REGIONAL BOARD

NOTICE OF MEETING

There will be a meeting of the Regional Board of North East Scotland College on Wednesday 19 June 2024 at 9.30am in the Boardroom of City Campus, Gallowgate, Aberdeen.

AGENDA

Agenda Item		Paper
67-23	Apologies for Absence	
68-23	Declaration of Potential Conflicts of Interest in relation to any Agenda Items	
69-23	Minutes of Previous Meeting (20.03.24)	x
70-23	Matters Arising from the Previous Meeting (20.03.24)	X
	Reserved Presentations	
71-23	ASET – Presentation on strategy J Reid and A Menzies – followed by Q&A session	
72-23	ETZ Project – M McGinlay to attend and give a presentation followed by a Q&A Session.	
	Reserved Matters for Decision	
73-23	ETZ Project Update	x
74-23	ASET Discussions plus ASET Financial update for information	x
75-23	SFC FFR for approval	x
76-23	2023-24 Financial Budget	x
77-23	2024-25 Financial Budget	x
78-23	Fraserburgh Childcare Provision	x
	Matters for Decision	
79-23	Programme of Meetings AY2024-25	x
80-23	Board Policies/Procedure: • Induction Policy • ASET Director Policy • Fellows Procedure	x
81-23	Course Fees Policy Update	x
	Matters for Discussion	
82-23	NESCol Graduation Ceremonies- Fellowship Offer	x
83-23	Student Satisfaction and Engagement Survey	x
	Reports to the Board	
84-23	Report by the Regional Chair	x
85-23	Report by the Principal – including VS and National Bargaining	X
86-23	Report by Committee Chairs	X
	Reserved Matters for Information	
87-23	Credits Activity Update and Forecast	x
	Matters for Information	
88-23	Strategic Risk Register Update	x
89-23	Opportunity Register	x

	Private Reserved Matters	
90-23	Principal's Performance Management Objectives - Update	x
	Any Other Business	
91-23	**Summation of Actions and date of next meeting** Next meeting of the Regional Board will take place on Wednesday 9 October 2024 in G10, Aberdeen City Campus at 1000 hrs.	

REGIONAL BOARD

MINUTE OF MEETING

DRAFT Minute of the Meeting of the Regional Board of North East Scotland College, held on Wednesday 20 March 2024 at 1000 hours in the Boardroom of Fraserburgh Campus.

Agenda Item	
	Present: Susan Elston, Regional Chair Neil Cowie Jim Gifford Bryan Hutcheson Sheena Ross Caroline Laurenson Leona McDermid Iain Watt Leanne Ross, Unison Mark Fotheringham David Blackhall Dave Anderson Laurence Mclenan, SA Representative **In attendance via Teams:** Neil McLennan **Trade Union Observer:** Averil Watt, EIS-FELA **In Attendance:** Robin McGregor, Vice Principal, Curriculum & Quality Stuart Thompson, Vice Principal, Finance & Resources Susan Lawrance, Secretary to the Board Karen Fraser, Minute Secretary **Guest Attendees:** Susan Grant, Strategic Lead, Energy Transitions (for Agenda Item 50-23) Kimra Donnelly, Director of People Services (for Agenda Item 52-23) Robert Laird, Head of Planning and Academic Partnerships (for Agenda Item 64-23) Regional Chair S Elston welcomed all to the meeting and greeted new attendees, L Ross and L McLenan and observer A Watt.
45-23	**Apologies for Absence** Apologies were received in advance from C Dempster, D Cockburn and C Beaton.
46-23	**Declaration of Potential Conflicts of Interest in relation to any Agenda Items** J Gifford declared a potential conflict of interest by virtue of his position with Aberdeenshire Council. N McLennan declared a potential conflict of interest by virtue of his position with Moray Council. L McDermid declared a potential conflict of interest by virtue of her position with Aberdeen Foyer.
47-23	**Minutes of Previous Meeting (13.12.23)**

	The Minute was approved as a true and accurate record.
48-23	**Matters Arising from the Previous Meeting (13.12.23)** Members noted that both matters arising had been addressed with no further comments noted.
	Reserved Matters for Decision
49-23	**Internal Audit Service**
	Reserved Matters for Discussion
	Guest attendee S Grant joined the meeting at 10:14am
50-23	**Energy Transition and Skills Hub Update (S Grant)**

	Guest attendee S Grant left the meeting at 11:15am
51-23	**ASET Update** • **Chair & Governance (Verbal Update – S Elston)** • **Finance (S Thompson)**

	Comfort Break 11:43am – 11:58am
	Guest attendee K Donnelly joined the meeting at 11:58am
52-23	**Voluntary Severance (VS) Scheme (K Donnelly)**
	Guest attendee K Donnelly left the meeting at 12:09pm
53-23	**AY2024/25 Budget and Funding (Presentation – S Thompson)**
	Matters for Decision
54-23	**Governance Manual – Annual Review** Attention was drawn to Appendix 1 of the shared Paper in which highlighted updates to trade union representation and ToRs were itemised. **Decision = approved.** **Action: Revised Governance Manual to be uploaded to NESCol Website.**
55-23	**Regional Board Succession/Officer Bearer positions**

	Endorsement of the continuation and of the appointments of Board Members to key roles was requested and approved, noting L McDermid to remain as Vice Chair; J Gifford to also become Vice Chair; C Laurenson to take over as Equalities and Diversity Champion from S Elston. **Decision = approved.**
	Matters for Discussion
56-23	**Strategic Plan – next steps/timeline (R McGregor)** R McGregor alluded to a project approach to the creation of the College's new Strategic Plan with key steps, milestones and timeline shared.
	Reports to the Board
57-23	**Report by the Regional Chair (Verbal Update)** S Elston highlighted meeting attendances and outcomes, including external engagement with Employers Scotland (as part of Negotiations Committee) RGU and local stakeholders. The wish to have a tri-partite meeting of the Boards of NESCol; RGU and UoA with Minister Graham Dey remains. Further details and potential dates to be circulated to Members when known.
58-23	**Report by the Principal** Reference was made by N Cowie to his shared Report.
59-23	**Report by Committee Chairs** Members were directed to the shared Report. L McDermid emphasised the People Service's Enhancement Plan and the huge amount of work required in consolidating and bringing together People Services teams. B Hutcheson referenced Education Scotland's Thematic Review, (and encouraged Board Members to read the review); the healthy credits position and the 24/25 applications discussions which will continue at the next C&Q Committee. J Gifford was thanked for his Interim Chair adoption at the 21/02/24 Finance and Resources Committee Meeting, where the Opportunities Register was reviewed and an update provided on the Fraserburgh Campus Nursery provision.
	Matters for Information
60-23	**Strategic Risk Register**
61-23	**Opportunities Register**
62-23	**PREVENT Annual Report** Members noted the information provided.
63-23	**College Enhancement Plan – Interim Review** Members noted the information provided.
	Reserved Matters for Information
	Guest attendee R Laird joined the meeting at 1:22pm

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64-23	**Credits Activity Update and Forecast (R Laird)**
	Guest attendee R Laird left the meeting at 1:35pm
	Governance Matters for Information
65-23	**Board Recruitment (Verbal Update - S Lawrance)** The receipt of a number of expressions of interest and of applications was noted and Members were thanked for their awareness-raising of both Regional Board and ASET Board vacancies.
66-23	**Any Other Business** **SFC Mid-Year Financial Return** Information pertaining to the 2023-24 YE position was shared for information purposes. Members noted the information provided. **Contract Approval Emails** Mindful of a requirement to streamline procedures in relation to contract approval communication, S Thompson advised Members of his intention to address this.
	Summation of Actions and date of next meeting No summation or next Meeting date confirmation was requested.
	Meeting ended at 1:40pm **Members were then invited to participate in a tour of Fraserburgh Campus to appraise recent updates to provision**

REGIONAL BOARD

An update on matters arising from the meeting of the Regional Board of North East Scotland College held on Wednesday 13 December 2023

Agenda Item	
50-23	**Action:**
	Status:
50-23	**Action:**
	Status:
51-23	**Action:**
	Status:
54-23	**Action:** Governance Manual to be uploaded to Website.
	Status: Complete – now available here

Schedule of Meetings
Academic Year 2024-25 DRAFT

Strategy Events		
Date	**Time**	
Mid November (Wed 20)	TBC	Venue TBC
Late April (Wed 23)	TBC	Venue TBC

Regional Board Meetings		
Date	**Time**	
Wednesday 09 October 2024	1000 hours	G10, Aberdeen City Campus
Wednesday 11 December 2024	1000 hours	MEG01, Aberdeen Altens Campus
Wednesday 19 March 2025	1000 hours	Boardroom, Fraserburgh Campus
Wednesday 18 June 2025	1000 hours	G10, Aberdeen City Campus

Audit & Risk Committee Meetings		
Date	**Time**	
Wednesday 11 September 2024	1000 hours	Virtual through Microsoft Teams
*Wednesday 27 November 2024	1000 hours	Virtual through Microsoft Teams
Wednesday 26 February 2025	1000 hours	Virtually through Microsoft Teams
Wednesday 28 May 2025	1000 hours	Virtual through Microsoft Teams

Curriculum & Quality Committee Meetings		
Date	**Time**	
Thursday 28 November 2024	1000 hours	Virtual through Microsoft Teams
Wednesday 19 February 2025	1000 hours	Virtual through Microsoft Teams
Wednesday 21 May 2025	1000 hours	Virtual through Microsoft Teams

