Linked to Strategic Goal:

This paper relates to all strategic goals.

Linked to Annual Priority:

This paper relates to all annual and other organisational priorities.

Summary:

Since AY2012-13 the College has been required to sign an annual Outcome Agreement with the Scottish Funding Council (SFC). Outcome Agreements are intended to enable the SFC and colleges to demonstrate the impact of the college sector and its contribution to meeting Scottish Government priorities. The Outcome Agreement is also a funding contract between the SFC and each region.

This draft Outcome Agreement (2020-21) has been prepared by the Principal, Vice Principals, the former Head of Strategy & Planning and other members of the Leadership Team. The documents was then submitted to SFC for comment and additional information in February this year.

A lack of communication and information from SFC on this matter has meant that the usual timetable for approval has slipped considerably. This said, the guidance and expectations surrounding the development, delivery and publication of this Outcome Agreement has been somewhat impacted by the consequences of the pandemic. Accordingly, SFC has sought to be more relaxed in its approach

to outcome agreements for the post-COVID emergency years and is, to all intents and purposes, seeking some academic year end, retrospective Board approval of our document before it, along with all other college outcome agreements, is published at the end of this month.

Our Outcome Agreement Manager, Keith Coyne, has confirmed in writing (15th June 2021) that our agreement had been accepted and would be sent to the SFC's Chief Executive for final endorsement and publication in late June.

For Board member information, guidance for the development of our next Outcome Agreement (AY 2020-21) is due to be made available at the end of this month.

Recommendation: It is recommended that the Regional Board approves the Outcome Agreement (2020-21).

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

Equality Impact Assessment:

Positive Impact   ☐

Negative Impact   ☐

No Impact   ☒

Evidence:

INTERIM OUTCOME AGREEMENT AY2020-21

INTRODUCTION

North East Scotland College (NESCol)
North East Scotland College is the only further-education college located within the North East of Scotland, and provides a wide range of education and training opportunities across the region to meet the needs of individuals, communities and employers.

The College's main (College-owned) centres of delivery are in Aberdeen (three sites), Fraserburgh and Peterhead with a number of leased community based learning centres across the region.

NESCol serves an extensive geographical area (Aberdeen City: 186 sq km, Aberdeenshire: 6,313 sq km), with its two main centres of delivery, Aberdeen and Fraserburgh, located 41 miles apart. College services are also provided in a number of the region's main centres of population outwith Aberdeen City: Ellon, Inverurie and Peterhead.

Further detailed information on the College, its courses and services can be accessed at www.nescol.ac.uk

Interim Outcome Agreement
This Outcome Agreement is for Academic Year 2020-21. It should be noted that this document is an interim agreement required by the SFC to capture, at a high level, the College's contributions, impact and outcomes, and to provide assurance on use of allocated funding in AY2020-21. This document has been prepared in-year, submitted to the SFC at the end of February 2021.

RESPONSE TO THE COVID-19 EMERGENCY
North East Scotland College has taken and continues to take proactive steps in response to the ongoing public health emergency and national measures to control the spread of Coronavirus. The College remains committed to ensuring the health, safety and wellbeing of all NESCol staff and contractors, students and visitors as well as the communities it serves.

The advent of the pandemic has accelerated the development of a more cohesive set of working practices for the Leadership Team. Consistently, levels of creativity, motivation and confidence within the Leadership Team have increased, with members keen to ensure that similar approaches are developed further across all College teams.

At the time of writing, the College's Leadership Team continues to virtually meet weekly to review the latest regional and national guidance and to enable the College to act swiftly to changing local and national circumstances. The frequency of Leadership Team meetings however has evolved over the duration of the Pandemic, with daily meetings held for the first few months. The use of technology, especially Microsoft Teams, has been key to the effective working of the Leadership Team to support communication, consultation and decision-making processes.

Access to all NESCol facilities has been restricted for staff, students and visitors since March 2020. The majority of employees have worked from home since March 2020, with a limited staff presence on campuses to carry out key functions. Restricted class groups have returned to face-to-face on campus teaching when Scottish Government guidance allowed.

NESCol's response to date and its ongoing response to the COVID-19 emergency is informed by extensive contingency planning. This approach has been valuable in enabling the College to take an agile approach to the measures being implemented nationally and also in relation to local restrictions and lockdowns in the region. From the outset of the pandemic the College's Executive and Leadership Teams adopted a project-based approach to scenario planning, with immediate, medium and longer term risks and actions identified by a number

of workstreams – Campus Access, Curriculum Delivery, Staffing, Communications, and Student Information, Advice and Support. This work continues to ensure that the College remains reactive to developments and any updated Scottish Government or Health Protection Scotland guidance.

Throughout the pandemic the College has been mindful of how critical clear, consistent and easily accessible information is in its approach to the continuity of the provision of teaching and support services, and in effectively supporting its staff and students. Key communication channels that continue to be utilised include emails, staff intranet, student portal, social media channels, the College's website, media stories and press releases, and 'Notes from the Principal's Office' – a weekly staff newsletter. The Leadership Team also hold regular 'all staff' webinars to provide updates on key developments, followed by Q&A sessions.

The College is also aware of the need to provide comprehensive guidance to staff and students in support of compliance with public health guidance, and remote teaching and working. The creation of detailed reference documents, new frameworks and dedicated sections on COVID-19, working/learning from home, and health and wellbeing on the staff intranet and student portal continue to aid consistency of message and the management of expectations.

Ongoing stakeholder engagement to enable the College to benefit from effective partnership working and to ensure that NESCol is addressing the immediate and expected longer-term local and national impacts of the pandemic. This includes engagement with Health Protection Teams, Scottish Government, Local Authorities, local universities, local schools, SFC, Colleges Scotland, Skills Development Scotland, and employers. The College has also found participation in a number of collaborative sector networks, both existing and those created in response to the pandemic, beneficial for example in terms of the sharing of good practice and consistency of approaches across the sector, and national scenario planning.

