



REGIONAL BOARD

NOTICE

There will be a meeting of the Regional Board of North East Scotland College on Wednesday 15 December 2021 at 1000 hours through the use of Microsoft Teams.

AGENDA

Agenda Item		Paper
22-21	Apologies for Absence	
23-21	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
24-21	Minutes of Previous Meeting – 6 October 2021	X
25-21	Matters Arising from the Previous Meeting	X
	Reports to the Board	
26-21	Report by the Regional Chair	X
27-21	Report by the Principal	X
28-21	Report by Committee Chairs	X
	Governance Matters	
29-21	North East Scotland Further Education Foundation Membership – Appointment of Trustee	X
30-21	Regional Board – Interim Office Bearer Appointment	x
31-21	Board Development Plan (update)	x
32-21	Governance and Nominations Committee	x
	Matters for Decision	
33-21	Strategic Risk Register	X
34-21	Modern Slavery Policy	x
35-21	Regional Outcome Agreement	x
36-21	Solar Panels – Award of Contract Ratification - Reserved Item	x
	Matters for Information	
37-21	Priority Enhancement Initiatives	X
38-21	First Impressions Survey Results AY2021-22	X
39-21	Any Other Business	
40-21	Summation of Actions and Date of next meeting	
	Reserved Item of Business	
	Matters for Decision	
41-21	Financial Statements for the Year to 31 July 2021	X
42-21	Annual Report of the Audit and Risk Committee to the Regional Board	X
43-21	Land at Clinterty Campus	x

	Matters for Discussion	
44-21	Overview of Credit Position and Activity	x
45-21	Spending Review – Verbal update/Late paper	
46-21	Voluntary Severance Scheme	x
47-21	Summation of Reserved Items of Business Actions	



REGIONAL BOARD

Draft Minutes of the meeting of the Regional Board held on Wednesday 6 October 2021 at 1000 hours through the use of Microsoft Teams.

Agenda Item	
	<p>Present: David Anderson John Henderson – Vice Chair David Blackhall Sasha Brydon Neil Cowie Abdul Elghedafi Susan Elston Hendry Evans Leona McDermid Neil McLennan Ken Milroy - Regional Chair Andrew Rodden Sheena Ross Andrew Russell Gwen Watt</p> <p>In attendance: Robin McGregor, Vice Principal Curriculum & Quality Susan Lawrance, Secretary to the Board Lorraine Garden, Minute Secretary</p> <p>Trade Union Observers: Sue Porter, EIS/FELA</p>
01-21	<p>Apologies: An apology was received from Peter Smith, Vice Principal Finance & Resources</p>
02-21	<p>Declaration of any Potential Conflicts of Interest in relation to any Agenda Items Neil McLennan declared a potential conflict of interest in relation to his position with the University of Aberdeen; Leona McDermid declared a potential conflict of interest in relation to her position with Aberdeen Foyer; Ken Milroy declared an interest in relation to his position with the RGU Board.</p>
03-21	<p>Minutes of Previous Meeting – 23 June 2021 The minutes were approved as a true and accurate record.</p>
04-21	<p>Matters Arising from the Previous Meeting Members noted the matters arising report, with no further matters raised.</p>
	<p>Matters for Decision</p>

05-21	<p>Report by the Regional Chair: Members noted the report by the Regional Chair, including a verbal update from the recent Governance Steering Group Meeting regarding the appointment of a Vice Chair. Members noted the Vice Chair position will remain vacant until a new Regional Chair is appointed in early 2022 to enable the new Chair to have input into the Vice Chair appointment.</p> <p>Members also noted that following the completion of A Bell's tenure a trustee position has become vacant on the Arms Length Foundation. Action: Board Secretary to circulate summary of the Foundation and the requirements of a Trustee to Board Members and ask that interested members contact the Board Secretary in the first instance.</p> <p>J Henderson and S Lawrance gave a summary of the progress made with regard to the appointment of a New Regional Chair. Members noted the November application opening date and the December closing date.</p> <p>K Milroy advised Members the Governance Steering Group, and College Leadership Team are also reviewing the criteria and role of College Fellows, with any changes brought to Members' attention at a future Regional Board Meeting.</p> <p>K Milroy advised that noting the Audit and Risk Membership as small, it was agreed at the recent Governance Steering Group, that Susan Elston will stand down from the Finance and Resource Committee and join the Audit and Risk Committee, to take effect from their next joint meeting scheduled for early December 2021.</p>
06-21	<p>Report by the Principal: Members noted the Report summarised by the Principal, who highlighted the ongoing consultations regarding hybrid working and the need to ensure any change(s) have a positive impact on student outcomes and the student experience.</p>
07-21	<p>Report by the Committee Chairs: Members noted the Report summarised by the Committee Chairs, and the highlighted changes to the Risk Register as detailed by the Audit and Risk Chair D Anderson. Members also noted the intention to hold an additional HR Committee Meeting in January 2022.</p>
	<p>Governance Matters</p>
08-21	<p>Regional Board Terms of Reference: In line with the Governance Manual the Board noted the requirement for the Terms of Reference to be approved annually. The Board Secretary highlighted to Members the increase in Board Membership. The Board adopted the Terms of Reference as presented.</p>
09-21	<p>Programme of Business AY2021-22: Members noted the Programme of Business, which is subject to change. The Board Secretary advised Members the Strategy Event will be held on 10 and 11 November as an "in person" event at Norwood House Hotel, Garthdee Road, Aberdeen.</p>
	<p>Matters for Information</p>

10-21	<p>Priority Enhancement Initiatives: Members noted the comprehensive list of in-year Priority Enhancement Initiatives proposed to replace the Annual Priorities. Discussions followed on the breadth and ambition of the initiatives with some Board members voicing cautious comments on workload/resources and the measuring of the Initiatives. S Brydon asked the Students' Association be included in discussions on strengthening the NESCol/RGU partnership. N Cowie re-assured Members that the College and RGU will remain autonomous institutions and of the College's ambition to enhance engagement with the Students' Association. The ongoing "business as usual" contained within Teams' Enhancement Plans were highlighted to Members by R McGregor.</p> <p>Action: Executive and Leadership Team to reflect and review the initiatives in light of the cautious comments from Board members on workload and resources. Initiative updates/progress to be supplied to future Board Meetings throughout the Academic Year.</p>
	<p>Matters for Decision</p>
11-21	<p>Approval of Risk Management Policy: Members considered the Policy. A Rodden asked for clarity regarding HSE Risk Inclusion. Action: P Smith to give due consideration to this point. Risk Management Policy will be re-presented to next Audit and Risk Committee.</p>
	<p>Matters for Discussion</p>
	<p><i>C Beattie joined the meeting.</i></p>
12-21	<p>Health and Safety Annual Report: Board members congratulated C Beattie on his recent appointment to Chair of the national Community in Practise group. The Board also thanked C Beattie and his team for their efforts over the last year and during the Covid-19 pandemic. C Beattie highlighted the salient points within the Report and gave the Board re-assurance that Covid remains one of the highest priorities within the College. Members noted the low accident statistics, with Fire risk assessments continuing to be refreshed across all campuses. C Beattie highlighted the increased consultation with staff and students on H&S, through the SA and the LJNC who meet regularly. The Committee Chair thanked C Beattie for the inclusion of the Covid mitigation measures implemented by the College in the Report. C Beattie gave the Board re-assurance that all Dangerous Occurrences have been 'closed out'.</p>
	<p><i>C Beattie left the meeting.</i></p>
13-21	<p>Presentation New Academic Year Update (including enrolment update): The Board received a presentation from R McGregor including details on the management of Covid mitigations; the student experience/point of view; and an update on the curriculum management re-structure. R McGregor advised, in response to a question from A Elghedafi, that the re-structure has allowed for an increase in lower management posts, whilst achieving some savings to the College.</p> <p>R McGregor highlighted to Members the positive start to the new Academic Year, the new and updated support materials available and the blended approach to student information.</p>

	<p>The high impact challenges on enrolments were summarised by R McGregor, with Members noting other Colleges are also facing similar challenges. Members also received a summary of the short and longer-term mitigations being put in place to close the current gap between planned and actual enrolments. S Porter advised that some students are leaving College to fill retail jobs due to the more buoyant jobs market.</p> <p>In response to a query raised by J Gifford, N Cowie advised SFC are aware of the competitions Colleges face, chasing a decreasing amount of learners - a response from SFC is awaited. Members agreed flexible funding from SFC would be helpful. N Cowie re-assured the Board that the he and his Leadership Team colleagues continues to seek to do what is best for the College. The Board thanked the Leadership Team and others for the work undertaken to date.</p>
	Matters for Information
	<i>M Wilson joined the meeting</i>
14-21	<p>Strategic Risk Register: Members noted the Register, which is routinely reviewed by Leadership Team, Audit and Risk Committee, and internal and external auditors. A Russell advised it would be helpful to include comments on Risks that have surpassed their completion dates. Action: M Wilson to ensure items that have passed their completion date are updated where relevant.</p>
	<i>M Wilson left the meeting</i>
15-21	<p>Interim NESCol KPI Report AY2020-21: R McGregor summarised the paper as presented and the detailed breakdown of the draft KPIs for each Sector. R McGregor re-assured the Board that every single team are working on their enhancement plans and are striving to improve the KPIs. Members noted the final results will be published in January 2022.</p> <p>J Henderson re-iterated the Board's thanks to staff on achieving the outcomes during challenging times, and noted it is encouraging to hear that staff are reviewing what went well and as well as what went less well. It was agreed this will continue to be discussed by the Curriculum and Quality Committee.</p> <p>R McGregor gave Members a summary of the ever evolving and enhanced Academic and Personal Skills Development Unit and its design, which ensures a consistent approach across College to spend time and provide 'added value' academic support to students. G Watt shared with Members the positive feedback from curriculum colleagues on the bank of resources created by the Student Advice and Support team to support Academic Tutors.</p>
16-21	<p>Any Other Business No other business was noted.</p>
17-21	<p>Summation of Actions and Date of next Meeting: S Lawrance gave a summary of actions. Members noted the next Regional Board Meeting are due to meet on 15th December and noted the Board Strategy Event which will take place on 10th/11th November 2021.</p>
	Reserved Items of Business

	<i>M Wilson joined the meeting</i>
18-21	Approval of Financial Forecast Return:
19-21	Sale of Land at Clintery Campus:
21-21	NQ Grade Distribution – Lessons Learnt Report:
	<i>Staff Members and Trade Union Observers Left the Meeting</i>
20-21	Principal’s Performance Management Objectives:

Agenda Item	Actions from Regional Board Meeting 06;.10.21	Responsibility	Deadline
05-21	Foundation: Circulate summary of the Foundation and Trustee to Board Members to ask for interest from members.	Board Secretary	15.12.21
10-21	Priority Enhancement Initiatives: Executive and Leadership Team to reflect and review Priority Enhancements Initiatives and supply progress update for next meeting.	Executive Team	15.12.21
11-21	Risk Management Policy: Give due consideration to HSE Risk inclusion within Risk Management Policy and re-present to A&R Committee.	P Smith	01.12.21
14-21	Strategic Risk Register: Ensure risks that have passed their completion date be updated with narrative.	P Smith	01.12.21

18-21	Financial Forecast Return:		
19-21	Sale of Land at Clinterty:		

Signed:.....

Date:



Agenda Item 25-21

REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 6 October 2021.

Agenda Item	
05-21	Action: Foundation: Circulate summary of the Foundation and Trustee to Board Members to ask for interest from Members.
	Status: Update – L McDermid has agreed to serve as a Trustee member of the Foundation on behalf of the Regional Board. (see agenda item 29-21)
10-21	Action: Executive and Leadership Team to reflect and review Priority Enhancement Initiatives and supply progress update for next Board Meeting.
	Status: Complete – Revised Priority Enhancement Initiatives and progress supplied (see Agenda Item 37-21)
11-21	Action: Give due consideration to HSE Risk inclusion within Risk Management Policy and re-present to A&R Committee
	Status: Complete - Update was provided via email to Board Members. Policy approved by A&R Committee at their meeting on 1 December 2021.
14-21	Action: Ensure risks that have passed their completion date are updated with narrative.
	Status: Complete – Risk Register is considered monthly at Leadership Team
18-21	Action: Financial Forecast Return:
	Status: Complete
19-21	Action:
	Status: Complete –



REGIONAL BOARD	
Meeting of 15 December 2021	
REPORT BY THE REGIONAL CHAIR	
<p>The purpose of this report is to update the Regional Board on recent developments in the College sector and at the College and a summary of the Chair's attendance at meetings out with scheduled meetings of the Board and Committees.</p>	
1	<p>Colleges Scotland</p> <ul style="list-style-type: none"> Colleges Scotland – Statement of Ambition Launch. The sectors refreshed Statement of Ambition was launched at NESCOL's City Campus by Mr Jamie Hepburn, Minister for Further & Higher Education.
2	<p>Scottish Government Budget</p> <ul style="list-style-type: none"> The Scottish Government will announce its budget on Thu 9th Dec.
3	<p>Board Strategy Event – Next Steps</p> <ul style="list-style-type: none"> Regular meetings to be set up between NESCOL/ASET Teams (3 times a year). P Smith and G Forshaw to take forward consultations with stakeholders to advance the Sustainability Strategy – to be presented to the Regional Board in the Summer 2022. Evaluation of Event questionnaire to be circulated early 2022 by Board Secretary.
4	<p>Governance Steering Group</p> <p>The Governance Steering Group met on 17/11/21. A summary of the key topics discussed were:</p> <ul style="list-style-type: none"> Appointment to Foundation Trust Appointment of next Regional Chair/Vice Chair Governance Steering Group/Selection and Nominations Committee Amalgamation: Having reviewed the Terms of Reference it has been suggested (and if agreed by Regional Board Members) that the Governance Steering Group be subsumed into the Selection and Nominations Committee. Draft Regional Board Agenda
5	<p>Appointments</p> <p>Foundation Trustee: L McDermid has agreed to serve as a member of Foundation on behalf of the Regional Board. The Board is asked to approve the appointment.</p> <p>ASET Board of Directors: Following a recruitment and selection process, and interviews (which the Regional Chair took part in), a successful</p>

	<p>candidate was offered the position. Mr John Reynolds accepted the position which commenced on 1 November 2021.</p> <p>Sustainability Champion: Following the recent Strategy Event two Board members have volunteered, A Russell and L McDermid.</p>
6	<p>Attendance at Meetings – Regional Chair</p> <p>The Regional Chair has attended various meetings since the last Board Meeting, including:</p> <ul style="list-style-type: none"> • RGU/NESCOL Collaboration – Chairs and Principals and institution leads • Colleges Scotland Board Meeting • Colleges Scotland Review Meetings • Employers Association Review Meetings • Employers Association Executive Meeting • Secretary to the Board Network • UHI Rural & Island Colleges Merger Partnership Group and Governance Working Group • Minister for Further and Higher Education re College Sector Budget proposals • Chairs of RGU and UoA • Community Planning Aberdeen Board • CDN College Awards



REGIONAL BOARD
MEETING OF 15th December 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	<p>Scottish Funding Council (SFC) North East Pathfinder</p> <p>Discussions continue with the SFC and other partners on clarifying the purpose and scope of the SFC's proposed pathfinder initiative for the North East of Scotland. Several meetings have already taken place and a further meeting and dinner has been scheduled for Thursday 9th December and will include lead officers for NESCol, RGU, UoA, ACC, Aberdeenshire Council, Scottish Government and SFC.</p> <p>It is clear that there remains a significant degree of confusion and uncertainty amongst regional partners on what SFC is expecting from this initiative. There is also some concern that the project has the potential to become somewhat undefined and unwieldy. This said, all participants have agreed that every effort should be made to develop and implement a set of activities that would truly benefit the region's economy and those living, learning and working in the North East of Scotland.</p> <p>A further update on this will be presented verbally at the Regional Board meeting on 15th December.</p>
2	<p>NESCol-RGU Strategic Partnership</p> <p>Separate to the above activity and as discussed at the recent Regional Board Strategy Event, both myself and RGU Principal, Steve Olivier, have now written to the Chief Executive of the SFC, Karen Watt, to update her and her team on the ways in which the two institutions continue to develop their strategic relationship. In doing so, it is hoped that SFC will consider providing some strategic funds to drive forward a number of the proposals contained in the letter.</p> <p>The projects identified include:</p> <ul style="list-style-type: none"> • Shared marketing of the articulation pathways which exist between the College and University and embedding information on these pathways within both institutions' websites, social media platforms and related 'hard-copy' materials. It is felt that this will highlight the



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	<p>validity of the articulation link to a wider range of applicants from both institutions than at the current time.</p> <ul style="list-style-type: none"> • A shared programme of outreach activity within regional schools. This has already commenced on a practical level with the sharing of planned school visits and outreach events. The aim however is to ensure that a common range of activities could be undertaken by staff at either institution thus enabling the promotion of the full range of provision for both organisations. This is particularly important for a region which has above average continuation rates into further and higher education from school. • A joint offer letter between the College and the University for HN courses at the College. This would mean that rather than apply through UCAS to the University at the end of their course, students at the College would have an automatic ability to enrol directly onto the University course. • Joint programme development, initially in two subject areas. It is proposed that two teams are established between the College and University to develop a joint provision in two areas: (i) health and social care given our understanding of the workforce needs within NHS Grampian; and (ii) energy transition given our understanding of the needs of the nation and region in terms of future roles. • Shared promotion of the apprenticeship family to regional schools and businesses. It is proposed that school and business liaison for recruitment to the apprenticeship family of qualifications can be done across the College and University. • Development of a shared dataset to aid portfolio analysis and development. It is planned to develop a dedicated bank of information that will assist future applications and enrolments to higher education at both institutions. This will aid the process of portfolio development at both institutions and be used to identify the subject areas where further joint curriculum development might be needed. <p>At the time of writing this report, a reply from Karen Watt was still awaited. Again, a verbal update will be provided to all Board members at the next Regional Board meeting.</p>
<p>3</p>	<p>National Bargaining</p> <p>EIS-FELA Pay Claim 2021-22: At the time of writing, a consolidated offer by the management side to all lecturing staff had previously been offered of £800; an offer that was deemed to be too low by EIS-FELA representatives. Subsequently the management side made a verbal offer of a £800 consolidated payment to all lecturing staff plus a £150 one off recognition award for the hard work carried out by lecturing staff during the pandemic. The staff side has indicated that the revised offer was again too low. The staff side requested the management side rethink the offer with a larger uplift on the consolidated aspect.</p>



Agenda Item 27-21

Thereafter, the management side tabled its final offer of an overall pay award for 2021-22 to the value of £1,000 comprising a consolidated pay award of £850 for all unpromoted and promoted lecturer scale points plus a recognition award of £150 as a one-off payment in 2021-22.

This one-off payment is in recognition of the continuing hard work and dedication for the support of student learning and development carried out by lecturing staff during the pandemic. It will be applied pro rata to part-time staff and staff who commence or leave employment part way through this period. The staff side requested the offer to be issued in writing and advised it would present it to its Executive meeting taking place on Friday 3 December 2021. However, confirmation has been received from the management side that EIS-FELA Executive has rejected the offer.

A further update will be provided should information be available in time for the next Regional Board meeting.

Support Staff Pay and Terms and Conditions Claim: The Support Staff Pay and Terms and Conditions Claim for 2021-22 is for a package which includes a consolidated flat-rated pay rise of £2000 on all salary points, effective from 1st September 2021.

An informal meeting to discuss the various elements of the support staff pay and terms and conditions claim was held on Wednesday 27 October 2021 with representatives from both the staff and management sides. The purpose of this meeting was to exchange ideas and have a wide ranging discussion on the claim and to determine the next steps to reach an agreement.

The informal discussion also looked at an additional one off allowance to recognise the additional costs incurred as a result of the pandemic.

The staff side responded with the following request:

- a cash underpin of £850 for those earning £25,000 or less;
- a two per cent pay increase for those earning more than £25,000 and up to £40,000;
- a one per cent pay increase for those earning more than £40,000 and up to £80,000;
- a maximum pay increase of £800 for those earning £80,000 or more.

In addition to the above, the staff side requested a one-off allowance of £150 (pro rata) to recognise the additional costs incurred as a result of the pandemic.