Finance & Resources Committee Meetings		
Date	**Time**	
Wednesday 11 September 2024	1400 hours	Virtual through Microsoft Teams
*Wednesday 27 November 2024	1100 hours	Virtual through Microsoft Teams
Wednesday 19 February 2025	1300 hours	Virtual through Microsoft Teams
Wednesday 28 May 2025	1300 hours	Virtual through Microsoft Teams

Human Resources Committee Meetings		
Date	**Time**	
Wednesday 25 September 2024	1000 hours	Virtual through Microsoft Teams
Wednesday 29 January 2025	1000 hours	Virtual through Microsoft Teams

| Wednesday 21 May 2025 | 1300 hours | Virtual through Microsoft Teams |

Annual Chairs Meeting		
Date	**Time**	
Wednesday 18 June 2025	1300 hours	Boardroom, Fraserburgh Campus

Governance and Nominations Committee Meetings		
Date	**Time**	
Wednesday 4 September 2024	1400 hours	Virtual through Microsoft Teams
Thursday 28 November 2024	1400 hours	Virtual through Microsoft Teams
Wednesday 26 February 2025	1600 hours	Virtual through Microsoft Teams
Wednesday 21 May 2025	1600 hours	Virtual through Microsoft Teams

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

Programme of Meetings - Academic Year 2024-25

Month	Date	Meeting	Time	Venue
2024				
September	04	Governance & Nominations	1400 hours	Virtual
	11	Audit & Risk Committee	1000 hours	Virtual
	11	Finance & Resource Committee	1400 hours	Virtual
	25	Human Resource Committee	1400 hours	Virtual
October	09	Regional Board Meeting	1000 hours	G10 Aberdeen City Campus
	14-25	October Break		
November	20	Strategy Event	Tbc	tbc
	27	Audit & Risk Committee*	1000 hours	Virtual
	27	Finance & Resources Committee*	1100 hours	Virtual
	28	Curriculum & Quality Committee	1000 hours	Virtual
	28	Governance & Nominations	1400 hours	Virtual
December	11	Regional Board Meeting	1000 hours	M102 Aberdeen Altens Campus
2025				
January	29	Human Resources Committee	1000 hours	Virtual
February	19	Curriculum & Quality Committee	1000 hours	Virtual
	19	Finance & Resources Committee	1300 hours	Virtual
	26	Audit & Risk Committee	1600 hours	Virtual
	26	Governance & Nominations	1000 hours	Virtual
March	19	Regional Board Meeting	1000 hours	Boardroom, Fraserburgh Campus
April	31-11	Easter Break		

	23	Strategy Event	TBC	TBC
May	21	Curriculum & Quality Committee	1000 hours	Virtual
	21	Human Resources Committee	1300 hours	Virtual
	21	Governance & Nominations	1600 hours	Virtual
	28	Audit & Risk Committee	1000 hours	Virtual
	28	Finance & Resources Committee	1300 hours	Virtual
June	18	Regional Board Meeting	1000 hours	G10 Aberdeen City Campus
	18	Annual Chairs Meeting	1300 hours	
July				
August				

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

REGIONAL BOARD
Meeting of 19 June 2024

Title: Board Policies/Procedure

Author: Susan Lawrance	**Contributor(s):** Regional Chair & Governance & Nominations Committee

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Board to consider the updated Policies on:

- Recruitment and Selection Policy for Board Members
- Induction Policy
- ASET Director Policy
- Fellows Procedure

Linked to Strategic Goal:

Linked to Annual Priority:

Executive Summary:
These Policies are now due for review, with track-changed versions attached as Appendix 1. The main changes are highlighted below:

Recruitment and Selection Policy: It is proposed this Policy is reviewed by-annually, with the caveat that should there be any legislative changes these will be taken to the Board for approval as necessary.

Induction Policy: This policy has been amended (as per Tracked Changed version attached) to include the addition of trade union nominated Board Members.

ASET Director Policy: This policy is due to renewal.

Fellows Procedure: This procedure is due for renewal. Additional clause to item 7 (Criteria for selecting Fellows) to now include a "nominee who has made a significant contribution to the region", therefore giving a wider reach of potential Fellows.

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

Previous Committee Recommendation/Approval (if applicable)**:** None.
Equality Impact Assessment: **Positive Impact**   ☒ **Negative Impact**   ☐ **No Impact**   ☐ **Evidence:**

Induction Policy
for Board Members

RB03 -Induction Policy for Board Members

Review Date: June 2021~~4~~

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Induction Policy for Board Members

1.0 Introduction

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

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

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

2.0 Induction Programme

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

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

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

2.2.1 **Stage 1**

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

At this time, new Board Members will be provided with an introduction to the Regional Board, including the following aspects:
- The Scottish Further Education Sector and the role of colleges
- A College overview and history, including ASET and the NES FE Foundation
- The Board's role and main functions
- The operation of the Board and its Committees
- The Role of a Board Member
- Board engagement activities
- Board evaluation processes
- Key College publications.

The following key governance documents will also be highlighted:
- The Code of Good Governance for Scotland's Colleges
- The North East Scotland College Governance Manual

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

New Board Members will receive an introduction to the College intranet, COLIN, a valuable source of information on the operation of the College. The use of online Board and Committee Collaborative Spaces MS Teams area to access meeting agendas, papers and minutes, and supporting reference materials will be explained.

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

2.2.2 **Stage 2**
Briefing sessions with each relevant Committee Chair to gain an understanding of the remit and business conducted by each of the Board's Committees will be arranged.

Meetings with the Principal & Chief Executive, and the two Vice Principals will also be arranged.

Stages 1 and 2 will be scheduled to take place prior to a new Member's first attendance at a Board or Committee meeting, wherever possible.

2.2.3 **Stage 3**
Six months following appointment, Board Members will be asked to identify any topics/issues/College processes they feel it would be beneficial to gain a greater awareness and understanding of e.g. curriculum planning, financial reporting. A tailored programme will then be scheduled by the Secretary to the Board.

At this time, Board Members will also be invited to meet with the Governance Steering Group to share their experience to date as a Member of the Regional Board,

2.2.4 In addition to the above three stages, newly appointed Board Members will be provided with an opportunity to informally meet with serving Board Members, and to advise if they believe a mentoring arrangement with a long serving Member would be beneficial.

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

- understand what they are accountable for and what their rights as well as duties are
- hear from key national decision makers on what is expected from the college sector and its Boards
- build skills and confidence in the governance role, identifying the 'hard' procedural and 'soft' behavioural requirements of good governance in the college sector
- review key source documents and guidance, exploring crucial lessons from the past
- discuss and share insights into the typical challenges facing Board members in the sector
- build a network of personal contacts from other Boards that can be developed over the years.

3.0 Continuing Professional Development

3.1 Following initial induction Board Members will be provided with ongoing opportunities to undertake training and continuing professional development activities. This will include internal and external training courses, briefing sessions, joint events with other educational institutions, Campus Visits and various engagement opportunities with staff and students.

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

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

Status:	Approved by Regional Board
Date of version:	June 2020
Responsibility for authorisation:	Regional Board
Responsibility for implementation:	Secretary to the Board
Responsibility for review:	Regional Board
Review date:	June 2021

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New ASET Logo

RB04 - Policy on the Appointment of Directors of Aberdeen Skills and Enterprise Training Ltd

Document status: Approved by the Regional Board of North East Scotland College and adopted by the Board of Directors of Aberdeen Skills and Enterprise Training Ltd
Date first established: June 2000
Date of version: ~~March 2020~~ June 2024
Responsibility for document: Regional Board and Board of Directors
Responsibility for implementation: Board of Directors
Responsibility for review: Regional Board and Board of Directors
Date for review: ~~March 2023~~ June 2027 (Regional Board)

1. **Introduction**

1.1. This document sets out policy with regard to the appointment of Directors of Aberdeen Skills and Enterprise Training Limited (the Company).

2. **Background**

2.1. The Policy is the product of consideration by the ASET Board of Directors and Regional Board of North East Scotland College. The Boards, in considering this matter, had regard to the reports published by the Committee on Standards in Public Life.

3. **Policy on the Appointment of Non-Executive Directors**

3.1. In appointing non-executive Directors, the Board shall comply with the provisions of the Companies Acts, other applicable regulations and the Company's Articles of Association.

3.2. In appointing non-executive Directors, including the Chair, the Board will employ an open recruitment process, having due regard to gender equality and actively encouraging applications from under-represented groups.

3.3. The appointment of Directors may only be undertaken if the Company's Directors have first obtained approval from the Regional Board.

3.4. Directors shall have regard to the need for openness, transparency and accountability in selecting nominees to serve as Directors.

3.5. Directors shall select individuals rather than representatives.

3.6. Directors will consider skills deficiencies that may have been identified in the composition of the Board as a result of the skills audit that has been undertaken.

3.7. Directors will serve for an initial term of 4 years but may be considered for reappointment for a further period of up to four years, subject to approval by the Board of Directors of ASET and in accordance with agreed succession planning arrangements.

3.8. Appointed Directors will be provided with:
   - A letter of engagement
   - A job description
   - An induction pack
   - An induction programme.