The following provides information on key aspects of the College's response, including some longer-term commitments and considerations:

Online and Blended Delivery
The COVID-19 pandemic has dramatically changed the overall approach to teaching at NESCol. Despite the challenges that all staff and students have faced with the switch to online delivery many staff have engaged well with training and support that has been offered to them and embraced the use of new and innovative pedagogies. Detailed guidance has also been created that outlines a new, collaborative approach to curriculum design and online delivery, with all teams were supported to roll out this approach across all curriculum areas.

The use of digital tools and technologies such as Microsoft Teams, Collaborate, Wakelet and Turnitin has skyrocketed across the curriculum and many students are now benefiting from being able to access a rich blend of synchronous and asynchronous learning & teaching activities and resources online via the College's VLE, Blackboard.

There are, however, many staff who still need to develop their confidence and skills further to truly thrive in the blended and online world. The College also acknowledges that work is required to ensure all qualifications and teaching materials are sufficiently modern and high quality, and designed to be as accessible and inclusive as possible. To address this and the previous staff skills issue, the College will ensure that its refreshed Learning and Teaching Strategy, being prepared at the time of writing, addresses both the issues of pedagogy development, and co-design and instructional design/universal design for learning.

Throughout the pandemic, the focus of the College's Learning & Development Team has been to deliver online training in support of online and blended delivery. A new online training programme was created to mirror sector good practice, improve staff knowledge and understanding of effective online teaching, and provide opportunities to broaden skills and

confidence in using a range of tools and technologies. A large part of the programme was designed to raise staff awareness of the importance of creating inclusive programmes and materials.

Innovation in the Curriculum
The following provides some examples of innovation adopted since March 2020:

- The Hair and Beauty Team created a series of short demonstration films on a range of vocationally relevant techniques. These can be referred to by students at any time, but they are also used as a basis for teaching staff to refer to during live teaching sessions with discussion based on the recorded skills demonstrated. The Team has also arranged guest speaker sessions which have been recorded.

- Virtual workshops, involving industry specialists connected to the world of music, sound and performance, continue to be very popular with students. The College's Silvernote initiative has brought students together across a variety of disciplines to hear from professionals, and provides a platform for students to develop their own ideas about future collaborations.

- Business students across all levels have formed working groups to develop ideas for virtual enterprise projects. Many of these projects have linked with community groups who are fund raising for good causes.

- Curriculum Managers within Care Professions have become involved in established local and national networks relevant to their discipline. This has helped to raise the profile of the Team and the College and has opened doors for new opportunities. For example, in healthcare, conversations have centred around the need to develop new courses at SCQF level 5 and above relevant to Allied Health Professions. In childcare, the issue of a lack of placements has brought a number of practitioners together to petition providers and seek solutions. In social care, the College has been involved in discussions relating to new awards, registration with regulatory bodies and practices relating to adult protection.

- The Professional Cookery Team has been undertaking live demonstrations of practical cookery techniques. Staff working in isolation on Campus have been filming practical demonstrations supported by a second member of staff remotely managing live Q&A. This has allowed students to observe practical demonstrations as part of their learning experience and to receive instant feedback on questions during the session.

- Staff from the Scottish Maritime Academy worked with NESCol Multimedia colleagues to manufacture specialist equipment allowing large maps to be viewed online during virtual classes, contributing to the successful delivery of Class 1 Fishermen's training.

- Having initially postponed the College's leisure programme to create campus space for employability/economic recovery support programmes, online versions of courses have gradually been developed to help re-engage learners and created opportunities for social interaction.

- The Quality Team have created a channel in all Curriculum Team Microsoft Team Spaces providing an instantaneous messaging approach for staff to raise queries relating to awarding bodies, assessment, internal verification or any quality queries. This channel is monitored regularly to ensure queries are responded to timeously, or queries signposted to external stakeholders.

Curriculum Business Priorities

Once AY2019-20 was completed, focus shifted to modifying the curriculum portfolio in light of the changes to course/training/skills demand that have occurred within the region because of the COVID-19 pandemic. A large-scale curriculum business priority review is now underway to create a three-year curriculum roadmap that will ensure that NESCol's full-time and part-time course portfolio is employer-informed, co-designed with key HE and third sector partners, and meets the evolving needs of regional stakeholders.

In addition to prioritising the development of a portfolio that is skills-focused, the curriculum business priority review will also ensure the creation of a portfolio of qualifications and courses that address the other key priorities including, student co-creation, gender balance, equalities issues and widening access.

This work is also key in enabling the College to continue to respond to those recently becoming unemployed, young people entering the workplace for the first time workers, those who have previously been furthest from the job market, upskilling, reskilling, and retraining.

Close working partnership established with both local authorities and partner schools has stood the College in good stead for the continuing challenges of the pandemic. There is, however a need to review and refresh the School Link offer in response to the impacts of the pandemic – many School Links qualifications have been vulnerable to COVID restrictions, with feedback indicating that there may have been reputational damage. At the time of writing, the College is also aware that a significant number of pupils who had been expected to leave school in Summer 2021 will now not be leaving which may have significant implications for the enrolments and future progression pipelines.

A project is also underway with Aberdeen City Council to review and innovate the senior phase. It is widely acknowledged (e.g. via the Phase 1 of the SFC Review) that there is too much duplication and not enough flexibility within the senior phase – the creation of an integrated school-college senior phase offer will be a priority for NESCol working closely with both local authorities.

Amendments to Course Provision

Linked to the above Curriculum Business Priorities project, the College is aware of the critical importance of continuing to engage with stakeholders to ensure that that course provision remains responsive to shifting needs of employers and industries.

The College's Business & Community Development Team continues to engage with employers in a number of ways.

- Throughout the pandemic the Team has continued to contact employers to offer upskilling and reskilling opportunities for existing or newly recruited staff, and this has been supported through an increase social media presence.
- The number of programmes the Team is now able to offer online has increased in response to the pandemic, an example being the Class 1 fishing training which was offered online for the first time, despite the reservations of a number of industry experts, with all candidates successfully passing all exams.
- Flexible Workforce Development Fund (FWDF) programmes have also been moved to online delivery for a number of employers, including Mental Health Training, Conflict Management and Report Writing. In addition, a number of NESCol online CPD courses have continued to be offered to employers for their furloughed staff to participate in.
- The College continues to heavily promote the Apprentice Employer Grant to local employers.
- NESCol is engaged in a number of ongoing energy transition discussions with employers related to the Moray East Offshore Wind Project, carbon capture initiatives, and the region's future hydrogen strategy.
- Employers also continued to be engagement with through the College's support of PACE events in response to potential redundancy situations, and through an Offshore

Project Management Controls Group related to identifying opportunities for upskilling where there are recognised skills shortages.