Various terms and conditions elements were also raised. These included:



Agenda Item 27-21

	<ul style="list-style-type: none"> • An increase on the agreed national position of 45 days to 49 days annual leave; • The finalising of an Annual Leave Policy; • Two Additional Support Staff Career Development Days; • Two Flexible Wellbeing Days for Support Staff per year to support mental health; • Exploration of a four-day working week for all support staff; • Further consideration of approaches to allow support staff to work from home; • Consideration of a green travel scheme which provides a cycle purchase loan and the introduction of a per mile expense allowance for business travel conducted by bicycle; • Extension of anti-social payments; and • An enhanced allowance for Mental Health First Aiders. <p>At the time of writing there had been no further progress update on these negotiations. Again, should any further information become available a verbal update will be given at the Regional Board meeting on 15th December.</p>
<p>4</p>	<p>Selected key meetings and events attended since previous Regional Board meeting:</p> <ul style="list-style-type: none"> • NHS Grampian Plan for the Future (2022-28) Launch Group meeting (6th October 2021) • Discussion with Lord-Lieutenant Alexander Manson re. Hospitality Sector (11th October 2021) • NESCol – RGU Partnership discussion (12th October 2021) • Meeting with HRH The Duke of Rothesay re. Hospitality Sector (13th August 2021) • Colleges Scotland GTCS Group meeting (19th October 2021) • Meeting with Steve Olivier (RGU) (22nd October 2021) • NESCol – ASET collaboration meeting (28th October 2021) • Meeting with Joanne Hesford (Head Teacher – St Machar Academy) (28th October 2021) • Meeting with Scotland Office officials re. Shared Prosperity Fund (29th October 2021) • Meeting with Sylvia Halkerston et al re. HRH blueprint for hospitality report (1st November 2021) • DYW NE Board Strategy Event (2nd November 2021) • NESCOL – ASET discussion (3rd November 2021) • NESCol-RGU Tertiary Pathfinder discussion (4th November 2021) • Regional Economic Strategy Event (9th November 2021) • Principals' meeting with Cabinet Secretary, Shirley-Anne Somerville (11th November 2021) • NESCol- Scottish Enterprise discussion (15th November 2021) • SFC North East Pathfinder meeting (15th November 2021)



Agenda Item 27-21

	<ul style="list-style-type: none">• Meeting with James Bream, Chair of DYW NE (16th November 2021)• ONE Transforming Our Region Leadership Event (16th November 2021)• ACC Multi-agency Transformation Group (17th November 2021)• Governance Steering Group (17th November 2021)• Student Association – Executive Team meeting (19th November 2021)• DWP visit (23rd November 2021)• All staff webinar (24th November 2021)• Meeting with John Booth (VSA) (26th November 2021)• Colleges Principals' Group meeting (30th November 2021)• CS dinner (2nd December 2021)• CS Statement of Ambition launch (3rd December 2021)• Regional Pathfinder partnership meeting (6th December 2021)• NESCol-RGU meeting re. SFC Pathfinder (6th December 2021)• DYW focus group (supporting the growth of the Apprenticeship Family) (6th December 2021)
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REGIONAL BOARD
Meeting of 15 December 2021

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 15 December 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	<p>The following meetings have been held since the last meeting of the Regional Board:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="padding: 2px;">Committee</th> <th style="padding: 2px;">Meeting Date</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Audit & Risk</td> <td style="padding: 2px;">1 December 2021</td> </tr> <tr> <td style="padding: 2px;">Finance & Resource</td> <td style="padding: 2px;">1 December 2021</td> </tr> <tr> <td style="padding: 2px;">Curriculum & Quality</td> <td style="padding: 2px;">2 December 2021</td> </tr> </tbody> </table> <p>Copies of the draft minutes from the above meetings will be available in the Meeting Channel of the Regional Board Team space very shortly.</p>	Committee	Meeting Date	Audit & Risk	1 December 2021	Finance & Resource	1 December 2021	Curriculum & Quality	2 December 2021
Committee	Meeting Date								
Audit & Risk	1 December 2021								
Finance & Resource	1 December 2021								
Curriculum & Quality	2 December 2021								

2	<p>Audit and Risk Committee – 1 December 2021</p> <p>Summary of key business:</p> <ul style="list-style-type: none"> Internal Audit Report: Procurement and Credits Annual Report of the A&R Committee to the Regional Board Risk Management Policy Audit Certification of Student Activity & Support Fund Year-End Returns Strategic Risk Register Procurement Strategy IT Strategy Annual Update (shared also with F&R Committee) <li style="color: red;">Financial Statements for the Year to 31 July 2021 (shared also with F&R Committee) – Reserved Item <p>Agreed actions:</p> <ul style="list-style-type: none"> Amendment to previous Minute to recognise company name – Henderson Loggie (page 1). Additional narrative to be supplied for Items within Strategic Risk Register that have gone beyond planned completion dates. Small amendment and review of Procurement Strategy document for accessibility to be made.
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3	<p>Finance & Resource Meeting – 1 December 2021</p> <p>Summary of key business:</p> <ul style="list-style-type: none"> IT Strategy Annual Update (shared with A&R Committee) <li style="color: red;">Financial Statements for the Year to 31 July 2021 (shared with A&R Committee) – Reserved Item Committee Terms of Reference Programme of Business AY2021-22 Course Fees AY2022-23
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	<ul style="list-style-type: none"> • Estates Strategy Annual Report 2021 • Management Accounts <p>Agreed actions</p> <ul style="list-style-type: none"> • Small amendment to J Gifford job title to be made. 										
<p>4</p>	<p>Curriculum and Quality Committee Meeting – 2 December 2021</p> <p>Summary of Key Business:</p> <ul style="list-style-type: none"> • Committee Terms of Reference • Programme of Business for AY2021/22 • Students' Association Partnership Agreement • Students' Association Budget Proposal • Current Credit Position and overview of Activity (Reserved Item) • BCD Update • NESAs/ETZ update • Students' Association – Activity Report • New Self Evaluation System Update • Complaints Summary • Student Support – Activity Report • Curriculum Management Restructure Update (Reserved item) <p>Agreed Actions:</p> <ul style="list-style-type: none"> • Slippage on any key actions from SA Priority Projects Action Plan to be highlighted to Committee at first opportunity. • 										
<p>5</p>	<p>The Committees are scheduled to next meet as follows:</p> <table border="1" data-bbox="509 1216 1230 1386"> <thead> <tr> <th>Committee</th> <th>Meeting Date</th> </tr> </thead> <tbody> <tr> <td>Human Resources</td> <td>26 January 2022</td> </tr> <tr> <td>Curriculum & Quality</td> <td>23 February 2022</td> </tr> <tr> <td>Finance & Resources</td> <td>23 February 2022</td> </tr> <tr> <td>Audit & Risk</td> <td>1 June 2022</td> </tr> </tbody> </table>	Committee	Meeting Date	Human Resources	26 January 2022	Curriculum & Quality	23 February 2022	Finance & Resources	23 February 2022	Audit & Risk	1 June 2022
Committee	Meeting Date										
Human Resources	26 January 2022										
Curriculum & Quality	23 February 2022										
Finance & Resources	23 February 2022										
Audit & Risk	1 June 2022										



REGIONAL BOARD	
Meeting of 15 December 2021	
Title: North East Scotland Further Education Foundation Membership – Appointment of Trustee	
Author: K Milroy	Contributor(s): S Lawrance
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to approve the appointment of L McDermid as a Regional Board nominated Trustee of North East Scotland Further Education Foundation (NESFEF). The position was previously held by A Bell, who's term on the Regional Board was completed at the end of August 2021.	
Linked to Strategic Theme:	
4. Delivering excellence and innovation	
Executive Summary:	
<p>Following the end of A Bell's tenure as a Member of the Regional Board there is a vacancy for a Regional Board member to be appointed as a Trustee of NESFEF. The Foundation, an independent charitable, has a majority of Independent Trustees but the Regional Board may appoint two trustees.</p> <p>K Milroy approached L McDermid who agreed to become a Trustee of the Foundation.</p>	
Recommendation: It is recommended that the Board approve L McDermid to become a Trustee of the Foundation.	
Previous Committee Recommendation/Approval (if applicable): n/a	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>

No Impact



Evidence:



REGIONAL BOARD	
Meeting of 15 December 2021	
Title: Regional Board – Interim Office Bearer Appointments	
Author: K Milroy	Contributor(s): J Henderson; D Anderson; A Russell; S Elston; S Lawrance
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To approve temporary appointment of Regional Chair and Vice Chairs of the Board given the delay in the appointment of the Regional Chair through the public appointments process. The arrangements will take effect on the 2 nd of March 2022 when the current Chair's tenure ends.	
Linked to Strategic Theme:	
1. Being agile and responsive	
Executive Summary:	
Members will be aware the Regional Chair's tenure comes to an end in early March 2022. The Scottish Government had intimated to the Vice Chair, Principal and Board Secretary at a meeting in September 2021 that the vacancy would be advertised in November 2021 with a closing date of December 2021. However, this timeline has now slipped and the Scottish Government are now advising of a possible January advertisement date.	
Proposal:	
<ol style="list-style-type: none">1. The current Vice Chair, J Henderson, be designated Interim Regional Chair.2. The current Committee Chairs, D Anderson, S Elston and A Russell be designated Interim Vice Chair(s).3. No change in Committee Chair positions is proposed.	
Members are asked to note the current Committee Chairs are all in agreement with the above proposal.	

Recommendation: It is recommended that the Board approve the above interim arrangements for Board Office Bearer positions.

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:



REGIONAL BOARD	
Meeting of 15 December 2021	
Title: Regional Board Development Plan (Update)	
Author: S Lawrance, Secretary to the Board	Contributor(s): K Milroy, Regional Board Chair
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to review and comment on the updated Regional Board Development Plan as presented (Appendix 1)	
Linked to Strategic Theme:	
1. Being agile and responsive.	
Executive Summary:	
The attached updated Development Plan gives details of the Progress made to date. The Report also gives Members an opportunity, if they so wish, to add additional items not already covered. Please note that some Actions remain outstanding due to the ongoing Scottish Government Covid guidance/restrictions.	
Recommendation: It is recommended that the Board note the paper.	
Previous Committee Recommendation/Approval (if applicable):	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>
Evidence	

REGIONAL BOARD DEVELOPMENT PLAN

This Development Plan is aligned to the pillars of "A Board Development Framework".

The Regional Board has committed to addressing the following areas to further enhance its effectiveness:

A Board Development Framework Pillar	Area for Development	Actions Required	Responsibility	Timescale	Progress
Knowledge of the External Environment	External Speakers	<ol style="list-style-type: none"> 1. Include input from external guest speaker(s) at Strategy Event in November 2021 2. Consider additional input from guest speakers throughout AY2021-22 	Regional Chair and Principal & Chief Executive	July 2022	S Olivier joined Strategy Event – Covid restrictions have continue to impact on External Speakers.
Board Member Skills	New Committee Chairs and Vice Chairs	<ol style="list-style-type: none"> 1. Arrange for new office bearers to meet with Executive Team member responsible for supporting Committee 2. Ensure new office bearers receive required support for undertaking new role 	Secretary to the Board Regional Chair	May 2021 December 2021	Induction Timeline outlined. One to one meetings offered to meet with Regional Chair. January dates to be identified for meeting with Executive Team (hopefully "in person").
	Induction - Committees	<ol style="list-style-type: none"> 1. Ensure new Members receive tailored Committee induction, including introductory meeting with Committee Chair and Vice Chair and follow up discussion after attendance at first meeting 2. Arrange opportunities for Members to observe meetings of Committees that they do not serve on 	Secretary to the Board Secretary to the Board	Ongoing Ongoing	Complete

A Board Development Framework Pillar	Area for Development	Actions Required	Responsibility	Timescale	Progress
	Induction - Non-executive Members	<ol style="list-style-type: none"> 1. Establish a mentoring arrangement for each new Member 2. Provide overview at Strategy Event in November 2021 – “How we got to where we are and why” 	Regional Chair with Secretary to the Board Regional Chair & Vice Chair	June 2021 Ongoing November 2021	Strategy Event Complete – Evaluation to be forwarded to members in due course.
	Induction - New Audit & Risk Committee Members	<ol style="list-style-type: none"> 1. Arrange for new Committee Members to meet with Head of Internal Audit Service after their first meeting to explain the planning & reporting methodology and rationale 	Secretary to the Board	Ongoing, as required	
	Committee Membership	<ol style="list-style-type: none"> 1. Discuss potential changes to Committee membership at 2021 Board Member Annual Development Meetings 2. Identify appropriate Committee membership for new Non-executive Board Members 	Regional Chair	May 2021 May 2021	On Governance Steering Group Agenda 27.05.21 – complete.
Organisational Knowledge	Board Engagement & Visibility	<ol style="list-style-type: none"> 1. Once COVID restrictions allow, re-establish the Board's Engagement Plan <ul style="list-style-type: none"> - Campus Visits with student showcases and engagement opportunities with staff and Students' Association - Member attendance at College events 	Secretary to the Board	July 2022	As Covid restrictions remain this action is still outstanding
Team Working	Networking	<ol style="list-style-type: none"> 1. Arrange opportunities for Informal discussions between Board Members (discussions may be themed) 2. Provide Members with additional support and information for them to undertake and increased ambassadorial role with their networks 	Regional Chair with Secretary to the Board Regional Chair and Principal & Chief Executive	Ongoing	As Covid restrictions remain this action is still outstanding

A Board Development Framework Pillar	Area for Development	Actions Required	Responsibility	Timescale	Progress
Other	Succession Planning	<ol style="list-style-type: none"> 1. Ensure new Secretary to the Board is supported while transitioning into role 2. Agree process for appointment of next Vice Chair due to current office bearer's term of office ending 31 August 2021 3. Clarify with Scottish Government expected process for appointment of next Regional Chair in March 2022 4. Agree 'Plan B' for Regional Chair if appointment process is delayed 	<p>Regional Chair</p> <p>Regional Chair</p> <p>Secretary to the Board</p> <p>Governance Steering Group Secretary to the Board</p>	<p>December 2021</p> <p>June 2021</p>	<p>Ongoing – paper presented to Dec Board Meeting regarding Office Bearer changes.</p> <p>Sect plus Vice Chair and Principal, met with SG for Early engagement meeting Sept 2021 and discussed timeline for appointments process. (paper presented to Dec Board Meeting regarding Office Bearer proposal)</p>
Organisational Knowledge	Cyber Training	<ol style="list-style-type: none"> 5. Regional Board Members to be included in in-house cyber security training being delivered by M Johnston. 	Secretary to the Board	Ongoing	Schedule of programmes being developed for early 2022 with Cyber Security Officer.
Organisational Knowledge	Procurement Training	<ol style="list-style-type: none"> 6. Procurement Training to be offered to Board Members to allow them a greater understanding of Contract Awards and contracts legislation (training to be offered through Colin Brodie, Purchasing Manager). 	Secretary to the Board	Ongoing	Dates to be identified in early 2022 for online sessions with C Brodie.



Agenda Item 32-21



REGIONAL BOARD	
Meeting of 15 December 2021	
Title: Governance & Nominations Committee	
Author: K Milroy, Regional Chair	Contributor(s): S Lawrance, Board Secretary
Type of Agenda Item: For Decision <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Regional Board to, if so minded, approve the subsuming of the Governance Steering Group within the Selection and Nominations Committee to operate as the Governance and Committee.	
Linked to Strategic Theme: 1. Being Agile and Responsive.	
Executive Summary: <p>At its recent meeting the Governance Steering Group discussed the subsuming of the Governance Steering Group within the Selection and Nominations Committee. It was recognised that there was aspects of duplication between the two groups and it would help streamline governance arrangements. The Group concluded there is a natural alignment, and commonality of topics and potential activity of the Committee and the Group.</p> <p>A revised Terms of Reference for a Governance and Nominations Committee is attached, for information, as Appendix 1.</p> <p>If approved by the Board the Governance Manual will be updated to reflect the changes.</p>	
Recommendation: It is recommended that the Board, if so minded, approve the subsuming of the Governance Steering Group within the Selection and Nominations Committee to create a Governance and Nominations Committee.	

Previous Committee Recommendation/Approval (if applicable):

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Proposed new Governance and Nominations Committee

GOVERNANCE AND NOMINATIONS COMMITTEE	
1.1	<p>Membership</p> <p>Chair of Regional Board, who shall be serve as Committee Chair Vice Chair(s) of Regional Board Equality and Diversity Champion Senior Independent Member Principal and Chief Executive</p> <p style="color: red;">Chair of the Finance and Resources Committee Chair of the Curriculum and Quality Committee Chair of the Human Resources Committee</p>
1.2	<p>Remit</p> <p>The Governance and Nominations Committee Group will support the Regional Board in maintaining high standards of governance. The Committee shall:</p> <ul style="list-style-type: none"> • Consider and recommend amendments to the Regional Board’s Governance Manual • Ensure that the Regional Board complies with the Code of Good Governance for Scotland’s Colleges • Consider implications of legislative charges and advise the Regional Board accordingly • Provide a forum to consider any governance issues that arise centrally or in other college regions and any possible related implications or considerations for the Regional Board of North East Scotland College • Consider the Board’s succession planning arrangements. <li style="color: red;">• Support the process by which Regional Board Members are recruited, selected, and recommended for appointment; <li style="color: red;">• Support the process by which individuals, including Non-executive Members at the end of their term of office, may be considered for co-option to Board Committees. <li style="color: red;">• Advise the Regional Board on matters relating to the appointment of the Chairs, Vice Chairs and membership of the Board’s Committees; <li style="color: red;">• Where the Regional Board so determines, provide assistance in identifying, selecting and recommending candidates for appointment to senior staff positions in the College, and to senior positions in College subsidiaries or any other body to which the College is entitled to make appointments.
1.3	<p>Meetings</p> <p>The Governance and Nominations Committee will meet a minimum of four times during each academic year, with meetings scheduled to be held ahead of each meeting of the Regional Board.</p>



Agenda Item 33-21

REGIONAL BOARD	
Meeting of 15 December 2021	
Title: Strategic Risk Register	
Author: Peter D Smith, Vice Principal – Finance and Resources	Contributor(s):
Type of Agenda Item:	
For Decision	<input type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input checked="" type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to consider the Strategic Risk Register	
Linked to Strategic Goal:	
Choose an item.	
Linked to Annual Priority:	
Choose an item.	
Linked to Strategic Risk(s):	
<i>all</i>	
Executive Summary:	
The College's Strategic Risk Register was considered by the Audit and Risk Committee at its meeting of 01 December 2021 and is now presented to the Regional Board for information.	
Recommendation: Paper is for information	
Previous Committee Recommendation/Approval (if applicable): A&R, 01 December 2021	
Equality Impact Assessment:	
Positive Impact	<input type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input checked="" type="checkbox"/>

Evidence:

NORTH EAST SCOTLAND COLLEGE STRATEGIC RISK REGISTER

Approved by Regional Board: 06/10/21
 Last considered by Audit & Risk Committee: 01/12/21
 Last reviewed by Leadership Team: 28/10/21

Strategic Risk Appetite - Cautious

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
<p>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</p>																		
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/Associate Vice Principals/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 arrangements and policies in line with national agreements	Director of People Services	01/08/2022	Regional Board, Human Resources Committee
<p>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 - Cautious</p>																		
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 restrictions on the free movement of the European workforce continue to have an impact in the United Kingdom 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 AY2021-22 and AY2022-23	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	3	3	9	4	1	4	Above Target	TREAT - Consideration of working patterns, Consider potential longer term wellbeing issues	Leadership Team	01/08/2022	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, Associate Vice Principals and Director of Business Development	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	Associate Vice Principals/ Director of Quality	31/07/2022	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	Associate Vice Principals and Director of Business Development	2	3	6	Learning & Teaching Strategy, Lesson observations, Learning & Development activities, Internal audits, Programme review, Student feedback	3	3	9	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, Associate Vice Principals and Director of Business Development	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	Associate Vice Principal (Curriculum & Student Experience), 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	4	Above Target	TREAT - Regular communications, SA Action Plan	Associate Vice Principal (Curriculum & Student Experience)	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	Associate Vice Principal (Curriculum & Student Experience), Director of Quality	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	Associate Vice Principal (Curriculum & Student Experience)	Continuous	Curriculum & Quality Committee
<p>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</p>																		

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/Associate Vice Principals/Director of Business Development	3	4	12	Business Development Strategy, Marketing & Communications 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/Associate Vice Principals/Director of Business Development	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/Associate Vice Principals/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/Associate Vice Principals/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/Associate Vice Principals/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, Enhanced approach to school engagement and communication.	VP C&Q/Associate Vice Principals/Director of Business Development/Director of M&C	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	30/09/2022	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/Associate Vice Principals/Director of Business Development/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/Associate Vice Principals/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	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	4	16	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	31/07/2022	Regional Board
4.7	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 Associate Vice Principals	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 Associate Vice Principals & Director of Business Development	31/07/2022	Curriculum & Quality Committee
4.8	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 Associate Vice Principals & 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 Associate Vice Principals & Director of Business Development	31/07/2022	Curriculum & Quality Committee
4.9	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 Associate Vice Principals & Director of Business Development	3	4	12	Increased provision of academic guidance, Monitoring of online student attendance and engagement	4	5	20	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, Associate Vice Principals, Director of Business Development, Director of Quality	30/09/2022	Regional Board, Curriculum & Quality Committee
4.10	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 with Associate Vice Principals & 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

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	4	20	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 impacting our ability to deliver full FWDF allocation THEN the College may be exposed to clawback and re-allocation of FWDF funding and experience reputational damage with employers as a result	Director of Business Development	4	4	16	Effective Marketing, Maintaining strong relationships with existing Apprenticeship Levy payers and SMEs (and identify new), Associate Trainer offering broad portfolio to increase breadth and capacity for delivery of commercial programmes	4	4	16	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, Increase business development resources allocated for size of fund.	Director of Business Development	31/07/2022	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. Continue to challenge SDS to provide details of any training not covered by Colleges to inform 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/Associate Vice Principals	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
5.8	COVID-19 ↔	IF Foundation Apprenticeship qualifications cannot be completed in contracted year THEN they may lose credibility and appeal for pupils and their parents leading to a decrease in demand, negatively affecting income streams	VP F&R/VP C&Q/Associate Vice Principals/Director of Business Development	4	4	16	Engagement with Awarding Bodies and SDS	4	4	16	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	31/07/2022	Regional Board, Curriculum & Quality Committee
5.9	↔	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 Executive, Reporting of ASET performance and strategy to Regional Board, College-nominated Director on ASET Board	5	1	5	2	6	6	Above	Closer working between College and ASET to jointly address opportunities and strengthen resilience & 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 from sufficient numbers of students 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	5	2	10	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	↔	IF responsibility for allocating funding for regional FA places moves to NESCol, there may be tensions caused with partners who have disproportionate allocations from SDS this year.	VP F&R/VP C&Q/Director of Business Development	5	2	10	Maintaining relationships with key stakeholders e.g. local authorities, schools, universities and employers, Effective forward planning and early warning for stakeholders	5	2	10	2	2	4	Above Target	Lobbying senior LA partners re: need for closer alignment of FA provision.	VP F&R/VP C&Q/Director of Business Development	Continuous	Curriculum & Quality Committee
5.12	↔	IF Foundation Apprenticeship qualifications cannot be delivered in school, then schools (in Aberdeenshire) may revert towards the LA contract rather than NESCol leading to a decrease in demand, negatively affecting income streams	VP F&R/VP C&Q/Associate Vice Principals/Director of Business Development	4	4	16	Ongoing engagement with LA and schools directly to champion the benefits of College campus attendance	4	4	16	3	3	9	Above Target	TREAT - Continue lobbying of Awarding Bodies, SDS and AGCC to highlight the importance of a three-way relationship with FAs (School/College/Employer)	Director of Business Development	Continuous	Curriculum & Quality Committee

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6 Other. Risk Appetite - Averse																		
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), The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 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)	5	3	15	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 forms	Associate Vice Principal (Curriculum Planning and Partnerships)	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, Dedicated InfoSec Lead role supported by CISO share service, Cyber Essentials + accreditation, Action plan containing improvement actions, User awareness training.	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 solutions 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	4	16	3	2	6	Above Target	TREAT - Contingency planning, Review of suppliers to identify possible alternatives	VP F&R with relevant Leadership Team members	31/12/2022	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	3	4	12	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 reverts to previous measures and prevents the holding of on-campus meetings and events or participation in external events (e.g. open days, external careers 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	30/09/2022	Regional Board
6.8	↔	IF levels of SFC funding do not enable the College to invest in developing and strengthening its IT environment and support capabilities, then the College may experience system outages and interruptions to critical IT services that will negatively impact College business	Director of ITTS	4	5	20	IT Project Programme for 21/22 with projects identified to deliver an improved infrastructure, strengthen cyber security and improve business systems, The Team review also identified a number of enhancements that will be addressed over the coming AY	4	4	16	3	4	12	Above Target	TREAT - Successfully deliver the IT project programme and enhancemetnet to improve the current risk posture	Director of IT and Technical Services	31/07/2022	Regional Board