4. **Policy on the Appointment of Executive Directors**

4.1. The appointment of executive Directors of the Company shall be subject to the approval of the Regional Board.

DATA PROTECTION IMPACT ASSESSMENT (DPIA)

1. Does the activity that this policy or procedure relates to use personal data in any way? (Use may refer to collecting and gathering; storing electronically; storing by paper; sharing with other parties (internal or external to college); use of images as well as written information; retaining and archiving; or erasing, deleting and destroying)	Yes / ~~No~~
2. Does the activity that this policy or procedure relates to use special category personal data in any way? (Special category data is data about: race; ethnic origin; politics; religion; trade union membership; genetics; biometrics (where used for ID purposes); health; sex life; or sexual orientation)	~~Yes~~ / No
3. Does the activity that this policy or procedure relates to involve the use of social media or a third-party system?	~~Yes~~ / No

If the answer is 'yes' to one or more of the above questions, the Data Protection Officer must be consulted.

Date of DPO consultation:	
Description of outcome and actions required (if any):	
DPIA screening/full DPIA required:	Yes / No

EQUALITY IMPACT ASSESSEMENT (EIA)

Part 1. Background Information

Title of Policy:	Policy on the Appointment of Directors (ASET)
Person Responsible:	Regional Board
Date of Assessment:	May 2024
What are the aims of the Policy?	To ensure compliance with the Policies and Procedures of North East Scotland College
Who will this Policy impact upon?	All who apply for non-Executive position within ASET.

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

Need	Impact	Evidence
Eliminating unlawful discrimination, harassment and victimisation	**Positive impact** – adherence to Legislation and Ministerial guidance. Ensures recruitment and appointment policy is fair, equitable and consistent where applicants of equal skills receive the same opportunities regardless of gender, race or any other protected characteristics.	A standard applications and interview process enables the panel to objectively short list and appoint ASET Board members.
Advancing Equality of Opportunity	**Positive impact** – adherence to Legislation.	Use of panel for interview process to ensure equality of opportunity.
Promoting good relations	**Positive impact** – adherence to Legislation	

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

No action is required.

Sign-off *	
Name:	Susan Lawrance
Position:	Board Secretary
Date of original EIA:	May 2024
Date EIA last reviewed:	

*Please note that an electronic sign-off is sufficient

Procedure 1024 - North East Scotland College Fellowship

1.   Purpose

The purpose of this procedure is to outline the operation of an annual College Fellowship scheme, through which nominated individuals are awarded fellowships.

2.   Scope

This procedure applies to the award of a Fellowship award annually by the Regional Board. Normally, there would be one award per year, however in exceptional circumstances, more than one, or no award, could be made in a particular year.

3.   Procedure

3.1   Members of the Regional Board will be invited to provide citations to nominate individuals for the award of a Fellowship, according to agreed criteria, listed below. The two staff representatives will be especially encouraged to nominate someone, involving other staff as they see fit. The two student representatives will also be encouraged to nominate someone, involving other students as they see fit.

3.2   All citations will be considered by the Regional Board and a provisional choice made.

3.3   The individual(s) chosen will be contacted to ensure that he/she is/they are happy to receive the Fellowship, after which the recipient is finalised.

3.4   The Fellowship(s) would be awarded at one of the College's Annual Awards Ceremonies. The recipient(s) would each receive a certificate and a small token of recognition.

4.   Responsibilities

4.1   Members of the Regional Board will provide citations/email to nominate individuals for the Fellowship Award by 31 July.

4.2   The Regional Board will consider all citations/nominees and decide on their preferred recipient by 30 August.

4.3   The Principal will contact the preferred recipient(s) and ensure he/ she is/they are happy to receive the award by 30th September of each year.

4.4   Each individual awarded the Fellowship would be expected to act as an informal ambassador for the College, and would be invited to attend College events in this capacity.

5.   Records

5.1   Citations/records will be kept by the Secretary to the Board.

6.   Standard documents

6.1   Citations for nominations

6.2   Records of correspondence relevant to the decision on the chosen recipient

7.   Criteria for selecting Fellows

A. The nominee will have made a significant contribution to the development of the North East of Scotland, and/or

B. The nominee will have made a significant contribution to the promotion of education and training, and/or

C. The nominee will have provided a positive role-model for others

D. The nominee will have made a significant contribution to the region

Status: Approved by Regional Board
Version Date: June 2022 4
Responsibility for procedure: Principal
Responsibility for review: Principal
Date of EIA: June 2022
Review date: June 2024 June 2026

REGIONAL BOARD
Meeting of 19 June 2024

Title: Course Fee Policy update

Author: Stuart Thompson Vice Principal Finance & Resources	**Contributor(s):** Leadership Team

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To discuss and approve the proposed changes to the Course Fee Policy.

Linked to Strategic Theme:

5. Leading Sustainability

Linked to Strategic Risk(s): 5.2

1.5; 5.1; 5.2; 5.5

Executive Summary:

The College leadership recently reviewed and agreed the proposed changes to the Course Fee Policy. The following paper is the paper presented to the recent Finance & Resources Committee. The Committee agree to the changes and requested the addition of the option to withhold certification and refuse attendance at the graduation.

The only change following that meeting is the addition of the following clause, highlighted in yellow.
3.3.4 If the debt remains unpaid, the College reserves the right to withhold the student's certificate and refuse their attendance at the annual graduation.

Recommendation: It is recommended that the Board accept the changes to the Course Fee Policy.

Previous Committee Recommendation/Approval (if applicable):

Equality Impact Assessment:

Positive   Impact   ☐

Negative   Impact   ☐

No Impact   ☒

Evidence: This report is for information only.

Positive   Impact   ☐

FINANCE & RESOURCES COMMITTEE
Meeting of 29 May 2024

Title: Course Fee Policy UPDATE

Author: Stuart Thompson Vice Principal Finance & Resources	**Contributor(s):** Discussed and agreed at the Leadership Team

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Committee to approve the changes to the Course Fee Policy

Linked to Strategic Theme:

5. Leading Sustainability

Linked to Strategic Risk(s): 5.2

1.5; 5.1; 5.2; 5.5

Executive Summary:

In accordance with the College governance, the Committee is responsible for approving changes to the College Course Fee Policy. The changes follow discussion a recent College Leadership Team meeting.

Appendix 1 contains a tracked change version of the College Course Fee Policy. The main changes relate to;

- Additional key principle
- Fee payment instalments
- Full time student early withdrawal
- Refund criteria

The proposed changes still need to be reviewed by the DPO however there are no anticipated concerns.

Recommendation: It is recommended that the Committee approve the changes to the Financial Regulations.

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

Equality Impact Assessment:

Positive Impact   ☐

Negative Impact   ☐

No Impact   ☒

Evidence: This report is for information only.

FR01 COURSE FEES POLICY

Version Date: ~~August~~ May 2024~~2~~

Review Date: ~~August~~ June 2026~~2024~~

1.0. Introduction

1.1. This Policy sets out the criteria the College will use to set and apply fees and charges to courses of study.

1.2. The Policy sets out the criteria under which the College will award a Fee Waiver or apply concessionary rates to tuition fees, and the circumstances under which refunds will be given.

1.3. While the policy refers to individuals entering into a contract with the College, it is understood that, where anemployer or sponsor undertakes the responsibility for the fee, then the contractual responsibility relating to the fee equally applies.

2.0. Scope

2.1. The Policy covers all fees and charges that the College will levyfor courses of study and details all instances where fees may bewaived or concessions offered.

2.2. It does not apply to the provision of Aberdeen Skills and Enterprise Training Limited (ASET), the College's training company which is subject to separate arrangements.

3.0. Key Principles

3.1 Course Fee Structure

3.1.1. Course fees are due at enrolment. It is the responsibility of the student to pay the course fee at the point of enrolment or to provide evidence that an alternative arrangement has been put in place. Failure to do so may result in the student not being enrolled.

3.1.1.3.1.2. The course fee is a single payment which is normally the full price of the course. The course fee (if chargeable) will normally be paid on booking, or prior to enrolment. Some courses involve other payments in excess of the course fee, for example students who have the option of entering for an additional external examination, or on occasion for course materials.

3.1.2.3.1.3. The course fee typically comprises fees for tuition, assessment/examination, registration, remediation, re-assessment and in most, but not all courses, course materials. For some courses, students are required to bring their own materials.

3.1.3.3.1.4. 3.1.3 There will normally be no more than one opportunity for reassessment of any combined outcome included in the course fee, except in exceptional circumstances.

3.2. Course Fee Setting

3.2.1.   Fees will be set in line with the following table: -

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Table 1: Fee Setting

	Scottish	**Rest of UK (RUK) Students**	**Overseas**
Definition	Fulfil the definition of the term "normally resident" per Schedules 1 and 2 of the SFC's Bursary Direction.	Do not fulfil the definition of the term "normally resident" per Schedules 1 and 2 of the SFC's Bursary Direction and normal residence Iswithin the UK but not Scotland.	Do not fulfil the definition of the term "normally resident" per Schedules 1 and 2 of the SFC's Bursary Direction.
Full-time HNC, HND or Advanced Diploma	Set annually by the Scottish Government	Set annually by the College, taking into consideration inflation, anticipated demand and other business imperatives.	
Full-time Non Advanced	Set annually by the SFC	Set annually by the College, taking into consideration inflation, anticipated demand and other business imperatives.	
Higher National Units; Non-Advanced Units, Advanced Higher; Intermediate	Set annually by the College, taking into consideration inflation, SFC rates, anticipated demand and otherbusiness imperatives.	Set annually by the College, taking into consideration inflation, anticipated demand and other business imperatives.	
Non-standard fees, including commercial	The College, at its discretion, may set fees for individual courses by agreement with the recipient student or client organisation.		