Engagement activities also continue in relation to curriculum areas. Links have been maintained with employers through managing agents such as CITB, SNIPEF, SMTA and SECTT. This has been useful in keeping industry, employers and apprentices informed and updated with respect to delivery models, skills testing, deferrals and plans to catch up.

Given the likely delay in apprentice recruitment, early discussion has also taken place about late starts for MA-based courses and amendments to apprenticeship frameworks to allow training to commence prior to industry recruitment e.g. in construction.

Discussions have also taken place regarding use of digital technologies for submission and evaluation of work-based assessment where this is approved by awarding bodies and regulators.

Regular dialogue and meetings are taking place with awarding bodies to ensure required adaptations and mitigation to qualifications are communicated to curriculum teams to allow them to be implement changes to meet the needs of stakeholder feedback.

Continuing engagement also enables the College to address specific needs identified by employers/industry, both short-term and longer-term, including adapting or shifting provision. Examples include:
- OPITO has been interested in using what the College has learned from lockdown to help redesign the apprentice programme to include a more blended approach for the delivery of theory elements.
- Some mandatory courses (such as personal licence holder refreshers) continue to be requested by employers to support the maintenance of licences. The College has adapted by offering online training, however assessments cannot always be accommodated online.
- Foundation Apprenticeship placements have continued to suffer as employers prioritise access to their premises. Customised units have therefore been provided where possible as a much-needed alternative for candidates (although this has not been possible for all frameworks).

Ongoing management of the work-based learning and practical aspects of course provision to ensure that students are prepared for the workplace is challenging given ongoing constraints due to the pandemic.

During the period early in AY2020-21 when campus access was possible, practical classes were run to enable skills training, with strict social distancing and other safety protocols in place. Some MA students are still able to continue in work, enabling their work-based elements to continue according to their employers' ability to keep activity going. Associated assessment continued under Tier 2 and 3 restrictions and where possible continues under Tier 4 where this can be undertaken online. Other access to placement and work-based learning has been halted under Tier 4 restrictions.

The SQA has reviewed the VQ aspect of Foundation Apprenticeship programmes and provided alternative approaches, where possible, to allow students to complete their programmes. The SQA has also provided alternative methods of assessments for some of the Care qualifications to mitigate the mandatory placement requirements.

Quality of the Student Learning Experience
The College developed a Framework for Curriculum Planning and Delivery in AY2020-21 at the start of AY2020-21, a one-stop-shop for teaching staff providing guidance and live updates from Awarding Bodies. The Framework covers: Online training framework; SQA updates and information; Curriculum management documents; Quality essentials; Academic tutoring and

student support; Review and redesign of courses and assessment; Programme delivery guidelines countdown teaching calendar, and Classroom tips & advice. The Framework resource is instrumental in achieving a standardised approach to delivery, assessment and student support. The implementation of the Framework and use of the College's Quality Enhancement Handbook are currently being reviewed in order to inform approaches for AY2021-22, taking into account lessons learned and best practice.

Academic Tutoring is a vitally important function within the College as it plays a crucial role in helping to deliver a positive student experience, encouraging positive attendance and ensuring that all students are enabled to achieve their full potential as successful learners, ready for transition to future learning, life and work. AY2020-21 saw the introduction of a new Academic and Personal Skills Development Unit which was created to further enhance the scope of the Academic Tutoring function introduced as part of an enhanced whole-College approach to student support (further information on this Unit is provided on the nest page).

NESCol's Student Information Portal (SIP) provides a student dashboard allowing curriculum and support teams to share information and work in partnership to support students, including monitoring attendance and engagement. At the time of writing, work is ongoing to improve functionality to ensure students can access all required support.

Student engagement is key to ensuring that NESCol continues to provide a high quality student learning experience, especially during the ongoing period of a blended/online learning model. Engagement has been monitored directly by interaction in classes and in individual tutorials, but also via reports showing log-ins to the College's VLE. Tutors are also recording interactions on our Student Support Information System so that progress can be monitored and any necessary referral for specialist support can be made.

The AY2020-21 First Impressions Survey sourced valuable qualitative and quantitative feedback. Results were shared with curriculum and support teams, with additional action plans created to resolve issues identified for areas that received 85% satisfaction or lower. These plans include the sourcing of further student feedback to help identify improvements to their learning experience.

At the time of writing, 19 Student Focus Groups have taken place covering a range of themes: Student Induction; Learning and Teaching; Student Support; Students' Association, and the College's Respect Campaign. Improvement actions and good practice are shared with curriculum and support teams, followed up by the Quality Team to ensure actions identified have been addressed. Students are updated on actions implemented from the outcomes of the focus groups.

Student Support
As a result of COVID-19 and the requirement for remote service delivery, the Student Advice and Support Team has developed a new model of delivery to allow a responsive approach to curriculum and student demand, and a more creative and proactive approach to student engagement and support provision through initiatives and events. The Student Advice Centre Teams have also developed a more collaborative approach, with the consolidation of existing frameworks into one Framework for Supporting Successful Students. This framework covers Academic Tutoring, Student Support, Safeguarding and Mental Health, Student Funding and Attendance and Engagement Monitoring.

Academic and Personal Skills Development
For AY2020-21, the College introduced a new 3 credit unit to all full-time FE students at SCQF level 4, 5 and 6 - Academic and Personal Skills Development Unit (SCQF Level 5). The unit focuses on the development of transferrable skills which include core skills, meta-skills such as self-management, social intelligence and innovation, and the four capacities of the Curriculum for Excellence. It has been designed to encourage learners to take responsibility for their own learning and skills development, focusing on their own personal, educational and

career goals, which is especially important in current circumstances and online/blended learning. The unit is delivered by Academic Tutors who tailor delivery to suit the target group, contextualising content to the relevant industry/sector. Feedback to date indicates the unit is having a positive impact upon the confidence of new and progressing learners in light of negative impacts of the COVID-19 pandemic. The unit is also expected to contribute to improvements in retention and attainment in AY2020-21.