Ref	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 Rating (max=25)	Above/On Target	Further Actions	Action Owner	Planned Action Completion Date	Reported to	
1.1	If national priorities conflict with local needs, THEN the College may not be able to effectively meet regional needs.	Principal	3	3	9	Outcome Agreement process and engagement with SFC, Curriculum planning process, Engagement with CPPs and industry, Use of Labour Market Intelligence and Regional Economic Studies.	2	3	6	2	3	6	On Target	TOLERATE - Build on good reputation of the College to foster genuine partnerships and solutions to regional challenges. Continue to explore other routes.	Executive Team	Continuous	Regional Board	
1.2	If the College is not effectively aligned with need and applicant choices, THEN this will lead to decreases in demand, successful students and positive feedback.	Director of Learning/Director of Business Development	3	3	9	Curriculum Area Development Planning process, Curriculum Approval process, Partnership working with local schools, universities and employers, Student and stakeholder feedback	2	3	6	2	3	6	On Target	TREAT - Implement strengthened curriculum planning process with refreshed timeline and improved monitoring & reporting. Refreshed Marketing & Communications Strategy.	Directors of Learning/Director of Business Development/Director of Strategy & Planning	Continuous	Curriculum & Quality Committee	
1.3	If students are not enrolled on the most appropriate programme, THEN they may be less likely to succeed.	VP C&Q/Directors of Learning/Director of Business Development/Director of Student Access & Admissions	2	4	8	Admissions procedures and interviews, Programme review, Student and academic support, Student Advice Centres, KPI Meetings and analysis, Recruitment Strategies, New Student Information Portal (SIP)	2	4	8	1	3	5	Above Target	TREAT - Continue to have clearly defined requirements understood by those interviewing and suggest alternative provision when applicant doesn't match original course. Review of curriculum planning process.	VP C&Q/Directors of Learning/Director of Business Development/Director of Student Access & Admissions	Continuous	Curriculum & Quality Committee	
1.4	If the Regional Board fails to maintain the highest standards for governance and comply with the Code of Good Governance for Scotland's Colleges, THEN the terms and conditions of grant will not be met.	Regional Chair	3	3	9	Board recruitment and induction processes, Internal audit, External Effectiveness Review, NESCOL Governance Steering Group, Regional Chair's national/sector roles, Board Member training and development, Audit & Risk Committee's Annual Review of operation of Board against Code.	2	3	6	1	3	5	Above Target	TREAT - Strengthen Board's evolution processes	Regional Chair with Secretary to the Board	Continuous	Regional Board	
1.4.2	If students are not engaged in driving the learner experience, THEN the College may not develop an appropriate learner	Director of Learning (Enterprise, Innovation and	2	3	6	Student feedback, Partnership Agreement	2	3	6	2	2	4	Above Target	TREAT - New Student Engagement Framework.	Directors of Learning/Director of Business Development	Continuous	Curriculum & Quality Committee	
1.4.4	If robust self-evaluation processes are not implemented and adhered to, THEN the College will not benefit from an effective improvement planning process.	VP C&Q	2	3	6	Staff briefings, Clear templates with accompanying guidance for completion, Annual Quality Review Timeline, Enhancement Plans, Annual Priorities	1	3	3	1	3	3	On Target	TREAT - Review self-evaluation templates for AY2019-20.	VP C&Q	31/07/2019	Curriculum & Quality Committee	
1.5	If the College fails to maintain strict environmental practices, THEN it will lose its accreditation to BS Standards 14001 and 50001.	VP F&R	3	4	12	Robust monitoring and reporting processes, Staff training	1	3	3	1	3	3	On Target	TOLERATE - Continue staff training and awareness raising.	VP F&R	Continuous	Finance & Resources Committee	
1.6	If IT security arrangements are inadequate, THEN the College may experience data security breaches, cyber attacks and/or major IT outages.	VP F&R	3	5	15	IT Strategy, 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 repository, Staff training	2	5	10	1	5	5	Above Target	TREAT - Complete work to improve IT business continuity and disaster recovery arrangements, Completion of actions to Achieve Cyber Essentials Plus Accreditation.	VP F&R	Continuous	Regional Board	
1.6.2	If there is increased uncertainty and stress due to remote working and teaching, and worries about job security THEN the College may have insufficient staffing levels impacting negatively on the learner experience.	Director of People Services	4	4	16	Employee Assistance Programme, Peer Support Programme, Regular communications - emails and staff webinars, Homeworking procedures, Teaching Online @ NESCOL Blackboard course	3	3	9	2	2	4	Above Target	TREAT - Issue second Staff Wellbeing Survey Ongoing monitoring of staff feedback to identify any required improvement to staff information, guidance & support. Provision of virtual	Director of People Services	31/10/2020	Human Resources Committee	
1.11	If Scottish Government guidance does not enable on campus delivery of School Links provision THEN the College is unlikely to achieve its credits target and future enrolment pipelines may be adversely affected	VP C&Q with Director of Learning & Director of Business Development	4	5	20	Engagement with LAs and headteachers, School Liaison Team	4	5	20	3	3	9	Above Target	TREAT - Joint risk assessment with LAs. Communications with school pupils and parents, identification of additional credit generating activity	VP C&Q with Director of Learning & Director of Business Development	31/07/2021	Regional Board, Curriculum & Quality Committee	
1.5.2	If staff pay awards require to be implemented for AY2020-21 THEN the College is unlikely to achieve a balanced budget	Leadership Team	4	5	20	Membership of Employers' Association, Engagement with SFC and Scottish Government	4	4	16	2	3	6	Above Target	TREAT - Planned reduction in staffing costs - permanent & temporary	Leadership Team	31/07/2021	Regional Board, Finance & Resources Committee	
1.5.11	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/Principal Finance & Resources	4	4	16	Engagement with CEFLG and SFC	4	4	16	3	3	9	Above Target	Continue to lobby SFC on redistribution 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 & Admissions	31/07/2022	Regional Board, Finance & Resources Committee	
1.4.7	COVID-19	If the Scottish Government Levels System is kept in place for an extended period of time THEN the College may not	VP C&Q with Directors of Learning & Director of Business Development	4	5	20	Scenario planning, Ongoing monitoring reports	5	4	20	4	2	8	Above Target	TREAT - Undertake scenario planning exercise re: completion of AY2020-21 programmes. Review of risk process	VP C&Q with Directors of Learning & Director of Business Development	31/07/2021	Regional Board, Curriculum & Quality Committee
1.4.12	COVID-19	If there is a lack of flexibility from awarding bodies for the assessment and modification of AY2020-21 qualifications THEN the College may not	VP C&Q/Director of Quality/Directors of Learning	4	5	20	Ongoing engagement with awarding bodies, Feedback	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 release of the awarding bodies	VP C&Q/Director of Quality	31/07/2021	Regional Board, Curriculum & Quality Committee
1.4.13	COVID-19	If the College is prevented from identifying an appropriate start date for AY2021-22 THEN the capacity to provide	Leadership Team	3	5	15	Internal scenario planning exercise to forecast potential impact	2	4	8	1	1	1	Above Target	TREAT - Ongoing review and refinement of scenario plans. Focus on maximising completion of student learning	VP C&Q	31/07/2021	Regional Board, Curriculum & Quality Committee
1.4.14	COVID-19	If the current industrial action by EIS-FELA continues for an extended period or an agreement is reached THEN the	Executive & Leadership Teams	5	4	20	Engagement with Colleges in Scotland and	4	4	16	4	4	16	On Target	Continue to engage with Colleges in Scotland and national negotiations	Principal & Chief Executive/Regional Chair	Continuous	Regional Board, Human Resources Committee
1.5.11	COVID-19	If the current industrial action by EIS-FELA continues for an extended period or an agreement is reached THEN the	Executive & Leadership Teams	4	4	16	Engagement with Colleges in Scotland and	4	4	16	3	3	9	Above Target	Continue to engage with Colleges in Scotland and national negotiations	Principal & Chief Executive/Regional Chair	Continuous	Regional Board, Human Resources Committee
1.6.9	DELETE	If the College is the victim of a Cyber Attack THEN the College may experience IT systems outages and/or data	Director of IT and Technical Services	3	5	15	Dedicated incident response lead role supported by SFC	3	5	15	3	4	12	On Target	TREAT - Complete work to improve IT business continuity and disaster recovery arrangements. Continue working with	Director of IT and Technical Services	01/08/2022	Regional Board

NORTH EAST SCOTLAND COLLEGE STRATEGIC RISK REGISTER

Approved by: Regional Board 19/06/19
 Last considered by Audit & Risk Committee: 25/09/19
 Last reviewed by WEG: 21/01/2020

Strategic Risk Appetite - Cautious

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	↔	IF national priorities conflict with local needs, THEN the College may not be able to effectively meet regional needs.	Principal	3	3	9	Outcome Agreement process and engagement with SFC, Curriculum planning process, Engagement with CPPs and industry	2	3	6	2	3	6	On Target	TOLERATE - Build on good reputation of the College to foster genuine partnerships and solutions to regional challenges, Continue to promote positive PR and success stories.	Executive Team	Continuous	Regional Board
1.2	↔	IF the College is not effectively aligned with regional need, THEN this will lead to decreases in demand, successful outcomes and positive feedback.	Directors of Learning/Director of Business Development	2	3	6	Curriculum Area Development Planning process, Curriculum Approval process, Partnership working with local schools, universities and employers, Student and stakeholder feedback	2	3	6	2	3	6	On Target	TREAT - Implement strengthened curriculum planning process with refreshed timeline and improved monitoring & reporting.	Directors of Learning/Director of Business Development/Director of Strategy & Planning	Continuous	Curriculum & Quality Committee
1.3	↔	IF students are not enrolled on the most appropriate programme, THEN they may be less likely to succeed.	VP C&Q/Directors of Learning/Director of Business Development/Director of Student Access & Information	2	4	8	Admissions procedures and interviews, Programme review, Student and academic support, Student Advice Centres, KPI analysis, Recruitment Strategies	2	4	8	1	3	3	Above Target	TREAT - Continue to have clear entry requirements understood by those interviewing and suggest alternative provision when applicant doesn't match original course.	VP C&Q/Directors of Learning/Director of Business Development/Director of Student Access & Information	Continuous	Curriculum & Quality 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 and develop appropriately qualified staff, THEN this will adversely impact on the student experience.	Principal	3	4	12	People Strategy, Recruitment & Selection Policy, Strategy & Procedure, Induction arrangements, Organisational development 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.	Principal with Director OD & HR	Continuous	Human Resources Committee
2.2	↔	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	CPD and organisational development, Staff consultation events, College meetings and briefings, All Staff Development Days	2	2	4	2	2	4	On Target	TOLERATE - Continue to influence external policy on National Bargaining and Workforce for the Future, Communicate regularly with staff, and students, where appropriate, regarding National Collective Bargaining, Approach to Employee Engagement.	Principal	Continuous	Curriculum & Quality Committee, Human Resources Committee
2.3	↔	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, CPD and organisational development, Internal audits, Programme review, Student feedback, Digital Futures Project	2	3	6	2	2	4	Above Target	TREAT - Implement refreshed approach to organisational development, Continue Digital Futures Project, Refreshed approach for learning and teaching organisational development.	Directors of Learning	Continuous	Curriculum & Quality Committee
2.4	↔	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	3	12	Financial and SET support to SA, Partnership Agreement, Clear SA Constitution and Strategic Plan, Student feedback, SA contributions at Board and Committee meetings and Board Strategy Events	3	3	9	2	2	4	Above Target	TOLERATE - Ensure SA is effectively supported, and continues to be engaged through the Regional Board and the appropriate College Action Teams, Student Engagement Framework.	Director of Learning (Enterprise, Innovation and Aberdeen Futures)	Continuous	Curriculum & Quality Committee
2.5	↔	IF the Regional Board fails to maintain the highest standards for governance and comply with the 'Code of Good Governance for Scotland's Colleges', THEN the terms and conditions of grant will not be met.	Regional Chair	3	3	9	Board recruitment and induction processes, Internal audit, External Effectiveness Review, NESCol Governance Steering Group, Regional Chair's national/sector roles, Board Member training and development, Audit & Risk Committee's Annual Review of operation of Board against Code	2	3	6	1	3	3	Above Target	TREAT - Strengthen Board's evaluation processes	Regional Chair with Secretary to the Board	Continuous	Regional Board
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																		
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, 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.	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	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 partners 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, Engagement activities, TWO PLUS Alliance with RGU, LOIP and Locality Plans	2	3	6	1	2	2	Above Target	TOLERATE - Ensure external relationships are maintained during transition to new Principal.	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	Principal	2	5	10	Monitoring of Brexit developments, College's Brexit Action Log, Partnership working, Consideration of SFC and Colleges Scotland guidance	3	3	9	3	2	6	Above Target	TOLERATE - Continue to monitor Brexit developments.	Principal		
4 Strategic Goal 4: Deliver an excellent learning environment and experience leading to successful outcome for all learners. Risk Appetite - Cautious																		
4.1	↔	IF the College does not have sufficient capacity to address the wide-ranging needs of the student body, THEN the learner experience and learner outcomes will be diminished.	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, Regular review of policies and procedures	3	3	9	2	3	6	Above Target	TREAT - Review operation of the Whole-College Support Model, Mentally Healthy College initiative.	VP C&Q/Directors of Learning/Director of Student Access & Information	Continuous	Curriculum & Quality Committee

4.2	←	IF students are not engaged in driving the learner experience, THEN the College may not develop an appropriate learner experience.	Director of Learning (Enterprise, Innovation and Aberdeen Futures)	2	3	6	Student feedback, Partnership Agreement	2	3	6	2	2	4	Above Target	TREAT - New Student Engagement Framework.	Directors of Learning/Director of Business Development	Continuous	Curriculum & Quality Committee
4.3	←	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	3	3	9	2	3	6	Above Target	TREAT - Strengthen KPI monitoring and reporting process, Develop approaches to reducing early withdrawal.	Leadership Team	Continuous	Curriculum & Quality Committee
4.4	←	IF robust self-evaluation processes are not implemented and adhered to, THEN the College will not benefit from an effective improvement planning process.	VP C&Q	2	3	6	Staff briefings, Clear templates with accompanying guidance for completion, Annual Quality Review Timeline, Enhancement Plans, Annual Priorities	1	3	3	1	3	3	On Target	TREAT - Review self-evaluation templates for AY2019-20.	VP C&Q	31/07/2019	Curriculum & Quality Committee
4.5	←	IF the SFC does not provide sufficient capital maintenance funding to maintain modern fit-for-purpose buildings, 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	31/07/2019	Finance & Resources Committee
4.6	←	IF an emergency/disaster/significant systems failure occurs THEN the learner experience will be negatively impacted upon should an emergency or disaster occur.	Principal	3	5	15	Regular review of Business Continuity Plan, Scenario and desktop exercises, Desktop training exercises, Insurance on buildings and equipment, IT disaster recovery arrangements	2	5	10	1	5	5	Above Target	TREAT - Improve staff awareness of College Business Continuity Plan and emergency responses.	Principal	31/07/2019	Regional Board
4.7	←	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
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 fails to achieve a balanced budget will be adversely affected and future credits targets may be reduced.	Leadership Team	4	4	16	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	2	3	6	1	3	3	Above Target	TREAT - Contingency planning for the College failing to meet its credits target, Develop approaches to reduce early withdrawal.	VP F&R	Continuous	Finance & Resources Committee, Curriculum & Quality Committee, Regional Board
5.2	←	IF sufficient 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	3	4	12	Business Development Strategy, Employer/client engagement, Save Well-Spend Well initiative	3	4	12	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.	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	4	16	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.	VP F&R	Continuous	Curriculum & Quality Committee
5.4	←	IF candidate numbers are insufficient to meet SDS targets in relation to 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	4	4	16	2	3	6	Above Target	TREAT - Continue promotion of benefits of undertaking an FA to school pupils and their parents, and employers. Develop model with schools for co-creation of pathways, Lobbying senior local authority partners re: need for closer alignment of FA provision.	VP F&R/VP C&Q/Director of Business Development	Continuous	Curriculum & Quality Committee
5.5	←	IF the College fails to maintain strict environmental practices, THEN it will lose its accreditation to Bsi Standards 14001 and 50001.	VP F&R	3	4	12	Robust monitoring and reporting processes, Staff training	1	3	3	1	3	3	On Target	TOLERATE - Continue staff training and awareness raising.	VP F&R	Continuous	Finance & Resources Committee
6 Other. Risk Appetite - Avoid																		
6.1	←	IF key statutory obligations and legislative requirements, including the Equality Act 2010, Freedom of Information (Scotland) Act 2002, General Data Protection Regulation (GDPR), are not adhered to 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)	1	4	4	1	4	4	On Target	TOLERATE - Provide up-to-date staff training on legislative requirements and related College policies.	Executive Team	Continuous	Regional Board
6.2	←	IF IT security arrangements are inadequate, THEN the College may experience data security breaches, cyber attacks and/or major IT outages.	VP F&R	3	5	15	IT Strategy, 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 repository, Staff training	2	5	10	1	5	5	Above Target	TREAT - Complete work to improve IT business continuity and disaster recovery arrangements, Completion of actions to Achieve Cyber Essentials Plus Accreditation.	VP F&R	Continuous	Regional Board

Appetite		1	2	3	4	5
Likelihood	5					
	4					
	3					
	2					
	1					
		1	2	3	4	5
		Impact				

Likelihood	Impact	Risk Control
Almost certain 5 80% +	5 Critical	TERMINATE - Eliminates the risk completely
4 Very likely 4 60% - 80%	4 Significant	TRANSFER - Passes the Risk to a third party, who bears or shares the impact
3 Likely 3 40% - 60%	3 Moderate	TREAT - Containment. Reduces the likelihood and/or the impact. Contingent. Establishes a contingency to be enacted should the Risk happen
2 Unlikely 2 20% - 40%	2 Minor	TOLERATE- Accept the Risk, subject to monitoring
Very unlikely 1 Less than 20%	1 Marginal	



REGIONAL BOARD	
Meeting of 15 December 2021	
Title: Modern Slavery Act Statement	
Author: Peter D Smith, Vice Principal – Finance and Resources	Contributor(s): n/a
Type of Agenda Item:	
For Decision	<input checked="" type="checkbox"/>
For Discussion	<input type="checkbox"/>
For Information	<input type="checkbox"/>
Reserved Item of Business	<input type="checkbox"/>
Purpose: To enable the Regional Board to approve publication of the College's Modern Slavery Act Statement 2021.	
Linked to Strategic Theme:	
Choose an item.	
Linked to Strategic Risk(s):	
6.1	
Executive Summary:	
The Modern Slavery Act 2015 places a requirement on all businesses with an annual turnover in excess of £36M to publish an annual Modern Slavery Statement, approved by its governing body.	
A draft statement is attached.	
Recommendation: I recommend that the Board consider and approve the publication of the College's Modern Slavery Act Statement, with any amendments, as appropriate.	
Previous Committee Recommendation/Approval (if applicable): n/a	
Equality Impact Assessment:	
Positive Impact	<input checked="" type="checkbox"/>
Negative Impact	<input type="checkbox"/>
No Impact	<input type="checkbox"/>

Evidence: The publication of the Statement demonstrates the College's commitment to equalities, and human rights, particularly in the College's supply chain. The use of national framework contracts and membership of Electronics Watch give substantial assurance of this.

North East Scotland College Modern Slavery and Human Trafficking Statement

Purpose

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

College Policy and Statement

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

Organisational Structure and Supply Chains

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

The College's subsidiary organisations include: -

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

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

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

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

Due Diligence Processes

The College is committed to ensuring there is transparency in our own business and in our approach to tackling modern slavery throughout our supply chains. We expect the same high standards from all of our suppliers, contractors and business partners, and this is assured through their agreement to follow College policies. We expect our suppliers to hold their own suppliers to the same high standards. We are satisfied from our own due diligence measures that there is no evidence of any act of modern day slavery or human trafficking within

our own organisation. The College's supplier approval process incorporates a review of the controls undertaken by the College's potential suppliers. The College will not knowingly support or deal with any businesses found to be involved with any acts of slavery or human trafficking. The College has a policy of zero-tolerance on matters of slavery and/or human trafficking and expects suppliers and associated businesses to comply with these values. The vast majority of the College's sources are from inside the United Kingdom and as such are less at risk of slavery and human trafficking issues. The College also has a policy for the protection of whistleblowers, to protect those raising the issue of slavery and human trafficking within the organisation or its suppliers. The steps we will take to further the goals of the Modern Slavery Act 2015 are: -

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

Training, Awareness & Involvement

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

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

The College publishes updates on slavery, human trafficking and ethical procurement on its intranet.

Responsibilities

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

Reporting Modern Slavery within the College or its Suppliers

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

Communication and Awareness

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

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

Approved by North East Scotland College Regional Board, December 2021



REGIONAL BOARD Meeting of 15 December 2021	
Title: Regional Outcome Agreement AY2021-22	
Author: Robert Laird Head of Planning and Academic Partnerships Susan Grant Associate Vice-Principal	Contributor(s):
Type of Agenda Item: For Decision <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Board to consider and approve the College's draft Regional Outcome Agreement for AY2021-22.	
Linked to Strategic Theme: The Regional Outcome Agreement is linked to all strategic themes.	
Linked to Strategic Risk(s):	
Executive Summary: The Regional Outcome Agreement aims to capture, at a high level, the College's contributions, impact and outcomes, and to provide assurance to the SFC on the use of allocated funding in AY2021-22. Supporting Data, including national measures and associated targets are included as Appendix A. In setting targets for AY2021-22, the College has taken into account its own past performance; the most recent national performance outcomes (AY2019-20); the current regional economic circumstances and the impacts of COVID. The targets are considered to be realistic, given the challenging and unique circumstances in which the College continues to operate, but ambitious in terms of recovery.	

The College's Self-Evaluation for AY2020-21 is included as Appendix B.

A draft, subject to approval by the Regional Board, has been submitted to the Scottish Funding Council. Following approval by the Regional Board, the final document will be submitted to the Scottish Funding Council, with College branding and images. A final copy of the approved document will be placed on the Regional Board Teams space.

Recommendation:

It is recommended that the Board consider, and if so minded, approve the Regional Outcome Agreement AY2021-22.

Previous Committee Recommendation/Approval (if applicable):

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

NORTH EAST SCOTLAND COLLEGE

REGIONAL OUTCOME AGREEMENT

AY2021-22

This is the final draft of the College's Regional Outcome Agreement, AY2020-21, to be presented the Regional Board for approval on 15 December 2021.

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INTRODUCTION

North East Scotland College (NESCol) 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 (3 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 2 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 out with Aberdeen City: Ellon, Inverurie and The Scottish Maritime Academy in Peterhead. Further detailed information on the College, its courses and services can be accessed at www.nescol.ac.uk.

This Outcome Agreement aims to capture, at a high level, the College's contributions, impact and outcomes, and to provide assurance to the SFC on use of allocated funding in AY2021-22.

The College's Strategic Plan for 2021-23 can be accessed [here](#).

Supporting Data, including national measures and associated targets are included as Appendix A. In setting targets for AY2021-22, the College has taken into account its own past performance; the most recent national performance outcomes (AY2019-20); the current regional economic circumstances and the impacts of COVID. The targets are considered to be realistic, given the challenging and unique circumstances in which the College continues to operate, but ambitious in terms of recovery.

Whilst the targets are for 2021-22 only, it is acknowledged that the impacts of the pandemic and economic change will continue to impact significantly on the College for a number of years and that recovery will be gradual and dependent on restored confidence in education; improved alignment with the school senior phase curriculum; freedom from restrictions on course delivery and improved understanding of career prospects in the region. Using the College's well established partnership links will be critical for this purpose.

It is accepted that the pandemic has had a differential impact on people belonging to protected characteristic groups. Our approaches to these are detailed in our equality outcomes – with specific reference to the attainment gap for those with a declared disability and those in digital poverty.

The College's Self-Evaluation for AY2020-21 is included as Appendix B.

OUTCOMES FOR STUDENTS

FAIR ACCESS AND TRANSITION

NESCol works hard to ensure that anyone who wants to come to college can gain a place on a course, by removing any barriers and providing support so that all students reach their potential and successfully complete their course of study. Groups of particular interest, such as care-experienced and those from the 10% most deprived postcodes on the Scottish Index of Multiple Deprivation (SIMD10), are guaranteed a place on a course.

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.

The College also supports many opportunities, for adult learners, 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. NESCol also works closely with the University of Aberdeen (UofA) and The Robert Gordon University (RGU) and a tripartite approach, branded as the National Energy Skills Accelerator (NESA) is developing the skills required for the region's energy transition ambitions. These activities support NESCol to provide learning to senior phase school pupils, to extend our reach to the most deprived areas in the regions and to encourage students to continue their studies by articulation to university, or via work-based distance and part-time learning.

An innovative approach to working with schools is being developed to ensure NESCol can meet the needs of senior phase pupils and school leavers. This involves staff from the College school's team and other staff from across the College working with teachers, Skills Development Scotland (SDS) careers advisors, DYW co-ordinators and community planning groups. Better sharing of information and data insights will support planning for an appropriate offer to school children.

NESCol has been working especially closely with RGU to improve students' experiences and outcomes while studying with at College. Areas of collaboration include subject level reviews, admissions and offers, validation and marketing school transitions products.

NESCol works closely with a wide range of partners to support fair access and transitions. A key partner is Aberdeen Foyer, with whom the College works to ensure it reaches vulnerable people within the community. This is one example where digital poverty is being addressed. Students referred to NESCol can be supported by the provision of digital devices so that appropriate studies can be completed, especially when much delivery continues to be online.