3.2.2. No variation to the published fee levels may be made without prior approval of the Vice Principal Finance and Resources.

3.2.3. Subject to approval by the relevant Associate Vice Principal, where full-time students of the College undertake additional part- time, twilight, evening or distance learning courses as an integral or pre-planned part of the mainstream programme agreed by the College, no additional fee will be charged. However, if a full-time student undertakes an additional non full time course because of personal preference, the student will normally be required to pay the relevant fee for the course. In specific curriculum areas and subject to the approval of the relevant Associate Vice Principal, however, the fee may be waived, and credits only claimed.

3.2.4. Subject to the approval of the relevant Associate Vice Principal, in the case of students whose native language is not English and who have achieved the required IELTS level for the course but who still require some language support to assist them with academic discourse in order to be successful in their Programme of Study, an element of language support may be provided without additional fee (although the student may require to complete additional enrolment documentation). This additional support will not take the form of an entire language programme but will be targeted support for identified areas of difficulty which may be provided through open or online learning, through attending drop-in sessions or on occasions through attending a timetabled class arranged to meet this need.

3.3. Payment of Fees

3.3.1. In booking onto a College course, an individual enters into a contract. On the College's side, the contractual obligation is to provide the training as described – with the overriding caveat that this is subject to availability of resources and acceptable student numbers. On the individual's side, booking onto a course, or accepting a place on a full-time course, is making a commitment to undertake the education or training programme.

3.3.2. On enrolment, students are responsible for providing evidence that they are entitled to fee waiver or that their fees are to be paid by a third party sponsor e.g. SAAS, Employer, Managing Agent. If they do not provide this, orit is later discovered that they are ineligible for funding, theywill be classified as self-funding.

3.3.3. Where students are self-funding the full fee will normally bepayable in advance in full. ~~Exceptionally,~~ Ppayment by instalments ~~may be~~is accepted at the discretion of the College. ~~. This will normally only apply to full-time courses of study and any I~~instalments will normally be in line with the maximum instalment periods in the following table: -

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Table 2: Maximum Instalment Periods

N~~Where n~~et fee (after any applicable grant or reduction) is:	Maximum Instalment Period
£200 or less, **or** the course duration is less than 60 calendar days	Full fee is payable prior to attending first class or accessing materials
£201 to £1,0~~5~~00	~~25% deposit at enrolment followed by~~Up to a maximum of 6~~3~~ monthly instalments (finalinstalment must be no later than 1 month before the end date of the course)
~~£501 to £750~~	~~25% deposit at enrolment followed by maximum of 4 monthly instalments (finalinstalment must be no later than 1 month before the end date of the course)~~
~~£751 to £1,000~~	~~25% deposit at enrolment followed by maximum of 5 monthly instalments (finalinstalment must be no later than 1 month before the end date of the course)~~
£1,001 or above	Up to a ~~25% deposit at enrolment followed by~~ maximum of 8~~6~~ monthly instalments (finalinstalment must be no later than 1 month before the end date of the course)
Tuition fees are non-refundable once a student commences the course. If a student subsequently withdraws before completing their payment plan, they willstill be liable to pay any balance of fee remaining unpaid, in accordance with Section 3.5 below.	

3.3.4.   In all cases where fees are not paid timeously the College will normally exclude the student from the course and seekto recover the outstanding debt, utilising collection agentswhere necessary. Where collection agents are used, theirfees will also be passed on to the debtor. ==If the debt remains unpaid, the College reserves the right to withhold the student's certificate and refuse their attendance at the annual graduation.== ~~Certification maybe withheld if fees remain unpaid.~~

3.3.5.   Where course fees for part-time students are to be paid by a third party sponsor, full details must be provided upon application. If, for whatever reason, a sponsor fails to pay, the student will be liable for any fees unpaid and will be treated as self- funding.

3.3.6.   The College will normally reject an application from or exclude any student who has an outstanding debt from current or prior years. This includes both unpaid fees and charges, and bursary overpayment.

3.3.7.   Payment of tuition fees for overseas students studying on a full time Visa are ~~is~~ required to pay infull prior to an unconditional offer being issued.

~~3.3.7.~~ 3.3.8.   Other overseas students studying without a Visa are required to pay 25% in advance and the balance in agreed instalments ending no later than 1 month before the end date of the course.

3.4 Fee Waiver and Concessions

3.4.1. The College will waive the fees of any student granted support under the SFC National Fee Waiver Grant Policy, when that student is undertaking an eligible course of study.

3.4.2. In accordance with the SFC Fee Waiver Policy~~Circular SFC/GD/12/2022~~, International students are not eligible for Fee Waiver, except where the student is: -
   - The spouse or child of a person who is an asylum seeker living in Scotland (as defined by the Immigration and Asylum Act 1999) on either an English as a Second or Other Language (ESOL) course (full orpart time) or another part-time advanced or part-time non-advanced course; or
   - A non-asylum seeker living in Scotland, on a part-timeESOL course and the student's main purpose for being in the EU is not to receive education.
   - The three-year residency rule does not apply to refugees. A student is entitled to support from the date of the Home Office letter giving them refugee status.
   - An Afghan national granted limited leave to enter under the Locally Employed Staff Scheme
   - A Ukrainian national impacted by the conflict and resettling in the UK under the three immigration routes; Ukraine Family Scheme, Homes for Ukraine Scheme or Ukraine Extension Scheme
   - Covered by any other criteria set out in the SFC Fee Waiver Policy ~~SFC/GD/12/2022~~ to ensure our obligations under the United Nations Convention on the Right of the Child.

3.4.3. Fee Waiver is not available under any other circumstances.

3.4.4. The College may also operate discounted fee schemes to stimulate demand in certain areas or where it is deemed tobe of commercial value. Details of such schemes will be published as appropriate.

3.5. Refunds / Fee reduction due to and Wwithdrawals

3.5.1. The College will not normally automatically refund a fee paid where the reason is a change of mind of the individual who has accepted/booked a place unless specific criteria are met.

3.5.2. Where a full-time non-advanced student withdraws on or before 1November the 5th week of the course and is eligible for fee waiver then no charge for course fees will be made to the student.

3.5.3. Course fees are only paid by SAAS for advanced students subject to the student physically attending a class on or after 1 December. If the student withdraws from the course without attending after this date then the College will charge a pro-rata amount of the course fee to the student.

3.5.4. Where the College decides to cancel a course, fees paid for the course will be refunded automatically and in their entirety.

3.5.5. Where the College cancels a course which is a mandatory component of a Group Award and no alternative is provided by the College thereby preventing the student achieving the Group Award the College will refund the fees for the other elements of the Group Award where the student has already booked and paid the fee and has elected not to undertake these elements of the course.

3.5.6. For all cases, except where payment of the fee was part of a process that enabled the student to gain entry to the UK for the purpose of study, or the course is a distance learning provision: -

a) Up to fourteen calendar days before the commencement of the course the fee paid will be refunded in its entirety on request to the College by submission of form Student Refund Request Form (RR2), enclosing proof of payment with supporting written evidence where appropriate.

b) For part time courses, Iif the refund request is received less than fourteen days before the commencement of the course there will be no automatic refund, up to 25% through the course., or

b)c) For full time courses (full time FE course up to the 5th week of the course or 1st December for full time HNC or HND) students withdrawing early will receive a refund of the fee reduced proportionately subject to a minimum of 10% of the fee being retained. 1 November in the case of a fulltime FE course, or 1 December in the case of a fulltime HNC or HND, the refund of the fee will be reduced proportionately subject to a minimum of 10% of the fee being retained.

c)d) After the initial periods stated in b & c above. A partial refund / fee reduction may be approved This is only available for the following circumstances (proof must be provided): -

- The individual was unable to attend because of medically certificated illness;

- The individual was unable to attend because of the bereavement of a close family member;

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- The individual had to move away from the area to a distance which made the completion of the course impossible (e.g. because of job relocation);

- The individual was unable to commence or complete attendance at College because of legal constraints, for example inability to obtain/maintain/renew a visa; imprisonment;requirement to undertake jury or military service.

d) e)   For reasons other than those stated above, no refund / fee reduction will be made other than in exceptional circumstances and at the discretion of the Vice Principal Finance and Resources on the basis of supporting written evidence supplied by the sStudent.

3.5.7. Where payment of the fee was part of a process to gain entry to the UK for the purpose of study refunds will only be considered in following circumstances

- The individual was required to remain in or return to her/his country of origin because of medically certificated illness;

- The individual had to move away from the UK making completion of the course impossible (e.g. because of job or partner/spouse's relocation);

- The individual was able to commence or complete attendance at College because of legal constraints, for example inability to obtain/maintain/renew a visa: imprisonment; requirement to undertake jury or military service.

a)   Up to fourteen days before commencement of the course the fee will be refunded in its entirely onrequest by submitting form RR2.

b)   Less than fourteen days before the commencement of the course, up to 25% through the course, or 1 November the 5th week of the course in the case of a fulltime FE course, or 1 December in the case of a fulltime HNC or HND, therefund of the fee will be reduced proportionately subject to a minimum of 10% of the fee being retained.