Student Health & Wellbeing
The College's Student Advice and Support Team is critical in providing a number of services and mechanisms in support of student health and wellbeing. Due to the continuing requirement to work remotely an increased use of technology has enabled the Team to remain accessible to all students. The Team does however also continue to facilitate face-to-face appointments and on campus in-class support where necessary.

Key to remaining accessible was the introduction of a new online booking system - Microsoft Bookings is a scheduling application available within the suite of Office 365 packages and as such, can be readily accessed by students on a range of devices, making seeking support and booking appointments at a time and in a way that best suits them. In addition, links to the system are available via social media platforms, so appealing to a significant proportion of our student demographic who engage with the College using this medium.

In facilitating remote appointments with students, the Team recognized the importance of offering flexibility and so provide students with a range of available appointment formats including Teams/Collaborate/Skype video call, Teams/Collaborate/Skype audio call or phone appointment to choose from depending on what they feel most comfortable with. The benefits to offering remote appointments are numerous (greater flexibility, removes the need and cost of travelling to attend, minimal impact to caring responsibilities as well as removing any residual stigma which may remain for some in seeking support). As such, it has been widely acknowledged that this more inclusive format should continue to be available when on-campus working resumes.

Similarly, the reach of remote working and online delivery is vast. The Team have delivered a number of remote events and initiatives online, including The Remote Revolution, Ready, Steady, Study!, the Hack Your Studies Showcase, UCAS Week and a SAMH Healthy Minds session to date with further events planned. Previously such events would have been subject to both capacity and resource limitations which clearly do not factor when delivered online. Consequently, the Team have successfully supported a far larger cohort of students than would have been feasible with traditional, face-to-face delivery.

The College's Student Mental Health and Wellbeing Toolkit was updated at the start of AY2020-21 and moved to a much more suitable format in Articulate Rise, creating a course for students to work through. This was also incorporated into the Academic Tutoring materials available for both FE and HE students. The Toolkit includes advice and guidance but also signposts events and a range of useful links to support for mental health and wellbeing.

Togetherall is a digital mental health support service which is available online, 24 hours a day, seven days a week. It is completely anonymous so students are able to express themselves freely and openly under the supervision of professionally trained Wall Guides. The Guides are there to monitor the community to ensure the safety and anonymity of all users. The service is also available to all staff at NESCol.

A Student Counselling Service is provided by ACIS Student, with appointments predominantly been offered via Microsoft Teams with minimal issues, but with alternative formats offered where required. In response to demand a third counsellor has been recruited, to commence post in March 2021, allowing ACIS Student to increase their capacity for student client sessions lowering the waiting time from Initial appointment to starting sessions. In addition, the third counsellor will increase service coverage to Monday-Friday.

In January 2021, SFC announced additional funding dedicate to Student Mental Health and Wellbeing, and NESCol was awarded £46,000. NESCol intends to use the funding in the following ways:

- To recruit a Mental Health Support Officer (or equivalent) to provide additional resource to support and further develop current student support mechanisms. This will include identifying emerging mental health issues, implementing initiatives (in conjunction with current Student Advice & Support Team and the Students' Association) to support student wellbeing and to develop materials for incorporating into the recently introduced Academic and Personal Skills Development unit delivery by Academic Tutors. This would be a fixed term post.
- To further develop engagement with vulnerable groups (incl. Care Experienced, young carers and estranged students) through proactive initiatives to promote positive mental health and wellbeing. There will be a particular focus on social activities to reduce feelings of isolation, and will be done in collaboration with the Students' Association who have also received additional funding to support students.

In February 2021, the College launched its new Report and Support platform to provide a practical mechanism to raise awareness and educate staff, students and visitors about discrimination, harassment, victimisation and other conduct prohibited by the Equalities Act 2010. Reports can be made anonymously, or by contacting an advisor and the process will be managed by the College's Safeguarding Team. An e-learning module has also been available to all staff and students on Gender Based Violence. This module was created by Rape Crisis Scotland to give a brief introduction and raise awareness of this very important issue – something which has been magnified due to COVID-19 lockdowns. Although this module is not mandatory for students in AY2020-21, the plan is to incorporate it into the Academic Tutoring resources for AY2021-22.

Staff Health & Wellbeing
The health and wellbeing of its staff has always been a key priority for NESCol. The ongoing public health emergency has led to introduction of a number of new approaches and initiatives which have further strengthened the College's commitment.

NESCol achieved the Investors in People (IIP) Health and Wellbeing Standard in Spring 2019. Prior to the College moving to remote teaching and working in March 2020 in response to the COVID-19 pandemic, work had already begun on improving the College's approach to wellbeing in response to improvement actions identified from the College's first year audit by IIP in Winter 2019.

With the onset of the pandemic, the delivery of the actions and introduction of further initiatives increased in terms of priority.   Since March 2020, the following developments have occurred:

- Appointment of a new Occupational Health Provider
- Appointment of a new staff Benefits Provider
- Establishment and launch of an Employee Assistance Programme.
- Expansion of the Health and Wellbeing section on the staff intranet - access to support, guidance, health and wellbeing training resources
- Staff Wellbeing Surveys (analysis identified further improvement actions)
- Online discussion forums and staff information sessions
- Peer support programme with mentors provided with coaching skills training
- Programme of social and wellbeing activities
- Virtual Wellbeing Day
- Health and wellbeing challenges
- Health and Wellbeing Staff Bulletins
- Virtual Time to Talk Day
- Training, including Mentally Healthy Workplace Training for Managers, Resilience Training for Managers, Gender Based Violence Training, and Safeguarding Training.

At the time of writing, further initiatives under development include the creation of a Health and Wellbeing Strategy, the creation of a Health and Wellbeing Group, and a longer-term programme of events and challenges.