One of the groups of specific interest to NESCol is students who are care experienced. NESCol wants to expand the number of care-experienced students studying at College, and to improve the outcomes for this group of students. A named contact has been introduced for this group so that queries or concerns can be directed quickly to someone who understands and can help. Care-experienced students are also now meeting as a group, where tailored support is made available, and essential guidance and advice is shared with them. The group will also provide useful feedback on the support provided to them. In the past, a number of students self-disclosed as care-experienced inaccurately and the application process has been redesigned to gather more robust and accurate data.

NESCol continues to run its pioneering and sector leading “Bring Your Own Device” (BYOD) scheme, where students are required to use their own laptop for their studies, and to bring it to College when they are required to attend. Students are expected to supply their own device, but support is available in the form of a bursary-funded device which can be made available if the student is eligible, or by the student applying for a loan device if their course is not bursary funded. Loan devices are available from funds allocated to the College by the SFC to address digital poverty. Students can also apply for loan devices on courses which are not BYOD courses, if required, as most courses have some element of online delivery.

A “Digital Futures” initiative, delivered in tandem with the BOYD scheme, ensures that teaching staff optimise use of digital technologies to support access and transitions. Blackboard Ally provides automatic alternative formats of teaching materials to improve accessibility across all courses. In addition, it provides guidance to staff to target improvements in resources for accessibility. A Digital Accessibility Content Working Group will monitor and encourage the use of Blackboard Ally, ensuring compliance with the public sector bodies’ web accessibility regulations.

HIGH QUALITY LEARNING, TEACHING AND SUPPORT

Despite the challenges faced as a consequence of the COVID-19 pandemic and the associated campus closures, delivering a high-quality experience that is safe for all staff and students, while ensuring successful outcomes for all students remain the core priorities for the College.

The collation of feedback and evaluation of the learning and teaching experience of both staff and students in 2020-21 has informed the development of a revised “Framework for Curriculum Planning and Delivery” to inform approaches to blended learning in AY2021-22. This document, alongside other supporting materials, such as the Quality Essentials and Learning and Teaching Enhancement collection, has been prepared to support teaching staff to keep up with good practice and lessons learned from the blended learning experience in AY2020-21. These new methods of information collation and presentation also enhance cross-disciplinary and cross-campus sharing. This is especially important with respect to assessment guidance as awarding bodies update their requirements in accordance with the predicted pandemic circumstances.

A review and restructure of the curriculum structure in AY2020-21 has also improved the management arrangements to ensure greater consistency, enhanced communication and more efficient cross-campus working. A revised committee structure has been designed to facilitate enhanced collective planning, sharing of good practice and collective responsibility.

Continuing Professional Development has been focussed heavily on developing digital teaching skills in AY2020-21 and this will continue into AY2021-22. Building on the success of the online courses, webinars and the College's Learning Technology Team's support in AY2020-21, further work is planned to deliver webinars on topics such as digital accessibility, universal design, contemporary pedagogy and effective assessment. This will be supplemented with equalities awareness and instructional design training to further enhance accessibility of teaching resources and to assist in effective student support.

The College continues to work with university partners, in particular the regional universities and especially RGU in devising new, and revising existing, articulation arrangements. In AY2020-21, 394 students articulated to courses in HE partner organisations with advanced standing. This is fewer than in previous years, most likely due to the impact of COVID-19 and student confidence, although there is no definitive feedback to provide evidence. However, numbers remain high, demonstrating the strength of the widening access opportunities for the region's students. Existing articulation agreements have been revised and work is underway to strengthen the collaborative opportunities between staff in the partner organisations and the College to improve and to expand the current offer.

Internal review and self-evaluation are essential processes employed by the College to ensure the ongoing continuous improvement in the delivery of high quality learning, teaching and assessment, and an effectively integrated and embedded student support experience. In AY2020-21 the self-evaluation process was modified to include more professional discussion as a means of review and generating evidence. Our approach to self-evaluation continues to evolve with a formal project now in place to develop and pilot an online self-evaluation system "MyEvaluation". The aims of this system are to improve the quality of self-evaluation and enhancement planning; enable and encourage staff to reflect on practice throughout the year; support greater co-operation and collaboration among teams; easily link evaluation to How Good is Our College (HGIOC) and NESCol strategic objectives; and capture good practice as it happens.

Education Scotland undertook its most recent progress visit to the College on 5 December 2019 and the next is scheduled for March 2022. In preparation for this, and to maintain dialogue with Education Scotland, the Director of Quality attends monthly engagement meetings with the College Inspector and reports key messages back to the Leadership Team. The College is currently participating in the SFC review work through a variety of bodies, including the Principal and Vice Principal groups and the College Development Network (CDN) Quality Network.

PARTNERSHIP, PARTICIPATION AND STUDENT EXPERIENCE

The College has a range of mechanisms to support effective student partnership. These are outlined in the Student Partnership Agreement which sets out our approach to student engagement, detailing priority objectives and associated actions. The College and the Students' Association work collaboratively to deliver the objectives and review progress at the Student Engagement Action Group (SEAG), which has been in existence for a number of years and is the main mechanism for overseeing student engagement and partnership.

Until recently, the number of students represented on SEAG was disproportionately low in comparison to the number of College staff and it was recognised that the group should be much more student-led. At the start of AY2021-22 the Terms of Reference and group membership were reviewed, and the membership changed to comprise a greater number of students. Whilst the group maintains representation from the Leadership Team and some support staff, the majority of the membership is now made up by the sabbatical officers and executive officers, which will improve the effectiveness of SEAG in supporting and promoting student engagement and partnership.

Coupled with the Student Partnership Agreement, the College also has a Framework for Effective Student Engagement which was created to outline the importance of student engagement. This includes a toolkit of practical exercises and activities to enable and encourage curriculum and support teams to review their contribution to the agreement. Both of these documents are being reviewed and updated in AY2021-22 to take account of the impact of COVID-19 and new ways of working. The Student Partnership Agreement project is already underway, and started with consultation with staff and students on the content and structure. The new Student Partnership Agreement will also have the addition of project co-leads, one from the College and one from the Students' Association, to demonstrate a true partnership approach and clear, measurable outcomes.

All students are provided with opportunities to take ownership for their own learning and influence their college experience. Students are encouraged to be active participants in College life and encouraged to co-design and steer the way in which key services are provided to them. This is supported via a wide variety of engagement activities including class rep meetings, course committee meetings, peer-led reviews, as well as via feedback shared through the Students' Association. The College, and the Students' Association will continue to work closely in partnership with Student Partnership in Quality Scotland (sparqs) and National Union of Students (NUS) Scotland to support the work of the Students' Association, including wider student engagement. A key change for AY2021-22 is that the training for class representatives is being delivered wholly by sparqs and the planning for this has been scheduled earlier in the academic session than last year, with the hope that this will equip the class reps from a much earlier stage, to undertake their duties and participate in activities such as Course Committee Meetings.

In November 2021, NESCol launched a new Wellbeing Strategy for staff and students. This strategy is supported by two frameworks for delivery, the Framework for Student Wellbeing and the Framework for Staff Wellbeing. A College steering group consisting of support, teaching and student body representatives, Wellbeing Matters, has been created in order to develop and drive forward a range of initiatives that link to the Wellbeing Strategy. The strategic aims are:

- Deliver a whole-College approach to wellbeing which support both staff and students
- Challenge stigma and discrimination by promoting and supporting mental, physical and social health and wellbeing
- Explore and strengthen links with external organisations
- Develop the awareness, knowledge and skills of staff throughout the organisation, equipping them to support students as well as to develop self-management and self-care strategies as appropriate
- Ensure continuous review of College policies, procedures and practices

Whilst the aim is to provide support and opportunities for staff and students to maintain their personal wellbeing, ultimately, wellbeing is an individual responsibility, and NESCol will encourage individuals to engage in services and opportunities provided for them.

LEARNING WITH IMPACT

As part of the whole-College support model, the Student Advice and Support team offer a series of events for transitions support. This year, following review of last year's event, UCAS week has been rebranded as "UCAS and Transitions Week" and will offer a programme of events to help prepare students for the next stage in their journey, whether that is progressing with their studies or moving into employment. Due to ongoing restrictions, the event is being delivered virtually as it was last year, offering a series of live sessions and pre-recorded content. A number of stakeholders are involved in the event including RGU, UofA, The Open University (OU), SDS, SAAS, The Royal Air Force, The Royal Navy, Army and Police Scotland.

This event, and other initiatives like "Hack Your Studies", a week-long programme of study skills sessions supported by the NESCol Study Toolkit, have been incorporated into the delivery of the Academic and Personal Skills Development unit (detailed below) and is shared with all Academic Tutors across FE and HE courses. The foundation created during these events will prepare students for future extension events later in the year, including "Enterprise and Employability Week" and "Virtual Careers Week". All employers who participated last year confirmed their intent to be involved again this academic session.

In addition to supporting the above events, RGU regularly engages with NESCol students through information stands on campus and bespoke in-class sessions promoting our degree-link programmes. This work supports the annual subject-level review meetings focused on articulation arrangements and transition activities. All the arrangements described above will be further supported working collaboratively with the new Head of Planning and Academic Partnerships.

PUBLIC HEALTH EMERGENCY

NESCol continues to treat the ongoing COVID-19 pandemic public health emergency as one its major business priorities. The health, safety and wellbeing of our staff and students remains at the forefront of our activities and influences all high level decision making

The College Leadership Team continues to meet weekly, online, to review the evolving local and national situation and implement the latest national guidance. This group and frequency of meetings has allowed the College to agilely adapt to the ever-changing public health situation.

Access to College facilities remains strictly controlled and restricted with many staff and students still working or learning from home. As the pandemic and subsequent Scottish guidance allows, in person activities to resume, more and more on campus activity is being completed in a controlled, cautious and measured way. This unfortunately still limits our ability to provide our full service, some groups of students are still fully remote and learning online.

The College has throughout the public health emergency fully supported the Scottish Government's strategy on asymptomatic COVID-10 testing for staff and students. Individuals who are attending campus in-person are required to undertake lateral flow testing twice per week. This has been communicated via weekly updates from the Principal, Student Association consultations and involvement, and by utilising social media routes such as Facebook, Twitter etc.

The College's Head of Health, Safety and Security chairs College Development Network's Health, Safety and Wellbeing (CDNHSW) group, which comprises health and safety professionals from the Scottish college sector. This network group met weekly at the start of the pandemic to ensure a consistent sector wide approach to the control and management of COVID-19. Through the pandemic, the frequency of meetings has been reduced to twice a month, but emergency meetings are held if national guidance or a particular situation evolves quickly.

Students isolating or absent from College due to COVID-19 are supported at NESCol through a variety of methods to ensure they stay connected and on track with their course work. College Academic Tutors make regular contact with students to ensure that they are aware of weekly assignments and have access to all the resources that they require. Students can still participate in live lessons via online Blackboard Collaborate or TEAMS webinar sessions. A range of online tools accessible by students via the College's virtual learning environment (VLE), to maintain contact with their peers and to participate in collaborative activities. Virtual Drop-Ins for students are available three days a week where Students can "drop in" to receive study skills support etc.

Students' Association representatives are available to support students and can be reached remotely to discuss any concerns or signpost support. The Students' Association successfully reaches out and engages with students through various Societies, Class Representatives and Students' Association Officers.

The Library Team has a wealth of resources to support students in isolation with many books, publications, databases and papers available to them electronically. Students can access the support via online chat or Microsoft Teams. The library facilities are still open for those without access to quiet study spaces.

In AY2021-22 the College will deliver almost 300 hours per week "in-class" support via our Learning Support Assistant (LSA) Team. The online Blackboard Collaborate sessions allow the LSA Team to facilitate breakout rooms with students requiring extra support during online learning.

The Student Advice and Support Team (SAST) have had great success in delivering one to one support via an online blended model. Students can book in person appointments however the percentage of students choosing to come on to campus for support is running at less than 50% which demonstrates that students are enjoying the freedom and choice that remote appointments offer, saving them unnecessary trips to campus.

One of the key lessons learned from the pandemic was the value students gained from being able to access key support services online. The College will continue to offer remote appointments for our students and applicants beyond the emergency period. The feedback received by the College has been very positive and considering the large geographical area NESCol covers, this type of appointment will continue to be offered beyond the emergency years.

Through this online model students are able to access a wide range of support advice and services across a broad range of themes including:

- Alternative Assessment Arrangements
- Disabled Students Allowance
- Learning Support Appointment (Needs Assessment/Support)
- Money Management Appointment
- Study Skills
- Support Appointment
- Wellbeing Appointment
- Counselling

In addition to one-to-one support, the College also provides online events aimed at supporting students academically.

For students who are having trouble with access to a laptop or Wi-Fi, NESCol have put in place procedures to ensure a timely response to supporting those in isolation by loaning the IT equipment necessary for them to fulfil the online element of their course requirements.

EQUALITIES AND INCLUSION

The College strives to support people from a wide range of backgrounds to access high-quality educational provision and ultimately improve their positive destinations in life. To that end, it continues to seek to ensure that as an organisation it creates a more equal, diverse and inclusive learning and working environment where students and staff are respected, valued and supported.

The College produced its Equality Mainstreaming report and revised Equality Outcomes in April 2021 and work in AY2021-22 is focussed on applying the actions and outcomes identified by these exercises.

The attainment gap between students with and without a declared disability remains a priority, with work focussing on early identification and intervention; support mechanisms and development of resources to support student resilience. Specific interventions for digital poverty and under-represented groups are other areas of focus. Digital poverty has become a particular area of attention as a result of the disproportionate impact on learning resulting from COVID restrictions. Whilst hardware and internet access were one part of the emerging issue, skills gaps were also more apparent for some groups.

Particular attention is also focussed on care-experienced students with the specific intention of improving outcomes for this group. Support arrangements for this group were more challenging to implement during lockdown and restricted access and the attainment gap grew for full time students in AY2020-21 from 23 to 29%. Additional support measures are being applied and curriculum colleagues are being better prepared to deal with potential needs of students in this group.

Whilst robust data is available for most protected characteristics, work is required to improve qualitative data and feedback on the student experience for sexual orientation, gender identity; race; religious belief; pregnancy and maternity to inform the need for further action.

The College commitment to provision of an accessible and inclusive environment includes mainstreaming activity such as incorporating challenge questions for support teams to develop understanding of mainstreaming equalities and diversity within their own teams and additional support for equality impact assessment writing, evidence collection and evaluation. Plans are also underway to introduce staff Equality Champions to help promote awareness and confidence in tackling equality-based issues.

ECONOMIC RECOVERY AND SOCIAL RENEWAL

NESCol is a driving force in the economic recovery and social renewal of the North East of Scotland. A proactive approach to responding to the downturn in the oil and gas sector and supporting energy transition in tandem with addressing the impact of BREXIT and the many harms of COVID-19 will be crucial during one of the most challenging periods in the region's history.

RESPONSIVE INSTITUTIONS

NESCol is guided by a wide variety of labour market intelligence which comes from sources including:

- Direct engagement with employers
- Skills Development Scotland (SDS)
- Local Authorities
- Aberdeen and Grampian Chamber of Commerce (AGCC)
- Department of Work and Pensions (DWP)
- Industry bodies
- Media releases

NESCol staff represent the College on a variety of regional groups including:

- Community Planning Groups (where the CPA Management Group oversees the delivery of a Local Outcome Improvement Plan through 7 themed Outcome Improvement Groups).
- PACE (Grampian, Shetland and Tayside)
- Local Employability Partnerships
- Employability Training Providers Forum
- Aberdeen City & Aberdeenshire Hotels Association
- National Energy Skills Accelerator (NESA)
- University links with 9 associate universities

The sources above provide regular and current labour market intelligence which guides curriculum planning and decision-making through discussion at the College's Regional Board, Executive Team and Leadership Team and is cascaded throughout the organisation. Programme development and delivery for NESCol students and commercial clients and stakeholders is also contextualised with this market intelligence.

NESCol's support of the apprenticeship family will create 178 new Foundation Apprentices across accountancy, business skills, civil engineering, construction, creative and digital media, engineering, hardware and system support, scientific technologies, social services, children and young people, social services and healthcare, and software development. In addition, the College is actively recruiting Modern Apprentices against the AY2021-22 contract (which runs April to March) for 172 new candidates across automotive, business and administration, care, construction, engineering, hairdressing, hospitality and transport and logistics. NESCol's apprenticeship programmes help to secure new candidates with local employers – supporting economic recovery - and gives the College the opportunity to deliver up-to-date skills and knowledge along with the meta-skills employers require in today's workplace. NESCol's foundation apprenticeship programmes (Level 4 and 5) provide progression to modern apprenticeships, and, for a number of frameworks, to graduate apprenticeships. The College's close working relationship with RGU ensures alignment of graduate apprenticeship programmes.

The Flexible Workforce Development Fund (FWDF) remains the College's most valued vehicle for commercial delivery. Collaborating with its wholly owned subsidiary, Aberdeen Skills and Enterprise Training (ASET), the College is working with existing and new clients delivering a wide range of programmes including leadership and management, IT and digital, health and safety, mental health and wellbeing, engineering and business and administration. Promotion of this opportunity for employers is being done via direct marketing and through a variety of industry bodies or regional partners including Aberdeen and Grampian Chamber of Commerce, Federation of Small Businesses, SDS and others. With additional resources, there is greater opportunity this year for NESCol to secure more of the £1.9 m regional allocation - although the challenge of securing new contractual commitment while delivering AY2020-21 activity remains a considerable risk for NESCol.

NESCol's longstanding relationship with Shell UK Ltd, is continuing in AY2021-22 with a new cohort of 12 Shell technicians, 129 "Girls in Energy" students and a reinvigorated S2 Skills competition reaching 15 secondary schools (approximately 2,000 pupils) across Aberdeen City and Aberdeenshire. In addition to this, the College has also launched the Shell Digital Passport programme, offering new digital skills for learners who find themselves out of work and unable to function effectively in a digital world. The sponsorship is a great indicator of the strength of relationship between the College and Shell UK Ltd. Candidates completing the programme can access another Shell sponsored programme – "Fast Futures" – an intensive employability programme with high success rates. Similar College-employer partnership arrangements are in place with Vestas (Offshore Wind Technicians) and Clyde Marine (Merchant Navy Officer Cadets).

Relationship building is at the heart of much of what NESCol does as a regional College and it is through the importance of nurturing longstanding relationships that a very generous 6-figure donation from a local businessperson who has invested in the Fraserburgh campus. The funding has enabled an innovative technology centre, with robotic and automation equipment, that will benefit local students and school pupils. The "FutureSkills Centre" will be formally opened this year and will sit alongside our "Fujitsu Innovation Hub".

Within NESCol's commitment to support its business and communities, are a range of partnerships which help to protect some of our more vulnerable regional groups. This provision helps to ensure equality of opportunity in areas which can often be neglected. The College's partnerships with Aberdeen Foyer, Project Search (UofA) and the regional Community Planning Partnership (CPP) offer learning experiences and progression opportunities for candidates at different stages of their learning journeys. With Aberdeen Foyer, the College co-delivers a number of employability programmes for candidates who have often not engaged in school or been impacted by turbulent home lives. A new initiative this year has seen £29 k secured from the Tackling Child Poverty Fund and this will enable the delivery of two Foyer Families cohorts. This innovative programme encourages family friendly hours and support while upskilling adults and children as a family unit.

Project Search is an international transition to work programme committed to transforming the lives of young people with learning disabilities and Autism. This supported learning and internship opportunity for 12 candidates per year has a high success rate in securing long-term employment which would otherwise have been difficult to achieve. The programme delivered a near 90% success rate of placing candidates in employment last year and we will look to continue the progress the team is making along with UofA, Values Into Action Scotland (VIAS), SDS and the two local authorities.

The University of Aberdeen Medical School and NESCol are in receipt of Scottish Government funding to support an innovative access programme to their MBChB medical degree programme. The first cohort was recruited in AY2017-18 and there has been an intake each year since then, with funding secured until AY2022-23. Students are recruited from groups traditionally poorly represented in medicine, fulfilling criteria such as rurality, SIMD postcode, first generation university and care background. The complete a pre medical school year, the first half of which is spent at NESCol consolidating their science and they move on to medical school courses in January. Successful completion of the course and UCAT testing allows the students access to the first year of the MBChB degree. Eighty-two students have entered over the first 4 intakes, retention and progression rates have been excellent.

Our English for Speakers of Other Languages (ESOL) provision delivered along with the Community Planning Partnership will see some new challenges emerging in the year ahead as it looks to support existing communities with their language needs as well as Afghan evacuees looking for opportunities to upskill to work within the communities of Aberdeen and Aberdeenshire. These learners all have different abilities and so programmes have to be tailored to suit. Our provision offers learning opportunities from the most basic 'cafe conversations' through to full time advanced programmes, so candidates are well-catered for in terms of provision and progression.

CONFIDENT AND HIGHLY CAPABLE – WORK-READY - GRADUATES

Ensuring that all students, regardless of their background or personal circumstances, are provided with opportunities to develop the skills necessary to be successful as confident, resilient and highly capable work-ready graduates, is at the heart of all that we do at NESCol.

The world of work is changing and along with it, the suite of knowledge, skills and attributes that graduates must possess to thrive in a highly complex and ever-changing work environment. Technological, societal and environmental innovations and disruptions are rapidly transforming a wide range of industries across the world, and these changes are being felt particularly acutely within the North East of Scotland where a combination of BREXIT, COVID-19 and the increasingly urgent need to transition our society away from oil and gas to green and renewable sources is fundamentally affecting the economic landscape, and as consequence, wider society as a whole.

NESCol understands the importance of delivering a curriculum that is employer-informed and explicitly designed to address the unique needs and skills demands of the region, ensuring a pipeline of high quality, technically skilled graduates who possess a broad schema of essential knowledge and understanding. One of the defining characteristics of the student experience at NESCol is the way that qualifications are designed and delivered to place the development of essential domain, core and higher order meta-skills front and centre.

All qualifications at NESCol are designed with substantial employer input and industry insight, and are shaped further via close partnership work with our students. By engaging directly and working closely with key regional stakeholders the College is able to ensure that all students are provided with opportunities to develop their work-readiness via regular access to work-placement, work-experience, simulated industry environments and practical hands-on learning using industry-standard equipment and resources. NESCol believes strongly in the vital role of hands-on learning, and the value provided by expert direct instruction and time spent engaged in deliberate practice enabled via placement and on-campus attendance. This philosophy has strengthened during the COVID-19 pandemic and associated campus/workplace lockdowns where the lack of access to campuses, peers, College staff and the workplaces has had a detrimental impact on the student experience.

That is not to say that the College does not see digital, blended or online learning as important elements of current or future provision, indeed NESCol has been at the leading edge of digital learning within the College Sector for well over 10 years. Because of this early commitment to digital learning NESCol was particularly well placed to respond to the pressures of the COVID-19 pandemic. Through our previously mentioned BYOD and “Digital Futures” initiatives, the College had already made considerable investment in our IT infrastructure, student access to devices, online resources and in the digital capabilities of our staff and students.

Indeed, NESCol strongly believes that high-level digital skills are the essential underpinning skills for the current and future world of work and so the development of high-level digital skills is integral to and embedded within every course that the College offers. Use of tools such as the JISC digital capabilities model and the CDN Digital Standards for Lecturers in Scotland’s Colleges have enabled the College to ensure that all students are supported to develop key capabilities that will enable them to work, communicate, create and collaborate safely and confidently online.