3.5.8. To suit the circumstances of distance learning provision,the following arrangements have been adopted:

a)   Up to the point at which the process of appointinga tutor is completed the fee will be refunded in its entirety on request to the College by submission of Form RR2 (Student Refund Request Form) enclosing Proof of Payment with supporting written evidence where appropriate, conditional on any materials already supplied being returned in their entirety andin an unused condition.

b)   Once the process of appointing a tutor is complete, a percentage of the course fee proportional to the amount of the course not completed at the time of the claim for refund, subject to a limit of 90% of the course fee, will be refunded in the following circumstances:

- the individual was unable to undertake the course because of medically certificated illnesswhich prevented study;

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- the individual was unable to undertake study because of legal constraints.

c) For reasons other than those stated above, no refund will be made other than in exceptional circumstances and at the discretion of the Vice Principal – Finance and Resources on the basis of supporting written evidence supplied by the student.

3.6. Appeals

3.6.1. An appeal may be made to the Principal in writing within 10 working days of the refund decision being made. All appeals must include supporting written evidence supplied by the student.

4.0 Effective Date

4.1. This policy is effective for the Academic Year ~~2022~~2024-2~~5~~3 and subsequent years.

Status:	Approved	**Summary of Changes**
Approved by:	Finance and Resources Committee	~~Reference to pending changes to residency rules added~~Various changes across the whole policy.
Date of version:	~~August 2023~~May 2024	
Responsibility for Policy:	Vice Principal Finance and Resources	
Responsibility for Review:	Director of Student Access and Information	
Review date:	~~August 2024~~June 2026	
DPIA Date:	~~August 2022~~May 2024	
EIA date:	May ~~2019~~2024	

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DATA PROTECTION IMPACT ASSESSMENT (DPIA)

1. **Does the activity that this policy or procedure relates to use personal data in any way?** (Use may refer to collecting and gathering; storing electronically; storing by paper; sharing with other parties (internal or external to college); use of images as well as written information; retaining and archiving; or erasing, deleting and destroying)	Yes/~~No~~
2. **Does the activity that this policy or procedure relates to use special category personal data in any way?** (Special category data is data about: race; ethnic origin; politics; religion; trade union membership; genetics; biometrics (where used for ID purposes); health; sex life; or sexual orientation)	Yes/~~No~~
3. **Does the activity that this policy or procedure relates to involve the use of social media or a third-party system?**	Yes/~~No~~

If the answer is 'yes' to one or more of the above questions, the Data Protection Officer must be consulted.

Date of DPO consultation:	11/06/2024
Description of outcome and actions required (if any):	
DPIA screening/full DPIA required:	~~Yes~~/No

Equality Impact Assessment (EIA) Form

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

Title of Policy or Procedure. Details of Relevant Practice:	Course Fees Policy FR01
Person(s) Responsible.	Vice Principal Finance and Resources
Date of Assessment:	~~August 2022~~May 2024
What are the aims of the policy, procedure or practice being considered?	The aim of the policy is to set out where course fees apply, where a refund is applicable and where fee waiver can be applied for.
Who will this policy, procedure or practice impact upon?	This will impact on applicants, students, employers, sponsors, and commercial clients.

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

Need	Impact	Evidence
• **Eliminating unlawful discrimination, harassment and victimisation.**	Negative Course fees are applied in accordance with SFC national policy and Government policy. This means that students who do not meet the residency requirements will pay a higher rate of fee compared to those who do. Refer to SFC Guidance	SFC and Government Guidance documents and National Policies.
• **Advancing Equality of Opportunity**	Negative Course fees are applied in accordance with SFC national policy. This means that students who do not meet the residency requirements will pay a higher rate of fee compared to those who do.	SFC and Government Guidance documents and National Policies Student Services application assessments.

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• **Promoting Good Relations**	Positive Course fee refunds are considered where a student has to leave a course due to medical reasons. Course fee refunds are also considered where a student resident outwith Scotland has to leave the area, or is no longerable to remain in the area due to legal restrictions.	RR2s.

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

No action taken as negative impacts attributable to SFC National Policy and Government Policy.

Sign-off *	
Name:	~~James Kirkwood~~Stuart ~~Thompson~~
Position:	Vice Principal Finance and Resources
Date of original EIA:	May 2019
Date EIA last reviewed:	~~August 2022~~May 2024

Please note that an electronic sign-off is sufficient

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NESCol Regional Board
Meeting of 19 June 2024

Title: NESCol Graduation Ceremonies – Fellowship Offer

Author: Susan Lawrance	**Contributor(s):**

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose:

To provide the Regional Board with an update on planning for 2024 Graduation Ceremonies and to ask Board Members for Fellowship recommendations.

Linked to Strategic Goal:

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

Linked to Annual Priority:

N/A

Executive Summary:

Preparations for in-person NESCol Graduations in Fraserburgh and Aberdeen in September and October 2024 are well advanced. The Fraserburgh Ceremony will once again be held in the Atrium of the Fraserburgh Campus (on Saturday 21 September 2024).

There will be two City Ceremonies which will be held in the Music Hall, Aberdeen (on Tuesday 1 October 2024). The format for all ceremonies will follow the same as previous years, with some enhancements based on feedback.

The highest honour bestowed by NESCol and designed to reflect a special contribution to the institution and/or to the wider region in the reward of a Fellowship will once again be incorporated into both the Fraserburgh and Aberdeen ceremonies. Input from Regional Board members is invited to identify potential Fellow for the 2024 graduation ceremony. Nominations should be forwarded to Susan Lawrance.

Recommendation:

Board members to notify the Board Secretary of nominations for further consideration.

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

N/A

Template Version: August 2019

Equality Impact Assessment:

Positive Impact ☒

Negative Impact ☐

No Impact ☐

Evidence:

Venues have been selected to ensure access for all.

Agenda Item 83-24

REGIONAL BOARD
Meeting of June 19 2024

Title: Student Satisfaction & Engagement Survey AY 2023-24 Report		
Author: Gill Griffin, Director of Quality		**Contributor(s):** Senior Quality Co-ordinator

Type of Agenda Item:

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

Purpose:
To enable the Regional Board members to note and discuss the results of the Student Satisfaction & Engagement Survey for our AY2023-24 student cohorts, 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):

N/A

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, which incorporates the Scottish Funding Councils (SFC) 13 mandatory national survey statements. The three-year trend data provided captures student survey outcomes for full-time, part-time, school link and distance/flexible students.

The Scottish Funding Council set a sector target of 50% participation rate for the Student Satisfaction & Engagement survey for full-time and part-time further and higher education students. There is no participation target set for the distance/flexible learning students. Overall the College once again achieved a high level of engagement in both student response rates and satisfaction levels.

The AY 2023-24 Student Satisfaction & Engagement Survey for **full-time** students recorded 3,917 responses in comparison to 3,745 in AY2022-23. Overall, 89.4% of students are satisfied with the College, a very slight decrease of 0.6% in comparison to AY2022-23, and an impressive 95.3% of students would recommend the College to others.

The AY2023-24 Student Satisfaction & Engagement Survey for **part-time** students recorded 431 responses in comparison to 333 in AY2022-23. Overall, 92% of students are satisfied with the College, a slight decrease of 1.6% in comparison to AY2022-23, and 95.7% of students would recommend the College to others.

The AY2023-24 Student Satisfaction & Engagement Survey for **distance/flexible** learning students recorded 131 responses in comparison to 66 in AY2022-23. Overall, 84.4% of students are satisfied with the College, an increase of 3.5% in comparison to AY2022-23, and 99.2% of students would recommend the College to others.

The AY2023-24 Student Satisfaction & Engagement Survey for **school-link** students recorded 544 responses in comparison to 617 in AY2022-23. Overall, 90% of students are satisfied with the College, an increase of 1.3% in comparison to AY2022-23, and 97.2% of students would recommend the College to others.

A breakdown at Sector, Team and course level can be accessed from the College's Power BI Report Server and is available for all college staff to access. The curriculum and support teams incorporate the data into self-evaluation activities, where it is reviewed, analysed and used as a tool to identifying areas for improvement and good practice.

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

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

Equality Impact Assessment:

Positive Impact   ☒

Negative Impact   ☐

No Impact   ☐

Evidence

Student Satisfaction & Engagement Survey Report

AY 2023-24

Table of Contents

Overview

The Student Satisfaction & Engagement Survey (SS&ES) is a measure of satisfaction relating to college services and experiences issued near the end of the academic year. The Scottish Funding Council (SFC) use this national approach to monitor student satisfaction and engagement across all colleges in the sector. The College is required to submit the outcomes of the mandatory statements to the SFC which informs the full national sector-level satisfaction and response data report. The outcomes of the survey also supports colleges to evidence impact and improvement within outcome agreements.

Participation Target Figures

The Scottish Funding Council set a Student Satisfaction & Engagement survey sector target response rate of at least 50% for full-time (FT) and part-time (PT) further and higher education students. North East Scotland College (NESCOL) achieved the following response rates for the AY 2023-24 survey:

- FT Further Education (FE) – 79.74% (AY22-23- 73.27%)
- FT Higher Education (HE) – 76.92% (AY22-23 – 69.19%)

The full-time response target was exceeded for both FE and HE students. Response rates increased by 6.47% for FT FE and by 7.73% for FT HE learners in comparison to AY2022-23.