The College's overall approach to staff health and wellbeing will continue to be reviewed in terms of uptake and positive impact to both support staff during the pandemic but also to continue to further strengthen longer-term provision of support. In January 2021, the College underwent its second year IIP review with feedback received that NESCol has "significantly stepped up the promotion of its wellbeing agenda."

IT
The College's ITTS service has responded well to challenges presented by the COVID-19 pandemic with swift transition to a virtual or hybrid model supporting home working, and an online/blended learning approach. The pandemic has in fact proved a very effective catalyst in materials development and, in particular, online assessment. Since August 2020 and the adoption of a blended learning model, this has developed further and curriculum staff have been supported in delivering courses in accordance with the provided blended learning framework.

Infrastructure changes and addition hardware has also been required to enable all staff and students to access digital learning. These developments and ongoing learning associated with evolving delivery models are identifying good practice and the continued review of lessons learned will ensure learning and teaching at NESCol will be significantly enhanced in subsequent years.

Regional and Sector Engagement and Collaboration
The College's participation in a number of regional and sector networks and discussions has contributed to the College's overall response to the pandemic, providing opportunities to share good practice and to work in partnership to address ongoing challenges and potential future risks. These networks and forums include existing pre-pandemic ones and some that have been convened to address pandemic related issues. Some examples are noted below:

- College Principals Group
- Vice Principals (Curriculum) Group
- CDN Finance Directors Network
- CDN Business Development Directors Network
- CDN Communications Group
- CDN HR Development Network
- CDN MIS Network
- CDN Quality Network
- College Health & Safety Community of Practice
- Higher Education Communications Group
- North East Scotland branch of the Institute of Occupational Safety & Health (IOSH)
- Scottish Colleges Information Leaders (SCIL) group
- HEFESTIS CISO Share Service

In addition, the College is also involved in various Scottish Government and Colleges Scotland briefings and ongoing sector scenario planning. Engagement also continues with key external partners regarding the national response to the pandemic, for example, the SFC and SQA, and the local response, for example, local authorities education teams.

In addition to operationally responding to the COVID-19 emergency, NESCol has sought to contribute to addressing the external economic impacts of the pandemic. Some examples are provided below:

Aberdeen City Council Socio Economic Rescue Plan
In response to the COVID-19 pandemic Aberdeen City Council developed a Socio Economic Rescue Plan to lead a coordinated city-wide response to the effects of the COVID-19 health crisis, and its wider implications on Aberdeen's economy, people, and businesses. The Plan was published at end of June 2020, and was been created within the frameworks of the Regional Economic Strategy priorities, the Local Outcome Improvement Plan (LOIP), the Net Zero Vision for the city and the Strategic Infrastructure Plan – Energy Transition.

The Plan was aligned to the LOIP strategies for Economy, People, and Place, with a focus on immediate actions whilst acknowledging that some longer-term actions would also feed into a scheduled refresh of the LOIP in 2021 and/or be mainstreamed in the Regional Economic Strategy.

The implementation of the Plan was addressed as part of the existing Community Planning Aberdeen framework. NESCol was identified as a Lead or Joint Lead against the following four actions in the Plan:

Action	Outcome(s)
1. Skills 4.0 – Review emphasis based on employability pipeline	Shared understanding of skills required for local economy
2. Develop and pilot an accredited course for young parents to aid them back into education or employment using Google classroom as an online means of supporting pupils	Skills and training outcomes. Employability
3. Energy Transition Skills Academy	Ensuring local people gaining skills around new opportunities in delivery of Net Zero Vision
4. Joint promotional campaign about learning opportunities	Joined-up approach to ensure agreed collective messaging about learning and training opportunities is promoted. Access to education. Skilled workforce.

In addition to above, the College was also identified as a key stakeholder for a further nine actions in the Plan.

The four actions are longer-term than the lifetime of the Socio Economic Rescue Plan which was concluded at the end of March 2021. In support of this, the College requested funding from Aberdeen City Council to extend the reach and impact of the joint promotional campaign to highlight to the regional workforce options to increase employability in response to changing circumstances. Funding was also requested to to recruit a Regional Economic Recovery Project Coordinator to work with external and internal stakeholders to ensure the College maintains a comprehensive understanding of regional need and College capability for upskilling/reskilling. This role will coordinate related NESCol project activity and leverage funding opportunities.

New Year, New Skills, New You
Partners from across North East Scotland are working together to enhance access to learning, training and business start-up support in 2021. The initiative is linked to action 4 in the above table.

The campaign brings NESCol, Robert Gordon University (RGU) and the University of Aberdeen together with national agencies, business organisations and community groups.

The partnership includes Aberdeen and Grampian Chamber of Commerce, Aberdeenshire Council, Business Gateway Aberdeen City and Shire, Elevator, Opportunity North East (ONE), Skills Development Scotland and the Aberdeen Employability Training Providers Forum.

The initiative is raising awareness of advice and support is available to all – school leavers taking first steps towards employment or an adult considering a return to education and training with a view to upskilling for career progression or retraining to enter a new sector.

As part 'New Year, New Skills, New You' NESCol launched a fully funded selection of online courses available to anyone who can commit to two hours of study a week as part of the College's 2021 part-time and distance learning programme. The programme has been developed to provide skills for employment, including personal and professional development, to enhance career prospects through working towards and gaining accredited qualifications and skills.

Leading the initiative has also enabled the College to expand its reach for the promotion of full-time courses for AY2021-22 and opportunities to access Flexible Workforce Development funding.

Future Skills Partnership
The Future Skills Partnership is a collaborative initiative between ONE, CodeClan, NESCol, RGU, SDS, the Data Lab and University of Aberdeen. The purpose of the Future Skills Partnership is to up-skill the thousands of people across Aberdeen and Aberdeenshire who we know will benefit from expanding their already-significant talents with digital capability.

The Future Skills Portal Is a single source platform to capture all educational information, news and events directly accessible within one place to help the regional workforce better understand what is on offer and where to access it. The design of the portal is such that it draws its data directly from the institutions' websites ensuring that the information is always up-to-date.

This initiative arose from ONE Board discussions where the desire to develop a digital based economy for the North East was agreed, with a key aspect of this linked to the promotion of the range of Digital skills being developed at NESCol and the two local universities.