Central to ensuring that all NESCol graduates are confident and fully prepared to transition to their next level of study or enter the workplace is investing sufficient time in raising their awareness of the wider world and expanding their personal development and employability skills. To ensure consistency and alignment in this approach across all qualifications, NESCol has designed a bespoke stand-alone module, entitled “Academic and Personal Skills Development”, that is aligned to SCQF levels 4, 5 and 6 that is integrated into all FE programmes of study. This mandatory 3-credit module was centrally designed as an “off-the-shelf” product that all academic teams can customise to support contextualised delivery of essential personal and employability skills development. Its integration within all programmes of study helps ensure that sufficient focus is dedicated to the delivery of these skills and provides Lecturers with the essential ring-fenced time that they need to ensure that all students have access to vital employer, peer, group and one-to-one support and guidance.

NESCol works very closely with local authority, third sector and national skills agency partners to address and respond to the skills and training needs of the region and is represented across a wide range of key regional economic, community and skills groups. The College co-chairs the Regional Skills Partnership and is working closely with private sector catalysts, “Opportunity North East” and “Energy Transition Zone” to ensure that NESCol graduates possess the range on industry knowledge, skills and experience so vital in supporting economic recovery within the region and across the country.

KNOWLEDGE EXCHANGE AND INNOVATION

NESCol is committed to working collectively with partners across higher, further and tertiary education to support strategic and operational knowledge exchange, best practice sharing and innovation.

This is demonstrated via our willingness and enthusiasm to engage with local and national groups, including the Scottish Government, SFC, Education Scotland and Colleges Scotland to influence and co-design national strategies, policies and procedures aimed at supporting the sector (and society more widely) through the pandemic.

Through national entities such as the College Principal’s group, Curriculum Vice-Principal’s group, the Quality Manager’s group, the Finance Director’s group and the Business Development Director’s group, members of the NESCol Leadership Team play a leading role in sharing good practice and shaping the national approach taken by the SQA, SFC and Scottish Government.

Our legacy of proactive engagement and collaboration with key schools and university partners has placed the College in an ideal position to lead on the development of new and innovative models of tertiary provision and it is hoped that NESCol will be able to play a leading role in supporting SFC work in this area.

COLLABORATION

As already mentioned, the North East of Scotland faces an unprecedented and unique challenge as a consequence of the combined impact of the COVID-19 pandemic, continued disruption caused by BREXIT and the downturn of the Oil and Gas Industry.

Whilst these issues are all very different in the way in which they affect the region, with some, such as the shift from oil and gas to renewable and greener forms of energy production actually presenting tremendous opportunities, it is clear that effective collaboration between local authorities, educational institutions, the third sector and industry will be essential in safeguarding the future success and prosperity of Aberdeen City and Aberdeenshire.

NESCol is very much committed to working in partnership to address these challenges and ensure the creation and development of a broad yet focused portfolio of sustainable, employer-informed skills pathways for those progressing from school, looking to re-enter the workplace or for those currently employed looking to diversify or update their skills set. The College engages regularly with a wide range of key industry partners to ensure that our curriculum continues to meet the needs of employers, is tailored to address skills deficits or industry demand within the region, and provides opportunities for those facing redundancy as a consequence of the current economic situation.

A key collaborative project for NESCol in AY2022-23 is the development of NESA, a formal partnership between the College, RGU, OUA, SDS and Energy Transition Zone Ltd (ETZ). This new alliance is unique within Scotland and is intended to provide the energy industry with a clear gateway to access bespoke qualifications, training and skills development, and the research and development expertise required to train workers for the energy transition. The NESA will build upon established foundations for analysing the opportunities in the green energy transition and is a key part of the ETZ in Aberdeen, which is being earmarked for land next to the new £350 m South Harbour. The work is supported by ETZ who have secured over £80 m in UK and Scottish Government funding.

Intensifying and developing our strategic relationship with RGU is also a major priority for AY2022-23. Both NESCol and RGU have now formally agreed to establish a joint steering board to oversee a programme of work aimed at improving partnership across a number of strategic themes including widening access, curriculum delivery and schools engagement. The planned programme of work will seek to enable a more effective and joined up approach to articulation that will improve coherence of offer and sustainability of provision within the region. This will ensure smoother and more seamless transitions for students from school, through college to university and the workplace, and will better align the regional apprenticeship “family” of qualification on offer across both institutions.

In addition, the College has continued to collaborate effectively with Aberdeen City and Aberdeenshire local authorities across a range of key essential themes including child services, education, economic recovery and health and wellbeing. The College has contributed to the development of key Locality Outcome Improvement Plans and the creation of several improvement charters aimed at supporting strategic intervention across the region.

Recently the College has strengthened its relationship with the Department for Work and Pensions (DWP) and now has staff from the agency based within the Aberdeen City Campus. This aligns well with the collaborative work already underway with SDS which sees their advisors working from within the College’s Students Advice Centres.

NESCol is also playing an active role in national collaboration and is working closely with the Scottish Qualifications Authority (SQA) in the development of the Next Generation of Higher National Qualifications. With representation on the National HN Next Gen Steering Board, as well as leading on the development and piloting of two of the new courses the College is ideally placed to help shape the future direction of these world class and renowned qualifications.

CLIMATE EMERGENCY

The College continues to make significant progress in addressing the climate emergency. 2020 was the final year of operation under the College's Carbon Management Plan 2015-2020, which delivered a 33% reduction in greenhouse gas emissions from the 2010-11 baseline. In June 2021, The Regional Board approved a new carbon management plan covering the years 2020-2025, with the goal of delivering a further 50% emission reduction over that period, and aiming for Net Zero by 2045.

Externally, the College has representation on the College Development Network Climate Emergency Expert Panel, and continues to engage pro-actively with the Environmental Association of Universities and Colleges (EAUC), including board membership and attendance at COP26. It is also a partner in the National Energy Skills Accelerator and closely engaged with the North East Energy Transition Zone and the North East Scotland Hydrogen Ambition Board.

For AY2021-22, the College is undertaking a number of specific actions:

- The College has secured grant funding to take forward a number of specific estates projects which will reduce its CO₂ footprint, in particular the installation of Solar PV panels and extending the use of LED lighting. The College also intends to undertake feasibility studies on a range of other carbon reduction projects.
- In terms of biodiversity, the College has engaged with the Queen's Green Canopy project to plant trees at the College's Fraserburgh, City and Altens campuses.
- September 2021 carried the theme of Sustainability under the College's Respect agenda, with a number of student-led initiatives taking place.
- The College intends to achieve Fair Trade status by July 2022.

CLOSING STATEMENT

NESCol has an integral role in realising the ambitions of the North East Regional Economic Strategy. The College, anchored in Aberdeen and Aberdeenshire with a commitment to shaping the workforce of the future, is proud of its role in the evolution of traditional industries and excited by the opportunities presented by new and emerging sectors.

An engaging, supportive and inclusive learning environment is at the heart of a College experience designed to give every student the opportunity to fulfil their potential in employment and in life as we work together to build a vibrant, innovative and sustainable future.

College Outcome Agreement Impact Framework: Supporting Data									
	Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A	Credits Delivered (Core)	132,327	137,897	135,312	135,125	130,069	131,296	130,596	129,280
	Credits Delivered (ESF)	0	3,898	2,881	1,140	2,154	2,433	2,525	2,635
	Credits Delivered (Core + ESF)	132,327	141,795	138,193	136,265	132,223	133,729	133,121	131,915
B	Volume of Credits Delivered to 10% most deprived postcode areas	6,257	6,587	7,130	2,928	2,813	2,597	2,371	2,374
	Proportion of Credits delivered to 10% most deprived postcode areas	4.7%	4.6%	5.2%	2.1%	2.1%	1.9%	1.8%	1.8%
C	Volume of credits delivered to care-experienced learners	16	982	1,314	1,210	1,296	5,332	8,534	2,111
	Proportion of credits delivered to care-experienced learners	0.0%	0.7%	1.0%	0.9%	1.0%	4.0%	6.4%	1.6%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	154	277	425	553	567	802	566	620
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%	56.6%	62.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	2,459	2,800	2,649	2,704	2,663	2,564	2,118	2,377
	Total number of FTFE students	3,973	4,152	4,001	4,058	4,112	4,151	3,741	3834
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%	70.10%	72.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	5,481	4,142	4,156	3,018	4,118	4,223	4169	4,104
	Total number of PTFE students	8,809	5,827	5,837	4,371	5,687	5,753	5944	5,700
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%	71.2%	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	1,832	1,662
	Total number of FTHE students	2,616	2,724	2,847	2,634	2,460	2,420	2,574	2,308
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%	81.1%	81.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	1,293	1,245	1,025	744	599	467	462	348
	Total number of PTHE students	1,561	1,554	1,280	936	834	698	570	430
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	600	673	817	772	675	587	535
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	411	485	528	453	456	394	364
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	-	68.5%	72.1%	64.6%	58.7%	67.6%	67.1%	68.0%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	2,268	2,517	2,467	2,550	2,527	2,169	2,051	
	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	2,037	1,928	
	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%	93.9%	94.0%	
	Total number of full-time HE college qualifiers (in confirmed destinations)	1,030	1,177	1,269	1,171	1,065	982	1,000	
	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	916	940	
	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%	93.3%	94.0%	
H	Percentage of students overall satisfied with their college experience (SSES survey)	-	90.6%	90.9%	N/A - see note	93.3%	n/a	86.9%	90.0%

Please note that figures for 2020-21 are impacted by the COVID-19 pandemic and may not be directly comparable to other years

This is the final draft of the College's Self-Evaluation for AY2020-21, to be presented the Regional Board for approval on 15 December 2021. An Enhancement Plan will be included, following approval by the Regional Board.

APPENDIX B - COLLEGE SELF-EVALUATION AY2020-21

INTRODUCTION

North East Scotland College (NESCol) is committed to continuous quality improvement. The College recognises that the management of quality is the shared responsibility of every member of staff, with quality improvement processes supported by the collaborative working of cross-College teams. The College serves an extensive geographical area, with three main campuses – two in Aberdeen and one in Fraserburgh and a presence in regional centres. This Report evaluates the provision and services offered by NESCol highlighting the positive aspects of service despite the challenges faced by the COVID-19 pandemic. Areas for improvement are outlined in the College's enhancement plan **(Refer to pages – to be added following approval by Regional Board)**

OUTCOMES FOR STUDENTS

FAIR ACCESS AND TRANSITION

NESCol entered AY2020-21 with an unclear and uncertain vision of what lay ahead. Measures to keep staff and students safe were still in place, e.g., social distancing, wearing of face coverings, and hand sanitising, which meant that many services and delivery models had to be further adapted. Attracting students to our programmes was harder as the College was unable to give any guarantee on which delivery model to use other than it being blended. Some courses planned for 100% remote delivery, while others retained some on campus activity but at a level well below the norm. More school pupils decided to stay at school, around 300 across Aberdeen City and Aberdeenshire, rather than leaving and continuing their studies at College. Changes in staff within the Schools Team will allow a new structure to be designed and a new approach to working with local authority schools.

Activities to keep applicants engaged had to be redesigned, and monthly communications were introduced highlighting actions that applicants should be undertaking or services they should be investigating. This was found to be useful to applicants to ensure they were better prepared for College by the start of the session. "Ready, Steady, Study" sessions were also offered to small groups of students who were concerned or anxious about starting College. These sessions were delivered partly online but also included a guided tour of campus, where possible. Planning for AY2020-21 commenced assuming that induction would be not conducted in person on campus, therefore a new Induction course was produced and made available on Blackboard, the College's Virtual Learning Environment. In the main this was welcomed by students, telling the College that they found it useful and informative, especially the virtual tours done as many had been unable to visit the campuses. Feedback received from returning students found some aspect of the induction repetitive and at times unnecessary.

Despite being a difficult year, credit target was exceeded and deferred activity from AY2019-20 was completed in AY2020-21 which contributing to the target. Business Community Development delivered an increase of around 4000 credits. This included Flexible Workforce Development Fund (FWDF) activity as well as an increase in Distance Learning credits from 11,000 to 15,000 which was understandably a popular area. Credits delivered to SIMD10 decreased slightly from 2,597 in AY2019-20 to 2,371 in AY2020-21,

and remain a small proportion of credits delivered (1.8%). Building relationships with local schools and stakeholders who work with residents of deprived areas will help the College to increase this delivery.

The Student Advice and Support team introduced a new named contact for Care Experienced students. A new group was formed, instigated and run by Care Experienced students which provided feedback and suggestions for improving support to this category of students. The College still have issues around students understanding the question around Care Experienced which has resulted in 8,534 credits being delivered to this group, an increase of over 3k credits from AY2019-20. The wording and style of the question will be reviewed for AY2021-22.

The number of senior phase pupils on vocational qualifications dropped significantly in AY2020-21 to 566 from 802 in AY2019-20, due to many pupils choosing to follow school-based subjects rather than take college courses which were all delivered remotely.

The number of students articulating to degree level courses has decreased over the last 3 years with a drop of over 50 students in AY2020-21 compared to AY2019-20. The number articulating to degree level course with advanced standing also decreased by over 50 students. There is no doubt that the effects of COVID-19, including the reliance on remote delivery and the uncertainty of fee support for EU nationals due to BREXIT have impacted on this.

HIGH QUALITY LEARNING, TEACHING AND SUPPORT

Academic year 2020-21 proved to be a very challenging one. In accordance with government restrictions to control COVID-19, the year began with limited campus access but this was withdrawn in January and then partially reinstated in March. As the COVID-19 circumstances evolved, advice on assessment arrangements for Scottish Qualifications Authority (SQA) qualifications and others was revised during the course of the year, meaning that approaches to programmes, learning and teaching and assessment were under constant review. This impacted on teaching, requiring frequent changes to approach and resulted in uncertainty and associated anxiety for both students and teaching staff.

Whilst FE and all PT enrolments fell in AY2020-21, FT HE enrolments actually increased slightly on AY2019-20. FT FE enrolments were affected by a lack of confidence in skills-based courses which were compromised by restricted access to College practical facilities. FT HE enrolment actually increased, these courses are less skills dependent and were therefore more readily adapted to online learning. Despite the circumstances, early retention was strong, with withdrawal rates below previous years. This was as a result of determined and organised efforts of teaching teams to keep learners engaged and strong support services available where applicable.

However, complete success rates were lower for all but PT HE students. This group was artificially affected by some full time students returning from AY2019-20 to complete and so is not directly comparable to previous years. Full time further withdrawal was slightly higher than in previous years, particularly for FE students, where maintaining engagement online was a particular challenge. In addition, partial success rates were significantly higher for all FE and for FT HE students. Much of this is due to deferred activity which it was not possible to complete in year and so complete success for a significant proportion of these students is likely to be attainable following a return to College in AY2020-21. **(Refer to table 1 on page 12)**

The Scottish Funding Council (SFC) set a sector target of 50% participation rate for the Student Satisfaction and Engagement survey (SS&ES) for FT FE and HE students. Despite the very challenging circumstances, student participation improved by 7% for FE and 8% for HE, exceeding the SFC target. Although satisfaction rates decreased in comparison to AY2018-19, FE 2% and HE 5%, the satisfaction rate is still higher than the national figure, exceeding by 3% for FE and 7% for HE. It is also worth noting that the College exceeded the response rate in comparison to the Sector by 21% for FE and 17% for HE students. **(Refer to table 2 on page 12)**

This reflects very positively on the considerable efforts by staff to engage and support their students. Student feedback was collected and staff focus groups were held to gather feedback on the learning and teaching experience. In addition, a self-evaluation exercise was undertaken by Heads of Faculty to review their online timetabling, course organisation and course delivery at the mid-point of the year. This enabled the formal measuring of progress and identification of improvement actions “in year”. A specially revised self-evaluation process was implemented at the year end to take account of the extraordinary circumstances. A particular emphasis was placed on professional discussion and inclusion of all views, with more concise reporting. This thorough review and evaluation of their own team’s individual KPIs and key student and staff feedback facilitated the creation of individual enhancement plans which address areas for improvement.

The health and safety of students and staff was at the heart of all decision making. Whilst restricted access to campuses meant significant compromise for a large number of students - particularly those enrolled on skills-based programmes - staff were supported to deliver amended programmes of study and assessment methodologies. The College developed an internal “Framework for Curriculum Planning and Delivery” to assist teaching staff with adaptations to their approaches to learning and teaching under the changed circumstances. It provided guidance on how to plan, design and deliver blended learning. This was supplemented with specific staff development in the form of a mandatory “Teaching Online” course, which was produced and supported by internal support colleagues following extensive research and development. A range of more detailed courses on the Virtual Learning Environment, Office 365, Remote Working/Teaching Tools and Online Assessment was also made available. These were internally devised and supported by the Learning Technologies team and were supplemented with online learning courses on the “Linked In Learning” platform. The digital learning and online tools course on this platform were well used – in all staff viewed 1,186 courses, 6,938 videos and completed 240 courses. In addition, the Learning Technologies team provided support, training and guidance on 2,878 occasions during AY2020-21. A development week took place in February 2021 which allowed staff to attend training on topics such as Digital Accessibility, Content Collection, VLE Assignments and Office 365 tools. Providing this considerable support for blended delivery was a critical investment for the College in enabling the rapid transition to blended delivery and is reflected in student satisfaction feedback and outcomes.

As a result, staff did an excellent job under these extraordinary circumstances in keeping students engaged and in completing programmes. The numbers deferred were low, with the vast majority of students provided with the opportunity to complete their course on time. Nevertheless, despite the best efforts of teaching teams, the complete success rates for AY2020-21 compare unfavourably with previous years - with the exception of PT HE outcomes. Given the conditions teams were working under, however, it is notable that PIs were not more significantly impacted than they were. For FT students across the full range of disciplines, the year was significantly disrupted by COVID-19 restrictions. Despite this, early retention was excellent, with more students being kept on course for longer. For some students, entire courses were

delivered online; some students had a mix of online and in–College but for those with a significant dependence on practical skills development there was very limited opportunity for practice.

Overall, the experience was significantly compromised from previous years, even from AY2019-20 when restrictions were limited to the last quarter of the year. For those students whose courses were delivered completely or predominantly online, there was excellent progress in the early stages, but the sustainability of this approach proved challenging over the longer term. Students had less opportunity to access peer support, staff expertise. Low morale and social isolation were factors and it was challenging to keep students motivated in isolation. Whilst staff tried hard to keep in touch with vulnerable individuals this proved difficult in the absence of any personal or peer direct contact and whilst staff were similarly isolated. The impact was greater for FE students, they were in general less well adapted to independent, online learning than those on HN programmes and the FE courses also tend to have more practical, skills-based learning which was not possible to replicate effectively online.

Following the lockdown period January to March, when limited campus access was made possible, some difficult decisions had to be taken in relation to which groups would be prioritised. Those in work or priority industries such as construction and energy were given campus access in preference to, for example, sports students. Limited capacity meant that not all students would be able to have sufficient access to complete their programmes in the time available. This is reflected in the number of programmes where students have deferred outcomes – practical activity has been carried over into AY2021-22 and so they will have priority access to practical facilities to allow them to complete. This will mean that outcomes will improve as these completions are recorded. These are principally in FE courses but there are also some HE students who required access to placement to complete. These have now been possible to arrange and being undertaken at present. FT FE success would be anticipated to rise to approximately 55% and HE to 69% on completion of these deferrals, although some will take a full year to process.

The improvement in PT HE is largely driven by a significant improvement addressing a particular issue in AY2019-20 in Engineering and Computing which brought down the outcome for that year and through the unusual inclusion of some deferred students resulted in AY2020-21 in Hospitality and Leisure. The number of enrolments in PT FE is significantly lower in AY2020-21. The overall drop in success is due to loss of a range of successful PT courses which it was not possible to run in AY2020-21 and through a significant rise in partial completions where students were not able to complete whole programmes disrupted by lack of access to on campus facilities.

Areas of good practice identified by this process have been noted and plans for sharing are in progress.

To support students with their mental health and wellbeing, and reduce feelings of social isolation, the Student Advice and Support Team, in partnership with the Students' Association and others, continued to deliver the Virtual Café. These weekly sessions provided a safe space for students to come together virtually to chat, socialise and bond peer-to-peer, and boasted a varied schedule of events including virtual escape rooms, geocaching activities, popular games such as 'Among Us', quizzes and more. Working in partnership with external agencies such as the Scottish Association for Mental Health (SAMH) saw the delivery of 'DIY Guide to Self-Care' and 'Suicide Awareness' sessions, which complemented the existing suite of support services offered as part of the whole-college support model, 50 attendees were present at each session, consisting of a mix of staff and students.

An addition to the support services for AY2020-21 was the introduction of student counselling through Aberdeen Counselling and Information Services (ACIS) which forms part of Mental Health Aberdeen, a local charity that provides counselling and information services to school age children, young people, and adults

in the North East of Scotland. Over 600 hours of sessions were delivered last academic session for 90 students who were referred and engaged with the service. All delivery was conducted online and due to demand the counselling provision was increased in March 2021 which also resulted in coverage Monday through Friday. There is continual review of the service delivery with regular meetings with the provider, and the service will be expanded as required and according to demand. Provision will also move to on-campus provision although to date requests for online or telephone appointments are still prevalent.

PARTNERSHIP, PARTICIPATION AND STUDENT EXPERIENCE

Student engagement and partnership is at the forefront of all College activity and was discussed regularly across all committees, action groups and weekly Leadership Team meetings. During AY2020-21 the Students' Association was consulted on changes made to processes or procedures, such as Admissions, or introduction of new policies or procedures impacting on students, in the same way Trade Unions were consulted on staff related topics. The Students' Association was represented either by the sabbatical officers or the Student Engagement Co-ordinator. The balance between representation at meetings, and ensuring effective engagement with the student body, is an area for development for the Students' Association. The College will support the Students' Association to manage the balance effectively to ensure the student voice is at the forefront of discussions, and students are at the heart of what the College does.

Regular monthly SEAG meetings held during AY2020-21 provided opportunities for staff and students, including the SA sabbatical officers, to discuss key issues and share information and good practice. Due to staff changes mid-way through the year, there was a time where the Students' Association did not have a dedicated full-time staff member to support them, and this did impact on their ability to progress at the pace they would have liked. With recruitment in April 2021 of a new Student Engagement Manager, that support was reinstated along with a review of SEAG and the way in which it operates. SEAGs effectiveness in supporting and promoting student engagement and partnership is planned for the start of next session.

The College worked closely in partnership with sparqs and NUS Scotland. In AY2020-21 they provided additional support during the time when there wasn't a Student Engagement Coordinator in post. The external support resulted in productive discussions and planning for renewal of the Student Partnership Agreement. In AY2020-21 the class rep training was delivered through an online course which was successful to a point, however there was a lack of capacity within the team to deliver in-class sessions and additional training. By 21 January 2021 only 52 out of 481 class reps who registered for the online class rep training completed it, and there were 562 class reps in total.

LEARNING WITH IMPACT

As part of the whole-college support model, the Student Advice and Support team offered a series of events for transitions support. This included UCAS Week where the College partnered with the local universities to offer transition support and bespoke sessions, as well as sessions from other stakeholders including Skills Development Scotland (SDS). This event took place in November 2020 and was followed up by further events – Enterprise and Employability Week and Virtual Careers Week. This included a series of workshops and information sessions delivered by the Student Advice and Support Team and SDS with participation from local employers, all delivered to help students develop their skills in preparing CVs, interview skills and job searching skills. Live session attendance totalled 191 and the accompanying Wakelet, a content curation platform, received over 750 views. Employer feedback was very positive, and this virtual version was hailed a very successful alternative to an in-person event.