- PT Further Education (FE) – 55.28% (AY22-23 – 59.51%)
- PT Higher Education (HE) – 72.22% (AY22-23– 44.02%)

The part-time response target was exceeded for both FE and HE learners. Although exceeding the PT FE target there was a 4.23% decrease in response rate in comparison to the previous year. The part-time HE student response rate increased this year by a significant 28.2%. Please note for the purpose of internal reporting that the part-time and school link outcomes are presented separately, but are combined for the SFC data submission.

The significant increase in participation rates is credited to the staff who work tirelessly to engage and motivate the students to complete the survey, informing them how important their feedback is for future college delivery.

Although there is no SFC response target set for the distance/flexible learning students the college achieved a response rate of 13.85%, an 8.13% increase in comparison to the 5.72% response rate in the previous year. This mode of student is notoriously difficult to survey therefore the significant increase in engagement is worthy of note.

Mandatory SFC Statements & NESCol Statements

The Scottish Funding Council provide 13 mandatory statements that must be used in all college student satisfaction and engagement surveys. The data presented in this report has been broken down to display the SFC mandatory statements for each mode of qualification and also includes the statements set by the College, as they are combined into one student survey. The College set internal levels of satisfaction to allow measures to be determined for improvements and to provide trend data of satisfaction which can be quantified across all service.

The results table show the number of full-time students who answered each of the SFC and college statements and the percentage of positive satisfaction results. Appendices 1-3 provide the satisfaction outcomes for part-time, school link and distance/flexible student results.

The overall positive satisfaction calculates the percentage of students who selected the *Agree* or *Strongly Agree* options in response to each question.

Any results that are below or equal to 85% positive satisfaction are highlighted in either Amber or Red. All satisfaction levels below 85% are addressed by the curriculum and service teams as part of their continuous self-evaluation activities.

College Measure of Satisfaction Level		
		85.01%+
		75.01-85.00%
		0-75.00%

Overall College Student Satisfaction Outcomes

The overall college satisfaction for the Student Satisfaction & Engagement survey data AY 2023-24 remains high at 90%, consistent over the three-year trend data.

	2021-22	2022-23	2023-24
Overall positive satisfaction	89.6%	90.0%	89.6%

Full Time Student Satisfaction Outcomes

The College continues to maintain a very high level of student satisfaction across the majority of the SFC and college statements, demonstrated in the three-year trend table below.

	2021-22	2022-23	2023-24
Overall positive satisfaction	89.4%	90.0%	89.4%

The SFC's statement, The College Students' Association influences change for the better, potentially needs further review with the SFC to determine if this is in fact the most appropriate survey statement as just under a third of full-time students (1,345) this year responded that they 'don't know', as did 1,254 in AY 2022-23 and 1,106 in AY 2021-22, however 0% of students responded 'don't know' to the college students' association survey statements.

The percentage of positive satisfaction achieving amber or red levels will be addressed by individual curriculum and support teams during their continuous self-evaluation activities.

Full Time Survey Results

Mandatory SFC Statements	2021-22		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	3125	93.5%	3745	94.8%	3917	93.1%
Staff regularly discuss my progress with me.	3116	86.0%	3741	88.3%	3907	87.4%
Staff encourage students to take responsibility for their learning.	3115	97.1%	3737	97.4%	3904	97.2%
I am able to influence learning on my course.	3105	90.8%	3724	91.6%	3894	90.3%
I receive useful feedback which informs my future learning.	3109	91.2%	3733	91.3%	3903	91.0%
The way I'm taught helps me learn.	3102	86.3%	3726	89.1%	3893	88.0%
My time at college has helped me develop knowledge and skills for the workplace.	3112	91.9%	3737	93.3%	3906	92.1%
I believe student suggestions are taken seriously.	3110	87.3%	3725	85.7%	3893	84.6%
I believe all students at the college are treated equally and fairly by staff.	3113	92.2%	3737	90.2%	3900	90.0%
Any change in my course or teaching has been communicated well.	3107	87.0%	3726	89.1%	3910	85.8%
The online learning materials for my course have helped me learn.	3108	87.4%	3728	89.0%	3904	90.3%
I feel that I am part of the college community.	3105	85.9%	3720	88.2%	3898	88.1%
The College Students' Association influences change for the better.	2868	56.8%	3449	58.2%	3647	57.8%
College Statements	**2021-22**		**2022-23**		**2023-24**	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	3122	95.5%	3740	95.9%	3913	95.8%
Staff help to motivate me with my learning.	3108	89.8%	3738	90.3%	3902	90.5%
The VLE (Blackboard) is helping my learning.	3114	88.3%	3729	90.3%	3897	89.9%
I am told in advance if there are any changes to my timetable.	3114	85.0%	3733	86.0%	3899	83.7%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	3113	91.2%	3734	92.3%	3900	90.9%

Assessment & Feedback	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	3113	92.9%	3735	93.8%	3880	93.0%
I am provided with opportunities to plan and personalise my own learning.	3106	90.4%	3727	89.7%	3894	89.6%
Assessment tasks are clearly explained.	3109	90.4%	3730	90.9%	3897	89.8%
I am informed where and when my assessments are taking place.	3111	96.3%	3724	96.1%	3889	96.0%
I know what to do if I don't agree with my assessment results.	3104	83.8%	3725	84.9%	3890	84.5%
The feedback that I receive following assessment is useful and helps me learn.	3107	92.9%	3729	93.4%	3896	92.4%
I receive feedback from assessments in a timely manner.	3104	87.9%	3728	89.2%	3896	87.3%
e-assessment (online assessment) was used as part of my course.	3077	90.7%	3689	85.0%	3844	85.5%
Quality Improvement	No.	%	No.	%	No.	%
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	3087	89.4%	3705	90.0%	3866	88.9%
I receive feedback on issues I raise.	3036	86.8%	3657	86.4%	3824	85.0%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	3102	95.1%	3723	95.1%	3883	94.7%
The information/help/support I am given is useful.	3086	94.3%	3706	94.1%	3874	93.9%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	3096	91.1%	3719	91.4%	3880	90.6%
I am aware of extra-curricular opportunities within the College.	3092	79.6%	3718	80.6%	3885	79.8%
I am aware of events, activities and opportunities offered by the Students' Association.	3095	83.3%	3711	81.4%	3877	80.6%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	3114	97.2%	3733	97.2%	3902	97.0%
I have been able to access all necessary computer hardware and software for my course.	3107	95.8%	3729	95.7%	3888	95.4%
Once I am connected, the College Wi-Fi network is reliable.	2789	85.9%	3586	75.7%	3777	78.2%

Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective.	2870	95.1%	3676	94.3%	3855	94.6%
I feel safe and secure on college premises.	2906	97.1%	3681	96.0%	3863	95.9%
College libraries provide a suitable learning environment.	2620	96.6%	3564	96.5%	3737	96.0%
College facilities are clean, tidy and well decorated.	2901	96.1%	3688	93.9%	3865	93.2%
Equality & Diversity	**No.**	**%**	**No.**	**%**	**No.**	**%**
The College does enough to promote equality and diversity issues e.g. College events, literature.	3100	94.8%	3726	94.7%	3884	94.3%
I am aware of the College's Respect campaign.	3094	88.9%	3734	88.4%	3886	86.9%
I believe that College staff, students and contractors behave respectfully towards each other.	3099	96.2%	3732	95.0%	3891	94.5%
Recommendation	**No.**	**%**	**No.**	**%**	**No.**	**%**
I would recommend North East Scotland College to others.	3078	96.5%	3684	96.5%	3855	95.3%

SFC Comment Box

In addition to the SFC statements, students are provided with a free-text comment box at the end of the mandatory multiple choice statements. Students are instructed that "*If you have any other comments about learning and teaching at the college, please write them in the box*". Responding to this question is optional.

In total, 535 students elected to make a comment in the free-text box. All comments have been disseminated to the relevant curriculum and support areas for review, reflection and potential action.

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 AY 2023-24 Student Satisfaction & Engagement survey. The feedback is presented by sector, which hosts the positive feedback provided by full-time, part-time and distance/flexible learning students across all services and can be viewed in the link below.

https://wakelet.com/@Student_Satisfaction_and_Engagement_Survey_202324

Appendix 1 Part Time Survey Satisfaction

Overall positive satisfaction	2021-22	2022-23	2023-24
	89.6%	93.6%	92.0%

Mandatory SFC Statements	2021-22		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	232	93.1%	333	96.4%	431	96.1%
Staff regularly discuss my progress with me.	232	88.4%	332	94.9%	430	89.1%
Staff encourage students to take responsibility for their learning.	232	97.4%	332	99.7%	429	97.4%
I am able to influence learning on my course.	230	92.2%	331	96.1%	431	94.7%
I receive useful feedback which informs my future learning.	231	89.6%	331	97.0%	431	90.7%
The way I'm taught helps me learn.	231	87.9%	332	94.6%	427	89.9%
My time at college has helped me develop knowledge and skills for the workplace.	231	93.1%	331	95.7%	430	92.1%
I believe student suggestions are taken seriously.	231	85.7%	332	94.9%	430	92.3%
I believe all students at the college are treated equally and fairly by staff.	232	92.2%	332	96.4%	430	97.7%
Any change in my course or teaching has been communicated well.	232	89.2%	331	95.8%	429	90.2%
The online learning materials for my course have helped me learn.	231	85.7%	332	94.3%	427	94.9%
I feel that I am part of the college community.	232	87.5%	332	92.1%	431	90.7%
The College Students' Association influences change for the better.	210	58.6%	312	54.81%	401	66.3%
College Statements	**2021-22**		**2022-23**		**2023-24**	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	231	94.8%	333	96.1%	431	96.1%
Staff help to motivate me with my learning.	229	91.7%	333	97.0%	429	93.0%
The VLE (Blackboard) is helping my learning.	228	83.8%	331	92.2%	429	91.4%
I am told in advance if there are any changes to my timetable.	230	86.1%	333	89.2%	430	87.0%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	231	92.6%	332	91.6%	430	89.3%
Assessment & Feedback	No.	%	No.	%	No.	%