NESCol is now also involved in additional project with ONE and the two local universities, Digital Launch Pad with a company called Udraffter. The project aims to link up new business with digital students, providing opportunities for internships/paid work experience or 'real-life' commercial project work. It is hoped that this will contribute to building digital capacity and a digital reputation for the North East of Scotland, retaining digital talent in the region and attracting new business.

Partnership Working with Robert Gordon University (RGU)
The College and RGU have committed to an intensification of partnership arrangements between the two institutions to ensure the establishment of an industry, and student-led sustainable skills infrastructure within the North East that is agile and responsive to the challenges currently facing the region, and opportunities of the future.

This intensification - which builds on 20 years of joint working - will see RGU and NESCol remain fully independent but work in close in partnership, removing competition to deliver demand-led, skills aligned and sustainable learner pathways. Intensifying this partnership now will enable NESCol and RGU to engage ambitiously to support Scotland's education-led economic recovery, bringing expertise in advanced partnering with employers, substantial experience of work-based learning and commitment to learners of all ages. The partnership will focus on both ends of the learner journey and will address themes such as curriculum portfolio design and delivery, enhanced articulation and widening access.

The progression of this initiative is a key priority for both institutions with tangible targets regarding progress to be agreed and monitored. Various initiatives are to be established which will deliver better progression pathways; responses to emerging and future skills needs of the region; more efficient, targeted and shared curriculum planning, design and delivery and better student and stakeholder experiences. It is hope that in the near future the partnership will be able to access, from SFC, transformation funds that will further accelerate its activities.

In addition to the specific examples above, the College will continue to contribute to regional economic and social renewal through its continued participation in a number of forums:

Community Planning Partnerships (CPPs)
The College's work within the region's CPPs continues to evolve positively and far stronger relationships have been established, by NESCol representatives, within the two CPPs. The College is represented on the following:

- Community Planning Aberdeen Board and Management Group
- Community Planning Aberdeen - Integrated Children Services Board
- Community Planning Aberdeen - Aberdeen Prospers
- Aberdeenshire Community Planning Board
- Aberdeenshire Community Planning - Tackling Poverty & Inequalities
- Aberdeenshire Community Planning Partnership – Connected & Cohesive Communities
- Aberdeenshire Employability Partnership
- Aberdeen City Care Experienced Champions Board
- Aberdeenshire Corporate Parenting Steering Group
- PREVENT and CONTEST Multi-agency Groups
- Aberdeen City Attainment & Progression to Adulthood Group.

Economic Forums
NESCol also plays a significant role within the Regional Economic Strategy Group and is the only local tertiary sector provider at its meetings. In addition, the College and has been involved centrally in the delivery of both the Regional Economic Strategy (RES) Action Plan and associated Regional Skills Strategy Action Plan.

The College continues to influence the work of the RESG and has been involved in developing a 'refresh' strategic position for the RES in order to address the immediate and longer-term economic challenges created by the COVID-19 pandemic.

The Principal also represents the College on the Opportunity North East (ONE) Energy Board and Aberdeen City Council's Transformation Management Group. Consequently, the College is positioned well to ensure that it plays a significant part in the evolution of the region's skills agenda as partners seek to address the nation's NET Zero 2045 ambitions as well as the region's commitments to transition the economy from oil and gas to energy.

The College also co-chairs with Skills Development Scotland (SDS) the Regional Learning and Skills Partnership (RLSP). This entity was established with the approval of the Regional Economic Strategy Group and is charged with the delivery and implementation of the Regional Skills Strategy.

The work of the RLSP was suspended during 2020 in order that partner organisations, mainly the region's education providers, were able to focus on the emerging difficulties created by the global pandemic. At the time of writing, discussions are due to take place between the College and SDS which aim to ensure that the RLSP remit, terms of reference, membership and the skills strategy itself adequately reflect what is needed to shape both the region's economic recovery and reform.

COMMITMENTS TO KEY SECTOR PRIORITIES AND OUTCOMES FOR STUDENTS

The following aims to demonstrate NESCol's contribution to the key sector priorities as identified by the SFC:

Fair access and transitions
The College is committed to delivering accessible pathways to younger people. The College will, in relation to the wider Learning and Skills Journey, continue to ensure that school pupil pathways across the educational landscape are well-aligned, accessible, flexible and easily navigated. In turn, leading to greater cost-efficiencies, lack of duplication and learner journeys that move at a pace consistent with learner capacity.

Whilst the College has always been sector-leading in its range and success with articulation links, the next phase of this development is now underway. In partnership with Robert Gordon University, it is now sharing its plans to further integrate tertiary education in the region, including development of new regionally developed provision, closer collaboration with schools and joint marketing to ensure a coherent message to young people.

The College's Access and Inclusion Plan and Corporate Parenting Plan highlight the College's commitment to support improved outcomes and progression to positive destinations for care-experienced students and to ensure that their College journey is a positive and successful one. This includes working with a number of external agencies, including the two local authorities and two local universities, to support transitions and signpost students to the support services available to them. NESCol supports a nationwide project, MCR Pathways, by allowing staff to be involved as mentors for Care Experience school pupils across the region and facilitate College taster sessions across a range of curriculum areas.

The College will continue to provide a safe and Inclusive environment for all learners and while campaigning on behalf of all learners will seek to ensure that on-going awareness raising is conducted in respect of those within the protected characteristics groups, and including those from deprived areas, and the care experienced.

At the time of writing, the College has committed to, as part of its approach to equality mainstreaming, to strengthen the equality impact assessment process to ensure reviews are more consistent and thorough and that evidence is used to inform and evaluate progress.

Quality learning and teaching
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.

Through use of the HGIOC (How Good Is Your College) framework and the annual self-evaluation and enhancement planning process, staff from curriculum and support teams are encouraged to engage in meaningful evaluation of their impact on the learning and teaching experience and to identify required improvements.

Maintaining the quality of learning and teaching has been a priority of the College's response to the pandemic. As such, feedback from students and stakeholders enables continuous quality improvements to be implemented. The College is also committed to ensuring that lessons learned, especially from online and blended learning models adopted, are utilised to enhance the leaner experience and to increase the number of students who successful achieve their chosen qualification in AY2020-21 and beyond.