The success can also be measured by employer feedback as all confirmed they would want to be involved in future events. In addition to supporting the aforementioned events, the Robert Gordon University (RGU) also had a regular presence, albeit virtual, to answer questions from students about articulation and university life and were also available to deliver bespoke sessions. This work supported the annual subject-level review meetings to discuss articulation arrangements.

NESCol had a higher percentage of College leavers in AY2019-20 compared to the sector, with 28.9% leavers for SCQF levels 1-6 compared to 23.9% at sector level, and 81.8% leavers for SCQF levels 7+ compared to 66.8% at sector level. Of those leavers, NESCol data was comparative at SCQF levels 7+ for those going into work, 31.3% compared to sector data of 31.5%, and for those listed as unemployed; 6% compared to sector data of 6.5%. However, NESCol did have a higher percentage of leavers progressing to HEI study at 60.5% compared to sector data of 58.8%. This could be attributed to the strong links with RGU and the degree-link programme which offered an articulation route from HN studies directly to year 3 of a degree programme. The data was more comparable at SCQF levels 1-6, with NESCol leavers at 28.9% compared to sector data of 23.9%, and those continuing for NESCol at 71.1% compared to sector data of 76.1%. Of those leavers, NESCol had a much higher percentage of leavers progressing into work, 62.8% compared to sector data of 47.5%. This resulted in those progressing to HEI study being much lower at 16.1% compared to sector data of 27%. **(Refer to images 3 and 4 on page 13)** For next session, taking account of the restructure and new Head of Planning and Academic Partnerships role, consideration must be given to further collaboration on transitions to and from college, ensuring the existing arrangements continue and are developed further.

PUBLIC HEALTH EMERGENCY

As previously stated, the health, safety and wellbeing of staff and students has been one of the College's overarching priorities throughout the emergency period. Essential guidance and advice have been presented to the Leadership, curriculum and support teams throughout the pandemic. Weekly updates on the COVID-19 status nationally, regionally and locally were provided to the Leadership Team. This ensured senior management were regularly informed of compliance requirements aligned to Government guidance, which promoted a safe working environment for all college employees and students. The Leadership Team facilitated monthly online question and answer sessions throughout the public health emergency, this enabled the College to provide updates on the public health situation to staff on how to adapt our delivery and work model. It also provided staff with a direct line to the college leadership team.

Members of College management teams, that included Facilities Management, Catering Manager, and Head of Health and Safety, took part in student lead discussions such as class rep meetings and student led focus group that ran throughout the year. The Students' Association and Trade Unions (EIS –FESLA, UNISON) were regularly consulted, and their views helped shape decisions. Various key teams in the college such as Health and Safety, Facilities Management and Security worked together in preparing the College for a safe return to activities, whilst ensuring adherence to the latest guidance. The College designed and implemented an online COVID-19 reporting mechanism for the collection and reporting of COVID-19 cases. This ensured the college remained fully aware of the effects of COVID-19 on the college community and were able to flex and adjust the course provision to keep staff and students safe. A Test and Protect procedure, and recording mechanism, was developed to capture staff and visitors on campus, this fully complied with the Scottish Government strategy. COVID-19 risk assessments were completed by the health and safety team, this identified the associated risks and put in place suitable control actions and mitigations. This was reviewed and updated on a regular basis throughout the year.

Throughout the COVID-19 pandemic NESCol continued to deliver a comprehensive student learning experience via a range of on-campus, blended and fully online methods. The curriculum teams met weekly to review the latest government guidance and the evolving local situation. This helped plan for the safe level of students that were on campus for in-person teaching. Student numbers on campus were slowly and cautiously increased as the situation allowed, all in line with Government guidance.

EQUALITIES AND INCLUSION

In April 2021, the College, through the work of its Equality Committee and the Leadership team, fulfilled its obligations with respect to the Public Sector Equality Duty by completing an updated Equality Mainstreaming report and refreshed Equality Outcomes. An Equalities KPI report was compiled which detailed student outcomes for each protected characteristic and this, alongside other evidence, was used to inform feedback on the existing Equality Outcomes and the revision of the Outcomes for the next 4 years. A staff Equality Profile; Gender and Ethnicity Pay Gap report and Occupational Segregation reports for gender, disability and ethnicity were also produced, with associated actions. Live KPI data was also available to teaching staff by protected characteristic so that actions could be taken “in-year” if any issues became apparent. Whilst this was helpful as an evaluative tool, it also helped to flag up where, for example, students with disabilities were more likely to be withdrawing and so increased focus could be placed on the support provided to that group to help prevent further losses.

The challenging circumstances of AY2020-21 impacted variably on students with protected characteristics, with some being positively affected and others detrimentally so. A particular focus was placed on students with a disability, given a disability attainment gap of 10% already existed in the College for FT students (rising to 15% for those with a declared mental health conditions). Early indications suggest that attainment rates have fallen for all students but that the attainment gap has reduced to 6 and 10% respectively for FT students with a disability and a specific mental health condition respectively. The numbers of students declaring do not appear to have risen disproportionately although it is recognised that data was collected at enrolment and so conditions may have changed as the year progressed. The relative impact on students with a declared disability suggests that teaching and support staff arrangements to support students took into account disabilities so that most of those with a disability were not disproportionately disadvantaged by the circumstances.

Opportunity for students to report incidents or concerns was enhanced by the introduction of an online “Report and Support” system. Whilst the system was designed for reporting of gender-based violence, it has been demonstrated to be suitable for reporting of other concerns such as sexual orientation or ethnicity-based discrimination.

The College has processed a total of 18 complaints relating to equalities over the last 3 years; 9 in AY2018-19; 4 in AY2019-20 and 5 in AY2020-21. Only 3 were fully upheld, 9 partially upheld and 6 were not upheld. This suggests good understanding and management of equality issues in the college, with low numbers of complaints and a very small number being upheld. Lessons learned from these are shared where applicable.

During lockdown, the College Leadership team met at least once weekly as a crisis management group. Decisions taken by this group on a weekly basis were critical to the ongoing successful management of the situation and an equality impact assessment of decisions taken was considered at the conclusion of each meeting. As staff reviewed policy and procedure, EIAs were completed although a review of these documents suggested some further support would be beneficial to enhance the quality of the assessments.

ECONOMIC RECOVERY AND SOCIAL RENEWAL

RESPONSIVE INSTITUTIONS

The College was guided by a wide variety of labour market intelligence AY2020-21, from sources as outline in the Regional Outcome Agreement. Regular and current information and labour market intelligence helped guide curriculum planning and decision making.

The College's commercial delivery continued throughout the COVID-19 pandemic with support for approximately 250 Foundation Apprentices and 350 Modern Apprenticeships. Like most areas of the country, the North East region was badly impacted by the pandemic but faced a secondary impact in terms of the slow recovery from a depressed Oil and Gas market. As such, some redundancies were inevitable, however the Apprentice Employer Grant scheme was a very welcome development and saw 55 new Modern Apprentices placed with employers across the City and Aberdeenshire. Our Apprenticeship programmes helped to secure new candidates with local employers – supporting economic recovery - and gave the College the opportunity to deliver up to date skills and knowledge along with the Meta-skills employers require in today's workplace.

Through the Flexible Workforce Development Fund, the College worked with existing and new clients during AY2020-21 delivering a wide range of programmes as outlined in the Regional Outcome Agreement. Opening up the fund to SMEs proved helpful and in total, the College was able to support 159 businesses through this fund, securing contractual commitment for £1.323m. The College was also been able to support learners who has been unable to find work in the challenging economic climate. Our relationship with the Department for Work and Pensions (DWP) has seen the College offer programmes in Nautical, Cyber Security and NEBOSH. These short, intensive programmes are often all that holds a candidate back from finding a new career opportunity and supporting their transitions helped to secure a skilled workforce for the North East region.

Forging effective partnerships and relationships with key local stakeholders is at the heart of what the College does and it is through the importance placed in nurturing longstanding relationships that the College received a very generous six figure donation from a local businessman who wanted to invest in the Fraserburgh campus. The funding allowed the College to develop a new technology centre with robotic and automation equipment that will benefit local students and school pupils.

The College's partnerships with Aberdeen Foyer, Project Search (University of Aberdeen) and the regional Community Planning Partnership (CPP) all offered learning experiences and progression opportunities for candidates at different stages of their learning journeys. With Aberdeen Foyer, the College co-delivered a number of employability programmes for 235 candidates who had not engaged in school or had been impacted by turbulent home lives. In AY2020-21 the College's ESOL partnership within the CPP saw 562 learners benefit from a range of language interventions depending on their needs to help them progress in their careers and their social lives respectively. Many of the candidates were Syrian refugees who found themselves in a new country but still suffering from the traumatic experiences of their home country. Being able to communicate in a local language made a huge difference to their wellbeing and life opportunities in the UK.

The economic climate has seen many employers prioritise their own recovery over staff development and this has made it difficult to coordinate training activities that meets their changing needs and

availabilities. Looking forward the College plan to increase resources to allow more engagement with employers and secure the additional funding necessary to maximise economic recovery in the region.

CONFIDENT AND HIGHLY CAPABLE – WORK-READY – GRADUATES

Without access to campuses, practical teaching spaces and work-based learning environments the College's ability to deliver effective direct skills instruction, facilitate frequent deliberate practice, and implement regular formative practical assessment was eroded overnight. The winter lockdown, which lasted from January to May 2021, and the necessary shift to fully-online learning had a highly detrimental impact on our ability to motivate and engage students with their studies, particularly those enrolled on highly practical and vocational qualifications. The College's ability to ensure that these students were able to continue to develop their skills and employability toolkit was undermined considerably as we were unable in many cases to recreate or simulate the practical training and practice required online. This led to a considerable increase in the number of students disengaging from their studies permanently which led to a significant increase in the number of students failing to complete their course.

These issues were not only experienced by our FT FE and HE students, but also by our students enrolled on various work-based and apprenticeship programmes, including our school-based Foundation Apprentices and our Modern Apprentices enrolled across a wide range of industry pathways such as our sector-leading OPITO Technician Training programme. The lack of access to campuses and workplaces, and the inability to provide authentic practical learning and assessment was perhaps most acutely felt by these groups, some of whom did not respond well to online learning for reasons outlined earlier in this report. It is likely that all of this will have a detrimental impact on the region's skills pipeline for the foreseeable future. Not only will it take some time for many students to "catch up" with learning and assessment that they will have missed out on over the past year, but in some instances, students may have been put-off studying particular disciplines as a consequence of the experience that they had during AY2020-21. The College is already seeing signs of this in the enrolment trends for AY2021-22, where a considerable number of young people appear to have elected to stay at school rather than progress to colleges, and in the subject choices that people are making, with demand for applications on vocational disciplines such as hospitality significantly down on previous years.

Despite these challenges, many academic teams did have success in using digital and online technologies innovatively to support the development of key core, technical, Meta and employability skills within their students. The college has gathered many examples of good practice from the curriculum that illustrate how academic teams used technologies such as Blackboard and MS TEAMS to continue to facilitate skills development. One example of such an approach was the Sport and Fitness team, who used social media tools and multimedia technologies to facilitate practical sports instruction within local primary schools. To ensure consistency and alignment in the ongoing delivery of student personal and career development, NESCol designed a bespoke stand-alone module, entitled Academic and Personal Skills Development, broadly comparable to SCQF 4, 5 and 6 and was integrated into all FE programmes of study. This mandatory 3 credit module was centrally designed and supported by the Colleges Student Advice and Support Team as an "off-the-shelf" product that all academic teams could customise to support contextualised delivery of essential personal and employability skills development. Its integration within all programmes of study helped ensure that sufficient focus was dedicated to the delivery of these skills and provided Lecturers with the essential ring-fenced time that they needed to ensure that all students had access to vital peer, group and 1-2-1 support via Blackboard.

During the past year the college engaged regularly with key industry partners to ensure that our curriculum continued to meet the needs of employers and was tailored to address skills deficits or industry demand within the region. Despite the challenges of the pandemic the College's industry engagement intensified during academic year AY2021-21 as academic teams worked closely with employers and third sector partners to maintain continuity of the student experience, and design upskilling and reskilling opportunities for those facing redundancy as a consequence of COVID-19 and the downturn in the Oil and Gas industry

KNOWLEDGE EXCHANGE AND INNOVATION

One of the key positive developments that has emerged within the college sector as a direct consequence of the COVID-19 crisis is the improved way in which colleges are now working collectively to support strategic and operational knowledge exchange and innovation. Please refer to Regional Outcome Agreement for full details.

COLLABORATION

It is widely accepted that the North East of Scotland has been particularly adversely affected by the combined impact of the COVID-19 pandemic, fallout from BREXIT and the downturn of the Oil and Gas Industry. The challenge presented to the region in mitigating against these issues is vast, however similarly substantial is the combined appetite of local government, education, third sector and industry partners and college to combine our power to rise to the challenge of responding to these challenges in a way that ensures ongoing success and prosperity for the North East, the Nation, and its residents.

During the past year NESCol engaged regularly with a wide range of key industry partners to ensure that the curriculum continued to meet the needs of employers and is tailored to address skills deficits or industry demand within the region. Despite the recent challenges of home-working the College's industry engagement intensified during academic year AY2020-21 as academic teams worked closely with employers and third sector partners to maintain continuity of the student experience, and design upskilling and reskilling opportunities for those facing redundancy as a consequence of COVID-19 and downturn in the Oil and Gas industry.

Throughout the last year the College has also continued to intensify and develop its relationship with the RGU and has now formally agreed to establish a joint steering board to oversee a programme of work aimed at improving partnership across a number of strategic themes including widening access, curriculum delivery and school engagement. The planned programme of work will seek to enable a more effective and joined up approach to articulation that will improve coherence of offer and sustainability of provision within the region.

CLIMATE EMERGENCY

The College continued to make significant progress in playing its part to address the climate emergency. AY2020 was the final year of operation under the College's Carbon Management Plan 2015-2020, which delivered a 33% reduction in greenhouse gas emissions from the 2010-11 baseline. In June 2021, The Regional Board approved a new carbon management plan covering the years 2020-2025, with the goal of delivering a further 50% emission reduction, with the target of Net Zero by 2045. In terms of specific, major projects, in November 2020 the College completed the project to link the Aberdeen City Campus to the Aberdeen Heat and Power district heating scheme, saving an estimated 674tonnes CO₂ per annum.

In AY2020-21, the College embedded the UN's Sustainable Development Goals (SDGs) within the self-evaluation process for all curriculum faculties and support services, with each identifying actions they are taking to contribute to environmental and social sustainability and linking each to the relevant SDGs. The College was also one of the first institutions to sign up to the "Race to Net Zero for Universities and Colleges Campaign". The College will embed the principles of this within a new Sustainability Strategy, to be developed in AY2021-22.

Due to the COVID-19 pandemic, the College's Sustainability Committee did not operate as effectively as planned, with curriculum and student-led initiatives being less effective. This will be addressed in AY2021-22, in particular via the Sustainability theme of the Respect agenda, which is a college-wide focus on sustainability pledges, led by an Equalities committee sub-group. The College will also take forward Fair Trade accreditation in AY2021-22. The College again successfully retained the ISO 14001 standard in environmental management in AY2020-21, with no identified actions or non-conformities.

DRAFT

DATA TABLES

HIGH QUALITY LEARNING, TEACHING AND SUPPORT

Table 1 - College Student Outcome Data

Mode of Delivery	Number Enrolled			Early Withdrawal			Further Withdrawal			Partial Success			Complete Success		
	2018-19	2019-20	AY2020-21	2018-19	2019-20	AY2020-21	2018-19	2019-20	AY2020-21	2018-19	2019-20	AY2020-21	2018-19	2019-20	AY2020-21
FT FE	4111	4242	3752	8%	8%	6%	16%	11%	19%	11%	19%	25%	65%	62%	50%
PT FE	14522	12483	11179	2%	2%	1%	2%	2%	2%	22%	16%	27%	74%	80%	69%
FT HE	2381	2343	2575	5%	5%	3%	13%	9%	12%	10%	14%	18%	72%	72%	67%
PT HE	915	794	770	1%	1%	0%	3%	1%	1%	25%	32%	25%	71%	65%	73%

Table 2 - AY2020-21 Student Satisfaction and Engagement survey (SFC Statistics)

Full-time survey response and satisfaction rates with overall college experience AY2020-21

NESCol	Further Education		Higher Education	
	Response Rate	Satisfaction Rate	Response Rate	Satisfaction Rate
AY2018-19	58%	94%	51%	92%
AY2020-21	65%	92%	59%	87%
Scotland	Response Rate	Satisfaction Rate	Response Rate	Satisfaction Rate
AY2020-21	44%	89%	42%	80%

LEARNING WITH IMPACT

Image 3 - Sector Level College Leaver Destinations Data AY2019-20

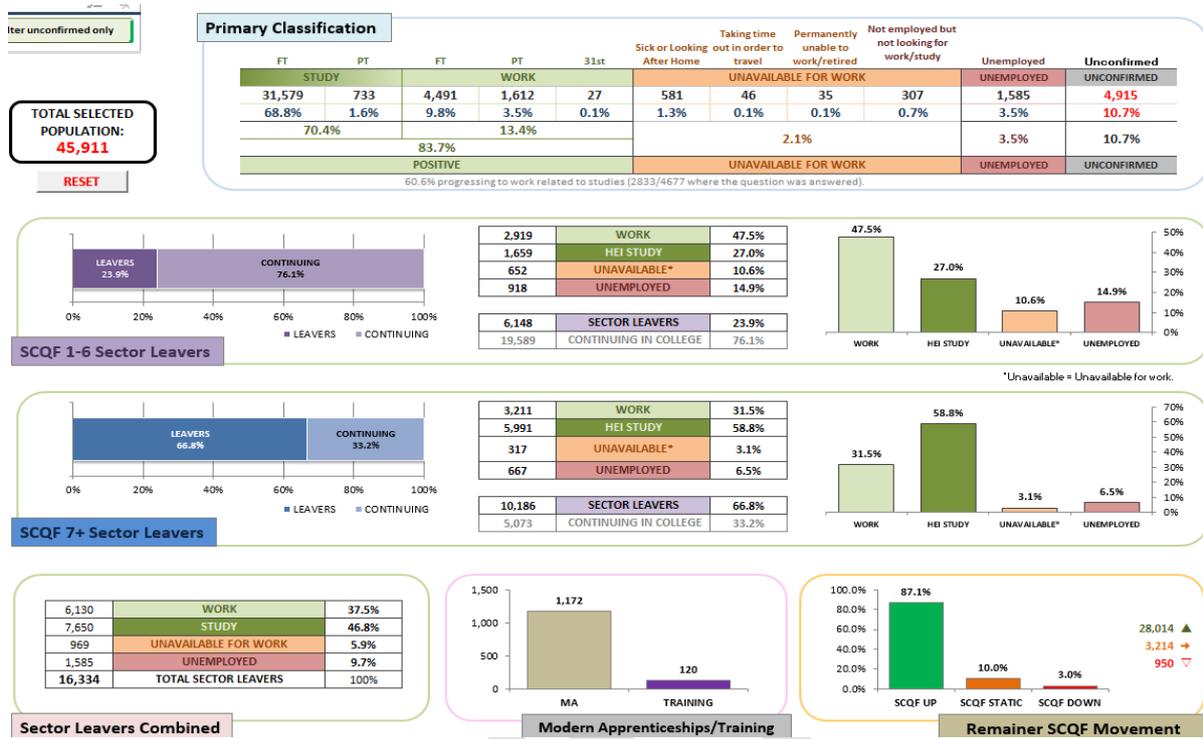
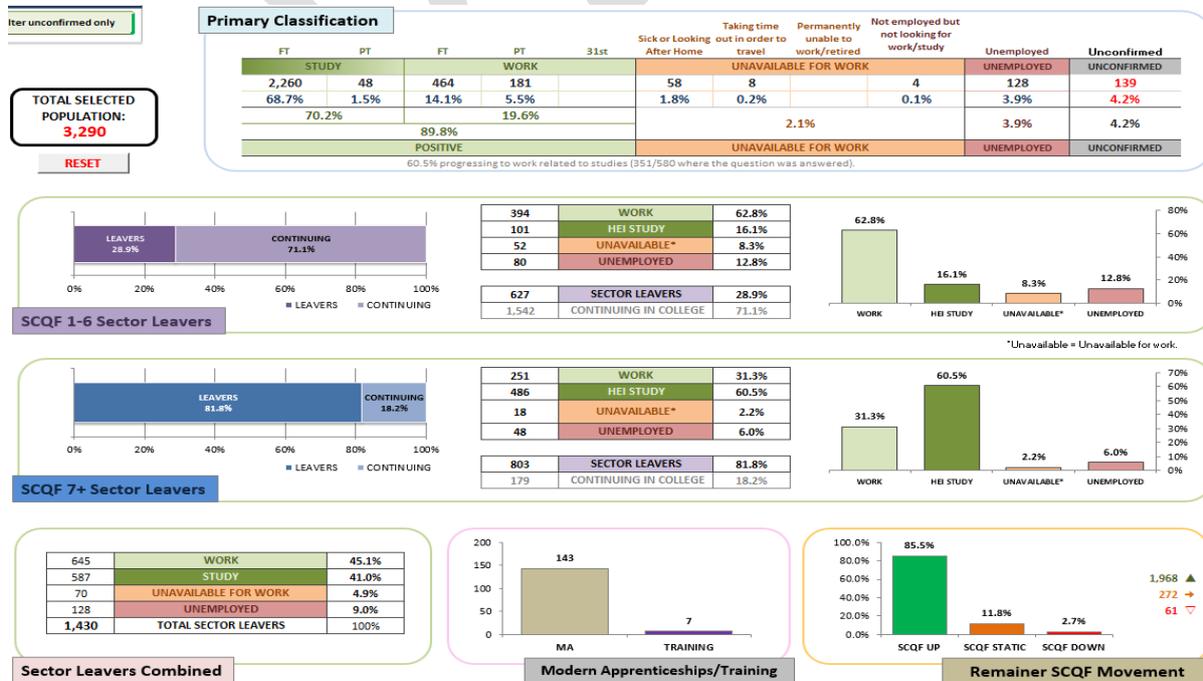


Image 4 - NESCol College Leaver Destinations Data AY2019-20





REGIONAL BOARD	
Meeting of 15 December 2021	
Title: Solar Panels Installation – Award of Contract Ratification	
Author: Peter D Smith, Vice Principal – Finance and Resources	Contributor(s): Colin Brodie, Purchasing Manager
Type of Agenda Item: For Decision <input checked="" type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Regional Board to ratify the approval given, in accordance with the Governance Manual and Chairs Committee Remit for the award of the Contract for the installation of Solar Photovoltaic (PV) arrays at the College's Aberdeen Altens, Aberdeen City, Clinterty and Fraserburgh campuses made via email in October 2021.	
Linked to Strategic Goal: 5. Optimise the use of our available resources to deliver financial and environmental sustainability.	
Linked to Annual Priority: Choose an item.	
Executive Summary: <p>The Scottish Green Public Sector Estates Decarbonisation Scheme was launched on 17 June 2021, inviting public sector entities to bid for funding to support energy efficiency and zero carbon heating in Scotland's public buildings. Further detail available here: -</p> <p>https://www.gov.scot/publications/scottish-green-public-sector-estate-decarbonisation-scheme-information-note---june-2021/</p> <p>The College entered bids for four projects and was successful in them all, being awarded a total of £1,860,716. The largest project, attracting £1,690,270 will fund the installation of Solar arrays on roof spaces at the Aberdeen Altens, Aberdeen City, Clinterty and Fraserburgh campuses, saving an estimated 197tonnes CO₂</p>	

and £152k per annum. The grant award is conditional on the project being complete by 31 March 2022.