	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	231	93.9%	332	97.0%	431	96.1%
I am provided with opportunities to plan and personalise my own learning.	230	89.6%	329	93.9%	430	93.0%
Assessment tasks are clearly explained.	230	93.5%	330	97.3%	430	95.4%
I am informed where and when my assessments are taking place.	230	95.2%	331	97.9%	428	97.7%
I know what to do if I don't agree with my assessment results.	231	91.3%	332	94.6%	429	91.6%
The feedback that I receive following assessment is useful and helps me learn.	231	95.2%	332	96.4%	429	93.9%
I receive feedback from assessments in a timely manner.	232	93.5%	331	97.0%	430	95.1%
e-assessment (online assessment) was used as part of my course.	229	87.3%	329	84.2%	428	81.1%
Quality Improvement	**No.**	**%**	**No.**	**%**	**No.**	**%**
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	227	86.8%	326	90.2%	426	86.2%
I receive feedback on issues I raise.	226	89.4%	322	93.2%	420	86.7%
Guidance & Support	**No.**	**%**	**No.**	**%**	**No.**	**%**
I am able to access additional support or advice when I need it.	230	97.0%	332	98.2%	427	96.5%
The information/help/support I am given is useful.	229	96.1%	331	97.6%	427	95.6%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	229	90.8%	330	94.9%	425	95.8%
I am aware of extra-curricular opportunities within the College.	228	85.1%	332	88.0%	425	83.1%
I am aware of events, activities and opportunities offered by the Students' Association.	227	81.1%	330	88.2%	424	81.8%
Equipment & Facilities	**No.**	**%**	**No.**	**%**	**No.**	**%**
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	227	92.5%	332	97.9%	428	98.1%
I have been able to access all necessary computer hardware and software for my course.	228	93.4%	330	95.8%	428	98.1%
Once I am connected, the College Wi-Fi network is reliable	202	72.3%	301	83.1%	403	78.2%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	217	95.9%	320	96.6%	422	96.2%
I feel safe and secure on college premises	216	95.8%	323	96.6%	424	97.2%
College libraries provide a suitable learning environment	199	98.0%	314	98.1%	407	96.3%
College facilities are clean, tidy and well decorated	216	96.3%	321	93.4%	422	96.7%
Equality & Diversity	**No.**	**%**	**No.**	**%**	**No.**	**%**

The College does enough to promote equality and diversity issues e.g. College events, literature.	227	94.7%	332	97.9%	426	97.9%
I am aware of the College's Respect campaign.	226	87.6%	332	93.4%	426	91.1%
I believe that College staff, students and contractors behave respectfully towards each other.	227	96.0%	331	98.2%	428	98.4%
Recommendation	**No.**	**%**	**No.**	**%**	**No.**	**%**
I would recommend North East Scotland College to others.	229	96.1%	324	95.4%	421	95.7%

Appendix 2 Distance/Flexible Satisfaction

	2021-22	2022-23	2023-24
Overall positive satisfaction	81.4%	80.9%	84.4%

Mandatory SFC Statements	2021-22		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	84	96.4%	66	96.7%	131	97.7%
Staff regularly discuss my progress with me.	82	91.5%	60	90.0%	128	91.4%
Staff encourage students to take responsibility for their learning.	82	95.1%	58	98.3%	124	95.2%
I am able to influence learning on my course.	78	82.1%	55	74.6%	118	83.9%
I receive useful feedback which informs my future learning.	83	95.2%	62	95.2%	128	98.4%
The way I'm taught helps me learn.	82	90.2%	58	88.9%	123	94.3%
My time at college has helped me develop knowledge and skills for the workplace.	74	93.2%	55	90.9%	121	95.9%
I believe student suggestions are taken seriously.	67	88.1%	47	91.5%	103	92.2%
I believe all students at the college are treated equally and fairly by staff.	66	98.5%	48	100.0%	101	99.0%
Any change in my course or teaching has been communicated well.	66	100.0%	50	100.0%	113	94.7%
The online learning materials for my course have helped me learn.	83	96.4%	63	92.06%	130	95.4%
I feel that I am part of the college community.	72	65.3%	53	49.1%	104	70.2%
The College Students' Association influences change for the better.	73	37.0%	57	31.6%	112	37.5%
College Statements	**2021-22**		**2022-23**		**2023-24**	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	85	97.7%	64	96.9%	126	96.8%
Staff help to motivate me with my learning.	74	93.2%	52	80.8%	119	94.1%
The VLE (Blackboard) is helping my learning.	58	72.4%	44	56.8%	94	79.8%
I am told in advance if there are any changes to my timetable.	61	98.4%	46	89.1%	96	89.6%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	60	83.3%	48	83.3%	102	87.3%

Assessment & Feedback	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	73	95.9%	56	89.3%	117	96.6%
I am provided with opportunities to plan and personalise my own learning.	74	90.5%	49	93.9%	118	94.1%
Assessment tasks are clearly explained.	76	96.1%	60	90.0%	124	95.2%
I am informed where and when my assessments are taking place.	72	100.0%	54	98.2%	108	99.1%
I know what to do if I don't agree with my assessment results.	72	80.6%	53	83.0%	112	92.0%
The feedback that I receive following assessment is useful and helps me learn.	79	98.7%	60	96.7%	124	98.4%
I receive feedback from assessments in a timely manner.	79	94.9%	63	93.7%	127	97.6%
e-assessment (online assessment) was used as part of my course.	76	98.7%	63	100.0%	123	95.9%
Quality Improvement	No.	%	No.	%	No.	%
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	59	69.5%	53	69.8%	102	74.5%
I receive feedback on issues I raise.	55	81.8%	44	88.6%	87	89.7%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	77	93.5%	58	94.8%	120	94.2%
The information/help/support I am given is useful.	72	95.8%	56	96.4%	115	96.5%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	69	75.4%	47	83.0%	109	86.2%
I am aware of extra-curricular opportunities within the College.	59	55.9%	44	52.3%	95	60.0%
I am aware of events, activities and opportunities offered by the Students' Association.	57	52.6%	43	46.5%	94	56.4%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	53	60.4%	41	68.3%	88	76.1%
I have been able to access all necessary computer hardware and software for my course.	68	97.1%	49	91.8%	97	89.7%
Once I am connected, the College Wi-Fi network is reliable	21	100.0%	14	92.9%	44	95.5%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	12	91.7%	14	92.9%	35	85.7%
I feel safe and secure on college premises	12	91.7%	14	92.9%	38	86.8%
College libraries provide a suitable learning environment	12	91.7%	13	100.0%	32	84.4%
College facilities are clean, tidy and well decorated	11	90.9%	15	100.0%	38	86.8%

Equality & Diversity	No.	%	No.	%	No.	%
The College does enough to promote equality and diversity issues e.g. College events, literature.	51	84.3%	38	94.7%	86	91.9%
I am aware of the College's Respect campaign.	54	51.9%	40	65.0%	85	64.7%
I believe that College staff, students and contractors behave respectfully towards each other.	44	95.5%	39	97.4%	84	97.6%
Recommendation	No.	%	No.	%	No.	%
I would recommend North East Scotland College to others.	84	96.4%	64	98.4%	125	99.2%

Appendix 3 School Link Survey Satisfaction

	2021-22	2022-23	2023-24
Overall positive satisfaction	88.5%	88.7%	90.0%

Mandatory SFC Statements	2021-20		2022-23		2023-24	
	No.	%	No.	%	No.	%
Overall, I am satisfied with my college experience.	547	94.9%	616	97.4%	544	97.4%
Staff regularly discuss my progress with me.	545	88.3%	617	88.6%	544	91.9%
Staff encourage students to take responsibility for their learning.	544	97.2%	615	97.3%	543	99.3%
I am able to influence learning on my course.	540	94.4%	611	94.4%	538	95.7%
I receive useful feedback which informs my future learning.	546	92.5%	612	89.5%	544	95.2%
The way I'm taught helps me learn.	543	90.2%	617	90.3%	544	93.8%
My time at college has helped me develop knowledge and skills for the workplace.	545	94.3%	617	94.7%	542	95.6%
I believe student suggestions are taken seriously.	539	93.0%	613	91.2%	539	91.7%
I believe all students at the college are treated equally and fairly by staff.	545	95.8%	611	95.7%	541	93.9%
Any change in my course or teaching has been communicated well.	541	95.2%	615	92.5%	540	93.9%
The online learning materials for my course have helped me learn.	544	87.0%	613	89.6%	542	90.2%
I feel that I am part of the college community.	545	85.0%	614	84.5%	536	89.0%
The College Students' Association influences change for the better.	467	56.5%	537	57.5%	467	58.7%
College Statements	**2021-20**		**2022-23**		**2023-24**	
Learning & Teaching	No.	%	No.	%	No.	%
Teaching and learning materials are helping me learn.	543	96.7%	615	95.6%	543	97.1%
Staff help to motivate me with my learning.	540	91.3%	614	91.4%	541	93.7%
The VLE (Blackboard) is helping my learning.	526	81.0%	610	83.0%	531	85.1%
I am told in advance if there are any changes to my timetable.	537	92.7%	614	89.6%	531	90.0%
Teaching staff make use of a range of digital and multimedia technologies (e.g. online quizzes, videos) to enhance learning and teaching.	541	92.2%	613	90.9%	536	91.4%