Learning with impact – students are equipped and ready to take up appropriate employment in the future
NESCol's curriculum is shaped by its vision to drive and support innovation and economic recovery and prosperity, raise aspiration, create success, promote diversity, fairness and opportunity for all, whilst ensuring the development of 21st century skills across the region.

Course design and review is central to the provision of the right learning in the right place. With the ongoing impacts of the COVID-19 pandemic this is a shifting scene and so flexible and responsive planning is essential. To that end, the College is undertaking an extensive Business Priority review to ensure resources are directed towards the most relevant and successful subject areas to ensure that students are provided with relevant skills and knowledge for careers in the changing world. Work with partners in local authorities and regional universities also ensures that flexible entry and exit points are available, providing a selection of learner journeys which enable wider access and equality of opportunity.

Meeting future skills needs, including upskilling and reskilling
The College has developed strong, collaborative relationships with partners and employers through ongoing activities within Community Planning Aberdeen, Aberdeenshire Community Planning and the Regional Economic Strategy Group, supporting the College to be responsive to the needs of the region.

NESCol is aware of the importance of using labour market intelligence to align its provision to areas of growth in the region and in support of pipelines of skilled people for key industries where skills gaps have been identified. This s even more crucial for helping the College to evolve to meet the needs of a changing job market in the North East of Scotland, which has not only been severely impacted by the COVID-19 pandemic but has also been affected by Brexit and further downturn in the oil and gas industry. The College's current Curriculum Business Priorities project will be evidence based and informed through engagement with key regional stakeholders to ensure the College continues to play its part in upskilling and reskilling the existing workforce in support of regional economic recovery.

Student participation and engagement in their educational experience
The College is committed to providing students with a range of meaningful involvement and enhancement opportunities that can be recognised as impacting upon, influencing and enriching their overall College experience.

The College has in place an established Framework and Toolkit to Advance Student Engagement which aims to ensure that students have their voice heard and valued, and influence their educational experience. The Framework is overseen by the College's Student Engagement Action Group.

A number of quality related mechanisms also provide effective opportunities for students to activities to contribute to quality improvement and enhancement activities – these include focus groups, surveys, course committee meetings and peer-led reviews.

Since 2018, the College has had an agreed Partnership Agreement in place with the Students' Association (SA). The Agreement documents the commitment to work in partnership to achieve shared priorities to promoting student engagement in shaping quality improvement initiatives; developing the SA to engage effectively in the life and work of the College; and reviewing and reshaping resources to collect student feedback. At the time of writing, to reflect upon the challenges COVID-19 presents for a partnership approach to safeguarding the student experience, the College and SA are creating a tailored, short-life Partnership Agreement (June to November 2021).

Equalities and inclusion
NESCol strives to support people from a wide range of backgrounds to access a high-quality educational provision and ultimately improve their positive destinations in life.

The College continues to seek to ensure that as an organisation it creates - year-on-year - a more equal, diverse and inclusive learning and working environment for students and staff alike where everyone is respected, valued and supported.

NESCol is committed to offering a curriculum that provides opportunities for those who can benefit from education and progress onto further education and/or employment. The College seeks to provide opportunities that are accessible to people irrespective of socio-economic status and the various protected characteristics. Providing access includes the provision of dedicated courses were appropriate (e.g. learners with additional needs) and/or providing additional tailored guidance and other support (e.g. care experienced). Consideration is given to meeting the needs of specific groups of learners (e.g. hard to reach, additional needs, care experience) when planning the curriculum offer.

At the time of writing, the College is preparing its Equality Mainstreaming Report for publication in April 2021 and has also identified four Equality Outcomes to be addressed over the period 2021-26. These Outcomes relate to the disability attainment gap, biological sex representation and success, digital poverty and literacy, and community partnership working.

Also at the time of writing, work has commenced on improving the College's approach to equality impact assessment to ensure that the needs of the diverse student body are considered in every aspect of the student experience. This work includes awareness raising, additional training and guidance and the review of equality impact assessment documentation.

High quality research and innovation
A college culture in which innovation can flourish and economic growth is supported continues to be developed and embedded at NESCol.

The College believes that research is essential in solving grand social and economic challenges, and given the contribution that colleges make to the national economy, and their role as civic-anchors within their region, NESCol is supportive of a direction of travel to encourage more high level research and analysis focused on the college sector, enabling the creation of richer and more sector-specific guidance to support the delivery of evidence based practice.

With so much innovation within colleges in relation to pedagogy due to the ongoing pandemic, student support and the delivery of blended vocational training it seems an opportune moment to establish mechanisms that enable sector level research to be commissioned and managed internally by the sector.

NESCol expects to be at the heart of the economic recovery in North East Scotland, offering innovative practice and ideas to help new and existing businesses succeed. This will included working closely with agency partners, and specifically Elevator UK, to support business growth locally

Responding to the climate emergency
NESCol is committed to environmental sustainability, where the needs of the present do not compromise the ability of future generations to meet their own needs. The College is committed to continuous improvement and through implementing an Environmental Management System the general management of environmental performance in the College has been greatly improved benefiting both staff and students. All NESCol campuses are fully accredited with the Environmental Management System (EMS) bsi ISO14001.

The College is very aware of its educational, organisational and social responsibilities; therefore in promoting environmental sustainability through ISO14001 the College promotes knowledge, attitudes and skills that enable all staff and students to make decisions relating to the impact of their actions on the environment. All staff and students are encouraged to act in ways that promote a sustainable environment through reducing, reusing and recycling and implementing safe and ethical disposal procedures.

By implementing its Environmental & Social Sustainability Strategy, the College aims to be a leader in sustainability. As NESCol is a signatory to the Universities and Colleges Climate Commitment for Scotland (UCCCfS) and the Environmental Association for Universities and Colleges' (EAUC) Sustainable Development Goals (SDG) Accord it recognises the importance and relevance of the United Nations' 17 Sustainable Development Goals. Through the EAUC the College has also agreed to complete the Sustainability Leadership Scorecard (SLS).