The attached paper summarises the outcome of the competitive tendering exercise to award the contract for the installation and of the panels, inclusive of five years' maintenance. The total value of the contract £1,142k, with the preferred bidder being AES Solar.

Recommendation: I recommend that the Board ratify the decisions made via email and award the contract for Solar PV installation to AES Solar.

Previous Committee Recommendation/Approval (if applicable):

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:



REGIONAL BOARD	
Meeting of 15 th December 2021	
Title: Priority Enhancements Initiatives	
Author: Neil Cowie	Contributor(s): Leadership Team
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To update the Regional Board on the progress made on the Leadership Teams Priority Enhancement Initiatives.	
Linked to Strategic Theme: This paper relates to all Strategic Themes with the Colleges Strategic Plan. Choose an item.	
Linked to Strategic Risk(s): <i>Insert relevant risk reference number</i>	
Executive Summary: At the previous Regional Board meeting (6 th October 2021) a paper was presented detailing a list of proposed Priority Enhancement Initiatives that the College's Leadership Team wished to progress during the course of the AY 2021-22. These initiatives replace what had previously been known as 'annual priorities' and aim to assist in fulfilling the College's improvement ambitions. In line with the discussion at the previous Regional Board meeting the list of agreed initiatives has been moderately streamlined. Progress updates have also been provided - within the attached paper - by Leadership Team members on all the initiatives now implemented.	
Recommendation: It is recommended that Regional Board members note, for information, the contents of this paper.	
Previous Committee Recommendation/Approval (if applicable):	
Equality Impact Assessment: Positive Impact <input checked="" type="checkbox"/>	

Negative Impact

No Impact

Evidence: In line with the College's ambitions for improved experiences and outcomes for students, staff and stakeholders, it is anticipated that these priority enhancement initiatives will individually and collectively have a positive impact on those learning and working in, and with, the College.

These Initiatives are aligned to HIGIOC and the national arrangements for assuring and improving the quality of provision and services in Scotland’s colleges. They are intended to address specific issues in-year (although some activity may span multiple years), and are in addition to annually recurring “Business as Usual” activities.

Theme 1: Initiatives to address Leadership and Quality Culture

Initiative	Academic Development Strategy
Lead	Kimra Donnelly
Intended Impact	Develop improved training pathways beyond initial “early-stage” phase. Ensure greater focus on institutional academic development and professional update. Support career development of teaching staff Develop alternative progression pathways in addition to management routes. Improve succession planning. Strengthen skills, confidence and capabilities of academic staff.
Key Outputs	NESCoI Skills profile and GAP analysis. Institutional development road map. Defined role profiles Learning and Teaching “Academy” and associated resources Improved student KPIs and satisfaction data
Progress:	The Skill Gap Analysis will be picked up as part of Workforce Planning. Wider discussions are taking place in December place to determine scope, support and how to resource the Academic Development Strategy.

Initiative	Workforce Planning
Lead	Kimra Donnelly
Intended Impact	Enable informed analysis of internal business drivers and goals as well as the external environment that impacts on the business. Improved business planning More responsive to changes in core business.
Key Outputs	More efficient and better planned establishment Improved decision making relating to workforce planning

PRIORITY ENHANCEMENT INITIATIVES

Progress:	The draft Workforce Planning Framework was agreed in principle by the Leadership Team. The next step is to investigate the easiest way to access the data required. A meeting with IT has been arranged to look at this in December with the deadline of end of January to report back to Leadership Team. From January a Cross College Workforce Planning Working Group will be established to take the project forward.
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Initiative	Leadership and Management Development Programme
Lead	Kimra Donnelly
Intended Impact	Improve confidence and capability of managers at all levels. Ensure all managers are sufficiently empowered and enabled to lead their areas of responsibility Support managers to “give the work back” Identify and nurture talent – improving succession planning.
Measurable outputs	Agreed institutional approach to Leadership and Management. Defined key behaviours and values Clear manager development roadmap and associated strategy Increased number of CMI accredited and chartered managers across NESCol
Progress	A Leadership Behaviors Workshop, facilitated by CDN is taking place with the Leadership Team in December. The outcome of the workshop will further inform the design of the Leadership Programme. Management development courses are also currently being designed with Budget Management and Absence Management ready to launch in January 2022.

Initiative	BCD Growth and Development
Lead	Duncan Abernethy
Intended Impact	Increase commercial Income across all college centres. Reduced reliance of SFC grant. Increase FWDF activity and associated income. Review and refine team composition ensuring that all areas are sufficiently resourced to ensure maximum impact. Refresh and update product offer to attract broader customer base.
Key outputs	Increased commercial income. Increased business development capacity. Improved FWDF margin Enhanced product portfolio.

Progress	Exec Team has approved the recruitment of a Remote Programmes Manager and job has now been advertised. Recruitment is expected to be completed by end of January with a new candidate in place by end of February. This will improve the capacity for the Business Development Manager to focus on FWDF activity. Meantime BCD is moving its remote programmes from NCFE to TQUK (awarding body) which will reduce costs and improve the certification process. TQUK certification is expected to commence in February 2022.
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Theme 2: Initiatives to Support Delivery of Learning and Services to Support Learning

Initiative	Introduction of a new Commitment Accounting System
Lead	Jim Kirkwood
Intended Impact	Ensure real-time budget-usage information is available to managers. Prevent unauthorized or unintended overspends Improve control and rigor of institutional oversight.
Key outputs	Introduction of new P2P system. Improved processing efficiency and accuracy. Improved awareness and understanding of budget position.
Progress	Decision taken for ASET to act as the test for the P2Pay system and its links with SUN accounts, prior to rolling it out to the College. Snags have been discovered with transferring the data that needs to be resolved by the contractor. Training won't commence until the system is operational and tested.

Initiative	Development of National Energy Skills Accelerator Partnership
Lead	Robin McGregor
Intended Impact	Formation of strategic partnership between NESCol, RGU, UofA and SDS Creation of "one stop shop" for industry to access courses, skills development programmes and R&D capabilities to train workers for the energy transition. Will build upon established foundations for analysing the opportunities in the green energy transition. Grow the NE as the go-to UK destination for green energy training.
Key outputs	Reduce competition between institutions. Increased commercial funding and sponsorship opportunities. Attract inward investment to the region

PRIORITY ENHANCEMENT INITIATIVES

	Highly skilled workforce ready for new jobs in green energy Seamless pathways between institutions Improved skills pipeline from school to workplace.
Progress	Detailed update provided to C&Q Committee. MoU signed with key commercial partners Scottish Power and Sotregga. Work ongoing to establish brand identity, logo and website.

Initiative	Energy Transition Zone
Lead	Robin McGregor
Intended Impact	Establish strong links with ETZ Ltd. Position NESCol as key partner with the ETZ Position Altens Campus as key site for education and training within ETZ and wider community. Support ETZ to build strong community partnerships.
Key outputs	Increased activity at Altens campus External investment in Altens resources and facilities for student and wider business/community use. Improved stakeholder and community relations within ETZ and local community Development and delivery of new training provision relevant to ETZ.
Progress	Detailed update provided to C&Q Committee – work underway to identify opportunities to develop new facilities and resources at Altens campus. Proposal submitted to ETZ and site visits underway.

Initiative	Strengthening of NESCol - RGU Partnership
Lead	Robin McGregor
Intended Impact	Intensify relationship between RGU and NESCol. Identify and develop new and innovate areas for partnership, co-design and delivery. Simplify the learner journey, improving awareness of the degree link pathways available within the region. Reduce risk of competition between institutions. Identify opportunities for shared services and efficiency saving. Key developments across three areas of activity (initially): <ul style="list-style-type: none"> 1. Schools marketing and communications 2. Joint curriculum development 3. Widening access and articulation
Key outputs	Simplified approach to application and recruitment Joined up approach to marketing and promotion.

	<p>Joint School engagement strategy/plan Shared resources. Joint Portfolio Review Shared data and insights Apprenticeship family development roadmap Curriculum Pilots Creative degree top ups Shared approach to Academic Development</p>
Progress	<p>Key Action groups have met and objectives identified with ownership assigned. Detailed update presentation delivered at Regional Board Strategy Event. Letter sent to SFC making case for project funding.</p>
Initiative	<p>Altens Development - Phase 1</p>
Lead	<p>Alesia du Plessis and Susan Grant</p>
Intended Impact	<p>Improve student success and student experience at Altens campus Increase recruitment and footfall on campus Diversify and update curriculum portfolio Improve teamwork and culture. Increase staff involvement in campus management Strengthen quality of curriculum offer Develop campus facilities and infrastructure</p>
Key outputs	<p>Improved KPIs Revised working day and timetable Improved staff attendance at meetings and training Increased student support referrals More robust staffing. Improved manager capabilities Reduction in complaints Improve staff satisfaction, morale and engagement</p>
Progress	<p>A small project group has started working on revision of the working day as this is a key catalyst to support change and improvement at Altens Campus. Next meeting planned for 10 December to firm up scope and timelines. Heads of Sector are working closely with Curriculum Managers to develop strong management and leadership of curriculum teams and working with support staff who are now based on-site to enhance the student experience.</p>

PRIORITY ENHANCEMENT INITIATIVES

	<p>People Services are supporting this work by committing to having a member of staff on campus once a week – this will be implemented in the new year.</p> <p>Through Altens Futures, staff and students have had an opportunity to participate or feed into workshops which will inform the Altens Campus Enhancement Plan. The Curriculum Planning Team are focusing on course development and there are plans to do a re-brand and re-launch of Engineering.</p> <p>There was significant investment in renewables but the resources/equipment is in a shared workshop. There are plans to brand this area in line with the new Future Skills Zone branding implemented at Fraserburgh Campus – the team are also reviewing the commercial offering in line with these resources and equipment.</p> <p>To demonstrate investment and commitment to the development of Altens Campus, there is a regular on site presence of the Executive Team, Associate Vice Principals and Heads of Sector. Support teams are also ensuring regular management presence with the Information Services Manager, Student Engagement Manager and Acting Student Advice and Support Manager on campus at least twice a month.</p>
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Initiative	Curriculum Restructure Phase 2
Lead	Robin McGregor
Intended Impact	<p>Clarify and “bed in” key roles and responsibilities</p> <p>Reinforce Professional standards and new CDN digital baseline.</p> <p>Refine and develop academic administrative support systems.</p> <p>Identify and assess key skills and knowledge gaps enabling the prescription and delivery of targeted support and training.</p>
Key outputs	<p>More independent and empowered managers.</p> <p>Role clarity among staff at all levels</p> <p>All staff GTCS registered and engaged in professional update</p> <p>Key role profiles</p> <p>Agreed approach to administrative support.</p>
Progress	CMs and new AIL posts inducted and role clarification activities undertaken. Follow up review to be carried out in block 2. Review of Administration support to be undertaken in January.

Initiative	Development of new Learning and Teaching Vision
Lead	Robin McGregor

PRIORITY ENHANCEMENT INITIATIVES

Intended Impact	<p>Create a vision for learning and teaching for NESCol that describes how we will harness all of the opportunities that new technologies and modern ways of working can bring.</p> <p>Enable staff, students and key stakeholders to co-design qualifications that meet regional need.</p> <p>Ensure the embedding of key digital, meta, core, and workplace skills</p> <p>Provide a framework that helps staff plan effective and engaging student experiences regardless of mode of delivery.</p>
Key outputs	<p>Creation of a NESCol pedagogy/learning and teaching manifesto</p> <p>A systematic approach to planning and delivering hybrid and blended learning</p> <p>Standardised institutional approach to Curriculum Design.</p>
Progress	Will commence in Block 2. New Learning and Teaching Futures group created to support work – will report into CQASS.

Initiative	New Approach to Schools Engagement
Lead	Robert Laird and Paul Smith
Intended Impact	<p>Enhance and refine NESCol's approach to schools engagement – both from a marketing and communications and curriculum perspective.</p> <p>Ensure we have the right roles at the right levels in sufficient numbers.</p> <p>Improved communication between schools, the Local Authorities, the college and partners (e.g. RGU, SDS DYW NE)</p> <p>Foster closer working relationships;</p> <p>Raise awareness of NESCol's offer to a key audience, with greater support and in-school presence.</p> <p>Enable targeted activity, driven by application data, to ensure early interventions.</p>
Key outputs	<p>New (possible matrix) team structure to better join up interdependent functions within the college (and partner institutions).</p> <p>Increased enrolments to school-links and f/t pathways from schools.</p> <p>A more joined up senior phase model</p> <p>New roles with more relevant scope of responsibilities</p> <p>Improved partnership procedures</p>
Progress	Ongoing. Update to follow in Block 2

Initiative	Peer Observation of Practice Initiative
Lead	Gill Griffin
Intended Impact	<p>Devise replacement for outdated "Lesson Observation" process</p> <p>Democratize the process – it's not a deficit-based model, it's about developing practice.</p>

PRIORITY ENHANCEMENT INITIATIVES

	<p>Improve quality, perception and usefulness of process. Enable a more supportive and peer-led approach Complement new GTCS professional update process Benefits are two -way (observed and observer)</p>
Key outputs	<p>Greater staff engagement with process Improved self evaluation and reflection in action Improved practice leading to improved KPIs More valued by staff and students.</p>
Progress	<p>An initial meeting was held on 1 December 2021 with the VP Curriculum & Quality, Director of People Services, Director of Quality, Quality Enhancement Manager and the Learning & Development Manager. The scope of the initiative was discussed and an initial outline for the development was agreed. The Quality Enhancement and Learning & Development Managers will work on the proposal and prepare a report to be presented to the Curriculum, Quality & Student Support committee for consideration. EIA and FELA will be involved in the development stage of the initiative.</p>

Initiative	Cyber Security Programme
Lead	Scott Matthew
Intended Impact	<p>Several key cyber security projects will be running in 21-22 including (but not limited to):</p> <ul style="list-style-type: none"> • Multi factor authentication (MFA) • Network Security • Home and Remote Working • Secure configuration/Removable media • Network-security/active monitoring • Raise awareness of cyber threats and promote good practice among the user community <p>This will address issues raised via internal audit and ensure a much more secure and robust digital working environment for users and help protect staff and student information in the event of data breach or device theft/loss.</p>
Key outputs	<p>Ensure audit compliance. Improved digital environment for staff and students both on and off campus. Reduced risk of data breach and theft. More rapid threat detection and response via enhanced security tools and monitoring. Improved customer experience and satisfaction. Increased staff and student cyber security awareness and associated behaviours.</p>

<p>Progress</p>	<p>Network security/geographic restrictions – Project moved to delivery stage. Communications to staff/students W/C 22/11/21 then policy implementation. Estimated completion - W/C 29/11/21.</p> <p>Managing user privileges – Backup admin accounts review – 80% complete, service domain accounts – 75% complete, 2nd level engineer admin account now under review (review to analyse access required and segregation of roles between 2nd/3rd line engineers). Estimated completion - Dec 2021.</p> <p>User education and awareness/mandatory training – New AUP for staff/students created (under review HR/Unions). Process to be created in conjunction with HR on how mandatory training will be monitored, reported on and then followed up by HR if mandatory action are not completed. Estimated completion – Feb 2022.</p> <p>Home and mobile working/Disk encryption – Agreed within project stages that there will be no exceptions, all laptops to be encrypted. As the new staff laptop rolling replacement commences for staff in Q1 2022, these devices will have encryption enabled as part of the new build process. Estimated completion - March 2022.</p> <p>Secure configuration/removable media – USB lockdown project moved to operational rollout. Communications to staff/students to commence 12/21, then policy implemented. Estimated completion – Jan 2022.</p> <p>Network security/penetration testing – Scoping complete, quote received, PO created. Further agreement with supplier and ITTS availability required on scheduling 13 days of work. Estimated completion – Jan 2022.</p> <p>Network Security / Monitoring SIEM - Scoping complete, quote received, PO created. Further agreement with supplier and ITTS availability required on scheduling the on boarding process. Estimated completion – Jan 2022.</p> <p>User education and awareness/refresher training - Process to be created in conjunction with HR on how mandatory training will be monitored, reported on and then followed up by HR if mandatory action are not completed. Estimated completion – Feb 2022.</p> <p>User education and awareness/ethical phishing – Proposal submitted to digital learning fund to support - Completion date dependent on approval.</p> <p>Malware prevention - Review still to be completed around scripting languages and disabling services and the recommendation highlighted within auditor report. Estimated completion – March 2022.</p> <p>Removable media/monitoring data exfiltration - A project will be created in Q1 2022 to start defining the scope and the required work to complete this action. This scoping will have to be done in conjunction with the DPO, individual departments and respective business system owners who will be required to identify the type and sensitivity of the data they collect and what data they want to protect. Estimated completion – May 2022.</p> <p>MFA project - The project is commencing well, by the end of this week we should have on boarded 216 staff out of approximately 800 staff, so just over 25% completion in 3 weeks, no issues significant or otherwise, only 2 staff so far who have reported that they do not wish to use their own device however we now have the tokens available as an alternative. Estimated completion – Feb 2022.</p>
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Initiative	BCD E Portfolio
Lead	Duncan Abernethy
Intended Impact	Enhance management of Modern Apprentice candidate assessment evidence. Improve GDPR and QA robustness via secure storage and online management. Enhance student experience via on-demand access to cloud-based resources. Improve progress monitoring via controlled assessor access. Improve environmental sustainability via reduced printing and travel costs.
Key outputs	Security of work. Online storage removes the risk of losing or damaging portfolios. More robust work allocation and assessor activity monitoring Greater scrutiny over candidate work and progress monitoring Modest cost savings and carbon reduction (reduced travel) Minimal aborted visits (candidate left portfolio at home).
Progress	One File system is now live with Engineering candidates being added to the database in assessor-managed groups. It is anticipated that most Engineering candidates will be live on the system by year end. Other occupational groupings will be added next year once the system and operations are stable and working effectively.
Initiative	Student Records Review
Lead	Linda Taylor
Intended Impact	Development of a refined and more efficient structure that is aligned to updated and more flexible business processes. Reduced manual intervention in key data management.
Key outputs	New and improved staffing structure sufficiently resourced to lead the ongoing development of the team. More efficient and effective business processes. Enhanced levels of customer satisfaction. Improved digital interfaces and processes Development roadmap for the student records service and associated systems.
Progress	Focus group meetings held with curriculum and support teams, as well as Student Data & Records Team members. Proposal being drafted. to be shared with those affected, before final proposal implemented following consultation.
Initiative	Student Records IT Developments (to be ready for implementation in 2022/23)
Lead	Linda Taylor

PRIORITY ENHANCEMENT INITIATIVES

Intended Impact	Reduce reliance on paper-based processes – improving business processes. Improve CP1, POS and CS2 processes. More accurately manage key student data. Enhance processes to assist with attendance monitoring and reporting
Key outputs	Reduce time spent filling in forms Improve data control and security Reduce manual data input and management (particularly related to the management of registers) Improve ability of staff to share information safely and securely
Progress	Business analysis in early stages.

Section 3: Initiatives to support Outcomes and Impact

Initiative	Foyer Reboot Vulnerable Students Pilot
Lead	Robin McGregor
Intended Impact	Identify vulnerable students that are not currently known to the college via the piloting of a new survey tool. Ensure tailored support is provided to these students. Link up college services to key partners (e.g. Aberdeen Foyer)
Key outputs	Pilot study working with FE learners at Altens Campus Reduce student drop-out and increase attainment Identify students are risk of harm Ensure the provision of targeted support
Progress	Around 300 students have been selected from mostly entry-level courses at Altens Campus to complete the Upstream survey w/c 6 December. NESCol will work with Aberdeen Foyer and Reboot to link external support services where required, especially in relation to youth homelessness. This project has been included in the Local Outcome Improvement Plan and will include reporting on retention and outcomes for these groups which will allow for evaluation of the impact of the survey with potential to implement it more widely across NESCol in future.

Initiative	Addressing the Disabled Students Attainment Gap
Lead	Susan Grant

PRIORITY ENHANCEMENT INITIATIVES

Intended Impact	<p>Students declaring a disability are less likely to successfully complete their courses than those who do not declare a disability – this initiative will ensure deliberate action is taken to address this.</p> <p>Review KPI data with respect to withdrawal and partial success at subject level to identify potential specific points of vulnerability</p> <p>Use available KPI data at subject level to inform local enhancement plans</p> <p>Review information management with respect to declared disabilities to enable early identification and intervention</p> <p>Consult students and staff about academic/ learning support / changes / resource needed</p>
Key outputs	<p>Reduce the attainment gap for students who declare a disability</p> <p>Improved identification and assessment of support needs.</p> <p>Support / changes/ resources identified and provided</p> <p>Greater awareness of specific student support needs with academic teams.</p> <p>Improve staff engagement with CPD and available resources to enable effective understanding of needs and intervention strategies</p> <p>Further develop and provide a range of resources to assist students develop skills in resilience and personal well-being</p>
Progress	<p>Discussed further at Equality Committee meeting and Senior Curriculum group so all staff are clear on this priority and need to identify and implement support needs.</p> <p>Planned focus on equalities at Staff Development day will include raising awareness of disabilities and provide opportunity for shared experience so that staff are better prepared to recognise and support specific needs</p> <p>Formation of Disabled Students group will assist with gathering of feedback on experience and informing enhancements</p> <p>Student Mental Health resources and support availability has been enhanced</p>

Initiative	Development of the Respect Initiative
Lead	Alesia Du Plessis
Intended Impact	<p>Every student and member of staff has a responsibility to ensure that the College is a safe and welcoming environment, and is free from discrimination.</p> <p>Help others understand the importance of tolerance and challenging our own attitudes, beliefs and behaviours.</p> <p>This year's Respect themes are: Anti-Racism, LGBTQ+ and Sustainability.</p>
Key outputs	<p>Establish a respectful culture, expectation and way-of-life across the whole institution.</p> <p>Help staff and student invest in their own self care to become more confident, happy and resilient.</p> <p>Celebrate diversity</p> <p>Create a safe place for everyone.</p>

Progress	<p>Three themes were identified for AY21/22 - Sustainability, Anti-Racism and LGBTQ+. The Respect sub-group is meeting regularly through the year and managing the implementation plans for each theme. The themes also feature twice as 'Spotlight On' months in the NESCol Events Calendar.</p> <p>Sustainability: NESCol has taken 3 pledges linked to the UN Sustainability Goals</p> <ul style="list-style-type: none"> • Enhance our Green Spaces: Aim to plan 140 trees as part of Queen's Green Canopy initiative • Offer Sustainability Period Products: Actively encourage students to request free sustainable period products • Support Ending Hunger: Offer quick and discreet access to food banks through our partner Trussel Trust; investigate possibility of introducing a Community Fridge at NESCol; support students through initiatives such as <i>Free Breakfast</i> and low cost fruit and veg hampers <p>Anti-Racism: Activities to support the Advanced HE Anti-Racism Declaration signed in 2020</p> <ul style="list-style-type: none"> • Promotion of Black History Month in October • Launch of student competition which runs until April 2022 to produce a piece of work related to <i>We Stand United Against Racism!</i> <p>LGBTQ+: Creating a safe place for everyone</p> <ul style="list-style-type: none"> • Promoting the new Gender Neutral Toilets and raising awareness of the importance and relevance of these facilities • Sharing information on Gender Pronouns and promoting the inclusion of these in email signatures • Working with student records to identify opportunities for a more inclusive approach to personal data as part of application and enrolment <p>Progress of this initiative is reported to the Sustainability Committee, Equalities Committee and Curriculum, Quality and Student Support Committee as well as regular reports to the Leadership Team.</p> <p>The Winter Development Days theme is <i>Respect and Diversity</i> to focus on the work of the Equalities Committee and the Respect sub-group, ensuring all staff receive CPD to raise awareness and increase understanding of diversity and tolerance.</p>
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Initiative	Staff Return to Campus
Lead	Kimra Donnelly
Intended Impact	As restrictions are lifted and more employees are returning to campus, the College wants to learn from our experiences of the ways we worked during the COVID-19 pandemic.
Key outputs	Strategies that we can take forward that will both enhance the learners experience and improve the working environment for our employees.