Assessment & Feedback	No.	%	No.	%	No.	%
Lessons prepare me well for assessments.	537	95.0%	614	94.0%	535	94.2%
I am provided with opportunities to plan and personalise my own learning.	534	90.6%	613	91.0%	537	90.1%
Assessment tasks are clearly explained.	538	92.4%	615	93.2%	536	93.8%
I am informed where and when my assessments are taking place.	534	95.1%	610	95.1%	533	95.1%
I know what to do if I don't agree with my assessment results.	529	83.7%	610	83.3%	531	84.9%
The feedback that I receive following assessment is useful and helps me learn.	533	92.3%	611	94.3%	532	95.1%
I receive feedback from assessments in a timely manner.	534	92.0%	610	92.3%	534	92.0%
e-assessment (online assessment) was used as part of my course.	514	83.9%	606	84.3%	521	87.1%
Quality Improvement	No.	%	No.	%	No.	%
I have had the chance to provide my views on my learning experience e.g. questionnaires, focus groups, class representatives, peer-led review or course committee meetings.	520	85.0%	605	85.5%	530	86.2%
I receive feedback on issues I raise.	513	89.9%	592	87.5%	523	89.5%
Guidance & Support	No.	%	No.	%	No.	%
I am able to access additional support or advice when I need it.	527	95.8%	605	93.7%	537	95.0%
The information/help/support I am given is useful.	527	94.7%	606	94.7%	535	95.9%
I am aware of the information and/or support available to help me to decide my next steps e.g. continuing education, seeking employment.	523	92.4%	607	91.1%	537	92.6%
I am aware of extra-curricular opportunities within the College.	519	72.5%	602	71.3%	530	74.5%
I am aware of events, activities and opportunities offered by the Students' Association.	518	74.3%	604	71.5%	529	74.3%
Equipment & Facilities	No.	%	No.	%	No.	%
I have been able to access my College IT account to use Microsoft 365 including: email and OneDrive.	537	94.2%	606	90.6%	529	92.4%
I have been able to access all necessary computer hardware and software for my course.	537	93.5%	607	94.2%	531	93.2%
Once I am connected, the College Wi-Fi network is reliable	422	83.7%	516	83.7%	464	83.6%
Classroom presentation facilities, e.g. data projector, speakers, interactive whiteboard, are effective	445	94.4%	550	95.1%	490	96.5%
I feel safe and secure on college premises	446	96.9%	547	96.2%	483	96.5%
College libraries provide a suitable learning environment	349	95.1%	483	95.5%	440	96.4%
College facilities are clean, tidy and well decorated	439	96.6%	537	95.2%	475	96.8%

Equality & Diversity	No.	%	No.	%	No.	%
The College does enough to promote equality and diversity issues e.g. College events, literature.	524	92.8%	606	93.7%	523	92.9%
I am aware of the College's Respect campaign.	520	76.7%	605	76.9%	522	78.9%
I believe that College staff, students and contractors behave respectfully towards each other.	525	96.4%	607	96.1%	527	96.2%
Recommendation	No.	%	No.	%	No.	%
I would recommend North East Scotland College to others.	525	96.4%	609	97.2%	527	97.2%

	REGIONAL BOARD
	Meeting of
	REPORT BY THE REGIONAL CHAIR
	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.
1	**Colleges Scotland** Colleges Scotland has taken forward dialogue with the Scottish Government around developing the "Colleges First" approach to Modern Apprenticeship delivery, with a new model expected to be in place in 2026. Colleges Scotland has presented a range of evidence to officials around current issues. Colleges Scotland convened an in-person workshop at Argyll Court, Stirling in partnership with Scottish Government officials to understand the scope of individual college international activity and how the Scottish Government can assist this activity with the Scottish Education Exchange Programme (SEEP). Ten colleges joined the meeting and heard contributions from Sian Holleran at Colleges Wales and Victoria Underwood from CDN. This was a positive first step to understanding where certain institutions are and how they would like to progress. The Skills Planning Models Research Group is developing an outline of the key criteria and principles for skills planning for the Scottish Government to adopt in developing a new model of skills planning. This work includes stakeholder engagement with Regional Economic Partnerships as well as agencies and institutions in the other devolved nations. A final paper will be provided to Scottish Government in June 2024. • The Funding and Infrastructure Short Life Working Group has shared a persuasive document on the high-level principles of what a new funding model needs to deliver for the college sector
2	**College Employers Scotland (NJNC)** **Support Staff** A final £5,000 consolidated pay offer includes a **£2,000 pay rise for Academic Year (AY) 2022/23** and **£1,500 for AY 2023/24**, together with a **£1,500 rise in AY 2024/25** • At NJNC Support Staff Side Table meeting (Wednesday 5 June), the employers' pay offer was formally accepted by the trade unions and this, therefore, brings the pay dispute to an end. Discussions also focussed on the implementation of the backdated pay award.

Template Version: August 2019

	Lecturing Staff EIS_FELA have entered discussions on a 4 year pay deal. To date there have been extensive discussions with both sides moving their position. EIS-FELA advised it would not take the latest offer to its members, as it had already been rejected and repeated its request to meet again as soon as possible and stated it would move from its current position if the management side also committed to moving from its current offer. The next meeting yet to be agreed is scheduled w/c 17/6/24	
3	**Other** **CPA –** focus on completion of refreshed LOIP (https://communityplanningaberdeen.org.uk/ for further information) A webinar will be held on 4 Sept to introduce the changes and can be booked with this link https://events.teams.microsoft.com/	
6	**Attendance at Meetings – Regional Chair** The Regional Chair has attended various meetings since the last Board Meeting, including: - Board membership selection and Interviews 27 Mar 15 Apr - CES Executives meetings 17, 30April 7, 15, 22 May 4 June - Colleges Scotland Conference (panel member) 24 April - RGU Board 26 Mar - RGU Audit cttee 30 May - NJNC 6,9,29,31 May 5,10,13 June - CS Board 21Mar - CS Chairs 21 Mar 8 May 4June (inc meeting with Minister) - CPA 29 May - Nescol art Comp 29 May - Nescol Chairs 13 May 10 June - Scot Govt Appraisal 14 June	

REGIONAL BOARD
Meeting of 19 June 2024

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.

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.

Members are asked to note the new Channel No. 8 within Regional Board Team space – Board and Committee Action Log where actions from all Board and Committee meetings, along with Action updates can be found.

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

Committee	Meeting Date
Curriculum and Quality Committee	22 May 2024
HR Committee	22 May 2024
Audit and Risk Committee	29 May 2024
Finance and Resource Committee	29 May 2024

Copies of the draft minutes from the above meetings are available in the Minutes Channel of the Regional Board Team space.

2	**HR Committee – 22 May 2024**

Summary of key business:
- Employers Pension Scheme Discretionary Policy
- People Services Enhancement Plan update
- Presentation on Gender Pay Gap
- Employee Voice Presentation
- Draft Programme of Business
- Equalities Policy
- Update on National Bargaining and Voluntary Severance
- Staff Wellbeing Initiatives and Activity Update
- Staff Equalities Report

Agreed Actions:
- Consultation on Employers Pension Scheme Discretionary Policy to be undertaken – Policy to be re-presented to Committee in due course.
- VLE Implementation ad Staff Training/CPD presentations to be arranged for next AY.
- Consultation on Equalities Policy to be undertaken. To be brought to Regional Board for approval when available.

3	**Curriculum and Quality Committee – 22 May 2024**

Summary of key business:
- Overview of activity and credits position
- AY24/25 applications update presentation

	• Business and Community Development update via presentation. • Student Support Activity Report • Students' Association Activity Report • Quality Activity Interim Report • Student Satisfaction & Engagement Survey Results **Agreed Actions:** • Additional information on degree link and progression routes to be shared with Committee. • Trauma Informed College Information to be shared with Committee.

4	**Audit and Risk Committee – 29 May 2024**
	
	Summary of Key Business:
	• Internal Audit Reports (Henderson Loggie)
	   o Student Recruitment
	   o Follow-up Reviews
	   o Environmental Sustainability
	• Internal Audit Progress Report (Henderson Loggie)
	• Strategic Risk Register
	• Annual External Audit Plan 2023/24 (Audit Scotland)
	• Code of Good Governance for Scotland's Colleges – Review of compliance
	
	Agreed Actions:
	• Amendment to Strategic Risk Register 5x5 Risk Matrix exemplar
	• Continued public lobbying for removal of costly estates and pension liabilities valuation audit work.

5	**Finance and Resource Committee – 29 May 2024** **Summary of Key Business:** • Fraserburgh Childcare provision • Course Fee Policy • Debt Write-Ott • AY2023-24 Budget Update • AY2024-25 Draft Budget • ASET • Opportunities Register • Committee Draft Programme of Business • ETZ Update **Agree Actions:** • Agenda item on Fraserburgh Childcare provision to be discussed further at Regional Board Meeting in June. • Course Fees Policy to be presented to Regional Board at June Meeting.