At the time of writing, the College is in the process of finalising a new 5-year Carbon Management Plan (CMP). The new Plan will allow the College to build on successes and ensure it continues to deliver the benefits of this programme over the years. The College will reduce CO_2 emissions from its activities by 50% from the 2018-19 baseline by 2025. The College is also extremely mindful of Carbon neutrality and will continue to work towards having a net zero carbon footprint, in line with Zero Waste Scotland's five key steps to identify the most effective ways to reduce our emissions by doing things differently.

The College continues to be a leader and innovator in environmental and sustainability issues, demonstrated by progress year-on-year towards its sustainability targets. NESCol also contributes well to national and international goals. For the future, the College will continue to identify areas where it can make significant positive impact in the area of environmental sustainability.

AY2021-22 AND BEYOND

The College's current Strategic Plan concludes at the end of July 2021. Given the current challenging circumstances and the number of unknowns the College will be preparing a 'lighter touch' Strategic document for the emergency years (AY2021-22 and AY2022-23). This document will however include reference to some longer-term ambitions, including the key ambition to be the best College in Scotland by 2025. A fuller 5-year Strategic Plan will then be developed, in part through service design workshops and a programme of consultations, for AY2023-24 onwards.

NESCol's new strategic documents will have cognisance and improved alignment to the SFC's new Outcome and Impact Framework.

APPROPRIATE MEASURES TO ASSESS IMPACT

The SFC Outcome and Impact Framework on the next page refers to the expectations and the national measures related to each priority outcome referred to in the previous section.

In line with SFC guidance, the College is committed to maintaining, wherever possible, the levels of performance as in its AY2018-19 baselines

Measure			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
College Outcome Agreement Impact Framework: Supporting Data									
A		Credits Delivered (Core)	132,327	137,897	135,312	135,125	130,069	131,296	129,770
		Credits Delivered (ESF)	0	3,898	2,881	1,140	2,154	2,433	2,235
		Credits Delivered (Core + ESF)	132,327	141,795	138,193	136,265	132,223	133,729	132,005
B		Volume of Credits Delivered to 10% most deprived postcode areas	6,257	6,587	7,130	2,928	2,813	2,597	
		Proportion of Credits delivered to 10% most deprived postcode areas	4.7%	4.6%	5.2%	2.1%	2.1%	1.9%	2.1%
C		Volume of credits delivered to care-experienced learners	16	982	1,314	1,210	1,296	5,332	
		Proportion of credits delivered to care-experienced learners	0.0%	0.7%	1.0%	0.9%	1.0%	4.0%	1.0%
D		Number of senior phase age pupils studying vocational qualifications delivered by colleges	154	277	425	553	567	802	567
E1		Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	61.9%	67.4%	66.2%	66.6%	64.8%	61.8%	64.8%
		Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,459	2,800	2,649	2,704	2,663	2,564	
		Total number of FTFE students	3,973	4,152	4,001	4,058	4,112	4,151	
E2		Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	62.2%	71.1%	71.2%	69.0%	72.4%	73.4%	72.4%
		Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	5,481	4,142	4,156	3,018	4,118	4,223	
		Total number of PTFE students	8,809	5,827	5,837	4,371	5,687	5,753	
E3		Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	72.0%	77.1%	75.0%	74.1%	72.0%	70.4%	72.0%
		Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	1,884	2,101	2,135	1,953	1,772	1,703	
		Total number of FTHE students	2,616	2,724	2,847	2,634	2,460	2,402	
E4		Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	82.8%	80.1%	80.1%	79.5%	71.8%	66.9%	71.8%
		Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,293	1,245	1,025	744	599	467	
		Total number of PTHE students	1,561	1,554	1,280	936	834	68	

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
F *	Number of students achieving an HNC/D qualification articulating to degree level courses		600	673	817	772		
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		411	485	528	453		
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing		68.5%	72.1%	64.6%	58.7%		58.7%
G *	Total number of full-time FE college qualifiers (in confirmed destinations)	2,268	2,517	2,467	2,550	2,527		
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	2,042	2,322	2,220	2,415	2,377		
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	90.0%	92.3%	90.0%	94.7%	94.1%		94.1%
	Total number of full-time HE college qualifiers (in confirmed destinations)	1,030	1,177	1,269	1,171	1,065		
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	850	1,069	1,109	1,125	999		
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	82.5%	90.8%	87.4%	96.1%	93.8%		93.8%
H **	Percentage of students overall satisfied with their college experience (SSES survey)	-	90.6%	90.9%	N/A	93.3%	N/A	93.3%

*This information was not available at the time of writing
**Due to the pandemic, the sector did not undertake an SSES Survey in AY2019-20

NORTH EAST
SCOTLAND
COLLEGE

REGIONAL BOARD
Meeting of **23 June 2021**

Title: Board Summations

Author: A Bell, Chair of HR Committee	**Contributor(s):** Governance Steering Group

Type of Agenda Item:

For Decision   ☒

For Discussion   ☐

For Information   ☐

Reserved Item of Business ☐

Purpose: To enable the Regional Board to adopt and implement, if so minded, changes to the Board Committee and Meeting summations.

Linked to Strategic Goal:

Choose an item.

Linked to Annual Priority:

Choose an item.

Executive Summary:

At the recent HR Committee the Chair recommended a change to the summations given after Board Committees and Meetings. It was agreed by Committee, and the subsequent Governance Steering Group members that as all Committee and Board Meetings are recorded (via Microsoft Teams); and a full Minute is produced the need to continue with a Summation of Business was no longer necessary.

It was agreed, and is proposed to Board Members, that after each meeting a verbal summary of agreed Actions/Decisions taken be given by the Board Secretary.

It is also proposed that Lorraine Garden, PA to Executive, join each Committee and Board Meeting as Minute Secretary.

Recommendation: It is recommended that the Board, if so minded, adopt and implement the proposed change.

Template Version: August 2019

Previous Committee Recommendation/Approval (if applicable)**:**
Equality Impact Assessment: **Positive Impact**   ☐ **Negative Impact**   ☐ **No Impact**   ☐ **Evidence:**