PRIORITY ENHANCEMENT INITIATIVES

Progress	Focus Groups have been held with all support staff. Feedback from the focus groups along with draft proposals for alternative ways of working post pandemic will be presented to the Leadership Team in December. These will be considered in conjunction with the proposals being put forward by the Trade Unions nationally through the pay award negotiations. Focus Groups with lecturing staff will take place during Block 2.
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Initiative	Virtual Graduations
Lead	Paul Smith
Intended Impact	Provide recent students with an appropriate graduation experience that celebrates their successes. Ensure an appropriate approach that complies with current COVID guidance for colleges.
Key outputs	Accessible and engaging online/virtual graduation experience Accessible on-demand for all graduates and their families to access.
Progress	Virtual graduation ceremonies completed in October 2021, utilising the YouTube Premiere platform. Planning for in-person ceremonies in 2022 has begun, with an alternative format now in place should a move to virtual events be required in future.

Initiative	New Recruitment Campaign
Lead	Paul Smith
Intended Impact	Promote a new campaign aimed at increasing awareness of NESCol within key demographics across the regions. Complement and enhance campaigns run by partner institutions e.g. colleges Scotland and RGU. Help promote NESCol key USPs to a range of stakeholders. Raise awareness of diversity of pathways and study modes e.g. FT, PT etc.
Key outputs	New integrated campaign to be launched in November 2022, replacing Start Your Story; Improved regional awareness of NESCol offer. Increased applications from key demographics. Increased conversion of applications to enrolments.
Progress	Initial creative planning to begin in January 2022. Concepts and approach to be shared with internal stakeholders in spring 2022 for feedback as part of the campaign planning process.

Initiative	New Payment Platform
Lead	Muir Wilson

PRIORITY ENHANCEMENT INITIATIVES

<p>Intended Impact</p>	<p>The new platform will allow those who need to pay the College money, to do so at their convenience – 24/7, and without having to come in to the College to do so via 2 main ways:</p> <ol style="list-style-type: none"> 1. Recurring Card Payments This allows fees to be paid to the college by setting up individual payment plans (constraints are built into the system to reflect our financial regulation limits) and allows those who want to use this facility to input the data themselves. 2. On-line Store This allows one off purchases to be made for various items, and will include study kits, transport charges, trips, replacement cards and certificates and several other items.
<p>Key outputs</p>	<p>Automate much of the transactional processing currently in practice. Reduce the amount of debt written off. Improve convenience for students.</p>
<p>Progress</p>	<p>We have experienced delays due to our Payment Card Provider, but we have been able to open up a link for our Training Restaurants to use for Christmas lunches. The display of this platform on our website for general use is still under development.</p>



REGIONAL BOARD	
Meeting of 15 December 2021	
Title: First Impression Survey Results AY2021-22	
Author: Gill Griffin, Director of Quality	Contributor(s): Senior Quality & Articulation Co-ordinator Quality Administrator
Type of Agenda Item: For Decision <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/> Reserved Item of Business <input type="checkbox"/>	
Purpose: To enable the Regional Board to note the results of the First Impressions Survey AY2021-22, a key quality improvement tool used to measure levels of student satisfaction.	
Linked to Strategic Theme: 4. Delivering Excellence and Innovation	
Linked to Strategic Risk(s): <i>Insert relevant risk reference number</i>	
Executive Summary: The College conducts two key Student Surveys during each academic year, the First Impressions Survey in September/October and the Student Satisfaction and Engagement Survey in March/April. The AY2021-22 First Impressions Survey recorded 4,673 responses in comparison to 4,439 in AY2020-21, a 7% increase. Overall, 94% of students are satisfied with the College, an increase of 1% on the previous academic year. The First Impressions Survey report highlights the overall College results for the last 3 years and demonstrates a consistently high level of satisfaction on first impression of college experience. A breakdown at Sector, Team and course level can be accessed from the College's Power BI Report Server.	
Recommendation: It is recommended that the Board note the information provided.	

Previous Committee Recommendation/Approval (if applicable):

None

Equality Impact Assessment:

Positive Impact

Negative Impact

No Impact

Evidence:

Student feedback is instrumental in the review of key quality processes which impacts positively in the overall college approach to quality enhancement for our learners.



First Impressions Survey Report

AY2021-22

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1. Overview

The College conducts two key Student Surveys during each academic year, the First Impressions Survey (September/October) and the Student Satisfaction and Engagement Survey (March/April).

The First Impressions Survey is a measurement tool to allow the College to determine the levels of satisfaction from our full-time students. The First Impressions survey was carried out over a four week period between 13 September and 8 October 2021. The survey captured student feedback relating to, college induction, curriculum and support services and the overall first impression of college experience.

The collection of student feedback allows for early identification of trends which may present a challenge to student success. The curriculum teams and support departments are provided with all qualitative data received and use this to address issues raised and update future practice to improve service delivery.

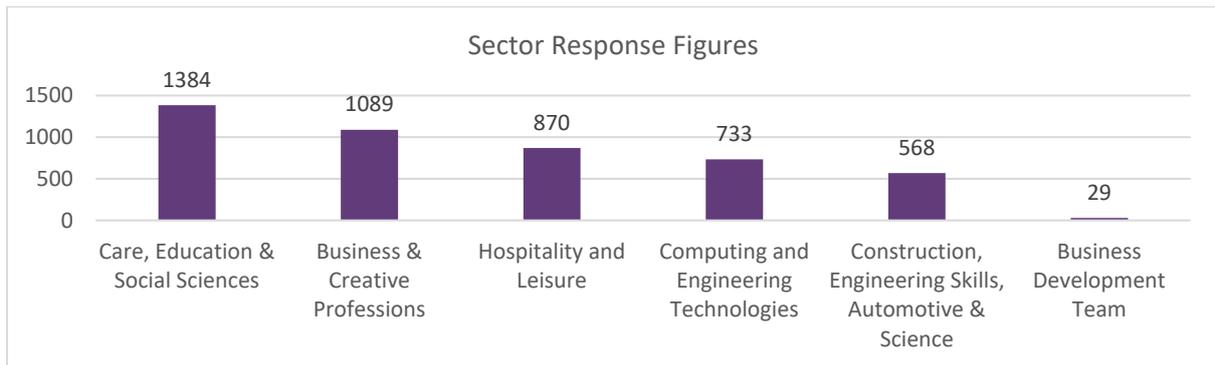
The Heads of Sector and Curriculum Managers are also issued with quantitative data action reports at course level. The action report identifies survey statements where satisfaction levels were 85% or less, and this allows teams to investigate with individual class groups. The information is also used to support the completion of self-evaluation activities.

Participation Figures

Engagement with the survey is key to gathering data which offers an accurate representation of the student experience. Engagement is monitored across the four week period the survey is live and this information is made available to managerial staff on a weekly basis. This provides an effective support mechanism to target student groups where engagement is low. North East Scotland College (NESCol) achieved the following participation rates:

Academic Year	2019	2020	2021
Overall participation	5,185 (+990 or +19%)	4,349 (-836 or -19%)	4,673 (+324 or +7%)

The chart below shows the figures of student engagement by sector. There is no comparison data for these figures due to the recent restructure. Instead, a summary of the engagement achieved for each sector is available in the table below the chart.



Sector	Eligible No. Participants	Actual No. Participants
Care, Education & Social Sciences	1,791	1,384 (77%)
Business & Creative Professions	1,429	1,089 (76%)
Hospitality and Leisure	1,104	870 (78%)
Computing and Engineering Technologies	904	733 (81%)
Construction, Engineering Skills, Automotive & Science	648	568 (87%)
Business Development Team	31	29 (93%)

Understanding the Data

The survey results table in section 2 provides details on the number of students who answered each multiple choice statement and the % positive satisfaction for each one.

The % positive satisfaction results have been colour coded according to their RAG status. The conditions of the RAG status are as follows:

RAG Colour	Status
	% positive of 85.1% or higher
	% positive between 75.1%-85%
	% positive of 75% or lower

2. Survey Results

Quantitative Data

The overall positive satisfaction percentage for the survey data AY2021-22 is 94.31%. Delivering a quality service to students remains a key priority and the continued challenges presented by COVID-19 have not had a detrimental impact on the student experience; full-time student satisfaction has increased by 0.91% from AY2020-21.

Academic Year	2019	2020	2021
Overall satisfaction	94%	93%	94%

The most significant increase in positive satisfaction are in response to the following statements;

- *I enjoy attending College on campus and remotely (+6%)*
- *Since starting, my course has run smoothly (+5%)*
- *I know how to access the online Library e-resources (e-books, journals etc.) via Blackboard (+3%)*
- *I have enjoyed the teaching on the course so far (+3%)*
- *Overall, I am satisfied with the College (+3%)*

The College continues to maintain a high level of student satisfaction as demonstrated in the 3 year trend table below. The percentage of positive satisfaction for 14 of the 28 statements has increased in comparison to the AY2020-21 results.

Application Process	2019	2020	2021
Applying for my course was an easy and straightforward process	97%	97%	96%
The College website was easy to use	93%	94%	94%
The College information on social media was helpful	N/A	92%	91%
The College prospectus was informative	94%	95%	94%
The College took account of my qualifications and experience when I applied for the course	97%	97%	97%
Induction/Introduction to College	2019	2020	2021
My first day at College was welcoming and informative	97%	96%	97%
My online induction course was welcoming and informative	N/A	93%	93%
I am aware of the range of support available to me from the Student Advice and Support team	95%	93%	95%
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	91%	90%	90%
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	94%	92%	93%

I am clear about the expected standards of work	99%	98%	98%
I am clear about the expected standards of attendance (if required), punctuality and engagement	99%	98%	99%
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	93%	97%	97%
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	93%	96%	95%
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	85%	84%	87%
I can access my Microsoft 365 account including Email and OneDrive	97%	98%	97%
I have been able to access the relevant software for my course	97%	95%	97%
I know how to access support via the Student IT Helpdesk	95%	91%	91%
I was informed about the Students' Association either at my induction or in the first few weeks at college	91%	93%	91%
I am aware of how the Students' Association can support me during my time at college	87%	87%	89%
When on campus I have been able to connect to the College Wifi easily	84%	83%	85%
My Course	2019	2020	2021
I have enjoyed the teaching on the course so far	97%	94%	97%
Since starting, my course has run smoothly	95%	90%	95%
My timetable was clearly explained to me	95%	92%	91%
I think I have chosen the right course	97%	97%	98%
I believe I am treated fairly	98%	98%	99%
I enjoy attending College on campus and remotely	96%	89%	95%
Overall, I am satisfied with the College	97%	95%	98%

3. Qualitative Feedback – Full Time Students

Qualitative Response Rates

A free text comment box is included in the First Impressions survey. This allows students to provide qualitative comments to which supports their qualitative feedback.

Of the 4,673 full-time survey participants, 510 (11%) opted to write a comment about their experience. Qualitative feedback received from students is shared with Heads of Sector and Business Development managers to allow them to review any areas for improvement identified.

Positive Qualitative Feedback Wakelet

Wakelet is a content curation platform that the College has used to collate and present feedback in an effective visual display. This Wakelet displays instances of positive qualitative feedback provided by students in the AY2021-22 First Impressions survey. Sector and support services have a designated section which hosts the positive feedback provided by full-time students. This feedback is disseminated to all college staff.

<https://wke.lt/w/s/Whv-qj>

Appendices 3.1 – 3.6 provide Sector and Business Development breakdown.

Appendices

3.1 Sector Data – Hospitality and Leisure

Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
Applying for my course was an easy and straightforward process	459	369	33	9	0	0
The College website was easy to use	388	429	44	8	1	0
The College information on social media was helpful	292	446	67	5	60	0
The College prospectus was informative	315	452	45	4	54	0
The College took account of my qualifications and experience when I applied for the course	583	258	22	7	0	0
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
My first day at College was welcoming and informative	631	222	13	4	0	0
My online induction course was welcoming and informative	524	308	27	11	0	0
I am aware of the range of support available to me from the Student Advice and Support team	532	292	40	6	0	0
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	449	317	91	13	0	0
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	584	237	43	6	0	0
I am clear about the expected standards of work	680	180	6	4	0	0
I am clear about the expected standards of attendance, punctuality and engagement	717	145	5	3	0	0
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	638	213	15	4	0	0
I received an introduction to MyNescol and Blackboard (the College's VLE)	612	223	25	10	0	0
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	463	287	97	23	0	0
I can access my Microsoft 365 account including Email and OneDrive	625	220	22	3	0	0
I have been able to access the relevant software for my course	586	258	22	4	0	0
I know how to access support via the Student IT Helpdesk	499	288	73	10	0	0
I was informed about the Students' Association either at my induction or in the first few weeks at college	515	283	64	8	0	0
I am aware of how the Students' Association can support me during my time at college	490	296	71	13	0	0
When on campus I have been able to connect to the College Wifi easily	406	279	79	49	57	0
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
I have enjoyed the teaching on the course so far	615	239	13	3	0	0
Since starting, my course has run smoothly	555	289	21	5	0	0
My timetable was clearly explained to me	543	253	65	9	0	0
I think I have chosen the right course	656	202	10	2	0	0
I believe I am treated fairly	713	147	7	3	0	0
I enjoy attending College on campus and remotely	561	274	30	5	0	0
Overall, I am satisfied with the College	622	235	12	1	0	0

3.2 Sector Data – Construction, Engineering Skills, Automotive and Science

Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
Applying for my course was an easy and straightforward process	306	241	15	6	0	0
The College website was easy to use	274	246	38	6	4	0
The College information on social media was helpful	187	239	40	9	93	0
The College prospectus was informative	207	249	34	1	77	0
The College took account of my qualifications and experience when I applied for the course	368	177	21	2	0	0
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
My first day at College was welcoming and informative	388	168	8	4	0	0
My online induction course was welcoming and informative	291	223	43	11	0	0
I am aware of the range of support available to me from the Student Advice and Support team	353	189	25	1	0	0
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	323	184	47	14	0	0
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	377	147	36	8	0	0
I am clear about the expected standards of work	440	119	8	1	0	0
I am clear about the expected standards of attendance (if required), punctuality and engagement	465	96	6	1	0	0
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	430	130	6	2	0	0
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	403	137	27	1	0	0
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	314	183	57	14	0	0
I can access my Microsoft 365 account including Email and OneDrive	398	150	19	1	0	0
I have been able to access the relevant software for my course	399	144	21	4	0	0
I know how to access support via the Student IT Helpdesk	330	187	45	6	0	0
I was informed about the Students' Association either at my induction or in the first few weeks at college	326	186	46	10	0	0
I am aware of how the Students' Association can support me during my time at college	303	190	61	14	0	0
When on campus I have been able to connect to the College Wifi easily	230	132	55	57	94	0
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
I have enjoyed the teaching on the course so far	391	163	11	3	0	0
Since starting, my course has run smoothly	348	195	20	5	0	0
My timetable was clearly explained to me	361	160	36	11	0	0
I think I have chosen the right course	424	128	14	2	0	0
I believe I am treated fairly	457	107	3	1	0	0
I enjoy attending College on campus and remotely	375	174	14	5	0	0
Overall, I am satisfied with the College	398	161	8	1	0	0

3.3 Sector Data - Computing and Engineering Technologies

Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
Applying for my course was an easy and straightforward process	411	286	31	5	0	0
The College website was easy to use	309	358	50	14	2	0
The College information on social media was helpful	195	343	71	11	113	0
The College prospectus was informative	235	361	46	9	82	0
The College took account of my qualifications and experience when I applied for the course	482	233	14	4	0	0
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
My first day at College was welcoming and informative	404	288	34	7	0	0
My online induction course was welcoming and informative	324	313	76	20	0	0
I am aware of the range of support available to me from the Student Advice and Support team	382	287	54	10	0	0
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	358	295	64	16	0	0
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	438	222	58	15	0	0
I am clear about the expected standards of work	505	210	14	4	0	0
I am clear about the expected standards of attendance (if required), punctuality and engagement	567	159	6	1	0	0
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	493	216	21	3	0	0
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	433	227	58	15	0	0
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	343	262	95	33	0	0
I can access my Microsoft 365 account including Email and OneDrive	542	167	19	5	0	0
I have been able to access the relevant software for my course	480	223	28	2	0	0
I know how to access support via the Student IT Helpdesk	387	276	62	8	0	0
I was informed about the Students' Association either at my induction or in the first few weeks at college	361	273	73	26	0	0
I am aware of how the Students' Association can support me during my time at college	327	280	97	29	0	0
When on campus I have been able to connect to the College Wifi easily	282	180	72	54	145	0
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
I have enjoyed the teaching on the course so far	416	273	38	6	0	0
Since starting, my course has run smoothly	373	295	52	13	0	0
My timetable was clearly explained to me	384	239	82	28	0	0
I think I have chosen the right course	478	225	25	5	0	0
I believe I am treated fairly	557	169	5	2	0	0
I enjoy attending College on campus and remotely	427	249	47	10	0	0
Overall, I am satisfied with the College	418	289	21	5	0	0

3.4 Sector Data - Business and Creative Professions

Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
Applying for my course was an easy and straightforward process	696	349	35	9	0	0
The College website was easy to use	509	518	48	7	7	0
The College information on social media was helpful	384	482	74	14	135	0
The College prospectus was informative	458	468	52	10	101	0
The College took account of my qualifications and experience when I applied for the course	833	240	13	3	0	0
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
My first day at College was welcoming and informative	815	251	18	5	0	0
My online induction course was welcoming and informative	637	387	52	13	0	0
I am aware of the range of support available to me from the Student Advice and Support team	695	348	40	6	0	0
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	632	357	82	18	0	0
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	775	244	52	18	0	0
I am clear about the expected standards of work	850	223	13	3	0	0
I am clear about the expected standards of attendance (if required), punctuality and engagement	934	141	11	3	0	0
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	818	237	28	6	0	0
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	816	228	33	12	0	0
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	603	333	126	27	0	0
I can access my Microsoft 365 account including Email and OneDrive	895	168	24	2	0	0
I have been able to access the relevant software for my course	820	230	30	9	0	0
I know how to access support via the Student IT Helpdesk	676	323	82	8	0	0
I was informed about the Students' Association either at my induction or in the first few weeks at college	707	298	68	16	0	0
I am aware of how the Students' Association can support me during my time at college	624	345	95	25	0	0
When on campus I have been able to connect to the College Wifi easily	476	302	83	50	178	0
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
I have enjoyed the teaching on the course so far	789	270	26	4	0	0
Since starting, my course has run smoothly	695	345	40	9	0	0
My timetable was clearly explained to me	762	262	53	12	0	0
I think I have chosen the right course	863	202	18	6	0	0
I believe I am treated fairly	939	142	5	3	0	0
I enjoy attending College on campus and remotely	733	290	53	13	0	0
Overall, I am satisfied with the College	796	269	22	2	0	0

3.5 Sector Data - Care, Education and Social Sciences

Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
Applying for my course was an easy and straightforward process	795	528	48	13	0	0
The College website was easy to use	688	612	58	15	11	0
The College information on social media was helpful	612	546	78	15	133	0
The College prospectus was informative	648	566	46	10	114	0
The College took account of my qualifications and experience when I applied for the course	992	355	27	10	0	0
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
My first day at College was welcoming and informative	1027	324	24	9	0	0
My online induction course was welcoming and informative	907	412	47	18	0	0
I am aware of the range of support available to me from the Student Advice and Support team	951	379	45	9	0	0
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	835	431	101	17	0	0
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	1000	305	66	13	0	0
I am clear about the expected standards of work	1032	326	21	5	0	0
I am clear about the expected standards of attendance (if required), punctuality and engagement	1130	234	15	5	0	0
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	1023	309	37	15	0	0
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	1039	294	41	10	0	0
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	833	409	116	26	0	0
I can access my Microsoft 365 account including Email and OneDrive	1057	297	24	6	0	0
I have been able to access the relevant software for my course	1008	347	23	6	0	0
I know how to access support via the Student IT Helpdesk	879	402	90	13	0	0
I was informed about the Students' Association either at my induction or in the first few weeks at college	905	380	77	22	0	0
I am aware of how the Students' Association can support me during my time at college	827	443	87	27	0	0
When on campus I have been able to connect to the College Wifi easily	594	304	50	27	409	0
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
I have enjoyed the teaching on the course so far	978	372	27	7	0	0
Since starting, my course has run smoothly	865	465	42	12	0	0
My timetable was clearly explained to me	893	346	112	33	0	0
I think I have chosen the right course	1054	309	15	6	0	0
I believe I am treated fairly	1135	237	11	1	0	0
I enjoy attending College on campus and remotely	904	411	54	15	0	0
Overall, I am satisfied with the College	1027	323	30	4	0	0

3.6 Sector Data – Business Development

Application Process	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
Applying for my course was an easy and straightforward process	13	13	3	0	0	0
The College website was easy to use	13	14	1	0	1	0
The College information on social media was helpful	11	15	0	0	3	0
The College prospectus was informative	9	15	0	0	5	0
The College took account of my qualifications and experience when I applied for the course	14	14	0	1	0	0
Induction/Introduction to College	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
My first day at College was welcoming and informative	19	10	0	0	0	0
My online induction course was welcoming and informative	16	11	2	0	0	0
I am aware of the range of support available to me from the Student Advice and Support team	16	12	0	1	0	0
I know how to access advice about student funding (e.g. bursaries, childcare) if I need it	13	14	1	1	0	0
I know who to contact if I am absent for face-to-face classes or unable to attend online sessions and how to complete the Absence Form when I return	17	11	0	1	0	0
I am clear about the expected standards of work	18	11	0	0	0	0
I am clear about the expected standards of attendance (if required), punctuality and engagement	17	12	0	0	0	0
I know about the College's health and safety arrangements (one-way systems, social distancing, fire alarms, evacuation procedures, safety online etc.)	19	9	1	0	0	0
I received an introduction to MyNescol and Blackboard (the College's Virtual Learning Environment)	18	9	1	1	0	0
I know how to access the online Library e-resources (ebooks, journals etc.) via Blackboard	17	8	3	1	0	0
I can access my Microsoft 365 account including Email and OneDrive	21	8	0	0	0	0
I have been able to access the relevant software for my course	18	11	0	0	0	0
I know how to access support via the Student IT Helpdesk	14	12	2	1	0	0
I was informed about the Students' Association either at my induction or in the first few weeks at college	13	13	2	1	0	0
I am aware of how the Students' Association can support me during my time at college	12	12	2	3	0	0
When on campus I have been able to connect to the College Wifi easily	13	9	0	0	7	0
My Course	Completely Agree	Mostly Agree	Mostly Disagree	Completely Disagree	Not Applicable	Blank
I have enjoyed the teaching on the course so far	17	10	1	1	0	0
Since starting, my course has run smoothly	18	10	0	1	0	0
My timetable was clearly explained to me	18	9	1	1	0	0
I think I have chosen the right course	19	9	0	1	0	0
I believe I am treated fairly	20	8	0	1	0	0
I enjoy attending College on campus and remotely	15	13	0	1	0	0
Overall, I am satisfied with the College	17	11	0	1	0	0